



EDUCATION 5.0

PERSPECTIVES

AND

PREVIEWS

Principal

St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

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EDUCATION 5.0 PERSPECTIVES & PREVIEWS

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- Use a variety of teaching methods so that students are not constrained by needing to acquire information by reading only. Where possible material diagrammatically – in lists, flow charts, concept map etc.
- Keep diagrams uncluttered and use colour wherever appropriate to distinguish and highlight.
- Ensure that lists of technical /professional jargon which students will need to learn are available early in the course.
- Recording lectures will assist those students who have handwriting or coordination problems and those who write slowly as well as those who have a tendency to mishear or misquote.
- Students will be more likely to follow correctly the sequence of material in a lecture if they are able to listen to the material more than once.
- Whenever possible, ensure that key statements and instructions are respected or highlighted in some way.
- One-to-one tutoring in subjects may be imparted; this can include peer tutoring.
- Students may benefit from having oral rather than written feedback on their written assignments.
- It may be helpful for students with intellectual disability to have an individual orientation to laboratory equipment or computers to minimize anxiety.

Conclusion:

So, there is a possibility to educate them in order to make them live their life as much as the normal people live. With the appropriate supports in place, students with intellectual disabilities can achieve a high quality of life in different aspects. Independence and Self-reliance should always be primary goals of all instructional strategies employed with students with intellectual disabilities. Because “Education is not the preparation for life; Education is life itself”

GENDER RESPONSIVE BUDGETING IN INDIA

**A. Metilda Jasmine Shanthi, Assistant Professor, St. Xavier's College of Education, Palayamkottai.*

Abstract

This paper reviews gender responsive budgeting efforts in India. Gender budgeting is ideally an innovation that translates gender-related goals into budgetary commitments and can help countries to achieve the Sustainable Development Goals with regard to gender equality. Gender budgeting is a practice that accounts budgetary measures to support gender commitments. Many countries have achieved mixed success in improving gender equality through gender budgeting. India has a sustainable gender budgeting model for achieving gender mainstreaming so as to ensure that beliefs of development reach women as much as men.

Introduction:

The Economic Survey 2017-18 reports that India's performance has improved on 14 of 17 indicators of women's agency, attitudes, and outcomes, over the past 10-15 years. However, women continue to lag behind men in terms of key indicators such as education, economic opportunities, and health, and a large proportion faces violence, discrimination and harassment. Besides being intrinsically undesirable, gender disparity is known to negatively influence economic growth. The Union Budget is an opportunity to demonstrate commitment

towards gender equality and ensure sufficient financial allocation to help translate intent into action and ultimately impact. Based on the recognition that national budgets benefit women and men differentially, and may even reinforce patriarchal social norms and biases, India formally adopted Gender Responsive Budgeting. GRB does not merely involve earmarking of funds for women; it is an exercise that scrutinizes the budget through a gender lens.

Meaning of Gender Budgeting:

Gender Budgeting (GB) has been accepted globally as an important and pragmatic strategy to advance women's rights. It also serves as an indicator of governments' commitment to meeting those needs. A Gender Budget is a budget that acknowledges the gender patterns in society and allocates the money to implement policies and programs that will change these patterns in a way that moves towards a more gender equal society. Gender budget initiatives are exercises that aim to move the country in the direction of a gender-responsive budget. Gender budgeting is a practices that accounts budgetary measures to support gender commitments. According to the Ministry of Women and Child Development, "It is a powerful tool for achieving gender mainstreaming so as to ensure that beliefs of development reach women as much as men." It is not just an accounting exercise but an ongoing process of keeping a gender perspective in policy/ programme formulation, its implementation and review. Budget 2016-17 mention that "Gender Budgeting in its simplest connotation as 'gender Analysis' of the budget aimed at examining the budgetary allocation through gender lens." The budget accepts that gender budgeting is an evolving area in India. More and more ministries and departments are contributing to the development of the practice in the country.

Background of Gender Budgeting:

Gender inequality poses a significant development challenges in India. The Global Gender Gap Index 2014 ranked at India at 114 out of 142 countries. The ranking is based on a country's ability to reduce gender disparities in four areas such as economic participation and opportunity, education, political empowerment, and health and survival. Violence against women and girls persists, both in private and in public spaces. As a response to these challenges, India adopted 'gender-responsive budgeting'. GRB is a method of planning, programming and budgeting that helps advance gender equality and women's rights. It also serves as an indicator of governments' commitment to meeting those objectives. So far, 57 government Ministries/departments in India have set up Gender Budgeting Cells, which is a positive step and will bring improvement in the lives of the women in society. Apart from the central government, 17 states have adopted gender budgeting. It is a major step that could potentially impact the lives of crores of women.

A gender budget is not a separate budget for women. Instead, the gender budgets are an attempt to assess government priorities as they are reflected through the budget and examine how they impact women and men. "Women's budgets", "gender budgets", "gender-sensitive budgets", and "gender responsive budgets" are all terms that are used to describe initiatives that have used gender as lens from which to analyze budgets at national, regional, and civic levels.

Need for Gender Budgeting:

Gender Budget Initiatives are attempts to disaggregate the government's mainstream budget according to its impacts on women and men. It refers to the process of conceiving, planning, approving, executing, monitoring, analyzing and auditing budgets in a gender-sensitive way. The gender budgeting exercise would potentially assist and lead to the following empowering measures:

- a. Addressing gap between policy commitment and allocation for women by emphasizing on adequate resource allocation.
- b. Putting pressure and focus on gender sensitive programme formulation and implementation.
- c. Mainstreaming gender concerns in public expenditure and policy.
- d. By being a tool for effective policy implementation where one can check if the allocations are in line with slated gender sensitive policy commitments and are having the desired impact.

Gender Budget is helpful in:

- a. Improving women's economic equality.
- b. Improving effectiveness, efficiency, accountability, and transparency of Government budgets.
- c. Revealing discrepancies between what a governments says it is doing and the actual impact of government policies.
- d. Offering a practical way for the governments to implement their obligations under international human rights agreements such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Gender Budgeting Around the World:

The concept of gender budgeting is a nineties' trend that has been introduced mostly in Commonwealth countries. Australia was the first country to implement a women's budget in 1984. Federal, state and territorial governments in Australia examined the impact of budgets on women and girls for 12 years until a change of government in 1996. South Africa's Women's Budget Initiative was initiated in 1995 and involves NGOs, parliamentarians, and a wide range of researchers and advisors. Gender budget initiatives in Tanzania (1997) and Uganda (1999) examine the impacts of structural adjustment programs in these countries and specifically focus on education and health. Jharkhand increased its gender budget by 30% from Rs 5,909 crore (\$0.8 billion) in 2016-17 to Rs 7,684 crore (\$1.1 billion) for 2017-18. Kerala announced that it will revive its gender budgeting manual with the possibility of more than 10% of the proposed budget being allocated for gender-based schemes. Many of the earlier gender budget initiatives focused primarily on the expenditure side rather than the revenue side of government budgets. Since 1995 there have been gender budget initiatives in more than 60 countries around the world.

Components of Gender Budgeting:

Gender budgeting in India follows the following measures in accounting gender specific programmes.

- a. Specifically targeted expenditure to women and girls
- b. Pro-women allocations, which are the composite of expenditure schemes with a significant women's component, and Residual public expenditures that have gender-differential impacts.

Gender Responsive Budgeting in India:

The central government introduced gender budgeting in 2005-06 as a budgetary practice. It has institutionalized Gender Budgeting by introducing a Gender Budget Statement (GBS) since 2005-06. Government of India adopted GRB in 2005-06 with the introduction of its first gender budget statement, which made public the quantum of funds allocated by different ministries, and departments for gender equality and women's empowerment.

The GBS captures the total quantum of resources earmarked for women in a financial year. The Gender Budget Statement comprises two parts: Part A reflects women-specific schemes with 100% allocation for women, and Part B is constituted by pro-women schemes wherein at least 30% of allocation is for women. The overall budget for women is generally calculated as a combination of Part A and Part B, which stands as Rs.90,624.76 crore in 2016-17 as against Rs.81,249.12 crore in 2015-2016.

The first Gender Budget Statement appeared in the Union Budget 2005-06 and included 10 demands for grants. However, in recent budgets the number of demands of grants have been as high as 36. Ten states in India have also introduced gender budgeting but the lack of a standardised nomenclature for the various schemes has made it difficult to replicate or assess them.

The Ministry of Women and Child Development, which is the nodal agency for women's welfare, development and empowerment in the country, saw the biggest increase in the Budget from Rs 10,688 crores in 2010-11 to Rs 15,671 crores in 2011-12. But for the next three years, there was just a marginal increase in the Budget, Rs 17,036 crores in 2012-13; Rs 18,037 crores in 2013-14; Rs 18,588 crores in 2014-15 (Revised Estimate). The funds directed to women-only schemes in various ministries of the government together have increased from Rs.11,388.41 crore in 2015-16 to Rs.17,412.01 crore in 2016-17. The government had cut down its expenditure by Rs.5,000 crore from what it had planned for women-specific schemes last year. The estimate for 2015-16 was Rs.16, 657. 11crore, which was later revised to Rs.11, 388.41 crore.

Overall, the total magnitude of the Gender Budget Statement i.e. gender budget in proportion to the total union budget went up from 4.7 per cent in 2016-17 to 5.2 per cent in 2017-18. More specifically, the allocation for the nodal ministry, the Ministry of Women and Child Development (MWCD) saw an increase from Rs 17,640 crore (2016-17 Revised Estimate) to Rs 22,095 crore (2017-18 Budget Estimate) which is merely 1 per cent of the total Union Budget

Percentage of Gender Budget to total Budget of the Central Government:

Years	Percentage
2005	2.79
2006	5.09
2007	4.50
2008	3.68
2009	5.57
2010	6.11
2011	6.22
2012	5.91
2013	5.83
2014	5.46
2015	4.46
2016	4.70
2017	5.20

In the last 10 years (2005-2015), if we see the gender budget percentage to the total Budget of the Central Government, it started with the lowest (2.79 per cent) in the year 2005

increased to the highest level with (6.22 per cent) in the year 2011. But from the year 2012, the percentage of the gender budget saw reduction in the total Budget of the Central Government and in the Budget (2015-16) it is estimated at 4.46 per cent, one percentage point less compared to (5.46 per cent) in 2014-15. And again the gender budget has increased by 0.5 per cent in 2016-17. The Budget year 2005-06 was very significant for women in the country and similar increase have started now.

Funds Allotted for Women and Children in Union Budget 2017-18:

1. Mahila Shakti Kendra in villages 500 crores
2. Maternity Benefits @ Rs. 6000 to women undergoing institutional deliveries
3. PM Gram Awas Yojana-title in the name of woman
4. MGNREGA- Rs-48000 crores, women-55%
5. MWCID - 27% increase, Rs 22095 crores
6. Rural Sanitation 42% increase on 2014 and 60% increase in 2017-18
7. Aarogya based smart cards for senior citizens
8. PM Mudra Yojana 2.44 lakhs crores
9. Stand up India for women entrepreneurs
10. SWAYAM platform for digital learning-students, girls
11. Model shops & Establishment Act
12. PM Kaushalya Kendra in 600 districts
13. Beti Bachho, Beti Padhao – Rs 200 crores

Child Welfare:

1. Creche (Rs 200 crores)
2. Child Protection (Rs 248 crores)
3. Child Labour (Rs 2 crores)
4. Anganwadi (Rs 15245.19 crores)
5. National Nutrition Mission (Rs. 1500 crores)
6. Maternity Benefits (Rs 2700 crores)
7. Adolescent Girls (Rs 460 crores)
8. National Mission for Empowerment of women (Rs 70 crores)
9. One stop Crisis Centre (Rs 90 crores)
10. NITP for skill training (Rs. 40 crores)
11. Aardhasr (Rs 100 crores)
12. Working women's hostel (Rs. 50 crores)

Conclusion:

It is crucial that equal attention is given to the design of schemes and their timely, effective execution. India's Union budgets report figures of actual spends with a lag of a year, aggregated by ministries and schemes, but similar data is not provided for the Gender Budget even 13 years after its adoption. Efforts need to be made to firmly institutionalize gender within the government at the national and sub-national levels, and strengthen capacity to apply a gender analysis to implementation, and monitoring and evaluation – including expenditure tracking and benefit incidence. Without these steps, the budgetary exercise will continue to bear hue of 'blue' for women.

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PROBLEMS FACED BY INCLUSIVE EDUCATION

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Introduction:

We all know that every child is unique and different. They have different abilities learn in different ways, and at different paces. Inclusive, learning-friendly, and barrier-free environments should therefore be created in every school and community throughout the world so that all children will be enabled to develop to their full academic, social, emotional, and physical potentials. It is important to remember that a child's academic potential cannot be developed separately from her/his social, emotional and physical potential, as they are interdependent aspects of a child's development.

Individual support should primarily be given by the class teacher. However, s/he may also need assistance from school based and itinerant resource teachers to ensure that the children concerned receive quality support that is based on their individual learning needs. The majority of children with disabilities in developing countries are out of school, while many of those who are in school are enrolled in special schools away from their families, friends, and peers. However, more and more children with disabilities enroll in regular schools where they play, learn, and grow up with their non-disabled peers (inclusive education).

Need and Importance of Inclusive Education:

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. We have learned

