# SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

( Affiliated To Saurashtra University & NCTE )

( Vaishali Nagar 2 & 3, Near Amrapali Under Bridge , Rajkot)

## PE-8 TEACHER AND LEARNER IN SOCIETY

Unit –1 Learners and the Nation

1.1 The concept of national Integration in India and its importance

1.2 Constitutional values, rights and duties

1.3 Pluralistic society: social, cultural, linguistic, religious diversity and learners

1.4 Indian cultural heritage: literature, art-architecture and fine arts.

1.1 The concept of national integration in India and its importance

ᵛ    Introduction

India is a country with a large population. Since ancient times, India has had many diversities. Yet, its uniqueness is that unity has been maintained. The lack of national emotional unity emerged in India from the very modern period. The British rule made many attempts to divide the Indian society in political and social order. In the issues of religion, caste, language and region, they adopted a tendency to have a detrimental effect on social cohesion. However, complete lack of unity could not be created in Indian society. Our freedom struggle itself bears witness to India's national spirit. The British also created discord in the country by adopting the policy of 'divide and rule'. It created bitterness among the people of the country. The attainment of independence has taken this bitter form and is damaging the national unity of the country. Today, due to linguisticism, the severity of terrorism, and religious fundamentalism in some states, the integrity of the nation is gradually being broken. The situation of the border states is worrying today. Provincialism and regionalism are obstacles in the way of national unity. The Constitution has given us the goal of citizenship of India. We are not citizens of Gujarat or Punjab. Today, humanity has become narrow-minded. A wall is being built between the harmony of affection between brothers. The bridge of affection between people is being razed to the ground. Due to the lack of national unity, the people suffer from prejudice and when circumstances arise, they flare up. Forgetting the concept of the nation, the people are also led astray due to regional selfishness or power. The consequences of which are suffered by the region and the nation as a whole.

ᵛ    Meaning of National Integration:

Ø    General Meaning: National unity generally means the feeling of patriotism or patriotism among people of different religions, languages, castes, regions or races of a country or nation for the benefit of the country.

National unity means the development of the feeling of unity, uniformity, organization. In other words, the feelings of harmony, unity and brotherhood are what national unity is.

Ü    Literal Meaning: National and Unity

Ü    The word national means relating to the nation.

Ü    Unity means unity, unity, harmony, harmony, unity in English National Integrity

Ü    National: Of the whole nation, national, specific to a nation or people

Ü    Integrity: Perfection, integrity, honesty, righteousness, truthfulness Looking at the many meanings of national unity, national unity means—the whole nation, national unity, unity related to the nation, the perfection of the nation, integrity, harmony between the people of the nation, loyalty to the nation.

Ø    Broader meaning:

Ü    National unity is a psychological and emotional matter. It is not external or organizational. National unity is the internal feeling of the people. It is an emotional bridge between the people.

Ü    It is necessary to make sacrifices for the national unity of a country like India, which has many differences. Unity in diversity is a bright feature of Indian culture.

Ü    Forgetting the differences of any community, caste, region, gender, religion and culture, the feeling or sentiment that we are all one is national unity.

ü   Dr. Radhakrishnan has said that "The building of national unity cannot be built with the help of lime and stone. It cannot be shaped with the help of chisel or hammer. It can only be implanted in the minds and hearts of human beings in a proper way."

ü   Dr. Radhakrishnan's message: We should abandon regional jealousy and aspirations and unite as one nation and establish economic and political stability in the world.

ü   National unity is not political unity, but unity of the hearts and minds of the people. Only through this can the feeling of 'Saare Jahan Se Achcha Hindustan Hamara' (Mohammad Iqbal) arise.

The famous nationalist educator Humayun Kabir says that –

ü   The feeling of being a citizen of one nation, forgetting caste, community, language or region.

ü   The establishment of the nation and national identity

ü   Pride for the prosperity and development of the nation

ü   A feeling of unity in the face of the challenges of the nation

Pandit Jawaharlal Nehru was the initiator and supporter of national unity. According to his opinion,

"In India, the first essential is the maintenance of unity and integrity of country not merely a political unity but unity of heart and mind."

Respect and feeling towards the culture of the nation and the values it contains is the foundation of national emotional unity. Instead of the goal of development or progress of any one devotion or group, it is necessary for every citizen to have the feeling that 'if the country is happy, then I am happy'. Keeping in mind the interest of the entire society. Instead of I (I) or mine (MY), the feeling of We (We) or Ours is necessary.

The unity of the hearts of the various people living in India means national unity.

The feeling that first we are Indians, then we are Gujaratis means national unity,

I am first Indian, then I am Gujarati, only through this unity in diversity can be maintained..

Just as the color of everyone's blood is the same, the basic principles of every festival must also be the same. Today we have only two paths. - Buddha's and war. Apart from this, we do not have any third option. Today, crores of rupees are spent on weapons. The budget of death is made. If we do not learn to live together like brothers, we will die like fools. Wars arise in the minds of men. Therefore, their end must also be in the human heart. War arises in the minds of men not in the battle field.

Ø   Tagore has also called true patriotism the mother of world love.

Even after gaining independence, the Indian people have shown national unity whenever needed. During the Chinese invasion in 1962 and the wars with Pakistan in 1965 and 1971-72, the people of India showed a sense of national unity and patriotism. The feeling of national unity is seen in times of crisis like human disasters like war, natural disasters like the devastating earthquake in Gujarat on 26 January 2001. But it does not become a part of life. National unity should become an aspect of democracy and citizenship even after the natural or man-made disasters of the nation.

Looking at the historical background, it is seen that India was never one. In the past too, 526 princely states were divided. At that time, there was no single ruler. Yet, a nation like India had a unique identity, a unique identity, a unique culture. That is why, considering national unity in a broader context, it can be said that national unity means.

ü   Loyalty and patriotism towards the nation.

ü   Respect and honor for every person living in the nation.

ü   The experience of mutual unity that all nations are Indians by abandoning narrow boundaries.

ü   Unity of the hearts of various nations living in India.

An educationist's opinion about national unity is "National Integration means bringing about economic, social and cultural differences (pertaining among the people) within a tolerable range"

Bringing the economic, social and cultural differences prevailing among various nations within the horizons of tolerance, i.e., the different nations living in the nation accept each other's economic, social and cultural differences and cultivate tolerance is true national unity.

∨   Importance of National Unity

Every country constantly tries to create and maintain a sense of national unity among its citizens. Not only this, some patriotic individuals also make formal or informal efforts to develop a sense of national unity in other individuals or in society. Along with education, religion, charitable organizations also keep making such efforts. There are some reasons behind doing this. Which reasons we can call the importance of national unity. Thus, efforts are made to develop it in every citizen only because of the specific and immense importance of national unity. The importance of national unity is as follows.

ü   The development of any citizen and society or country is based on the sense of national unity among the citizens of that country. The more national unity there is, the more the country and citizens develop.

ü   Reasons for national unity People live in harmony, they cooperate and cooperate in each other's development.

ü    Due to national unity, the country stands united against natural disasters and everyone helps each other.

ü    Due to national unity, there are no riots, riots or other chaos in the country, as a result, the country develops.

ü    The feeling of national unity teaches people to protect national wealth.

ü    National unity reduces socio-cultural and economic conflicts or inequalities.

ü    Makes people share ideas, values and emotional bonds.

ü    Promotes social harmony.

ü    Due to national integration, social bonds between people in the country become stronger. This supports brotherhood, peace and tolerance.

ü    Unifies the nation. Unites people of different races, castes, sects or ideas.

ü    National unity strengthens the country, as well as makes the country powerful at the international level.

ü    Increases the economic growth of the country

ü    Promotes loyalty to the nation

ü    National unity helps people to stand together for the progress of the country by forgetting small issues.

ü    In the world today, when every country is facing threat of terrorism, national unity plays a crucial role in modern times. It challenges communalism, regionalism, linguistics, etc.

ü    In the era of technology, progress and accessibility of social media, it is becoming very easy to deceive, then national unity helps to overcome these situations. It makes people intellectually mature and tolerant.

ü    For some countries, the integrity of the nation has come under threat. It faced major challenges from within, and also became a victim of foreign attacks. Therefore, national unity plays an important role in nation building. It sustains the history of the country along with development.

ü    In a secular and democratic country like India, there are many types of diversity, national unity is important.

ü    National unity is necessary to develop values like harmony, cooperation, unity, respect among the citizens of the country.

ü    Apart from the development of the country, national unity is also necessary for its defense.

In short, national unity is of great importance for the development of the country, for the unique identity of the country, for the survival of the country.

∨    Constitutional Values Rights and Duties

Ø    Introduction:

The Constitution of India, drafted by the Constitution Committee headed by Dr. Babasaheb Ambedkar, is considered unique. It was and is very important that the Indian society, made up of religion, language, regions, economic class differences, etc., should be bound together in one thread. The Constitution of India has accomplished this task perfectly. If there is any one recognized book of the entire people of India, it is the Constitution of India. Every student of India is familiar with its preamble, because it is published on the first page of every textbook, which is as follows.

"We, the people of India, have resolved to establish India as a sovereign, socialist, secular, democratic, republic and to ensure to all its citizens:

Justice: social, economic and political.

Freedom: freedom of thought, expression, belief, religion and worship.

Equality: equality of status and opportunity and to extend it to all citizens.

Fraternity: ensuring the dignity of the individual and the unity and integrity of the nation.

Do solemnly resolve to adopt and enact this Constitution on the 26th day of November, 1949, and dedicate it to ourselves.

Values (Principles) of the Preamble (Constitution) :

The Preamble is divided into two parts. The first part sets out the characteristics of a republic. The second part sets out the principles. These principles are the precepts according to which the Republic of India is to be governed.

(1) Justice:

Under the principle of justice, it is not only said to establish judicial justice. On the contrary, judicial justice is not mentioned in it. The preamble wants to show that judicial justice will be established to provide social, economic and political justice. We will now look at each of these types of justice.

##Social Justice:

Looking at the history of India, it has been found that whether there is a foreign power or not, social inequality has become a permanent home in India. The extreme point of this inequality is untouchability. The system of not touching a person just because he belongs to a particular caste is the most humiliating of mankind. The anti-social injustice done to these untouchables by calling them 'disgraced', forcing them to live outside the village or town, not allowing them to draw water from the village well and many other such atrocities is very serious. Due to the caste system, social injustice has been

given permanent recognition. Social injustice also occurs on a large scale due to caste system. Discrimination is also maintained on the basis of sects and religions. Accordingly, such discrimination is maintained in most religions. The evidence that people of certain religions are facing social injustice on a large scale has been given by several committees and panchayats appointed by the government itself. A vicious circle of social injustice has been created. The marginalized groups cannot earn according to their strength. Therefore, as a result of social injustice, economic injustice occurs on a large scale.

None of the government's schemes to provide economic protection to the poor groups have been effective. Therefore, these marginalized people earn less and the work that the exploiters feel is not worth doing falls to these people. Therefore, they remain poor. As a result of social injustice, this vicious circle of low income and low income continues. In this regard, the news received from Uttarakhand in the 16th year of the twenty-first century proves that social injustice has spread in our society. Even today, 339 temples in the Uvsar Bawar area of Uttarakhand are barred from entering Dalits. Dalit leaders have been struggling for decades to remove this ban. Yet, it is a pity that this injustice is not being removed.

## Economic Justice:

As a part of the principle, the establishment of economic justice has also been ordered. The order hidden in economic justice is a little different from the order that we are going to discuss under the principle of equality. If a person works and gets a satisfactory return for his work, that is economic justice. Satisfactory return lies between market factors and the expectations of the worker. Market factors determine the return if the supply of a particular type of labor is relatively high, but on the other hand, the worker has a minimum expectation of receiving a return sufficient to maintain his standard of living. In this situation, the minimum wage determined by the government becomes an important step towards establishing economic justice. Hence, it is said in English, "To each according to his need and from each according to his capacity. Which means 'Give to each according to his need and take from each according to his capacity.' The minimum wage is a measure to provide everyone with what they need. Economic justice can be established by providing unemployment allowance to those who are unemployed. The Mahatma Gandhi Employment Scheme in rural India is an example of this. How much to take from everyone according to their ability has become a matter of debate. The controversy begins with the issue of whether a person's ability to work, his income and the wealth accumulated by him are all his abilities or whether only his intellectual and physical abilities are considered abilities. Of course, there is agreement on the issue that a person should not be taken from him until he is exploited. In this regard, it is in this context that necessary assistance in the event of illness and necessary assistance in the event of special problems like childbirth of women, getting eight hours of physical labor according to the ability of the worker with a weekly leave has been included in the definition, of course, it has also been decided that a maximum of five hours of work should not be done daily for intellectual labor. If at least these provisions are implemented, then a start will be made towards establishing economic justice.

'Most economic injustices arise from social injustice. Therefore Establishing social justice demands priority.'

## Political Justice:

Political justice implies that even if political figures gain power by freely promoting certain ideas or ideologies individually and collectively, those with minority ideologies can freely promote their ideas.

The word 'republic' has been used in the preamble of the Constitution, so political justice in our country is to be achieved by establishing a democratic state system. Due to the large population and vast area of India, a party, parliamentary democracy has been established. Our experience shows that it is difficult to achieve political justice in this type of democracy - especially starting from the point where fair and fearless as well as greed-free voting is held, there is still a long way to go in terms of choosing a person for the post of Prime Minister. Many issues like religion, caste, fame, economic inequality influence political thinking. Therefore, for the concept of political justice that has been outlined above, it is necessary to establish a politics that reflects the true spirit of secularism. Even during the period between two elections, it is necessary for the elected representatives, the administration and the judiciary to make spontaneous efforts to establish political justice. In this regard, the awareness of the mass media becomes indispensable. Of course, now due to social media, people have started expressing their thoughts so effectively that politicians have to work very carefully. Thus, the direction that democracy demands constant vigilance has begun. Corruption works very effectively against political justice. As Chanakya has said, 'Take out the tongue of a man, put a drop of honey on its tip and then say that the wise man tasted the honey!' Having said this, Chanakya further said that it is as difficult for a man not to taste honey as it is to remain free from corruption after gaining political power. Therefore, to establish political justice, it is necessary to minimize corruption in politics. For this, there is a great need for 'Checks and Balances' in the system.

(2) Freedom:

Our Constitution itself is the product of freedom. Hence, it is natural that the voice of freedom should be loud in the Constitution. It also needs to be loud because, experience has shown that the mother of other principles written in this very preamble is also freedom. The word freedom is a combination of self and system. Which indicates that we will run our

systems and will not cross the line drawn by our own systems. The word system itself does not accept independence, just as it does not accept slavery. Let us look at each type of freedom that the Constitution has ordered to be established:

1) Freedom of thought: Thoughts are an internal matter of the mind. Therefore, it can be said that when there is no oppression on it, there is no need to think about its freedom in a different way. If we examine the reality in this regard, thoughts also come to a person from the external world. Due to the loss of contact with the external world, thoughts become stagnant. Reading, travel, organization and now the Internet, WhatsApp etc. provide so much information that people have many more ideas today than in the past. In this regard, control over any such tool or medium curtails the freedom of thought. In this regard, the campaign for Internet neutrality in 2015 is an example.

(2) Expression: Our Constitution states that there should be freedom of expression of the thoughts that arise in the mind. There are many means for expression. From a conversation between two friends, it is expressed through many means. From a conversation between two friends to the media that reaches millions of people, many means of expression are currently in use. From newspapers to social media, this expression should be checked only to the extent that it is not harmful to others, the nation and in some cases the world. There should be enough space for the expression of ideas especially against the authorities. The famous quote, "As a ruler, I do not agree with what you are protesting, but I will give my life to protect your freedom of expression." That quote shows how and to what extent freedom of expression should be.

(3) Belief:

When a train of thought becomes strong in the mind of an individual or a group, it becomes a belief. If an individual or a group has a thought, it is forgotten for many reasons, but when the belief that arises from the train of thought is strong. It is not easily forgotten. It is not even checked whether it is based on belief. Most of the beliefs are inherited. In childhood, these beliefs are very strongly instilled in the mind of a person by the elders and the society. Sometimes, even if the beliefs are harmful and scientifically proven to be baseless, they are strengthened in the mind of the person by giving them the formative name of 'culture'. In this regard, the fact that the belief that the earth is flat is still not erased from the minds of a considerable number of people is proof of the strength and rigidity of the belief. In this regard, even though there is a strong campaign of 'Save the Daughter', activities ranging from foeticide to slowly killing them by giving them inadequate nutrition are going on because the belief that 'daughter is a burden to snakes' is not erased.

Under freedom, every individual and group gets the right to have their own beliefs. However, some beliefs are harmful to the individual and the group themselves. The belief of marrying off a girl before her menstruation is harmful to the boy who marries her and often to the families concerned. Under the pretext of freedom of such beliefs, such marriages cannot be made according to this belief. That is why the law has prohibited the behavior according to this belief. Thus, having a certain belief and implementing it does not harm others. Under such pretext, the individual and society are not given the freedom to have and implement harmful beliefs. As we have seen, the word 'system' in the independent system gives the order to impose such prohibitions.

Now, let us think about unscientific beliefs. If unscientific beliefs are not harmful to the individual or society, then the freedom to hold such beliefs can and is given. The belief that a cat falling on its back is inauspicious is unscientific, but holding such a belief does not cause any harm. Therefore, the freedom to hold such beliefs can be given, of course, individuals or groups can be asked to abandon such beliefs through persuasion.

(4) Religion and worship:

Earlier we saw that different groups follow different religions for many reasons. The basis of religion also has beliefs. The definition of religion is given in Chapters 1-4 (2). Any group and individual has the freedom to follow any religion and propagate it in a way that does not harm others. The beliefs and rituals of a religion which are harmful to others can be banned.

We have just seen that the basis of religion is belief. Most of the beliefs do not have convincing bases. Hence, there is also a class of non-believers in the world. Under the freedom of religion, this class cannot be forced to follow any religion. Thus, the freedom not to believe in any religion or in any supernatural element has also been given under the preamble.

According to the beliefs of most religions, various types of worship are performed. The freedom to perform these rituals in a way that does not harm others is given in the preamble. In this regard, there is a long discussion about faith, superstition and superstition. Nothing is said about this in the preamble, so especially the movement against superstition and superstition is not seen as a cut on freedom.

(5) Equality:

The discussion about 'justice' that has been discussed earlier and the different way 'equality' is shown in the Constitution indicates that the concepts of justice and equality are different. Of course, the expectation of social, economic and political justice under justice is very close to the concept of equality.

Let us understand the subtle difference between these two with an example. Equality is mainly about economic matters, so let us understand the difference between economic justice and economic equality. In the discussion of economic

justice, we saw that giving everyone according to their needs. Along with this, minimum wage was also mentioned. According to the need, if a person gets Rs. 100 at the end of the day at the price of 2016, then his basic needs are met - at the same time, another person spits out Rs. 100, it can be said that the person earning the minimum wage has got justice, but this economic situation is full of inequality. The question is whether it is acceptable for a person to spit out the same amount of money every day while earning Rs. 100, as if he were collecting two rotis or not. Going beyond the justice and freedom that has been said in the preamble so far, the order has been given to make equality widespread under 'equality'. Thus, the preamble has suggested that society and the government should make conscious efforts for freedom. In the given example, equality can be established in two ways. (1) Every person in the society can spit out Rs. 100, or (2) the minimum wage should be increased by taking that amount from the person who spits out such a leaf.

Equality at both ends is to be established so long as every citizen has equality in getting status and opportunity. Even if a person is entitled to a certain status and opportunity due to differences like caste, gender, religion, poor-poor, etc., if he does not get it, then it is inequality.

This becomes possible if everyone gets equal opportunity to develop the inner powers of the person. Hence, the mandate to encourage the poor, Dalits, women, disabled and backward people to move forward in education and elsewhere has been implicitly given under this 'equality'.

(6) Brotherhood:

During the French Revolution and the Renaissance in Europe, the demand for establishing freedom, equality and fraternity became loud. The framers of the Constitution gave a green signal to India's journey towards modernity by giving a place to these three in the Preamble.

Brotherhood has been given the idea of a brief mention like 'personal dignity'. There have been many interpretations on the word dignity. The summary of that interpretation is that in society, a person should live by maintaining his own self-respect and keeping the self-respect of others intact. When it comes to maintaining each other's self-respect, mutual respect should automatically blossom among the citizens. Affection should be maintained between them. The Constitution indicates that brotherhood cannot be established by destroying the dignity of others.

'In the Preamble, under brotherhood, it has been said to 'provide for the elimination of such as will strengthen the unity and integrity of the nation.' Brotherhood is necessary for national unity. It is automatically understood here. The framers of the Constitution have wisely stated that the unity and integrity of the nation should be strengthened under the banner of brotherhood. As we all know and from the discussion so far, it has become clear that India is a country with various languages, religions, regionalism, customs and poor and marginalized classes. There is immense diversity in this country. Therefore, the entire discussion on unity in diversity is relevant to strengthen the unity and integrity of India. If such unity is achieved, then the unity and integrity of our country will definitely be strengthened.

(7) Democracy:

Democracy means 'government of the people, by the people and for the people.' Democracy refers to a system of government where citizens exercise power through voting. It is certainly a very important value in constitutional values. Democracy enables the political inclusion of oppressed or backward groups. Indian democracy certainly allows people from all sections of society to participate in the politics of the nation. The constitutional value of democracy gives every citizen of India the right to participate in politics and elections. The most notable thing is that there is no discrimination on the basis of caste, creed, religion, gender, class, etc. As a result, the participation of such people and victory in elections removes the inequality or injustice in the society.

Democracy - The word democratic is derived from the Greek word 'demos meaning people and kratos meaning power'. Which states that the government is formed by the people. India is a democratic state, because the people will choose their own government at all levels, meaning, union, state and local or land level. Everyone can vote regardless of their caste, creed or gender. Democracy is a philosophical subject in relation to politics where people can choose their own representatives to form and govern the government, all minority communities are also equal to the majority. In this form of government, everyone has equal status.

The success of democracy is when the people become aware. The democratic form of government cannot survive without fair elections as it is the soul of democracy. Democracy can also improve the way of life by protecting the dignity, equality and rule of law of human beings.

(8) Republic:

India has a republican form of government because the head is elected. Not hereditary like a king or queen. The power to elect the head of state for a fixed term lies with the people of the country. Therefore, the word republic means that the head of state is chosen by the people rather than by birthright of some people. In short, the real power lies with the people. The people can hand over and change the helm of the country to the person they wish.

India is not only a democratic nation but it is also a republic. This value strengthens and validates democracy. Where every citizen of India is equally eligible to be elected as the head of state. Political equality is the main message of this provision.

(9) Sovereignty:

The preamble of the Constitution shows that India is a sovereign country. The word 'sovereign' means the independent power of the state. It means that the country has complete control over every subject and no external authority or power can control it. Therefore, the legislature of our country has the power to make laws in the country keeping in mind the restrictions imposed by the Constitution. Generally, sovereignty is of two types: external and internal. External sovereignty means the independence of our country against other countries. Whereas internal sovereignty talks about the relationship between the country and its people.

The Supreme Court held in a case that the word 'sovereign' means that the state has the power to decide on every matter within certain restrictions given by the Constitution. Sovereignty means the supreme or independent authority. This case has helped to differentiate between different types of sovereignty. This case held that 'no country can have its own constitution unless it is sovereign."

(10) Person's Pride:

To realise the dignity of the individual, it is necessary to promote brotherhood. It is necessary to protect the dignity of every individual without which democracy cannot function. It ensures equal participation of every individual in all the processes of democratic governance. Our Constitution gives equal right to development and progress to all citizens. By guaranteeing equal fundamental rights to everyone, it has given individual and directive principles to achieve certain objectives. Policies to protect all citizens equally are in the Constitution. Means of livelihood, equal wages for equal work and just and humane conditions of work are also provided by the Constitution.

11) Unity and integrity:

Our Constitution expects all citizens of India to maintain and protect the unity and integrity of the country as a duty. The Constitution emphasizes the ideal of brotherhood which promotes unity among the citizens. The provision of the Constitution describes India as a 'Union of States' to make it clear that the states have no right to secede from the Union. The purpose of this provision is to remove the obstacles to national integration such as, regionalism, communalism, linguisticism, casteism and separatism, etc.

Brotherhood promotes the unity and integrity of the nation. The unity and integrity of the nation are very necessary to keep the independence of the country intact. Therefore, emphasis has been laid on maintaining unity among all the inhabitants of the country. Our Constitution expects all the citizens of India to maintain and protect the unity and integrity of India as a duty.

> Ø Six fundamental rights have been given in the Constitution. These rights are the origin of many laws. Rights can be enforced through laws because only then can the institutions acquire the necessary power for it.

1. Right to equality
2. Right to freedom
3. Right against exploitation
4. Right to religious freedom
5. Cultural and educational rights

1. Right to equality:

The discussion on equality that has taken place during the introductory discussion is presented here. It is only necessary to add here that since the concept of equality is vague and has various meanings, the states and the courts have given different interpretations to it. As a result, the hope of equality that the framers of the Constitution had for it has not been fulfilled. In this regard, the report on the economic situation of rural areas that was released in 2015, which is shown below, clearly indicates that educational, economic and social equality has not yet been established in India.

According to the data published in the Social, Economic and Caste Census, 2011, out of the total 24.39 crore families in the country, 17.91 crore families live in villages. One in three families living in villages does not own land and this family earns its living through casual labor. On the other hand, 75 percent of all rural families in the country have a monthly income of less than Rs. 5,000. In 23.52 percent of rural families, no person above the age of 25 is literate. Only 4.6 percent of families living in villages pay income tax. No greater difference has been found in the inequality of urban areas.

In addition, the Constitution also insists on equality before the law. As seen earlier, everyone is equal before the machinery that implements the law and the judiciary that monitors it.

When there is inequality in the society, in order to establish true equality, the Constitution has said that special attention should be paid to those who have been victims of inequality. In the matter of economic inequality, the Constitution has also made some suggestions under which schemes ranging from schemes like food grains at subsidized rates to MNREGA have been implemented for families living below the poverty line. However, the above-mentioned report of 2011 indicates that the work of establishing equality has been reduced. Steps like reservation policy, reservation for women, elimination of untouchability and special facilities for the disabled have been taken for those who face injustice due to social inequality. The abolition of untouchability has been specifically mentioned in the Constitution.

### 2. Right to Liberty:

The Constitution has enumerated the following five freedoms under the right to liberty.

(1) Freedom of speech and expression

(2) Freedom to assemble and to organize peacefully without arms.

(3) Freedom to move and reside in all parts of India.

(4) Freedom to reside and reside in any part of India except Jammu and Kashmir.

(5) Freedom to engage in any profession.

These five freedoms are not to be enjoyed in an arbitrary manner. These freedoms are to be enjoyed under such restrictions as may be reasonable. For example, the freedom to engage in any profession under the fifth freedom does not mean that any person can engage in medical profession without obtaining the requisite qualifications.

i) Freedom of speech and expression:

The preamble mentions freedom of thought and expression. Hence, it has been discussed accordingly there. When the Constitution gave detailed instructions regarding this freedom, it gave the order of freedom of speech and expression. The meaning of 'speech' here is meant to be broad. 'Speech' means any kind of expression, so what has been said about expression in the introductory discussion is presented here. A prerequisite for expression is to get information. Therefore, the right to get information about the activities of the country and especially the state is automatically included in the right to expression. This freedom is also to be enjoyed under certain limits as mentioned above.

ii) Freedom to assemble peacefully without weapons and to organize:

While mentioning this freedom itself, the limits imposed on it have been stated. The first limit is found under the order to assemble 'peacefully'. Gathering or organizing for the purpose of causing unrest has been banned. It has been told that whatever protest is to be expressed should be done peacefully. Thus, gathering and organizing with the intention of creating unrest becomes unconstitutional. Similarly, gathering and forming organizations without weapons is mentioned in the Constitution. Any person or group can express or protest. The Constitution has mentioned that it should be done peacefully and without the use of weapons. Here too, the general limits that are to be kept must be implemented.

(iii) Freedom to move around in all areas of India:

This heading is self-explanatory. Any citizen can move around in any area of India without hesitation. Whatever general limits there may be? This freedom can be enjoyed by maintaining. For example, one cannot go to a place where there is an army camp for security reasons. This limit may come within 'reasonable limits'.

(iv) Freedom to reside and settle in any part of India:

Jammu and Kashmir has a special status in the Constitution, so citizens of other states cannot reside or settle in that state. Apart from that, any person or group can live and settle anywhere in the entire country. Especially in our big cities, this freedom is being used, even a common man can understand that. However, fierce provincialism, language obsession and the insistence on giving jobs to locals only curtail this freedom. As a result of communal riots, each community feels safe in living with people of its own community! Therefore, as a result of these riots, this freedom is curtailed.

(v) Freedom to engage in any profession:

The Constitution states that any person enjoys the freedom to engage in any business, employment or profession. Some businesses, employment and approval do not require specific qualifications, so any person can earn money in any such legal work. In some other businesses and professions, educational and/or other qualifications have been determined as essential, any person with such qualifications can engage in that profession.

### 3. Right against exploitation:

Those who are exploited are exploited. Those who are weak are exploited. The weak are exploited, so they become weaker. On the contrary, the exploiters are strong and become stronger by exploiting. The most important factor for increasing inequality is exploitation. The framers of the Constitution understood this, so this right has been given only to the weaker class. The criteria for what is considered exploitation are announced from time to time and change with time. If we consider one criterion, it can be said that if a wage less than the minimum wage is given to the workers, then it is exploitation. The figure of minimum wage is announced from time to time, and it keeps changing. Similarly, other exploitations have also been discovered and laws have been passed prohibiting them. There have been laws prohibiting

forced labour, child labour, human trafficking, blood trafficking, etc. Other restrictions are understandable, but the trade in blood requires clarification. Especially the buying and selling of women and children, especially for the purpose of sexual exploitation, considering them as a commodity, is the trade in blood. This is the same sound in human trafficking, but going beyond that, when people are bought and sold as a commodity by making them slaves, it also becomes human trafficking.

### 4. Right to Religious Freedom:

The discussion on religion and religious freedom that has been discussed before is presented here. Apart from this, the restriction placed on the state in the matter of religion is an important issue. Under this freedom, it has been stated in the Constitution that in our country, from the state i.e. the central government to the institution receiving grants from the state, no one has any religion. Thus, this freedom is purely personal. The state has to remain secular for this reason. What is included in the religious freedom of an individual or his group has been explained before and is presented here. The state has the right to restrict the practice of religion or religious observance by a person or group if it is detrimental to social welfare and reform. Freedom of religion has been given, but no person or group has the right to convert a person against his will or by force or by luring him in the name of propaganda. The followers of any religion cannot collect taxes or any other compulsory money from themselves or other believers to promote a particular religion. The teaching or propagation of any religion has been banned in any institution, including state-owned educational institutions or educational institutions run with the help of the state. Thus, this right to religious freedom has been accepted in the Constitution as the freedom to propagate it for the sake of complete personal and understanding. Under this freedom, followers of any religion have the right to establish and maintain religious institutions and to own and administer immovable and movable property for that purpose. As seen earlier, this also gives every citizen the right not to believe in any religion.

### 5. Cultural and Educational Rights:

During and after the discussion on unity in diversity, it has been made clear that special attention needs to be paid to linguistic, religious or cultural minorities. Therefore, these special rights have been given to them in the Constitution. In a state where less than 50% of the total population speaks a language, those who speak that language are in the minority in that state. For example, in Tamil Nadu, Gujarati speakers are considered a minority in terms of language. With the exception of one state, in all the states of the country, those who believe in Hinduism are more than 50%. Therefore, those who believe in other religions are considered a minority. Of course, in Punjab, the population of Sikhs is more than 50%. Therefore, Sikhs are not considered a minority in that state. Culture is largely linked to religion and language. Therefore. They also get special rights to maintain the culture of the linguistic and religious minorities in that state. For example. Parsis dispose of their dead bodies in a special way. They have the right to do so. Of course, the enjoyment of these rights becomes limited in terms of social welfare, health, reform and maintenance of law and order while exercising these three types of rights. The responsibility of protecting this right lies with the state. Under the right, minorities can start and maintain their own educational institutions and can own and maintain immovable and movable properties for that purpose. In these institutions, up to 50% of the students of the relevant minority can be reserved for that minority. Finally, under the fundamental right to education given to children between the ages of 6 and 14, all schools have to reserve 25% for children from families living below the poverty line. However, minority schools which are self-sufficient have been exempted from this rule.

### 6. Right to Constitutional Remedies:

The Constitution has given fundamental rights to the citizens, but in reality, if any citizen or group is deprived of any right, this is the right to get it back. If this right is not given to the citizen, then the five rights mentioned above will prove to be mere brinjals in the book. When any person or group is deprived of any fundamental right, there should be some effective remedy for them to get that fundamental right. The Constitution has guaranteed that the remaining five rights will be given to the citizens by giving this sixth right. A person/group who does not get the above five rights can file a complaint in this regard with the Supreme Court. This is his fundamental right to file a complaint. Keeping this complaint in mind, the Supreme Court is bound to take necessary judicial action and order the concerned to give the complainant his right.

If the Supreme Court feels that some person/group has been deprived of fundamental rights, then it can file a suo motu suit and restore that right. Similarly, even if someone files a public interest petition, the Supreme Court can pass an order after hearing it.

Ø   Fundamental Duties of Citizens as per the Constitution:

Till 1976, the Constitution did not mention the duties of citizens. In 1978, the 42nd Amendment to the Constitution added a sixth duty and in 2002, the 86th Amendment added an eleventh duty. To make citizens aware of some of these duties, emphasis has been laid on education and propaganda. If a citizen does not comply with these duties, he is not punished. On the other hand, there are some duties, if not complied with, such citizens become punishable by the laws enacted regarding them.

- First, we will look at the list of duties

1. To be loyal to the Constitution and to respect its ideals and institutions, the national flag and the national anthem.

2. To follow the noble ideas and ideals that inspired the struggle for freedom and to cultivate them sincerely.

3. To support and protect the sovereignty, unity and integrity of India.

4. To protect the country when the need arises and to join the national service when called upon to serve the nation.

5. To establish harmony among all the people of India, irrespective of religious, linguistic, regional or sectional differences, and to cultivate a sense of brotherhood and to renounce practices that harm the dignity of women.

6. To understand the value of the rich heritage of our integrated culture and preserve it.

7. To preserve and improve the natural environment including forests, lakes, rivers and wild animals and birds and to have compassion for living beings.

8. To cultivate a scientific temper, humanism, as well as a sense of curiosity and improvement.

9. To protect public property and renounce violence.

10. In order for the nation to continue to progress towards higher levels of endeavour and achievement, it is the duty of the parents/guardians to provide an opportunity for education to their children/dependents aged 11.6 to 14 years to ensure that they are committed to achieving excellence in all fields of individual and collective activities.

The courts cannot be resorted to for enforcing the duties mentioned above. Citizens are expected to voluntarily perform these duties as responsible persons. Therefore, whenever the governments and the constitutions of different times have felt that provision should be made for punishment for non-compliance with certain duties by the citizens, laws have been made focusing on some of these duties. It is worth noting that this 4th amendment to the Constitution has been made during the period of emergency declared in the country. After this amendment, laws have been made providing punishment for non-compliance with some of these duties, which are as follows:

The courts cannot be resorted to for enforcing the duties mentioned above. Citizens are expected to voluntarily perform these duties as responsible persons. Therefore, whenever the governments and the constitutions of different times have realized that provision should be made for punishment for non-compliance of certain duties by the citizens, laws have been made focusing on some of these duties. It is worth noting that this 4th amendment to the Constitution has been made during the period of emergency declared in the country. After this amendment, laws have been made providing punishment for non-compliance with some of these duties, which are as follows:

1. Acts prejudicial to the unity and integrity of the country.
2. Failure to comply with the order of compulsory military recruitment of the government when necessary.
3. Acts that harass or humiliate women.
4. Hunting of the environment, birds and wild animals, etc.
5. Protection of public property.
6. Disrespecting national symbols like the national flag.

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**1.3 Pluralistic Society: Social, Cultural, Linguistic, Religious Diversity and Learners**

1.3.1 Social Diversity in a Pluralistic Society
1. Introduction
2. Meaning of Pluralistic Society
3. Meaning of Pluralistic Education
4. Social Diversity in India
5. What is Social Diversity?
6. Areas/Types of Social Diversity
7. Impact of Social Diversity on Education
8. Impact of Education on Social Diversity
9. Role of Teacher/Principal in School amidst Social Diversity
Ø    Introduction:
The twenty-first century is the century of pluralistic (multicultural) society. Hence, pluralistic education is a concept that has come down from the eighth decade of the twentieth century. It is the teacher of the twenty-first century who has to face it. It is time to accept unity in diversity and diversity in unity. For this, changing the perspective has become inevitable for everyone. Then how can the teacher, who is the guide of social progress, remain unchanged?
The famous Alvin Toffler, in his book 'Third Wave', while drawing the development line of this world, has noted that the primitive society was dominated by agricultural culture. Then this society changed and became dominated by machine culture. Then in the twenty-first century, society entered from machine culture to knowledge culture. Then we need to be familiar with the characteristics of the twenty-first century.
• There will be globalization in all aspects of life.

• There will be a high flight in science and technology.

• Spirituality will be neglected in life and there will be a rush for material happiness.

• Modern society will look for quality in everything.

• Life will be automated with computers and machines.

• There will be an explosion of knowledge for humans. They will constantly try to gain knowledge.

1. Meaning of Pluralistic Society:

India is a country full of diversity. Diversity means the mixture of different cultures found in a single country. Hence, unity in diversity is visible in India. Different cultures like language, religion, caste, gender, tradition, customs, economic-socio-classes etc. make one person different from another. India is a country in the whole world where different or multiple cultures can be seen. Hence, Indian society can be called a pluralistic society.

In a pluralistic society, students with diversity like backward students, minority students, neglected students, students of different religions, students of different regions, students with different dresses are also included. After understanding the pluralistic society, let us understand the meaning of pluralistic education.

2. Meaning of Pluralistic Education:

Pluralistic education is a philosophical concept that is based on the ideas of freedom, justice, equality, fairness and human dignity. It empowers students to meet their responsibilities. It recognizes the values and role of the school for a democratic society. It respects cultural diversity. It challenges all forms of difference in society and the school.

Pluralistic education is a process that permeates all elements of school practices, policies and organizations. This process ensures high levels of academic achievement for all students. It helps create a positive environment by educating students about the history, culture and role of diverse groups. It prepares every student to act actively. Thus, the school curriculum directly touches upon problems such as racism, sexism, classism, linguistics, religious intolerance, etc.

Pluralistic education believes that students and their life histories and experiences should be at the center of the teaching-learning process. This should make pedagogy accessible to all students. In addition, teachers and students must critically analyze the atrocities that connect them to society and the world.

To fulfill the objectives of pluralistic education, it demands that school staff be socially, religiously, linguistically and culturally competent, that school staff be educated in pluralism, that they help their students and their families culturally, democratically and create a beautiful environment. Pluralistic education requires that it improve the school in a holistic way.

Equality and fairness are two different things. Pluralistic education provides fair educational opportunities to all students. At the same time, it should encourage students to criticize society from the perspective of social justice.

Social diversity in India:

India ranks second in the world in terms of population. India's population is around one billion and four lakhs. In a country with such a large population, it is natural that there are many types of diversity. It is a great thing that India is developing by maintaining unity in its diversity. Even amidst great diversity, every Indian is contributing to the development and unity of India. Then, it is important for the trainees to know these diversity of India. In this chapter, we will look at the social diversity of India.

3. Reasons for diversity in India:

ü   India is one of the most diverse countries in the world and has the most complex mix of different cultural identities.

ü   India is the birthplace of Hinduism, Sikhism, Jainism and Buddhism. Over the centuries, many people from all over the world migrated to India and settled there and brought other religions like Christianity, Judaism and Islam to India from outside.

ü   India has been ruled by various rulers belonging to different religions and cultures for a long time. The beliefs and practices of all the rulers or emperors still exist in the country today.

ü   The Indian subcontinent is not inhabited by only one ethnicity. India has various geographical barriers which were difficult to overcome. And became the reason for isolation.

ü   There were certain types of rules in India with diversity in rules and policies in political, trade and commercial practices. Which contributed to various socio-cultural practices.

ü   India is one of the oldest societies in the world with the oldest cultures. In which many social institutions emerged and flourished over time.

4. What is social diversity?

People cannot fulfill all their needs alone. We depend on each other and social groups to fulfill our needs. Backgrounds like religion, social status or economic status cannot be a barrier for people to live together.

A person has to live in a group to live and develop. In this way, human beings are called social animals. Our country has more social diversity than other countries. Here we should understand the meaning of social diversity.

ü Social diversity is a successful community in which people of different castes, ethnicities, religious beliefs, social and economic status, race, geographical origin and sexuality live together for the benefit of their diverse community through their different knowledge, background, experience and interests.

ü Social diversity is the differences seen in a particular society in terms of religion, culture, economic status etc. If there is diversity in religion, cultural background, social status, economic status, linguistic environment etc. among the people of a particular society, then this is called social diversity.

ü Social diversity is something that makes this universe more admirable and attractive. Social diversity is a concept that defines the diversity among all human beings, both individually and collectively. In which the community can fairly and successfully integrate the largest number of groups of individuals with different characteristics and peculiarities. Where everyone gets equal rights and performs equal duties.

ü Social diversity is a feature of society, which is determined in a given region by caste, class, religion, profession. The general manners of people in the social sphere are very different. People from different regions use different types of clothes, their eating habits and customs are different. Some people are quite cultured while some people are very backward in their customs. In this way, India is a museum of sects and customs, creeds and cultures, beliefs and mother tongues, ethnic types and social systems.

5. Areas/Types of Social Diversity:

Ø Religious Diversity

There are many religions in this world. In some countries, people of different religions live together in the same area. These religions contribute more to social diversity with religious centers like mosques, churches, temples etc. They have also contributed with different types of religious rituals, celebrations, prayers, philosophies and scriptures. The major religions existing in this world are Islam, Christianity, Hinduism, Judaism, Buddhism, Jainism, Sikhism and thousands of other sub-sections of various major religions.

Ø Linguistic Diversity

If people of a society communicate with others using different languages, then it can be said that there is linguistic diversity in a society. In some countries or societies, different languages are used. Linguistic diversity gives special attraction to such societies, because such societies have different types of literary texts and linguistic symbols.

Ø Ethnic Diversity

There are many races in this world. Some countries are known for their diverse ethnic groups. The reasons behind ethnic diversity are factors like migration, military invasions, inter-ethnic marriages etc. India has a diverse group of people with a set of distinctive characteristics that classify them into a particular caste. This grouping is based on a number of characteristics like skin colour, hair pattern, eye or nose type. These characteristics are unique and hereditary.

Ø Geographical diversity

India is not only diverse in terms of its people but also geographically. In the northern part of the country, the world's largest mountain range is the Himalayas, which remains covered with snow throughout the year. The Himalayas are the source of major Indian rivers like the Ganges, Indus, Yamuna, etc. In the western part of the country, there is the vastness and grandeur of the Thar Desert. In the southern part of the country, the Indian Ocean, the Bay of Bengal and the Arabian Sea add to its charm. The geographical areas of India such as mountains, lakes, beaches, forests etc. have influenced the color of the people, their culture, lifestyle, philosophy, behavior, press code, food etc.

Ø Cultural diversity

Culture can be defined as a style or way of life, which includes its rituals, customs, celebrations, dress code, language and the way of relating to others. Culture is also mistakenly known as (Likadjimaha). As such, the diversity that exists gives special attraction to such societies, because such societies have different types of literary texts and linguistic symbols. ⬜ Ethnic diversity – Exhnic diversity

There are many races in this world. Some countries are known for different ethnic groups. The reason behind ethnic diversity is factors like migration, military invasions, inter-ethnic marriages, etc. In India, there is a diverse group of people with a set of distinctive characteristics that classify them into a particular race.

This group is based on many characteristics like skin color, hair pattern, eye or nose type. These characteristics are specific and hereditary traits. ⬜ Geographical diversity – Geographical diversity

India is not only diverse in terms of its people but also geographically. In the northern part of the country, the largest mountain range in the world is the Himalayas, which remains covered with snow all year round. The Himalayas are the rivers Ganges, Indus, Yamuna, etc. -It is the source of major Indian rivers. In the western part of the country, the vastness and grandeur of the Thar Desert is present. In the southern part of the country, the Indian Ocean, the Bay of Bengal and the

Arabian Sea add to its charm. The geographical features of India such as mountains, lakes, beaches, forests, etc. have influenced the color of the people, their attitude, lifestyle, philosophy, behavior, press code, food habits.

Ø Individual diversity

Individual diversity is also considered as a major type of social diversity these days. What is individual diversity? It is the difference in intelligence, enthusiasm, attitude, aptitude, approach, vision and other personality traits seen among individuals of a particular social group, regardless of social or cultural background. This is a modern concept, which is highly regarded in the modern professional world. Multi-national companies or business bosses never pay attention to which family or community or country you belong to. They are concerned about what you are and what you can do i.e. whether you are able to attract customers with your communication skills and personality. This is also seen in the educational field. A teacher should not worry about the family background of the students or their financial status. It is the duty of a teacher to accept individual diversity in his/her classroom and mold each student based on his/her attitude, aptitude and other personal characteristics.

Ø Sexual diversity:

Sexual diversity is seen in almost all societies across the world. In this category, male community, female and eunuch were the main groups. And now, with the development of modern science and technology, new varieties have come like people who were born as men and later changed into women and those who were born as women and later changed into men. This diversity has also created various topics for discussion like gender, gender equality, gender bias, gender hierarchy, sexual harassment, etc. This diversity is significant in the light of education, as it creates a positive awareness of its strengths and limitations. Every gender, group, is important for the balance of society.

Ø Gender diversity

More than 3,000 castes live in India. Caste is a uniform social unit, which is hereditary and follows a specific traditional profession. Caste system has been prevalent in India for ages. The customs, living arrangements, food, speech, dress, beliefs, etc. of each caste are different. Which has been going on for centuries, but in today's technological age, changes are seen in it.

7. Impact of social diversity on education:

Ø Reaching out to the underprivileged child:

According to RTE 2009, it is mandatory to reach out to every child and provide education in accordance with the constitutional commitment to provide education. After independence, there has been a significant increase in educational facilities. A major obstacle in this regard is specific group and regional inequality. Most of them belong to disadvantaged groups. Their children are out of school in large numbers. Apart from this, there is a problem of school admission, many children do not get admission or do not go to school, so there is a need to conduct education from the perspective of groups. Children from different social and economic groups attend different types of schools. While children from higher socio-economic groups attend good quality schools, children from disadvantaged groups attend poor quality schools. Therefore, efforts need to be intensified in deprived areas to make educational facilities accessible to such disadvantaged groups. Special provisions should be made for disadvantaged children. RTE for children from different groups such as girls, children from backward classes and children from minorities first ensures that free education is provided to all children.

Impact on unequal participation and attendance Admission of children to school does not ensure their participation in school.

Children should stay in school to complete the entire primary or secondary school course. By participation we mean children's enrolment, attendance and completion of schooling. Despite improvement in enrolment rates, dropouts continue. One of the immediate tasks of the government is to eliminate all gender and social disparities in enrolment and retention within a specified time frame. As per the provisions of the Act, 'The State shall promote with special care the educational and economic interests of the weaker sections of the people and especially the Scheduled Castes and Scheduled Tribes and shall protect them from all forms of exploitation and exploitation.' The RTE Act, 2009 makes special reference to children belonging to weaker and disadvantaged sections and directs the States to ensure that such children are not discriminated against and are not prevented from obtaining and completing elementary education on any ground.

Government intervention is required to fulfil the constitutional commitment for the needy groups. To increase the participation of children in school, a number of programmes have been launched such as free meals and other incentives such as attendance allowance, free textbooks and uniforms. Early childhood care and education, ashram schools etc.

Ø Curriculum and textbook creation

While creating curriculum and textbooks, various social groups of India are kept in mind. Textbooks are written keeping in mind that each group develops, students of each group can understand, feelings of any group are not hurt etc. In addition, examples given to students for understanding are also given keeping in mind different groups.

Ø Social development of students

Since students of different social groups study in the same classroom, students get acquainted with the social issues of students of other groups. Students become tolerant and sensitive to each other.

Ø **Teacher's behavior**

Since children of different social groups study in the class, the teacher has to behave keeping in mind different social traditions, beliefs, customs etc. while teaching. Some should not be given high status or some should not be put down. Also, while teaching, education. When giving examples, examples that interest the children of each group should be selected.

Ø **School activities**

Various activities are done in the school for the all-round development of the child. Then, in planning and implementing the activities, activities are selected that interest the children of the social group in the school, and they participate in the activities as much as possible.

Ø **Education policy**

Various schemes and facilities are made to ensure that children belonging to backward castes or living in the backwaters are not deprived of education. The government also formulates certain laws keeping in mind the backward groups of the society. Apart from this, special benefits are also given. Such as scholarships, reservation in admissions, etc.

Ø **Own school of social groups**

In India, some social groups open separate schools for education. Especially minority communities do this. In which they emphasize on some subjects and rules. For example, some schools of Christian or Muslim communities have been opened in this way.

Ø **Benefits of getting education for backward groups**

In India, some social groups are still considered backward in education. The government provides certain schemes and benefits to ensure that their children get good compulsory education. Such as scholarships, reservation in admissions, certain types of schools, hotel facilities, etc.

8. Impact of social diversity on education:
ü Education is related to all people and society.
ü Education helps in the basic social needs of all societies.
ü Education is useful in removing caste or caste differences.
ü Through various subjects in education, students can know the social diversity of others.
ü Since students spend some time with other students in school, it heals social differences by making friends with students from other social groups.
ü Since students from different social groups participate together in various activities in school, social differences do not exist.
ü Different social groups are taken into account in formulating the national policy on education.
ü It envisages the harmonious development of all groups, i.e. promoting development and maintaining the identity of the group in an integrated manner.
ü Today, one social group has become able to accept the festivals or beliefs of another social group.
ü The contribution of education in removing superstitions in some societies is another.
ü Education plays an important role in making backward social groups stand out from other superior groups.
ü Every social group is necessary for national unity. The values for this are instilled in every child through education.
ü Since children from different social groups study together in the same class or school, they forget the social barriers in the future and live together and help each other.
ü Since children from different social groups study together in school, they accept the good things of children from other groups.
ü The behavior and examples given by the teacher in the class remove social differences in children.
ü Due to education, the living conditions, thoughts and behavior of people from backward social groups have improved.
ü Due to education, all social groups have come in contact with new technology or the modern world.

9. Role of teacher/principal amidst social diversity in school:

Children from the same society do not come to school-college. Children with social diversity are there for study. There are children of different castes, creeds, religions, languages, etc. Then the teacher in the class and the principal in the school should work keeping in mind some things. Which can be described as follows.
ü Children of every community should be taught in a way that is interesting.
ü The examples given to the children while explaining should also be given keeping in mind the different communities.
ü Various activities organized in the school should be organized keeping in mind the different communities.
ü Every child should be given the freedom to participate in various activities and express his/her thoughts.

- Ü Where necessary, separate groups of boys and girls should be formed and separate activities should be organized. If necessary, the same activity can be given in the same group.
- Ü The class and school environment should be such that children of any community do not feel inferior.
- Ü The teacher and principal should treat the children of every community without any discrimination.
- Ü Children from backward classes should be given more encouragement in any matter.
- Ü Efforts should be made by the school to fulfill the needs of the backward class children.
- Ü Efforts should be made continuously to ensure that there is no discrimination between children.
- Ü No group should be formed on the basis of religion, language or economy. The principle of equality should be adopted.
- Ü When the parents come to school, all the members of the school should behave in a way that makes them feel excited.
- Ü To develop values like group spirit and brotherhood in the children, the children should be encouraged by organizing activities.
- Ü The school should participate in social service activities and do social work.
- Ü Various social festivals and celebrations should be celebrated in the school.
- Ü The spirit of harmony and cooperation should be instilled in the children by organizing various competitions.
- Ü By arranging visits from the school to various places such as an institution, temple, monument, a particular place of business or person, etc.
- Ü Important dignitaries of different social groups should be called to the school and made to meet the students.
- Ü The importance of different social events, their working methods, etc. should be made familiar to the children in the school. Such as, marriages held in different social groups.
- Ü Social and national festivals should be celebrated publicly.

1.3.2 Cultural Diversity in a Pluralistic Society

Introduction

India is a country with diversity in many ways. In this too, there is a great deal of diversity in the field of culture. The culture of India is as old as 5000 years, that is why there is so much diversity in it. The system of governance in India has been changing over the years. Foreign invasions and their settlement in India have had a great impact on the culture of India. In this chapter, we will study some things related to culture and education.

- Ü The meaning of culture
- Ü Culture means the way of life, common customs and beliefs of a particular group of people at a particular time.
- Ü The expressions of art and human intellectual achievements can be identified as culture.
- Ü Culture can be defined as all ways of life including art, beliefs and institutions of the population. Which goes on from generation to generation. Culture is called 'a way of life for the entire society. It includes manners, dress, language, religion, rituals, art.
- Ü Culture is the set of knowledge, beliefs, arts acquired by humans as members of a society. Values, beliefs and habits are the set of values, beliefs and habits.
- Ü Culture includes the things people use and produce, as well as their beliefs and values, and their ideas about life.
- Ü Culture is the accumulation of knowledge, wisdom and experiences created by humans.
- Ü The meaning of cultural diversity
- Ü Cultural diversity refers to the differences seen among people due to their ethnic or racial background, language, dress and traditions.
- Ü Cultural diversity refers to the diversity in languages, religions, music, dance, food, architecture, etc.
- Ü Cultural diversity is the existence of different cultural groups in a society. Cultural groups share many different characteristics. These include religion, ethnicity, language, nationality, sexual orientation, class, gender, age, health differences, geographical location and many other things.
- Ü Cultural diversity refers to the different forms of culture that coexist within a single society. The existence of cultural diversity ensures respect for all communities within a single society.
- Ü 'Cultural diversity' is the presence of different cultural and ethnic groups in a society. It is also called 'multiculturalism'.
- Ü Culture shapes the world, but what is culture? It is the art, traditions, achievements, languages and values of social groups. Culture is passed down from generation to generation. Unfortunately, many cultures (indigenous) are at risk. According to UNESCO, about half of the world's languages are at risk of extinction. When languages are lost, the group's history, stories, medical knowledge and much more are lost. Culture is also threatened by things like climate change, war, religious discrimination and development. When cultures disappear, the world's cultural diversity is at risk.
  - Ø Reasons for cultural diversity in India
- Ü India has a population of around 140 crore. It is natural for a country with such a large population to have cultural diversity.

- ü In ancient and modern India, many different rulers have ruled in different regions. As the thinking and policies of the rulers have had an impact on cultural diversity.
- ü People of different religions live in India, so cultural diversity is also seen.
- ü The land area of India is 3287 sq. km. Which includes mountains, deserts, plains, land near the sea, etc. As a result, due to geographical effects, production, food, festivals, trade, etc. are affected, cultural diversity is seen in India.
- ü The level of education in India has been different in different regions. The level of education has also had an impact on cultural diversity in India.
- ü People of different castes live in India. Due to which cultural diversity is seen in India due to their beliefs and behavior.
- ü Different languages are spoken in India. Cultural diversity is also seen in India due to the group of people using these different languages.
- ü Areas of cultural diversity in India

Indian culture is one of the oldest cultures in the world. India is diverse in many ways and is home to many communities, each of which has its own culture and traditions. This combination of different magnificent cultures is what makes India unique, unique and beautiful. India is a land of diversity, with several communities living in each state of the country who live in harmony with each other while maintaining their own unique culture and traditions. From Kashmir to Kanyakumari and from Assam to Gujarat, the land of India is blessed with natural beauty. The country is also home to many historical monuments that add to India's diverse heritage. Let's see what diversity there is in India.

Architecture:

There is a lot of diversity in architecture in India. The architecture of India ranges from ancient caves to contemporary skyscrapers. As India develops, the architecture of India brings diversity by maintaining current and ancient trends. India is also classified by Dravidian and Nagara architectural styles. In the empires, the Dravidian style flourished in the south of India, while the Nagara style is predominant in the north of India.

Literature:

Indian literature is mostly found in Sanskrit. In which there are four Vedas, Rigveda, Yajurveda, Samaveda and Atharvaveda. Then there are Vedic literature and scriptures like Upanishads, Puranas. Kalidasa's plays, Banabhat's texts, Hitopadesha stories, Ramayana, Mahabharata etc. are important texts of Indian culture.

Professions:

Ancient professions of India are also like cultural symbols. Various professions like carpentry, bricklaying, pottery etc. are also unique ancient professions of India. Such professions will be found in 64 arts of India.

Dress - Dress :

The wide range of traditional clothes of India is full of aesthetic beauty. There are weaving processes, decorations, styles of cloth made from many states of the country. Indians have their own ethnic costumes such as dhoti, kurta, saree, sherwani, turban etc. In India, the dress of the people of each state is seen differently. If you compare the dress of the people of Punjab, Gujarat, Sikkim, Tamil Nadu, Maharashtra or other states, it is seen differently. Not only this, there is diversity in dress even in different regions of the same state.

Food - Food :

Indian food is one of the most delicious cuisines in the world. The taste of food is different in the north and south or east and west. Similarly, there is a lot of variety in the food dishes here. The traditional food of each region and its cooking method are different. Each region is unique in its cuisine, not only regionally, but also at the provincial level, whether the region is close to the sea, desert or mountains. Indigenous cuisine also relies heavily on fresh local produce and is seasonal. Indian cuisine generally tends to maintain a balance between spices and herbs, which provide delicious dishes with surprising therapeutic and medicinal benefits.

Religion:

India has many religious beliefs and practices. Secularism in India means equal treatment of all religions by the state. By the 42nd Constitutional Amendment Act in 1976, India is a secular state. The Indian subcontinent has given birth to four important religions worldwide. Hinduism, Buddhism, Jainism and Sikhism. Religion has played an essential part in the culture of India throughout the history of India. Indian religions have influenced and shaped Indian culture.

Festivals, practice and traditions

Every state has its own festivals, Onam festival of Kerala, Garba or Navratri of Gujarat, Ganapati festival in Maharashtra etc. If we analyze the differences in culture prevalent in the north and south of India, we can find huge differences in customs, traditional beliefs and religious rituals. There is also diversity in festivals, art forms etc. In the same state, provincially, when the caste changes, customs also change. There are also differences in the customs and traditions of tribals living in forest areas and people living in cities. When religion or region changes, there are also differences in customs or traditions. Such as, in terms of marriage ceremonies, celebration of festivals, religious beliefs, deities, local fairs, food etc.

Languages :

Although Hindi is the most widely spoken language in India, many other languages are also used. Mostly each state has its own language. Like Kannada which is spoken in Karnataka, Malayalam which is spoken in Kerala. Tamil which is spoken in Tamil Nadu, Gujarati which is spoken in Gujarat, etc. More than one language is spoken in some states of India. Like in Gujarat there are some variations in the languages like Sorathi, Kathiawadi, Surti, North Gujarat, Kutch etc. Most Indians can use more than two languages.

Arts :

India's unique and magnificent art forms hold a significant place in Indian culture. Every state is known for its unique art form, it is also a mixture of other art forms borrowed from its neighbors in some way. There is a lot of diversity in India in terms of art such as dance, music, painting, cinema, musical instruments, carvings on temples, carvings on wood, stone or metal, etc. Such as the Taj Mahal, the temple of Madurai, dances like Kuchipudi or Kathakali. Ashoka's inscriptions, the caves of Ajanta and Ellora. Apart from this, some arts will also be known in the 64 arts of India.

Movies/Films:

The films made in India also reflect the culture of the society. Most states in India have their own movie industry, although Bollywood is the most popular among them. Films are created in each state in its own regional language. These films are also dubbed in other languages. In India, movie industries are known by different terms such as Mollywood (Malayalam movie industry), Tollywood, etc.

Effects of culture on education

Culture and education are both inseparable dimensions, they are dependent on each other. Both influence each other. Such as,

Goals of education:

The goals of education are guided by the cultural pattern of that society. For example, the educational goals of a society with a spiritual pattern of culture will be based on the achievement of moral and eternal values of life, while the culture of a society whose culture is based on art or technology, the educational goals will also give importance to art or technology.

Curriculum :

Any country keeps the skin of its culture in mind while formulating the curriculum. The curriculum is based on the things present in the culture. The things present in the culture are included in the curriculum, such inclusion is more in subjects like history, but apart from that, signs of culture are visible in the content included in language or other subjects.

Text Books :

Textbooks are based on the curriculum. So that culture will also be included in the textbooks. The textbook mainly uses local culture, but at the same time, other cultures are also included so that students can get acquainted with other cultures. The examples given are mainly based on local culture so that students can understand easily.

Teacher's teaching method:

There are students from different cultures in the class in front of the teacher. So the teacher has to use different methods to make every child in the class interested and understand. Which method to use? In addition to the level of the children sitting in front, the teacher will use the method keeping in mind their culture or will give various examples based on the culture of the children, then the children will become active in education. Thus, the teacher's teaching method has an effect on the culture.

On the child's education:

The success of education depends on the environment as well as the child's strength. The child's beliefs are formed based on the culture of the child. Children can take leadership or not based on the culture of the home or society. Children build a relationship with education based on their culture. So, like culture, like education. In this way, some children become more academically rich or remain weak in education.

Uniform:

In schools, a specific uniform is worn by students to instill a sense of equality and unity among students. This uniform also reflects the local culture. Apart from this, geographical area and beliefs are also taken into account. Along with this, the uniform of boys and girls is of a specific type. In which the uniform is decided based on the culture.

School co-curricular activities:

Co-curricular activities are always organized in the school. When this planning is done, the selection of activities is done based on the local culture. Also, how to conduct the activities? In which group? Should boys and girls be conducted separately or in groups? etc. are decided based on the local culture.

The participation of parents in education:

In today's modern era, parents are very busy professionally. Then they are concerned about the education of the child but they cannot be a partner for education. But when it comes to culture in the school or the teacher talks to the parents keeping in mind the cultural values, the parents get interested and become partners in the education of their child. They are also present in the school program or in other ways. They also help the school when needed. As a result, the education of the child and the school improves.

Group spirit grows in students:

In school, students get acquainted with the culture of other students during education and by living and playing with other students. As a result, students accept each other's culture and live in harmony. Group spirit develops in them, students cooperate and help each other. Due to which the educational level of students increases. They like to come to school regularly.

To develop different values in students - To develop different values in students:

Education for various courses is given in schools and colleges. Where students of different cultures study. Sometimes students from different countries also study. When cultures of different provinces, regions or countries are present in the same school-college or classroom, students become more tolerant, a sense of security comes, a feeling of helping each other arises, a sense of brotherhood develops, and it encourages them to be interculturally sensitive.

⬜ The general knowledge of students increases. - Increases students' general knowledge: When students become familiar with each other's culture, they know the art, texts, customs, etc. of other cultures. Thus, their general knowledge increases.

⬜ Effects of Education on culture - Effects of Education on culture

Just as culture has an effect on education, education also has an effect on culture.

⬜ Inclusion of modernity in culture - Inclusion of modernity in culture:

Modernity is making inroads day by day in art, painting, architecture, etc. Education can be considered the reason for the arrival of modernity in culture. Not only that. The tools of culture have also started changing, that too because of technology. This technology is a type of education.

⬜ For the propagation of culture - for the propagation of culture:

In one way, culture is found only in local art, but when the culture of one region is seen in another region, the contribution of education in its propagation is unique. When culture spreads in the form of millions, that spread is attributed to education. It can be said. Culture is mentioned in textbooks or other books, besides, since students of different cultures study together in schools and colleges, they know each other's culture. Sometimes they adopt it. Thus, education plays an important role in the spread of culture.

⬜ For a change in culture:

In some cultures, some beliefs or superstitions are contrary to science. But in today's modern era, the new generation is not ready to accept old, unscientific or superstitious things by giving more importance to science, so they change their beliefs, behavior, thoughts or values. As a result, the original culture also changes. This is more seen in many religious beliefs or celebrations of festivals or physical treatment etc.

⬜ Acceptance of other culture:

For education, students studying together in the same school-college get acquainted with each other's culture. Then they accept the culture of others or what they find good in it. It also provides students with the knowledge to show respect and sensitivity towards other cultures.

⬜ Preserves, nurtures and transitions culture:

The work of passing culture from one generation to another is easily done through education. Sometimes education alone is responsible for preserving the existing culture. In addition, education can also do the work of making necessary changes in culture and advancing it. Thus, the role of education is important in preserving culture for a long time. In it, changes occur. Sometimes education revives culture. For example, it preserves or advances the art or skill of that culture through books.

⬜ To provide leadership to the culture:

Members of a group with the same culture are connected to each other in various ways. They have different types of groups. Then, a person leads to develop certain values or skills in his group. The selection of this leader is often done based on the education he has received. Education is used for change in his society or group. Sometimes such groups also get guidance from teachers or teachers give guidance.

The role of teacher/principal in cultural diversity in the school:

In a school-college, 50-60 students study in a single class, and in addition, when there are 200 to 2000 students studying in a school-college, not all children come from the same culture. Keeping in mind the children coming from different cultures, the teacher should plan in the class and the principal in the school. For that, the following planning can be done.

Ù    Methods that interest every child and preserve their culture should be used for teaching.

Ü    Care should be taken that the teacher's behavior or speech does not hurt the heart of a student of any culture.

Ü    Children will have their beliefs according to their culture. Only when those beliefs are kept in mind and work is assigned to the children, success will be achieved.

Ü    If the beliefs of the children are full of superstitions, then the superstitions should be removed by explaining to the child, calmly and patiently taking the help of science.

Ü    If a child's uniqueness is seen due to his culture, he can be encouraged in public.

Ü    Children should be treated by maintaining cultural values.

Ü    While selecting or planning activities in the school or class, local culture should be given priority.

Ü    Values should be instilled in children so that a child becomes familiar with and respects the culture of another child.

Ü    Uniforms should be introduced in the school so that there is no discrimination between high and low.

Ü    Various festivals or celebrations of different cultures should be celebrated or introduced.

Ü    Special attention should be paid to the children of the backward classes and efforts should be made in the school to preserve their culture and fulfill their needs.

Ü    No prejudice should be maintained with any child in the school or class. Efforts should be made to preserve the respect of every child and to make the child behave and think independently.

Ü    The beliefs, customs, etc. of the school should be neutral. Children of any one culture should not be given more respect or shown disdain towards them.

Ü    The teacher should get acquainted with different cultures, so that the class can be conducted keeping it in mind.

Introduction

       In the previous chapters, we learned about social and cultural diversity in India. In this chapter, we will learn about linguistic diversity. In which we will also learn about the meaning of language and linguistic diversity, and also about the impact of linguistic diversity on education and education on linguistic diversity. Before learning about linguistic diversity, we should know what language is.

What is language? What is language?

       You already know that language is made up of letters-varna. These varna or letters come together to form words. Every word has a specific meaning. For example, 'ha' has a meaning, so even though it is a single syllable, it is a word. But 'sha' is not a word. Because 'sha' does not have any meaning. Similarly, 'kamal' is a word. Which is made up of three letters. But 'malak' is not a word, because it does not have any meaning. When words are arranged in a specific way, a sentence is formed. Sentences also have their own specific meaning. This is the case in every language.

 Language is the expression of ideas through sound signals.

 Language is a system of arbitrary verbal signs, through which members of any social group cooperate with each other and come into contact with each other.

 Language is a system of traditional spoken, written or printed symbols, through which humans express themselves as members of a social group and participants in its culture.

 Language has its own characteristics, such as, languages are essentially systematic, that is, they are bound by rules. This structure plays an important role in enabling humans to communicate with each other and creating cultures. Language is sound. Language is an organization of sounds and signs, language is a medium for the exchange of ideas. Language is non-instinctive, traditional. Language is arbitrary.

 What is linguistic diversity? What is linguistic diversity?

 More than one language is spoken in any country for various reasons. Thus, a single social group, region or state is a unit. If more than one language is used, it is called linguistic diversity. If we talk about India, India is a linguistically diverse country because different regions have different languages.

 For example, people of Maharashtra speak Marathi, while people living in Karnataka speak Kannada. So people living in Gujarat speak Gujarati,

 Internal contacts between different groups:

       India's population is very large. In this way, there are many groups in India, when these groups come into contact with each other for many reasons, some changes occur in their traditional language and a new language is created. In this way, there are many languages in India.

 Influence of language of neighboring countries:

       India is surrounded by neighboring countries like Sri Lanka, Pakistan, Bangladesh, Bhutan, Nepal, Tibet. In this way, some transactions are going on regularly between the populations of both the countries on the border. Due to which the local language of the local area of the neighboring countries has an impact on the region or population on the outside border. In this way, linguistic diversity is also seen in India.

⬛ Social formation:

India is a country with socially diverse groups. There are many different castes in India. Each of these castes or societies has its own specialties in some matters. In which they also have their own linguistic specialties. Thus, linguistic diversity is seen in India due to the linguistic characteristics of each society.

⬛ Ethnic groups:

There are many social groups in India. There are also many ethnic groups. Such as, Gujarati, Marathi, Tamil, Bengali etc. Apart from this, ethnic groups-families (families descended from the same lineage) are found in large numbers, especially in rural areas or societies. Since the languages of these ethnic families are also different, linguistic diversity is seen in India.

⬛ Urbanization:

Over time, people became aware of education, so that people turned towards the city for higher studies. Apart from this, people also started living in the city for livelihood, so that a single

⬛ Reasons for language diversity in India - Reasons for language diversity in India

Currently, more than 500 languages are spoken in India. According to the Census of India (2011), there were 121 major languages. According to the Eighth Schedule of the Indian Constitution, a total of 22 languages have been declared as scheduled languages. In this way, there is a large amount of linguistic diversity in India.

The reasons behind such a large linguistic diversity are as follows.

⬛ Geographical diversity of India:

The geographical diversity of India is the main reason for linguistic diversity. India has regions like plains, hills, and valleys, while India has a very large coastline. The environment there affects the people living in different regions in many ways. Since linguistic effects also occur, linguistic diversity in India is large.

⬛ Internal contacts between different groups:

The population of India is very large. In this way, there are many groups in India, when these groups come into contact with each other for many reasons, some changes occur in their traditional language and a new language is created. In this way, there are many languages in India.

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⬛ Urbanization:

Over time, people became aware of education, so that people turned to cities for higher studies. Apart from this, people also started living in cities for livelihood. So that in the same city, many types of groups (religion, society, caste, cultural, economic, etc.) started coming into contact with each other. As a result, each other's language started affecting their native language, but at the same time they also started using polite language. Thus, their native language started being affected from all sides. Due to this, diversity is also seen in language.

⬛ Religion:

People of many religions like Hindu, Jain, Sikh, Christian, Muslim live in India. On each of these religious groups, their religion affects their life and living habits. This also includes language. This is also why linguistic diversity is seen in India.

⬛ Four families of Indian language:

Many languages of India such as Gujarati, Marathi, Sindhi, Urdu, Hindi, Kannada etc. All the languages of India have descended from these four groups 'Indo-Aryan, Dravidian, Sino-Tibetan and Afro-Asiatic'. So the main language has an impact on its sub-languages as well. Looking at it this way, the main language has a small or big impact on about 500 languages of India. Therefore, there is linguistic diversity in India. Such as religion-based, caste-based, trade-based, society-based etc. These groups have different languages based on their traditional beliefs and lifestyle.

Business:

People living in India come into contact with people from other communities, regions or abroad for business. They leave their own area and settle in other areas for business. As a result, over a long period of time, its small or big impact is seen on their native language. Due to which a new language is born. Since this has been happening on a large scale and for a long time, linguistic diversity is seen in India.

 Economic reasons:

There are three main groups economically weak, middle and rich. In this way, there are also small and large groups due to economic reasons. Whose living arrangements, hobbies, lifestyle, behavior etc. are seen to differ. Due to which there is linguistic diversity in India. Not only this, even if economic groups live or do business separately, they come into contact with each other, so that each other's language has an impact on each other's language. As a result, a new language is also created. Due to this, linguistic diversity is seen in India.

 Physical causes:

People living in different geographical areas have different physical abilities. For example, speech disorders like speed of speech, listening ability, understanding ability, habit of speaking in high or low voice etc. are seen due to which new linguistic forms have been formed. This is also the reason for linguistic diversity in India.

 Education:

Children coming to the same school-college to get school education also come from different linguistic communities. When they come in contact with each other, their native language changes to some extent. In this way, their native language changes and they start speaking a new language. Therefore, there is also diversity in language.

ü   Impact on the linguistic diversity of education
ü   Educated families use language well in speaking and writing.
ü   Education has a great impact on the development of the four language skills.
ü   Education is a means by which people use language properly in any transaction so that the respect of the other person is maintained.
ü   Due to education, people started using polite language more, due to which the internal diversity of the language started decreasing.
ü   Due to education, some languages have been destroyed as a result of the use of polite language. In this way, some languages have become less, and finally the diversity of the language has decreased.
ü   Due to education, the grammar of many languages has changed.
ü   Due to education, the vocabulary of many languages has changed. Although new words have been added to the language, the original words of some languages have been destroyed.
ü   Due to education, words from one language have started being included in another language. That is, words from another language have been added to the words of the original language.
ü   Even amidst linguistic diversity, education leads to a positive improvement in the linguistic expression of people.
ü   Conflicts caused by linguistic diversity are reduced or have stopped due to education.
ü   The reason why people live in harmony with each other even among different linguistic diversity is education.
ü   Education makes a person multilingual. (A person can speak more than one language)
ü   Education plays an important role in the preservation, promotion and transition of any language.
ü   Due to education, various forms of language or literature are preserved.
ü   By translating the literature of a language, that language can be promoted or disseminated.
ü   Since students from different groups come to the same place to get education, there is exchange of languages with each other.
ü   Due to education, new forms of language or literature are created. Due to which that language gets pride.
ü   Language is a culture. Education is useful in making this culture known to others or in preserving the culture.

In short, education is very useful in increasing or decreasing the diversity of language, in preserving, promoting and transitioning it. Thus, the impact of education on linguistic diversity is in many ways.

Impact of Linguistic Diversity on Education

Education and linguistic diversity affect each other. Next, we saw how education affects linguistic diversity. Here we will see how linguistic diversity affects education.

ü   Due to linguistic diversity, schools of different mediums are opened so that everyone can get education in their mother tongue.
ü   Different languages are taught at the school level to satisfy linguistic diversity.
ü   Due to linguistic diversity, teachers who are knowledgeable in that local language are appointed in specific areas.
ü   Various programs are organized in schools based on linguistic diversity.

- ü ⬜ Linguistic diversity is taken into account while formulating education policy.
- ü ⬜ Content is selected in the textbook keeping linguistic diversity in mind.
- ü ⬜ When there are students with linguistic diversity in front of the teacher, the teacher also uses different languages while teaching.
- ü ⬜ Due to linguistic diversity, educational reference books translated into different languages have become available today.
- ü ⬜ Technology is being used more as a medium of education to address linguistic diversity.
- ü ⬜ Due to linguistic diversity, educational content has started to be available on the Internet in different languages.
- ü ⬜ The use of technology in education is increasing to reach different linguistic groups living in remote areas.
- ü ⬜ Due to linguistic diversity, even the same exam of a particular course is conducted in different languages.
- ü ⬜ Different linguistic groups are getting education in the modern times in the vernacular.
- ü ⬜ When different linguistic groups study in the same class, the educational work has become more difficult for the teacher.
- ü ⬜ Special arrangements are made by the government in the city to create educational opportunities for students of a particular linguistic group who live in remote areas.
- ü ⬜ Since the foundation of the mother tongue of the student is strong, insufficient time and language policy become an obstacle to meet the learning needs of everyone. Due to which the educational development of the students does not happen to the desired extent.
- ü ⬜ Due to linguistic diversity, sometimes linguistic groups arise among employees or students in educational institutions and it also results in conflict.
- ü ⬜ The government has to bear more expenses for literature prepared to maintain linguistic diversity.
- ü ⬜ Linguistic diversity also has an impact on educational values.
- ü ⬜ Teachers are not available for a particular language which is used very rarely. Children who use such a language face injustice.
- ü ⬜ While learning new things in school and college, their native language sometimes becomes a hindrance and sometimes it helps.
- ü ⬜ A child whose language is used in a small community feels a little shy in the class. Sometimes he suffers from being a minority. Which affects his education.
- ü ⬜ Since children of different languages study in the same school, their cultural values develop more, their general knowledge increases.
- ü ⬜ Due to linguistic diversity, children sometimes face difficulty in learning as the language of home and school is different, due to which sometimes stagnation and waste are seen. Which is the biggest obstacle in education.

The role of teacher/principal in linguistic diversity in school:

Children from different linguistic groups come to study in school, that is, there are children from different linguistic groups in the school. Then, to make education successful, the following efforts should be made by the teacher and the principal.

- ü Educational work should be done keeping in mind the different linguistic groups in the class and school.
- ü The teacher should be multilingual (using more languages) and do educational work.
- ü Co-curricular activities in the school should be planned keeping in mind the different languages.
- ü Festivals of different language groups should be planned in the school.
- ü The teacher should select examples from different languages to explain different subjects.
- ü Negative opinions or talk about a particular language in the class should be avoided.
- ü Students with different languages should be treated equally in the class.
- ü For children with linguistic diversity, the language barrier for learning should be removed by taking the help of technology wherever necessary.
- ü Physical signs should be used as needed to reduce linguistic diversity.
- ü The teacher should behave in a way that the dignity of each language is maintained.
- ü The teacher should make all efforts to ensure that linguistic diversity does not become an obstacle in education.
- ü Constant care should be taken to ensure that conflicts do not arise in the school due to linguistic groups.
- ü To make children from different linguistic groups proud, dignitaries from different linguistic groups should be invited to the school.
- ü The teacher should make continuous efforts to ensure that children from different linguistic groups learn and use polite language.
- ü The school library should be stocked with various books for whatever interests the children of different linguistic groups.

ü The teacher should use various stories, poems, songs and riddles or other things from different languages in the classroom.

ü International Mother Language Day (21st February) should be celebrated in the school.

ü Translate the content (story or event) of one language into another language in the class or in a prayer meeting.

ü Assign work like translation or documentation or research to the students.

ü Instill in the students a sense that linguistic diversity is a matter of unity and pride in diversity for India.

▢ Introduction

In the next chapter, we learned about social, cultural and linguistic diversity. So you must know the meaning of diversity. Just as there is social, cultural and linguistic diversity in India, there is also religious diversity. Before understanding religious diversity, let us understand what religion is.

Concept of religion:

Religion is associated with a divine element. According to the principles of this element, religion is followed. If a person is unhappy with the elements of this religion, he feels fear. According to the subtle concept of religion, religion is a force that protects and protects. The behavior of religion is learned by its followers. Therefore, religion is considered a strong protective force.

Religion means duty or obligation. Whatever a human being is required to do, whatever is done for the benefit of the human being and the benefit of the society, if not done, it will be detrimental to both. In this way, religion is moral behavior, the conduct of one who brings benefits, the welfare of all is achieved. Thus, religion is not taken in the limited sense of any sect or activity, but becomes a secular religion as the broad meaning of the performance of one's duties as a citizen.

While giving an idea about religion, various religious preachers give different meanings. Religion also means the regular observance of ethics. The observance of various types of codes of conduct, the observance of ethics is the motivating and nourishing conduct, the soul.

Conduct becomes meaningless without religious faith.

Shankaracharya says that.... the path of progress and liberation of the beings due to which the world remains in an orderly state is done through the practice of religion.

Gandhiji.....I think religion means truth and non-violence.

Dr. S. Radhakrishnan.... Religion means the lock of truth and rational equanimity as well as the life practice formed under the guidance of these two elements.

Indian religious scriptures.... आचारः प्रत्मो धर्मः In Shruti and Smriti, moral character has been considered as religion.

Thus, it is difficult to construct a universally accepted definition of religion. We have seen various concepts about religion in the opinions of the above scholars. However, the religious experiences. Emotions and sociality that emphasize on ethical behavior shape the form of religion. Therefore, the form in which religion is prevalent makes an important contribution in shaping the life of a human being. The mind, heart, feelings and emotions of a human being are given a special form through religion. Morality is seen in a person.

Today, the idea of religion has gone far beyond religious customs, rituals, teachings of religious scriptures, casteism, morality, devotion to God, etc. The idea of religion is taking the form of moral and spiritual values. But how much does its ideal have to do with the constantly changing human being in changing circumstances? Is religion a continuity in the life stream of a changing human being? Is there any companion who never supports a human being in the ups and downs of a changing life? If we think about all these questions, if all the answers are to be given in one word, then it can be given with the word religion.

What is religious diversity? What is religious diversity?

▢ When people living in the same group/state or country follow different religions, it is said that there is religious diversity.

▢ Religious diversity means the difference in religious beliefs and religious practices among people regarding religion.

▢ Religious diversity refers to the fact that there are different religions and the religious beliefs of people are different. There are over four thousand religions in the world. However, religious diversity allows people to live in peace with each other.

▢ Religious diversity is seen in two ways, monotheistic religions like Judaism, Christianity and Islam believe that there is only one God. While Maoism, Japanese Shiite and Chinese believe that there are multiple gods.

▢ Religious diversity once meant Baptists, Methodists and Episcopalians. Today it is seen in various religious traditions like Sikhism, Buddhism, Islam and Hinduism as well as in beliefs like humanism, atheism and subjective spirituality.

▢ Religious diversity is the diversity in attitudes or practices among co-existing religious beliefs and practices in a society.

⬝ The 2011 Indian census shows that 79.8% of Indians in India are Hindus, 14.2% Muslims, 2.3% Christians, 1.7% Sikhs, 0.7% Buddhists and 0.37% Jains.

⬝ In what matters are religious diversity found?

There are certain elements or characteristics that distinguish religions from each other. Different religions differ in the following matters.

⬝ The religious traditions of each religion are different.

⬝ Each religion considers certain things sacred or profane in its own way.

⬝ The religious practices of each religion are specific.

⬝ Belief or disbelief in idol worship

⬝ Each religion considers certain things sacred.

⬝ The holy places of each religion are different.

⬝ The ultimate goal of most religions is different.

⬝ Differences are seen in prayer or worship or religious rituals.

⬝ There is diversity in the scriptures or literature of each religion.

⬝ Reasons for religious diversity in India

There is no single specific reason for religious diversity in India, but there are many reasons. Which can be said as follows.

⬝ India has a large population; Also, since India is a democratic and secular country, people follow multiple religions in India. Therefore, there is religious diversity in India.

⬝ Foreigners have ruled India by making small attacks or on the pretext of doing business, so that such rulers insisted on making their people follow the religion they followed, which increased religious diversity.

⬝ India is a very large country in terms of territory. There is a great deal of diversity in India's natural resources. So many people from abroad have come to India for jobs and business. This is also why religious diversity is seen in India.

⬝ The Constitution of India gives fundamental rights to freedom of religion, so that people in India follow the religion of their choice, so religious diversity is seen in India.

⬝ Various great men have been born in India from time to time. They established religious sects according to their own wishes. Due to which religious diversity is also seen in India.

⬝ In India, there was division due to beliefs in some religions or sects. From which new sects or religions emerged. As a result, religious diversity increased.

⬝ The values of the religion that people follow are the best, due to such a belief. Different religions were preserved. Therefore, there is religious diversity in India.

⬝ Impact of religious diversity on education

⬝ Education is such a delicate factor that is affected by the activities happening around it. Education and religion are related to each other. So both are dependent on each other. So what is the impact of education on religion is as follows.

⬝ One of the purposes of education is to make a person valuable. Religion also tries to fulfill this purpose. In this way, religion is supportive and helpful for education.

⬝ Religion promotes the spiritual, moral, social and cultural development of a person.

⬝ Religion plays a very important role in determining the objectives of education. The education that people follow affects the objectives of education.

⬝ In every religious society, educational institutions run by their own religion are found.

That is, some religious institutions take on the responsibility of providing education. Thus, due to religious diversity, many different types of schools and colleges have come into existence.

⬝ Religious institutions or religious congregations of each religion work to provide education.

⬝ Most religions provide educational materials and financial assistance to their followers to provide education.

⬝ Some languages based on religion have been included in education.

⬝ Values, founders, introduction of founders, etc. of various religions have been included in education. In this way, religion has had a great influence on education.

⬝ Religious literature is used as an educational reference book.

⬝ The influence of religious leaders is very great for taking education and reducing waste and stagnation.

⬝ Religious education is included in the curriculum at the school level.

⬝ At the school level, the principles or characteristics of various religions are included in the textbooks of some standards.

⬝ During education, religious events or occasions are also used as examples in subjects like history and language.

⬝ Religious leaders, preachers or devotees have created a lot of literature. Which is still taught in the classroom today.

⬝ In ancient times, religion was the only one who taught education..

▪ Some religious institutions or congregations provide financial assistance to students for their studies.

▪ Some religious institutions or congregations help students in their education by opening hostels in addition to schools.

▪ Some religious institutions also have good libraries.

▪ Religious festivals or festivals are celebrated in schools.

▪ Religion teaches children discipline, truth, non-violence, etc.

▪ Impact of education on religious diversity

Just as religious diversity has an impact on education, education also has an impact on religious diversity. Which is as follows.

▪ Due to religious diversity, sometimes conflicts arise between followers of different religions. Education plays a huge role in reducing this conflict.

▪ It is because of education that religious literature is printed and disseminated.

▪ Education alone carries religious matters, characteristics or principles from one generation to the next.

▪ Education makes the propagation of religion easier and faster.

▪ Education alone carries the characteristics, characteristics or principles of different religions to children through textbooks. Thus, the original religion is preserved and some aspects of religion are propagated.

▪ If there is superstition or misconception about something in different religions, it is superstition.

▪ Education plays an important role in imparting teachings of different religions.

▪ Education helps in achieving the objectives of religion.

▪ Education develops values like tolerance, morality, sincerity, unity, harmony, cooperation in an individual. That is why religious diversity persists in society. Thus, education teaches us to accept religious diversity.

▪ Education does the work of preserving religious culture.

▪ By celebrating festivals or celebrations of different religions in schools, positive thoughts towards that religion are instilled in the minds of students.

▪ Secularism is seen in India mainly because of education.

▪ The role of teacher / principal in religious diversity in the school:

The teacher himself may sometimes feel nervous about discussing religious diversity, but he cannot ignore it from the classroom. If you ignore religious diversity, the students will not like it. The role of the teacher is to talk about different religions without supporting any religion. Children of different religions come to school. So the teacher and the principal should behave in certain ways keeping in mind certain things. For example,

▪ Children of different religions come to school for studies, so there should be no positive or negative behavior or talk about any religion in the school.

▪ The school environment should be secular.

▪ The teacher should remain neutral with personal beliefs about religion. There should be no prejudice for any religion.

▪ Festivals of different religions should be celebrated in the school.

▪ The teacher and the principal should make efforts to ensure that children respect every religion.

▪ Care should be taken that there is no conflict in the school or class due to religious reasons.

▪ Literature of different religions should be kept in the school library.

▪ During classroom education, the teacher should select and present examples from different religions.

▪ Religious examples should be used frequently to instill values in the students.

▪ Various religious leaders should be invited to the school and their speeches should be arranged. By doing this, students will see every religion equally, will know the good things in every religion and will also instill values in them.

▪ The teacher should not be biased towards the student because of religion.

▪ Instill such values in the students that they respect different religions.

▪ The teacher can effectively use religious diversity to promote education and development for students from different backgrounds.

▪ The teacher should understand the matter of learning about religion and learning from religion properly and use it properly.

▪ There are many good things in every religion that children can understand, presenting such things in the class will instill respect for all religions in the minds of children.

▪ Religious groups should not be formed for any activity in the school.

▪ If there is any superstition or wrong belief in children because of religion, then it should be explained scientifically and superstition and wrong beliefs should be removed.

1.4 Indian Cultural Heritage: Literature, Sculpture-Architecture and Fine Arts

Asia is the largest continent in the world in terms of both area and population. After China, India is the largest and most populous country in Asia. In that regard, its place in South Asia is important and privileged. Its land is 'Sujlam' and 'Suflam' and its nature is enriched with wealth and grain. That land of India has given us and the world the sea and a diverse heritage.

Starting from the people of the Indus Valley Civilization (Harappan Civilization), people till today have enriched India with their intelligence, skills and abilities. Numerous sages, saints, sages, historians, scholars, thinkers, scientists, explorers, artists, artisans, etc. have made their own significant contribution to shaping the rich fabric of culture.

If there is any fundamental difference between human society and animal society, it is 'culture'. Culture and civilization are the unique characteristics of human society. We can include the developmental journey that man has made from his wild state to modern sky-high buildings, 'jet planes' that cover distances at a very high speed and the flight of satellites in culture.

❒ Meaning of culture:

Culture means the cultivation of the human mind. The sum of the habits, values, conduct, religious traditions, living practices and ideals that lead life towards the highest goal of human society. Culture means the journey of development of mankind from 'cave' to 'above'.

The word 'culture' is used in history in a special sense. We can include the values of ideas, intelligence, art-skill and refinement in culture. The literature, various branches of philosophical thought, religious traditions, fine arts, painting-sculpture and architecture, various social institutions and diverse economic activities that humans have developed by cultivating the human mind can be included in culture. Culture is the unique way of life of any people.

After understanding such a vast meaning of culture, now let us understand what 'Indian culture' is.

Heritage of Indian culture

Historians and thinkers believe that the dawn of culture was born in India. The 'culture' that emerged in the land of India was not only beautiful in every way. But it was also related to utility and was systematic and planned. If there is any culture in the world that has the power to experience 'Sat', 'Chit' and 'Anand', it is only the culture of India. The culture of India truly sees life from a supernatural perspective and takes it towards auspiciousness. The glory of which has been sung by everyone.

The culture of India is the culture of the Himalayas; the culture of Ganga-Yamuna, Saraswati and Simpu-Kaveri. The culture of India is the culture of emotions and feelings, just as the culture of India is the culture of knowledge and devotion, it is also the culture of karma. Justice and ethics, kindness and compassion, love and non-violence, understanding and harmony have an important place in the culture of India. The goal of the culture of India is 'Dharma', 'Artha', 'Kama' and 'Moksha'. India is a country that has embraced peace and tolerance. Our Harappan culture is a living proof of this. There is no place for wars, battles or quarrels anywhere in it. But the emphasis in it is on the matter of all-round development in peace and togetherness. The Om Shanti: Shanti: Shanti: which is said in our prayers also supports this.

Distinctive features of Indian culture

Many things can be included in the distinctive features of Indian culture. But it is a fact that India is a confluence of various ideologies. The generosity of the people of India has been that they have adopted the good and distinctive features of the cultures they came into contact with without hesitation; but by molding them in their own way, the people of India have not resorted to invasions or wars to impose their own culture, religion, ideology or anything else. They have cultivated an equal harmonious feeling towards all living beings.

The distinctive features of Indian culture can be included in (1) its antiquity and continuity (2) unity in diversity (3) tolerance (4) confluence of spirituality and materialism etc.

Rich heritage of India

The natural and cultural heritage of India is rich and diverse. The main reason for this is that India is a vast country. It has many physical and geographical features. The history of India is thousands of years old. This heritage has witnessed changes through the process of mutual exchange. It has been influenced by the experiences of other people. Some people came as conquerors and then settled here, and merged in the greatness of our culture. In this context, 'heritage' is the invaluable gift we have received from our ancestors; which is seen around us. It is both natural and man-made and its development has taken place along with historical eras. Heritage is on the one hand associated with a place, region or even a region, and on the other hand it is also the uniqueness and identity of a family, community and people.

For the sake of ease of study, this heritage of ours can be divided into two sections as follows:

(1) Natural Heritage:

Natural heritage includes natural features such as mountains, forests, deserts, rivers, springs, oceans, seasons, lakes, vines, leaves, flowers and insects etc.

India is a country presenting various colors of geographical and environmental features. It presents various shapes. These include high mountains, long or short rivers, vast fertile plains, river valleys, dense forests, long coastlines and deserts. These diverse landscapes also include different types of rocks, minerals, plants and insects. Changes in weather also affect our heritage. Thus, the result of the close relationship between nature, environment and human life is natural heritage.

Giving divine form to rivers, mountains, trees, animals and the forces of nature is a part of our tradition. For example, we know Ganges, Sindhu or Kaveri as well as all other rivers as 'Lok Matas'. We consider them sacred and worship them. Similarly, we also consider trees or plants like Peepal, Banyan and Tulsi as sacred and respect them. While we have accepted some animals and birds as vehicles of gods and goddesses. That is why our interaction with them has been respectful and faith-filled. That is why Indian culture has a unique impression from all the cultures of the world. Examples of this are also found in the stories of our Panchatantra and the Jataka stories of Buddhism.

Our close relationship with nature and seasons can also be seen in our classical and folk music. Some classical ragas are based on different hours of the day. Nature and seasonal cycles are the main themes in our songs, poems, festivals and paintings. Similarly, Ayurveda, Unani and naturopathy are also completely based on nature. Hence, it can be said that our cultural and natural heritage are closely related to each other.

Nature has generously blessed India. Nature has played a special role in shaping the history and culture of India. The contribution of landscapes, rivers, flora and fauna in our natural heritage is very important and valuable.

Land Scapes

Beautiful landscapes are created by landforms. For example, the Himalayas are landforms but they have gifted the people of India with rivers-springs with abundant water, forests of the plains and pilgrimage centers in them, etc., which can be called landscapes. These landscapes have had a profound impact on the lives, professions, living arrangements, morals, etc. of the people of India. Since the time of the Aryans, mountains have been considered sacred and holy among various elements of nature. The Himalayan Mountains have been a part of the heritage of the people of India for centuries. They have enriched the lives of the people of India in many ways.

Rivers

The rivers of India have been sacred 'mothers of the world' from very ancient times to this day. The culture of India also flourished and developed on the banks of the Indus and Ravi rivers. Almost all the rivers like Ganges, Yamuna, Saraswati, Indus, Kaveri, Narmada, Godavari have had a profound impact on the life of the people of India. Water for drinking and consumption, water for irrigation has been used by humans in the earthenware vessels, houses, ponds, etc. on the banks of the rivers. The various landscapes of dawn and dusk on the banks of the river have contributed greatly to the development of aesthetic sense, artistic sense and skill, enriching the life of the Indian people. From ancient times to the present day, the rivers, the mother of the people, have been important in our culture and cultural heritage.

Flora

The people of nature-loving India have also been environmentally friendly since ancient times; as evidenced by their love of trees, love of flowers and respect for plants. In our country, the sanctity of banyan, peepal, neem, basil etc. and their respect for them have been there. Fields overflowing with wealth and grains, forests full of forest and plants useful for herbs have enriched our life since ancient times. Grains, pulses, oilseed plants. Medicinal plants such as elamantha-harde-kunwarpathu-tulsi-ardusi etc. Flowers like roses, champos, mogras, lotuses, damros, sunflowers, etc. have made human life very beautiful, useful and rich. Flora has had an effective impact on the economic, social and religious life of India. Worship of Tulsi plants every morning, the fast of Vadsavitri, etc. indicate the religious importance of flora.

Wild-life

India has been a country with a nature-loving as well as an animal-loving culture for centuries. The Indian people have valued the importance of wild animals. Many wild animals like elephant, rhinoceros, leopard, tiger, wolf, bear, lion, deer, saber, rose have made the culture of India diverse. The value of dead elephant tusks and dead tiger-lion skins is manifold. It is a well-known fact. India has valued the figure of lions by placing them in our national emblem, which is a matter of pride for us. India has made laws for the protection of wild life, and has also created sanctuaries for them.

(2) Cultural Heritage:

The cultural heritage that India has given to the world is also diverse and rich. Cultural heritage means man-made heritage. Whatever a human being has acquired or created through his intelligence, ability, art and skill is called 'cultural heritage'.

The people of India have gifted many things of cultural heritage to the peoples of the world since prehistoric times. For example, the art of carving sculptures is about 5000 years old; its companion can be considered the ancient remains of the Indus Valley Civilization. For example, the figures of gods and goddesses, human figures, animals and some toys found in it as well as the sculpture of a bearded man and the statue of a dancer make us feel proud of our cultural heritage. Similarly, when we see the sculpture of a bull or a lion on an inverted lotus during the Mauryan era, the sculpture of Buddha's

Prajnaparamita, the statue of Gautama Buddha turning the Dharmachakra at Sarnath, or the statues of Jain Tirthankaras of later times, and the sculptures of the Ellora caves (built by the Rashtrakuta kings), we cannot help but feel awe and respect for our cultural heritage.

Our cultural heritage can include palaces, buildings, inscriptions, stupas, viharas, chaityas, temples, mosques, tombs, domes, forts, gates, excavated sites and historical monuments, etc. Apart from this, we can also consider the historical sites of our freedom struggle as a part of our cultural heritage.

Every generation has preserved our cultural heritage. Not only this, but it has also been enriched. As a result of this, the continuity of Indian culture has been maintained. This natural and cultural heritage of ours has made India beautiful, charming, spectacular and picturesque. Along with this, it has also given India a proud and prestigious place in the world.

⬛ Importance of Cultural Heritage

As we have seen above, 'culture' means 'whatever we have'; and 'civilization' means 'whatever we are.' Various aspects of this 'culture' are passed down from one generation to the next. That generation adds to it the things it has learned or acquired; and that generation also teaches and gives everything to its next generation. Thus, whatever is received in life from generation to generation is called 'Heritage'.

The existence and continuity of human societies are also attributed to this culture or cultural heritage. On the other hand, the existence and continuity of this 'culture' are interdependent, as well as complementary and nourishing to each other. Culture has a profound impact on various aspects of human social-economic-religious-cultural life.

A person's diet, clothing, habitat, family life and its ways of expression, ways of getting entertainment, style of speaking-walking, ways of earning money, etc. are determined by 'culture' itself. Therefore, it provides a way of living to humans. It teaches human behavior and human interaction and at the same time it also puts the necessary social control.

In short, every generation preserves and enriches the cultural heritage. As a result of this, the continuity of culture is maintained.

Thus, India's magnificent heritage covers both natural and cultural matters. Natural heritage includes our mountains, oceans, rivers, lakes, lakes, forests, etc. While cultural heritage includes palaces, buildings, inscriptions, stupas, monasteries, chaityas, temples, mosques, tombs, domes, forts, gates, mythological and excavated sites, historical monuments, historical sites (historical sites of our freedom struggle) etc. All these things have made India beautiful, charming and picturesque; at the same time, they have also made India proud. India has achieved a prestigious and leading position in the world by preserving this magnificent heritage of itss.

⬛ Preservation and protection of our heritage

The fundamental duties of the citizen of India as mentioned in Article-51(a) of our Constitution, as mentioned in (6), (7) and (9),

⬛ To understand the value of the rich heritage of our integrated culture and to preserve it

⬛ To preserve and improve the natural environment including forests, lakes, rivers and wild animals and birds and to have compassion for all living beings

⬛ To protect public property and to renounce violence have also been included.

⬛ Thus, it is the sacred and primary duty of every citizen of India not to cause any damage to our ancient monuments, places of historical value and importance etc. and to preserve them. Let us all together, considering it a moral duty, maintain the purity, sanctity and beauty of the beautiful landscapes that nature has created on the land of India.

India's heritage is the result of the social, economic, political and cultural development of the people of India over thousands of years. You have obtained a lot of information about this heritage in a fragmentary manner, in previous standards. The structure of this heritage and its gradual development are based on the unique natural structure that India has got. Nature has generously bestowed immense prosperity on India. It can be said that these natural peculiarities have provided India with invaluable opportunities for development in all fields.

India's Cultural Heritage:

Literature

The oldest cultures of the world mainly include Egypt, Mesopotamia, Iran, Greece, China and the Indus Valley Civilization. The people of these cultures used symbols, pictures, etc. in the early stages to express their ideas. Over time, script was invented from it. This script contributed greatly to the development of language. Later, language was used to express ideas and experiences and literature was created from it.

Indian literature has been known for its diversity and uniqueness since ancient times. Scholars divide this literature into two sections: Vedic literature and classical literature. In addition to these two main sections, the literature of some 'folk languages' was also prevalent.

Over the vast span of Indian history, various languages emerged and developed over many centuries. These languages influenced each other. Much of the rich literature of these languages seems to have disappeared today. Along with

this, some new languages and their literature have also emerged and developed. As the best example of this, we can mention Sanskrit language; because although it is no longer a spoken language in modern times, it is still used in most religious ceremonies. The influence of Sanskrit on most of the languages of India used at present is clearly visible. In short, most of the languages of India seen at present, from the final stage of antiquity, have their own unique, rich and diverse literature available in a good amount.

### Language and Literature

The oldest script of India is from the Harappan period, which has not been deciphered till date, so we do not get any special information about the language of those people. While the Sanskrit language of the Aryans belonged to the Indo-European group. The great grammarian of Sanskrit, Panini, gave it a scientific form and made it a universally accepted language (especially in the field of computers) even today. In this context, Panini prepared a grammar book called 'Ashtadhyayi' in Sanskrit in the fourth century BC. Sanskrit language was mainly the language of religion, philosophy and knowledge. Moreover, it was considered the colloquial language of people from classes of society like Brahmins and Kshatriyas. While the common people spoke many dialects, which were known as Prakrit. Mahavira, Buddha gave his teachings to the public in this language. While the literature of Buddhism was composed in Pali, another dialect of Prakrit. The inscriptions of the Mauryan Emperor Ashoka were also written in the language of the common people.

Tamil is the oldest language of the Dravidian clan. The languages of this clan developed during the first century BC.

In the Gupta era, Sanskrit again became the language of knowledge and science. Along with this, the Prakrit dialects of Sanskrit also continued to develop. The dialects that developed during this period became corruptions. These dialects developed and became the basis of the modern Indian languages developed in various regions of India.

During the Turkish and Mughal rule, languages like Arabic and Persian began to be used in India. Among them, the Persian language is of special importance. It remained the language of the royal court for years and continued to be used until the nineteenth century.

During the Mughal period, the Persian language developed greatly in India. Along with this, the Urdu language also developed during this era. The Hindi language, which is the daughter of the Sanskrit language, also developed. It adopted many words from Persian. Urdu became the language of almost the entire North India and some towns of the Deccan. A rich literature was created in these languages in prose and verse.

Many foreign languages have also played an important role in the development of Indian languages. This process can be said to be the result of close contacts of Indians with foreign cultures.

Thus, the languages we speak today have a long history. There are eighteen such languages in India, which have been given a place in our Constitution (in Article VIII). Apart from this, hundreds of other languages are also spoken in different parts of the country. This diversity of languages has given India the form of a multilingual country. Thus, the Indian languages currently prevalent have developed over a long period of time. They have influenced each other and have also enriched each other.

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Medieval Literature

Sanskrit remained the language of literature in North India during the early Middle Ages. Two great texts were written in Kashmir during this era, the first being Somdev's 'Kathasaritsagar' and the second being Kahaan's 'Rajtarangini'. Among them, Rajtarangini is a very important text describing the history of Kashmir. In the true sense, it is the first historical text of India. Another important work of this time is Jayadeva's 'Gitagovinda', which is considered one of the most beautiful poetic texts of Sanskrit. At this time, the development of modern Indian languages began from the language known as Apabhramsha. 'Prithviraj Raso' written by Chandabadrai is the initial text of Hindi literature. The creation of this text, describing the heroic deeds of Prithviraj Chauhan, marked the beginning of the Veeragatha era in Hindi literature. During this time, a large amount of Sanskrit literature was created in South India, in which Shankaracharya's 'Bhasya' is the main one. In addition, a significant book of 'Bilhana' of this time is 'Vikramankadevacharita', which covers the life story of Chalukya king Vikramaditya VI. During this time, the languages of the Dravidian clan developed the most. Nripatunga composed a great poetic work called 'Kaviraj Marga' in Kannada language. For some time, Jainism had a strong influence on Kannada literature, and the poet Pampa composed 'Adipurana' and 'Vikramārjunavijayanti', in which the first work is related to the lives of Jain Tirthankaras, while the content of the second book is based on the Mahabharata. 'Shantipurana', which describes the life of the sixteenth Jain Tirthankara, was composed by poet Ponna. Apart from this, Ranna composed works called 'Ajitnath Purana' and 'Gadayuddha'. The poets of that era, Pampa, Ponna and Ranna, are known as the trinity of early Kannada

literature. The poet Kambala composed 'Ramayanam' in Tamil. The songs of the Alvar saints have been collected in a book called 'Nalayir Divya Prabandha', while 'Thiruv Sangam', 'Tiru Mandiram' and 'Tiruttodattagai' are the main works of Nayanars.

Religious and secular literature was also composed in Telugu during this era, which includes translations of the Ramayana and Mahabharata, grammar books, scientific and some secular literature. Literature began to be composed in Malayalam during this era.

The development of modern Indian languages and the creation of literary works became rapid during the Delhi Sultanate. Two forms of Hindi language – Vraj and Khadiboli also started to be used in literary works. Many devotional songs were composed in both these languages. Heroic stories were written in Rajasthani language which is similar to Hindi and Gujarati languages. Alha, Udal, Bisaldev Raso are famous hero stories of this time. Apart from this, literature started to be composed in other modern Indian languages. Mulla Dawood's book 'Chandrayan' is considered to be the oldest book in Awadh language. However, commentaries on ancient texts were still composed in Sanskrit language at this time. Persian language was the official language of the Sultans of Delhi. As a result of its literature, many Persian words have been included in Indian languages. Historical literature written in Persian language is a significant contribution made by the Turks to India; because there was no 'tradition' of writing history in ancient India. The Turks introduced India to the Arab-Iranian tradition of writing history. After the establishment of the Delhi Sultanate, we get a systematic account of Indian history in Persian by Turkish writers. Many historians were born in this era. Ziauddin Barani composed 'Tarikh-e-Firozshahi', in which the kingdom of the Khalji and Tughlaq dynasties is described in detail. He also wrote a book called 'Fatwa-e-Jahandari' on political principles. Amir-Khusro is considered the greatest writer of this time. He was a poet, historian, mystic saint and musician. The famous Hazrat Nizamuddin Auliya was his guru. His important works include Asika, Nuh, Sipihar and Kiratul-Sadayan. Apart from this, he also composed many poetic works. He was proud of being an Indian. Therefore, he used to consider India as heaven on earth. He has praised India's atmosphere, its beauty, its buildings and its knowledge in his books. He firmly believed that the essence of Hinduism is similar to Islam in many ways. He called the language spoken around Delhi 'Hindvi' and considered it his mother tongue. He composed many poems in this language. He also composed bilingual chapais and duhas by combining Hindi and Persian. This healthy tradition he started continued for centuries after him. Regional languages and their literature were given impetus by regional rulers. In Bengal, Gujarat and other states, the sultans gave protection to local languages and literature. The saints of the path of devotion preached in the language of the people. They include many saint poets like Kabir. At that time, Bhojpuri and Awadhi were the main dialects of Hindi. Kabir's works are mainly in Saghunkadi (folk dialect). His couplets have become a part of folk literature. Malik Muhammad Jayasi wrote an epic poem called 'Padmavat' in Awadhi. Apart from this, Tulsidas' famous book 'Ramcharitmanas' was prepared in Awadhi at this time. Other poets of Awadhi language also appeared in this era. Among them, Qutuban, the author of 'Mrigavati', is important. He was a disciple of the Sufi saint Sheikh Burhan.

In this era, literature was created in other languages besides Hindi. Under the patronage of the Sultans of Bengal, Krittivas composed 'Ramayana' in Bengali and the famous poet Chandidas composed hundreds of songs. The tradition of writing devotional songs began in Bengal with Saint Chaitanya. Narasimha Mehta composed devotional songs in Gujarati and Namdev and Eknath in Marathi. Under the patronage of Jainul Abidin, many Sanskrit texts like 'Mahabharata' and 'Rajatarangini' were translated into Persian in Kashmir.

Sanskrit continued to develop during the reign of the Vijayanagara emperors. However, this era is an important period for the development of Telugu literature. The great Vijayanagara emperor Krishnadevaraya himself was also a writer in Telugu and Sanskrit. He composed the book 'Aamuktamalayada'. There were many poets in his court.

During the Mughal rule, literature also flourished along with architecture and other arts. Many Mughal emperors and members of the royal family were good writers. The first Mughal emperor Babur could compose emotional poems in the Turkish language. In addition, he wrote his autobiography in the Turkish language called 'Tuzuk-e-Babri'; which was translated into Persian as 'Babarnama'. Humayun's sister Gulbadan Begum wrote 'Humayunnama'. The great creator of art, Jahangir, also wrote his autobiography called 'Tuzuk-e-Jahangiri'. Aurangzeb was also an accomplished writer. The last Mughal emperor, Bahadur Shah Zafar, was also a famous Urdu poet.

Hindi literature flourished significantly during Akbar's time. Tulsidas and Surdas became great writers of the Hindi language during this era. The great poet Keshavdas wrote literature on the subject of love and separation. Rahim's Dohra is still famous in many parts of the country.

Many notable books were also written in Persian during this time. Abul Fazl wrote 'Ayane-Akbari' and 'Akbarnama'. In Ayane-Akbari, Indian customs, etiquette, religion, philosophy, economic conditions and almost all aspects of life are described in detail. As a historical work, this book is very valuable. Abul Fazl's brother Faizi was a great poet in Persian. He translated many Sanskrit texts into Persian. Akbar even established a separate department to translate texts like 'Mahabharata', 'Ramayana', 'Atharvaveda', 'Bhagavad Gita' and 'Panchatantra'.

Many historical texts were written after Akbar's reign. Abdul Hamid Lahori, Khafi Khan, Muhammad Kazim and Sujan Rai are considered important historians of this period. The development of literature in modern Indian languages also continued during the Mughal period. The famous Hindi work of poet Bihari 'Bihari Satsai' dates back to this period.

The most important event of the Middle Ages is the birth of Urdu language. This new language joined the ranks of other modern languages that are the richest in terms of literature. Great poets like Wali, Mirdard, Mirtaki Mir, Nazir Akbarabadi, Asadullah Khan, Ghalib were born in this language.

Urdu prose also developed in the eighteenth century. Most of the historical texts of Sanskrit started being translated into Urdu. Moreover, many original prose works were also produced in Urdu, of which Muhammad Hussain Azad's 'Darbare Akbari' is an important work. Similarly, novels developed first in Indian languages. Urdu novels were also included in this. Urdu gradually became the language of the urban citizens of North India and the Deccan, which can be said to be the best example of the integration and development of contemporary culture.

Cultural Heritage of India:

Sculpture and Architecture

India is famous all over the world for its various arts. These various arts include painting, dance, music, sculpture, architecture etc. Among them, Indian sculpture and architecture arts have a unique and long historical heritage. India is a spiritual country. Therefore, Indian art has always been religious. That is why the origin of each of its sculptures, architecture, dance and music seems to be based on religion.

In Sanskrit, the word 'Vastu' is used for architecture. Vastu is directly related to residence. Whether it is of a human being or of God. In other words, architecture means the art of constructing buildings and structures. The creation of any building, monument, pillar, residence, etc., with the help of sand, clay, lime, bricks, stone, cement, etc., after prior planning, is called 'architecture'. The skill of the architect is used in architecture.

Sculpture is also as diverse as architecture. The art of carving various shapes and designs in stone takes shape with the help of its tools like chisel and hammer, so the skill or ability of the sculptor is art and the art of carving the feelings that arise in the sculptor's mind is called Sculpture,

Town Planning of Ancient India

India has been proficient in the field of town planning since ancient times, the best example of which we can consider Dholavira located in Khadirbet of Bhachau taluka of Kutch. This large city has been brought to light by archaeological excavations. The city has three main sections:

(1) The citadel of the ruling officials
(2) The upper city with the residences of other officials
(3) The lower city with the residences of the common citizens

The citadel of the ruling officials - the palace (Rajprasad) is located on a high hill. It is protected by strong walls on all sides. It has four main gates. The upper city also has protective walls. Two to five-room houses have also been found here. The houses of the lower city are mainly made of hand-made bricks. A large bead factory has also been found here; from where numerous samples of pierced pearls and beads have been found. Which indicates their production capacity in this area. From the remains found here, it is believed that this city was a major center of trade and commerce in ancient times. The remains found here mainly include a locksmith's furnace, various tool-making equipment, conch shells and metal bangles, various types of beads, rings, gold ornaments, etc.

Mohenjo-Daro

Among the cities found from the Harappan culture, Mohenjo-Daro was the best in terms of city planning. The houses here were built on high terraces to protect them from floods and moisture. The houses of the wealthy people were two-storeyed and had five to seven rooms. While the houses of the lower class people were one-storeyed and had two to three rooms. The doors of the houses were inside (in the street) instead of facing the main roads. The fort and the wall were built around the entire city on the edge of the elevated part.

Roads

There were mostly 9.75 meter wide roads here, which met the small and big roads at right angles. There were roads in Mohenjo-daro that were wide enough for many vehicles to pass at once. Moreover, they were designed in such a way that the garbage scattered on them was cleared when the wind blew. It is estimated that the identical pits located at certain distances along the road are pillars used for night lighting. In short, these roads can be said to be very convenient and modern.

Sewerage plan

A sewerage plan that is not seen anywhere in the ancient civilizations of the world was a prominent feature of Mohenjo-daro. The water from the houses went into the paved sewer under the road. From there, it flowed out of the city through the main sewer. Each house had a cistern. If the water filled to a certain level, it automatically flowed from the small

sewer to the large sewer. The sewer covers were also placed at certain distances. This type of sewerage plan is not seen anywhere else except the island of Crete in the Mediterranean Sea. Seeing this, one cannot help but admire the concept of public health and well-being of this people.

Public Bath

A huge bath has also been found at Mohe-jo-daro. Its length is 54.80 meters, width is 32.90 meters. The bathing pool in the middle is 12.10 meters long, 7 meters wide and 2.42 meters deep. There are changing rooms on all sides of the bathing pool.

Public Houses

Two houses that could be used for public use have been found at Mohe-jo-daro. It is believed that these houses were used as meeting halls, entertainment rooms, administration or state warehouses. A row of 20 houses (mostly a military barracks) has also been found here.

All these examples of sculpture, architecture and town planning are silent witnesses to the thousands of years of Indian art. This excellent heritage, which sings the glory of Indian art, is giving Indian culture unparalleled fame worldwide and can be said to continue to do so in the future.

Art of the Mauryan Period

During the Vedic period, no architecture other than small courtyards is known to have been built during the Yajna and Yagya rituals, but during the Mauryan period, stupas, viharas and other types of religious architecture are seen in Buddhism.

'Stupa'

Various remains of the body of Lord Buddha - hair, teeth, bones, ashes etc. were placed in a container and an oval masonry of stone or bricks was built on it, it is called 'Stupa'. There is historical evidence that about ten stupas were built before the Mauryan period. The stupas found in Piprava village of Basti district of Uttar Pradesh and Loria village of Champaran district of Bihar in 1905 AD appear to be pre-Mauryan period. Evidence of this art is found from the time of the religious and art-loving Emperor Ashoka. This was the era of the wonderful glory of Buddhism and the development of sculpture and architecture. Three stupas have been found in Gujarat, Devni Mori, Boria Stupa and Itwa Stupa.

Sanchi Stupa

The original Sanchi Stupa, built during the Mauryan era, was actually made of bricks and was half the size of the present stupa. This Buddhist stupa is a priceless heritage of architecture. Apart from this, the Dharmarajika Stupa of Sarnath, the Stupa found near Jaipur and the Stupa of Nandangadh near Loria are also famous.

Harmika

The railing (fence) on all four sides of the top of the oval part of the stupa is called 'Harmika'. It covers the entire stupa.

Medhi

The circular path built high on all four sides of the stupa is called 'Medhi'. It is used for circumambulation around the stupa.

Pradakshina Path

A circular path at a normal height built around a temple or place of worship is called 'Pradakshina Path'. The place is always circumambulated with the holy place on the right side.

Toran

Toran is a beautiful structure made of stones laid horizontally on two pillars in the shape of a straight platform or arch. The devotees enter through the toran.

Art on Pillars

The pillar inscriptions engraved with the religious edicts of Emperor Ashoka are excellent examples of sculpture. These pillars were carved from a single stone. They have been polished to such a shine that they look like they are made of shiny metal. Such pillars were erected at Ambala, Meerut, Allahabad, Sarnath, Loria near Nandangadh (Bihar), Sanchi (Central India), Kashi, Patna and near the Bodhi tree at Buddha Gaya. These pillar inscriptions, engraved in Brahmi script, are made of limestone or sandstone. The pillar of Sarnath is a fine example of sculpture. On the top of this pillar are the figures of four lions standing touching each other. Since Sarnath is the place of Buddha's teachings (turning the wheel of Dharma), four Dharma wheels have been inscribed on all sides below these lions. This 24-spoke Dharma wheel has also been given a place in the national flag of India.

Art of the Anumaurya Age

During this time, foreign powers like Greeks, Shakas, Kushans came to India, and Indian powers like Shungas, Kavas, Satavahanas came into existence in the political arena. Among all these, Emperor Kanishka, Pushyamitra Shunga, Greek king Minendra, Shaka-Khatrap king Rudradaman etc. made a significant contribution to the development of various arts. As the

propagation of Buddhism decreased, Bhagavata and Shaivism developed. These religions encouraged art through the construction of temples and idols. Due to the influence of foreigners (especially Greeks) on Indian art, the 'Gandhara style' was created and became famous.

### Gandhara style

Gandhara style means a harmonious combination of Indian and Greek art. This art was brought to light by the Mahayana sect of Buddhism. The Mahayana sect considers Lord Buddha as God and worships him in idol worship. Realistic drawings of limbs are made in sculptures carved in the Gandhara style. It is believed that the Gandhara style developed in its full form during the time of the Kushan kings. The Dharmarajika Stupa of Taxila (Takshila), the Manikmala Stupa near Rawalpindi, etc. are very famous in this type of style. These stupas are seen to be cylindrical in shape.

### Mathura Style

Another new art style also emerged in Mathura in the early centuries of the Christian era. The city of Mathura became the main centre of this art style, it is known as the 'Mathura style' art. The statues of Buddha and Bodhisattvas were first made in Mathura. They contain the best features of the indigenous art tradition. Mathura preserved these statues and later became a guide for sculptors. For example, the Amaravati art (Satavahana dynasty), the art of a mad elephant running and frightened men and women in Rajagriha, etc. are its best examples.

### Dravidian style of South India

Many Buddhist stupas were built during the time of the Satavahana kings in the area around the Krishna and Godavari rivers. These stupas are hemispherical and oval and have bell-shaped tops. The Nagarjuna Koda Stupa and the Amaravati Stupa are excellent examples of this style.

### Gupta Art (Golden Age of Art)

The Gupta Age saw great development in the arts of sculpture, architecture, painting, dance, music, carving, etc., and therefore it is called the 'Golden Age' of Indian art.

In the field of sculpture and architecture, at this time, the sculptures and monuments of Buddhism, Vaishnavism and Shaivism were fully developed in India. Not only from stones but also from metals had begun to be made.

In the sculpture and architecture of the Gupta period, palaces, stupas, pillars, monasteries, caves, buildings and temples were built. The iron pillar of Emperor Vikramaditya is considered an excellent example of the chemistry and metalwork of that time.

The Gupta kings built many monasteries at Nalanda. Unfortunately, today the monasteries of Sarnath and Nalanda are found in ruins.

### Cave architecture (Caves)

The Ajanta-Ellora caves in Aurangabad in the south, the Elephanta caves near Mumbai, and the Udaygiri and Bagh caves near Gwalior are considered famous examples of Gupta period cave architecture. Three caves have been found in Gujarat at Khambhalida (Godal), Dhank (Amreli) and Uparkot (Junagarh).

### Ajanta Caves

The Ajanta caves were built by carving the Sahyadri mountains of Maharashtra, of which 24 are currently available. The sculptors carved the rocks after years of hard work and created the idols. Lime plaster was applied on the walls of the cave chambers. The paintings of these caves are diverse. Along with the events of the life story of Lord Buddha, the 'social philosophy' of that time has also been depicted in these caves. Vegetable colors have been used in them.

### Ellora Caves

There are about 34 caves in Ellora, which are beautiful examples of sculpture and architecture. In these caves, some rare events related to Hindu gods have been immortalized in stone. The Kailash Temple here is a gift from the Rashtrakuta kings. This wonderful temple has been carved from a large stone. This temple is decorated with many beautiful sculptures.

### Elephanta Caves

These caves are located in the Arabian Sea near Mumbai. The magnificent idols of the 'Trimurti' in these caves depict the three forms of God (Brahma, Vishnu and Mahesh). It is considered a classic example of architecture.

### Chariot temples

The caves in Bihar as well as the 'Mahabalipuram' pavilion and the seven chariots of Mahabalipuram, which were carved out of rocks by the Pallava kings, are also world famous. Each of the chariot temples is carved out of a single rock. These chariots are named after the Pandavas. The largest chariot temple is of Dharmaraj and the smaller one is of Draupadi. These chariot temples are large and spacious. Their beauty and elegance are admirable. Their peaks and roofs are of a special type and they are our invaluable heritage of architecture. These chariots, which are different in shape and form from each other, are excellent examples of architecture.

### Temple Architecture (Temples)

After Gutha architecture, we will talk about temple architecture. Temple architecture mostly consists of temples with steps and spires on high pedestals. Some are also flat. A circumambulation path (path) was kept around the sanctum sanctorum. The Shiva temple of Bhumra near Jabalpur, the temple of Larkhan in the Bijapur district of South India, etc. are famous for their architecture. In addition to the architecture of all these temples, the sculpture of the idols there is also unique. Especially the copper idols of Lord Buddha of Nalanda (Sultanganj) and the statue of the Jain temple of Mathura are equal to the pride of Indian sculpture.

Information about the temple drawing

◊ Sanctum sanctorum

The sanctum sanctorum is mainly a small and dark room; in which the idol of the temple is installed. This part, which usually has four corners, is mostly rectangular. In Gujarat, it is called 'Gabharo'.

◊ Gopuram

'Gopuram' is the entrance gate of the temples of South India. The architecture of the Gopuram is semi-circular from above. To make the Gopuram stronger, its two lower floors are made vertical.

◊ Mandap

This architecture is a large hall built on pillars or a large area created in front of the main gate of the temple. Here, the devotees gather and queue up and go gradually towards the sanctum sanctorum of the temple.

◊ Shikhar

The pointed figure made on the highest outer part of the sanctum is called Shikhar. Such peaks are covered with brass or gold.

◊ Viman

Viman is a part of the temple itself, which is built in a square or sloping shape. It is like a pyramid with many floors and the upper part goes towards the shikhara (top).

The contribution of the Pallava kings in the field of temple construction is very large and significant. The shore-temple of Mahabalipuram was built during the time of Narasimhavarman II. The temples built at Kanchi (Kanchipuram), the capital of the Pallavas, are very famous. Like the Pallava dynasty of South India, the Chola dynasty is also known in the field of temple construction.

The capital of the Chola dynasty was at Thanjavur. The Brihadeshwara temple here was built by Rajaraja Chola, which is the largest temple in ancient India. (This temple is 65 meters high.) It is built in such a way that its shadow never falls on the ground.

◊ Gopuram Architecture

After the Chola rule, the work of temple construction started at a slow pace, but due to the encouragement provided by the Pandya rulers, the work of temple construction started to accelerate again. They built walls and tall and decorated gates outside the temples. These gates are known as 'Gopuram'. Now instead of temples, the artistic beauty of Gopurams has increased. The Gopurams of the temples of Kanchi and Madurai still enchant art lovers when seen from a distance.

Due to the black stone embedded in the Sun Temple of Konark, it is also known as the Black Pagoda. The entire temple dedicated to the Sun God is in the shape of a chariot. It has twelve huge wheels. This chariot is pulled by seven horses. From the point of view of art, this entire scene is picturesque. Similarly, the beautiful temples of Khajuraho were built by the Chandel kings of Bundelkhand (Central India). The style of these temples, which is spired and magnificent, is completely different from other temples. Therefore, the sculpture of Konark and Khajuraho is considered the best sculpture of India in the country and abroad. The Jain temples (dens) at Delwara (Mount Abu) in Rajasthan are actually the best structures built by the Solanki rulers of Gujarat. Art critics use words like 'poetry carved in marble' for these Jain temples made of marble.

◊ Sun Temple of Modhera

The Sun Temple at Modhera (Mehsana district) in Gujarat: It was built during the reign of Bhimdev I, a king of the Solanki era. The entrance of this temple facing east was designed in such a way that the first ray of the sun reached the inner sanctum of the temple and fell on the gem in the middle of the crown of the sun idol, illuminating the entire temple with light! As a result, the entire atmosphere seemed to radiate divinity. 12 different idols of the sun can be seen engraved in this temple even today. Moreover, some sculptures related to Kama Shastra are also seen in it. The carving of this temple is done in the Iranian style. There are a total of 108 small temples around the water tank outside the temple, which creates a picturesque view due to the lamps lit during the morning and evening hours.

◊ Medieval Architecture

After the magnificent ancient and Rajput era, if we talk about medieval India, then A.D. 1195 Qutbuddin Aibak built his first building, 'Quwwat-ul-Islam' (the mosque known by name). His other buildings include the 'Dhai Din Ka Jhopra' (the

mosque of the name) in Ajmer. Like Delhi, the provincial sultans also built significant mosques. The style of Gujarat is the most original and artistic among the provincial architectures. Some of the provincial architectures of India are outlined here.

⬚ Architecture of various provinces of India

By inheriting the architectural heritage received in the inheritance, the various provinces of India developed their own architectural styles, the outline of which can be shown as follows.

(1) Gujarat:

The Jama Masjid at Ahmedabad was built by Ahmad Shah in A.D. 1423. This mosque with 260 pillars and 15 domes is famous not only in India but also in the world. Similarly, the swinging minarets located outside Sarangpur Darwaza in Ahmedabad and in Rajpur-Gomtipur are the only minarets of this kind in the world. The three-story balcony of each of these minarets has been finely carved. The skilled craftsmen of that time used to arrange the minarets in such a way that the person on it could get a specific message by shaking the other minarets with a special type of vibration. The efforts made by the British to find out this peculiarity of the construction have not been successful till date. Therefore, the mystery of the vibration of these minarets remains intact. Moreover, the finely carved Sidi Syed's Jali, the Jain temples of Hathisingh, the Rojo of Sarkhej, the Rani Sipri's Mosque, Naginawadi-Kankaria (Ahmedabad) Hira Bhagol (Dabhoi), Juma Mosque (Champaner), Rudramahal (Siddhpur), Sahastralinga Lake and Rani Ki Vav (Patan), the Fort of Junagadh, the Vav of Adalaj (near Ahmedabad) etc. are examples of architecture.

(2) Bengal:

The Adina Mosque, the tomb of Jalaluddin Muhammad Shah and the Tantipada Mosque were built at a place called Pandua in the province of Bengal. This province developed its own unique style in the field of architecture.

(3) Jaunpur:

The Turkish Sultans built the Atala Mosque in Jaunpur, which is a magnificent building. There is a beautiful and artistic lattice around its dome. Its walls and ceiling are decorated with various Indian figures including lotuses.

(4) Malwa:

The buildings of Mandu have their own unique style under the protection of the Sultans. The Jumma Mosque, Hindola Mahal, Jahaz Mahal and many other tombs were built here. The buildings of Malwa have large and impressive domes and their windows are very carved. The tomb of Hoshang Shah is completely decorated with marble in the Indian style.

(5) Other provinces:

In addition to this, Kashmir (Kangur-Buraj); The many buildings of Bidar and Gulbarga of the Bahamani Sultanate and the Madrasa of Mahmud Gawan, the Golgumbaz of Bijapur and the architecture of the Vijayanagar Empire, the Vitthalswamy and Hazar-Ram temples of Hampi as well as the gopuram and artistically carved pillars are famous.

Add a sketch of mosque architecture

⬚ Information about the sketch of the mosque

⬚ Corridor

The way to enter and exit the mosque

⬚ Qibla

This part of the architecture is the wall of the mosque or the prayer hall; which is always built in the direction of the Kaaba in Mecca.

⬚ Liwan

The pillared room of the mosque is called 'Liwan'.

⬚ Maksura

The end part of the Qibla (wall) of the mosque is called 'Maksura'. This part is separated by a railing.

⬚ Arch

Arch is the part built in the Qibla (wall). It is mostly about the height of a normal person. It shows the true direction towards Mecca. (In the context of India, the arch is in the west direction.)

⬚ Sahan

This part of the architecture is called the courtyard of the mosque in which the followers of Islam gather for prayer.

The Kabulibaug Mosque in Panipat and the Sambhal Mosque in Rohilkhand, built by the founder of the Mughal dynasty, Babur, in 1526 AD, are also excellent examples of architectural art. The Mughal Emperor Akbar was also fond of and connoisseur of art and architecture. A vivid example of his love of architecture is the buildings of Fatehpur Sikri built by him. However, among all the Mughal rulers, Shah Jahan's time is called the 'golden age' of construction. Diwan-e-Aam, Diwan-e-Khas, Agra's Moti Masjid and Taj Mahal are outstanding examples of the unparalleled artistry of his time.

⬚ Cultural Heritage of India:

⬚ Fine Arts

We know about sixty-four arts from ancient Indian literature. Some of these arts were unique, including handicrafts, handicrafts, crafts, painting, sculpture-architecture, music, literature, dance, etc.

In this chapter, we will get to know about some of these arts. India is a very rich country in terms of various handicrafts. Somewhere there is weaving, somewhere embroidery, somewhere pearl work, somewhere pottery, somewhere metal carving, somewhere beadwork. Thus, India is a country rich in diverse arts. Let us now look at this in detail.

⚫ Fine Arts

⚫ Music:

Indian music is different from the music of other countries of the world in terms of tone, rhythm and rhythm. Music includes singing and instruments. Music can be mainly divided into classical music and folk music.

There are mainly five ragas in our music, such as (1) Shri (2) Deepak (3) Hindola (4) Megh (5) Bhairavi, all of which are believed to have originated from the Panchmukhi of Lord Shankar. The Aryan book called 'Samaveda', which shows the pace of development of Indian music, is the Gangotri of music.

Many music texts were written in ancient India. The introduction of three of them is as follows:

(1) 'Sangit Makrand':

A scholar of music named Narada wrote a book called 'Sangit Makrand' around 900 AD. 'Sangit Makrand' describes 19 types of veena and 101 types of taal, which is still useful today.

(2) 'Sangit Ratnakar':

The author of this book was Pandit Sarangdev. Since he lived in Daulatabad, he was familiar with the music of North India and South India. Pandit Vishnunarayan Bhatkhande considers 'Sangit Ratnakar' to be the most authoritative book on music. This 'Sangit Ratnakar' is considered unique for completely understanding the elements of music.

(3) 'Sangit Parijat':

'Sangit Parijat' is a very important book among all the music books. In 1665, Pandit Ahobal wrote this treatise on the music system of North India. He has mentioned an important feature of various ragas that all ragas have their own independent existence and uniqueness from each other. He has mentioned 29 types of tones.

Amir Khusro, who was a talented musician during the time of Alauddin Khalji, was very famous. Due to his contribution in the field of music and poetry, he has become famous in Indian history as 'Tuti-e-Hind'. When the Bhakti movement started in India in the 15th and 16th centuries, the streets resounded with the hymns of Kabir, Tulsidas, Chaitanya Mahaprabhu, Mirabai, Narsinh Mehta etc. Similarly, in the fifteenth century, Baiju Bawra (Baijnath), a disciple of Swami Haridas, and Tansen were priceless gems of music.

⚫ Dance

The word dance has come down from the original Sanskrit word 'nrit'. Dance is a means of experiencing beauty with rhythm and rhythm. The god of dance is considered to be Mahadev Nataraja. He was the first to bring dance down from heaven to teach people on earth. Bharatanatyam, Kuchipudi, Kathakali, Kathak, Odissi and Manipuri are the main types of classical dance forms of India.

⚫ Bharatanatyam

The Tanjore district of Tamil Nadu is considered the birthplace of the 'Bharatanatyam' dance style. The two texts 'Natayashastra' written by Bharatmuni and 'Abhinava Darpan' written by Nandikeshwar are the basic sources of Bharatanatyam. Mrinalini Sarabhai, Gopikrishna, Vyjayanthimala and Hemamalini etc. have preserved this heritage of ancient India even today.

⚫ Kuchipudi Dance Style

Kuchipudi dance is popular in Andhra, which is a type of dance similar to Bharatanatyam. Famous dancers like Guruprahlad Sharma, Raja Reddy, Shobha Naidu etc. have preserved this ancient heritage even today.

⚫ Kathakali

The word Kathakali is associated with Katha. Kathakali style is known for its colorful costumes and flashy performances. Kathakali originated in Kerala. The characters of this dance wear beautiful, elaborate clothes, they also wear large artistic crowns. Its storyline mainly depicts the story of Jatayuvadha, the war of Rama and Ravana, Naldamayanti etc.

⚫ Kathak Dance

• Kathak is a popular dance form of Uttar Pradesh like Bharatanatyam. Katha is in the name of Kathak. 'Kathan Kare So Kathak Kahave' This saying has been associated with the development of Kathak dance.

• The development of Kathak dance is based on the life events of Shri Krishna. It is seen to have developed with the Shringar Bhakti of Vaishnavism.

• The credit for reviving Kathak dance goes to Nawab Wajid Ali Shah of Awadh.

⚫ Manipuri Dance

This dance style holds a prominent place in terms of costumes, style and rhythm. Krishna Leela is also of great importance in this. The green coloured cheniya used in it is called 'Kumin'. In it, a silk blouse is worn and a belt is tied around the waist.

Apart from this main type, the Odissi dance form of Odisha is still famous in the country and abroad.

▪ Drama

Drama writing and staging have been very popular in India since ancient times. 'Natya Shastra' composed by Bharata Muni is very popular in this field. This art has the ability to entertain everyone, literate, illiterate and old. It is a mirror of life and the world. Knowledge and fun are contained in it. The combination of all arts is in this art of drama. Describing it, Bharata Muni says that 'There is no such scripture, no such sculpture, no such knowledge, no such action that is not in the art of drama.'

Drama is a visual-audio medium. Acting is its lifeblood. There have been notable dramatists in Sanskrit literature. Among them, the great poet Bhas comes first. He has given us the legacy of thirteen plays like 'Karnabhar', 'Urubhang', 'Dootvakyam'. The influence of Mahabharata is more visible in it. 'Pratijnayoganyarayanam' and 'Swapnavasavadattam' are his first line plays, in which heroic, peaceful and erotic scenes are depicted.

The name of the great poet Kalidasa is prominent in the field of Sanskrit literature in ancient India. His famous plays are written in the Vaidarbhi style.

(1) 'Malavikagnimitram',

(2) 'Vikramorvasiyam' and

(3) 'Abhijnana Shakuntalam' are included.

Among them, 'Abhijnana-Shakuntalam' is his best drama. In this drama, Kalidasa has written a very beautiful scene keeping the love story of Dushyanta and Shakuntala at the center. The German poet Goethe was so impressed by this drama that he danced with the book on his head. Apart from this, this great poet also wrote two epics and two Khandakavyas.

Kavi Bhavabhuti is a playwright of Uttar Koti who can sit in the ranks of Bhas and Kalidasa in the field of Sanskrit drama literature. He composed three plays, including "Mahavircharitam", "Maltimadhav" and "Uttararamcharita".

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Unit - 2 Roles and Responsibilities of the Learner
2.1 Development of Responsible Citizenship
2.2 Value Education Meaning Concept and Importance
2.3 Ensuring Cyber Security and Safety
2.4 Conflict, Peace and Student

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2.1 Development of Responsible Citizenship

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1. Introduction
2. Who is a citizen?
3. What is responsible citizenship?
4. Qualities/Characteristics of Responsible Citizenship
5. Challenges to Responsible Citizenship
6. Global Citizenship
7. Role of School/Teacher for Development of Responsible Citizenship

1. Introduction:

When any person is a citizen of any country, he gets some rights and also has to fulfill some duties. A citizen of a country means it is not enough to take the benefits received from the country or government, he has to fulfill some duties strictly, only then he is called a true citizen. Along with his own development, he also has to participate in the development of the country. So in this chapter we will know, who is a responsible citizen? Which qualities or characteristics should it have? Where are the obstacles for that, etc. It is important to know this because you yourself are a citizen of this country, and when you become a teacher, you have the responsibility of making the students sitting in front of you true citizens.

2. Who is a citizen? Who is a citizen?

First of all, let us understand who is a citizen. Being a citizen does not mean just living in the country or being a member of the country. Citizen means, a responsible member of the country who becomes productive for the country, protects the country and contributes to the development of the country. Such a member is called a citizen of the country, there are also gangsters or dishonest people in the country, such people are given citizenship by the country, but such

criminal elements are kept in jail. A citizen of a country is a person who is recognized as the legal ruler of a sovereign nation. Or has taken a pledge of loyalty to the government in exchange for protection, whether it is in the country or abroad, by law a citizen is the most important cornerstone of the country, they are entitled to all legal rights and privileges. Thus, when citizenship is obtained by fulfilling the legal requirements of the country, the nation grants certain rights and privileges to its citizens.

### 3. What is responsible citizenship? What is responsible citizenship?

ü A responsible citizen obeys all the laws and order of the country. They are entitled to exercise all the fundamental rights and duties, such as voting, paying government taxes and being free from corruption. Protecting the country.

ü A responsible citizen is aware of his role in the community, state, country and the world. A responsible citizen has a role to play in making the state or country or the world a better place to live. A responsible citizen is an agent of change, who also works against injustice in many areas such as social, economic and environmental.

ü There is a difference between being a citizen and being a responsible citizen. A citizen who fulfills certain responsibilities, strictly follows his duties, properly uses the rights granted to him is a responsible citizen.

ü Responsible citizenship is an important factor in developing the identity of the country and civic awareness which leads to political, social and economic stability.

### 4. Qualities/Characteristics of a Responsible Citizen

ü    A responsible citizen is a true patriot.

ü    He is a productive member of the country.

ü    He is an active member of the society.

ü    He is informed about different things of the country.

ü    He has knowledge of the people, history and traditions. Which have shaped our local communities, our nation and the world.

ü    Has knowledge of the main social, political and legal institutions of the society.

ü    He is a constantly aware member.

ü    He also becomes a guide for others.

ü    Constantly tries to help other citizens.

ü    Concerns about the welfare of others.

ü    He adopts democratic values and uses those values in his behavior.

ü    Accepts responsibility for the well-being of himself, his family and the community.

ü    He behaves as a responsible citizen.

ü    Performs social and national tasks individually or collectively.

ü    Develops himself and the country by enjoying the rights he has got. Such as getting education, voting, using roads, etc.

ü    Strictly follows his duties, such as not causing trouble to others, following traffic rules, staying away from corruption, etc.

ü    A responsible citizen lives in peace and harmony with other citizens.

ü    He respects and protects the national or government or public institutions.

ü    A responsible person is vigilant against the enemies of the country, confronts criminals and anti-social elements with the law.

ü    Respects the rights, beliefs and opinions of others.

ü    Respects and obeys the laws of the state and the country.

ü    If he receives income from the country, he also pays the taxes due.

ü    Is aware of human rights, respects and promotes such rights.

ü    Participates in campaigns provided by the state or country,

Responsible citizenship consists of behaviors and attitudes that are associated with democratic governance and social participation. Participation in government, religion, social work and membership in voluntary organizations are examples of citizenship. Responsibility can be demonstrated by campaigning for various causes, including political, economic, social, environmental and quality of life concerns.

Some civic responsibility is important for the success of both democracy and philanthropy. Citizens protect certain democratic norms by engaging in civic responsibility. Justice, freedom, equality, diversity, authority, privacy, due process, property, partnership

### 5. Challenges to responsible citizenship

In every country, there are some challenges to be a good citizen or a person who does it. Such challenges can be at the local or national level. The more such challenges, the less the development of the citizen and the country. Such challenges can be as follows.

Ü Terrorism is a big challenge to the citizens of all countries and responsible citizenship today. Those who do not allow citizens to live in peace, not only ruin themselves, but also ruin the country.

Ü Some people behave in some ways for their own selfish interests, only for their own benefit. Such selfishness is a challenge to responsible citizenship. Seeing that those who sometimes benefit, others are also motivated to do the same.

Ü Poverty is also a challenge. Due to poverty, some people commit theft, fraud, etc. Which is a challenge to responsible citizenship.

Ü Illiteracy is also a challenge to responsible citizenship. Due to illiteracy, many citizens do not understand the law or do not follow the law.

Ü Superstitions or customs also pose a threat to responsible citizenship. People commit illegal acts due to superstitions or customs or create obstacles to the development of the country.

Ü Voter apathy also plays a role in the development of the country. Due to insufficient voting or voting due to greed or caste-caste in elections, suitable candidates are not elected. Which is harmful for every citizen and the country.

Ü Anti-social elements also spread fear among the citizens and create fear by hooliganism. Due to which responsible citizens cannot act independently and do not enjoy their rights.

Ü False advertisements, false news or information in the media etc. also mislead the citizens. Thus, it harms the citizen individually and the country over time.

Ü Lazy individuals are also a challenge to responsible citizenship. Such individuals do not do their work properly. They do not cooperate in the production of the country.

Ü Foreign elements also often prey on our responsible citizens or make them commit anti-national acts by tempting them with greed.

### 6. Global citizenship

Being a global citizen does not mean giving up the citizenship you already have in your country. For example, your citizenship in your country, your local community, your loyalty to a religious or ethnic group, etc.... Global citizenship is another new global level of identity. You are not only a citizen of your country, but in today's era when the world has become smaller, people come into contact with each other faster, the world has become like a family, people's relationships are not only with their own society or country but also with citizens of other countries of the world. This has become possible and faster because of social media or business. Then you also become a citizen of this world. So you have rights and responsibilities.

A global citizen is someone who sees themselves as part of an emerging sustainable world community and whose actions support the values and practices of that community. Many people today identify themselves as global citizens because more and more aspects of their lives are becoming global.

### 7. Responsibilities of a global citizen

In the emerging world community, a global citizen has certain moral, political and economic responsibilities.

Ü There is a responsibility to understand one's own and others' perspectives on global issues.

Ü There are different ethnic, social, political and economic perspectives associated with almost every global issue. It is the responsibility of global citizens to understand these different perspectives and promote consensus in problem-solving.

Ü A global citizen should avoid taking sides in any particular point of view and instead consider all sides.

Ü It is the responsibility of a global citizen to maintain respect for the world's diverse cultural traditions in building a global community. At the same time, to seek the best elements of culture in solving global problems and building a global community.

Ü To respect the national identity of each country.

Ü It is the responsibility of global citizens to build connections and relationships with people from other countries and cultures, otherwise we will continue to live in isolated communities with narrow conflicts on global issues.

Ü Connects with people from other countries by connecting to the Internet, understands their people. Knows their customs and beliefs.

Ü There are a growing number of issues that require the implementation of global standards of justice and equality. For example, global increases in military spending, unequal access to technology by different countries, lack of consistent national policies on immigration. It is the responsibility of global citizens. To work with each other and advocate for solutions to these issues.

Ü It is the responsibility of global citizens to understand the ways in which the people and countries of the world are interconnected and interdependent.

Ü It is the responsibility of global citizens to know and understand how human rights violations in foreign countries affect their own human rights.

- ü It is the responsibility of global citizens to know how the growing income inequalities around the world affect their quality of life.
- ü It is the responsibility of countries to know the reasons behind the way they harass, oppress, etc., for their own selfish ends, and to find solutions.
- ü Global citizens play the role of activists to create a greater sense of international cooperation between their nation and the people of other nations.
- ü Instead of moving forward on unilateral action for global citizens to solve global problems, they work in accordance with established international organizations like the United Nations.
- ü They have a responsibility to preserve the environment where they live.
- ü A responsible global citizen has the responsibility to see, maintain and do so that the whole world lives in a family spirit, contributing to each other's development and not hindering anyone.

8. The role of school / teacher for the development of responsible citizenship

The role of education is important in making good citizens. Yes, but the education system for getting a job may not make good citizens. The teacher in the school can play the following role in teaching national values, helping the country and making good citizens.

- ü By integrating character building and life skills into the classroom teaching and curriculum, the teacher can create a strong foundation for the all-round development of the child and make him a responsible citizen.
- ü The teacher should instill the spirit of 'Believe in yourself' in the child.
- ü Regulate the negative thought processes of the students.
- ü Encourage questioning in the classroom based on understanding, logic and analysis.
- ü The teacher should emerge as a role model for students, in which responsible citizenship is fully embedded. *Students should organize and encourage programs that make them active participants in community and awareness programs.
- ü Discuss social, national and international issues in class.
- ü Encourage students to become volunteers for the society.
- ü Conduct projects in the school that instill patriotism in the student
- ü Teach them to respect the school and other property.
- ü See that they follow the school rules.
- ü Make efforts to become honest and trustworthy, as well as develop life skills.
- ü Keep the school environment democratic.
- ü Make efforts to ensure that students acquire freedom, equality, truth, political knowledge, dignity, sociological knowledge and historical knowledge from school itself.
- ü Instill a culture that makes students obey the law.
- ü Prepare students to be able to enjoy their rights well when they grow up.
- ü To prepare students to fulfill their duties today and in the future.
- ü To teach the students the qualities of responsible citizenship through subjects like civics.
- ü To introduce the culture of our country and the world through subjects like history, language and prepare them to respect it.
- ü To organize various activities to prepare the students to take responsibility for themselves and their communities from now on.
- ü Many activities like the above should be done by the teacher in the school. In addition, the teacher should make various deliberate efforts in the school to develop the characteristics or qualities of a responsible citizen mentioned earlier in this chapter.

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| 2.2 Value Education Meaning Concept and Importance |
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1. Concept of Values
2. Characteristics of Values
3. Necessity/Importance of Value Education
4. Types of Values
5. Values as prescribed in National Education Policy (1986)
6. Teaching of some specific values
7. Moral Values - Democratic Citizenship - Scientific Approach
8. Secularism - Coexistence
9. How can values be taught?

10. Approaches to Value Education
11. How can values be revolutionized through education?
12. Self-study

1. Concept of Values

Before understanding the concept of value, we will look at some definitions of values.

(1) "To value means primarily to prize, to esteem, to appreciate, to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared to something else." -John Dewey

To not value means to give a prize.

To value - to estimate - to multiply the value.

To choose something by comparison with others and to give a decision that it is comparatively superior.

Therefore, value means (1) comparison (2) choice (3) decision (4) evaluation. Any thing can be said to be valued only when it is worthy of being chosen in comparison with others.

Value means to estimate its value in comparison with others, to assess its suitability.

First, information about the target (2) Characteristics of the thing, comparison, selection and decision - these five steps are the basis of value.

(2) "Values are described socially defined desires and goals that are internalised through the process of conditioning and learning socialization and thatbecome subjective preferences, standards and appreciations." -Radhakamal Mukherjee

-Values are social aspirations and goals that are internalised through the process of conditioning and learning socialization and thatbecome subjective preferences, standards and appreciations." -Radhakamal Mukherjee

-Values are the beliefs and notions that the men hold, that they live by and live for." -Bhatia

- Values are the beliefs and notions that the man holds, that he lives by and for which he wants to live.

(4) A value is well-defined as an endeavor which satisfies need system, psychological as well as physiological.

"Value is the endeavor to satisfy physical and psychological needs."

(5) A value is the person's idea of what is desirable, what he and others want, not necessarily what he wants." - Lindray

- A value is what is desirable or desirable for a person for other people. Not what a person wants, but what is desirable for a person is a value. A value is our chosen meaning creation.

(6) "Values determine what we should do and how we should do."

- Values determine what we should do and how we should do. Values are the bedrock of our behavior.

(7) What is desirable is a value, what is desired is a scientific fact.

What is desirable in life is a value. What is desired is knowledge or science.

(8) "What a particular society values so highly that it finds it important to pass it to each succeeding generation."

A particular society values so highly that it finds it important to pass it to each succeeding generation.

According to the Oxford dictionary, the word value means 'worth' or appropriate. Value means the ability to distinguish between right and wrong. Carter V. Good has rightly pointed out in his book 'Shikshankosh' that values are the ability of a human being to distinguish between good and bad, taking into account psychological, social, moral or aesthetic considerations.

In the book "Introduction to the Theory of Value" by Nicole Sarishar, different thinkers have presented different definitions.

Anything that is worthy of appreciation or worth wanting is a value. (Robert Part and E.W. Burgess)

Any goal of any need is a value (Howard Breaker)

When people try to maintain and increase their ownership of that thing, it can be said to have value. (George Bunberg)

"Value is the desired or preferred ideal that is desired by someone at any given time as he or she actively responds to it." (Stuart C. Dodd)

"Value is the observation of situations, qualities, objects, and purposes that satisfy the motivation to act." (Richard K. Peir)

"Value is a desirable concept that influences the choice of means and goals of action, specific or specific to an individual or group."

Values are the most general statements of normative goals that guide social action, or desirable goal states that act as guides to effort. (Neil Jesmelser)

Values are goal-oriented norms that influence people's choices among alternative courses of action. (Trilip E. Jackel and J. Click)

From the perspective of semantics, value has become full of subjectively implied meanings.

Anything that has value is valuable. When it is an object of interest, it is inherently valuable in the original and traditional sense." Perry

In the broadest sense, anything that is good or bad is value. In such a matter, pains and pleasures, desires, needs and purposes, satisfactions and frustrations, preferences, utilities, conditions and tools are taken into account.

▢ Wardha Plan.

Human values are a code of conduct or set of virtues which a person acquires through his culture and environment to shape his way of life for the purpose of achieving his fixed goals and developing his personality. – Nalas

-" Value is an idea, a concept, that is, the idea or concept of something being important in life. When a person values something, it is indicated as being worth doing or trying to achieve something worthwhile."

The concept of what is important in life is value. Values exist in the mind of a person. Values are standards of behavior, beauty and efficiency of work."

Another meaning of value is price. Everything has a certain price. You cannot get something without paying it. A person's mind values everything. As long as the price and value of a thing are not equal, a person is not ready to pay the price. Socrates understood the value of his principles so much that he was ready to pay the price of poison for it.

Value is a subject of experience. The reason for always being concerned about the concept of value is that in order to survive, a society must have values in which each of its members has faith. By studying the rise and fall of nations, we should learn that the beginning of decay is the loss of faith in ideas and values. That is the first symptom of decline. Thus, the concept of value is clear from its various definitions.

These definitions vary. The reason for being concerned about the concept of value is that in order to survive, a society must have values in which each of its members has faith. Culture and values are interdependent and complementary. Culture is the source or origin of values, while culture is nurtured through the cultivation of values. The nourishment and development of culture depends on the values of the society. From this, the concept of values will become clear.

• That for which a man is ready to live and die is value.

• Values are the pole stars of human society, the skylight.

• That which has merit, the echo of fulfilling desires is value.

• The ideals of life are values.

• The question of value is ultimately a question of choice. The choice of the best – of the good – is value.

• Value is the worship of the excellence of the good.

• If a human being, a thoughtful child of nature and culture, becomes doubtful about value, then the nullity of values is not possible.

• We create ourselves and our values through our choices.

Whatever meaning of existence we have, whatever goal we strive for, whatever prohibitions we set on how to behave, come under the domain of value. How we choose is up to us, but we are not free not to choose. Not to choose is also a choice.

When a person is faced with the choice of an action to perform, he chooses some action because it is right. Secondly, it is better than all other actions to be performed and it brings satisfactory results and makes one feel happy. Therefore, when it is chosen, it becomes a value.

Values cover our own aspirations, needs and ambitions. When interest is stable, interest is born. The stability of interest gives rise to values. Values are the bearers and nutrients of existence.

Value is a dimension of motivation, an expression of interest. Value is a dimension of motivation that directs at the individual or social level and is not entirely generated by immediate circumstances. - Clément Decapin

" Value lies at the center of human existential concepts. In which there is a universal reality. In such situations, human value consciousness is introduced."

"Value is the basis for believing in something or thinking. It is related to the fulfillment of human desires. But, the quality of the thing or the nobility of the idea is due to the quality of a person or group."

Affair Child Sociological Glossary, Value is a psychological truth. Because its existence lies on the psychological ground of man. The ultimate value is self-evident. It lies in human nature. Values are the inspiration centers of all consciousness or rational behavior.

2. Characteristics of Values

Values are selective, values emerge from the process of selection. A child or a human being chooses the curves, tools and their results of his activity. In which, values are formed when emotions are mixed.

ù Values arise from comparative situations. Value is possible through comparison - choice and decision.

ù Values are the worship of excellence or goodness.

ü The fulfillment of human desires, aspirations or needs is the reason for the invention of values.

ü Values arise from the satisfaction of psycho-physical desires.

ü Values are internal direction indicators of life.

ü Some values are eternal or eternal, some are time-bound.

ü Some values are relative to circumstances and situations, therefore they are also changeable.

ü Values should be acceptable or socially desirable by society.

ü Value is a goal or target of need.

ü Value is the realization of human.

ü Values are born from the social culture of that time.

ü Values and culture are mutually complementary and interdependent.

ü Values are the inspiration centers of all consciousness and logical behaviors.

3. Necessity of Value Education – Important

In the current education system, it is necessary that the student becomes value-oriented along with the acquisition of knowledge. The increasing investment in the application of essential values in the National Education Policy (1986) report and the growing frustration in the society have highlighted the need for changes in the curriculum to make education a strong tool for cultivating social and moral values. The roots of value education lie in the preservation and promotion of culture. Every society has given importance to cultural heritage. Education is not just the literal knowledge given to a human being, it is a value, which influences a person's life in the long run in the context of the entire education world.

An educationist aptly demonstrated the importance of value education. In the present, man is facing complex problems. If technical science is not used properly, if there is no productive work expected from it or useful to the society, then value education declines. Man loses his enthusiasm for life, and the creative power within him is destroyed.

Many questions have arisen about the need to give education in three ways. (1) Intellectual education, (2) Education about moral, social and national values, (3) Life is useful in a different way. It is believed that if children are given good education, they will imbibe good values on their own. However, for a long time, the need for value education has been emphasized in Indian education. Before independence, Gandhiji's report on basic training education emphasized value education. After that, the Radhakrishnan University Commission, Mudaliar Commission, Sriprakash Committee, Kothari Commission and then the National Education Policy of 1986 also emphasized value education. The need for value education has arisen because...

▢ Essential values are being lost day by day. When an atmosphere of hatred and contempt has arisen in the society, value education is essential to instill social and moral values in the lives of the people.

▢ Value education is essential for saving the society from moral and spiritual degradation and for social, moral and spiritual advancement.

▢ Value education is essential for the protection, enrichment, transmission and transmission of the country's culture and cultural heritage. Values are the lifeblood of culture. The tree of culture becomes fully nourished through value irrigation. Value education is essential for preserving the country's vibrant cultural traditions, systems, beliefs, and ideals.

▢ With the advancement of science and technology, the material prosperity of the people has increased, yet people have been pushed into despair and emptiness of existence. Despite the increase in material prosperity, internal unrest and confusion are increasing. To save humanity from this, it has become imperative to teach moral, spiritual and social values.

▢ Like other countries of the world, ancient, eternal and timeless values have been eroded in India too. Values like truth, non-violence, brotherhood have been eroded. Value education has become essential to restore such values.

▢ Countries of the world are rapidly moving towards materialism. Value education is essential to overcome it.

▢ When barriers like religion, caste, language etc. have arisen between human beings in the world, when humans are suffering from prejudices and misgivings, it is essential to instill values in students from an early age through education to remove such prejudices.

▢ Value education is essential to develop some basic human qualities in students. In a democratic country like India, in order to protect or promote democracy, it has become essential to teach values like equality, freedom, fraternity, secularism, nationality, etc. Apart from this, teaching values like cleanliness, truth, non-violence, self-reliance, cooperation, social justice, scientific outlook, environmental protection and importance of small family has become essential in the present times.

▢ Value education is essential to develop a sense of self-respect in students, to develop hereditary qualities in them and to imbibe social and moral values.

▢ Value education is essential to develop the right attitudes towards living a healthy life in students. Such attitudes - towards oneself, towards society, towards the nation, towards the world, towards the environment, towards the entire mankind - need to be developed.

▢ Pointing out the education of values, Justice Krishna Iyer has said.

"The world - drought of human values caused by counter culture and mafia in power can be arrested by sublime principles."

## 4. Types of Values

Both values and ideals are essential for character building and the all-round development of human personality. Through the development of values, in addition to personality building, a person's character is also built. The transition of values plays an important role in the character building of a person. Value is a kind of standard. There are moral values like truth, non-violence, love, renunciation. There are some social values like renunciation, benevolence, etc.

Culture and value complement each other. On the one hand, culture is the original source of values, on the other hand, the gradual development of values nourishes and develops culture. However, a complete classification of values is not possible. From a cultural point of view, there are about 40 life values. However, according to the opinion of some educators, there are three generally accepted ways to classify values.

1. Psychological: In which values are divided according to work style and field of interest as a function of interest or desire.

2. Historical: Historical classification accepts as a unit those values or value groups that acquire institutional form. Such as economic, moral, political, aesthetic, religious and receptive.

Domestic and key: mainly the combination of truth, virtue and beauty.

Paul W. Taylor classifies all member cultures. According to his eight points of view, there are eight basic value areas. There are eight basic areas of values, which are derived from the main social institutions in which they are applicable.

He classifies as follows.

- Values
- Institution
- Moral
- Moral law setting standards
- Aesthetic
- Art
- Intellectual
- Pure and applied sciences
- Religion Institution
- Economic
- Political
- Political governance
- Legal
- Judicial systems – courts
- Decency and society
- Customs and procedures

These values can be divided into the following groups.

(1) Physical, (2) Aesthetic values, (3) Pleasure values, (4) Character values, (5) Beauty values, (6) Intellectual values, (7) Religious values. These are values related to each biological aspect. "Generally, religious, intellectual, moral and social values are mostly accepted as high values. While material values related to objects are considered low."

☐ Value is a human phenomenon. It is a human experience. It depends on the taste and perception of humans.

Classification of Dr. Natthulal Gupta:

1. Academic Values: Regularity in education, loyalty, impartiality, honesty etc.

2. Moral Values: Honesty, renunciation, loyalty, generosity, compassion, kindness etc.

3. Social – Political Values: Ideal citizenship, national unity, secularism, internationalism

4. Scientific Temper: Objectivity, logical thinking, etc.

5. Global values: Values that are not related to any caste, group or country but are related to the progress of the entire world. Freedom, equality, elimination of apartheid, elimination of untouchability, secularism, disarmament, coexistence, etc.

6. Environmental values: Love for trees, environmental protection, tree plantation.

7. Cultural values: Tolerance, respect for other religions, love for animals, etc.

In addition, some value theorists consider some types of values.

(1) Primary values, (2) Positive values (3) Negative values (4) Intrinsic and indivisible values.

(1) Primary values:

Values that sustain life are known as primary values. Such as happiness, peace, etc. According to J.S. Zillakhan, happiness is a primary value. Because it includes some other values. It refines the mind and gives a feeling of inner peace and happiness.

(2) Positive values:

Positive or functional values mean that when an occasion arises for a person to choose an action to perform, he chooses it because it is right for him. Religious and moral values are positive values. Religious and spiritual values are positive values. These values are almost eternal and eternal.

(3) Negative values:

Even if there is doubt about the value of a human being as a thoughtful child of nature and culture, a vacuum of values is not possible. Such values are born through prohibitions.

5. Values proposed in the National Education Policy (1986):

The National Education Policy (1986) has mentioned which values can be developed according to the age group. Two sections have been made according to the age of the students.

1. Upper Primary (5 to 7) and Secondary (8 – 9 – 10)

2. Values of Upper Primary Section:

(1) Patriotism and National Unity, (2) Social and Democratic Values, (3) Duty, (4) Co-operation and Help (5) Kindness, Compassion and Tolerance, (6) Courage and Fearlessness (7) Conservation of Environment and Natural Resources, (8) Knowledge and Pride of India's Cultural Heritage, (9) Importance of Small Family

Secondary Section:

Inquiry into birth and following the right path. Disdain for the wicked, Development of the spirit of equality and co-operation in daily life, Resistance to social evils and injustice, Going beyond the prejudices of religion, language, caste, gender. Respect for all religions – Equality of all religions Understanding and protecting the dangers of addictions Development of a sense of universal brotherhood Development of a scientific outlook

Thus, in addition to the above values, the following minimum values have been recommended in the new education policy.

(1) Cleanliness, (2) Truthfulness (3) Hard work (4) Equality, (5) Cooperation,

The above values have also been included in the basic training prophesied by Gandhiji in one way or another.

6. Some specific values

Thus, we have seen different types of values. In the current situation – today's context, we will study the following values.

(1) Moral values,

(2) Democratic citizenship,

(3) Scientific approach,

(4) Secularism,

(5) Co-existence

(1) Moral and spiritual values:

Moral values are eternal and eternal. They are innately connected with the person. Morality and best conduct are the cornerstone of our culture. It is intertwined with religion. Therefore, it is said that morality is the manifestation of truth, goodness and beauty. Morality is the desirable and socially acceptable behavior of a human being. Morality is the code of conduct of an individual and society. Morality is the set of virtues through which a person's character is formed. Character is the combination of a person's moral qualities. According to the theory of intuition, a person imbibes moral values through intuition. We evaluate moral values in life by considering the right and wrong through our innate moral sense. Therefore, moral values are also invented by a person's spontaneous inspiration. Its basis is only the conscience. The dilemma of Duryodhana in the Mahabharata is a tenfold possibility of the invention of moral values. The question that arose in his conscience.

If he had been able to listen to the voice of conscience, it would have been possible to assess moral values in his life.

According to Socrates, virtues are inherent in a person. Such values can be brought to consciousness by a teacher.

Values are caught rather than taught.

Moral values cannot be taught. By instilling moral values in students, a teacher can develop the following awareness in students.

▢ The student knows what is good and bad.

▢ Whatever is right or wrong, he knows why it is right or wrong. He has a clear idea of what he should do in the context of what he knows.

▢ By cultivating awareness in students in this way, Ravi, the protector of students, thinks of good and absorbs moral values.

▢ Democratic citizenship: Democracy is a way of life. It is not just a system of governance, but democracy is a prerequisite for the all-round development of an individual and the all-round development of an individual's personality. How democratic citizenship can be developed and how the expected democratic values can be instilled in an individual has been included in a separate chapter of this book.

3. Scientific approach or temper: In a democracy, it is very important for people to develop a scientific temper and a scientific approach. Therefore, a person should develop a scientific outlook in life.

Developing a scientific approach means understanding the cause-effect relationship of any matter or things or events.

Today, when science and technology have made great strides in the world and have made some golden peaks, it is necessary for every person in the world to develop a scientific outlook. Science means deriving principles from facts and facts. Science brings accuracy to a person. With the help of mathematics, it brings more clarity. The facts contained in science are scientific values. These values are accepted by the society. Through science and mathematics education, qualities like accuracy, rule-basedness, mental discipline, curiosity, ability to find causal relationships, etc. can be developed in students. The following scientific values can be developed through science education.

• Scientific values are as follows.

Rationalism – Scientific approach to problems, - Decision-making power, - Cleanliness, – Solution, — Scientific attitudes, – Interpretation, - Health, Experimentation.

The importance of inculcating scientific values in today's prevailing situation is as follows. Many people in India believe in superstitions, superstitions, witchcraft, and sorcery. It is necessary to inculcate scientific values in students to remove superstitions and superstitions from Indian society.

In addition to rationality, decision-making power, experimentation and curiosity, scientific values are also necessary to develop the ability to understand causal relationships in students.

In order to create awareness among people about science and technology, it is necessary to inculcate scientific attitudes.

It is also necessary to impart scientific values to instill an understanding that science can be used in a developmental way.

Students should be presented with various scientific problems and encouraged to solve them. They should be trained to find the cause-effect relationships of every event.

• They should be taken on visits to natural places.

• Lectures and lectures by scientists should be organized.

4. Secularism: Secularism means, equality among all religions — respect and honor of all religions – religious tolerance – coexistence with people of different religions – religious generosity and generosity.

Religion means the worship of humanity, the practice of spirituality, communication with the self, the process of union of the soul with the Supreme. Religion does not mean narrow sectarianism, but the generous manifestation of humanity.

It becomes imperative to cultivate the values of secularism for the protection and promotion of India's national unity and integrity.

The value of secularism has been discussed in detail in the chapter titled 'Education for Secularism' of this book.

5. Co-existence: Today the world has indeed developed, but many threats have arisen against the existence of mankind. Today's man is experiencing an existential vacuum. The prejudices between man and man have not been eliminated in man who has reached the moon. Today's man is burning in the fire of unrest. He feels instability, insecurity and unrest. He is becoming a victim of many disorders. When the geographical boundaries of the world are disappearing with the means of transportation and when the geographical distances between countries are decreasing, the distances between man and man are increasing. In the world of the 21st century, many innocent people are still being burned in the flames of war, the throats of imperialism are being guarded, when the evils of racism, apartheid etc. are spreading, it becomes imperative to give education for coexistence to realize the auspicious principle of live and let live among the peoples of the world to save them from the great destruction of war.

(4) Role of Principal and Teachers:

It is said that sometimes teachers and principals. "Sometimes they give good lecture on cleanliness with unclean hands."

Therefore, teachers and principals should make their conduct and behavior exemplary and exemplary to instill values in children. 'Simple living and high thinking' should be their philosophy of life. Therefore, the student is a living monument of the teacher. The teacher is a monolith of ideals. Students identify with him. He is the birthplace of inspiration for them. He is the source of their faith, the full stop of their questions and the pause of speech.

Therefore, it is said about the principal and teacher: यद्यद्आचरितश्रेष्ठःतद्तद्यएवितरोजनः.

The conduct of the principal or teachers is followed by all other people. Therefore, during the Taitariyanīmandikshana ceremony, the principal asks the students to imbibe the values.

| 2.3 Cyber Security and Security Assurance |
| --- |

1. Introduction
2. What is cyber?
3. What is cyber security?
4. Where and how is cyber security?
5. Importance of cyber security '
6. Role of school/teacher for cyber security

## 1. Introduction

Today, most people use technology or digital transactions. But they do not think anything about security. And when they are cheated or exploited, they consider the government or the police responsible. In fact, if you are cheated by someone in digital transactions or technology, then you yourself are responsible for it. Your inaction or ignorance is responsible.

Today, many people also say that if there is cheating in technology, then why use it at all. Let's not use digital transactions or technology so that we do not become victims of cheating or exploitation.

In fact, those who think like this are wrong. Because today, to get small conveniences, to save time and cost, we have to use technology. The use of technology will increase day by day, not decrease. Therefore, along with the use of technology, every person has to take care of some things. Let us understand this matter through an example. When we drive a vehicle, there is a risk of an accident, there is a risk of getting burned while cooking, there is a risk of falling while flying a kite. Despite this, we do all those things. But we take necessary precautions while doing those things. Therefore, no accident or damage occurs. So similarly, we have to use digital transactions or technology, but if we do it with some precautions, no damage or accident will occur.

In today's technological age, the use of technology has become natural. Every person, from a child to the elderly, has become technologically savvy.

No one can function or function without the use of technology. Such as, banking – getting a job and doing a job – many apps on mobile – online shopping – ordering food online, using Uber or Ola for travel.

Then it has become very important to know and do how and how much to use technology so that there is no risk. Then in this chapter we will learn about the precautions to be taken while using technology.

Thus, one has to be alert in using technology. Not to stop.

## 2. What is cyber? - What is cyber?

Cyber means computer related. Connected to a computer, using a computer in a computer-related market or a computer network. In which one computer is connected to many other computers through the Internet.

Cyber is the use of the Internet or other electronic media to obtain information about a person, group or organization or to harass them. It briefly means global technology, technological environment.

Cyber refers to the relationship with information technology (IT). Anything related to computing, such as the Internet, falls under the category of cyber. Cyber refers to the relationship with modern computing and technology.

## 3. What is cyber security? - What is cyber security?

Cyber security is the use of techniques, processes, and controls to protect systems, networks, programs, devices, and data from cyber attacks. It aims to reduce the risk of cyber attacks and protect against unauthorized use of systems, networks, and technology.

Cyber security protects computer networks from cyber attacks and unauthorized use. It seeks to predict and defend against cyber threats and provide information if one does occur.

Cyber security is the practice of protecting systems, networks, and programs from digital attacks. These cyber attacks are usually intended to access, alter, or destroy sensitive information; Harass users, extort money from them.

Thus, cybersecurity is the use of technologies, processes and controls to protect systems, networks, programs, devices and data from cyber attacks. Its purpose is to reduce the risk of cyber attacks and to protect against unauthorized use or exploitation of systems, networks and technology.

Ø   Cyber security can include the following.
  • Application security
  • Cloud security
  • Data security
  • Endpoint security
  • Identity management
  • Infrastructure and database security
  • Mobile security
  • Network security
  • Operational security

## 4. Where and how is cyber security? - Where and how is cyber security?

There are many areas to maintain cyber security, but here we will discuss only those areas where students, teachers or common people use it. Thus, we will not go into the depth of technology, but we will talk about the areas that are commonly used. Which we all use in our daily transactions.

Ø   Online shopping

Today, people have become more and more online shopping for time and convenience. Such as, groceries, plane tickets, food, clothes or entertainment items, household or educational materials, etc. Here, cheating means that a website showing a big discount will deliver light goods or will not send the item at all. Then only very popular and familiar websites should be used.

To check a really good website, there will be a load sign on the left side of the browser and http will be written. Also check how much rating - ranking that content or website has received.

Ø   Online Banking

Some people save their password and user ID when doing online banking. By doing this, sometimes someone else can use your computer or mobile to make purchases or transfer money using your bank account. Therefore, never save the user ID and PIN on your device. If you are withdrawing money from an ATM, do not withdraw money in the presence of others. They can see your password. Also, never forget to take your card after making a transaction from an ATM. When you are doing banking through mobile, use only the app of that bank. Do not tell anyone your PIN number. If there is any transaction in your bank account, its SMS will come to your mobile, keep an eye on it and if you feel anything strange, contact the bank immediately. Every person must keep the number of their bank branch and customer care handy. If anything seems wrong, call and contact the bank. Keep checking your bank account frequently.

Ø   Use of Debit or Credit Card -

You should also be careful while using debit or credit card. When you use the card, do not tell anyone that the OTP comes from the bank. When you use the card, you should have the mobile number you have given. Do not let anyone use your mobile. In this way, the OTP coming to your mobile will know it and can use it remotely. Do not tell anyone the expiry date of your card and the three-digit CVV number given on the back of the card.

Ø   False Deceptive SMS

Sometimes you get SMS on your mobile to deceive you. For example, you have won the lottery, you are given a loan at zero percent interest, etc. Nothing is free in this world. Keeping that in mind, if you receive such an SMS, do not reply to it or do not do anything as per the instructions given by them. If you want to do it, delete that SMS and forget that such an SMS came. They will ask for your account details saying that the lottery has been won and money has to be transferred to your account. Sometimes they will also ask for a processing fee. Here there are attempts to cheat you. Sometimes you may have been sent a link through SMS and told to do this or that by clicking on this link. So do not do anything like that. If necessary, contact the bank or other company directly. Yes, if necessary and want to proceed, go to the Reserve Bank's website and make sure that it is correct or not?

Ø   Installing bad apps on computer or mobile -

If you do not need it, do not download or install any app on your device. If you need something and want to install an app, then install only the right and good app. For that, check its user ID properly. If you have doubts, go to that website and make sure that it is right or ask a knowledgeable person, only then download or install it. Many times, when you download a bad app or program, it will create some problems in your mobile or computer. It will put a virus in your device and delete your data or steal your data. Which they will use remotely.

Ø   Cheating phone on mobile - Cheating phone on mobile

Sometimes such calls will come on your mobile that will tell you that your bank does not have your KYC updated. So if you do not provide that information on the phone, then so much money will be deducted from your account or your account will be blocked etc. When this happens, if you give your personal information, they will use that information to withdraw money from your account. Sometimes someone will call you and tell you that your relative has met with an accident, they are being taken to the hospital, they have found your number from their mobile, now they have to be admitted to the hospital immediately, so you should transfer this much money to this account, etc. Even by doing this, you are being cheated. If this happens, help only after making sure. Sometimes someone will ask you for your personal information or OTP by giving an excuse. So keep in mind that banks or any good company never asks for your personal information or OTP over the phone. If something like this happens, do not respond, do not even talk on the phone.

Ø   Using public networks

Some people use public networks like railway stations, airports, malls or any big office data to save their mobile data. This data can be used to check email or use WhatsApp, but the bank? Do not do it for financial transactions.

Ø   Online chatting

Today, people make friends with each other on social media. In which often the person in front. Gives a false identity. His profile is also false. Who will talk nicely to you, make you feel psychologically and then ask for your personal information or ask for money for help, etc. So you should stay away from making online friends as much as possible. Sometimes while chatting, they will also save your photos. Sometimes they will also save what you said. Then they will blackmail you. So you should be very careful in building relationships with others on social media in this way. If you cannot or

do not build relationships with people around you, then what is the benefit of building or maintaining relationships with others whom you do not even know? Never share your photos or other personal information considering the friendship made on social media.

Ø  Fake Advertisements -

Today, sometimes false advertisements come on social media or internet or in any website or print media. Such advertisements to give you a job or to give you something at a big discount are only to deceive you. In which there is a wrong phone number or wrong website and wrong address. If you contact them, they will talk nicely to you, take you into their confidence and then ask for a fee for processing. After you pay the fee, they will not contact you at all and you will understand that your money you have given has gone. Apart from this, today, social media?: In print media, there are also advertisements for dating in the name of Friends Club, in which most of the advertisements are just a business to make money. So do not fall for such a greedy advertisement and do not lose money. There will be a government advertisement for a job, after the name of its website, its .gov.in or. .nic.in. It will be written. If you want to know if an advertisement is true or false, then go to Google and search for the website of that company or organization and go to that website and make sure that it is true or false. Do not trust advertisements other than official job portals or newspapers. Yes, newspapers also often contain false advertisements. Sometimes someone gives false advertisements of government schemes which the government is not even aware of. For example, 'Stree Swabhiman Yojana', Rs 1,24,000 will come in the account of all women, 'Jeevan Lakshya Yojana', 'Electricity Bill Waiver Scheme effective from September 1' etc. Here you will have given a phone or email ID. If you contact them, they will ask for money to process. After you give the money, it's a mess!

Ø  Online false job offer -

Today, most companies conduct online interviews. So before giving an interview, make sure that the company is true? If they ask for any information that is not applicable to the job in the interview, do not give it. Give only information related to the job. Some companies ask for processing fees, in fact, a true or good company does not ask for money without giving a job. Many websites ask you to provide online services to create a good CV, resume, do not fall for it until possible and sometimes if you feel it is necessary to do so, inform another member of the family that you are giving your personal information to someone. Today, online job offers have also started coming, so make sure and proceed with caution.

Ø  Charging mobile at public places -

If you are often out of the house and your mobile is full of charging, you leave it to charge at any public place.

Sometimes your mobile data can be transferred by some person or company. For this, they use software called Juice Jacking. Juice Jacking is the use of the same cable for charging and data transfer in devices like phones and tablets, especially USB cables. The goal of the attack is either to install malware on the device or to secretly copy sensitive data.

Ø  Online marital fraud

Some people after becoming friends online or on social apps or online Matrimonial matrimonial advertisements. Then some young men or women get cheated. Initially they talk to you nicely, sometimes they even ask you to go out together. Finally they make you emotional and ask for financial help or after getting married they come to your house and steal and run away within a few days. So to avoid such fraud, use only the right website. As far as possible, do not come in contact with a foreign person. Those who send you photos or information will be wrong. A different person will talk to you and a different person will also do the marriage. You must meet in person and that too in a public place. In this way, if you arrange any meeting or go out for a walk, you should inform the family members. So that cheating does not happen and if it does happen, the family members can come for help immediately. While talking like this, create a new email ID and contact through it only. If it is not convenient in the future, the email ID can be deleted or closed.

Ø  Posting personal information or programs on social media

Some friends post their personal information, personal quotas or information about future programs on social media. Here, someone can misuse your personal information or photos. Knowing that you are going out, your house may be robbed or they may try to cheat you by talking to you about your program.

Ø  Caution in using cyber cafes -

Some people do not have their own computer or use cyber cafes because they do not have an internet connection. Whenever you use a cyber cafe, be careful that your data does not remain there on the computer. Also, if you have opened an email or any app or software, do not forget to log off when leaving the cafe.

Ø  Use of any desk - Use of any desk

Sometimes you get a call that you have not updated your data, such as KYC or other information. Also, increase the speed of your computer or update it if you have any software in it, etc. Then they will tell you that if you need technical support, we will support you. Then someone will ask you to open their desktop program and your computer will use it. This time, that person can put a virus in your computer or copy some of your data. In this way, do not give access to your mobile

or computer to another person without knowing it. If you have to give it, call the customer care of that company first and confirm it, then give it.

 Ø   Use of antivirus software

Today, many people do not have antivirus software in their computers or mobiles. Those people think that what is going to happen? Why waste money etc. In fact, if there is no antivirus software, then if a very bad malware or virus gets into your device, it will delete some of your data or the data or some software will not open at all. Sometimes your data can also be stolen. So, taking care of this matter, you must definitely install good antivirus software in your device.

 Ø   Auto fill form Havo auto fill form

Such a facility is for some apps or software on our computer. In which the app or software or website will automatically get your name, address, email ID, mobile number etc. information and fill the information automatically. You should not have such a facility or method. Sometimes a bad app or website can steal your data and misuse it. Do not give your personal information like address, birth date, telephone number to anyone

 Ø   Normal password

Some people use their own date of birth or car, house or mobile number to remember it when creating a password. By doing this, someone can use your password. When creating a password, do not create a password that contains your personal information. Also, make it such that there are different signs in it. Also use small and large alphabets.

## 5. The importance of cyber security

In today's digital and technological world, cyber security is very important due to some security threats and cyber attacks. We often learn in newspapers or on TV that people suffer a lot due to lack of knowledge about cyber security. The need or importance of cyber security is as follows.

Cyber security:
- ü   Provides us with security in the use of technology
- ü   It prevents theft or loss of our data, i.e. for data security.
- ü   Prevents economic or social loss.
- ü   Protects from fraudulent advertisements or fraud.
- ü   Does not allow the work we have done to be copied.
- ü   Reduces our anxiety.
- ü   Protects our system from virus attacks.
- ü   Reduces the risk of mistakes we make.
- ü   Companies or industries can win the trust of their customers.

## 6. Role of school/teacher for cyber security -

Cyber security is needed only by those people who use computers. That is, they are educated. In this way, information about cyber security should be given along with school education. When today's students use computers, the role of the teacher becomes important.

- ü   Today, when students are getting online education, they use mobile and computer exclusively. In such a situation, it becomes the duty of the teacher to give knowledge about cyber security to the student. Even if this issue is not in his textbook or syllabus.
- ü   The teacher himself should be careful against cyber attacks and should also make the student careful.
- ü   Today, everyone is using mobile, so the elderly do not have the necessary knowledge of cyber security, in such a situation, if the teacher gives the student the knowledge of cyber security, he can also tell his parents at home.
- ü   In today's time, when students not only take online classes but also use many applications for education, cyber security is important for them. The security that the teacher should provide.
- ü   Today, many schools and colleges tell students and parents to do online financial transactions. Then the teacher should teach the necessary precautions for the student to do financial transactions with cyber security.
- ü   The teacher should encourage the students to use and protect their devices properly.
- ü   The student should be given information about where and how cyber attacks are carried out.
- ü   The teacher should teach the students how to save their personal information or confidential information in the computer.
- ü   The teacher should teach the student to create a good password.
- ü   The student should be given information and encouraged to use good and correct websites and apps.
- ü   The student should be explained how to use social media correctly and in the right amount.

Unit: 2.4 Conflict, Peace and Conflict

Introduction:-

Conflict and peace are related to the daily happenings in the world. Due to small and big events in any part of the world or country, conflict and peace will be seen to a greater or lesser extent - What are the responsibilities of conflict? Chapter How to live, what to do and what not to do in such an environment etc. become important. In this chapter, it is necessary to get information about the different languages of conflict and peace which are presented here.

Ø　What is conflict?

ü　Conflict generally means a fight, especially a long fight, a quarrel, a dispute, a dispute between parties.

ü　Clashes due to differences of ideas as interests or principles.

ü　Conflict is the difference between two or more ideas, desires, etc. Conflict is a difference of interest, opinion or principles, but also a disagreement due to which two people or groups or societies or countries come against each other. Conflict can be seen everywhere in the home, society, state or world because the basis of conflict can be individual, ethnic, class, caste, political and international.

ü　Conflict occurs due to inequality, which we can also call opposition.

ü　Conflict is a situation in which interdependent people express differences in order to satisfy their individual needs and interests and they experience interference from each other in achieving different goals and objectives.

ü　Conflict is a competition between interdependent parties whose needs, desires and ideas are different.

ü　Conflict is an expressed struggle between at least two interdependent parties who experience interference from others in achieving different goals and objectives.

ü　Conflict is defined as a conflict between individuals that occurs in the context of a conflict, whether it is between individuals, groups, political parties, or states.

ü　Conflict is a situation in which interdependent people express differences in their personal needs and interests and they experience interference from each other in achieving different goals and objectives.

ü　Conflict is a competition between interdependent parties whose needs, desires, and ideas are different.

ü　Conflict is an expressed conflict between at least two interdependent parties who experience interference from others in achieving different goals and objectives.

ü　Conflict is defined as a conflict between individuals that occurs in the context of a conflict, based on differences in thinking, attitudes, understanding, interests, needs, and sometimes perceptions. Conflicts result in heated arguments, physical behavior, and certainly loss of peace and harmony.

ü　Conflict is when the beliefs or actions of one or more members of a group are opposed or rejected by one or more members of another group.

ü　Thus conflict means clash, disagreement, fight, opposition, incompatibility or strife. Conflict or disagreement cannot always be expressed verbally. Sometimes it cannot be expressed nonverbally. Sometimes it can be expressed very effectively nonverbally.

ü　In a conflict, the two conflicting parties are interdependent. Interdependence means that the conflicting individuals are dependent on each other in some important way. Where the needs of one party can be met by the resources of the other party. Conflict arises when there is an imbalance in this sharing of resources. Interdependence creates a sense of security. When two people or parties are in conflict, they turn against each other. They strengthen their position by exaggerating their case and creating more distance between them.

Ø　Types of Conflict.

ü　Interpersonal Conflict - This conflict refers to a conflict between two individuals. It usually occurs because of how different people are from each other. In society, there are many different personalities who have different beliefs, opinions, and personalities. When this type of conflict becomes too much, it is common to call a mediator to help resolve it.

ü　Interpersonal conflict is a conflict that occurs within the individual - in the mind of the individual.

ü　It is psychological and is based on emotions, principles, values, and thoughts of the individual. From such material issues to career path? Panipuri or Khichdi? Like what to eat. If such internal conflicts are caused by big decisions like choosing a meal, it is difficult to control this type of conflict. It is difficult to control it. It can also cause anxiety and depression.

ü　In such cases, it can also lead to other people or depression. The best option is to find a way to let go of anxiety by communicating with others.

ü　Intra-group conflict This is a conflict that occurs between individuals within a team - leads to group conflict - inconsistencies and misunderstandings between individuals, differences in opinions, ideas, opinions, personal differences, etc. Sometimes this conflict is beneficial or even a difference? Decisions within the team can help them achieve their goals as a team, which helps them reach their goals. If the amount of conflict disrupts the harmony between the members, then guidance from outside the party will be needed to resolve it.

ü Inter-group conflict When different groups are involved in this conflict - for example, the sales department of an organization - when misunderstandings arise, the goals and departments of these different groups may conflict with the customer support department.

ü This is due to the diversity of interests. In addition, group conflict arises - when there are groups within the same organization or society or state, each group is in competition but also contributes to its work or ideas, such a conflict occurs.

ü Conflict may seem like a problem to some, but conflict should not be understood in this way. For both the effective development of the individual and the opportunity for growth, conflict management is needed when conflict begins to take away productivity and although it can also be a means to an end, more conflict is on the way.

Ø     Causes of conflict:

There are two main types of conflict when a person is internal. External conflict occurs within him, he struggles with his own opposing desires or beliefs. External conflict is something or someone outside his control that drives his development as a person.

The main reason behind conflict is opposing ideas, if there is a pattern between the two.

Thus, the main reason behind conflict is if there is similarity between them, then there will be no resentment or hostility, which has many such meanings. The opposition between two people or two groups on some issue does not agree with each other. Which are as follows are the various reasons for conflict.

• Values: When two people or two groups come into contact with each other and their social, ideological, emotional, etc. values, moral, regional, political, cultural or beliefs are different, then both groups try to establish their values as the best. At this time, from which conflict occurs, arguments or acrimony are seen.

• Interest/Need/Selfishness: People living in the same society or country or world always give more importance to their own interest or selfishness or need. In such a situation, the interest of the person who comes in contact with them or lives with them is sometimes threatened. Such a person believes that he is being wronged. As a result, both the person or group often come into conflict to maintain or achieve their interest.

• Superiority: Some individuals or groups try to establish themselves in the society or in the world. As a result, there is resentment or there is an obstacle in the middle. A conflict arises between the one who proves the superiority and the one who does not.

• Injustice: When people live together in a society or world, conflicts arise over decisions or behavior. This is because a person or group believes that they are being treated unfairly. For example, when they fight against the government to get a job or to demand reservation, they fight not only for more money in the shop, but also for siblings or other members of the family, who are given less. There is also a conflict with the feeling of injustice.

• Ignorance: Often, a person accuses others without having enough information, based on mere assumptions or suspicions. Due to misinformation and various interpretations of information, a person acts in a way that causes harm to others. These reasons also lead to conflict or injustice.

• Conflicting roles: Even if a person or group living together or performing a duty or responsibility plays an opposing role, there is also conflict. For example, a person who throws garbage on the road, such as a non-vegetarian and a traffic controller, or a traffic violator and a garbage collector, here both parties have a conflict between them, doing or playing a role that is opposite to each other.

• Unexpected policies: When a policy maker suddenly brings a new policy for a particular matter, whether it is through the government or society or in the family or school, there is a conflict between the implementer of that policy and the policy maker. The implementer of the policy is not mentally prepared for such an unexpected policy or they feel injustice, so they complain.

• Shaivite or method: The ability and style of each person to cut may be different, when such a separation occurs between people working together, both people believe that their own style or method is correct and try to get others to do the same way, if there is opposition from the other side, then there is a conflict between the two.

• Relationships: Humans are social animals. When they live with other people in society, they are connected to some people through a specific relationship. Friends, neighbors, siblings, parents, etc. Sometimes working together, due to such relationships, people often come close to each other. In such a situation, if a person fails to fulfill a responsibility or duty, then conflict arises in relationships. Conflict arises when a person fails to fulfill a responsibility, such as a wedding, social interactions in a group, or when there is a disagreement between husband and wife or with other relatives, friends, or neighbors.

• Weak governance: If the governance of a particular group in the state government or society is weak, then opposition arises against its policies. How many benefits does the government provide, how many rights does it provide, how influential

is this, how transparent is it, how much democracy does it adopt? If it is weak in the matter mentioned here, then conflict inevitably arises.

• Solutions to resolve conflict: As individuals, we have different perspectives. These difficult conflicts will always arise due to incidents in which there will be misunderstandings between us. In general situations, the need for conflict management arises with the root cause of the conflict. The ideal solution may be to understand the other sides of the issue and to resolve the problem. Conflict management styles are followed in which Thomas Scale can Mitt's Conflict Mode Instrument is a famous style used in conflict management globally which is as follows.

• Adaptation: To maintain peace in the situation, that is, to face the problem with an element of sacrifice - the person shows a form of selflessness, so the person puts aside his worries if he can immediately solve the problem. The other person does what he wants, or it seems to be the wrong way to deal with the problem. The need to come out of the problem better. But if the person himself is wrong, then this behavior is most appropriate. If this method is not appropriate. If the person is right, then it is not appropriate. If the person compromises to avoid conflict, then it is not appropriate.

• Problem avoidance: In this approach, the problem is faced with a passive attitude. In this style, it is thought that some of the conflict will be resolved by itself. The person ignores the problem. Here the person can apply it to the situations that come with it, but not in all. He ignores the responsibility. You may think that other people involved in the problem are ignoring you.

• Collaboration: In this style, the solution to the conflict is found through communication and cooperation with other parties. In this style, the aggressive person tries to find out the needs of the other person by trying to protect their own interests. An important part of this strategy is to seek out the needs of others. Aggressive people try to achieve successful outcomes creatively without compromising their interests.

• Competition: In this style, the aggressive person uses any means to achieve the goal that the person aims to achieve. This may be appropriate in some situations, but it should not be the case that the aggressive person becomes too open-minded to compromise and becomes unreasonable.

• Compromise: Compromise means giving and taking an acceptable position to the parties involved. Thus, there is a mutual feeling here where the parties look at each other's interests to solve the problem. Therefore, the further disadvantage of the solution is that the parties look for an easy way around the problem and do not find creative or good ways.

Ø    Effects of conflict

When conflict occurs in an individual or group, its impact is not only on the members of the individual or group, but also on the development of the society or state or the individual.

Ø    Negative effects

• Can disrupt social cohesion.

• Can bring about social chaos.

• Members are frustrated due to conflict.

• Members remain stressed.

• Conflict adversely affects the personal, professional or social life of the individual.

• Conflict can also reduce or increase job satisfaction, commitment, etc.

• Causes people to consider different ideas and alternatives.

• Makes individuals irritable and suspicious -Negative

Ø    Positive effects:-

        Increased participation and greater commitment to group decisions and goals can lead to greater clarity of the issue or re-evaluation People become more united.

⬡ Conflict can sometimes be inspiring.

⬡ Regular conflict can be a medium for discussion.

⬡ School - Role of the teacher in preventing conflict/

        Conflict prevention in schools is very important - Conflict in school If there is an atmosphere of conflict in the school, then students will not be able to study well. Their students will remain in a mentally confused situation, skills will not develop. Here we should look at the role of the teacher and the role of the parent and teacher to prevent conflict.

ù    Often in school, when there is conflict between students on small and big issues, the teacher should remain neutral and understand both sides.

ù    An environment should be created where students see and behave with respect.

ù    The teacher should constantly take care to ensure that the students believe in the words and behavior of the teacher.

ù    If you have to reprimand any student or group, do not do it in public, but call them alone.

ù    Handle and investigate the problems of the students in a neutral manner.

ù    Think deeply about the conflicts that arise in the school and find a suitable solution.

ü Thank them when a solution is reached.

ü Sometimes if a group or student is stubborn and then they reconcile, forgive them.

ü Let the students talk about their conflicts and listen to them.

ü The teacher should choose a specific time to resolve the conflict problem.

ü When there is a conflict between opposing individuals or groups, listen to each other individually in turn and make them sit together and explain. If necessary, do not tell any group in advance that you are wrong, that you have to do this or that, etc. It is necessary to take the cooperation of the parents. If a conflict occurs, if any individual or group violates the rules or the environment, they should be warned of disciplinary action and if necessary, punishment should be taken so that such conflicts do not occur in the future.

ü If necessary, a psychologist can also be consulted with the help of a parent. If necessary, a psychologist can also be consulted with the help of a parent. If a conflict arises, a person or group that violates the rules or the environment should be warned of disciplinary action. If necessary, disciplinary action should be taken.

ü If necessary, a psychologist can also be consulted with the help of a parent.

Ø        Peace and Conflict :-

Introduction:

Next we learned about conflict. Here we will learn about peace. Peace is the opposite of conflict. To the extent that there is peace in the society or the world instead of conflict, every individual and country will achieve development. Here we will understand peace from different aspects.

Meaning of peace: Freedom from disturbance and peace.

• Peace is the absence of violence. Conflict is the phenomenon of harmony through freedom from the fear of violence and the fear of violence.

• Peace is not just the absence of conflict, it is the ability to handle conflict peacefully.

• Peace means the absence of hostility. It refers to a healthy interpersonal and international environment.

• Peace means the acceptance of relationships, equality and fairness.

• A state of security or order provided in a community by law or custom.

• Freedom from disturbing or oppressive thoughts or feelings

• Peace is a state of security and tranquility free from tension, where everyone lives together in complete harmony and freedom

• Peace is a time without fighting or war. Peace can mean harmony, a state of calm or stillness that is not disturbed by anything, such as a still lake without any ripples.

• Peace is the concept of social friendship and harmony in the absence of hostility and violence. In the social sense, peace means a free environment between individuals or groups without fear of conflict and violence.

• There are some characteristics of peace, such as understanding, friendship, love, reconciliation, ceasefire, unity, harmony, armistice, cessation, compromise, neutrality, treaty, consensus, etc.

• Peace is the concept of social friendship and harmony in the absence of hostility and violence. In the social sense, peace is usually used to refer to the absence of conflict and freedom from fear of violence between individuals or groups. Throughout history, leaders have used peacemaking and diplomacy to establish a kind of restraint of behavior, which has resulted in regional peace or economic growth through various types of agreements or peace treaties.

3. Importance of Peace –

We all know the importance of peace. Let us remember it.

Peace is necessary for the development of an individual, society, country or the world. Development is not possible without peace. In the absence of peace, development does not happen or the pace of development slows down very much.

• Peace creates a sense of peace in our minds.

• Peace helps individuals or animals to live in a space that is free from hostility.

• Peace is important for social well-being, so that people live in harmony.

• Peace creates trust in each other, so that people can live together and earn a living.

• Peace reduces conflict and leads to better compliance with the law. A police officer can focus on other issues.

• Peace reduces unnecessary expenses, so that money can be used for other developmental activities.

• Peace increases agricultural production. As a result, the individual and the state develop.

• Peace enables us to hope for a better life for future generations.

• Peace means progress and happiness.

• The basic needs of the individual and the state are fulfilled only in peace.

• Peace removes fear from people.

• Peace keeps away violence, atrocities, fear, etc.

• Due to lack of peace, people have to leave their homes and settle in other places, they have to live a new life economically, socially, culturally.

• In a country where there is no peace, people from that country go to other countries and settle as refugees. This creates more burden on other countries.

4. Pillars of Peace:

⬜ Government: In a country where the government works well and fulfills the expectations of the people, peace always prevails.

⬜ Livelihood: Peace also prevails where people get their livelihood easily and properly. Conflicts arise due to lack of livelihood, but if they get their livelihood easily and peacefully, people will live peacefully and peace will prevail in the society.

⬜ Equal distribution of resources: A person gets resources from the government or society for their livelihood or for their own development. Apart from this, a person also gets some resources by purchasing them on his own. Here, if there is an insufficient quantity of resources or inequality is seen in getting them, conflict will arise. Therefore, if resources are distributed equally, no one will be wronged and peace will prevail.

⬜ Acceptance of the rights of others: In a democratic society, every person gets rights, but at the same time he also has to follow his duties. No one can take away the rights of others. That is why every person should give due respect to the rights or rights of others and accept them. Only then will peace be maintained in the society.

⬜ Good relations with neighbours: Good relations with everyone everywhere and with everyone can be considered an important pillar for maintaining peace. A person should maintain good relations with other people wherever he lives, wherever he works and outside the state. Every person should become a global citizen. By doing this, peace will be maintained.

⬜ Free flow of information: A person should get information from the society or country where he lives. It is also his right. On the basis of which he makes decisions and lives. Such information should not be secret. When a person wants information, he should get the correct information equally. If this does not happen, the person will be confused, rumors will spread and peace will be disturbed. That is why the flow and source of information should be free for everyone.

⬜ High level of human capital: Only if people living in the same society live in mutual cooperation and peace, they can establish their place in society. It is essential that every person is high in all kinds of values. Along with moral values, loyalty should also be full of strength in everyone. Thus, only if every person is high, social peace will be maintained. It is necessary that all people give equal importance and importance to everyone.

⬜ Low level of corruption: Corruption means not only economic, but also corrupt - bad conduct or behavior. Only if there is no corruption, the society will experience peace. If every person remains pure and behaves pure, peace will be established and maintained. If this is not the case, two classes - exploiters and the exploited - will arise and there will be conflict. That is why a corruption-free society is the pillar of peace.

5. Types of peace

There are two types of peace. In the first type, there are two types - internal peace and external peace. While in the second type, positive peace and negative peace. Let us understand all these types.

Internal peace

Internal peace, which we can also call the peace of our own mind. It refers to a state of being mentally and spiritually at peace, in which a person thinks and behaves with sufficient knowledge and understanding to keep themselves strong in the face of stress. Someone asks us why? And we answer that we are at peace. It means that we are healthy. Which is the opposite of stress or anxiety. Peace of mind is usually associated with joy and happiness. Peace of mind is a state of serenity and calmness that is free from the effects of stress. In some cultures, inner peace is considered a state of consciousness or enlightenment and can be achieved through prayer, meditation, or yoga. Many spiritual practices describe peace as an experience of knowing oneself. A peaceful life is lived with balanced harmony within and around us. It means that we feel content with whatever is happening in our life or around us. Nothing can disturb this inner peace of ours.

External Peace:

There is no peace in the events happening around us, if peace is maintained in our society or state or in the world, then it is external peace. If we live peacefully in our home or with our neighbors and fulfill our own duties properly, the peace maintained there is called external peace. If two countries live peacefully with each other, it is external peace.

The other types of peace are positive peace and negative peace.

Positive peace

In our home or society, we live in harmony with each other, everyone performs their respective duties, understands and follows the laws of the state. The peace maintained in this way is called positive peace. Here the law is followed, certain

attitudes are established among the people. Due to which peace is sustained permanently. As a result, the society or state develops economically, socially, culturally, etc.

Positive peace provides a framework for understanding the multiple and complex challenges of the world and then for them. Positive peace is not merely the absence of conflict, but is associated with many other desirable social characteristics. These include better economic outcomes, measures of well-being, levels of inclusion, and environmental performance. Positive peace is filled with positive content such as the restoration of relationships, the creation of social systems that meet the needs of the entire population, and the constructive resolution of conflict. Positive peace exists because people are interacting nonviolently and managing their conflicts positively. The interests of all are respected, with lawful behavior.

Negative Peace:

Johann Galtung, the father of peace theory, often refers to the difference between 'negative peace' and 'positive peace'. Negative peace refers to the absence of peace. But it is also often seen as the fear of violence. For example, the peace that prevails when a ceasefire is implemented is negative peace. Because something undesirable has stopped happening, violence has stopped, oppression has ended, etc.

Apart from this, sometimes peace is also maintained due to someone's fear. For example, there is fear of a teacher in hell and the students are sitting peacefully, a powerful country keeps peace by intimidating and threatening a small country, there is peace due to some anti-social elements or police, etc. Here there is an absence of conflict or violence, but because of that fear.

6. Role of school/teacher in establishing peace:

Next, we saw that what can a teacher do to reduce conflict? So those points can also be taken here. Because if there is no conflict, then we will assume that there is peace. However, here are some points that a teacher can do to establish or maintain peace.

ü A teacher should support the fundamental rights of children.
ü Create an environment in the school where all students behave peacefully and respectfully.
ü It is important that the school staff live in harmony with each other.
ü Maintain a democratic atmosphere in the school.
ü Address any injustices that occur to anyone immediately and resolve them.
ü Implement the principles of equality and non-discrimination in administrative policies.
ü Use effective, non-violent and local cultures to maintain or establish peace.
ü Respect the rights and dignity of all students.
ü Peace. To give students an understanding of human rights, social justice and global issues.
ü Provide a forum for open discussion of the values of peace and social justice.
ü Use teaching methods that emphasize participation. Accept and respect the differences that exist among students.
ü When children understand global problems, peace will be achieved. Do it.
ü Keep in mind the efforts to make children global citizens, human rights and equality standards, and appreciation of cultural diversity.
ü Encourage students to help each other.
ü Ensure that no violence or force is used in the classroom or school.
ü Help students to become good human beings, not only for their own benefit, but also to inspire them to fulfill their true potential for the good of society as a whole.
ü The school and the teacher together can provide a positive, trusting, progressive environment where students are encouraged to maintain inner peace and learn more about self-awareness, self-control and personal responsibility. This will help the child to maintain peace with himself and with the outside world.
ü Teach strategies for peace in the personal lives of students.
ü Make prayer, yoga, meditation, etc., in the school for the inner peace of students.

Peace Day:

Every year on September 21, the International Day of Peace is observed worldwide, the UN General Assembly has declared this day as a day dedicated to strengthening the ideals of non-violence and ceasefire.

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Unit-3 Teaching as a Profession: Role and Challenges

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3.1 Indian and Western Perspectives and Characteristics of Teaching as a Profession
What is Teaching Profession?

You have come to know the concept of profession. The important thing in which was. That, for any profession, a certain type of knowledge, skills etc. is required. This knowledge or skills are acquired through education or training. Thinking in this way, if education is considered as a profession, then for the profession of teaching also certain knowledge and training is required. Only then can the profession of teaching be done. Just as, doctor, driver, carpentry, bricklaying, photography, cooking etc. are professions, similarly teaching is also a profession. Some definitions are needed to understand teaching as a profession.

• In the teaching profession, professionals (teachers) use a range of effective teaching strategies to create learning opportunities for all learners (students) through professional knowledge and skills, acquired training.

• In some states, the teaching profession is a profession in which the theoretical knowledge and skills are acquired within a period fixed by the government, after which the students are taught after passing the examination/test fixed by the government to gain further qualification. This is called the teaching profession.

• Education is a profession in which students are prepared for future life, in addition to developing various values and skills. Along with this, efforts are made to make them ideal citizens.

• The mind and heart of a person are cultivated and transformed through the teaching profession.

Importance of the teaching profession

Every profession has its own importance. However, the importance of the teaching profession is considered more important than the importance of many professions. Which are the following reasons.

ü The teaching profession is a profession where one has to work with living persons.

ü The teaching profession requires special dedication, love, and empathy.

ü If a teacher who is engaged in the teaching profession does not teach properly, then not only one person but a generation suffers.

ü This is a profession that its beneficiaries address the practitioner with respect and love by calling him/her Sahib Sir or Madam.

ü People in the teaching profession have less tension than people in other professions.

ü Even if a child fails, the teacher in this profession is not considered guilty but the child is considered guilty. That is, parents and society respect the profession of a teacher.

ü In the teaching profession, students remember the teacher throughout their lives and encourage this profession.

ü This profession involves learning with joy.

ü Teachers themselves learn something new with the experience of teaching. Thus, the knowledge of the teacher continues to increase.

ü Teachers play an important role in the lives of students by helping them achieve their goals.

ü This profession is in the nature of serving education.

ü The communication skills of the practitioner in this profession develop. So that the teacher can communicate more confidently with others.

ü This profession is such that if the knowledge or skill of the student exceeds that of the teacher, the teacher does not feel jealous but feels proud.

ü By working with children from different cultures, the teacher can also know different cultures.

ü Those who do this profession do not face any difficulty in providing for the financial needs of their family.

ü The profession of education makes the teacher a multi-tasker

ü The profession of education includes ethics and virtue.

ü A teacher can become a role model for students through his work and thoughts.

ü A new generation is created through this profession.

ü Those who do excellent work in this profession are immediately recognized by the society, so that the society welcomes him more.

Characteristics of the teaching profession

 Teaching is a profession. - Which has some of its unique characteristics. Most of the characteristics are found everywhere in the world. Which are as follows.

 It includes intellectual and psychological. - In education, it is necessary to arouse the interest of the student in the learning process. Which requires intellectual and psychological. The teacher prepares a suitable plan of action to advance education by creating a conducive supportive educational environment to achieve pre-specified objectives, that is, by bringing about desired changes in the behavior of the learners. He is also an intellectual and a psychologist.

 Teaching is not only an art but also a science. - Teaching is not only one. It is also a science. Because, as an art, it encourages teachers to acquire certain skills. Education goes through specific steps in a sequential manner, which are

followed in teacher training. In it, education is given keeping in mind the specific sequential steps of education. Therefore, education is not a haphazard affair. It requires proper planning to reach the goal. It is a goal directed process.

☐ It makes the raw material practical and efficient. – Students are the raw material in the teaching profession. They are ready to learn with efficiency and effectiveness for the larger interest of the society with different expectations. They are trained practically and to a specific goal by imparting proper knowledge and practical training in other courses of education and pedagogy.

☐ It has educationally communicative techniques:- An important characteristic of teaching as a profession is its scientific nature. Since teaching is a science, the techniques of teaching are systematic and have specific steps to follow.

☐ It tends towards self-organization. – It expects the sensitivity of the staff involved in the development of the profession and teaching activities. It is self-organized by developing a definite method to sustain and promote the standard of teaching profession. In short, the profession of education is a work of schools and colleges and everyone has a biased attitude towards their own institution, their students.

☐ It basically does social work.-If teachers give their best to bring about change in various ways, then the nation or society moves forward on the path of development. Teaching brings a sense of joy in the minds of students, because education is essential but also a social service. It removes self-interest for the benefit of the society

☐ It requires study and training. - This is the characteristic of education in which a long period of study and training is required. In other words, a person who wants to do this profession has to study for many years and has to master the subject matter. A teacher has to study continuously to acquire academic and co-curricular knowledge and skills. A teacher has to keep learning throughout his life.

☐ It is autonomous-Autonomy is free from any kind of interference. No interference in educational activities is appropriate.. The process of education is successful only if there is autonomy in planning activities, instructional objectives, implementation of curriculum, assessment of student performance, admission and co-curricular activities.

☐ It is built on the foundation of knowledge. - Dignity is derived from different levels and areas of life-social, political, historical, psychological, economic, cultural and religious etc. Education as a profession builds itself on the foundation of dignity emanating from different fields of human life and activities.

☐ There is a strong sense of ethics in education. - Ethics play an important role in the teaching profession. It guides the behavior and conduct of teachers in and outside their institutions. Professional ethics constitute rights and duties for the protection of professional autonomy and independence. The recognition of this profession can ensure respect and the development of social status. The teacher is committed to this profession.

☐ The teacher is constantly learning. - In the teaching profession, a teacher is always learning at all stages of education. Learning never stops. A teacher can never truly teach unless he himself is learning. A teacher has to engage in self-study and continue self-study to keep himself abreast of the latest trends in his subjects. In-service training is essential for the development of teachers' professionalism.

☐ Priority to skills over knowledge. - The basic purpose of education is to change the behavior of children. To make them skilled rather than knowledgeable. At the end of education, what does a student know rather than how much knowledge he has? Where and to what extent skills have been developed in him is more important.

☐ Emotional relationships between student and teacher - The process of education is successful only when the teacher and student have respect, love and trust for each other. For this, emotional relationships between both are seen in this profession, which is its unique characteristic.

☐ Emphasis on learning by doing rather than by reading - At the end of education, specific skills are to be developed in the student. So, the teacher has to continuously make the student do psycho-physical activities in the class and outside the class. In this way, if the student learns something by doing, he will be able to remember it for a long time and will use it in life. That is why more emphasis has been placed on skills than knowledge in the process of education.

☐ All-round development of students - The teacher expects the student to develop in any one subject or aspect.

Role of a Teacher in the Teaching Profession

Many teachers teach in schools/academies/institutions or universities, but not all of them succeed in becoming the best teachers for the students. The reason is that they have not adopted the nature of teaching.

Those who enjoy spending time with children and want to educate them with their skills should choose teaching as a profession. A good teacher has the power to change lives through education. To be an exemplary- role model teacher, a person should have relevant qualities like creating a dynamic environment, flexibility, kindness, classroom management, good sense of humor, active personality, innovation, calm demeanor, etc.

The teaching profession is not just a job. The teaching profession is about shaping the future of our country. Therefore, a teacher plays a vital role in guiding our youth in the right direction and realizing their dreams. The following can be expected from a teacher to be successful in the teaching profession.

ü A teacher should have good communication skills.

ü He should have thorough knowledge of his subject and related subjects.

ü He should be knowledgeable in various teaching methods and techniques.

ü He should have the skills to use technology.

ü He should have the skills and interest to use educational tools related to the subject.

ü It is not enough for a teacher to be a good speaker, he should also be a good listener.

ü He should have the ability and desire to develop strong relationships with students.

ü He should have the dedication and effort to plan and implement the plan.

ü He should have knowledge of psychology.

ü He should be knowledgeable and a user of co-curricular activities.

ü He should be working with many values like regularity, honesty, sincerity, discipline.

ü He should be able to complete the work assigned to him or chosen by himself on time.

ü Being able to complete all the work on time is very important.

ü He should be able to use the four language skills properly.

ü He should constantly strive for the all-round development of the child by keeping in touch with the parents and taking their help if needed.

ü The teacher should be constantly eager to learn and do new things.

ü Many things like the above are required in a teacher. Apart from these, there are many other things that enrich the profession of education. Apart from the above, think about what knowledge or skills a teacher should have. You will find many things.


3.2 Teacher as an agent of social change in society

1. Introduction
2. Meaning and concept of social change
3. Nature of social change
4. Components of social change
5. Areas of social change
6. Factors that bring about social change
7. Social change through education
8. Factors hindering social change
9. Role of teacher in social change

1. Introduction:

Education is considered as the process of socialization of an individual. Human beings are born, develop and nurtured in society. Education makes an individual social. A person without society is a mere imagination. The true laboratory of education is society. Man is a social animal. From primitive man to today's civilized man is the result of education. Education has been described as the messenger of social change. The whole world is changing. A changing society means a society that accepts changes in terms of social values, attitudes, manners and approach to life. Change is the lifeblood of progress. Today there has been an explosion of knowledge. Due to the machine age and science and technology, society has undergone tremendous changes. Education works to lay a solid foundation for doing beneficial works for the society, which leads to acceptable changes in the society. The process of education is a process of social development. Education acts as the flywheel of the society. Indian society considers education not as a business or an exchange but as a noble activity of serving the human society. The people of the world are coming into contact with each other rapidly, so due to mutual exchange, changes are also taking place in the lifestyle of the individual. Rapid changes are also taking place in social life. Today, means of telecommunication are also considered important in social change.

2. Meaning and concept of social change -

To understand what can be called social change, let us understand the following definition.

"Social change is a more or less change in the structure and functioning of various units of society." B. C. Roy

A social change can be considered to have occurred when a change becomes almost universal and generally accepted or when a large section of the society is affected by it.

"The man-made habitations, attitudes and physical changes of humans are social changes." -MacIver and Page

Social change means change and transformation in any part of social process, social patterns, social interactions or social system. John

"Changes in social organization i.e. in the structure and functioning of the system are social change. – Davis

Based on the above definitions, the concept becomes clear that....

• Sometimes the change caused by human efforts is purposeful and goal-oriented.

• The process of social change is constantly evolving.

• Sometimes it is caused by the haste of young minds to adopt it immediately due to rapidly developing technology.

• Changes in social relations.

• Changes in social structure and social patterns, interactions, social duties.

3. Changes in the values and norms of society.

Changes in the habits, attitudes and goals of the individual that help the human being to adapt to the social environment.

The Form of Social Change- The Form of Social change: The word 'change' in social changes expresses the feeling of dynamism, improvement and the occurrence of some event. When a change occurs, a member of a dynamic pattern (human being) keeps changing as the situation changes. Some changes in society take shape on their own. These self-shaping changes can be identified as transitions. When changes that have to be made can be identified as restructuring. Which we can call social restructuring. Social restructuring is the main characteristic of social change. For social change, educated members of the society have to make efforts. It is necessary that the thoughts, values, attitudes of the members of the society change in their living habits as desired.

The speed of coping with the changes coming in the society is not the same in every society. A society that cannot cope with the challenge of change changes slowly in that society. The speed of change is slow in societies living in mountainous regions, desert regions and those living far from the contact of the communities of the society.

A society that changes rapidly or rapidly and accepts material facilities without thinking about the whole, such a society cannot achieve good results in the future despite having material comforts and facilities. It can also go towards distortion.

A society that is prepared to accept change in a planned and purposeful manner, that society moves forward on the path of progress. This society is conscious of preserving and promoting culture. It preserves human relations and values. A civilized society is created.

4. Components of social change -

Social change depends on the following three components.

(1) Material matters

(2) Non-material matters

(3) Matters that have a global impact.

(1) Physical matters:

That is, the things that affect the way of life through the means of communication - including telephone, TV and computers, the rapid exchange of world news, communication with them, written messages, any good or bad event happening around the world, the construction sector, the transportation sector, modern household facilities, rapidly changing food products, changes in human habitation, etc., affect social change.

(2) Non-physical matters:

Things that cannot be seen but can be known based on experience, including the beliefs, thinking, ideals, values, standards, etc. of the people of the society. Change becomes faster when people think new things from the old. For example, changes in the food system in a large group. For example, the Moofey style.

(3) Universal matters:

Things that touch all the people of the society, such as changes due to revolution in the governance system - for example. The state system of our country from 1800 to 1900 AD, the freedom movement that lasted until 1947 AD and the impact of democratic rule on the living conditions of the people of the country from 1947 AD play an important role in bringing about social change.

5. Fields of social change-

(1) Social field: On the living conditions of the society-values-norms.

(2) Economic field: Industrial matters - emergence of business - productivity, economic gains.

(3) Political field: Changes in the system of governance.

(4) Moral field: Accepted norms of society - some specific limits of behavior which include values.

(5) Spiritual field: Beliefs of soul, God, Brahman etc. - efforts to understand them

(6) Religious field: Establishment of new religions, establishment of a famous temple, monastery or special religious institution in another place in the country as a replica of it - spread of religion etc. Such as - new temple built for Vaishno Devi in Ahmedabad - ISKCON temple, new temples being built for Swaminarayan sect - rapid spread of Radharswami sect etc.

(7) Scientific field: In the last 35 years, unimaginable changes have taken place in the scientific field. Attempts to reach space by flying fast - in the medical field - eradication of diseases - control over birth-life expectancy - mortality rate etc. etc. The scope of social change is vast. New sources for it are opening up for it every day.

## 6. Factors that bring about social change

There are many factors that affect the change in society. Due to which the fabric of society changes. These factors also affect education. They play an important role in people's beliefs, values, ideals, lifestyles, etc. The important factors that bring about social change are as follows:

(1) Human intelligence and inventions:

New discoveries due to human intelligence that affect every sector of society. Due to human intelligence, changes have taken place in the field of entertainment, transportation, industrial and commercial sectors, communication, due to which social and cultural exchange becomes faster. Scientific research has made progress.

(2) Urbanization:

Due to industrial development, cities became prosperous and villages started breaking up. People started coming from villages to cities for livelihood. Due to migration, economic facilities are created. Social contacts increase. Lifestyle changes. The scope of social change is vast. New sources for it are opening up automatically every day.

(3) Modernization:

The use of science and technology is the driving force of modernization or changes. New knowledge, not technical and new thinking, changes are seen in society.

(4) Science and Technology:

In this era of science and technology, there have been extensive changes in social life. Instead of bullock carts, humans have been able to travel in space. Changes in the agricultural sector have affected production and quality.. A revolution has come in the business industry. Communication has been improved with the services of TV, telephone, mobile phones, computers, and the Internet. There has been a revolution in the field of printing, photography, and information.

(5) Ideological Revolution:

Due to the ideas of economists, philosophers, and great men, social changes occur all over the world. The ideas of great men have brought about a great change in the world through ideological movements.

(6) Biological factors:

Changes occur due to the genetic inheritance that a person receives from his ancestors.

(7) Cultural factors:

Culture is the product of social change. Change occurs due to the continuous process of cultural exchange.

(8) Political factors:

Any political ideology has an impact on the social life of its nation. Just as in a democracy, an individual can freely express his ideas, this is not possible in a dictatorial nation or a communist nation.

## 7. Social change through education

Education removes evils like superstition, superstition, evils, wrong rules of peace, sectarianism from the society. It makes the society by making people think rationally and scientifically. It makes both the individual and the society aware of their rights and duties. Through education, the creativity of the student develops. Mental and ideological revolution brings about change in the society.

☐ Through education, the importance of values like national unity, secularism, emotional unity, elimination of untouchability is understood.

☐ Qualities like obedience and leadership are developed so that the spirit of union is strengthened and unity increases.

☐ Education can make illiterate adults literate and educate the society, so that their beliefs and thinking change. ☐ Since education involves contemplation, reasoning, imagination and contemplation in a person's thoughts, changes continue to occur in the literary and social fields. ☐ Education adds new values to cultural values and recreates culture. ☐ Education instills social, moral, political and cultural values in children and makes society progressive. ☐ The relationship between children and society becomes closer through the collective activities of service and labor conducted in schools. Thus, education plays an important role in social change by teaching lessons of group spirit in the classroom and playground, on trips, excursions, in groups and individually. ☐ Scientific research through education changes physical facilities. Due to which people's living and lifestyle facilities become prosperous. ☐ Scientific research is accelerated through education. Which has an impact on the agricultural sector, industrial sector, professional sector, pharmaceutical sector. The use of new research increases the economic capacity of the society and social change occurs.

☐ Education works to make women ideal mothers, ideal housewives and self-confident.

In short, it can be said that education brings about social change. Provides proper leadership to the society. Works for social consciousness and national development. Develops international understanding. Develops the personality of an individual.

Makes them self-reliant. Develops professional capacity. Prepares trained citizens for democracy. Helps in achieving social adaptation.

8. Factors hindering social change -

Education is an invincible weapon to bring about social change. Through education, society develops. Society becomes civilized. Culture is cultivated. Desired changes occur in society and in the individual. However, we will briefly study some of the factors hindering social change.

The factors that hinder social change are as follows:

(1) Illiteracy

(2) Superstitions and Curiosities

(3) Population growth

(4) Sectarian bigotry

(5) Territoriality

(6) Unbalanced framework for development

(7) Racialism

(1) Illiteracy:

Illiteracy is a curse, a stigma of Indian society. In an illiterate society, the pace of change is minimal. In an illiterate society, superstition and superstition are the most prevalent. Such a society becomes a victim of customs and cannot escape from the clutches of superstition, superstition and superstitions. Today, the government organizes programs for the work of girl education and literacy. As an effort to create awareness, work has been done in this direction for the backward castes.

(2) Superstition, superstition and superstitions:

This factor plays a big role in hindering social change. In those castes, social groups and regions where the light of education has not spread, there are superstitions, superstitions and superstitions. People believe in ghosts, amulets, amulets, threads and threads. The minds of such people are not scientifically trained. The wind of change does not touch them. These evils are especially prevalent among the backward castes., The customs are also entrenched. Social change takes a long time to come to such groups.

(3) Population growth:

Population growth is a factor hindering social change. Due to population growth, economic, social and educational problems arise. The tax on population growth is high in the poor and backward classes, so every child cannot be given good nutrition and education, and economic problems increase. The government also cannot create adequate facilities for the children born and being born every year.

(4) Communal fanaticism:

India is a secular country. Every person in this country has the freedom to follow his religion and perform his activities. Communal fanatics do not come out of their narrow-mindedness. They spread destructive and narrow-minded thinking among the people, spread feelings of hatred. It sows seeds of poison in human society. Such fanaticism becomes an obstacle to social change, people forget that humanity is the best religion.

(5) Regionalism:

Regionalism, linguisticism and narrow-mindedness harm the broader interests of the country and society. A province or region thinks only of its own interests and does so to the detriment of others. Some fight for water and some for language, due to which the benefits that should be given to the people of the entire country do not happen, for example, the question of Narmada water. If all regions think openly about the interests of the country, social development will be faster.

(6) Unbalanced structure for development:

The structure is unbalanced in backward areas and hilly areas and cities. The development of cities is more, so that change occurs faster in them. Communication facilities are more. Educational opportunities are more available in these areas. While in backward and inaccessible areas, development is only minimal, development is stunted due to lack of facilities. In such a society, opportunities for physical and educational facilities are very less. Thus, development is hampered due to the unbalanced structure.

(7) Casteism:

The most important contribution to spreading the poison of casteism in the country today is electoral politics. Due to this, development is hampered, changes are hindered.

All the above factors hinder the factors of change in the society.

9. Role of the teacher in social change

The teacher is the true torchbearer of social change. Thinkers who want change in the world have placed the highest expectations on education. Because individuals other than children are so committed and limited that there is hardly any

hope of improvement through them. Since children are largely open-minded and they are the world of tomorrow, the teacher remains indispensable for fundamental improvement in their education.

The teacher is the prophet of social change. He delivers the message of change to the society. He is the pillar of Indian society. As the torchbearer of social change, he plays the following roles.

⮚ Teacher:

(1) True torchbearer of social change

(2) Sculptor of society

(3) Preserver of Indian culture

(4) Guide to new directions

(1) Teacher-True torchbearer of social change:

Torchbearer means torchbearer. The teacher who spreads light on the dark path also works to spread light on the dark path of our life. A child is like a blank slate. The teacher works to activate the creative element in him. The work of education is both gentle and fierce. The work of education is introverted and extroverted. When the work becomes fierce and extroverted, it takes the form of a torch. At that time, the teacher becomes a torchbearer by gathering his gentle light, since his inner self is illuminated, he passes his torch to others. Since the torchbearer's torch is lit by the lamp of the inner self, no one can extinguish it. If the torchbearer himself is illuminated, no one can dim his light. The torchbearer works to spread light in children like flowers of the community and makes their lives bright.

(2) Teacher - Sculptor of the society:

Just as a carpenter cuts wood, a potter molds clay from clay, and a sculptor creates a figure from stone or metal, the teacher is considered the sculptor of the cultural body by instilling excellent values in the children. By instilling virtues in the students, he creates cultural sculptures with qualities like playfulness, cooperation, harmony, self-confidence, leadership, originality, fearlessness, imagination, independent thinking, and reasoning. He uplifts the society. Today's student is the citizen of the future society. He works to build a good society, therefore the teacher can be called the sculptor of the society. For this, the teacher plays the role of a sculptor by instilling ideas, ideals, beliefs, and values in the students.

(3) Teacher - Protector of Indian Culture:

The work of a teacher is that of a promoter and protector of Indian culture. The great personalities who have contributed in various fields. The teacher should do the work of preserving their heritage. Scientific and technological progress from ancient times to the modern era should be propagated: Children should be made familiar with this heritage, prepared to face the challenges of social changes, and only then can he become an excellent messenger of society. The teacher provides a model of excellent ideals in school and society. And instills values. The school is the center of cultural development of society. In it, he works to provide leadership to the society.

(4) Teacher - Guide to new directions:

The teacher welcomes the new changes coming in the society. He plans the careers of the students and works to provide them with educational and professional guidance. The teacher works to eliminate superstitions, superstitions and customs in the society and forge new links. He provides training in skills useful in the new society. He gives the society an understanding of social changes, changes in the business sector and educational changes. He prepares them to face the challenges of change. He develops curiosity, creativity and experimentation in the students. In short, the teacher is the basic component of the education process. The basis of success of social change depends on the teacher. The teacher can be considered as the messenger of the social process, the nest of consciousness. The teacher has a profound impact on the students in the school. The teacher does the important work of establishing the ideas of social change in the minds of the students. The neutral democratic behavior of the teacher makes the students have faith in democracy. Through innovative, original experiments in education, through various co-curricular activities, and by cultivating excellent relations with the society, the teacher plays a key role in bringing about social changes. In the true sense, the teacher becomes the messenger of change.

Unit 3.3 Challenges to the Teaching Profession

What are the challenges to the teaching profession?

⮚ When a teacher is engaged in the teaching profession, he is doing his work with an educational goal. The obstacles that a teacher faces in reaching his educational goal can be called challenges to education.

⮚ If a teacher works with full dedication and skill and still does not get the desired result, time, etc., then it is understood that the teacher has worked without removing any challenge in front of him and got the desired result.

⮚ Even after accepting the teaching profession, if a teacher is dissatisfied with his profession, then the reason is the challenges that have arisen against that profession.

⮚ Challenges to education are such situations or things that prevent educational work and quality. Due to which education is negatively affected.

☐ When a teacher accepts the teaching profession and tries to develop the students in an all-round way, if any obstacle arises, then it is a challenge for the teacher to remove it.

☐ Today, many challenges arise against the profession of a teacher, that is why education is being lost, cultural education is not getting the desired educational results. There are many challenges in the political field. Examples of challenges against the profession of economic, social education are: the process of online education is going on and the battery of the mobile is not charged, the internet is shut down, etc.

☐ A teacher is teaching in the classroom and a wedding procession comes out of the school and music is playing very loudly.

☐ A teacher needs the help of a parent to change the behavior of a student and the parent is not cooperating with the teacher

☐ Students do not come regularly to a school and the reason for that is the lack of drinking water facility in the school. So providing drinking water is considered a challenge for the teacher.

☐ A teacher has to teach a specific subject to the student. The educational equipment required to teach that subject has broken? So now how to teach that subject.

☐ During the monsoon, water drips from the school's rommani, so students do not come to school during the monsoon.

☐ There are students with different mental and physical strengths in the same class, it is a challenge to teach in a way that interests everyone.

☐ Not all students attend the prayer meeting.

☐ If the teachers in the school fall into a group and they do not help each other, that is also a challenge.

☐ If the teacher does not get enough remuneration for his work, that teacher feels dissatisfied, which is a challenge.

☐ Thus, the teacher's challenge is to overcome any obstacles or problems that arise in his work or in any matter.

☐ Challenges and solutions to the teaching profession

Next, we saw some examples of the challenges of education. In fact, the challenges to education and the challenges to the teacher can be intertwined with each other. The teaching profession is because the challenges of the teacher or education ultimately affect the teacher. The teacher who does this means that where is the profession of education now, here we will look at both types of education in the same way and know more about what challenges are seen.

☐ Diversity among students

There are many types of diversity among the students sitting in front of the teacher, mental. Such as, physical health, strength system, inheritance and surrounding environment, culture, caste, and social situation, economy, interest of the student in learning, etc. Then teaching each student according to his strength and interest affects the ability, which is a challenge for the teacher.

To meet the challenge of the above situation, the teacher will have to think a little differently, the teacher will have to allocate more time, in addition, the students will learn with interest, which will stimulate the student.

☐ Family problems of the student

Some students have their own family problems, due to which they do not get the cooperation and love that they should get from home, so the student expects from the teacher, in some matters he trusts the teacher more and becomes dependent on the teacher. Apart from this, the financial condition of the parents is a challenge for the teacher to meet such expectations. Social status also affects the education of the student. The peace or conflicting atmosphere of the home also affects.

Here the teacher should be a little more sensitive and behave with the students by maintaining emotional ties, if possible, meet the parents face to face and discuss with them. If necessary, they should deal with them.

☐ Lack of sufficient financial funds

Even today, private schools do not spend enough money with the tendency to do so. On the other hand, government or granted schools are mostly allocated sufficient financial funds, as seen in the way. In this situation, schools have to face budget problems. Many activities or facilities cannot be done due to lack of money. Today, many schools which have sufficient rooms or educational equipment for teachers, etc. are facing a challenge due to lack of drinking water.

To overcome the above challenge, spending should be done keeping in mind thrift, in addition to this, the necessary financial funds should be raised by obtaining them.

☐ Lack of discipline among students

Students come from different backgrounds. Some students are good and due to their age and expectations, they do not get proper discipline. Others steal, bully, harass students or disrupt their studies, damage school property, etc. It is also a challenge for teachers to work amidst the indiscipline among students.

☐ Assignment of extra work to teachers other than teaching

Teachers are often assigned other work than teaching by the government or management. Since some time has to be given for such work, time is lost for teaching in the classroom, the set goals are not achieved, so the expected educational

work cannot be done. A new challenge has arisen against the profession of education, which makes teachers feel uncomfortable.

To eliminate this challenge, the government and management will have to think and the teacher should not be assigned any other work other than teaching. However, if any social or national work arises, that work should be done by giving compensation to another employee or a graduated unemployed student.

⬥ Time

Teaching is a job in which you have to work by planning your time, planning what you have to teach in advance, reaching school on time, such as allocating enough time to satisfy your students when they come to meet you in person, giving time to collect parents' reviews, allocating time for reading or information for academic development, etc. Often, a teacher has to plan enough time for all these, but despite planning, the work cannot be done, which is also a challenge.

For proper time management, keep a written record of your work, do not waste time between two important tasks, give priority to the work that you do not have to do and do not do things that can be done even if you do not do them, reduce the use of mobile and social apps. By doing this, all the work will be completed even if others do it at the right time, assign the work that can be done to others.

⬥ Exploitation by private school administrators -

Teachers are exploited by private school administrators in two ways. First, the second is the exploitation of teachers. The second is that the teachers are not paid the salary they should get legally, thus giving less salary, in which teachers are made to work more. This is because. The rise of private schools against the profession and the increase in work is a challenge for education.

To overcome this challenge, strict laws should be made by the government and that law should be strictly followed and the teacher should be ensured that his rights are adequately protected. The government should accept the responsibility of seeing that the drivers themselves meet their own behavior and improve their behavior.

The drivers should not work there as long as possible.

⬥ The fee standard is high in private schools

There are many schools in the state where the fee standard is very high that they do not even try to control it, because the children of the lower class cannot study in such schools or the parents of the children who get admission are in debt. Reducing this fee is a big challenge for the society, the parents cannot even meet other necessary expenses, and it is a big challenge for the government.

To overcome this challenge, the government needs to make more efforts for fee control. Also, the schools which charge very high fees. Parents should not take admission of their children there. Society should also raise its voice against such a school.

⬥ Lack of compliance in government schools

In government schools, the principal is the one who distributes the work of teachers and evaluates their work, so that the relationship with the students does not deteriorate, so the poor work or behavior of the teacher is accepted. Government officials do not have enough time to see the work of teachers in government schools and make them follow the necessary rules, which is a big challenge against today's education. The level of education is going down.

To overcome this challenge, the government should take strict measures to ensure strict compliance. In addition, the fellow teachers or the principal should also explain to the teacher who is not doing the right thing. Everyone's work should be taken note of and improvements should be made where necessary.

⬥ Group of teachers in the school

Teachers working in the same school are similar in some respects, while they differ in some respects. In this way, a group of teachers with similarities is formed. Thus, students are formed, who suffer, and there is no cooperation with each other. The formation of groups of teachers for education is also a challenge.

To overcome this challenge, the head teacher of the school should take the lead and make efforts to prevent such groups from forming. The understanding that the teachers working together are members of a family will develop only through cooperation, and we should work together and create harmony.

⬥ Learning in a language other than the mother tongue

In a country like India, where the number of people whose mother tongue is English is very small. In such a situation, many parents make their children learn English, which is a global language, as a medium of learning. When a language other than the mother tongue is made the language of learning, it proves to be harmful in many ways for the children. In the current situation, studying in the medium of English, which is not the mother tongue, is a big challenge.

Every parent should be explained the advantages of receiving education in the mother tongue and the disadvantages of receiving education in a language other than the mother tongue, and some benefits should be given to encourage students who choose the mother tongue as the medium of education.

Working away from the family

Highly qualified people get jobs in government schools, but since there are few places to do the job of a teacher, they do not get jobs near their homes. Therefore, being away from their family members, they have to go to work in distant places wherever they can. If there are challenges due to social and cultural reasons, a teacher has to travel from home to the place of work every day, then the cost and time of traveling will be more - mentally and emotionally, thus, having a job in a distant place, the teacher has to physically do it, which is a challenge for the profession of education.

To overcome this challenge, the government should create more and more jobs. Along with this, teachers in very remote and backward areas should be given the benefit of transfer from time to time. Special financial benefits should be given to working teachers.

 Teachers do tuition or other professions other than teaching -

Many teachers do tuition or other professions other than teaching for financial gain, due to which the main profession of teaching becomes secondary and due to this, the level of education goes down. Teachers pay more attention to their profession. This is a big challenge for education.

To face this challenge, the government should increase the salaries of teachers so that teachers do not do other professions for financial gain. However, if a teacher does other profession, then punitive steps should be taken against him.

 Government policies

Sometimes the government makes such policies to maintain its rule or to gain political benefits, due to which education is sacrificed. Some officials do not have sufficient knowledge about education, but they make decisions about education. As a result, the interest of teachers in education or their dedication to work is not liked.

 Corruption in education

Corruption is such a scourge that has entered all fields, including a sacred school like education. Due to corruption, teachers are not only a profession but also an education, which has a negative impact on the administrators, who feel dissatisfied in many ways. Thus, corruption is also a big challenge in the education profession.

To prevent corruption, the government and society should be aware of the money in corruption, in addition to this, such people should be exposed. Both the parents and the receivers are guilty. The law against corruption should be strictly followed and enforced.

 Waste and stagnation in education

In India, out of the children who enter school in standard-1, 100% of the students do not pass the standard. Looking at this, due to various situations or problems, some students leave school halfway or spend more than one year in one standard, due to which the quality of education is affected, the future and financial loss of the student.

To reduce waste and stagnation in education, its causes should be known and solutions should be tried. Special benefits should be given to those regions or groups where this is seen more. Efforts should be made to make parents more aware.

 Negative pressure of senior teachers on new teachers

This is a new challenge that has arisen in India, in which when young teachers join as teachers or principals after passing certain exams, the old senior teachers of the school pressure them to do less or no work. New young teachers should be encouraged to work with enthusiasm, but instead of being ready to do it, the old teachers discourage them by criticizing their behavior and trying to stop them from working. Instead of supporting them, they oppose them.

To face this challenge, new enthusiastic teachers should perform their duties sincerely without paying attention to negative behavior and should expose the discouraging senior teachers or inform their superiors.

 Challenges against online education

In the situation created by Covid, the need for online education arose. Internet etc. Computer or mobile, necessary materials for online education, such as the facilities of many children, not every child is mercury, teachers do not have enough knowledge for online education, sometimes if children are not interested, they play other games while taking education in mobile or computer. Many such things are a challenge against online education.

To face the above challenge, the government should try to make every child reach the internet, so that small groups of children can get online education, so that those who do not have the facility to get online education can also be created, the government and the society should provide financial assistance to the children in the group to get education

 Lack of sufficient teachers

Today, all schools in India do not have the required number of teachers, the reason behind this is that the government does not recruit the required number of teachers every year. Along with this, some teachers also retire. As the number of teachers increases, the number of teachers is not recruited. Thus, in most schools, the shortage of teachers is also a challenge against today's education.

To overcome this challenge, the government should recruit teachers twice a year by regularly collecting information about the vacant posts of teachers.

⬜ Appointment of teachers in fixed salary

At present, when the Gujarat government appoints teachers, they are given a fixed salary for the first five years, which is much less than the basic salary. Due to the work rules, the newly appointed teachers feel dissatisfied for the first five years. The effect of which is also visible on their work.

For the above challenge, the government should abolish the practice of appointing teachers on fixed salary. And they should be given the salary they are entitled to from the beginning.

Finally, apart from the above, you have come to know about many other challenges facing education. The implementation of the new education policy, as you would expect, will find budget allocation for education in educational training colleges, education in backward areas, degrees not being sold, training, challenges to the implementation of RTE 2009, many such challenges, illiteracy or poverty of the parents also pose a challenge to education, education in our country is facing.

| Unit - 3.4 Life Story of an Effective Teacher |
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Introduction:

In our country and in our district too, there are some teachers who have spent their entire lives for education. They have given more importance to education and students than their home or their own family. It is because of such teachers that education has remained alive. Everyone salutes such teachers."

True and ideal teachers become an inspiration and guide for the new generation of teachers, that is why they have been included in your syllabus.

It is a pity that modern and inspiring teachers are difficult to find in every district today, and even their true life story? Despite lakhs of efforts, it is difficult to find the life story of an ideal teacher in every district. Yes, there will be and are good and ideal teachers. But their life story. It is difficult to find you in written form. Not only this, suppose, you met one or two teachers, you liked them, you get inspiration from them. But another trainee also likes another teacher. So here in this chapter you will definitely find one. If we talk about teachers, it will be unfair to other teachers. So instead of talking about a specific teacher here, the task of collecting information about the life of a good ideal teacher, whoever he may be, has been left to you. Meet a good ideal teacher you like, whomever you think is right and collect information from him by asking the following questions. Which will be a glimpse of his life. Which will be inspiring for you.

Thinking in another way, the government gives awards every year through the Governor and the President. You can also try to know about his life. But if information is presented here about any two-four teachers, then it will be unfair to the teachers. Therefore, the information of any teacher has not been presented here. Meet the ideal teacher you think is right and learn from him.

Effective Teacher – Get the following information from the ideal teacher.

For any effective teacher, it is important for someone to know his role in the following areas. Only if the following areas are effective for him, he can become an effective teacher.

• Personal
• Family
• Academic – in and out of the classroom
• Social

Keeping the above areas in mind, you can ask the following questions to get information about their life, create a life story, tell or read this life story to others and also take inspiration from it.

⬜ Personal information
⬜ Name
⬜ Age
⬜ Address
⬜ Educational qualification
⬜ Your hobbies or activities for fun?
⬜ What do you like to do in your free time?
⬜ What things do you dislike?
⬜ What things do you like?
⬜ What are you proud of about yourself?
⬜ Any weaknesses of yours?
⬜ Any problems you faced during your studies in school-college and the efforts you made to overcome them
⬜ Family

⬛ Family background

⬛ What have you done for your family that you are proud of?

⬛ Who contributed the most to shaping you? How?

⬛ Does giving more priority to academic work cause injustice to the family?

⬛ When your children were young, did you homeschool them?

Social

⬛ What have you done for society that you are proud of?

⬛ What should every teacher do for society?

⬛ Individual social help to a student?

⬛ Were/are you involved in any social activity or organization?

Educational

⬛ Two memorable positive events in the classroom

⬛ Two memorable negative events in the classroom

⬛ What have you done for the school that you are proud of?

⬛ What have you done for a student that you are proud of?

⬛ Innovative experiments you have done in education or teaching

⬛ Problems that arose in educational work and how did you overcome them?

⬛ Innovations you have done in education

⬛ Your opinion on the use of technology in education

⬛ Your efforts to develop life skills in students

⬛ Your efforts to instill Indian culture in students

⬛ Comprehensive

⬛ Awards received

⬛ Are you passionate about writing? What and how much have you written?

⬛ What advice or guidance would you give to future teachers?

⬛ What should be done and what should not be done to become a good ideal teacher?

⬛ What should be the personality of a teacher?

⬛ What educational aspirations do you still have to fulfill?

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Unit - 4 Being a 21st Century Teacher

4.1 Characteristics of 21st Century Learners

4.2 Essential Skills as a 21st Century Teacher

4.3 Code of Conduct for Teachers

4.4 Role of a Teacher in Online Education

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4.1 Characteristics of 21st Century Learners:

1. Introduction

2. What are the characteristics of a person?

3. Characteristics of a 21st Century Learner

4. Role of a Teacher with a 21st Century Learner

1. Introduction:

The world has changed completely in the last 20-30 years. That is, physical, natural and human changes have taken place a lot and have become rapid. In today's technological era, everything changes in a matter of seconds. So, it is natural that how can today's student be excluded from it? In this chapter, we will learn which characteristics have emerged in today's student? Why is it important for a teacher to identify these characteristics?

2. What is a person's personality?

A person's characteristics are qualities or traits, which create a unique identity for them, the genes in a person determine the characteristics of each person. Characteristics shape and shape a person's personality. In other words, personality is determined based on characteristics or traits or qualities.

If someone asks you what that person is like? If you know him, tell me? In response to this question, what you say will be based on his characteristics. Thus, characteristics create an impression of a person. In it, internal characteristics are more important than his physical appearance. Which can include his strengths, interests, temperament, likes and dislikes, etc. For example, when we give an opinion about someone, we say that he...

- He is a liar.
- He is kind
- He never does anything wrong.
- If we tell him anything, he will get angry.
- He is timid.
- He likes sweets a lot.
- He will participate in any school activity.

The above can be called characteristics. Many such characteristics will be found in different people.

## 3. Characteristics of a 21st century student:

Here we are talking about the characteristics of a student, but this student is from the 21st century and the present time. So? What are the notable qualities of a student of today? What are the special strengths in him? What things does he like to do or not like to do? What things are he interested in? What does he think or respond to a certain matter? Etc., we will call these characteristics of a student of today.

Today's student lives in today's era, he prepares himself to work and live effectively in today's modern world. The 21st century student focuses on authenticity in the learning environment and is adept at using various skills including critical thinking, problem solving and collaborative work.

In one way, if we look at it, when a person changes, his personality or his characteristics change. If we look at it this way, we can find thousands of characteristics. But here we will talk about such characteristics that are found in most of today's students. We will determine the characteristics not by considering the individual but by considering the group, which is mostly found in today's students. Which is as follows.

Today's student is a global person -

Today's student has become thinking outside his home, society or institution. He talks to people from all over the world through social media or for other reasons, builds relationships. Then he has become accepting of the characteristics of others. He has become respectful of the personality and culture of others, he has become a global person. He likes to talk, live and work with students from other cultures or countries.

• Effective communication

Today's student knows more than one language, and has mastered the English language due to increased use of the Internet. He has developed the art of communication. When he comes in contact with another person in person or through the Internet to fulfill his needs, for entertainment or for study, he does not hesitate to present his thoughts and beliefs. Not only this, he has become a good listener and understands what others say. He does not forget etiquette during communication.

• Critical thinker

Today's student has become a good thinker, he takes any work or decision only after sufficient consideration. He thinks about the same thing from different perspectives. His decisions are not made by thinking haphazardly. He evaluates any belief or accuracy in different ways. He uses different ideas, skills or information in new matters. He thinks not only with his heart but also with his mind and logic. He also considers the problems that come before him and those that affect others.

• Likes to take leadership

Today's student likes to take responsibility. He likes to be entrusted with something, whether it is at school or at home, and he also works by taking leadership. For this, he is ready to spend his time and energy. Yes, he does not like it if someone interferes with his leadership.

• Creativity and innovation

Today's student likes to create new things, to do things in new ways. He is not interested in the same things or work. He wants innovation. Be it a way of studying, a job, a choice of clothes or a way of spending time. He does not like one thing for a long time. Whatever he does today, after some time he will do it in a different way. Alas, he does not like one's mobile for a long time, after some time he will also change that mobile. Thus, today's student likes to see, enjoy and do creativity and innovation.

• Collaboration

Today's student enjoys giving more than receiving. He helps a student or a person in need. He enjoys collaborating with others. He has come out of selfishness. He has started considering cooperation as his national, social and personal duty. Whether such help is academic, social or economic, he does it. For this, he is always ready to spend his time, energy and money.

• Constant longing for knowledge

Today's student loves to know new things. He is always ready to learn new things. For this, he uses the internet more than reading. Not only that, he does not feel small in learning from other friends. He loves to know new things and do

new things. For this, he is constantly ready to spend time and energy. He does not even get tired of running around to learn or get new things. He likes to know things other than his subject. He does not want to lag behind in general knowledge.

• Job along with studies

Today's students also like to earn money along with studies. They want to become self-reliant quickly, so they devote one shift to studies and the other shift to work. Often, they work not because of money but to learn something new. Small or big work does not matter to them. They are ready to do everything.

• Independent

Today's students like independence a lot. If they are assigned any work, they think of doing it independently. They do not like it if someone gives advice or interferes in the middle. If this happens repeatedly, they protest.

• Impatience

Today's students want immediate results. They do not believe in waiting and waiting for anything. Be it the results of an exam or the results of other work, they just want to get it as soon as possible. If the results are delayed, they become frustrated. Waiting becomes a headache for them.

• Knowledgeable and user of technology

Today's students have come a long way in knowing and using technology. It is not an exaggeration to say that students have more knowledge and skills in using some technologies than today's teachers. Today's students like to see more than hear, which is why they are constantly obsessed with technology. They like teachers who use technology in the classroom. Knowing and using new technologies has become more important to them than their food. Today's students, who do not get enough sleep, but are the first to use enough mobile data, do not get tired easily. They like laptops more than notebooks. Today, in every home, their children have more knowledge of technology than their parents. Not only this, children use technology more. To do their assignments or homework, they often use the Internet more than textbooks or reference books. They use technology a lot for learning or entertainment. This sometimes proves to be a disadvantage for some students.

• Sociability

Today's students have become interested in making friends and building relationships with others, this is something they like. He is ready to do anything for his friend. He may not go to his relatives' house very often, but if his relatives need help, he runs away even in the middle of the night. He likes to be social. He makes efforts at school and at home to make the society think positively of him. He likes to be accepted by more and more people, for that he tries to be social with intention.

4. Role of a teacher with a 21st century student

In today's classroom, the teacher has to work in front of the student, but also with him. The characteristics of 21st century students have been included in this B.Ed. curriculum so that the teacher has to know the student of today. If the teacher cannot know the student, how can he teach? Today's teacher needs to know the student's strengths, virtues, vices, interests, etc. The teacher has to build an emotional and cognitive relationship with the students. To build and maintain this relationship, it is necessary to know the student in all ways. The teacher will be more successful if he knows the characteristics of the student with him and makes him study. In order to make the student of today's 21st century study and to teach, the teacher will have to play the following role.

⬚ The teacher should remove his old beliefs and accept new beliefs

⬚ The teacher will have to gain knowledge of technology and use it in the classroom to the maximum.

⬚ He will have to change his teaching method keeping in mind the interests of the student.

⬚ Today's classroom will have to be filled with educational equipment and the teacher should definitely use these equipment.

⬚ Students should be given freedom in some matters by creating a democratic atmosphere in the school.

⬚ To develop leadership qualities in students, various co-curricular activities should be conducted and as many students as possible should be given the opportunity to provide leadership.

⬚ The teacher will have to develop the listening skills of the students while narrating.

⬚ There should be not only narration but also discussion in the class.

⬚ The teacher should teach using audio-video and some applications.

⬚ Students should also be assigned extracurricular activities.

⬚ Students should be given homework that is full of innovation.

⬚ Students should be given homework that involves discussion, interview, observation instead of writing or reading.

⬚ Efforts should be made to make them think critically by assigning various projects.

⬚ A teacher who goes to teach something new and takes away something old will not work. A teacher should also

⬚ The students sitting in the class have individual differences, so the teacher will have to teach with diversity.

⬚ The teacher should install various applications in the mobile or computer and learn to use them.

☐ The teacher should use useful applications in the mobile while teaching. He should create his own blog or website and put the necessary information.

☐ The teacher should be smart and teach using smartphones.

☐ Applications like YouTube should also be used in the classroom to explain concepts to the students.

4.2 Essential Skills for a 21st Century Teacher

1. Introduction

2. What is a skill?

3. 21st Century Skills

4. Skills Required for a Teacher in the 21st Century

1. Introduction:

In the previous chapter, we studied the characteristics of 21st century students. The characteristics of the 21st century student have changed, so it is natural that the 21st century teacher will have to acquire special qualifications to teach them. In other words, the teacher will have to be qualified for the students. That is why in this chapter, we will learn about the skills that a 21st century teacher should have so that he can teach the 21st century student well.

No specific skill can be included in the 21st century skills. Thus, when the student changes, the teacher should change. Moreover, when the society, culture, region and environment change, the teacher should also change. So, when the objectives of education change, the teacher will also have to change. In this view, there may be similar skills for a teacher in the world. That is why the skills of a teacher have not been classified in a specific way. However, there are some skills that are necessary for a teacher to have for students in a changing world or in the modern world. So in this chapter we will talk about such skills that teachers must have in today's technological era.

In microteaching, you have learned that a teacher should have many skills like subject orientation, question fluency, stimulus change, K.P. work, clarification. But these skills are such skills that they were necessary in the 13th century and are also necessary in the 21st century. So such skills are not to be talked about here.

2. What is skill?

☐ The skill and ability to do a job well.

☐ Skill is an ability that comes from training or study.

☐ Skill includes knowledge, competence and the ability to perform technical tasks. Skills can also be learned through study, developed through life and work experiences.

☐ Here, if we talk about education, then the ability to teach well - the power, even if it is expensive, but also in a skillful way. That is, both power and such are included.

☐ The ability to do a job effectively and easily. The ability to do learned physical tasks, the learned power to do something proficiently can be called skill.

☐ Different skills are required to do different jobs. For example, driving, cooking, painting, music, photography, all these different jobs require different skills. Even in the same field, different skills are required to do different jobs. For example, in cooking, different skills are required for puri, roti, bhakhri, bhajiya, vegetables, etc.

☐ So let's talk about what are the important skills for a teacher that he must have.

3. 21st Century Skills

In the 21st century, skills that can be applied to every person, every professional have been determined. Which skills are applicable to a student, a teacher, a hotel manager, a company manager, a government official or a doctor. But here we will talk about the teacher in mind. First of all, we need to look at the 21st century skills that a teacher must also have.

21st century skills have been classified into three parts.

☐ Learning skills

☐ Literacy skills

☐ Life skills

The skills included in the above section are as follows.

☐ Learning skills (4C)

• Critical thinking: Finding solutions to problems.

• Creativity: Thinking and doing things differently in a new way.

• Collaboration: Working with people.

• Communication: Communicating with people.

☐ Literacy skills

These skills are known as IMT.

• Information literacy: Understanding facts, figures and data.

• Media literacy: Understanding the ways in which information is published and its methods.

• Technology literacy: Understanding the technology that makes the technological age possible.

▪ Life skills

Known as FLIPS.

• Flexibility: Changing plans as needed.

• Leadership: Motivating a team to achieve goals.

• Initiative: Taking the initiative to initiate projects, strategies and plans.

• Productivity: Maintaining efficiency even in adverse situations.

• Social skills: Meeting and networking with others for mutual benefit.

## 4. Skills needed for a teacher in the 21st century

For a 21st century student, a teacher will also have to be of the 21st century. To teach a 21st century student, a teacher needs some skills to bring about educational change in the student. The skills are mentioned below.

▪ Communication skills:

Today the world has become smaller. When students from different cultures and regions start studying in the same classroom, the teacher's communication skills have become important for all the students to get satisfaction and understanding. Even if the teacher gives importance to his regional language, he will have to bring English, which is an international language, to the class. Apart from this, the teacher will sometimes have to work with students from other regions apart from his own region, then if the communication skills are weak, it will not work. Along with this, the teacher's communication skills also play an important role in building and maintaining relationships with other teachers and parents. The teacher will have to master both written and oral communication. Listening skills will also be needed in him.

▪ Knowledge and use of technology

Today's student has become a knower and donor of technology, while working with such a student, the teacher will also have to use technology. This use can be done only when he has knowledge of technology. While working in the classroom, technology will not only be needed to find references based on the subject matter, to teach students through audio and video, but technology will also be useful to teach keeping in mind the interests of the students. The teacher will have to use different applications and provide references in the classroom. Technology will also have to be used to take and give knowledge from other corners of the world. Today's teacher who uses smartphones will have to be really smart. Technology will also be helpful in finding and using educational tools. It will not be enough to do ordinary work on a computer, knowledge of many software or applications will be required, but one should also be able to use them.

▪ Research / Problem Solving Skills

To know the problems that arise in the classroom or the interests and strengths of the students, the teacher will not only have to think, he will also have to be a good observer. In this world that changes every minute, the teacher will now have to present with logic, facts. New methods and techniques will have to be found, teaching as much as a textbook will not work. Even the research done by others will not work, the teacher will have to do the research himself to solve his problems.

▪ Complex thinking

Today's students will not be able to do it by just giving information, they will also have to provide proofs along with the basis of the information given. The teacher will also have to think new things in front of today's students who think new things. They will have to think 'out of the box'. The teacher will also have to be a critic to criticize anything. In finding solutions to problems, problem solving, logic, analysis, interpretation, information synthesis, etc. are included in complex thinking. Critical thinking can be said to be the most important skill in the field of education.

▪ Creativity

This can include artistry, curiosity, imagination, innovation, personal expression, etc. The teacher will have to be a creator in the true sense. In order to create content, the teacher will have to create something new. Using the creation done by others will not be able to attract today's students. Be it educational tools or reference literature, or new techniques or methods, the teacher will have to create.

▪ Life skills

Decision-making, problem-solving, creative thinking, critical thinking along with self-awareness, empathy, assertiveness and self-control, adaptability, cooperation and etiquette are essential skills for living a social life and for development. These skills will have to be used by the teacher in and outside the classroom. The teacher will have to adopt life skills in which the students also learn something or get inspired by the teacher's behavior. Apart from the above, culture and region or language.

▪ Leadership

The teacher is called the king of the class, but the teacher of the 21st century will have to go out of the class. He will have to take leadership for the school and society, for the nation as well. The teacher will have to take leadership for the

development of the teachers or the student group in the school, and also for the development of his group in the society. Even so, taking advantage of the respect that people today see the teacher, the teacher will have to provide leadership for the development of his school, society and the nation along with his own development. Which skill all today's teachers should develop.

⬚ Ability to change

Change can also be called flexibility. The teacher should not remain rigid in front of the students. In a changing world, students also change rapidly in various matters, so the teacher will also have to develop the ability or skill to change. It will not work to sit still and hold on to his own thinking, beliefs, skills, etc. In today's technological age, the world changes every minute, so the teacher will also have to change to keep up with it. The ability that a teacher has today will not be the same tomorrow. There will also be a need to change the selection or use of educational tools. I have not learned this, I do not know how, I have not seen it, etc., will not work for the 21st century student. The old has to be abandoned and the new has to be accepted. For this, the teacher will have to bring about rapid change.

⬚ Media Literacy

Media literacy is the ability to present and understand information. The skill of presenting any information in a way that will appeal to students and people is media literacy. In which this skill is important for the dissemination of events happening in the school, one's beliefs or ideas, etc. In today's era of advertising, this skill is what sets you apart from others. Today, the specialty in oneself or the school has to be conveyed to the corners of the world. For this, the teacher will have to make a conscious effort. The teacher will have to develop this skill by understanding and accepting different forms of media, their use or their importance. Media literacy includes such things in which people can use the media, critically evaluate and present information. Media literacy is not limited to a medium of communication, but is understood as a set of competencies necessary for our work, life and citizenship. Media literacy also refers to the tendency to promote awareness of the negative effects of media. In many countries, media literacy is a part of the school-college curriculum.

⬚ Global Teacher:

Today's teacher, when students from different cultures and countries are coming to study, and every person is seen as a global person, then it will not work if the teacher only has knowledge or acquaintance with his own society, state or country. The teacher will also have to acquire special knowledge about other cultures, regions or states. He will have to be constantly aware of the characteristics and problems of other states and countries. Only then will he be able to give his students various references, only then will all the students consider the teacher as his own. He will have to accept and adopt the good things of other countries. Therefore, the teacher will now have to think outside his own society as well. Today, it has become common to know and do all this through the Internet.