

## e-IJEAS

e-Journal of NSS Training College, Ottapalam

**Volume 2, Issue 1 – June 2021**

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**Published by:** NSS Training College, Ottapalam, Kerala, India

Volume 2, Issue 1 – June 2021

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## ABOUT THE JOURNAL

e-IJEAS is a peer-reviewed Inter Disciplinary e-Journal Published by NSS Training College, Ottapalam. This journal aims to publish innovative and quality papers in a wide range of topics diverse and subjects. The journal also intends to help researchers, scholars, students and everyone else who are interested in academic research activities, in publishing papers on various issues across multiple disciplines. This journal invites original contributions as well as Review articles in important methodological and substantive areas in education, humanities, social sciences.

The Journal, started in 2020, is published twice a year. One issue during January to June, and another issue during July to December.

### **JOURNAL DETAILS :**

<b>Title</b>	e-IJEAS (Interdisciplinary e-Journal of Education and Allied Subjects)
<b>Frequency</b>	Half-yearly
<b>ISSN</b>	Not assigned
<b>Publisher</b>	Principal, NSS Training College, Ottapalam.
<b>Chief Editor</b>	Dr. Seema Menon K.P.
<b>Copyright</b>	NSS Training College, Ottapalam.
<b>Starting year</b>	2020
<b>Subject</b>	Education and Allied Subjects
<b>Language</b>	English
<b>Publishing Format</b>	Online
<b>Phone no.</b>	0466-2244359
<b>Email id</b>	nsstcottapalam@gmail.com
<b>Mobile no.</b>	9447455051
<b>Website</b>	<a href="https://www.eijeasnsstc.in/">https://www.eijeasnsstc.in/</a>
<b>Address</b>	NSS Training College, Ottapalam, Kerala – 679 101
<b>Author Guidelines &amp; Submission details</b>	<a href="https://www.eijeasnsstc.in/guidelines.php">https://www.eijeasnsstc.in/guidelines.php</a>
<b>Plagiarism policy</b>	<a href="https://www.eijeasnsstc.in/guidelines.php">https://www.eijeasnsstc.in/guidelines.php</a>

## **EDITORS WORDS**

**Dr. Seema Menon K.P**

*Editor-in-Chief*

*Associate Professor,*

*NSS Training College, Ottapalam, Kerala.*

It is with great pleasure that I welcome you all to the very first edition of this e-journal, Volume 2, Issue 1, June 2021.

With on-going research and developments, education is a dynamic & vibrant field. This e-journal intends to be a window, in terms of both research knowledge and opportunities, for research scholars, teachers and students in the area of education. This e-journal intends to provide research knowledge and opportunities, for research scholars, teachers and students in the area of education.

In line with the theme of education, this issue of e-IJEAS focuses on various educational matters. Scholarly papers of this issue focuses on Differently abled children, Quality of Education, Values and Ethics in the Digital Learning Society, OER and so on.

As the Editor in Chief of e-IJEAS, I am thankful and wish to express my gratitude to all contributors for their time, effort and valuable thoughts and supporting us in the preparation of this issue. I also express my thankful gratitude to all, who have extended their helping hands in their different capacities for the preparation of this issue.

Constructive suggestions for the development of this e-journal are always welcome.

**Dr. Seema Menon K.P**

Editor-in-Chief, e-IJEAS

Ottapalam,  
20<sup>th</sup> June 2021

## ATTITUDE OF PEERS OF DIFFERENTLY ABLED CHILDREN TOWARDS INCLUSIVE EDUCATION

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### Abstract

*Education is very important in everyone's life. For all-round development education is very necessary. Inclusive Education is a recently developed approach in India which mainly focussing on educating the children with special educational needs in mainstream schools. The aim of this study was to find out the gender and locale differences in attitude of peers towards inclusive education and differently abled children. Participants were selected by Stratified random sampling. To collect the data for the study, tools were prepared and distributed among the secondary school students and data is collected and recorded. The results showed that the female peer students and rural Peers have more positive attitude towards inclusive education and differently abled children.*

Key words: Attitude, Inclusive Education, Differently abled children, Peers of Differently abled children

### Introduction

The Education for All (EFA) movement means there is zero rejection in the enrolment of the education system which means all are welcome to the mainstream educational system. At the world education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. After that, a lot of policies and programmes were introduced in India to accommodate all children to mainstream schools irrespective of any dissimilarity. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamic Shiksha Abhiyan (RMSA), Integrated Education for Disabled Children (IEDC), Inclusive Education for Disabled at Secondary Stage (IEDSS), Right to Education (RTE) Act, Samagra Shiksha Abhiyan etc, are some of these programmes.

Inclusive education is a recently developed term in India where all children irrespective of their disabilities, admitted in mainstream schools. It means all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn together. In inclusive setting, the students participate in all aspects of the life of the schools, classrooms, programmes and activities so that all students learn and participate together. Inclusive education is about ensuring access to quality education for all students by effectively meeting their different needs in a way that is responsive, accepting, respectful and supportive.

The students without disabilities have to play a major role and are considered as the backbone in an Inclusive classroom setting. They support the Differently abled Children to a large extent. The students face many difficulties in the classroom, but majority of the problems are solved by them with the help of Peers.

## **Objective of the Study**

The present study was designed to achieve the following objective:

To study the difference in the attitude of Peers of differently abled children towards inclusive education

## **Literature review**

Kaur (2018) studied perspective of teachers towards inclusive education in relation to organizational climate professional commitment and curricular adaptation in government schools of Chandigarh UT. From the total 115 government schools of Chandigarh 25 were selected randomly by the researcher and a total of 300 teachers were selected from these schools. The results showed that teacher's perspective towards Inclusive Education was positively and significantly correlated with organizational climate, professional commitment and curricular adaptation. The independent variables of the study i.e. Organizational climate, Professional commitment and curricular adaptation were also found to be interdependent. The inter correlation between them showed that friendly climate of the organization leads to high commitment and helps in better adaptation for children with special needs.

Kumar (2018) conducted a study entitled 'Mainstreaming the differently abled children through inclusive education'. The study investigate the perception of resource teachers, secondary school teachers, peers of differently abled children and parents of differently abled children on Inclusive education. The study also investigate the difficulties faced by differently abled children in their classroom. The major findings of the study are- the differently abled children face many difficulties in their class rooms. Insufficient adapted facilities in the class room, lack of training for the teachers, problems of curriculum transaction etc. affected adversely to the differently abled children. The study also find out that there exist different levels of perception on inclusive education among resource teachers, secondary school teachers, peers of differently abled children and parents of differently abled children.

## **Methodology**

Mixed method was used in this study for data collection. To collect the data for the present study, tools were prepared and distributed among the secondary school students and informative data is collected and recorded. The objective of the study is to find out whether there exists a significant difference in the mean scores of the attitude of peers towards Inclusive Education and Differently abled children among the subsample based on Gender and locale.

## **Sample**

Stratified random sampling technique was used for the collection of data for the study. The sample was selected from the students of secondary schools in Palakkad district. The sample for the study primarily comprised of 600 peers of differently abled students.

## **Tool used for the Study**

To collect the data for the present study, attitude scale was developed as the tool to check the attitude of peers of differently abled children towards inclusive education. The tool was prepared and distributed among the secondary school students and data is collected and recorded.

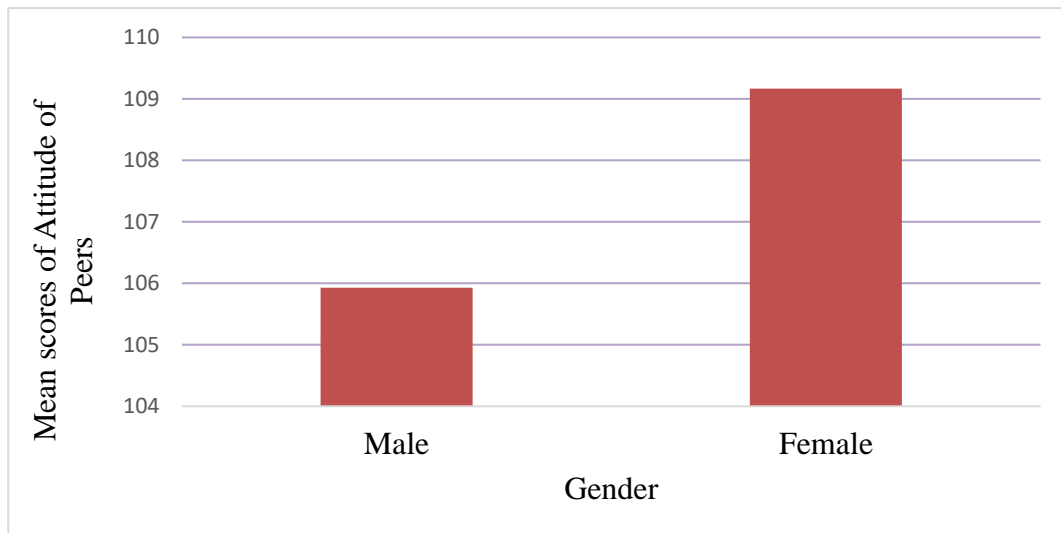
### Analysis of Data

The objective was to compare the mean score of the attitude of peers towards Inclusive Education and Differently abled Children based on gender and locale. Independent sample t-test was used to analyse the data. The mean and standard deviation of the scores of attitude obtained for the test of significance of difference between scores are given in Table 1&2

Table 1

*The difference in the mean scores of Attitude of Peers towards Inclusive Education and Differently abled Children based on Gender*

Sample	N	Mean	SD	't' value
Female	271	109.17	11.21	3.296
Male	329	105.93	12.60	



*Figure 1.* Bar Diagram showing the significant Difference in the Attitude of Peers between the Sub Samples Based on Gender.

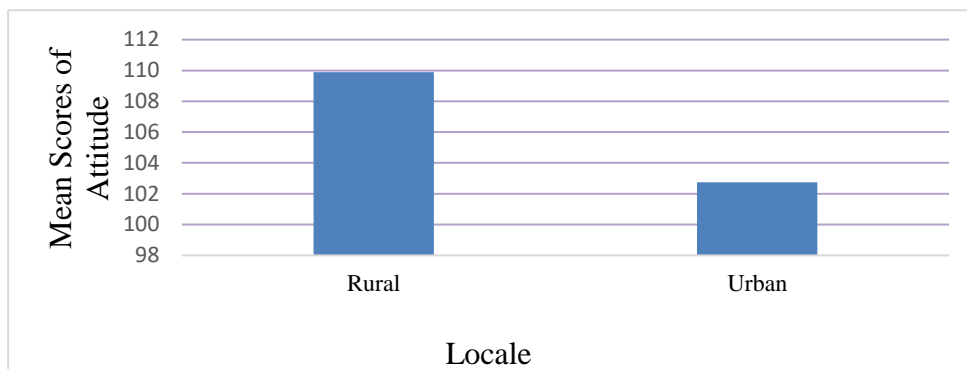
From table 1, it can be seen that the t value is 3.296, which is significant at 0.01 level. It reflects that the mean scores of attitude of male and female peers of differently abled students differ significantly. Further the mean score of attitude of female peers towards inclusive education and differently abled children is 109.17 which is higher than that of male peers 105.93.

It can, therefore, be said that the female peers have higher attitude towards inclusive education and differently abled children than the male peers in their class room situation.

Table 2

*The difference in the mean scores of Attitude of Peers towards Inclusive Education and Differently abled Children based on Locale*

Sample	N	Mean	SD	't' value
Rural	391	109.88	11.05	7.170
Urban	209	102.74	12.60	



*Figure 2. Bar Diagram showing the significant Difference in the Attitude of Peers between the Sub Samples Based on Locale.*

From table 2, it can be seen that the t value is 7.170, which is significant at 0.01 levels. It reflects that the mean scores of Attitude of rural and urban Peers of differently abled students differ significantly. Further the mean score of Attitude of rural Peers towards Inclusive Education and Differently abled Children is 109.88 which is higher than that of urban Peers 102.60.

It can therefore be said that rural Peers have higher Attitude towards Inclusive Education and Differently abled Children than urban Peers.

### **Conclusion**

There exists significant difference in the Attitude of Peer students towards Inclusive Education and Differently abled Children based on gender and Locale. The female peers have higher attitude towards inclusive education and differently abled children than the male peers in their classes. Also, the rural Peers have higher Attitude towards Inclusive Education and Differently abled Children than urban Peers. The positive attitude of Peers towards Inclusive Education help the Differently abled Children to lessen their difficulties in their classroom. It is essential that the peers and teachers have a clear understanding of Inclusive Education. The Peers need to realise the problems and issues of Differently abled Children, it help to develop the mainstreaming of Differently abled children. From the lower class itself, awareness classes should be provided to the Peers to improve their Attitude on Inclusive Education.

### **Limitations of the Study**

- The study is limited to the Palakkad district only.
- The sample size is limited to 600 only.
- The study is limited to Aided and Government schools only.

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## IMPACT OF NATURALISM ON INDIAN EDUCATION SYSTEM; WITH SPECIAL REFERENCE “SRIMAD BHAGAVATAM”

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### Abstract

*Education is a man making process. The main outcome of education is to creating humanity among the human being. The philosophy of Naturalism succours self-expression and self-preservation of human being. It focusses education through know the nature and from the nature. “Sree Math Bhagavatha” is the holly text of Hinduism, in this text, Ekadasha Skanda seventh, eight, nineth chapter expressed twenty-four teachers from the nature. Those thoughts are the foundation of Indian education system and also based on naturalistic philosophy*

Key words : Naturalism, Srimad Bhagavatam, Ekadasha Skandam, King Yadhu and Avadhoda conversation

### Introduction

Education aims at making each individual socially efficient. A good citizen can able to earn his lively hood without being drug on society. He is ready to dedicate himself to the ideas of the society. It is a creative and novel process of preparing future life. So many philosophies based on this process. Naturalism is one of the philosophies to construct the thoughts about man making education. Indian education system is closely related to naturalist philosophy. The glimpse of naturalism shows every stage of education system and time periods of Indian education.

### Naturalism and Indian Education system

According to W.E Hocking “Naturalism is a type of metaphysics which takes nature as the whole reality. It is the belief that nothing exists beyond the natural world.” It stands for doctrine of follow nature in education. It wants all education to be in strict conformity for complete freedom to be given to the child in learning. The important aim of education in naturalism is self-expression and self-preservation. The process of education is to prepare future life.

In Ancient Indian education system namely “Gurukula system” followed this philosophy. Some methods of teaching in this system like observation to nature, teaching examples from nature etc reveals that this system is followed by naturalist philosophy. Under the British rules Woods despatch slightly followed naturalist system. After independence, each education commissions and curriculum review committee followed the essence of this philosophy.

### Twenty-Four Gurus - From the Srimad Bhagavatam

In the Bhagavatam text, Ekadasha Skanda explained twenty-four gurus from the nature through conversation between King Yadhu and Avadhoda . The Avadhoda (one who has shaken off all worldly desires) said to King Yadhu that, his happiness and contentment are the fruits of self-realization. He gained the necessary wisdom from the whole creation, through 24 Gurus.

These twenty-four gurus are explained in this table.

Table No 1

*Twenty-Four Gurus - From the Srimad Bhagavatam*

Sl.No.	Name of the Gurus	Teaching subject
1	Earth	Endurance and tolerance
2	Air	Detach like wind
3	Sky	All pervading and yet it has no contact with any other object
4	Fire	Splendour of self-knowledge and austerity
5	Sun	Man should store useful things and share impartially
6	Pigeon	Attachment is the basic cause of earthly thralldom
7	Python	Learn to be content with whatever we have
8	Sea	Remain unmoved
9	Moth	To control the sense of sight and fix the mind on the self.
10	Elephant	One should destroy lust
11	Ant	Even after the sage gathered enough knowledge and is distributing the same to his fellow beings when Lord Yama(gatherer) comes, the sage should be ready to forego everything and be ready to leave this world.
12	Fish	Man, who is greedy of food loses his independence
13	Pingala	Abandonment of hops lead to contentment
14	Fletcher	Surrounding all his sense organs to the Lord
15	Playful boy	Virtue of cheerfulness
16	Moon	Self is all ways perfect and changeless
17	Honeybee	One should stop amassing wealth
18	Deer	Should not get entrapped in any kind of attachment
19	Bird of prey	In order to lead a happy/peaceful and spiritual life one should leave the worldly possessions.
20	Maiden	Path to salvation should be carried by everyone individually
21	Serpent	Should speak limited, should not quarrel each other
22	Spider	Should not attach importance to worldly events
23	Cater pillar	The next life of a living being is decided by its own thoughts. So, at the time of death, one should think of the lotus feet of the Almighty
24	Water	Quality of purity

### **Summarizing the 24 Gurus:**

The Earth represents the Dharma. The Wind symbolizes freedom of Truth. The Sun, Moon and Ocean emphasizing the unchanging Nature of Truth. The Sky shows the Infinite Nature of Self. The Spider reminds the Transient Nature of Material World. The Moth, Elephant, Deer and Fish warn against the Overwhelming of distraction caused by desires. The Pigeon, Honeybee, Kurari Bird and Pingala warn against the Worldly Attachments. The Child evokes the happiness of freedom from material care. The Python and Honeybee emphasize the benefits of simple living. The Fire and Water teaches the Power to Purify the Contamination of Material World. The Snake teaches to avoid any distraction caused by unwanted things. The Arrow smith, teaches to remain focused and concentrate towards the goal. The Caterpillar teaches that by concentrating on God, one can return to Godhead, the Ultimate Goal.

### **Conclusion**

Observation to nature and learn from nature is the summary of this concept. The sign of this thought explicit Gandhiji's Wardha scheme of education, NCF, KCF and NEP 2020 follow this aspect in different manner like observation methods, issue-based curriculum, experimental learning techniques, project and problem-solving methods etc. The educational programme namely Mannezhuth is the example of learning through observation nature. This process of education will help to develop self-expression and self-preservation among learner.

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## QUALITY OF EDUCATION AND SUSTAINABLE DEVELOPMENT GOAL ONE- LINKAGES

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### Abstract

*Poverty is widely viewed as one of the most serious issues confronting not only individuals and communities, but also the nation as a whole. Education is widely recognized as the tool that lays the groundwork for the growth of people, communities, and the nation as a whole. Lack of education, lack of employment prospects, natural calamities and disasters, borrowing of loans, health care and medicine, geographical isolation, ignorance, migration, criminal and violent activities, and discriminatory treatment of girls and women are some of the key reasons of poverty. The acquisition of education makes a substantial contribution to reducing poverty. The paper mainly focused on the relation between quality of education and the first Sustainable Development Goal that is Poverty. The main dynamics of poverty along with the ways through which education affects poverty is discussed. Education is considered as very crucial in alleviating poverty. Hence the role of education in wiping of poverty is clearly stated. Later paper examined the aspect of how, whom and what to capacitate along with the major challenges in Capacity Building and strategies for expanding access. There are various state sponsored schemes related to poverty alleviation. Some of them are stated in the paper like Kudumbasree, Vidyakaranam, Ayyankali Urban Employment Guarantee, Rebuilt Kerala, Ardram and Nava Kerala Mission. Finally, paper concluded by giving various suggestions and recommendation in maintaining quality of education in reduction of poverty.*

Key words: Quality education, Sustainable Development Goals, Poverty, Primary education, Secondary education

### Introduction

Education is the discipline concerned with ways of teaching and learning in schools or school-like institutions in contrast to different nonformal and informal techniques of socialization. Education's major purpose is to foster a person's entire development. It's also the source of its obvious benefits for a richer and happier life. Education has the power to benefit the entire society. It seeks to produce a society where people are aware of their rights and responsibilities. Education is a learning and cultural process. Quality education emphasizes each individual's social, emotional, mental, physical and cognitive development, independent of gender, color, ethnicity, socio economic background, or geographical location. Three critical pillars support a successful education: assuring access to qualified teachers; offering quality learning resources and professional development; and, as a result, establishing safe and supportive learning environments. It also provides the outcomes needed for people, communities, and societies to prosper. It allows schools to align and integrate fully with their communities and access a spread of services across sectors designed to support the academic development of their students.

The 2030 Agenda for Sustainable Development, which comprises 17 Sustainable Development Goals, was endorsed by the United Nations General Assembly in September 2015. (SDGs). The new Agenda focuses on a holistic approach to attaining sustainable development for all, based on the principle of "leaving no one behind". The Sustainable Development Goals are a framework for a better, more sustainable future for everyone. The major worldwide concerns addressed in the goals include, inequality, climate change, environmental degradation, peace, and justice.

Many of the Sustainable Development Goals require education to be achieved (SDGs). Quality education enables people to escape the cycle of poverty; it aids in the reduction of inequities and the attainment of gender equality; it enables people to live a healthier and more sustainable existence; and it is critical in the promotion of tolerance and peaceful societies. The incorporation of SDGs into vocational education aids people in developing the knowledge, skills, values, and behaviours required to meet the challenges of the twenty-first century. Organizations that operate on a global and local scale require high-quality education. Education is a fundamental human right that all individuals, public and private entities, governments, and civil society should address. As a result, businesses can direct their actions to contribute to global education, provide training for their staff to improve their qualifications, and support or participate in local education efforts. Globalisation entails a more international scope of employment, which necessitates a deeper grasp of education and long-term global concerns. As a result, organisations can sponsor international programmes that focus on quality education and must commit to global education in the various contexts involved.

Education may be a source of innovation for businesses, allowing them to gain access to new markets or alliances while also boosting their leadership. To address these issues, a qualified staff is required. All employees should have access to lifelong training opportunities to upgrade their abilities. Organizations can design a social responsibility strategy to empower local populations at the local level, while also considering moral ideals. This strategy could involve forming local partnerships to promote inclusive quality education opportunities for all, either through the introduction of programmes (such as internships, work-study programmes, traineeships, etc.) or by supporting local initiatives that address this issue.

### **SDG 1: End poverty in all its forms everywhere**

Poverty is a multifaceted phenomenon. Poverty is caused by a variety of economic, social, gender, and other factors. Poverty has an impact on women's health, access to education, water and sanitation, quality of life, catastrophe vulnerability, and is manifested in widespread inequities. As a result, this subject incorporates many goals (SDGs 1,2,3,4,5,6,7,8,10,11,13, and 15). Poverty and unemployment are intertwined issues that require a strategic approach. Investment in human capital is essential in order to ensure long-term employment and reduce poverty. Poverty-free Panchayat is the theme chosen for generating local-level targets and indicators, which encompasses several Sustainable Development Goals, including Goals 1, 2, and 8. Furthermore, work on the Theme is inextricably linked to ensuring that the Panchayat achieves the precise reflections of Goal 2 of Zero Hunger. The focus on building poverty-free Panchayats at the local level is not taken to imply a lack of money, and as a result, one is classed as BPL. Poverty is evident in its impact on various parts of family life, as well as the fact that people might fall into

or return to poverty as a result of various life circumstances. As a result, poverty has multiple dimensions and causes. If a Panchayat wants to address the issue and become a poverty-free Panchayat, it must create avenues for individuals who are below the poverty line to increase their income, as well as guarantee that safety nets and social protection are in place. As a result, in order to become a poverty-free Panchayat, these are also important factors that the Panchayat should consider. The 2030 Agenda recognizes that ending poverty in all of its forms and dimensions, including severe poverty, is the most pressing global challenge and a prerequisite for long-term development.

"End poverty in all its forms everywhere," says the first Sustainable Development Goal. Its seven related goals include ending extreme poverty for all people everywhere, halving the proportion of men, women, and children of all ages living in poverty, implementing nationwide socially appropriate safety systems and processes for all, including floors, and achieving substantial coverage of the poor and vulnerable by 2030. Some of the major priority actions on poverty eradication includes:

- Increasing access to sustainable livelihoods, business possibilities, and productive resources
- Ensuring that everyone has access to essential social services;
- Creating social protection mechanisms to assist individuals who are unable to maintain themselves;
- Empowering low-income people and their organizations
- Addressing poverty's disproportionate impact on women;
- Collaborating with interested donors and recipients to enhance ODA allocations to poverty reduction; and
- Increasing international cooperation in the fight against poverty

### **Dynamics of poverty**

The poor are not a single population with a particular financial problem; poverty has numerous facets, including shorter lifespan, illiteracy, social marginalization, and a lack of monetary resources to better family situations. Furthermore, these aspects might overlap in unexpected ways, resulting in men and women having differing perspectives on poverty. Human poverty and economic poverty appear to be linked. For example, some small farm households might sustain reasonable incomes until they become ill and vulnerable due to a lack of effective access to health services caused by great distances, terrible roads, or local service shortages. Others are dealing with the loss of planned farm revenue due to drought or flood, and are looking for alternative crops to sow or new sources of income. Poverty can be structural at times. Hunger, insufficient wealth, powerlessness, poor education, and disease consistently exclude a sector of the population from full national and social involvement.

### **Quality of education and SDG**

Education is the foundation for ending poverty and achieving economic prosperity. It is the foundation upon which much of the citizens' economic and social well-being is constructed. Education is the key to boosting economic efficiency and social consistency by raising the labor

force's worth and efficiency, and therefore lifting the poor out of poverty. It improves a country's total productivity and intellectual flexibility, allowing it to compete in a global market defined by rapidly changing technologies and manufacturing methods. Education is known as the great equalizer because it may provide access to employment, resources, and skills that can help a person not only survive, but thrive. This is why a universally acknowledged answer to poverty is quality education. Many of the additional issues that might make people, families, and even entire communities vulnerable to the cycle of poverty can be addressed via education. A good education improves a child's social, emotional, cognitive, and communication skills development. They learn information and skills as well, and frequently at a better level than individuals who do not go to school. They can then put these abilities to work to increase their earnings and construct successful lives. According to UNESCO, an estimated 171 million people could escape extreme poverty if all children in low-income nations had only basic reading skills (nothing else). Reduction of global poverty by more than half is possible if all adults completed secondary education. This is why one of the United Nations' Sustainable Development Goals for 2030 is to achieve quality education.

The below stated are some of the ways through which education affects poverty:

- Education and economic growth are interconnected: Because education is intimately tied to economic progress, it is the best way out of poverty.
- Increased earnings are aided by education: Another way education might help people escape poverty is through increasing their earnings. Poverty is frequently defined as a lack of sufficient earnings, and having a good, or even a basic education might help to ease such issues. Education is critical in raising the skill level of the populace in order to accomplish the aim of widespread economic prosperity. More education translates into more valuable talents and, as a result, more revenue. Surely, the most effective and direct way to create economic stability for those living in extreme poverty is through comprehensive basic education.
- Universal quality education for all fights inequality: Individuals can benefit from high-quality education, and society can benefit from it as well. Inequality helps poverty thrive. Physical ability, religion, color, and caste are only a few examples of structural barriers that reinforce marginalization that already affects the poorest people. Education is a fundamental human right for all people, and it can be used to overcome some of the systemic hurdles that keep some groups of people behind.
- Maternal and Infant mortality rates are linked to education: When it comes to women, education implies better mothers and children. Women with higher levels of education have fewer children and have them later in life. This usually results in improved outcomes for both the woman and her children, including safer pregnancies and healthier babies. It is possible to lower the incidence of maternal health issues by ensuring that girls receive more education.
- Stunting rates are also reduced by education: As multiple studies linking education to lower stunting rates have revealed, children benefit from more educated mothers. Stunting is one of the side effects of malnutrition and is connected to a number of developmental

disorders in children whose growth — and potential — is stunted due to a lack of nutrients in their first few years. The Mid-Day Meal Program is one of the most important initiatives of the Indian government to encourage children to attend school and participate in the learning process without having to worry about their meals. The Program/Scheme was founded on the belief that "children cannot concentrate on learning if they are forced to sit in class with empty stomachs." Enrollment, attendance, and retention of primary school students are all improved as a result of the program's holistic approach.

- **Education Promotes Personal Development:** Basic education is one of the most important aspects of personal growth. It not only eliminates poverty, but also enhances quality of life, resulting in widespread social benefits for both individuals and society. Individuals can gain the full benefits of education on their personal growth, allowing them to reach their full potential. Economic security gained through education can lead to people turning to ever new ideas to boost their salaries, allowing the national economy to pick up speed. Furthermore, educated households are better able to assess life's reality and, as a result, make better judgments in critical areas such as family planning etc.

### **Why education is crucial to achieving SDG-1?**

Education contributes to poverty reduction because an educated population can make informed decisions about equal rights, economic and natural resources, and providing basic services to all men and women, such as land and property ownership and control, inheritance, appropriate new technologies, and financial services.

#### **1. Early Childhood Care and Education**

The goal at this level is to improve learners' awareness of themselves and their local environment. They learn and encourage values such as empathy, compassion, and sharing through engaging and interacting with classmates.

#### **2. Primary Education**

Learners are exposed to the various ideas of poverty and the real-life consequences of living in poverty at this level. Simultaneously, kids learn about ways to change this condition and identify acts that aid poverty reduction efforts. While doing so they gain confidence in the concept that extreme poverty can be erased during their lifetimes.

#### **3. Secondary Education**

Learners are introduced to essential concepts such as sustainable development, equity, and scarcity, as well as the links between gender and resource access and livelihoods at this level. These connections are created while comprehending and applying concepts acquired in the classroom to the real world, by collaboratively devising practical solutions to the causes and consequences of poverty. Simultaneously, students grow aware of present society's variety and develop the important capacity to fight prejudices.

### **How, Whom, and What to capacitate?**

Capacity building in the community is necessary for quality education. To achieve excellent education, we must carefully equip specific individuals and institutions, such as teachers, students,

parents, elected representatives, and others. Infrastructure, such as school buildings, roads, and libraries, must also be strengthened.

### **How to capacitate?**

- One-time cash assistance to help fill vacancies: A one-time, five-year catch-up award to each school for the purpose of filling full-time faculty vacancies and inducting adjunct and visiting professors.
- Faculty Induction Program: Under UGC and MHRD, organize Faculty Induction Programs for newly hired Assistant Professors (within the previous 5-6 years).
- Develop a strategy for continuing faculty capacity development: Organize refresher training sessions for professors to continue their professional growth and leadership development programmes similar to the Leadership for Academicians Program (LEAP). Develop professional standards for professors in higher education institutions encompassing 100 disciplines at a cost of Rs.10 lakh per field, and update the current career route to include a tenure track that leads to leadership positions. Creating a pool of 1000 pedagogical experts with three weeks of international training at a cost of \$20,000 per professor.
- Instill professionalism in teachers and provide opportunities for them to create and implement a variety of instructional and evaluation approaches: Under the National Mission on Teachers and Teaching, establish a National Academy and 100 new Centres of Excellence/Teaching-Learning Centres.
- Survey of Student Satisfaction: NAAC conducts a periodic student satisfaction survey. Institutions with a 2.0 or higher accreditation Create a National Tutoring Program.

### **Whom to capacitate?**

- Head teachers: The function of the Head Teacher in providing successful leadership in the school is also closely tied to the quality of education given by the school. The head teachers can effectively play a leadership role in numerous areas like administration, academic supervision and motivation of teachers, discipline, effective management of existing facilities in the school and effective liaison with local community. In the higher level along with head teachers Assistant Educational Officer, District Educational Officer, Deputy Director and Director of Public Instructions
- Functioning of PTA, School Managing Committees and Alumniees
- Asha workers, Youth clubs, Kudumbasree members

### **What to capacitate?**

In case of what to capacitate the major areas that has to concentrated to improve the quality of education which can lead to reduction in poverty includes the effective and efficient functioning of educational institutions, medium of instruction, ensuring community participation, transportation facilities, telecommunication, mid-day meal programme, providing study materials and uniform,

monitoring academic dropouts, and also the infrastructure facilities in schools like libraries, laboratories, playground, assembly hall, drinking water, sanitation etc

### **Major Challenges in Capacity building**

- Access to higher education is unequal, and vulnerable student populations lack proper academic support: Economic, social, geographic, and regional inequities in access to higher education remain, according to empirical research. Higher education institutions and systems must recognize and adapt to fulfil the needs of different student groups.
- Students' failure to accomplish desired learning results and instructors' inability to produce credible teaching outcomes: Students' inability to meet programme prerequisites and, as a result, their failure to attain anticipated outcomes is common. Teachers are unable to produce intended teaching results due to a lack of induction and training opportunities.
- Lack of global standards of excellence in Indian higher education institutions: This has a direct influence on India's ability to reap the demographic dividend and works as a barrier to HEIs being included in top global rankings.
- Inadequate compliance by higher education institutions and stakeholders in implementing reforms and regulations to ensure efficiency and transparency: The lack of autonomy of high-performing institutions to pursue quality on their own, as well as the opaque process by which universities select VCs/Deans/Registrars/FOs, are two obvious examples of this.
- Lack of enough ability of existing accrediting organizations to guarantee that all higher education institutions participate in the accreditation process: NAAC and NBA are now grappling with the issue of insufficient capacity to bring all HEIs into the accreditation framework.
- Lack of an overarching financing organization to encourage research and innovation has resulted in insufficient funding for research and innovation, as well as a low volume of high-quality research output.
- There is a lack of convergence between higher education and the skill ecosystem: higher education accounts for only 4% of skill training, whereas MSDE accounts for 58%. The MSDE has also avoided involvement in higher education.
- Learning with MOOCs is now a unilateral process in which learning is totally dependent on the quality of time and effort put by each individual student throughout a MOOC. Limited efforts were made to recruit overseas students and showcase the excellence of Indian HEIs on a global scale: India ranks third in the world in terms of international students seeking higher education. However, India is ranked 26th among the top locations for foreign student mobility internationally.
- Insufficient investments in higher education as a percentage of GDP: The government spends only 2.7 percent of GDP on higher education, compared to the Kothari Commission's recommendation of 6%. MOOCs also have challenges with developing the components of skills and practice.

## **Strategies for Expanding Access**

- Access to vulnerable communities (SC/ST) should be improved.
- Increase accessibility to serve underprivileged communities.
- Increase the Gross Enrolment Ratio (GER) using ODL:
- Improve general higher education access:
- Create mechanisms for curriculum modification and renewal, as well as the
- implementation of effective pedagogies and assessment practices:
- Faculty capacity building and ongoing professional growth
- Enhance academic infrastructure and foster technology-enabled learning environments.
- Periodic Evaluation and Monitoring:
- government and regulatory bodies to strengthen sectoral governance
- Institutional Internal Governance should be improved.
- Create a Mentoring Program for Non-Accredited Higher Education Institutions
- Increase the capacity of current accrediting organizations

## **State sponsored scheme related to poverty alleviation**

The various state schemes related to poverty alleviation are stated below. They are:

### Kudumbasree

The State Poverty Eradication Mission (SPEM) of Kerala is implementing the Kudumbashree poverty eradication and women empowerment initiative. In Malayalam, the name Kudumbashree means "prosperity of the family." The term refers to both the Kudumbashree Community Network and the Kudumbashree Mission.

### Vidyakiranam

Kerala's Department of Social Justice has launched a scholarship programme for children with differently-abled parents. Each student category will get a scholarship under this programme. This scholarship will be given to 25 youngsters from all of Kerala's districts for a period of ten months. Only pupils who are economically disadvantaged will get funds under the Vidyakiranam Scheme. It should be mentioned that in order to qualify for this award, one or both parents must be handicapped.

### Ayyankali Urban Employment Guarantee Scheme

The Ayyankali Urban Employment Guarantee Scheme (AUEGS) aims to improve people's livelihood stability in urban areas by guaranteeing a hundred days of paid employment in a financial year to a city household whose adult members agree to do unskilled manual labour. This also intends to build a solid, rights-based social safety net for residents in Kerala's metropolitan regions by providing a fall-back job source when other options are rare or insufficient.

## Rebuild Kerala

Reconstruct Kerala is a State Government programme aiming at helping Kerala residents rebuild their lives following the floods. Any state's social, economic, and industrial growth requires high-quality, long-lasting road infrastructure. The government has established the Project Management Unit (PMU) for the rehabilitation of damaged road assets as part of the Rebuild Kerala Initiative.

## Aardram

The Aardram Mission is one of four missions within the Kerala government's 'Nava Kerala Mission,' which strives to achieve the same targets at the grassroots level. It was established with the goal of totally transforming the public health system in the context of the United Nations' Sustainable Development Goals (SDGs) 2030. (UN). The core objective of Aardram Mission is SDG 3, 'Good Health and Well-Being.' Because Kerala's health situation differed from the rest of the country, it was necessary to redefine the SDGs in the context of the state, which Mission Aardram did in February 2017. As part of the SDGs, Kerala has set short-term objectives to be met by 2020 and long-term goals to be met by 2030. This was established by a number of professional groups that worked on Kerala's health challenges.

## Nava Kerala Mission

The Nava Kerala Mission was started in November 2016 by the Pinarayi Vijayan-led Kerala government. With the support and participation of local self-governments, the programme aims to solve challenges in four critical socioeconomic sectors: health, education, agriculture, and housing.

## **Suggestions and recommendations**

- Take steps to ensure that the Panchayat committee and other community volunteers have a thorough knowledge of the term "poor."
- Through ASHA workers, Anganwadi workers, and school teachers, disseminate information about various initiatives for the poor and disadvantaged.
- Facilitate SHG establishment, support, and training.
- Validate a list of people living with various deprivations based on socioeconomic caste census data to identify the poor.
- Create criteria to identify the poor, needy, and vulnerable.
- Launch participatory surveys to identify and analyse their needs.
- Ensure that the selection process/benefits are transparent.
- Bring together various agencies, their programmes and plans, as well as community organisations that can assist the Gram Panchayat.
- Facilitate PDS registration.
- Create a system to track the actions.
- To improve food security, work with financial institutions, various departments such as industry, power, animal husbandry, and agriculture, and resource agencies such as agriculture universities, colleges, and NGOs.

## **Conclusion**

Poverty is seen as the most significant hindrance to the growth and development of not just individuals, but also communities and nations. Poverty is defined not just by a lack of money, health care, and education, but also by a lack of power and authority. Individuals are able to gain the competences and proficiency required to obtain empowerment possibilities and better meet livelihood prospects through the acquisition of education. It makes a substantial contribution to income generating. An educated person can improve his ability to boost his self-esteem. When learning about the importance of education in reducing poverty, the first and most important thing to remember is that education provides individuals with knowledge and information that allows them to recognize their duties to their families and communities. Individuals can gain the skills and talents required to do various tasks and activities in an appropriate manner through the acquisition of education.

Every individual has the right to an education. Individuals must enhance their skills and talents in order to understand lesson plans and academic concepts in order to obtain an education. The majority of poverty studies have discovered that there is a strong link between educational attainment and income generating. Educators at educational institutions must put teaching-learning methodologies and instructional strategies into action in an acceptable manner. On the other hand, it is critical for students to put the learning methods into reality in a well-organized manner that will allow them to attain the intended academic goals. Education as a human right is the value foundation upon which an investigation of how education might assist the poor, underprivileged, and marginalised elements of society in gaining greater opportunity to improve their living situations is undertaken.

Education contributes significantly to the development of the poor and economically disadvantaged sections of society by emphasizing individual well-being and independence, promoting changes in social, cultural, religious, political, and economic spheres, and indirectly influencing economic production. Education is regarded as an anti-poverty programme in many developing countries. Attention is paid towards development of the system of education. There are formulation of measures and implementation of policies and programmes that are rendering a significant contribution in augmenting the system of education.

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## OPEN EDUCATIONAL RESOURCES (OER) SIGNIFICANCE AND CHALLENGES

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### **Abstract**

*In the new globalized world order of today, ICT-enabled Education plays a significant role in any Educational Society. In a society that is increasingly services-sector-oriented, the role of Information Communication Technology (ICT) as a developmental tool need not be over-emphasized. This is particularly relevant in respect of a developing economy like India striving to become the 'global education hub'. Modern Information Communication Technology (ICT) has penetrated into all areas of people's lives. The teaching community must take ICT into account and use ICT in their teaching-learning process. The role of teachers is now changing and boundaries between him and the student are getting clear that facilitate cooperation. The role of the student is also changing, their role has changed from gaining knowledge to developing practical skills. The new trend of Open Pedagogy using Open Educational Resources is opening new opportunities to both teachers and learners. Open Educational Resources (OER) remove barriers to accessing instructional material. In this paper, the author tries to define Open Educational Resources and their scope in enhancing the teaching-learning process at educational institutions. It also attempts to identify the challenges of OER and its implications on education.*

Key words: Open Educational Resources (OER) - OER-enabled pedagogy - Information Communication Technology (ICT)- Educational Technology – Significance and challenges

### **Introduction**

The Internet has made knowledge available to everyone. But it is very unfortunate that there is a section in the digital world to make knowledge a property that can be used like any consumable product. This section of people tries to limit the treasure of knowledge only to those who have access to money. It is a clear case of the commercialization of education. As a reaction to this, a group of people came forward to begin the concept of Open Educational Resources. "OER-enabled pedagogy," is defined as the pedagogical practice that is only possible or practical in using OER resources. The "open" in open educational resources indicates that these materials are having the permission for everyone to participate in the 5R activities - retain, reuse, revise, remix, and redistribute. The 5R permissions are the characteristics of OER.

To Retain – It is the right to make, own, and control copies of the content (e.g., download, duplicate, and manage).

To Reuse - It is the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video).

To Revise -It is the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language).

To Remix - It is the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup).

To Redistribute -It is the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend).

### **Open Educational Resources (OER)**

Open educational resources (OER) are those that are available at little or no cost that can be used for teaching, learning, or research. The term can include textbooks, course readings, and other learning content; simulations, games, and other learning materials that can be used for educational purposes. The term OER generally refers only to digital resources that are used in online or hybrid learning environments. OER content can certainly be used in face-to-face environments as well. Each resource is issued under a license that directs, how it can be used: Some materials may only be used in their original form; in other cases, learning resources can be modified, remixed, and redistributed. OER are generally found in collections or repositories. These can be made by individuals, or a single institution, such as a college or university makes available online. Teachers and individual learners can download OER materials and use them in formal or informal learning situations. Flexibility is the hallmark of OER. They are modular in nature, allowing them to be used in novel combinations to suit particular learning activities. The OER resources are so tractable, that they can be adapted to keep pace not only with new technologies but also with changes to academic disciplines and teaching methods.

One of the longest-running and highest-profile OER initiatives is the Open Course Ware project from the Massachusetts Institute of Technology (MIT), which began in 2002 and today features all of the course materials from roughly 2,000 MIT courses. The Open Course Ware model has been replicated by dozens of colleges and universities around the world, which are putting full course materials online for anyone to use. OER projects use different models for how they function but all endorse the notion that teaching, learning, and research are improved when educational resources are more open and more accessible.

### **Significance of Open Educational Resources.**

OER materials are considered more valuable than other educational resources because educational resources developed in an open environment can be vetted and improved by a broad community of educators. It provides educators with new access to educational material. OER resources have the potential to increase pedagogical innovation, introducing new alternatives for effective teaching. OER has the potential to expose students and teachers to the long tail of content, most of which never finds its way into widespread educational use. The OER resources that can be modified and reused promote collaboration and participation among the users.

Due to copyright restrictions, many of institutions find it hard to develop high-quality learning materials and activities. But OER brings a greater range of tools within reach of more users. OER can also reduce the costs for students to obtain quality educational content. OER and online or hybrid learning are natural partners in efforts that promote developments in educational technology that facilitate new media, new formats, and new means of distribution.

During the Covid 19 pandemic time education was only possible through online mode. In online hybrid education, it is identified the significance of OER materials in the teaching-learning process. A large attempt was made by almost all institutions to make OER materials and share the

same among the students. It was noticed that both teachers and students used OER materials extensively during Covid 19 pandemic time. In Kerala, the Samagra portal created by Kite was providing OER materials extensively to teachers and students. Many of the teaching and learning community used those resources uploaded in the Samagra portal for learning and teaching.

National level

### **Challenges of Open Educational Resources.**

Like all other educational resources, the quality of OER can be uneven and depends largely on its sources. Some OER is simply ineffective in certain times as it is presenting content that may not be valuable. Some of the OER collections do not have a continuous feedback mechanism by which users can share their evaluations about the quality of a resource. The value of educational resources may get depleted without periodic updation. The flip side of the flexibility of open resources is that many need to be adapted for use in a departmental or institutional context to meet local requirements or needs. Some open resources are not useful for users with disabilities. The abundance of OER may leave users spending a long time searching for a resource that fits their needs, and the volume of OER will only increase. OER repositories and the tools to search for and filter resources will need to build out their capacities and capabilities to help instructors and individual learners navigate the sea of open content.

### **Conclusion**

OER is likely to have far-reaching effects on the character of teaching and learning. OER movement will lead to a future in which all of the components of education will be available online for free and learners will have the opportunity to construct a course of study. The OER model for education will persist in a form not wholly different from what it is today, but enhanced with high-quality, open, digital content. OER will give access to educational resources to more learners. In particular non-traditional students will be benefited from open resources because they are available for independent, self-directed study. Open resources are one way to address the increasing costs of education, and they also have the potential to facilitate new styles of teaching and learning.

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## VALUES AND ETHICS IN THE DIGITAL LEARNING SOCIETY

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### Abstract

*UNESCO declares Global Citizenship Education (GCED) as one of its responsibilities to empower learners of all ages and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies (UNESCO). Due to Covid-19 pandemic, the digital/ e-learning is the need of the hour as a method of lockdown learning. In the context of our nation, NEP 2020 focuses on the idea of Digital India. In the aspects of digital learning, the concept of digital infrastructure, development of tools and platforms for online learning, creation of virtual labs and digital responsibilities are the attractions of the policy. There are many potential risks and dangers that should be addressed and wipe out in a digital learning society such as digital divide. This article tries to point out the value and ethical concepts of a digital learning society and the 'rationale' of the same.*

Key Words : Global citizenship education, digital learning, digital divide

### Introduction

The digital learning describes a set of technology-mediated methods that can be applied to support student learning. It includes elements of assessment, tutoring, and instruction (Wheeler, 2012). The philosophy of digital learning holds the idea of 'equity and quality education' for all. But it has some adverse effects while practicing. The digital divide, academic fraud, ethical misconduct is some of them. However, in a digital learning society the value and ethical perception addresses the barriers in some extent. Ethics refers to norms of conduct regarding acceptable and unacceptable behaviours within a society or community -not necessarily from a legal perspective, but from a human or cultural perspective (UNESCO, 2015). The word 'value' has Latin origin, comes from the word 'valere', meaning be worth.

This article tries to explain the philosophical questions related to values and ethics in a digital learning society. It also attempts to give suggestions to foster values and ethics in a digital learning society through proper pedagogical techniques.

### Objectives

This article is organized with the following objectives :

1. To point out the values and ethics of a digital learning society
2. Identify the problems/barriers in inculcating values and ethics in a digital learning society
3. To suggest interventions for making 'bonding' / attachment in a digital learning society

### Value and ethical perception of a digital learning society

Values and ethics should not be taught directly to students (UNESCO, 1991) as some students may be sensitive and react in different ways. The values of a digital learning society can

be divided into three. Values associated with values of education, values of digital/e-learning and societal values. Ethical considerations in e-learning are derived from both communication ethics and instructional ethics (Toprack, Ozkal et.al, 2010).

The expected behavioural patterns and practices that appropriate to the users in a digital learning platform is termed as communication ethics. The instructional ethics indicates the morals and values to be followed by both the learner and the facilitator during academic transactions. It includes academic integrity, digital motivation, strategies to address different learning styles and so on.

### **History of inheritance of gap in technological advancements in educational perception**

Prior to 20<sup>th</sup> century, the innovation of printing press is considered as a technological advancement in sharing text based resources. In the last two decades the technology enhanced and online learning has become very popular. The fact is that not all members of society have equal access to the printed resources when printing press was introduced. It means, some members of the society were marginalized due to lack of reading skills, in affordability to purchase printed resources and so on. This technological advancement and its societal effects are also inheritable since there is gap in the access of all technological advancements. One of today's manifestations of social inequality is a result of the advancement of information and communication technologies and the gap between those who have access to those tools and those who do not, more commonly referred to as the digital divide (Cruz, 2020).

### **Significance of values and ethics in the digital learning contexts**

The equity and quality education for all is the philosophy of digital learning. Its aim is to facilitate learning through technological tools within learner's time pace. It serves as a substitute for traditional classroom setting. Moreover, it offers education with fewer space or time limitations. Education through digital platforms means, discrimination against age and race is almost non-existent, the record keeping much easier and discipline problems kept to a minimum (Njeng & Fourie, 2010). Specifically, digital learning is an umbrella term that has a global outlook for the access of education. Therefore, it should inculcate and foster the global citizenship values among all the stakeholders. The global citizenship learning is a form of learning to understand the interconnection and inter relationship between different communities and cultures. It should make aware of how to address and respect the diversity. Therefore, it is the urgency of the hour to develop constructive and creative methods, strategies and pedagogic practices to facilitate learning on track with a globally digitalized society.

### **Values and ethics of digital learning society**

The world's largest educational and scientific computing society, Association for Computing Machinery (ACM) has developed code of ethics for online or digital learning.

1. Contributing to society and human well being
2. Avoiding harm to others
3. being honest and trustworthy
4. Honouring the property rights such as copyrights and patents

5. Giving proper credit for intellectual property
6. Respecting the privacy of others
7. Honouring confidentiality

The issues on communication ethics in digital or e-learning learning is due to psychological distance (Gearhart, 2008). The instructional ethics requires granting educational opportunities to anyone on an equal basis, disregarding nationality, gender, ideological differences or mental /physical disabilities (Toprack & Ozkanal, 2010). Schultz (2005) states ethical issues arise when different interests of individuals conflict and thus there is need for a higher level of principles that are fair to the rights of all concerned.

Therefore, ethical code can be defined as the code of conduct to be practised by the learners and instructors in a digital platform. The institutions should have the responsibility to develop guidelines for digital learning. Every institution should take measures to inform the users about the rules and regulations based on ethical conduct. Through proper guidelines and motivation students must be encouraged to be aware of academic integrity, intellectual property rights, plagiarism and so on. Therefore, the encouragement and enhancement for digital literacy and digital equity access must be recommended and implemented in the governmental level through policy making, programmes and constitutional provisions.

### **Barriers to be addressed in the value and ethical aspects of a digital learning society**

According to Gearhart (2010) netiquette (Internet ethics) issues are mainly related with psychological distance. She proposes some guidelines to be developed by the institutions to act against ethical issues in the digital learning and to rectify the academic fraud. The main aim of digital learning is to wipe out all the disparities. But, the issues such as academic fraud, plagiarism, breaking the confidentiality, forwarding one's e-mail to the third party, and citing or paraphrasing without acknowledgement may arise due to lack of proper physical disconnection.

Failure to address the diversity and inability to balance the expectations of learners is another barrier that should be addressed in this context. It is the responsibility of the education institutions to prepare the related frame works and monitoring them. This is crucial for both the successful functioning of the system and meeting the expectations of the users (Toprak&Ozkanal, 2010). The interest and individual differences of the learning community should be the necessity of the situation. During the classroom interaction there must be creative measures from the side of instructor. It will help in to prevent a chance for personal challenges from the sides of participants.

Digital divide is the most important and less addressed challenge in the new technology advanced education context. Advancing digital equity was presented as a wicked challenge, a challenge that is complex even to define, much less address (Alexander, et al., 2019). In a digital learning society, the institutions should be responsible to ensure and encourage all the users to be in tune with the material and ethical access of Information and Communication Technology.

### **Suggestions to make bonding in a digital learning society**

Hawkes (2006) informs suggestions to foster bonding in a digital learning society in two aspects during the course interaction process. They are

1. between the instructor and the learner in the form of motivational messages.
2. between learners
  - A. on the content and protocol of the course
  - B. on societal exchange

Hawkes's suggestions indicate the quality of interaction and its ethical and psychological aspects during the course time. The ethical misconduct such as academic fraud and course integrity can be taken into account while considering the success of a course. By enhancing digital motivation access and the proper monitoring of the learners, facilitators and institutions can meet the ethical nature of digital learning to some extent.

To address learner diversity a digital learning society should respond to different learning styles. Besides individual differences, special needs of the learners such as disabilities need to be taken into consideration (Khan, 2005). Addressing different learning styles aims the instructors, course designers and moderators to be sensitive towards individual differences.

Digital divide is not a new form of inequality but rather exacerbates previously existing inequalities within society (Van Dijk, 2005). He mentions not only the digital disparities but also all kinds of disparities such as regional, gender, socio-economic, demographic and so on that are prevailed in the society. He tries to point out that the gap becomes wider as a result of these digital divide.

## **Conclusion**

The practice of Global Citizenship Education (GCED) should indicate the ethical nature of digital equity. This should include material and psychological access of technological advancement. The instructors and curriculum developers must have a thorough knowledge in addressing different cultures and communities. As long as computers and internet continue to have a central role in our personal and professional lives, students who have not acquired basic skills in reading, writing and navigating in a digital landscape will find themselves unable to participate fully in the economic, social, and cultural life around them (OECD,2015). It means inequality in education remains as an issue that should be again addressed by further researches that highlights the ideas to respond against all disparities in the ethical and material access.

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