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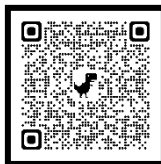
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Editorial

We are happy that in the fourteenth year of its publication, *The Compass* has officially declared to be **A Peer-Reviewed International Journal of Education in Universal Human Values**. A team of 24 reputed reviewers from 3 countries, supported by an Advisory Committee, ensure that what is published in *The Compass* is well researched, referenced and well presented. Although the opinions expressed in the articles are the views of the authors, the Journal is guided by the principles of **independent investigation of truth, universality of knowledge, and unity in diversity**. The scope of what are published in *The Compass* are given in the lotus Word Cloud Design in the inner back cover of this issue. *The Compass* now encourages research, particularly empirical, in all these thrust areas as they are unique, needed and not much available elsewhere.

The articles of the current issue revolve around education for social cohesion-- a moral, spiritual and social milestone-- which in long term will result into a united and prosperous global community of man. The “governments, organizations and peoples are expending enormous energies to develop communities which are socially vibrant, united and prosperous... In the long term, however, community-building efforts will succeed only to the extent that they link material progress to fundamental spiritual aspirations, respond to the increasing interdependence among the peoples and nations of the planet, and establish a framework within which all people can become active participants in the governance of their societies.” (BIC, 1996, <https://www.bahai.org/documents/bic/sustainable-communities-integrating-world>, Retrieved from <https://www.bahai.org/documents/bic/sustainable-communities-integrating-world>) To reach this breakthrough efforts are needed not only at the individual level but also at collective level. In India, for instance, her large population that is multicultural and multilingual, has multiple religions, castes, sects, professions and socio-economic status impose both a challenge and an opportunity. In this regard the new National Education Policy, 2020—the first such policy in the 21st Century, plays a crucial role to integrate everyone into a transformed, unified and progressive society. “The National Educational Policy 2020 envisions a new approach to education. It aims to bring about and incorporate a slew of reforms in India's education system at all stages. It also aims to improve the way facilitators of such education, such as schools, colleges, and teachers, are educated and approach education with a holistic approach.” (Godbole S., Vartak L., Mohite K. C., Azadi, L., 2021, *A Study on The Role of National Education Policy-2020 to Promote Social Cohesion*, The Compass, Panchgani, Baha'i Academy)

The articles in this Issue of the Compass address education for social cohesion from various angles as a contribution to the ongoing dialogue on this all important global challenge facing every society.

Sincerely



Lesan Azadi (Ph.D.)
Editor

ATTITUDE OF TRAINEE TEACHERS AND IN SERVICE TEACHERS TOWARDS INCLUSION OF TRANSGENDER AS A CLASS FELLOW, STUDENT AND COLLEAGUE

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ABSTRACT

As we all are aware and agree with the findings of various researches that all the countries could not do the development due to different barriers to Social Cohesion, we want to highlight a very important though neglected issue which is inclusion of Transgender People in education system, as students, fellows and colleagues. For the same we need to start with checking the attitude of trainee teachers and working teachers about the inclusion of transgender people in education as fellow, student or a colleague. It is difficult for transgender people to continue or complete their education with their identity and to get acceptance from the family as well as society. This is the biggest reason for dropout rate of transgender people. It results in violence, torture, low self esteem and crime records of transgender people. This is one of the barriers to Social Cohesion which is ignored by us. We need to rethink about Gender Equality with new perspective like treating equally to women, men and transgender people. LGBT community is accepted in all over the world where their identity is not a question mark for all now. Compared to other communities, researchers have proved that the transgender people in India need to be provided with proper education to get their basic needs fulfilled. It is a Qualitative Research where researchers used Survey method. The population of the study was the trainee teachers and working teachers. Data was collected from 67 trainee teachers and 100 working teachers in Pune city by using data collection tools like questionnaire. The data was analysed both qualitatively and quantitatively with the help of percentage. This paper discusses whether the working teachers and teacher trainees are ready to accept transgender people or not. We found the causes for giving education to transgender people by which they will be able to survive in the society with dignity. We get the conclusion that acceptance of transgender people in education will lead us towards removing one of the barriers to Social Cohesion.

KEY WORDS: Transgender, LGBT Community, Attitude, Trainee Teachers, Working Teachers, Class Fellows, Students, Colleagues, Barriers, Social Cohesion

DEFINING THE KEYWORDS

Definitions or key words are very important in any research. In this research following key words have been found and team of researchers have provided the operational definitions for them.

OPERATIONAL DEFINITIONS

- **Attitude:** The thinking of trainee teachers and in-service teachers about transgender people.
- **Trainee Teachers:** Student who are enrolled for M.Ed., B.Ed., D.Ed. , B.Sc. B.Ed. and B.A. B.Ed. Program affiliated to SPPU for academic year 2020-2021.
- **In-Service Teachers:** After completing a professional degree in Education, students join the school at the primary, secondary, or higher secondary level. All the working teachers in such schools having 1 year to 30 years of experience in teaching is considered as working teachers.
- **Inclusion:** Acceptance of transgender people in mainstream education, providing them equal opportunities for getting education and jobs.
- **Transgender:** A person having identity issues based on his / her gender, who is left out from the education system due to his social and gender identity.
- **Class Fellow:** students in learning in one class(BA. B. Ed, B. Ed, M. Ed) with this transgender student.
- **Student:** Children who are studying in primary, secondary and higher secondary in SSC, CBSE, and ICSE schools.

INTRODUCTION

“WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens: **JUSTICE**, social, economic, and political; **LIBERTY** of thought, expression, belief, faith, and worship; **EQUALITY** of status and of opportunity” Whenever this preamble of Indian Constitution is read, a thought arises to whom to include in the term **“WE”**. In the Indian Constitution, there is a provision of fundamental rights to all citizens without doing any discrimination, still there is a question mark on availing these rights by each individual despite his / her caste, creed, religion, and gender. When the implementation of Right to Education is seen, surprisingly it is observed that there are more examples of **exclusion** of specific people from education rather than **inclusion**.(Third Gender Rights: The Battle for Equality **By Akanksha Mishra** *Christ University Law Journal, 5, 2 (2016), 9-21 ISSN 2278-4322[doi.org/10.12728/culj.9.2])

India is a classic example of a multicultural society in the world where one nation one constitution is followed. In spite of that in the era of globalisation Indian Society still observes discrimination in various areas like caste, creed, gender, financial status etc.

By educating those under privileged classes of society, it will make a difference in their lives. It helps for the progress and development of society, changes one's mindset helping to improve the status. Thus, teachers and trainee teachers become the key persons to achieve

the change in society. The responsibility to promote Social Cohesion in society with its true sense lies on the shoulders of teacher educators, teachers and trainee teachers.

SIGNIFICANCE OF THE TOPIC

All the educational policies including NEP 2020 insist on Inclusive education wherein all individuals without any discrimination are to be admitted to the school and should be part of the Universal, compulsory elementary education. Also the Right To Education act came into force in April 2010 and all boys, girls, underprivileged, special children, SEN children, differently able children in the age group 6 to 14 are to be in formal schools for education.

Despite this act or legal provision for a penalty to the defaulters, it is seen that many children remain out of school or they are dropouts. Many such individuals remain without formal education. Among the dropouts are girl students as parents don't want them to go far off school for secondary education. There are economically backward class students who are compelled to earn their livelihood and can't attend schools.

When we talk about Inclusive practices in education we need to think about exclusion also. When we will be able to focus on excluded children and the reasons for exclusion, we might be able to understand the diplomacy of our Constitutional rights and real practices. There are many children around us who are having a lower socio-economic background, or having Special needs, Mentally retarded, Mentally challenged, Learning disabled, or differently able which are far away from the mainstream. There are many others with various reasons who are school dropouts. One of them is the children who during puberty, realize that they are Transgender. These children at this stage leave schools as unfortunately, till now the society at large is not ready to accept them in mainstream schooling. They remain without any employable skill or education leading to unemployment. Have we ever thought about them? They might be having all types like the above-mentioned children. What happened to their education and by default to their future? This transgender ultimately is seen at signals on roads or at toll plazas begging to earn to live. Their groups are assigned tasks to visit the houses where a newborn baby is or an auspicious occasion like a wedding is taking place. These are the age-old customary rituals still followed regularly in our country.

If we want inclusion, we need to bring these transgender students into the mainstream and in the work field. This is possible when we will be able to provide equal opportunities for education and job to them. For the same, we need to check the attitude of stakeholders of education about their inclusion in education as well as the job sector. This paper will show light on the attitude of trainee teachers, teachers, and students about the inclusion of transgender students in education. If we do the efforts on grass root level then only, we will be able to change mindset of people about Transgender people and we can Include all the deserving children in the education stream.

OBJECTIVES: The objectives of this study are as follows-

1. To check the attitude of trainee teachers towards the inclusion of Transgender in Education as a class fellow.

2. To check the attitude of in-service teachers towards the inclusion of Transgender as a student and a colleague.
3. To check the awareness of trainee teachers about the Constitutional rights of Transgender people.
4. To check the awareness of in-service teachers about the Constitutional rights of Transgender people.

SCOPE AND LIMITATION

SCOPE: This study will be conducted in the schools and Education colleges in Pune District.

LIMITATION: This study is limited to Primary and Secondary SSC, CBSE and ICSE Board schools and Education Colleges: M.Ed., B.Ed., D.Ed., and B.Sc. B.Ed., B.A. B.Ed, in Urban area in Pune district.

DELIMITATIONS: The results will be truly based on the response of respondents.

SAMPLE

67 in service teachers from Primary and Secondary SSC, CBSE and ICSE Board schools and **100 trainee teachers** from Education Colleges: M.Ed., B.Ed., D.Ed. and B.Sc. B.Ed. and B.A. B.Ed. in Urban area in Pune and Ahmadnagar district are selected as sample.

SAMPLING METHOD

Snow ball sampling method is used to select the sample.

RESEARCH QUESTIONS

- Do the trainee teachers and in-service teachers have positive attitude towards the inclusion of transgender people in education as student, class fellow or a colleague?
- Are trainee teachers and in-service teachers aware of constitutional rights for transgender people?

REVIEW OF RELATED RESEARCH

The team of Researchers have gone through various research articles, case studies, newspaper, magazine articles, bolgs, related to transgender people, their issues and their rights. They found many papers and articles which were very helpful and also helped in writing this paper. Some of the important papers and articles are discussed here.

- In Christ University Law Journal, 5, 2 (2016), 9-21 ISSN 2278-4322[doi.org/10.12728/culj.9.2 Akanksha Mishra stated in the paper titled, "Third Gender Rights: The Battle for Equality" she stated with her observations that, Transgender are excluded from society; they face intolerance and discrimination. The reasons vary. Social in comprehension is the main cause, she says. The law did their responsibility by giving judgments in transgender favour in various cases. But now the society has to take up the responsibility to execute them in daily life. This community is commonly known as Hijaras. The people give some alms to them and forget that they too need to be treated as humans and with dignity. Our country has got provision of Reservation in education, jobs, local government etc for socially backward class.

Unfortunately, never a thought is given to this community for their upliftment.

- In VOLUME-9, ISSUE-2, FEBRUARY-2020 • PRINT ISSN No. 2277 - 8160 • DOI : 10.36106/gjra of Alagappa University College Of Education, Alagappa University, Karaikudi, Tamilnadu Dr. A. Balu mentioned in the paper titled “Confront Issues on Education of Transgender in India” that there are number of issues concerned with transgender people. Some common issues are being deprived of social and cultural participation keeping them away from normal education, no education, no skill development and no employment. They are school dropouts due to no acceptance by society and harassment in schools. They should be provided adult education. Along with these issues there is one very serious and neglected issue by the society is that they are forced to go for commercial sex workers and humiliating social status. He put his observations that there is lack of empathy for these people and they need counseling.
- In India International Journal of Humanities & Social Science Studies (IJHSSS) Prof. Sreoshi Sinha stated in the paper, “Social Exclusion of Transgender in the Civil Society: A Case Study of the Status of the Transgender in Kolkata” that the transgender people deal with various harassment issues for being transgender. It is commonly found in public places, family, by police entrapment, at social places and so on. The health problems, economic problems, police harassment are discussed.

There are suggestions given to address these problems effectively in a progressive manner. This paper suggested that the society at large should change the mind set and treat the transgender as any other human being. The ‘exclusion’ can be overcome by these efforts.

- In Winter Issue 2017 ILI Law Review Vol. II Sakshi Parashar in her paper, “Inclusion of Transgender Community Within Socially and Educationally Backward Classes: Examining the Deeper Concerns” shared her observations about Very important NALSA case. It is referred to the landmark judgment of the Supreme Court in NALSA v. Union of India ushered in the recognition of various civil and political rights of the transgender community. They are to be included in the OBC category. This community is always discriminated and oppressed in Indian society. In very sensitive areas like healthcare, finance, education this community is looked down upon and is not given equal treatment. so the social inclusion of them is a difficult task. so strong legal compulsion and social approach are very necessary for inclusion of the community members. But a ambiguity remains about the inclusion of only Hijaras or Transgender people or LGBT’s in OBC category.

The proposed paper deals with finding out the attitude of trainee teachers towards their transgender class fellow and in service teachers’ attitude towards their transgender student and a transgender colleague. The paper also will throw some light on awareness about transgender’s rights and concerned laws.

PLAN AND PROCEDURE

- It is a Qualitative Research where researchers used Survey method. The population of the study is the trainee teachers and in service teachers. Data is collected from 67

trainee teachers and 100 in service teachers in Pune city by using data collection tool questionnaire, comprises of closed ended & open ended questions. Due to pandemic situation it is difficult to reach out to in service teachers and trainee teachers. Researchers used online Google form to collect the data and circulated it to the sample through E-mail and what's app.

- The data was analyzed both qualitatively and quantitatively with the help of percentage tool.
- Team of researchers got various issues such as personal, physical, mental, sexual, educational, economical, social, cultural, professional where there is a very scary situation of transgender people. We need to think and work on plan of action to give the dignity to the transgender people. We live in the society.

DATA COLLECTION TOOLS

Team of researchers have developed an Opinionnaire for in service teachers and trainee teachers wherein 15 statements and 5 open ended questions were added to check the attitude and awareness of in service teachers and trainee teachers about transgender people and their rights. Data is analyzed with percentage.

DATA ANALYSIS

1. A simple grid was prepared to collate the data provided in the questionnaires.
2. A coding system was designed carefully as per items listed in questionnaire.
3. To evaluate open questions, coding system was used.
4. Processed data was quantified by using percentage.

FINDINGS

After analysing items from opinionnaire for in service teachers the following findings were drawn.

1. Most of the in-service teachers have positive attitude towards their transgender student.
2. Most of in-service teachers have positive attitude towards their transgender colleague.
3. Many of in-service teachers are aware of constitutional laws for LGBTQ community.
4. Majority of the in-service teachers are ready to counsel their class students to accommodate a transgender person in the class.

After analysing items from opinionnaire for students/ trainee teachers the following findings were drawn.

1. Most of trainee teachers have positive attitude towards their transgender class fellow.
2. Many trainee teachers are aware of constitutional laws for LGBTQ community

CONCLUSION FOR IN-SERVICE TEACHERS

1. Teachers also have given various ways of counselling and cautioned to handle the issue carefully. They have a strong positive attitude towards the transgender student as they are ready to support him emotionally, to stand by him, boosting his self-esteem and confidence. They are sensitive and are eager to help their transgender student to cope up with adverse comments in society by supporting them and motivating them for their progress.
2. Majority of in-service teachers have positive attitude for appointment of a transgender person as class four employee in their school. They are ready to help their colleague to

improve his professional skills by various ways. Very interestingly 1 informant suggested to just behave normally with the transgender person.

3. Most of the in-service teachers are aware of the Supreme court decision about LGBTQ rights. But there are a few who agree that they are not aware of these rights.
4. It is seen that majority of the in service teachers fraternity have positive, static attitude towards the transgender persons as their students and their colleagues. They accept them as any other human being and as working population of the country.

CONCLUSION FOR TRAINEE TEACHERS

1. It is seen that there is a very optimistic view of trainee teachers. Majority of trainee teachers are ready to side the class fellows to accommodate the transgender person in the class. The trainee teachers have positive attitude towards transgender class fellow. Majority of trainee teachers are ready to accept the transgender class fellow with all his peculiarities. They are ready to make friendship with him as with any other class fellow. So it is seen that the trainee teachers have very positive attitude towards the transgender person in their class. Also majority of trainee teachers are ready to create awareness among society during social gatherings. They are eager to discuss and convince people that the transgender person is as any other human being. They are ready to support him during controversies arising in society. This shows that the trainee teachers have a strong positive attitude towards the transgender persons.
2. Comparatively less number of trainee teachers is aware of the constitutional rights to the transgender persons. They also say that many people in society at large are not aware of these laws. But these laws are useful for the benefit of the transgender persons.

DISCUSSION ABOUT THE FINDINGS OF THE PAPER

With the help of the findings of the present study, team of researchers came to know about the attitude of in service teachers that maximum teachers are ready to accept the transgender colleague in academic duties, but some of them just want to establish a professional relationship with them. Majority of teachers gave positive response for spending leisure time, providing employability training, recommending them for better opportunities and felicitating them for their achievement which is really a satisfactory picture. Still we need to provide training and counselling for dealing with them as normal human being despite of their identity and accept them with their peculiarities.

Similarly majority of students are ready to accept them not only as a class fellow but also as a friend where they are ready to support them in any possible manner and in any possible way. Even they are ready to take a stand for them whenever required. These are the future teachers who will be dealing with some future generations. So this attitude will surely help in shaping the minds and ignite them about the inclusion of transgender people. Researchers would like to conclude this paper by saying there are hopes for the future of transgender people and somewhere this process of accepting them whole heartedly has been started. We just need to support and encourage Complete Inclusive policies and practices of these

transgender people with the hope of making this world a better place for them to live with pride.

SCOPE FOR FUTURE RESEARCH

Based on this study researchers have got some ideas for future research. They are as follows:-

- Providing employability skills among transgender students
- Developing self esteem of transgender people
- Providing job opportunities to transgender people
- Need analysis of transgender people
- Implementation of NEP 2020 for transgender people
- Developing the positive attitude of people in education sector about inclusion of transgender people

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A STUDY ON THE ROLE OF NATIONAL EDUCATION POLICY- 2020 TO PROMOTE SOCIAL COHESION

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ABSTRACT

One of the core problems of the new millennium is maintaining and fostering social cohesion in the face of rapid globalisation. In India one of the obstacles to social cohesion is a population that is too diverse in terms of ethnicity and socioeconomic status. The problems are even more complicated in our country, which has a multicultural, multilingual, and multistate structure. Education is seen as a vital institution that helps to foster social cohesion by socialising newcomers to society. To promote social cohesion, a complete transformation of the educational system is needed. It necessitates teachers who are sincere, accessible, and secure human beings with primarily positive feelings toward students. The proposed National Educational Policy 2020 envisions a new approach to education. It aims to bring about and incorporate a slew of reforms in India's education system at all stages. It also aims to improve the way facilitators of such education, such as schools, colleges, and teachers, are educated and approach education with a holistic approach. The National Education Policy 2020 is India's first new education policy in the twenty-first century. This research was carried out with a view to study and explore social cohesion from an educational perspective. The study was conducted to analyze how the New Education policy 2020 document can be instrumental in promoting Social Cohesion. The research included structured and unstructured tools (Questionnaires/Interviews). The respondents for this study were the principals, teachers/professors of colleges of higher education from various universities in Maharashtra.

KEY WORDS: Social Cohesion, Education, National education policy, indicators of social cohesion

INTRODUCTION

Although we are unable to describe precisely what social cohesion is, we commonly understand it as "something that holds us together." Social cohesion is a multilevel definition

with many dimensions. Both of these things must be considered in every effort to assess social cohesion. The psychological idea of social cohesion is one of the two fundamental components of the philosophy of social cohesion.

One refers to the ideational aspect, which is the psychological recognition of participants within a social setting. The relational aspect, on the other hand, refers to the relationships between members. (C. A. Larsen, 2014).

Education is seen as a vital institution that contributes to social cohesion by socialising new members of society and providing them with the information and skills they need to participate in society. Education has two effects on social cohesion: the establishment of standards and values that encourage solidarity with others, and the elimination of disparities caused by income levels. In cross-national comparisons, income inequality is linked to social cohesion. If an educational system can grow potential citizens with high achievement levels without creating major differences, it can be considered more integrated.

WHAT EXACTLY IS SOCIAL COHESION, AND WHY IS IT SO CRUCIAL?

A socially cohesive society is one in which people mix freely, there are no social distinctions, and strong political structures are in place to make democracy more responsive, inclusive, transparent, and accountable. A community that is socially integrated would have lively, horizontal bridging structures that strengthen social organisation through income inequalities, growth disparities, racial divisions, religious divisions, and other socio-cultural economic divides. Strong social ties, a positive emotional connection between members of the group, and a strong emphasis on the common good characterise a cohesive society. Social cohesion is critical for every society's potential success and has a significant effect on people's perceptions of their own well-being. More cohesion means more happiness in life. Strong social ties and trust among its members are emphasised, as is mutual dependency between and among civil society groups and people, as well as between citizens and the state. (K. Unzicker, 2012)

Social cohesion is a broad term. There are many meanings in the literature. Various levels of participation, such as social (informal social relations), civic (in organisations), and political participation (in the sphere of the state), are often included (Schmeets H. and Coumans M., 2013).

The United Nations Development Programme (UNDP) works on democratic governance and peace building, with social cohesion as a main emphasis. The achievement of this goal is a precondition for long-term stability and stable communities. Sociologists, economists, political scientists, and social psychologists have found that cohesive communities have improved individual health outcomes, greater income equity, and more extensive social support and security structures. (United Nations Development Programme, 2020)

SOCIAL COHESION IN INDIA

India is growing at a fast pace, social dynamics are changing, old types of dependencies are becoming obsolete in some ways, and people are challenging authority and power structures. On the other hand, there is a new collection of vulnerabilities that affect large segments of the population, which are often exacerbated by caste politics. When people think of India, they think of cities, metropolitan areas, IT facilities, shopping malls, and societies dominated by consumerism, not rural India, where more than 70% of the population still lives. The effect of various transition processes on social stability in India was the subject of India Today. India is a hugely diverse nation. Overall, the issue of social cohesion is extremely complex in the Indian context given the caste and religion dimensions. Although the principle of equality is legally recognised in India, caste system still exists in practise and poses a complex challenge. (P. Walkenhorst and M. Nair, 2016)

SOCIAL COHESION: MEASUREMENT AND DEVELOPMENTS

Adoption of sociometric methods is one way to test social cohesion. Sociometric procedures have a high degree of reliability and validity, and they can be effective predictors of potential social outcomes. Rising violence, terrorism, civil war, worsening community relations, and, in some cases, a general loss of confidence and political participation are all posing threats to social stability in many OECD countries (Anastasios Z. and Albert A. 2019). In various ways, social solidarity can be used to emphasise:

- shared norms and values;
- a sense of shared identity or belonging to a collective community;
- a sense of peace and continuity;
- an equal distribution of rights, privileges, resources, and income;
- a strong civil society and engaged citizenry;

INDICATORS OF SOCIAL COHESION

Various scholars have identified various Social Cohesion indicators. These indicators include ethnic diversity, income distribution, confidence and other attitudes, life satisfaction, social behaviour, civic participation, which refers to the quality of relationships between and among equals or near equals for both individuals and diverse groups within a community, as well as jobs, education, and health access. The EU has put in a lot of effort into creating indicators that reflect its commitment to social inclusion, which was announced in the Maastricht Treaty and reaffirmed in the Lisbon Agenda in 2000. 24 These metrics include earnings, housing, schooling, and health as summarised by ECLAC. (Pablo V. Consultant, 2007).

EDUCATION AND SOCIAL COHESION

The way children and young people are educated and trained has an effect on not only their own perceptions of themselves and their country, but also their perceptions of others. The reciprocal relationship between educational processes and people's appreciation for diversity has become widely recognised over the last decade. The partnership is at its most intense before and during open confrontation, but it also holds true in other situations. It is possible for the relationship to be both positive and negative. As education is used positively, it increases people's awareness, decreases internal and external crime, and strengthens

society's capacity to reduce poverty. Education for All (EFA) goals set by the international community at the World Conference on Education for All in Jomtien, Thailand, in 1990, and the Dakar Framework of Action expressed at the World Education Forum in Dakar, Senegal, in 2000, both acknowledge the importance of the relationship between education and respect for diversity. Other international agreements back the idea that education should foster diversity tolerance. The Universal Declaration of Human Rights (UN, 1948) and the Convention on the Rights of the Child (UN, 1989) both state that education should be free of discrimination and should foster "respect for the child's parents, his or her own cultural identity, language, and values, for the national values of the country in which the child lives, and for civilization" (United Nations 1989: 29, 1c). It goes on to say that children should be educated in a spirit of "understanding, unity, tolerance, gender equality, and friendship among all peoples, racial, national, and religious groups, and persons of indigenous origin." Improvements in basic education should increase the likelihood of education better meeting the needs of all classes, just as a greater focus on critical thinking, less rote instruction, and teachers who are better qualified to cope with students' individual needs should improve the learning environment. (Schweitzer E.R., 2006)

THE INFLUENCE OF EDUCATION ON SOCIAL COHESION

The UNICEF Research Center has investigated and identified the positive and negative effects of education on conflict and ethnicity, with a particular emphasis on education's potential role in increasing social cohesion. Curriculum material and the culture of educational institutions may have an effect on social cohesion.

Education plays a critical role in the development of cohesive communities. It aids in the development of universal norms and values, as well as societal engagement between people of various socioeconomic, cultural, and religious backgrounds. While education is not the only factor that influences people's willingness to participate, engage in, and trust, it does play a significant role in the creation of a national identity on a personal level. It also takes into account other factors including wealth and income (Dammers, 2008).

National harmony and integration have been described as a major goal of education around the world. In its report of UNESCO the International Commission on Education for the Twenty-First Century, chaired by Jacques Delors, established four pillars of learning that are extremely relevant in the twenty-first century. There are the following:

- **Learning to know:** to give students the cognitive skills they need to better understand the environment and its nuances, as well as to lay a solid foundation for future learning.
- **Learning to do:** to provide individuals with the skills they need to engage successfully in the global economy and society.
- **Learning to be:** to include self-analytical and social skills to allow individuals to reach their full psychosocial, affective, and physical potential, resulting in an all-round' complete human.
- **Learning to live together:** exposing people to the ideals embodied in human rights, democratic norms, intercultural understanding and respect, and peace at all levels of

society and human relationships in order for individuals and communities to live in peace and harmony.

It is the foundation of learning to live together that focuses on cooperation and integration problems. Curriculum's function is to define educational goals and organise them into goals, objectives, aims, and learning outcomes that can be accomplished at various levels of education and training. (David N., 2014)

NATIONAL GOALS OF EDUCATION AND TRAINING

National priorities are at the core of every policy process, and those who follow this road map hope to achieve those goals. These National Goals are a collection of characteristics that people can acquire or create while in school. The desired citizen characteristics can be classified, grouped, and described in a variety of ways, and will be descriptive of an ideal citizen. National Education and Training Goals aren't the only part of the 'system' we suggest. The structure for implementing a programme primarily aimed at improving social tolerance and cohesion within the overall process of student social growth will be developed at the next level., will concentrate on a subset of the particular behaviours, beliefs, attitudes, dispositions, and learnings defined, promulgated, and promoted by the National Goals. (Warren P. and others, 2001)

EDUCATIONAL PRIORITIES AND CONCERNS OF INDIA

Educational policy and success have been assessed on a regular basis in light of national growth goals and priorities. The emphasis on quality improvement, a proposed and more inclusive expansion of educational facilities, and the need to focus on the education of girls were all emphasised in the National Policy on Education (NPE) approved in 1968. Several primary methods are outlined in the 1986 NPE, as revised in 1992, and the 1992 Plan of Action (POA).

Furthermore, the educational system strives to offer due recognition and importance to the social organisation, practises, customs, and value systems of various communities—especially SCs and STs. This is aided by the development of materials and curricula in their own native languages, the establishment of residential schools, and the involvement of young and educated community members in the educational process. The government has now released the most recent New Education Policy 2020, which contains several changes from the previous policy.

NEW EDUCATION POLICY 2020

Education is essential for achieving maximum human potential, creating an equal and just society, and fostering national growth, according to the NEP 2020. The key to India's continued rise and leadership on the global stage in terms of economic development, social justice and equality, scientific innovation, national integration, and cultural preservation is to provide universal access to high-quality education. Over the next decade, India will have the world's largest population of young people, and our ability to provide them with high-quality educational opportunities will decide our country's future.

With these views in mind, this study was conducted to investigate the importance of education as one of the indices of social cohesion, and an attempt was made to analyse the New Education Policy 2020 document in terms of its potential contribution to fostering social cohesion. (New Education Policy 2020)

OBJECTIVES OF THE STUDY

The objectives of the study were-

1. To analyze the NEP 2020 document with respect to any guidance for implementation of education for social cohesion
2. To analyze the views of the principals, teachers /professors of colleges of higher education regarding the NEP 2020 with reference to Social Cohesion

SCOPE AND LIMITATION

SCOPE: This study was applicable to the Principals and teachers/professors of various universities in Maharashtra, who have studied the NEP 2020 document.

LIMITATIONS

1. This study was limited to 20 such respondents
2. The respondents were from higher education colleges

RESPONDENTS

The present study was undertaken with the principals, teachers / professors of colleges of higher education from various universities in Maharashtra.

METHODOLOGY

1. The New Education Policy 2020 was thoroughly studied with respect to whether it include some guidances, which will be able to promote Social Cohesion.
2. Data was collected both qualitative and quantitative, to study the possible role, the NEP 2020 can play in promoting Social Cohesion.

DATA COLLECTION METHOD: Data was collected with the help of Structured Interview

TOOLS FOR DATA COLLECTION: Interview Schedule

SAMPLE / RESPONDENTS: College / university Principals, professors/ teachers from various universities of Maharashtra.

INTERVIEW SCHEDULE

QUESTIONNAIRE: The questionnaire used is given in Annexure I, consists of questions which are qualitative and quantitative.

OBSERVATIONS AND DATA INTERPRETATION

PART I- ANALYSIS OF NEP 2020 DOCUMENT

NEP 2020 document was analysed by the researcher and the following points were observed with respect to the components related to Social Cohesion in the Education policy.

Following are the observations.

- Article 7.12 talks of constituting samajik chetna kendra, that will include activities for society and provide social cohesive environment at schools.
- Article 10.3 and 10.6, talks of crucial responsibilities of Higher Education Institutes in community engagement, support for school system as well as value-based education and environmental education.
- The Holistic development of an individual is aimed through positive inclusive education from school education to higher education and not only limiting to specific subjects but extended to climate, culture, values and environment awareness.
- It is further equated to Global Citizenship Education (GCED).
- Section 17 of NEP stresses upon knowledge economy creating a pool of talented and skilled youth who aspire to build the nation and boost national economy, imbibing technology solutions and digitally empowered HEIs.
- NEP aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes.

Part II – (Responses to Qualitative and Quantitative questionnaire)

The following section summarises the responses of the respondents to the qualitative and quantitative questions. These are the 15 questions out of which 4 are Qualitative questions and 11 are Quantitative questions based on the 5 point rating scale. The responses to the qualitative questions are the common points from the respondents.

Q1. Are there any guidelines for higher education in the new NEP 2020, which will promote social cohesions? If yes then please describe.

Responses

- Yes. In the Principles of NEP (page 4-5) The purpose of the education system to develop good human being, contributing citizen for building an equitable, inclusive and plural society. Details are given in the point : Equity and inclusion, inclusion of community participation, Gender equality and inclusion.
- At one place in point number 7.4 it talks about the **social cohesion**. It says, "the unutilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to **promote social cohesion** during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra"."

Q2. Are there any guidelines in the new NEP 2020 with respect to curriculum and / pedagogy towards promoting Social cohesion? Please explain.

Responses

- Yes at national level no separation of subjects, inclusive education, and promoting vocational training under lok vidya.
- Special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes.

Q3. What are major reforms in the NEP 2020 to promote Social Cohesion?

Responses

- **Education to all.**
- **Community engagement** is one the major reform I would say. In this policy enough emphasis is given to engage students in community actions. This may help students to understand the community life and their challenges.
- I understand that community life gives you opportunity to serve and learn the about social cohesion.
- Early education, **all inclusive education**, importance on Indian languages and vocational training.

Q4. Suggest possible ways to implement these reforms which can promote social cohesion.

Responses

- **Team-building exercises** are the best way to see how individual members will work together to accomplish a goal.
- Through **life skills and value education**.
- 1) **To connect the classroom learnings to the community**. 2) Students should get opportunity to learn and address the real life issues in their community. 3) **Extension activity** at the college level should go beyond the thought of NAAC accreditation.

Q5. The NEP 2020 includes the components for the following-

Responses

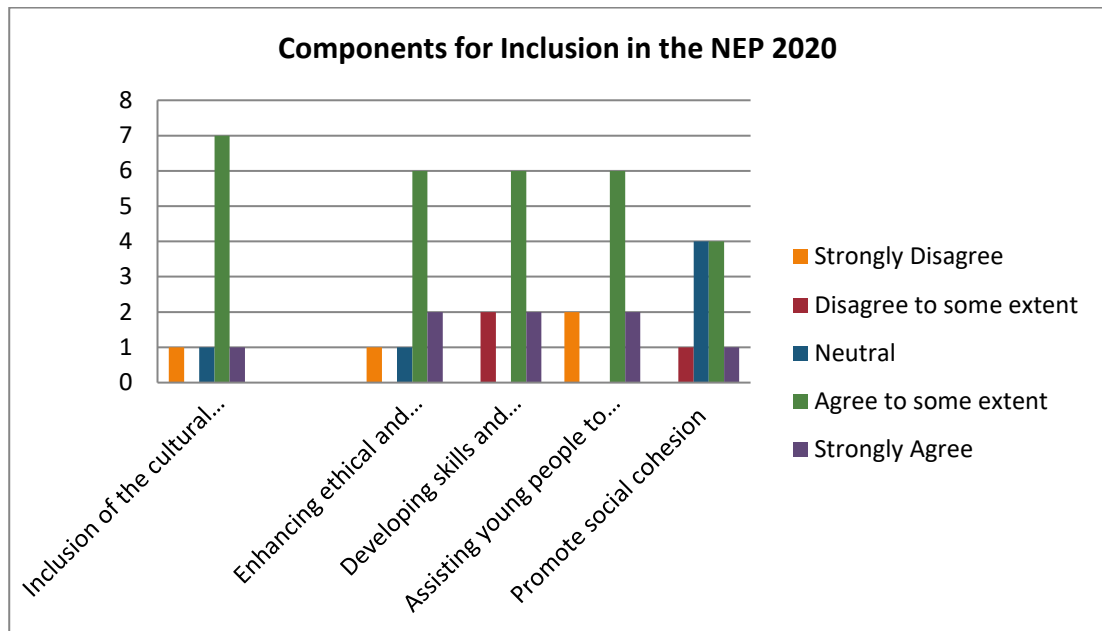
Inclusion of the cultural diversity of India- 70% respondents agree to some extent, 10% were their responses

Enhancing ethical and spiritual behaviours- 60% respondents agree to some extent

Developing skills and competencies related to employment- 60% respondents agree to some extent.

Assisting young people to become global citizens- 60% respondents agree to some extent.

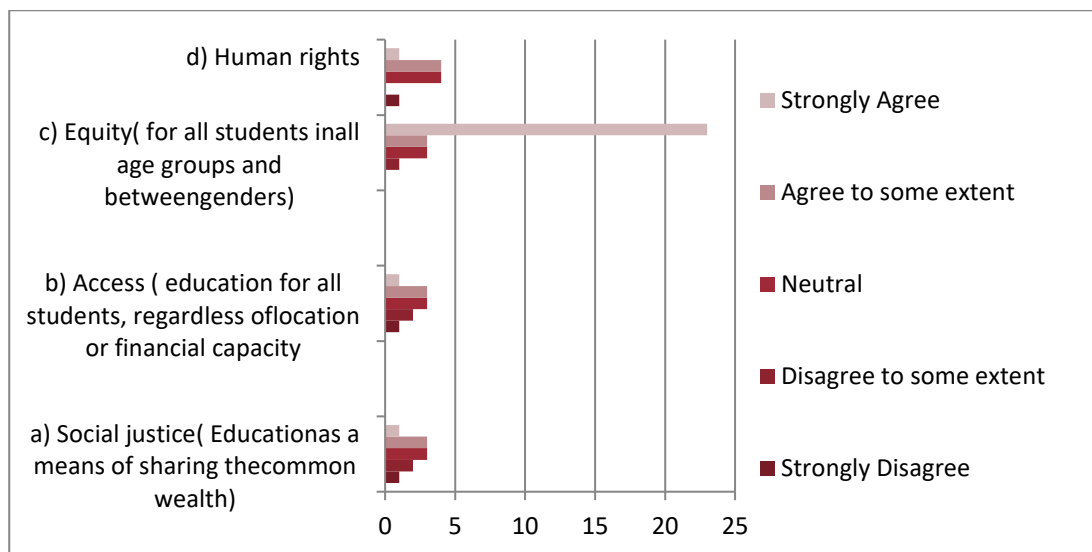
Promote social cohesion- 37.5% respondents agreed to some extent, and 37.5% were neutral



Q6. The NEP 2020 involves components to allow-

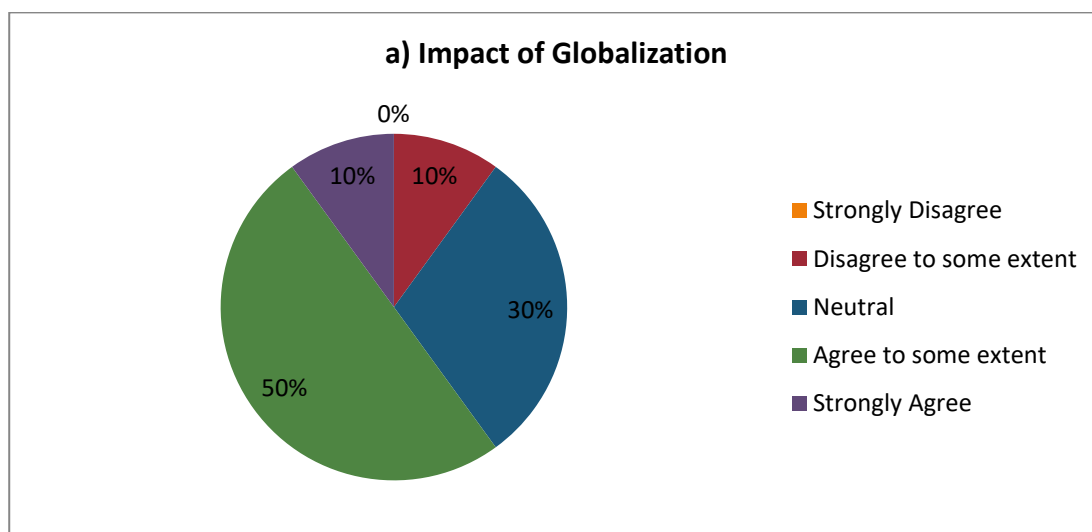
- a) Social justice(Educationas a means of sharing thecommon wealth)
- b) Access (education for all students, regardless oflocation or financial capacity
- c) Equity(for all students inall age groups and between genders)
- d) Human rights

The respondents expressed mixed opinions, with 30-40% agreemen and 30-40 being neutral, **except for the aspect of Equity(for all students inall age groups and between genders), 70% respndents strongly agree to this that NEP will have an impact on promotion of social cohesion.**

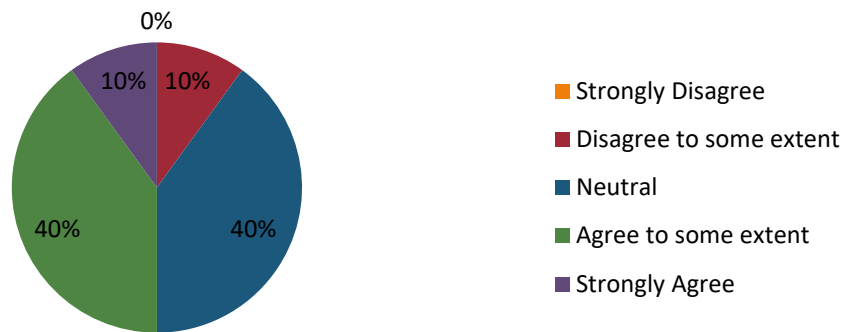


Q7. The NEP 2020 involves components to recognize-

- Impact of globalization-** 50% agree to some extent, 10% strongly agree that there are components to recognize impact of globalization while 30 % are neutral.
- Promoting democratic participation-** 40% agree to some extent, 10% strongly agree that there are components for promoting democratic participation, whereas 40% of the respondents have a neutral response.



b) Promoting Democratic Participation



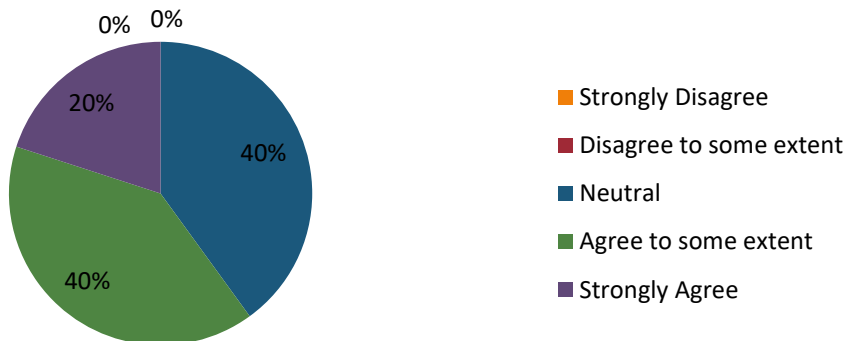
Q8. The NEP 2020 involves components to promote equality in terms of gender, disability and ethnicity.

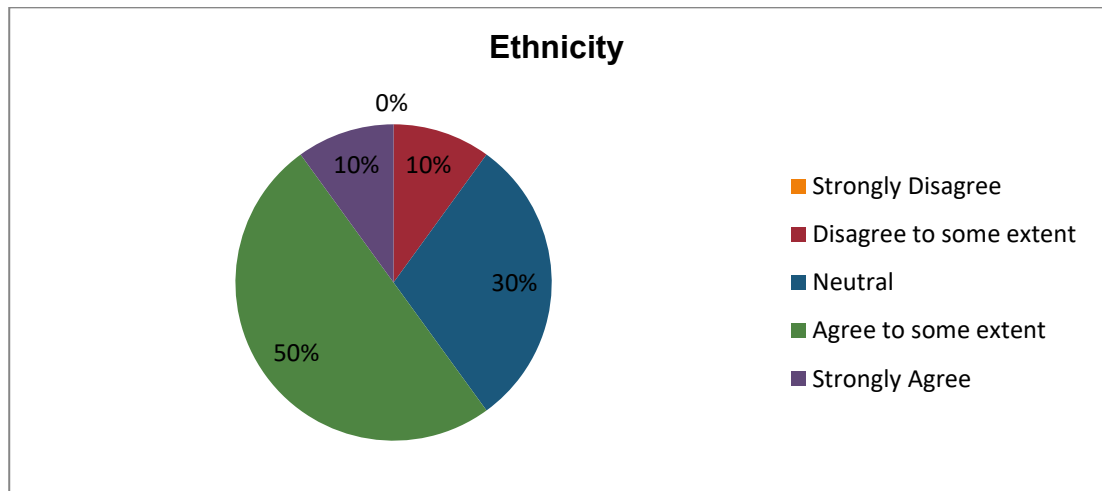
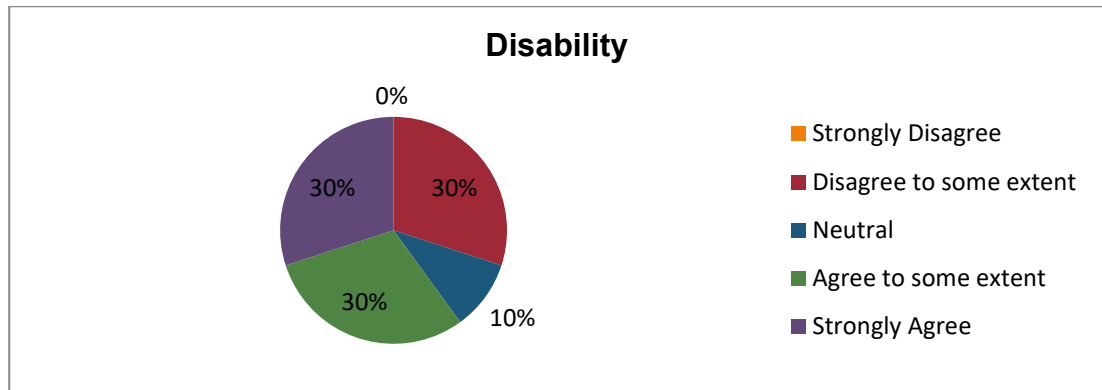
Gender- 40% agree to some extent, 40% neutral response

Disability- 40% agree to some extent+ 30% agree strongly

Ethnicity- 50% agree to some extent, 10% strongly agree

Gender





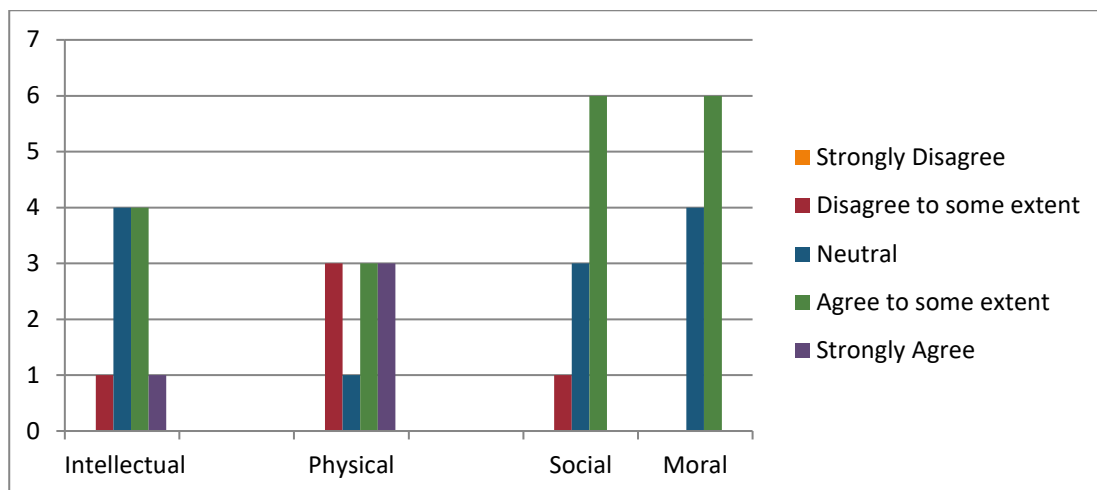
Q9. The curriculum is student centric for their intellectual, physical, social, and moral development.

Intellectual- 40% agree to some extent, 40% neutral response

Physical- 30% agree to some extent, 30% neutral response, 30% strongly disagree- so there is a mixed response

Social- 60% agree to some extent+ 30% neutral

Moral- 60% agree to some extent+ 40% neutral

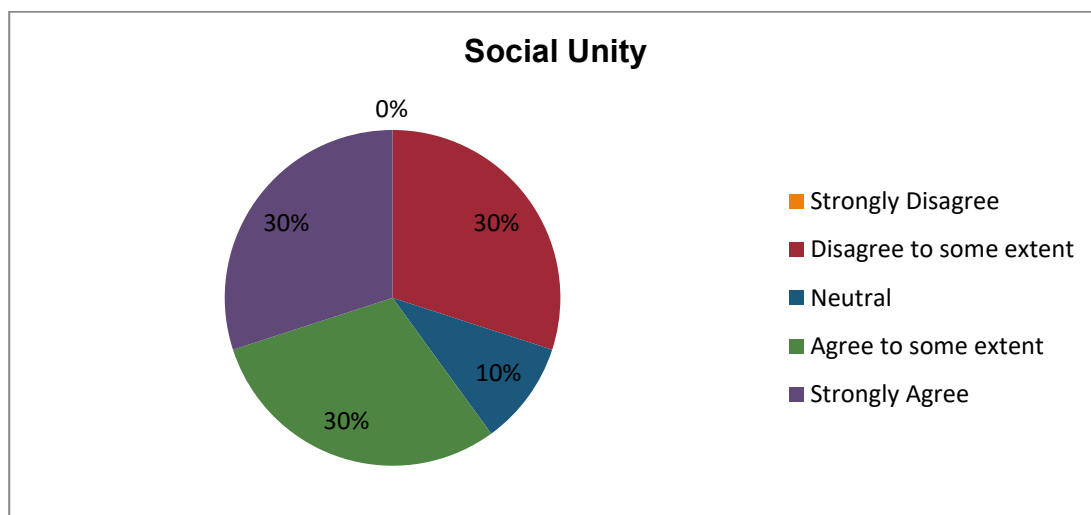


Q10. The NEP 2020 document involves components to foster a sense of belonging, social unity and harmonious co-existence among people.

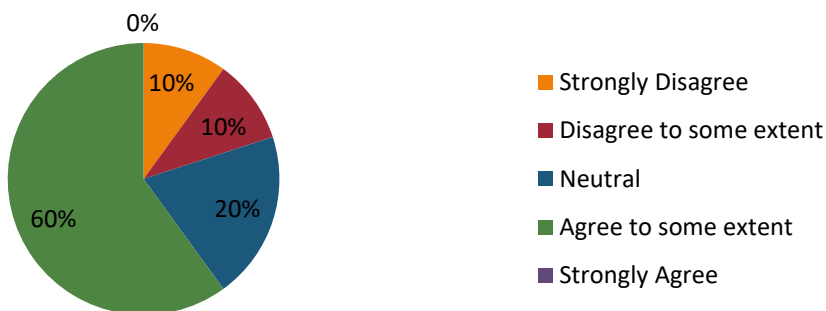
Sense of belonging- 60% agree to some extent+ 20% neutral

Social unity- 30% agree to some extent, 30% neutral response, 30% strongly disagree- so there is a mixed response

Harmonious co-existence- 60% agree to some extent+ 30% neutral



Sense of Belonging



Harmonious Co-existence



Q11. The NEP 2020 has the provisions to promote sound moral values and develop desirable social standards.

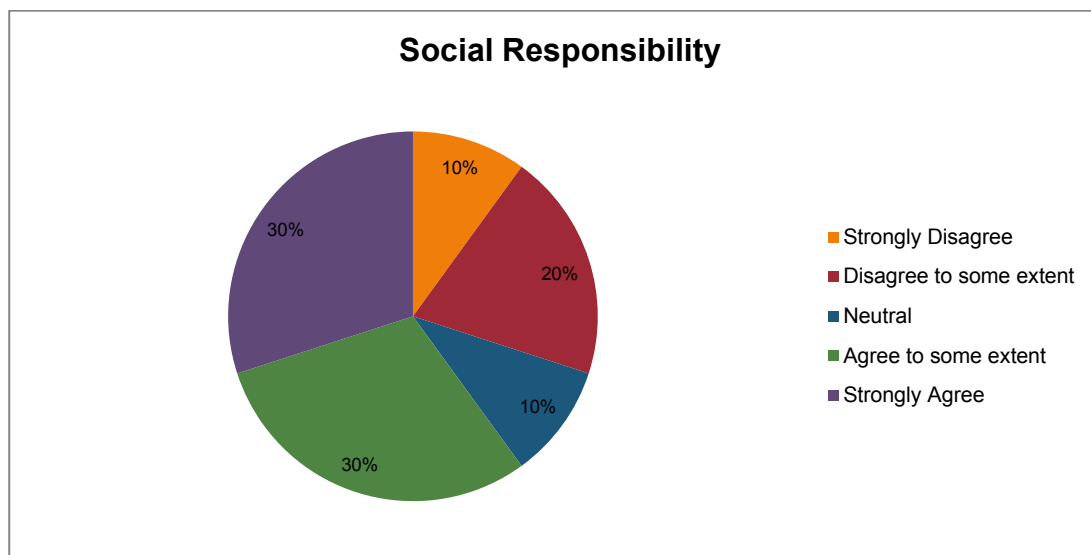
60% agree to some extent, 10%+10%+10%+10% other responses were obtained.

Promote Sound Moral Values And Develop Desirable Social Standards



Q12. The education imparted through NEP 2020 will be able to promote social responsibility among the students.

30% agree to some extent+ 30% strongly agree, remaining 40% were other responses

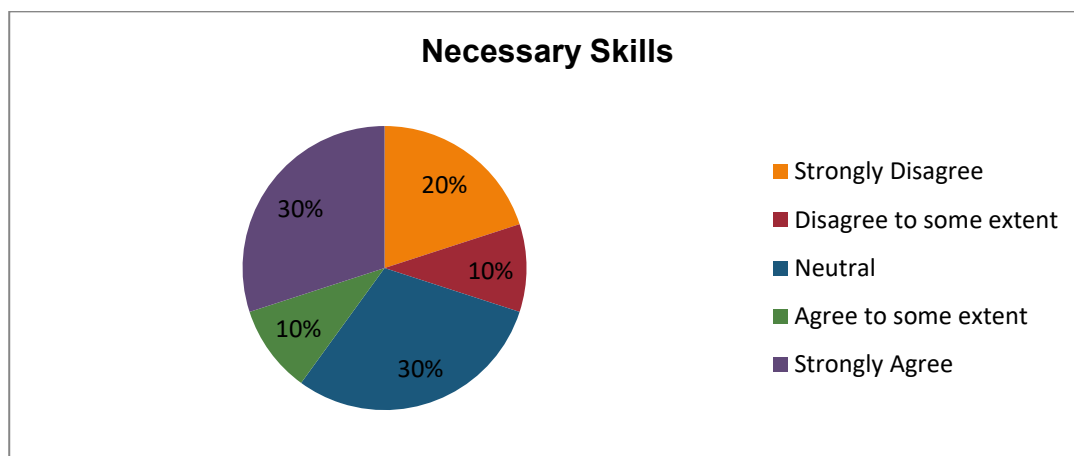


Q13. The provisions in NEP 2020 will enable students to acquire necessary knowledge, skills and attitudes for development of self and society.

Necessary knowledge- 30% strongly agree, 10% agree to some extent, 30% neutral response, whereas 20 % disagreed to some extent to the statement

Necessary skills- 60% strongly agree, 10% agree to some extent, 20% neutral response

Necessary attitudes- 60% agree to some extent+ 20% neutral, whereas 20% strongly disagreed to the statement.



Necessary Knowledge



Necessary Attituded



Q14. The provisions in the NEP 2020 will promote brotherhood for fellow human beings.

60% agree to some extent, 20% strongly agree, 10% were neutral whereas 10% respondents disagreed to some extent.

Promote Brotherhood for Fellow Human Beings

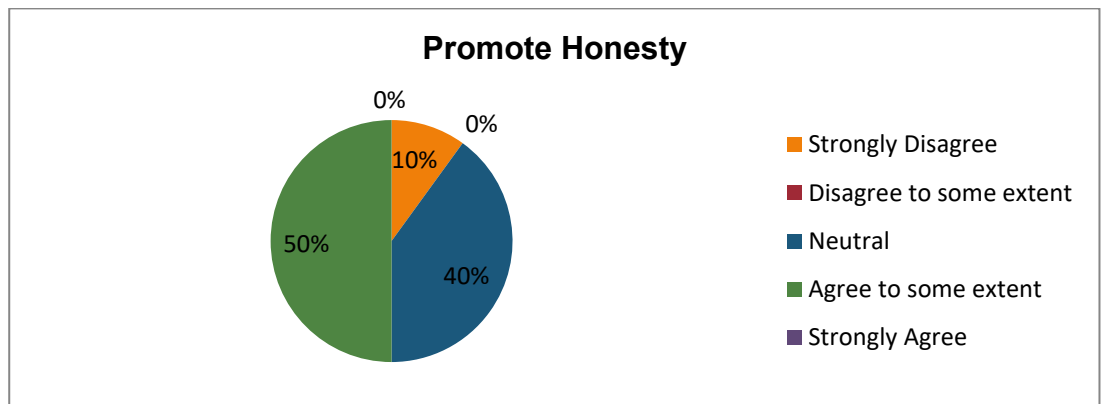
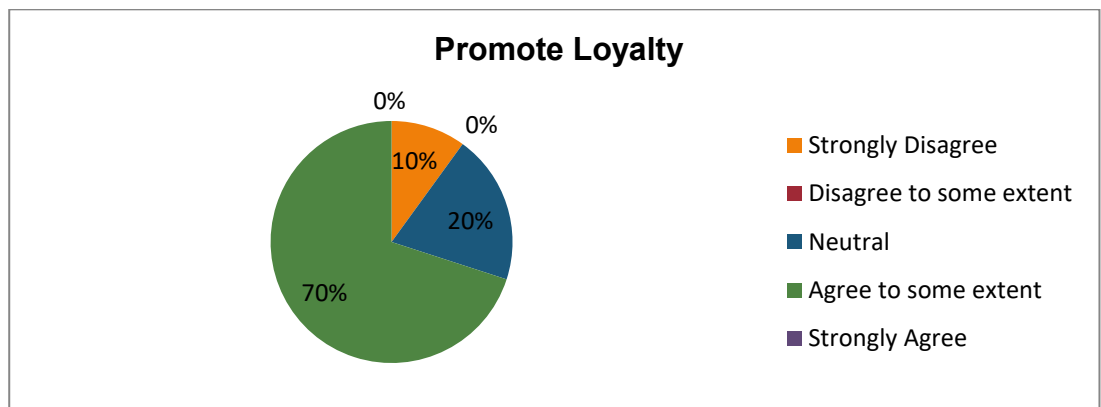
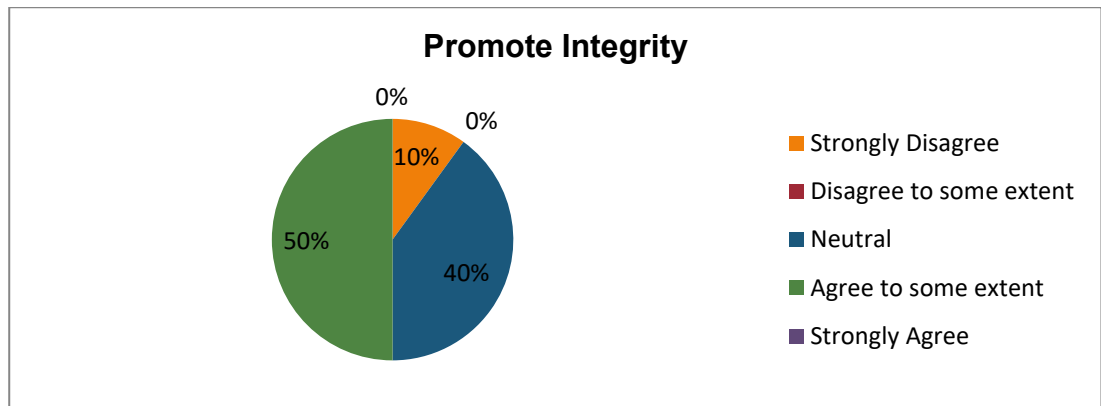


Q15. The provisions in NEP 2020 will promote loyalty, integrity and honesty for the nation.

Promote loyalty- 70% agree to some extent+ 20% neutral response

Promote integrity- 50% agree to some extent+ 40% neutral response

Promote honesty- 50% agree to some extent+ 40% neutral response



DISCUSSION

This article explores social cohesion from an educational perspective. It raises some of the important questions about the influence that education might have to influence the development of a country to become more social cohesive. One of the challenges to social cohesion is a heterogenic society in ethnic and socioeconomic terms. Many authorities now a days see the creation of a social mix, or 'social balance' as a good strategy to strengthen social cohesion. This mix will increase the tolerance of groups. The question is if education can influence and stimulate these tolerances of groups and therefore social cohesion. The NEW Education Policy 2020 was intrduced with a view to revamp the Indian education system. This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

From the research carried out and the data which was obtained, it was observed that eventhough there are no direct components given in the NEP 2020, but indirectly from the various respnses obtained from the Principals, professors and teachers in this field, we can conclude that the implementation of the NEP 2020 will have a positive impact on Social Cohesion in India.

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Annexure- I

Questionnaire for “A Study On The role of National Education Policy-2020 for Promoting Social Cohesion in Higher Education”

1. According to you are there any guidelines for higher education in the new NEP 2020, which will promote social cohesions? Please explain.
2. Are there any guidelines in the new NEP 2020 with respect to curriculum and / pedagogy towards promoting social cohesion? Please explain.
3. What major three reforms do you find in the NEP 2020 to promote Social Cohesion?
4. Suggest possible ways to implement these reforms which can promote social cohesion.

On a scale of 1 to 5 How do you rate the folloing statements? Please select your answer/ response on the basis of following options for the rating scale-

1. Strongly agree
2. Agree to some extent
3. Not sure
4. Disagree to some extent
5. Totally disagree

1. The new education policy 2020 will impart education which involves the components for --

- a) Supporting cultural traditions
1 2 3 4 5
- b) Enhancing ethical and spiritual behaviours
1 2 3 4 5
- c) Developing skills and competencies related to employment
1 2 3 4 5
- d) Assisting young people to be global citizens
1 2 3 4 5
- e) Promoting social cohesion
1 2 3 4 5

2. The education policy involve components to allow-

- a) Social justice (Education as a means of sharing the 'common wealth')
1 2 3 4 5
- b) Access (Education for ALL students, regardless of location and financial capacity)
1 2 3 4 5
- c) Equity (For all students in all age groups and between genders)
1 2 3 4 5
- d) Human rights
1 2 3 4 5

3. The NEP 2020 document involves components to allow recognition of cultural diversity in the community-

- a) A belief in the conservation of cultural traditions
1 2 3 4 5
- b) A recognition of impact of globalisation
1 2 3 4 5
- c) A belief in democratic participation
1 2 3 4 5

4. The curriculum is inclusive in terms of gender, disabilities and ethnicity.

Please tick the correct options in the box.

Gender	1.	2.	3.	4.	5.
Disability	1.	2.	3.	4.	5.
Ethnicity	1.	2.	3.	4.	5.

5. The curriculum is child centred and develop the students with respect to – intellectual, physical, social, moral development.

Please tick the correct options in the box.

Intellectual	1.	2.	3.	4.	5.
Physical	1.	2.	3.	4.	5.
Social	1.	2.	3.	4.	5.
Moral	1.	2.	3.	4.	5.

- 6. The policy document involve components to Foster a sense of belongingness, social unity and harmonious co-existence among the people.**
1 2 3 4 5
- 7. The policy will allow to promote sound moral values and develop desirable social standards with regards to moral values.**
1 2 3 4 5
- 8. The education imparted through the New Education policy will allow to promote respect for and development of India's rich and varied cultures.**
1 2 3 4 5
- 9. The education imparted through the New Education policy will be able to promote social responsibility among the students and develop into a responsible and socially well-adjusted person.**
1 2 3 4 5
- 10. The education imparted through the New Education policy will enable the students to acquire necessary knowledge, skills and attitudes for the development of self and the society.**
1 2 3 4 5
- 11. The education imparted through the New Education policy will be able to Promote love for and loyalty for the fellow human beings.**
1 2 3 4 5

NATIONAL EDUCATION POLICY 2020- ENHANCING SOCIAL COHESION AND SUSTAINABLE DEVELOPMENT

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ABSTRACT

Nelson Mandela says, “Education is the most powerful weapon which you can use to change the world”. More than social change, education is a key to accelerate socio-economic development, eliminate gender inequality, reduce poverty and create a sustainable planet. It also broadens the horizons of an individuals to be more mindful, competent and responsible citizens of a society.

The National Education Policy 2020 (NEP 2020) recently released, replaces NEP 1986, envisions an India centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all. This policy is an attempt to provide a framework towards the development of education in the country.

With the blue print of NEP 2020, India has placed education at the centre of its development agenda and with bridging the gender, social, religion gaps with community participation it creates space for equity and equal participation. However, to implement this ambitious plan, in true spirit as envisioned, is a challenge, to be addressed by all the stakeholders- State, Institution, NGOs, People (Teachers and Parents). It is recognised that Human Skills may matter more than Educational degrees, hence the NEP 2020 emphasis a lot on the curriculum and pedagogy on the vocational education, life-long learning, mindfulness, collaboration, judgement and decision making thereby manifesting in Social Cohesion and Sustainable development.

The structure of this research paper is based on the objectives, 1) To examine the feasibility of the NEP 2020 and identify some critical gaps. 2) It will understand the perspectives and implementation strategies to be incorporated by the various stakeholders (State, Institutions, NGOs, People (Teachers & Parents) for the successful outcome of Social Cohesion and Sustainable development. 3) It will explore the role of state government in strengthening the Institutions creating awareness, accelerating infrastructure support and building capabilities of the peoples critical to implement the policy efficiently and effectively. 4) It will capture and understand how innovative curriculum and pedagogy will result in the outcome of increasing social cohesion and ensure sustainable development.

The methodology for the research paper will be qualitative, conducted in the form of survey, questionnaires, telephonic interviews and reviews from documents/articles/webcasts

The highlight of this research paper will demonstrate that for an effective implementation of the policy 2020 it is crucial that all stakeholders like System/ Institution/Ngos/People (Teachers/Parents) co-ordinate, complement and collaborate so as to achieve social cohesion and sustainable development. For an **Inclusive System**, it is essential to build social cohesion and promote sustainable development hence the NEP 2020 has to re-work the curriculum in order to reflect the specialised competencies, knowledge and skills required in each particular subject and discipline.

KEY WORDS: Education, Social Cohesion, Sustainable development and Stakeholders.

INTRODUCTION

Replacing a three-decade-old framework, the National Education Policy (NEP) 2020 introduced reformative changes in Indian education. Rooted in the principles of **access, quality, equity, affordability and accountability**, the policy when implemented, will impact the lives of more than 300 million students in the country. NEP 2020 aims to resolve the multi-layered challenges in public education systems in India.

It aims to provide holistic, equitable and inclusive education with the structural change in the education system. The policy is designed, incorporating the curriculum, pedagogy and recreational activities towards social cohesion and ensuring a wide range of educational and equal opportunities. To build the social cohesion, the policy avoids segregation and isolation of ethnic and linguistic minorities, those with disabilities and with learning difficulties due to language barrier and are at the risk of educational exclusion. It also has provision for building social consciousness, awareness and inclusion of community participation, thereby sensitize students towards diverse culture, equity, tolerance, empathy and human values.

This policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It also aims to make schooling available to everyone with the help of NEP 2020. Approximately two crore school students will be able to come back to educational institutes through this new approach (Amit Khare, Higher education secretary). The emphasis is to make foundational changes in India's higher education system and proposes major forward-looking changes to make the country globally competitive in a knowledge economy era.

A major highlight of NEP 2020 is the proposed overhaul of undergraduate studies with multiple exit points and promoting a multidisciplinary approach for learning. The policy also encourages research in universities by establishing a National Research Foundation which will promote and fund outstanding academic research. Admissions have been simplified by introducing a single university entrance exam and regulatory structures will be unified under a central body called the Higher Education Commission (HECI). NEP 2020 has also opened

doors for foreign universities to set up institutes in India and also allowed national universities to set up offshore campuses.

With the retention of “core essentials”, and thrust on “experiential learning” and “critical thinking”, the **National Education Policy 2020 (NEP)** promises to bring massive reforms to India’s education system which faces long-standing challenges of scarcely funded institutions and poor learning outcomes.

Though this policy is a novel education intervention, it is prerequisite to reflect and study all the aspects of its effective implementation as it envisions, on all the procedures and validate by assessing the inclusion and exclusion policy. The focus is also to understand how innovative curriculum and pedagogy will result in the outcome of increasing social cohesion and ensure sustainable development.

SIGNIFICANCE OF THE TOPIC

The NEP 2020 is a transformative initiative with an objective of universalising of education and achieving global standards of education. This policy focuses on the academics, vocational training and extracurricular activities towards the holistic development of a student. Since this policy with huge plans is yet to be implemented, it is critical to reflect in depth and comprehend the essence of its processes and procedures, hence the need to conduct a pilot study. The paradigm of this pilot study is an attempt to examine the policies and its implementation as per the objectives and desired outcomes. As envisaged this policy is a framework incorporated by the state, but how does it transpire the policy concept to various stakeholders for a concerted action is a thought provoking question? It is prerequisite to reflect and study all the aspects of its effective implementation.

This study intends to examine the feasibility and identify some critical gaps to be incorporated into the strategy by the State, Institutions, Ngos People (Teachers and Parents) for the successful outcome of Social cohesion and Sustainable development.

The findings and recommendations can be used for the scaling up/ experimental study with the following objectives;

OBJECTIVES

1. The research paper will examine the feasibility of the NEP policy2020 and identify some critical gaps.
2. It will understand the perspectives and implementation strategies to be incorporated by the various stakeholders (State, Institutions, Ngos, People (Teachers & Parents) for the successful outcome of Social cohesion and Sustainable development.
3. The paper will explore the role of state government in strengthening the Institutions creating awareness, infrastructure support and building capabilities of the peoples critical towards an effective implementation of the policy.
4. It will capture and understand how innovative curriculum and pedagogy will result in the outcome of increasing social cohesion and ensure sustainable development.

LITERATURE REVIEW

For the purpose of this pilot research study, the literature review focuses on some of the relevant issues of the policy with critical gap. There is a need to deep dive into the complexities of the gaps in the policies and address them for the successful implementation by the System, Institutions, Ngos and People. Since the policy is yet to be implemented, it can be examined and debated from the holistic perspectives within the ecosystem of all the stakeholders.

The NEP 2020, is a culminating result of several rounds of consultations with government bodies and experts, sets itself a target of transforming the schools and higher education systems in India by the year 2040.

In the last three decades since NEP 1986, education in India has seen a slew of changes, school enrolments have significantly improved and drop-out rates have been brought down. Interventions through programmes such as the **Integrated Child Development Scheme (ICDS)** and the **Mid-Day Meal Scheme** have helped to address the nutrition needs of early childhood education. (WEBCAST) (“Re-imagining Schools NEP’s vision of 21st Century Education”) However, experts believe, in the race to bridge the access gap, India’s educational institutions have been unable to deliver on the quality front and learning has taken a back seat especially in the pre-primary foundational learning.

The NEP 2020 comes at a time when India has experienced digital infrastructure gaps in education during the pandemic causing an impact of the unprecedented social, human and economic crisis. **Ignored Digital Divide:** While there is a lot of focus on using technology in every aspect of education - education planning, teaching, learning and assessment, administration & management, setting up virtual labs, digitally equipping schools, mentoring and setting up forums. The policy neglects the digital-divide, the lack of digital infrastructure and access to technological devices/internet. In recent times the cost of the internet has seen an increase owing to market monopolies. The issue of the digital-divide is even more complex when seen from the lens of gender, class, caste and urban-rural regional differences. The policy recognising this challenge, aims to eliminate the digital divide by promoting artificial intelligence and digital learning with an aim to, “*Leave no one behind*”.

Among these challenges, access continues to remain the most pressing one, as reflected in India’s gross enrolment ratio (GER) improved to 27.1 percent in 2019-20 as against 26.3 percent in 2018-19. NEP 2020 intends to increase this ratio to 50% by 2035. Additionally, the policy also emphasises on bridging the infrastructure gaps between urban, rural and semi-urban institutes. Open learning platforms and digitalisation of higher education will play an important role in this process. In order to leverage the use of technology in higher education, the policy has proposed the establishment of the National Educational Technology Forum.

It is with renewed commitment of meeting Sustainable Development Goal Four (SDG 4), the policy highlights the need to invest in inclusive and equitable life-long learning and to reinforce global cooperation in education. It is clear that higher education has a significant

role to play in realising these ambitious objectives. Universities are a critical component of the education ecosystem. Their role in strengthening and informing education policy and practice at every level – training teachers, creating pedagogical content and leading educational research universities can and will work in partnership with business and the technical/ vocational education and training sector to upskill and reskill young and adult learners for an inclusive development.

SDG- 4, The policy also discusses optimal learning environment and support for students by introduction of innovative and responsive curriculum and pedagogy for enhancing access and opportunities for life- long learning, and internationalising of higher education.

The NEP 2020 policies aimed at connecting the students learning outside the classroom through community engagement which ensures that students will learn from diversity, be inclusive and learn from the ethos which was neglected earlier through rote learning and classroom (Chalk & Talk) approach. With an exposure to learning in an unstructured environment student will be exposed to the realities of life and learn to solve real-life problems leading to critical thinking. Responsive curriculum will build the children with appropriate attitude, skill of doing innovative things and knowledge of the subject matter.

However, to enable the life-long learning environment, the schools need a different pedagogy and teachers with an open mind -set towards innovation, creating a space and ensuring support for the students. To address this gap there is a need to strengthen the System/State, Institutions/higher education institutions/ Universities, Ngos and build the capacities of the People (Teachers / Parents) to sustain the continuous process of reviewing and monitoring.

To build the social cohesion, the policy avoids segregation and isolation of ethnic and linguistic minorities, those with disabilities and with learning difficulties due to language barrier are at the risk of educational exclusion.

Some of the efforts towards social cohesion are:

- Gender sensitivity and gender inclusion as an integral part
- Focus on multi- disciplinary program
- Building Research culture and mind-set

SDG- 5, Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;

Though the NEP 2020 is aligned with the SDGs 4 and ensuring the principle of “Leaving no one behind”, by addressing all forms of exclusion and marginalization, disparity, vulnerability, and inequality in education access, participation, retention and completion and learning outcomes. The emphasis is on the Funds and SEZ, socially disadvantaged, girls, socio-

cultural identity children for education. Will this fund be created at the State level? The problem is the penetration and reaching the last mile. Who is accountable and will monitor this Fund and inclusion?

The NEP 2020 approved by the Union Cabinet of India on 29th July 2020 has been socialized on various forums and platforms. Though well contemplated and consulted at all the levels of the community, the policy with its ambitious vision lacks the direction and strategy towards an effective implementation for desired outcome.

However, while NEP 2020 lays out a promising target, its implementation falls on the shoulders of state governments. Going forward, what factors will determine the effective implementation of these reforms? What impact will the new curriculum and assessment structures have on school education? How is teacher training a critical aspect of the NEP 2020? How can state governments leverage the power of technology to reduce the access gap? the way ahead for school education in India.

While the blueprint for India's futuristic higher education has been laid out, what are some of the immediate concerns in its implementation? Will the digitalization of higher education address the long-standing challenge of poor learning outcomes and skill-based education? How will NEP 2020 address the problems of insufficient infrastructure and high teacher vacancies among Indian higher education institutions? Will the proposed changes lead to higher employability and skill-development?

LIMITATION

As this pilot research paper involves people's reactions and suggestion, the method used for collecting data (from the State/Municipal school education departments, Profs from the higher education, Program/ Executive Director from Ngos, Teachers from Rural and Urban schools and Parents from the Private/Municipal/State aided schools), will be qualitative, and the insights and experiences obtained from the participatory data will be analysed and interpreted in the current scenario. The outcomes and the findings will be advocated and recommended for a larger research involving all the stakeholders with their appropriate approach and coordinated efforts as desired.

Qualitative method such as interviews in person prove a deeper understanding of a problem, behaviour and experiences. However, as per the current situation due to pandemic it will be difficult to have personal interviews and hence rely on the telephonic conversation which may not provide substantial information of an issue. Moreover, the limitation of the qualitative method can also lead to some biases affecting analysis, the implementation strategy and the desired outcomes. The qualitative data for the (school's teachers) in Maharashtra is collected from two locations a) Mumbai and b) Mahad, Raighad.

SAMPLES

1. System; MLA/Corporator Education department, State government and Municipal corporation (1 MLA/Corporator)

2. Institution; Higher Education Institutions(HEI), University, (participant,1 Prof)
3. Ngos (participants, 2 Program/Executive Directors)
4. People; Schools, (urban/rural)
 - a) Teachers (participants 6 teachers)
 - b) Parents (participants 3 parents)Total Participants 13 (Respondents)

RESEARCH QUESTIONS

1. State/System (MLA/Comparator, Education Dept.)

How can State upgrade institutional infrastructure to complement teacher education, facilitation, mentoring, constructive approach?

2. Institutions- HEI

To build social cohesion and sustainable development what are measures taken for teacher's skill/capability towards teaching new pedagogy?

3. NGOs

What is the role of Ngo's in disseminating the NEP 2020 to the schools?

4. People

a) Teachers

How can the quality of education be retained at the Municipal/State aided schools? and Parent's involved in the process

b) Parents

Are Parents aware about the NEP 2020?and their role in supporting children's educational aspirations.

RESEARCH METHOD

Since the paradigm of this research paper is positivism and interpretivism the focus will be on the qualitative data collected through participatory approach, The tools and techniques will cover the essence of the descriptive information expressed by the participants from the various stakeholders like State/ Municipal Corporation, (education department), University/Institution, Colleges, NGOs and People (Teachers & Parents)

TOOLS AND TECHNIQUES used will be as given below;

- Open ended questionnaires
- Telephonic semi-structured Interviews
- Review of documents from paper articles mentioned in the bibliography.
- Webcasts

Procedure followed is participatory and consultative.

DATA COLLECTION PROCESS

Source of Data for this study were collected using a survey questionnaire and telephonic interviews. The questionnaire was divided into 5 parts of the stakeholders State, institution, NGO, People (teachers and Parents). Though it was not possible to meet in person but all the important stakeholders were interviewed on the telephone and some responded through survey questionnaire.

The selection of the different stakeholders was based on the important role each stakeholder played in the implementation of the policy. Higher education institute focus on developing career goals and aspirations. Ngos play a catalyst role as they work with the students, parents, communities and the school authorities, and hence can disseminate the policy at all the levels. The School teachers impart education through various pedagogical innovations and they were going to execute the NEP 2020. Moreover, it is the teachers who will incorporate all qualitative aspect in the educational process building towards social cohesion and sustainable development. Parents play a crucial role in supporting child's education and career aspiration, hence parents were interviewed to gauge about the NEP 2020 and their involvement in the school and educational process.

Respondents were asked to indicate whether they were aware about the NEP 2020, Its feasibility & critical gaps for its implementation. They were also asked if they had some understanding & perspective about its implementation strategies and the role of state in creating awareness, strengthening the infrastructure support. What efforts were towards building capabilities of the teachers/institutions, critical towards an effective implementation of the policy. What were some of the innovative, curriculum / pedagogical methods applied leading to social cohesion and ensuring sustainable development?

Due to covid 19 it was difficult to reach out to the state concerned authorities, and with continuous follow-up with the State/Municipal education department there was no response, and mentioning that they were short of staff and frantically occupied with pandemic mitigation. Hence the System's response regarding the implementation of NEP 2020 focusing on the infrastructure support and capacity building of the institutions/people couldn't be incorporated in the research findings.

DATA ANALYSIS

THE NARRATIVE ANALYSIS

The narrative method was used to analyse the content from the various sources like personal interviews (Telephonic) conducted with 4 participants) surveys (Questionnaire) were send to 8 participants, Total there were 12 participants out of total 13.

The data was analysed by immersing in the raw data, reports, and articles indicating some key ideas, and current themes. Some of the constructs were tested and modified as per the requirement of the research objectives The data which emerged from the responses were mapped and interpreted with the research objectives and with the themes. Since the focus

was on the qualitative aspect of the research there were some limitations like nonverbal communications and authenticity of the response through observations.

The responses highlighted that every stakeholder had a strong perspective towards the implementation of the NEP2020. Higher education institutions besides providing various recommendations insisted that the policy should be fair and transparent for the aided and unaided staff. Ngos strongly believed that consultation and participation was an important part for dissemination and they should be involved in the process. The school teachers from the rural areas emphasised on the infrastructure support by the government and the urban school focused on the quality aspects of the teaching. The Parents of the Municipal schools were not at aware of the policy and not involved in the school PTA. Parents in the Private schools are very much aware of the policy though not officially informed. The NEP 2020 was appreciated by all the stakeholders but its implementation to the last mile was a challenge. It is recognised that education is a powerful instrument of achieving and sustaining economic growth and NEP 2020 aims to achieve the same.

FINDINGS

Below are the findings/ outcomes from the stakeholders for the implementation of the NEP 2020.

1. **System:** There was no response from the MLA/ Corporator and the education department due to Pandemic.
2. **Institution:** College/University: (Response from the interview of a Prof from Chetana College and a survey questionnaire)

The followings address the objective,

1. *It will understand the perspective and implementation strategies (State/Institutions/Ngos /People/Parents) for the successful outcome of social cohesion & sustainable development.*
 - Provision of policy for peer to peer mentoring and handholding among educators.
 - Institutions need to follow up on students opting for early exit to understand their study trajectories and provide them with opportunities to re-enter the institution to secure a degree. (focus on multi-disciplinary program)
 - Building research culture and mind-set
 - Support services need to be encouraged & developed at the institute level for students more likely to drop out due to social, technical and economic reasons
1. **NGOs:**(Response from the interview of 2 NGO Program/Executive Directors a) Aseema with MCGM, and b) Save the Children)

The followings address the objectives,

1. *The research paper will examine the feasibility of the NEP 2020 and identify some critical gaps.*

2. *It will explore the role of State/Institutions/NGOs/People (Teachers & Parents) in strengthening the institution/creating awareness/infrastructure support and building capabilities critical towards an effective implementation of the policy.*
- Currently there has been no meeting organized by the MCGM yet to explain the NEP 2020, hence Ngo's working with the communities can't conduct awareness sessions with the parents.
- NGO, Aseema has adopted 3 MCGM schools in Mumbai, where they are directly communicating with the parents and school authorities managing the day to day activities of the school and provide support in admission, students attendance, teaching, and extra-curricular activities.
- NGO, Save the Children in their own capacities, have strengthened and helped in accelerating the education system in line with the education policy and also introduce innovative methods of implementing. NGO's through their community base can study the ground realities/ challenges of implementing the policy and can share the same with the authorities.
- It is a huge plan, which will need deeper understanding, supportive infrastructure, training of teachers and principals, awareness among the parents and students.
- Without preparation, if the policy is implemented in the coming year, then there are chances of gaps, which can affect the student's educational progress and development process.
- There has to be a participatory approach and due time should be given before implementing it.
- Awareness session to be delivered by the NGOs for the parents in the communities.

3. PEOPLE

- a) **School Teachers:** (Municipal/State-funded) (Response from the questionnaire survey from 5 teachers from the Municipal/State aided schools)

The following address objectives,

1. *It will understand the perspective and implementation strategies (State/Institution/NGOs/People (Teachers & Parents) for the successful outcome of social cohesion and Sustainable development*
2. *It will capture and understand how innovative curriculum/pedagogy will result in the outcome of increasing social cohesion and ensure sustainable development.*
 - Foundational Education, base admissions as per the age. Most teachers lack basic skills to ensure a strong foundation for students in basic literacy and numeracy skills. Our B.Ed. and other teacher training courses are outdated and fail to teach effectively. Teachers need to build their capacity and hone their skills to ensure that all kinds of learners can achieve minimum outcomes across the subjects and grade levels. Unless the government alongside the NEP 2020 does not strengthen the training of teachers across subjects and classes, this will remain a well-meaning document.

- Infrastructure, BMC has started working on infrastructure repairing of schools but seems to be a long way from providing an environment for life-long learning.

Infrastructure available and maintained according to the needs like class room, toilets, grounds and labs.

- Quality Education, with the partnership of NGO & BMC, has been a successful effort to provide quality education. Earlier in 1986 the policy only focused on providing education and it is only in the 2020 policy that it mentioned providing quality education. Experiential learning activities to be a part of the curriculum. Emphasis on gender sensitivity, inclusion and linguistic barriers for social cohesiveness should be accelerated.
- Provision for democratised quality management bodies (like IQAC) with proper representation of all stakeholders and teachers at all levels.
- For continuous training, the government needs to give incentives to teachers who are able to ensure that their students achieve the learning outcomes. Efforts should be made to attract the best talent by treating teachers as professionals and enable their continuous professional growth throughout their tenure.
- In the Municipal schools often parents don't attend PTA meeting as it would affect their income for that day and this argument by the parents should be taken up by the school authorities and provide some consideration to this issue and facilitate their participation in the educational process.
- Parents from the underprivileged section are illiterate and not aware of their child's educational needs and aspirations.

b) PARENTS: (Response from 3 parents, questionnaire (2) municipal school and interview (1) private school)

The followings address the objective,

1. The research paper will examine the feasibility of the NEP2020 and identify some critical gaps.

- Parent's role should be as co-educators and treated as equal partners in this process of education and ensure that their child education leads to social cohesion.
- The parents of the students from economically backward, are illiterate and don't participate in the educational activities of their children. Hence there is a need for an effective parenting training from the professionals which will enable them to monitor their child's career.
- The parents are not aware about NEP 2020, and moreover some parents from underprivileged section do not attend Parent Teacher Meeting, (PTA) and are not member of school management committee. (SMC) Parents

role is critical in supporting towards child's lifelong learning and sustaining education aspirations

INTERPRETATION

The content analysed from the data indicate that the NEP 2020, is an ambitious goal but if not implemented effectively it will not achieve the objective of universalizing of education and global standards of education. The issues relate to the advocacy of the Policy within the system and to propagate the same with the efficacies, need to be followed by the Institution and the People. It is observed that parents have minimal role to play when they should be the partners and provide the necessary feedback towards children's enrolment and continuation of their education. The Policy focusses on the vocational education training and life-long education but doesn't provide the direction. As both these components are important for career development and employability, it needs constant support within the ecosystem to sustain the interest and rigor of the students.

How will NEP 2020 address the problems of infrastructure and high number of teacher vacancies among higher education institutions? Will the proposed changes lead to higher employability and skill-development? And how will the Government address the long-standing challenge of poor learning outcomes and skill-based education?

The teachers need to develop new skills and build their capacities to create relevant pedagogies, content and delivery mechanism. However, this expectation from the existing teachers with a rigid mind-set has led to insecurity of losing their employment.

To retain the quality education in the Municipal/State aided school is a challenge, with low infrastructure, and inadequate conducive learning environment. There is a need to the overhauling of academic regulatory organisations and laying down transparent procedure for accreditation and quality management. System should reclaim quality education back to the educational institutions ensuring holistic development of the learners and not mark-mongering through private coaching-classes and private-tuitions.

For Social Cohesion and Sustainable development, community participation, leadership and mindfulness towards disadvantaged people is critical, how will the NEP 2020 integrate this aspect in the curriculum needs to be looked into with deliberation and consultation.

Besides, vocational education as a career plan, the policy should emphasize on the Gender perspective not only in the education but also in the innovative career plan.

CONCLUSION

In the conclusion, it is evident that NEP2020 when implemented effectively, will impact the lives of more than 300 million students in the country (WEBCAST) Universities of the future NEP and Higher Education. NEP 2020 aims to resolve the multi-layered challenges in public education systems in India, and ensures enhancing social cohesion & sustainable development. Education is a powerful instrument of achieving and sustaining economic

growth. The state government strengthening the Institutions with infrastructure support and building capabilities of the peoples is critical towards an effective implementation of the policy. It was also observed that there is a need to advocate the policy at all the levels of stakeholders so as to empower and participate towards India's futuristic higher education. To achieve the success of the policy, partnership with business sector is important for Institutions/Universities to upskill and reskill young and adult learners for an inclusive society. It's an important social and economic driver, contributing to economic growth, competitiveness and improving social equity. Education is a powerful instrument of achieving and sustaining economic growth. The NEP 2020 is a landmark effort aligned to the 2030 Agenda for sustainable development goals, and aims to transform India into a vibrant knowledge society and global knowledge superpower. For an **Inclusive System**, to build social cohesion and promote sustainable development the NEP 2020 has to re-work the curriculum in order to reflect the specialised competencies, knowledge and skills required in each particular subject discipline.

In the conclusion it is clear that System/ Institution/Ngo/People (Teachers & Parents) have to co-ordinate, complement and collaborate for the success of NEP 2020 leading to social cohesion and sustainable development by reducing poverty and enhancing equity.

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SOCIAL COHESION AND MOBILITY UNDER COVID 19 SITUATION

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ABSTRACT

Transport is an inherit part of our life. The mode of transport would depend upon our travel demand requirements. The Covid 19 pandemic changed our transport requirements. The major change is moving our place of work from office to home thus making the term work from home (WfH) a practical and desirable solution. This obviously means no travel and no contact with people. People are moving to outskirts of the city to stay and work. Since there is no or limited travel to work, people feel there is no need to stay closer to place of work. Also children have online classes so staying closer to school does not make sense in present circumstances. The other major shift is moving from motorized transport to non motorized transport that is one is either cycling or walking. Cycling though an environment friendly option would depend upon the health of the user. A small study was conducted to understand how the travel pattern of individuals have changed before and during covid-19. In case of non motorized transport cohesion is drastically reduced. The major challenge is in case of public transport such busses and trains. The public transport has to be hygienically cleaned and then made operational. People need to maintain social distancing and wear mask at all times. Preferably avoid touching any part of the mode of transport. Also payment for tickets can be done by prepaid card. Earlier transport was a community decision in which greatest good of the greatest number was preferred. Today there is emphasis on individual good and thus good for the society. There is less emphasis on travel.

KEY WORDS: Social Cohesion, Mobility, Public Transport, Cycle

INTRODUCTION

Movement is essential to fulfill human need. Movement has enabled development of culture, trade, employment, social, economic, political expansion and interaction. Alexander's journey to India, voyages of Columbus have seen movement for different purpose. Different types of transport have enabled movement.

Transportation plays a key role in shaping the cities and in influencing their locations. Transport also facilitates the growth and interactions in the city. To validate this statement let us look at how cities have evolved with time and the role that transportation plays in this process. The earliest cities have evolved at the banks of rivers such as Nile, Tigris-Euphrates, Hwang-Ho, Indus etc. Water was used as a means of transport. For a long time

the configuration of the city was same i.e. it was dense in the activities within close range. This meant travelling was limited to walking. The invention of wheel was a turning point in the history of transportation, since it made travelling faster for human beings. By beginning of 20th century the cities were introduced to steam powered cable car, followed by electric trolley. Trolley enabled speed. This speed meant that people have the option of staying away from work place since they could travel to work by steam trolley than by walking. Thus trolley gave birth to suburbs. Then came automobile. The rest is history... (Garrison and Ward, 2000. p.92).

Travel demand refers to the amount and type of mobility that people would choose in a particular situation (Litman, 2011). Travel demand is a derived demand from the need or desire to participate in activities spread over space and time. Travel demand would depend on a number of factors, which would invariably influence the travel behaviour. The factors which would determine travel demand are listed in Table 1.2 below

Demographics	Commercial Activity	Transport Options	Land Use	Demand Management	Prices
Number of People Employment rate Wealth/Incomes Age/Lifecycle Preferences	Number of jobs Business Activity Freight Transport Tourist Activity	Walking Cycling Public Transport Car Sharing Automobile Taxi Services Telework Delivery Services	Density Walkability Connectivity Public Transport Service Proximity Roadway design	Road use Prioritisation Pricing Reforms Parking Management User Information Promotion Campaigns	Fuel Prices and Taxes Vehicle Taxes & Fees Road Tolls Parking Fees Vehicle Insurance Public Transport Fares

Source: Litman, 2011

Social cohesion refers to the extent of connectedness and solidarity among groups in society. It identifies two main dimensions: the sense of belonging of a community and the relationships among members within the community itself (Manca, 2014)

OBJECTIVE OF STUDY

1. To understand the Social Cohesion and Travel considerations of individuals
2. To examine the travel behaviour of select respondents before and during Covid-19.
3. To examine the challenges of travel during Covid-19 situation

RESEARCH QUESTION

1. Has Social cohesion declined while using public transport?
2. How has Social Cohesion influenced travelling patterns among individuals?

METHODOLOGY

In order to examine the change in the travel behaviour of individuals a small study was undertaken. The respondents ranged from different parts of the country. A Google form was circulated to collect the information from the respondents. The small sample is the biggest limitation of the study

REVIEW OF LITERATURE

TRAVEL FOR ACTIVITIES

Cities tend to spread outside the CBD to cater to requirements of people. This causes sprawl. The sprawl means low density development, extending to the extreme edge of the metropolitan region and located in a random, "leapfrog" fashion (Camagni et.al. 2000). In a sprawl residential location shifts to the suburbs. This shift is owing to a "decline in environmental quality of the densely built city centre, due to traffic congestion, pollution, degradation of public spaces and reduction of safety; change in tastes and lifestyle, due in part to the increase in incomes, in favour of more spacious decentralised housing; the replacement of residential land use in the city centre by tertiary activities; and the fact that housing improvement in the city centre costs more than new construction outside the city. Along with residential shift there is also relocation in economic activities. The shift in economic activities is due to lower development costs for activities which do not require accessibility to the centre (such as back-office activities), the difficulty of access to the city centre by car etc. Institutional factors, too, may encourage diffused forms of urban development: for example, the fragmentation of responsibility for town planning and an imbalance in local tax base" (pp.2- 3).

Activities are undertaken to fulfill our needs-either personal or professional. According to Wen and Koppelman (2000), activities are classified into three categories, namely, Subsistence (work or work related business), Maintenance (shopping, household maintenance, pick-up/drop-off passengers) & Leisure (social and recreational purpose). Household subsistence needs would depend upon the employment of household members, place of stay, place of work, etc. Mobility decisions refer to travel plans of individuals which will depend upon place of work, residential location, and ownership of mode. Maintenance activity fulfils the need of family members and is not person specific. Researchers have constructed a two-stage structure to model the system. In stage one, the model predicts the number of maintenance stops and allocation of stops and autos to household members. In the second stage, the model includes individual decisions, number of tours and assignment of stops to tours. It was clearly shown that children have an impact on maintenance stop frequency and there is increased participation of women in maintenance. While the model included generation and allocation of maintenance stops and automobiles to household members, it excluded mode and destination choice. Further, the study focused on entirely inter-individual interactions in activity decisions but was unable to examine individual activity.

In developed nations, increases in income leads to a shift of modes, from non-motorized travel towards cars. Where as in developing nations the increase in income leads to a shift from non-motorized to scooter and motorcycles and then to cars (Jong and Riet, 2008)

URBAN MOBILITY

Urban mobility of individuals depends upon the economic situation that is the financial viability, socio demographic factors. Urban mobility is not only about transporting people to places but also the integration of people together to travel and to reach their destination together. There is an uneven distribution of mobility opportunities in place and among different social strata. Social cohesion is essential ingredient in a transport policy (Miciukiewicz, K., & Vigar, G. (2012). But it is also possible that transportation causes community severance. Community severance also known as barrier effect happens when transport system confines people's mobility. With greater laying of highways and high speed limits there is a community severance to a large extent. Often people are apprehensive about their driving skills and the speed which they have to match up with. Also it negates cycles and pedestrians. (Bradbury, A., Tomlinson, P., & Millington, A.2007)

It is essential for a city to have urban vitality i.e. liveliness and social cohesion .Incase there is provision of public transport then social cohesion is much greater. (Mouratidis, K., & Poortinga, W. 2020).

The review of literature shows that there has been an outward growth of the cities. People are forced to move to outskirts since the housing expenses are cheaper. Also there has been sharing of activities by household members which increase the travel. Social cohesion was greater due to usage of transport. But presently social cohesion is affected due to the fear of Covid. To understand this small study is conducted. The next session examines the Travel Behaviour of Respondents before and during Covid-19

STUDY OF TRAVEL BEHAVIOUR OF RESPONDENTS BEFORE & DURING COVID-19

A small study was conducted to understand the change in travel patterns of individuals before and during Covid-19. A total of 153 responses from various cities were received from the online survey. The study found high usage of private cars with 22 per cent of respondents using their own cars for work trips. Public transport was in terms of local rail/ metro and bus services which were availed by 22 per cent and 17 per cent of the respondents, respectively. The intermediate public transport (IPT) modes, such as private taxis and autorickshaws constituted about 11 per cent of the sample. Sadly for non motorized transport the number of people were very limited. In this sample people were not walking to work and only 1 percent used cycle

Figure 1: Mode of Transport used by Respondents during Covid19

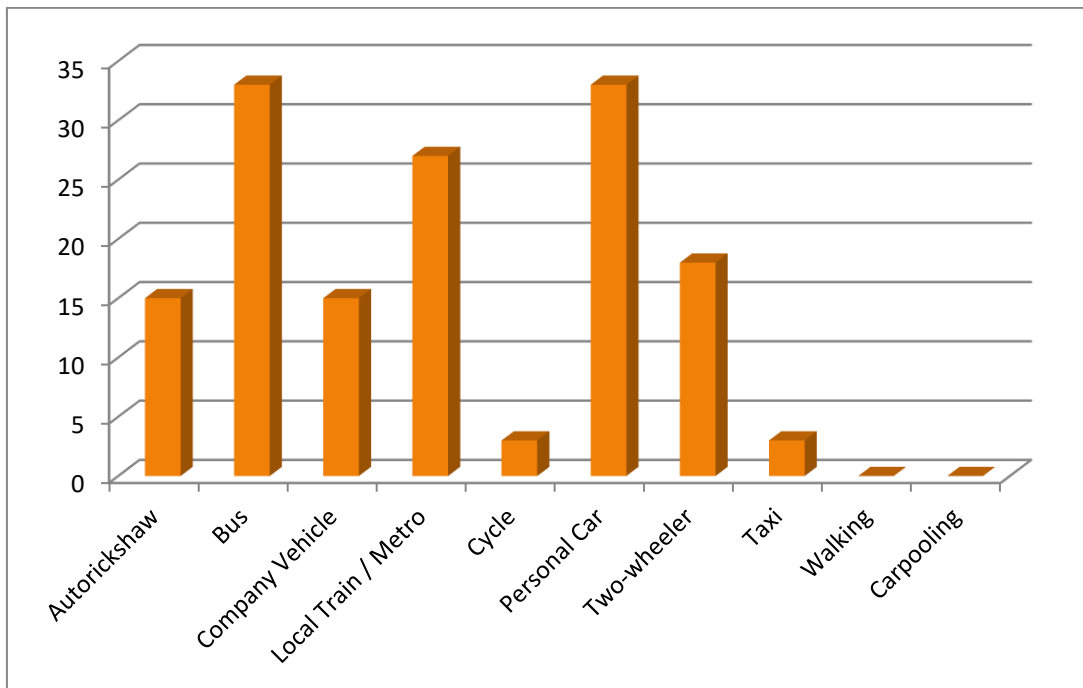
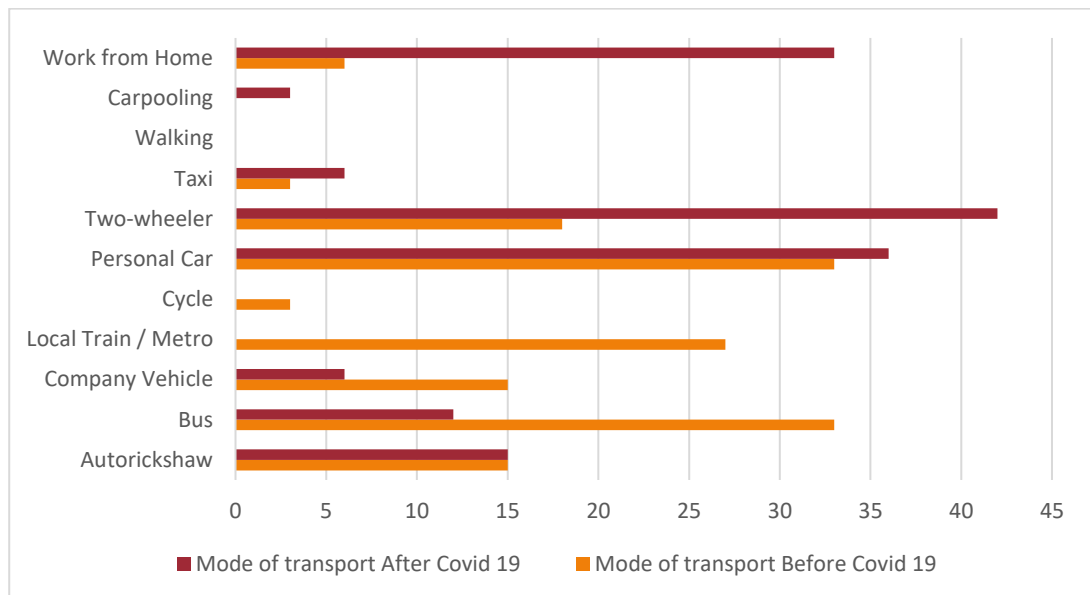


Figure 2: Mode of Transport used Before and During Covid19



The inference from the small sample is that there is greater emphasis on work from home during covid-19. In case of personalized transport i.e two-wheeler and car, there has been an increase of its usage during covid-19. Since the local trains have been stopped during this time there are no commuters of local train during Covid-19. Due to restrictions of plying busses in few routes and also restrictions in numbers of commuters there has been a drop in the number of people using public transport.

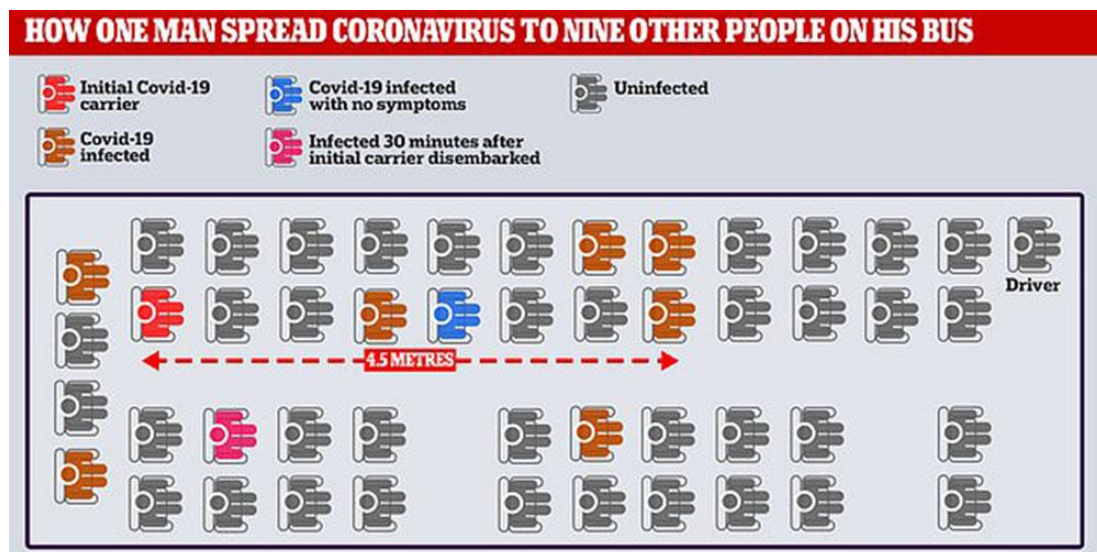
Public transport was discontinued in a number of states to stop the spread of covid -19. This has majorly affected the movement of people. It must be noted that often public transport are used by the marginalized. The movement of the poor has not only been affected but also they are forced to spend more from their savings in order to reach their destination. Often they are forced to use shared autos or other modes of transport. This means that the marginalized are risking their health and spending their savings. The efforts taken by doctors, nurses and paramedics are respected and appreciated. Similarly one must appreciate the efforts taken by the drivers and conductors of public transport. They are helping us to reach our destinations safely. The purview of covid warriors needs to be broadened to include many more stakeholders of the society.

Summing Up the Study: The study showed that there has been a major shift in the place of work. People are now working from home and there by resulting in less travel by the respondents. Also there is a change in the mode of transport being used. Those who were using public transport are now using personalized transport due to either fear or lack of public transport. People are now moving to the outskirts of the city more out of choice. The marginalized who used public transport are facing the challenge in reaching their destinations. This answers the questions that Covid 19 has influenced travelling patterns among individuals. The paper observed that with respect to the question of social cohesion, it is observed that the physical connectedness has reduced. People are avoiding to travel. Instead there is an element of solidarity in safety.

CHALLENGES OF TRANSPORT USAGE DURING COVID-19 IN URBAN AREAS

There has been a number of restrictions on travel during covid-19. In the initial stages travel through all modes were banned. Slowly Governments have allowed certain movement with use of select transport modes.

PUBLIC TRANSPORT: There are restrictions on the number of people who can avail the facility of public transport. The figure below indicates how fast the transmission can take place



Source: Hu Shixiong in Harikumar A., 2021

PERSONALIZED TRANSPORT: In case of two-wheeler the caution needs to be greater. The individual must wear a mask and helmet. Today often people wear a mask but helmet is kept optional. In case of travel by car certain Governments like in Maharashtra have made it a mandatory to wear a mask even while in car.

CYCLE: This has become a very popular mode of transport especially during Covid. There has been no restrictions on using of cycle during covid. The only requirement is that the cyclist must wear a mask. Sadly the safety provision of a cyclist is very very limited. They are often sharing road space with motorized transport which makes them very prone to accidents.

AUTO RICKSHAWS: The drivers of auto rickshaws have taken precautions. They have installed a plastic sheet in the rickshaw to segregate the space between the passengers and driver.

LOCAL TRAINS / METROS: There are restrictions on number of people plying on trains. Passengers must maintain social distance and wear mask all the time. In certain places like Pune the locals are run only for Government employees.

CONCLUSION

Transport is an inherent part of our life. The mode of transport would depend upon our travel demand requirements. The Covid 19 pandemic changed our transport requirements. The major change is moving our place of work from office to home thus making the term work from home (WfH) a practical and desirable solution. This obviously means no travel and no contact with people. People are moving to outskirts of the city to stay and work. Since there is no or limited travel to work, people feel there is no need to stay closer to place of work.

Also children have online classes so staying closer to school does not make sense in present circumstances. The other major shift is moving from motorized transport to non motorized transport that is one is either cycling or walking. Cycling though an environment friendly option would depend upon the health of the user. In case of non motorized transport cohesion is drastically reduced. The major challenge is in case of public transport such busses and trains. The public transport has to be hygienically cleaned and then made operational. People need to maintain social distancing and wear mask at all times. Preferably avoid touching any part of the mode of transport. Also payment for tickets can be done by prepaid card. The study showed that there has been a major shift in the place of work. People are now working from home and there by resulting in less travel by the respondents. Also there is a change in the mode of transport being used. Those who were using public transport are now using personalized transport due to either fear or lack of public transport. Earlier transport was a community decision in which greatest good of the greatest number was preferred. Today there is emphasis on individual good and thus good for the society. There is less emphasis on travel.

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CITIZENSHIP EDUCATION FOR SCHOOL STUDENTS

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ABSTRACT

Herbert and Sears (2001) described Citizenship Education as the preparation given to individuals to enable them to participate actively and with responsibility in a democracy.

According to Halstead and Pike (2006) citizenship education also serves as an opportunity for children to reflect on local, national and global issues, on their own beliefs and values as young citizens in the context of the society in which they wish to live.

This research paper on citizenship education is an effort to develop a conceptual understanding about citizenship education, the various domains, aims and objectives, the various approaches taken to 'teach' citizenship in schools.

Over the last six decades, there have been suggestions from various sociologists and educationists about the various domains of citizenship education. The major domains include political, social, cultural and the economic domain. Domains have also been identified as content domain, cognitive, attitudinal, behavioural and socio emotional. Efforts have also been taken to identify core competencies needed for citizens to actively participate in democracies. Halstead and Pike have suggested that citizenship education should aim towards producing autonomous and critically reflective citizens who are able to participate in political debates and discussions and are able to campaign actively when they feel change is needed. This research paper further explores the approaches used to incorporate citizenship education in schools from being conducted as one off activities or providing once a week exposure to students; to an interdisciplinary and whole school approach. It also looks at how citizenship education need not be limited to the social sciences but can be taught through subjects such as the pure sciences, literature and language, art and drama. The paper also briefly explores the role of teachers and need for their capacity building.

KEY WORDS

1. **Citizenship Education:** It refers to the knowledge, attitudes, skills and behaviours which are imparted to citizens in order to groom them to become active participants in a democracy.

2. **Responsible Citizenship:** It refers to the duties and actions that a citizen must perform in order to maintain or follow political social and economic norms at by the state and also to ask for changes as and when required.
3. **Active Citizenship:** It refers to the active participation and involvement of citizens in a democracy.
4. **Domains of Citizenship Education:** It refers to the various aspects of citizenship education such as political, social, cultural and economic areas of life.
5. **Citizenship Competencies:** It refers to the skills, attitudes and behaviours that citizens should ideally possess in order to be able to participate actively in the democracy
6. **Global Citizenship Competencies:** These are a set of competencies that have been listed by UNESCO and other agencies for people to become global citizens
7. **Methodologies for Citizenship Education:** It refers to the various approaches adopted by educational institutions for imparting citizenship education.

INTRODUCTION

The present study is inspired by the NCF 2020 which states that education must “aim at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution”. This resonates with the perception of the Secondary Education Commission in 1952, which perceived citizenship in terms of an individual capable of critical thinking, oriented towards progress and social justice. In this study, the researchers have attempted to explore how the vision of the NEP 2020 can be brought to fruition through ‘Citizenship Education’ at the school level. The study explores the concept and content of citizenship education and the approaches used internationally for developing citizenship competencies in students.

OBJECTIVES

The objectives of this research study were:

1. To arrive at a conceptual understanding of the term Citizenship Education
2. To determine the aims of Citizenship Education
3. To identify the domains of Citizenship Education
4. To categorise the competencies to be developed in students for Active Citizenship
5. To highlight the various approaches used for teaching Citizenship Education
6. To explore the subjects through which Citizenship Education can be taught
7. To identify some of the methodologies used for implementing Citizenship Education in schools
8. To determine the role of teachers for preparing students for becoming active citizens

REVIEW OF LITERATURE

Being a descriptive study, information was gathered from secondary sources such as journal articles, reports, chapters from books, policy documents and information from websites available on the internet.

1. CONCEPT OF CITIZENSHIP EDUCATION

In 1998, the UNESCO had proposed that it is through citizenship education that students can be prepared from their early childhood to become 'clear- thinking and enlightened' citizens who are able to take part of decisions that concern the society they live in. In this context 'Society' has been used to refer to a nation state which has a circumscribed territory (Citizenship Education for the 21st Century, UNESCO, 2021). In 2001, Hebert and Sears said that "Citizenship education is the preparation of individuals to participate as active and responsible citizens in a democracy." An active citizen is someone who is actively involved in shaping the way his or her community functions and works in tandem with the authorities to develop unique solutions which needed to solve local problems. In 2006, Halstead and Pike further expanded the understanding of citizenship education stating that it serves as an opportunity for children to reflect on local, national and global issues, on their own beliefs and values as young citizens in the context of the society in which they wish to live. In 2011, Veugelers suggested that Citizenship Education can be used to support students in the development of their identity.

As we can see, in the last few decades there has been both a broadening and a deepening of the concept of citizenship education. By broadening we mean that the notion of citizenship is no longer restricted to the nation state but includes a larger geographical area and therefore a larger identity of citizens such as - Asian, European or simply global. This also due to the blurring of national boundaries due to globalisation By deepening it is meant that the concept of citizenship is no longer restricted to only political involvement but also includes the social, cultural and religious levels of identity of citizens (Veugelers and Groot, 2019, Halstead J.M. and Pike M.A..2006). Halstead and Pike also stated that people see themselves as belonging to not just their family, school, workplace and nation but also to their society, culture, religion and other nations and hence their loyalties cross boundaries.

In keeping with the expanded notion of citizenship and citizenship education itself and guided by the 'Sustainable Development Goal' 4 on Education (2015), the UNESCO adopted "Global Citizenship Education" (GCED) and "Education for Sustainable Development". The aim of the GCED is to empower learners of all ages to take on active roles at the local and global level with the aim of building a 'peaceful, tolerant, inclusive and secure' world. (Stanistreet, 2021, Global Citizenship Education| UNESCO IIEP Learning Portal, 2021. Hence we can see that Citizenship Education looks at all members of the society as stakeholders responsible for building a better world for themselves and for others.

2. AIMS OF CITIZENSHIP EDUCATION

What then should be the aim of citizenship education? Should it be restricted to only producing informed and politically literate citizens? Or are there specific values and principles which should drive the involvement and participation of citizens in a democracy?

While it is true that 'for the functioning of a democratic society the participation and integration (socially and politically) of citizens is of basic importance' (Veldhuis, R,1997) Halstead and Pike (2006) suggested that education must aim at producing 'active citizens with a commitment to certain public values and practices' Hence, citizenship education must

aim at not just political literacy but also towards developing moral and social responsibility and community.

3. DOMAINS OF CITIZENSHIP EDUCATION

- Over the last seven decades, various domains of citizenship education have been proposed. In 1950 T.H. Marshall suggested three key domains of citizenship which included the Civil, Socio Economic and Political rights of citizens. In 1997 Ruud Veldhuis proposed four dimensions of citizenship which included not only the political, social and economic but also the cultural dimension of citizenship education
- In 1999 the International Association for the Evaluation of Educational Assessment (IEA) published a study on Civic Education Study called CIVED which was conducted across 28 countries. The study assessed domains such as democracy and citizenship, national identity and international relations and social cohesion and diversity among school students, teachers and principals of the participating countries (CIVED| IEA.nl, 2021)
- In 2016 again the IEA conducted the International Civic and Citizenship Education Study. This time 24 countries participated in the study. The assessment framework for Civic Education or Citizenship Education included four Content Domains: Civil Society and Systems, Civic Principles, Civic Participation and Civic Identities. Two Cognitive domains- Knowing and then Reasoning and Applying; and two Affective Behavioural Domains - Attitudes and Engagement at the school level (ICCS, 2016). Neither study conducted by the IEA includes India and how Citizenship Education is being taught here
- In 2017, the Global Citizenship Education received impetus from the UNESCO suggesting that the Cognitive Domain, Socio Emotional Domain and Behavioural Domain be developed in youth to prepare them for their role as Global Citizens

With the National Education Policy of India 2020, clearly stating the need to include Global Citizenship Education in the curriculum at the school and college level, Citizenship education is sure to receive focused attention from various stakeholders in the educational system. In doing so, educators must prepare a curriculum which is based on a judicious mix of the various domains of citizenship education with the aim of helping citizens to develop as national and global citizens who respect and uphold the values of the Indian Constitution.

4. CITIZENSHIP COMPETENCIES

Keeping the goals of citizenship education in mind and the various domains listed above, what competencies should be developed in citizens and specifically the youth? In 1997, Ruud Veldhuis had proposed a 'minimum package of core competencies', in which he listed four core competencies that citizens need to function in a parliamentary democracy- Knowledge, Attitudes, Intellectual Abilities and Participatory Skills.

The first competency is to develop knowledge about or to develop insight about the concept of democracy, what democratic citizenship means, how democracies function, how society

has an influence on individuals, the process of political decision making, knowledge about various rights and duties, how to participate in the decision making processes of a democracy, an awareness about current political problems and how to influence policy making.

The second set of competencies Veldhuis proposed had to do with development of attitudes and opinions of citizens. This would mean that citizens must develop an interest in social and political affairs, develop a sense of national identity, develop political confidence; develop self-confidence and loyalty towards the country; develop tolerance and respect for others; recognise personal prejudices and respect and uphold the values which form the basis of the democracy we live in.

The third set of competencies refers to intellectual abilities of citizens. Using media judiciously for collecting and absorbing political information, developing a critical approach to information, policies, views; developing effective communication skills for reasoning, arguing and expressing personal and professional information and views; resorting to non- violent methods for conflict resolution; developing the ability to judge, make choices and take position are some of the intellectual skills needed for citizens to be effective.

The fourth set of competencies Veldhuis suggested have to do with developing participatory skills. Influencing policies and decisions through petitioning and lobbying; building coalitions, cooperating and coordinating with various organisations; participating in social and political processes (membership of political party, interest groups, voting, writing letters, demonstrating etc.(nefmi.gov.hu., 2021) are some of the competencies to be developed in citizens to make them active and productive members of society.

In keeping with the notion of 'Global Citizenship' the Center for Universal Education at the Brookings Institution, the UNESCO and the U.N. Secretary Generals' Education First Initiative -Youth Advocacy Group (GEFI-YAG) established a working group in 2017 which suggested eight competencies of a 'global citizen'. These competencies have been published in their document – Measuring Global Citizenship – A collection of Practices and Tools. The eight competencies to be developed in citizens are – the ability to empathise with others, think in a critical manner, solve problems, communicate and collaborate with others, develop a sense of security and identity, appreciate shared universal values of human rights, peace, justice, respect for diversity and intercultural understanding. The competencies also include the ability to recognise global issues and their interconnected on various fronts such as – environment, society and economy (UNESCO, 2021).

5. APPROACHES TO CITIZENSHIP EDUCATION IN SCHOOLS

In the International Report published by the IEA International Civic and Citizenship Education Study 2016 titled "Becoming Citizens in a Changing World", a variety of approaches have been reported towards civics and citizenship education in schools. Of the 24 countries which participated in the study, some have civics and citizenship education as a distinct school subject; some have it integrated across subjects and many consider civic education to be

part of the whole school experience. In almost all the countries civics and citizenship education is taught by the teachers of social science or humanities.

Many countries promote citizenship education through steering documents such national curriculum framework and other recommendations (Eurydice 2012).

With Global Citizenship Education being proposed specifically in the NEP 2020, India needs to first conduct an audit of what is already being done in schools through academic and extracurricular activities. It needs to compare the citizenship knowledge and skills being imparted by other democratic countries with what is being done in schools in India. Such an exercise will help in identifying the strengths and gaps in the teaching of citizenship education in India. Specific outcome based curriculum can be designed which can become a roadmap for educational institutions for developing citizenship competencies in students.

6. SUBJECTS THROUGH WHICH CITIZENSHIP CAN BE TAUGHT

Traditionally, citizenship education has been seen as the domain of the social science subjects (History, Geography, Civics/ Political Science, Economics). In its Position Paper on the National Focus Group on Teaching of Social Sciences, the NCERT in India endorsed that the social sciences encompasses diverse concerns of society which can be drawn from various disciplines such as history, sociology, political science, economics and geography. The Position Paper also considered it the responsibility of the social sciences to create and prepare the widespread base of human values such as freedom, trust, mutual respect and respect for diversity, etc. However, there has been a gradual shift in the notion that citizenship education comes mainly under the domain of the social sciences. In fact with citizenship education being integrated across subjects the possibilities of making students aware of their role as aware, critical, active and responsible citizens are many. 'With increased focus on sustainability and socio-scientific issues, dealing with issues related to citizenship has become an important element of science education' (Veli-Matti Vesterinen, Sakari Tolppanen & Maija Aksela, 2016). By helping students develop an understanding of the interconnectedness between science, citizenship and sustainability, educators will be able to help them develop critical evaluation skills which are based on scientific attitude.

In more recent times, sociologists have stressed on the importance of literature and language in creating critically literate citizens. According to Hall (Yousman, 2019), inequalities in society can be challenged through critical literacy; it can also be used to promote social justice and encourage a participatory democracy where power is decentralised. English language and language learning in general provides students with the skills needed to understand other cultures, express views, debate and explore various positions to controversial subjects in both spoken and written forms. This view remains true for all language learning and is reflected in the NEP 2020 wherein the importance of learning and communicating in vernacular languages has been stressed (National Education Policy 2020 – Wikipedia, 2021).

The potential of art to alter one's behaviour and augment experience was recognised by Vygotsky in 'The Psychology of Art' (Halstead and Pike, 2006). According to them, art is "a central and essential human and social activity which can shock and inspire, and can change vision, and give rise to ideas and feelings that are useful for moral education. Encouraging children to reflect upon their own particular perspective is an important component of aesthetic response which can have dramatic effects. When children are allowed to express their views freely through art it can be a powerful tool for them to share their perspective about private and public issues.

Drama has also been seen as a potential for teaching citizenship skills to students. Through drama children can explore the complicated nature of moral situations and can understand the various outcomes of decisions for individuals and whole communities. 'Diversity can be explored through performance and production in the community where personal issues engage with broader social concerns so that the feelings of others, and the issues important to them within society, are appreciated' (Halstead and Pike, 2006).

Information and Communication Technology is also seen as a powerful tool for citizenship education. According to Selwyn (2002) ICT can be used to facilitate citizenship education sessions, to generate discussion around citizenship issues and to help students to create citizenship resources and for various activities.

7. METHODOLOGIES USED FOR TEACHING CITIZENSHIP EDUCATION

In 2000, Print and Smith suggested that an active approach at the time of learning by students is likely to reflect in an active approach towards becoming participative citizens in adulthood.

They suggested a variety of pedagogical practices for teaching citizenship, such as: The Discovery Inquiry Approach, The Deliberative Approach, The Critical Reflective Approach, The Socialist Democratic Approach (Paulo Frier and Ken Osborne, 1997), The Socialist Democratic Approach by Osborne (1991), The Service Pedagogies by Sweeney (1998), Pedagogy of Social Participation and Identity formation by Herbert (1997), ntercultural and Planetary Perspectives by Page, 1997;Delors 1996; Hrimech et Jutra, 1997; Ferrer, 1997)

The use of inquiry method and group work has been reported as particularly useful in teaching citizenship. (Adeyemi, Boikhutso & Moffatt, 2003).

8. ROLE OF TEACHERS IN CITIZENSHIP EDUCATION

Irrespective of whether citizenship education is taught through a specific subject or through a cross section of subjects, the teacher plays a critical role in the classroom.

The first task is for the teacher to identify and look for opportunities in the curriculum to bring out topics and issues which are relevant to the lives of students and which acquaint them with the realities of their surroundings. Teachers must design instructional methods in such a

way that the values of citizenship are imbibed in students through in class and outside class activities.

The second task is for the citizenship teacher to reflect on her own views about various situations. Reflect upon personal prejudices and how these may affect discussions about various topics in class. The teacher therefore must work towards providing a perspective that is unbiased and is in keeping with the values intended for citizens in our democracy.

The third responsibility is for the teacher to create a safe environment in the classroom for everyone to open up and share their views. The citizenship teacher must ensure that everyone in the classroom 'has a voice' Halstead and Pike (2006). The citizenship classroom should demonstrate inclusion and must include the views of children with special needs too. Instead of assuming that students know how to work in groups the teachers should explain group work and roles in groups to enable successful discussions among student. The teachers should try and set up a 'live- connection' between the world of the child and the topic being studied to help the child overcome conceptual hurdles and boost motivation. While addressing controversial issues, the teacher must help students understand that the needs of all citizens are discussed and that the beliefs and values of the majority are not to imposed upon minorities.

CONCLUSION

With the National Education Policy of India 2020, clearly stating the need to include Global Citizenship Education in the curriculum in schools and colleges, this is sure to receive focused attention from various stakeholders in the educational system.

In countries where Citizenship Education is part of the national curriculum, the subject is taught either by the social science teachers, or by a cross section of subject teachers or by specialists who conduct special classes in citizenship education.

In all three cases, there is need for capacity building of teachers with a purpose of helping them see value in what they are expected to do. Any capacity building program must therefore look at the content, methodology and outcomes that are expected from education for citizenship in a democracy. Teachers need to be made aware of their own attitudes, biases and prejudices which they must deal with and resolve before they take on the task of being role models, because it is through their voices, actions and behaviours that students will learn about values of democracy.

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ROLE OF CARE EDUCATION IN PROMOTING SOCIAL INCLUSION AMIDST SOCIAL DISTANCING

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ABSTRACT

Social Inclusion today is in question with the outbreak of a deadly pandemic and the need to maintain social distance. Social stigma is on the rise, and basic human values like care, compassion, humility and kindness are fast diminishing, making it painful for the people already under the grip of novel coronavirus, particularly for their families and immediate neighbours. The very concept of Social Cohesion is being distorted. People are forced to look after themselves, care and fend for themselves alone. Social distancing has shaken the gregarious instinct of human beings affecting their mental and emotional being. The need to feel 'being cared for' is on the rise. Those socially excluded, downtrodden, differently-abled, are under the biggest threat. Education can promote social inclusion by making people realise the significance and ways of 'caring' keeping social distancing intact. The concept of 'Care Education' can be best utilised to sensitise people through virtual mode in order to tackle the issues of growing social stigma in the name of a pandemic that is posing a threat to the larger social cohesion.

This paper, theoretical in nature, utilised various theories and concepts on 'ethics of care' or simply 'care' unfolding the meaning, ways and significance of promoting 'care' through education for promoting social inclusion in this pandemic time.

KEY WORDS: Care Education, Social Inclusion, Social Distancing, Social Cohesion

BACKGROUND OF THE STUDY

Covid-19 pandemic compelled us to evolve and reconsider the concepts of 'exclusion' and 'inclusion' to suit people's needs to embrace the physical spaces outside their home spaces while following necessary safety precautions. Ordinary people, academicians, researchers, government, and non-government organisations worldwide are rethinking innovative ways to narrow down the apparent exclusion in physical contacts. This Pandemic age has become a widespread digital age, giving rise to virtual modes of living.

In this context, Max Weber's and Parkin's concept of "social closure" seeks attention which is dual in nature representing both exclusion and inclusion (Marshall, 1994) as cited by Peter & Coakley (1943).

The Laidlaw Foundation's Perspective on Social Inclusion as mentioned in Peter & Coakley (1943) work brought to light the five cornerstones of Social Inclusion, "valued recognition, human development, involvement and engagement, proximity and material well-being." 'Proximity' implies sharing physical and social spaces to reduce social distances (Freiler & Zarnke). However, 'proximity' as one of the above-mentioned cornerstones faces a threat in this pandemic age with the growing need for maintaining social distance. Therefore, it calls for considering, accepting and creating virtual social spaces for interactions to narrow down non-virtual physical spaces. All other cornerstones need to be tackled similarly so that the very essence of social inclusion-value, recognition, development does not get lost in the process while increasing virtual proximity. For this reason, the ethics of care, concepts of care and caring must be considered and reconsidered.

Again, as a concept or a process, social cohesion is closely associated with the concept of social inclusion. Durkheim equated social cohesion as "conscience collective". Therefore, moral principles and conduct become essential to bring about cohesion in an excluded society in this pandemic.

Stanley (2003) expressed that social cohesion demands cooperation among social groups for their survival and prosperity. Furthermore, this definition has greater relevance in this Pandemic time where a collective decision is to be taken to help each other, only the way to do so would differ- that is, through virtual mode.

For this purpose, the author (s) sought to propose a "downward filtration" approach to sensitise the masses starting with the privileged and educated to reach out to the needy and those less privileged in finance, technological access, educational resources, and abilities. With this context in view, the concept of "Care Education" was explored based on various theories of "ethics of care".

Care/Caring, Ethics of Care and Care Education: Meaning, Interrelation and Interdependence

Sevenhuijsen (1998) defines care as "a 'social practise' or a socially based and organised human action, which is underpinned by formal or informal institutions, usually a combination of these." According to Lloyd (2006), care thus includes perception, interpretation and needs-based action while recognising that societal contexts have the power to influence and mould these entities.

As cited in Allmark (1995), Blum (1988) talked about how to care and stated that involvement with the person is essential in care that encompasses love, empathy, compassion and sensitivity. The care approach involves all the three domains- affection, cognition and action. The origin of 'care' termed as 'ethical ideal' is in the natural caring experienced by any person in their younger days (Noddings, 1984).

Tronto and Fisher (1990) and, subsequently, Tronto (1993) developed a model of an ethic of care that distinguished five stages: attentiveness, responsibility, competence, responsiveness and integrity.

Carol Gilligan, a psychologist, in her interview (2011) expressed ethics of care as responsive, having an inductive and psychological approach, emotional involvement and the right to voice.

According to Allmark (1995), ethics of care speak of care and caring as a virtuous quality. We, humans, are to create caring conditions around. Note that emotional attachment plays a crucial role in the caring process.

Caring is the pivotal point of any teaching-learning process. Kohl (1984) expressed that it is a teacher's duty to care about his or her students. Good teachers and teaching incorporates the principle of care and caring (Rogers & Webb, 1991). Caring in education has long been associated mostly with nursery and kindergarten students. However, there are instances of works on the significance of care in education for secondary (Noddings, 1992) and higher secondary students (Thayer-Bacon & Bacon, 1996) and across disciplines, as cited by Goldstein & Freedman (2003).

Owning students' problems, intellectual receptivity of the problem and complete delving into it and increased proximal contact with the students is essential in caring education (Noddings, 1984).

Goldstein & Freedman (2003) in their study on 'Caring' focused on increasing the understanding of the concept of 'caring' among preservice elementary education teachers with the help of journal dialogues. The findings highlighted the importance of interaction between the teacher educator and students as a vital aspect of caring teacher education.

In this paper, the terms care and caring have been interchangeably used to imply the same essence in an ethical context from an educational perspective. The discussion above shows that there is interrelatedness and interdependence among the concepts of care, caring, caring education and ethics of care.

Some of the theories on Ethics, as listed below, were studied and briefly summarised, forming a theoretical base for the study.

Utilitarianism- as championed by David Hume and Jeremy Bentham, emphasises Eudaimonia as an intrinsic value differentiating between good and bad depending on the pleasure or happiness one derives from a particular action or behaviour. However, there is a lack of moral concern for what is right and wrong in striving for happiness.

Kantian Ethics- Immanuel Kant reflected a contrasting view on ethics expressing that human beings are rational, free and the same awareness of these entities determine and differentiate the good from the bad and the right from the wrong. Kantian's concept of ethics is thus based on reasoning, goodwill and moral obligation where intentionality matters.

Virtue Ethics- emphasises 'character' as the vital element of goodness in life. Here, differentiation can be made between two types of virtues- Moral virtues and Intellectual virtues, both resulting in happiness at graded levels with moral virtue at the base and intellectual virtue at the topmost level of happiness.

Relational Ethics- Noddings (1984) believed that three essential care elements give ethics a preferable approach, and they are- "receptivity, relatedness and responsiveness." Gilligan's concept is quite similar to that of Noddings in this sense.

Noddings concept of Ethics is closely interwoven with the ideas of care and caring, and her relational ethics are also called "ethics of love" or "ethics of care".

According to Held (2005), there is an interdependence between care ethics and human existence; emotion and familial relation play a vital role in it.

Deducing certain vital concepts and terms associated with the theories of Ethics summarised above would help in unfurling their relation with Care/Caring Education. Basic tenets of the theories deduced are:

- Utilitarianism- Intrinsic value based on Pleasure/Happiness
- Kantian Ethics- Reason, Rationality, Freedom, Obligations, Goodwill
- Virtue Ethics- Character, Virtues-specific Happiness
- Relational Ethics- Receptiveness, Relation, Response, Care, Dependency, Interdependency, Emotions, Attachment, Familiarity.

Thus, the relation between the above mentioned theories on Ethics and Caring Education can be understood on the basis of the tenets deduced from each of the theories. The concept of Care/Caring Education can be designed utilising the principle of Happiness based on virtues derived from the theories of Utilitarianism and Virtue Ethics, principles of Reason and Rationality from Kantian Ethics coupled with principles of Emotion, Familiarity, Care, Receptiveness and Interdependency from Relation Ethics theory. How this relation would work is discussed below.

CARE EDUCATION IN THIS VIRTUAL AGE– NEW PERSPECTIVE

Caring in Education or Caring Education in physical space and face-to-face interaction is a well-known phenomenon and well researched. However, Covid-19 Pandemic has restricted real-time face-to-face interaction and is demanding more care for all. In this context, the primary and core principles of Caring Education (as expressed through the relation between theories on Ethics and Caring Education) can be utilised and restructured in a new perspective (virtual age perspective). Caring Education considers the student-teacher relationship. Caring Education's fundamental tenets can be used to promote healthy and intelligent relations between the privileged, educated and the less privileged, disadvantaged, and uneducated by bridging the gap between the two distanced groups through a virtual platform through a downward filtration approach.

CRITICAL ISSUES IN VIRTUAL CARE EDUCATION

- (i) Gholami and Tirri (2012) expressed that besides teachers' awareness about students' needs and problems (Guzman et al., 2008), caring also considers teachers' responsibility and sensitivity toward students' emotions, self-respect and academic progress.

Attending to students' need, problems and emotions is important for students' character development, which is one of the aims of all teaching endeavours. However, the challenge here is to make students realise virtues, not by force, but through awareness, acceptance and responsiveness.

- (ii) Teaching-learning is based on virtues such as rationality, reason, freedom, obligations, response, receptiveness, interdependency, emotions and familial relations. The ultimate goal of the teaching-learning activity in the virtual caring context would be to attain intrinsic happiness in all (a step towards social cohesion). This intrinsic happiness is based on virtuous activities with proper planning and logic and brings about social cohesion, virtually, keeping physical social distancing intact.

Virtual space comes with its pros and cons. In such a case, Kantian philosophy of rationality and logic-based actions coupled with Virtue Ethics' idea of virtue-based actions should be employed to overcome ethical issues concerned with virtual freedom.

- (iii) To keep the essence of morality-based education in check, educational endeavours in a virtual mode require care. On the other hand, keeping ethical issues and concerns in perspective can better promote caring education. Education, a fundamental human right, can be attained with care ethics as a support system even in this distanced, virtual age. Executing virtual mode of Care Education thus requires care and insights.

PROMOTING SOCIAL INCLUSION THROUGH CARE EDUCATION IN VIRTUAL MODE

The article puts forth a collaborative downward filtration approach keeping in mind the digital divide and disadvantaged sections of the society and how to best support them in this testing and trying time and situation. This downward filtration approach seeks concerted efforts on the part of Privileged and Educated to plan a stepwise framework for promoting inclusion through virtual mode.

So who would form these privileged and educated groups? The answer is anyone from different fields of study/discipline with good technological support, accessibility, digital literacy, knowledge and expertise, resources, willingness and grit to help and support others. Furthermore, it calls for sensitising and making others understand "ethics of care" and "caring" concepts. For this, basic ideas of Caring Education can be utilised in the following manner to promote social inclusion and cohesion in this virtual age (however, not limited to this particular proposal).

Philosophers, spiritual leaders can conduct online workshops and lectures free of cost on character development, the need and significance. For the reason and logic aspects of

character development, science students and teachers can come forward and contribute to the same. To promote value-based happiness as the ultimate end of caring education, special needs educators, value educators, life skill educators, mental health specialists, counsellors, psychiatrists, parents, and teachers can contribute. Large scale drive can be initiated to collect and distribute old/new books, teaching-learning aids and material for the abled and the disabled, and pedagogical digital gadgets like calculators, notebooks, and smartphones. Realising and assimilating the principles of care as proposed by Sevenhujisen (1988) is the need of the hour to reduce social distancing by creating virtual social integrative space.

The entire process must be planned in a stepwise sequence collaboratively. That is to say, the contributors for each specific purpose must come together and chalk out a series of work plans to execute the same. Deployment and acclimatisation of human resources from across the vast array of disciplines and life under the leadership of tertiary level educators and administrators, government and non-governmental organisations committed for the cause of promoting Caring Education are of utmost importance. The entire process may entail or follow the ethics of care model proposed by Tronto & Fisher (1990) and Tronto (1993)- "attention, responsibility, competence, responsiveness and integrity" as mentioned above. This model is comprehensive, and the stages are interrelated.

CONCLUSION

"The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered." - Jean Piaget

Jean Piaget's statement suits best in understanding the evolving need for Care Education at present. Covid-19 Pandemic and Social Distancing have compelled humans to realise, accept and embrace new and creative pedagogical methods depending highly on technology and digital media. Research studies in mental health areas show how people suffer from depression, anxiety, panic attacks and other mental health-related problems with students topping the list. The essence of social cohesion is diminishing with increasing isolation. In this context, the need to promote social inclusion through a virtual platform is felt like never before. Virtual platforms have their merits and demerits with ethics and morality being the critical subject of concern. "Care Education" is thus a saviour in this digital age. This paper was a small attempt to sensitise people on Care Education's significance and relevance in promoting social inclusion while maintaining social distance.

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