

## EduInspire-An International E-Journal

### A Study of the Perceptions of the Muslim Women Towards Women Education

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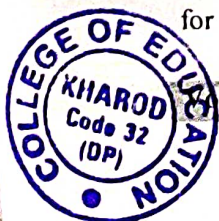
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#### Introduction

Men and women both are very important components of every society. Men and women both are equally important for the development of the healthy society. Welfare of any family, society, nation and the world could be possible only through the equal development of men and women simultaneously. We can observe that women are not having as much importance as men having in the society. It would not be in our favour to ignore the importance of women and their education. Prasad and Gautam (2015) noted very important thought of the first Prime minister of independent India that; "If you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered. While Sarkar (2015) has quoted Swami Vivekananda as, "There is no chance of the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on one wing. "Thus, women are very important part of each and every society. However, it is a bitter reality that we could not understand the importance of women education in its due respect. Rao (2011) has observed that, "Women historically have never been given required importance vis a vis man in the entire world be it in the field of politics or economy not to mention education. History is full with stories of exploitation, humiliation and suppression of women across the world. It will be surprising to know that even England, which is known as the 'Mother' of parliaments, has enacted equal voting rights through universal franchise for women only in first quarter of the 20<sup>th</sup> century."

As per the above mentioned perspectives education of women becomes very important to improve the situation of the women in the society. Education is the only medium which can play a crucial role to provide proper place and due importance to the women in the society. Deswal and Sahni (2015) has also properly noted that. "There is the only way available to empower the women is women education." Thus, women education is very essential medium for the empowerment of women. In these perspectives investigator was of the opinion that it



## A study of the duties of the School Management Committees of Navsari Block

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### Abstract

In every country a systematic structure of education is being constructed and changes with the passage of time. Among the various stages of education primary education is also having its unique importance. In India many efforts have been made time to time to make primary education more effective and more qualitative. Right to Education Act 2009 is passed in India with many expectations. As per the Article 21 of Right to Education Act - 2009 construction of School Management Committee in every Government primary school is made compulsory. Moreover, its duties are also determined. Investigators decided to study the duties being performed by the School Management Committees. To study the duties of the School Management Committees total 50 principals of the primary schools of the Navsari block were selected using random sampling method. While data were collected using questionnaire prepared by the investigators. Analysis and interpretation of the data reached to very important and energetic findings. In general, it could be conclude that the School Management Committees were performing well to achieve the aims of primary education and for the betterment of the primary education.

### Background

Education is considered as a very important and purposeful process. It has its own various aims and objectives. To achieve various aims and objectives of the education by and large systematic structure of education system is being constructed in every country. Off course, the structure of education system varies from time to time and place by place. All the levels of education of education system are important one. Among all the different levels of education Primary education level is considered as the foundation and very important base of the whole education system in every country. Shrivastav (2015) had rightly observed that; "Primary education enable a child to learn, read and write. It enable him to follow a story in his own vernacular language." In India too importance of primary education is well understood and various attempts are being taken up time to time to meet the various expectations of the primary education. But it is also a bitter fact and matter of concern that the goal of free and compulsory primary education is yet not and achieved in the country and the quality of primary education is also a matter of concern.

As mentioned earlier various steps are taken up for the betterment of primary education in India. Right to Education Act (2009) is also a one of the very important steps in this regard. As per the Article - 21 of the Right to Education Act- 2009 construction of School Management Committee is made compulsory for all the Government primary schools in India. Moreover, various duties to be performed by





## A Study of the use of Social Media being done by the Primary Teachers of Navsari Block

### Abstract

*The use of social media is increasing day by day on very large scale. Now almost everyone is compelled to use social media. In this situation it becomes necessary for every teacher to use social media for educational purposes. In these scenario investigators tried to study the use of social media being done by the primary teachers of Navsari Block. The main objective of the present study was to inquire about the use of social media being done by the primary teachers of Navsari Block. For the collection of necessary data one questionnaire was prepared by the investigator. Investigator selected 25% Gujarati medium Government primary schools from the total 91 schools of Navsari Block managed by the Navsari Jilla Panchayat using Random sampling method. Accordingly, 23 schools were selected. While all the 109 teachers working in these (23) schools were selected as the sample of the study. Data were collected personally from the teachers selected under the study. Collected data were analysed by calculating frequencies and percentages. Some very important findings were emerged after the analysis and interpretation of the data. Viz. All the teachers were using social media, all the teachers were using social media for educational purposes, social media was affecting to the family life of teachers etc. The findings of the study are having important implications.*

**Key Words:** Social Media, Primary Teachers, Navsari Block

### Introduction

Teacher is always considered as very important and influential factor affecting to the learning of the students. In this regard it is expected that the teachers must always be learning to meet the expectations of the education and must be making adjustment with the changing trends and time. Not only that it is expected that teachers must be accepting new changes and applying it in its teaching learning process. At present when the use of social media is increasing day by day on very large scale, it becomes very essential for every teacher to develop competency of using social media in its true sense and to develop an attitude of using social media for the educational purposes. In these perspectives investigator decided to study the use of social media being done by the primary teachers working in the Gujarati medium Government primary schools of Navsari Block managed by the Navsari Jilla Panchayat.

### Objectives of the study

1. To study the proportion of the teachers using social media.
2. To study the most popular social media platform among the teachers.
3. To study the objectives of the teachers for using the social media.
4. To study the time spent by the teachers for the use of social media.
5. To study the use of social media being done by the teachers with reference to place.
6. To study the expense done by the teachers for the use of social media.
7. To study the educational uses of social media being done by the teacher.
8. To study the effect of the use of social media on the teachers.
9. To study the expectations of the teachers regarding the use of social media.





## વાર્તા ઘડતરમાં રુઢિપ્રયોગની ભૂમિકા

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### SUBJECT

લોકસાહિત્ય

લોકસાહિત્ય એટલે લોકોનું સાહિત્ય. લોકસંસ્કૃતિનાં વિશાળ વટવૃક્ષની જ એક શાખા તે લોકસાહિત્ય. જેમાં જનજીવનનાં વૈવિધ્યસભર ધબકારને વ્યક્ત કરતાં અનેક ઝરણાઓ મળી આવે છે.

ડૉ. સત્યેન્દ્રનાં મતે લોકસાહિત્યમાં 'લોક' શબ્દથી સમાજનો એ વર્ગ નિર્દિષ્ટ છે કે જે અભિજાત સંસ્કાર, શાસ્ત્રીયતા અને પાંડિત્યનાં અહંકારથી શૂન્ય છે અને જે એક પરંપરાનાં પ્રવાહમાં જીવિત રહે છે. આવા લોકોની અભિવ્યક્તિમાં જે તત્વ મળે છે તે લોકતત્વ કહેવાય છે.

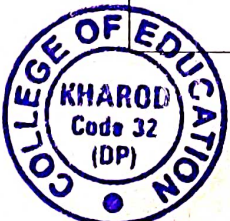
માનવહૃદયનું અને તેનાં જીવનનું યથાર્થ ચિત્ર પ્રતિબિંબ કરતી આદિમ જંગલી અભિવ્યક્તિઓ સહિતની બધી જ અભિવ્યક્તિઓનો લોકસાહિત્યમાં સમાવેશ થાય છે. આ કથ્યાવલી સમસ્ત વિરાટસંઘની સંઘોર્મી વાણી છે. તેમાં નરી અન્નક્ષુધા અને જાતીયક્ષુધાવાળા આદીમાનવો પોતાની પ્રાથમિક ઉર્મીઓને કાવ્યાકિન્તકરતાં હોય છે. અને તે દ્વારા અભિવ્યક્તિ પામે છે. તો પરમતત્વને શોધતા સંતો પણ બ્રહ્મરસને ગાતા હોય છે. એમાં દેહનઝંતા સમી સુડોલ ઊર્મિ નઝંતા હોય છે. જીવનનો કોઈ એવો અંક નથી કે એમાં પ્રગટતું હોય. હૃદયનો કોઈ ખૂણો એવો નથી કે જેનું ચિત્ર એમાં મળતું ન હોય. આ બાબતને સમર્થન આપતાં ડૉ. કૃષ્ણદેવ ઉપાધ્યાય સ્પષ્ટ શબ્દોમાં લખે છે કે, 'લોકસાહિત્યનો વિસ્તાર ખૂબ વ્યાપક છે. સાધારણ જનસમુદાયના હાસ્ય, કરુણ અને આનંદી અભિવ્યક્તિ લોકસાહિત્યમાં અભિવ્યક્ત થાય છે. આમ, લોકસાહિત્યની વ્યાપકતામાં જન્મથી મૃત્યુ સુધી સ્ત્રી-પુરુષ, બાળક-યુવાન, વૃદ્ધો વગેરેનો સમાવેશ થાય છે.

મહારાષ્ટ્રનાં મરાઠી સાહિત્યનાં વિદ્વાન ડૉ. નાંદાં પૂરકર કહે છે કે 'લોકો દ્વારા રચાયેલ, પોતાની મૌખિક લોક ભાષા દ્વારા પરંપરામાંથી પ્રાપ્ત સાહિત્ય તે લોકસાહિત્ય. તેનાં કર્તા લોકસમૂહ જ છે.'

લોકસાહિત્ય એટલે જેને કોઈની કૃતિ ન કહેવાય. જે શ્રુતિમાં હોય અને જેનો લોક માનસની પ્રકૃતિમાં સમાવેશ થતો હોય તે. જેમાં તમામ બોલીઓ અને એવી ભાષાઓનો સમાવેશ થાય છે કે જેમાં લોકોનું આદીતત્વ રહેલું હોય છે.

VOLUME-1 / YEAR -8 / ISSUE -6 / JANUARY -2021

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## **SWAMI VIVEKANANDA'S THOUGHTS ON EDUCATION**

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### **SUBJECT:**

### **ABSTRACT**

Indian nationalism and spiritualism were the basic foundations of the whole existence of Swami Vivekananda. Hence, the basic of his philosophy of education was also the philosophy of Vedanta and Upanishads. Swamiji has emphasized that all knowledge whether worldly or spiritual lies embedded in the human mind. He has emphasized that we want an education which develops character, mental powers, intelligence and inculcates self-confidence and self-reliance in the individuals. In present paper researcher has focused on thoughts of Swami Vivekananda on the view points of B.Ed students. Sample size were 30 students from college of education, kharod, it is convenient sampling. For data collections interview was taken. Findings show that B.Ed students say that for Swami Vivekananda was idealist to the core. Emphasizing the total personality of the child he served humanities. According to Swamiji education is the manifestation of perfection already reached in man.

### **INTRODUCTION**

Indian nationalism and spiritualism were the basic foundations of the whole existence of Swami Vivekananda. Hence, the basic of his philosophy of education was also the philosophy of Vedanta and Upanishads. He believed that each living being had a soul. To recognize and identify this soul is true religion. According to Swamiji nobody teaches any other. All learning is self-learning. The external teachers only guide, suggests, points and helps. All the rest is done by the student himself. The teachers only motivate and encourage the students to find out the hidden treasure of knowledge that lies dormant within him.

According to Swami Vivekanand if education meant information only, then libraries could be the greatest saints of the world and encyclopedias had become seers. Swamiji said, "Education is the manifestation already reached in a man. He also said, the prime aim of education is spiritual growth and development.

B.Ed students have already study thoughts about education of Swamiji in sem-1. But here researcher has tried to know the point of B.Ed students on Swamiji's thoughts on education.

### **STATEMENT OF THE PROBLEM :**

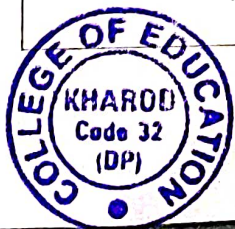
Swami Vivekanad's thoughts on education

### **OBJECTIVES:**

1. To study the opinions of B.Ed students on Swami Vivekanad's thoughts on education.
2. To get opinions of B.Ed students on the necessary of implementation of Swami Vivekanand's thoughts on education in present life.

**VOLUME-1 / YEAR -8 / ISSUE -7 / FEBRUARY -2021**

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