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Editorial

Esteemed Readers,

October 2, 2025 marks 156th birth anniversary of Mahatma Gandhi for commemorating his legacy of non-violence, truth, simplicity in life through inclusive education. In this issue, we are presenting to our readers articles dedicated to his noble ideals.

Coauthored article by Ms. Kanika Chauhan & Ms. Srishti Mudgal, Prof. (Dr.) Jayanti Pujari, & Dr. Sampurna Guha examines role of psychological therapies and social relationships for person with disabilities in supporting inclusion.

While Ms. Disha Ramesh Vardhan & Dr. Kiran Sharma reflect on how technology enhances inclusion in legal education and legal awareness; Ms. Manjula Warrie & Dr. Deepa Sharma analyse challenges in addressing diversity in education.

Mrs. Preeti & Mrs. Ekta Kule study on impact analysis of collaborative support activity for efficient inclusion for children with Specific Learning Disorder (SLD) bring to the fore special educator and counsellor's perspective.

Obituary for Prof. Dr. Vasanthidevi and Tribute to Prof. Dr. Armaity Desai By Prof. Dr. Vibhuti Patel provide glimpses of great contributions made by stalwart educationists.

The scholars and experts are requested to send their original research based articles, case studies and book reviews on contemporary challenges faced by the education sector.

Prof. Vibhuti Patel
Chief Editor

**ROLE OF PSYCHOLOGICAL THERAPIES AND SOCIAL
RELATIONSHIPS FOR PERSON WITH DISABILITIES IN
SUPPORTING INCLUSION:
A REVIEW STUDY**

**Ms. Kanika Chauhan & Ms. Srishti Mudgal (Students),
Prof. (Dr.) Jayanti Pujari, & Dr. Sampurna Guha,
Amity University, Uttar Pradesh**

ABSTRACT

The present study aimed at investigating the role of various psychological therapies and social relationships as support systems for Persons with Disabilities (PWDs). The study utilized a review of literature of ten research studies published in the area selected for study. The studies were selected based on specific keywords, recent time period, including studies in last 20 years. The research paper were categorised into four sub-topics such as psychological therapies, Social relationship, Person with disabilities, Inclusion and Role of therapies. These sub-topics were selected on the basics of reviewed literature. The present study found the existence of a positive relationship between emotional competence and academic performance among Children with Specific Learning Disabilities (CWSLD). Further, emotional competence was found to be positively correlated with academic performance. Additionally, the study examined the efficacy of Cognitive and Behavioural Therapy (CBT) on improving the emotional competency among CWSLD. CBT demonstrated a significant positive impact as evident from the post-test scores with the experimental group showing greater improvements in emotional regulation and problem-solving abilities. A notable lack of awareness about PWDs was observed, which can be managed through educational interventions at various levels, although current textbooks show a deficiency in this area. Furthermore, the study indicated that satisfaction levels are negatively correlated, and problem behaviours are positively correlated among adolescents with disabilities, with no significant changes over time. Differences were observed in the perceptions of teachers and parents regarding the academic and skill performance of Children with Disabilities. The study also explored the social bonds, relationships and attitudes between children and teachers towards inclusive education revealing that mainstream teachers generally hold a

positive attitude towards inclusion however no significant gender differences were found among educators.

Keywords:- Awareness, Disability, Inclusiveness, Person with Disability, Psychological, Therapies

INTRODUCTION

“Psychotherapy involves a collection of interventions which is designed to help the individual to recognise and modify different feelings, ideas and actions.”

Children with specific learning disabilities (CWSLD) often face challenges not only in academics but also in emotional regulation, which significantly impacts their educational outcomes. Emotional competence, refers to the ability to recognize, express, and manage emotions, plays a crucial role in their success in school. Research suggests that children who can regulate their emotions effectively tend to perform better academically, while those who struggle with emotional regulation may find their academic performance hindered. Understanding the connection between emotional competence and academic achievement is essential to improving the educational experiences of CWSLD.

One promising approach to enhancing emotional competence is Cognitive and Behavioural Therapy (CBT). It is a widely recognized intervention that focuses on changing negative thought patterns and behaviours, helping individuals manage their emotions more effectively. Studies have shown that CBT can positively impact children with learning disabilities by improving their ability to control emotions and cope with challenges. After undergoing CBT, children often demonstrate significant improvements in emotional regulation, particularly in experimental groups where participants exhibit a greater ability to manage their feelings and navigate problems.

In addition to the emotional challenges faced by children, educators working with students with disabilities, particularly special education teachers (SETs), often experience high levels of psychological distress. Compared to general education teachers (GETs), SETs who work with students with intellectual disabilities are more likely to report feelings of depression, anxiety, anger, and tension. This emotional toll can affect

their teaching effectiveness, emphasizing the need for better mental health support systems for teachers in special education settings.

Moreover, there remains a significant lack of awareness about individuals with disabilities (PWD) across various educational levels. Textbooks and curricula often fail to adequately address disability awareness, leading to a gap in understanding among students and educators. This lack of awareness is reflected in teachers' attitudes toward inclusive education. Although mainstream teachers generally exhibit positive attitudes toward inclusion, no teacher in urban or rural areas showed an extremely high positive attitude toward children with special needs (CWSN) in general schools. Additionally, no significant differences were observed in attitudes between male and female teachers.

This study reviews both national and international studies that explore various aspects of emotional competence, academic performance, and the role of CBT in supporting CWSLD. Additionally, it examines the psychological challenges faced by special education teachers, the awareness gaps in the education system regarding disabilities, and the differing perspectives of parents and teachers on the performance of children with special needs. Through this comprehensive review, the study aims to shed light on the factors influencing the academic success of children with disabilities and the necessary support systems to foster their growth.

OBJECTIVES

1. To review the impact of psychological therapies, such as Cognitive Behavioral Therapy (CBT), on emotional regulation and academic performance in children with specific learning disabilities (CWSLD).

METHODOLOGY

The research done is based on qualitative study and the data analysed was done on the bases of systematic research. The study consist of the papers from the year 2023-2001 including main key studies on Psychological therapies, Social relationships, Social and communication skills, Cognitive behaviour therapy, Social inclusion . The data was based on the study of which was found from visiting different websites, journals, articles and reports. The researches available were quite limited hence the

thematic analysis was done by preparing and analysing and reviewing different various literatures.

REVIEW OF LITERATURE

According to Saran et.al.(2023) This study was conducted in a private university. It covered review studies reporting the effectiveness of interventions implemented to enhance social inclusion for people with disabilities in LMICs. The authors screened the results using EPPI Reviewer software. Each study's data was extracted by two authors independently. This was done by considering how confident they were about the findings, participant information, details about the intervention, control condition, study design, size of sample, bias risk outcomes, and also the results. The authors found as many as 37 experiments and quasi-experimental studies from 16 countries. At majority, the studies were found in South Asia, with 13, followed by nine studies in East Asia, the Pacific, the Middle East, and North Africa. Children with disability constituted the highest target of the studies, aggregating 23, followed by twelve targeting adults. Most studies, with 20, were targeted at people with intellectual disabilities, and 13 targeted psychosocial disability. Nineteen projects aimed at boosting the social and communicative skills of people suffering with disability through social skills training were devised.

According to Gaskell, et.al (2022) She shows how well routine psychological therapies work that are conducted at hospitals, in the outpatient settings, and also universities. The study was conducted in a private university. It is based on a review of studies of systematic reviews of studies that met certain criteria. They searched three databases: MEDLINE, CINAHL, and Psycho-Info, for eligible studies. To evaluate overall effectiveness they had used a statistical method to synthesise effect sizes for treatment both before and after therapy. They also considered several factors that might explain discrepancies in findings. They included 252 studies (k=298 samples), and 223 of these studies (k=263 samples) provided appropriate data to be included in the analyses. Treatment effects for depression revealed a very large effect size of $d=0.96$, the effect size for anxiety was equally impressive at $d=0.80$, and for other outcomes, the effect size achieved was $d=1.01$. This review, therefore, provides an evidence base that routine

psychological therapy is effective and gives benchmarks to help judge services in different settings.

According to Attwood et al (2021) The study took place in a private university of United Kingdom. The researchers used qualitative study for his research. They used Experimental method for their research. The researcher took interviews to gather information from the people. In this the findings indicates that group therapy improves the collaboration between the students and teachers. As the strategies can be recommends to access and for participation also. For young people there should be clear and concise communication and alliance and also the smooth ending of the therapy. As the other professional services were also offered to the participants.

According to Hameed, et.al (2020) Most commonly, women who experience IPV visit health care facilities due to mental health conditions. The review was based on different RCTs trials of psychological interventions for women of 16 years or over who reported recent or lifetime IPV. Women with mental health disorders or drug/alcohol misuse, or both, were included in the review. Those psychological therapies tested included changing thinking, motivation, and behavior, which often refer to comparisons between standard care with no treatment, late treatment, or minimal interventions. The authors made use of the list of Cochrane Common Mental Disorders psychological therapies to classify these therapies. Total 33 trials were there in the review, constituting women who numbered at 5,517. Of those women, 2,798 (51%) received experimental interventions, while 2,719 of them (49%) received comparison treatments. An array of therapies was covered; these included 11 integrative therapies, nine humanistic therapies, six cognitive-behavioral therapies, four third-wavedifferent therapies and interventions. No therapy type fell under psychodynamic therapy. This review concludes that there is more need for trauma-focused interventions and new trials must measure outcomes in better homogeneity in follow-up time for this diverse research to be able to merge some of it, considering the inconsistency of measurement and follow-up periods.

According to Yousif et.al. (2020) This study addressed whether inclusion education made a difference for students suffering with hearing impairments in the Resource Centre of Disability in Sharjah University.

The nature of the research was descriptive and analytical and based on a purposive sample size of 24 students who were suffering from hearing impairments. The researchers created the questionnaire that contained 25 questions on psychology and social interaction as well as additional nine open-ended questions that were needed to get the numerical data and descriptive data. The findings confirmed that inclusive education positively influences the psychological adjustment as well as the social interaction of the students. However, in this study, a negative relation was established between, on one side, the gender and age, and on the other side, both the social interaction and the psychological adaptation. Age relates to $\rho = 0.091$ and $\rho = 0.262$; the relationship of gender with $\rho = 0.47$ and $\rho = 0.076$. Results were found to include a statistically significant difference among the students who have the belief that inclusion improves the interactions with others and also the adjustments of psychological things. These p-values less than 0.05 established the statistically significant differences. Results are important for improving the theory and practice of inclusive education, which guide ways through which enhancing the adaptations of psychological and social adjustments of students with hearing impairments can be done.

According to Thabrew, et.al (2018) Treatments for children and adolescents with no medical conditions are not the same as for children with long-term physical conditions. This review summarises different therapies and interventions in which psychological treatments were evaluated and used to treat anxiety or depression in children with the conditions discussed here. The authors independently reviewed abstracts and full articles, and disagreement was resolved by discussion with a third author. They compared yes/no data through odds ratios (OR) and continuous data using standardised mean differences. Where the treatments, subjects, and key questions were similar, they carried out a meta-analysis. The review encompassed 28 RCTs and one cross-over trial involving in total 1,349 participants. Most of the patients came from high-income countries like hospital clinics and settings of community. For short-term depression compared with any control, the main outcome was based on low-quality evidence from 16 trials that involved 1,121 participants. The evidence suggested that psychological therapies were likely to be superior to control therapies. For short-term anxiety, the evidence was not sufficient or of moderate quality. The size and quality of the evidence from 13 studies with 578 participants were insufficient. This

makes it ambiguous whether psychological therapies are superior to control conditions.

According to Hassan et al (2017) The Study took place in Private University. There is an emirs effect of inclusion settings on the interaction and adjustment of the psychological students with disabilities was set under study. The researchers used basic statistical approaches. Therefore, they investigated a sample of 86 special education teachers across 15 schools in Abu Areech Province in Saudi Arabia. Subsequently, they randomly picked 40 teachers asked to fill up a questionnaire. They developed some questions to measure the effects of social interaction in inclusion as well as adjustment psychological. Data analysis was performed through the SPSS program. The findings, therefore, suggest that inclusion in social interaction increases communication among the students with or without disabilities. It makes feel capable for students with disabilities while reducing differences between all the students. General education classroom inclusion contributes to the psychological adaptations of students with disabilities, enabling them to obtain both academic and social capabilities and new learning skills.

According to Olthuis (2016) A private University made the study. They screened 1,736 studies and chose 38 for inclusion in the analysis, with participants totaling 3,214. Researchers applied the Experimental method. Among these types of study, anxieties were varied: 11 focused on social phobia, 8 were on panic disorder with or without agoraphobia, 5 were on generalized anxiety disorder, 2 on post-traumatic stress disorder, 2 on obsessive-compulsive disorder, and 2 on specific phobia. They consisted of eight additional studies on studies with miscellaneous anxiety diagnoses. The studies were carried out in several countries. They compared various Internet-based Cognitive Behavioral Therapy (ICBT). They identified three main comparisons: Difference between the support of therapist of ICBT and control list of waiting, unguided ICBT, CBT of face to face. Low-quality evidence from 11 studies (866 participants) shows a pooled risk ratio (RR) of 3.75 (95% confidence interval 2.51 to 5.60; $I(2) = 50\%$). This points to a clinically significant reduction in anxiety after treatment for therapist-supported ICBT versus waiting list or other low support. Both results favoured the outcome for therapist-supported ICBT; however, both were based on low-quality evidence for those outcomes.

According to Tapp, et.al. (2013) The research of the psychotherapy is a successful intervention for mental health conditions. The study was drawn out in a private university. In the study researcher used experimental method in which 39 people were in controlled group and 19 were in experimental group. There were weaknesses also of the ability to make a good conclusion of the impact of psychological therapies for person with intellectual disabilities. In this it is important to grow the good quality of the research.

According to Llewelyn et al (2001) The study was taken out in a Private University. The researcher took Experimental method. A model of scientific inquiry identifies 3 main types of research process in therapy: i) Exploratory studies describe behaviors and processes that occur during therapy sessions. ii) Hypothesis testing study investigate the connections between the process of psychotherapy and treatment outcomes. iii) Development of theory studies examine how process of psychotherapy relates to theories of change. Comparative studies are infrequent. However, studies linked to models of change that the responsiveness of therapist are complex and show greater promise. Most studies face significant methodological difficulties. Models of change, such as responsiveness and assimilation, highlight important aspects of the therapeutic process and hold potential for enhancing our understanding.

FINDINGS

Topics	No. of studies	Findings
Psychological therapies	7 Tapp et.al. 2013, Olthuis et al. (2016), Llewelyn et al (2001), Hameed et.al. (2020) , Gaskell et.al. (2022), Saran et.al. (2023), Thabrew et.al. (2018)	Out of Seven studies, two findings showed that the change in the track of therapist responsiveness is more complex and show greater promises. Another study showed that there was weakness also of the ability to make a good conclusion of the impact of psychological therapies for person with learning disability. In this it is important to grow the good quality of the research. Another two studies show that there is minimal or no changes in the behaviour of the people after getting the psychological

		apies. Another two findings of the studies are that the psychological apies were likely to be superior to control the therapies. One major finding of the study is to provide's an evidence base that routine psychological therapy is effective and gives benchmarks to help judge services in different settings.
Social interaction	Hassan et al	of the finding was that inclusion in social interaction increases communication among the students with and without disabilities.
Cognitive Behavioural Therapy	Olthuis et al (2016)	the treatment with CBT resulted in a positive effect of emotional competency and results of academic performance. The students in the experimental group showed increased control of emotions and the ability to cope with problems.
Behavioural Changes	Attwood et al (2021)	Some studies shows that there is minimal or no changes in the behaviour of the people after getting the psychological therapies.

The study shows diversity in types of intervention and the impact on person with disabilities and mental illness. Across studies conducted in 37 low- and middle-income countries, social skills training significantly improved the ability of children with intellectual and psychosocial disabilities to communicate and be socially included. Routine psychological therapies significantly reduced symptoms of depression, anxiety, and other psychological disorders by large effect sizes, indicating they were hugely effective. Group therapy and inclusive education research resulted in enhanced collaboration of students with teachers and improved psychological adjustment and increased social interaction by hearing-impaired students. Therapy interventions for women with IPV

demonstrated the effectiveness of integrative and cognitive-behavioral therapy approaches to mental health issues but further research is required to enhance trauma-focused approaches and consistency in methodologies. There is an increasing body of evidence to support the superiority of psychological therapies in the management of short-term depression in children with long-term physical conditions, although findings for anxiety are inconclusive. Inclusive education settings tended to enhance social interaction and psychological adaptation for pupils with disabilities, thereby facilitating their academic and social development. Internet-based cognitive behavioral therapy, particularly when therapist-supported, was associated with significant reductions in symptoms of anxiety compared with minimal interventions or unguided formats. Results for the treatment of disabled people in psychotherapy were also encouraging; however, the need for more stringent research is imperative. Process research indicated a need to look at therapeutic process variables, such as therapist responsiveness and therapy session processes, to improve treatment outcomes. Collectively, these results underscore the importance of individualized interventions, the necessity of methodological sophistication, and the need for inclusive approaches to therapy and education.

CONCLUSION

This research paper emphasizes the role that psychological therapies, as well as social relationships, can play in promoting inclusion and emotional well-being in adults with disabilities. Major conclusions are as follows:

1. **Family and Teacher Partnership:** Relationship between parents and teachers is not hugely dispensed, which impacts supportiveness towards a child with disability. There is a need for better collaboration to be reached to the common of the academic as well as emotional needs these children require.
2. **Effectiveness of Psychological Therapy:** CBT and other psychological treatments enhance the emotional competence, coping skills, and academic attainment of children with learning disabilities mainly through improving emotional control. Such therapies reduce the anxiety and depression experienced by people with physical disabilities.

3. Special education teachers undergo stress; rather than this is the grave reality that they experience severe critical psychological pressures, thereby not being this efficient. This, therefore, points out a need for enhancing better systems of mental health support to the educators in inclusive schools.

4. Awareness and Inclusion in Education: Disability awareness is still very low in education curricula, so there exist knowledge gaps as well as mixed attitudes toward inclusion. Attitudes are indeed overwhelmingly positive on the part of particular female teachers; additional professional development would help enhance these.

Overall, psychological therapies, education with awareness, social support, and ICT are all important to develop improved provisions for including, emotionally supporting, and improving the academic achievements of students with disabilities. However, more robust research is definitely required to be conducted to fill up the remaining gaps and improve the outcome.

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**BRIDGING THE GAP: HOW TECHNOLOGY ENHANCES
INCLUSION IN LEGAL EDUCATION
AND LEGAL AWARENESS**

**Ms. Disha Ramesh Vardhan & Dr. Kiran Sharma, (Vice Principal)
K.C. Law College, Mumbai**

"Education is not solely about earning a great living. It means living a great life."

- Brad Henry

ABSTRACT

Education is playing an important role in everyone's life. Due to change in the era it is necessary to change the traditional way of imparting knowledge and teaching technique. It is necessary to enhance the way of teaching with the help of technology. The use of technology in education can play a vital role and can take the education on another level. The technology can help in Smart Content Creation; can help in giving Personalized Content for student and content of class depending on the skill of the student, help in Virtual Classes with use of 3D and augment reality, self study with help of Chatbot also help of streamlining the Examination process with help of Artificial Intelligence AI. AI can help to simplify legal terminologies. The aim of the researcher is 1) to investigate the use of technology in rural and urban areas in India 2) to investigate whether rural areas have access to technology 3) to identify the existing barriers to inclusion in legal education 4) to create awareness of use technology in legal education. Thus, the researcher shall conduct a thorough review of articles, case studies, and empirical research by way of questionnaires. The researcher shall rely upon Hypothesis 1) Due to Lack of advancement of technology there is no proper implementation of AI in Legal education 2) Will technology help to enhance the legal education in India 3) Does India have a technological gap.

Keywords: Law, Artificial Intelligence, AI, Generative-AI.

INTRODUCTION

We cannot deny the fact that technology is playing an important role in education specially since the pandemic covid-19. The pandemic has shifted the traditional way of learning and imparting knowledge with the help of technology. Pandemic was the time when everything was under lockdown and all educational institutions were shut, that time all the field started adapting and using the technology. This was the time we realised how important is technology in our lives. Education is very important in everyone's life; education is a fundamental right under our Indian Constitution. However, during the pandemic these rights have been violated as the education given in rural and urban area was not same. The urban area educational institutes are well equipped with technology; thus, they could conduct the lectures virtually during the national lockdown. However, the rural area educational institutes where there is still a problem of electricity it was very difficult to conduct the classes/ lectures virtually.

RESEARCH OBJECTIVE

- 1) To investigate the use of technology in rural and urban areas in India.
- 2) To know whether rural areas have access to technology.
- 3) To identify the existing barriers to inclusion in legal education.
- 4) To create awareness of use technology in legal education.

RESEARCH METHODOLOGY

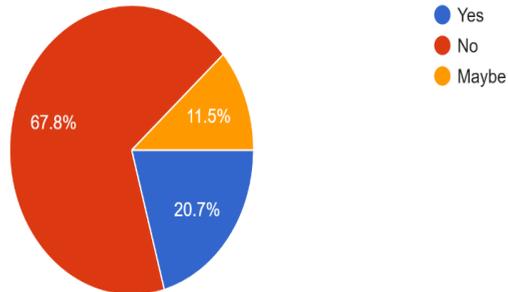
The researcher has conducted a thorough review of articles, case studies, and empirical research through questionnaire method and collected samples of 87 people from rural and urban area.

DATA ANALYSIS AND INTERPRETATION

Hypothesis No 1: There are equal educational opportunities in rural and urban areas ?

Do you believe there are equal educational opportunities in rural and urban areas ?

87 responses

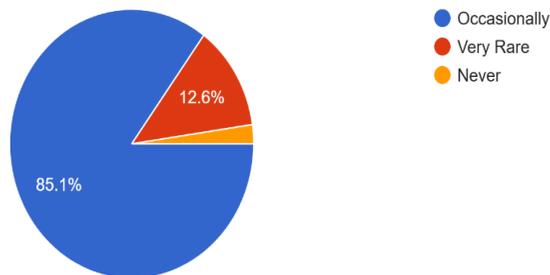


67.8% people voted that there are no equal educational opportunities in rural and urban areas, 20.7 % voted that yes, 11.5% voted for may be. Hence, the hypothesis is not proved.

Hypothesis No 2: Will technology help to enhance the legal education in India.

How often you use digital tools (like computers, tablets, or smartphones) for learning or teaching subjects?

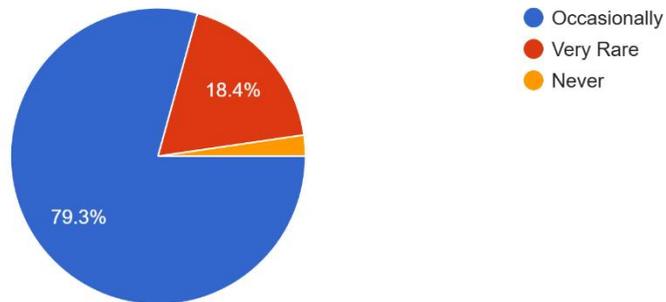
87 responses



85.1 % people voted for occasionally, 12.6 % voted that yes, 11.5% voted for may be. Hence, the hypothesis is proved.

Do you regularly access online resources for education?

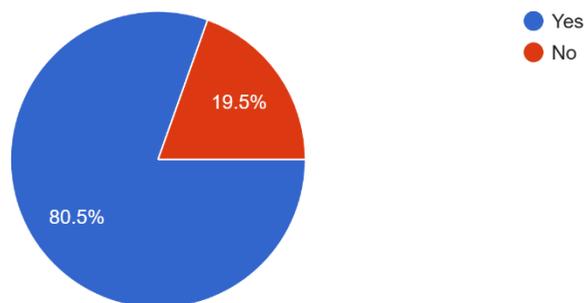
87 responses



79.3 % people voted for occasionally for access online resources for education, 18.4% voted for very rare.

Do you think virtual classrooms would enhance accessibility to education?

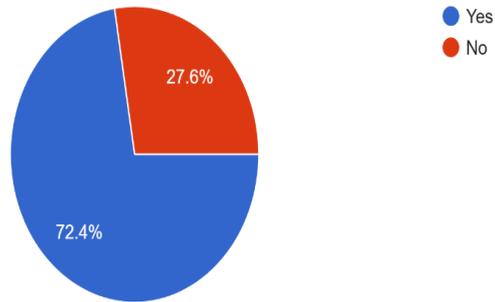
87 responses



80.5 % people voted for yes that they think virtual classrooms would enhances accessibility to education. Hence proved.

Do you believe Artificial Intelligence can support education by streamlining exam processes?

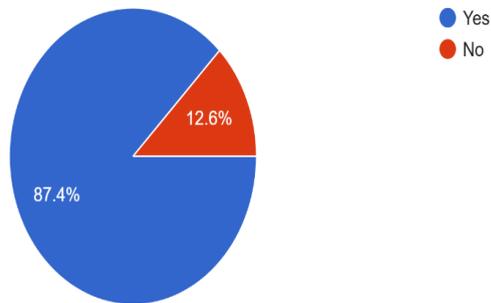
87 responses



72.4% people voted for yes that they believe Artificial Intelligence can support education by streamlining exam process. Hence proved.

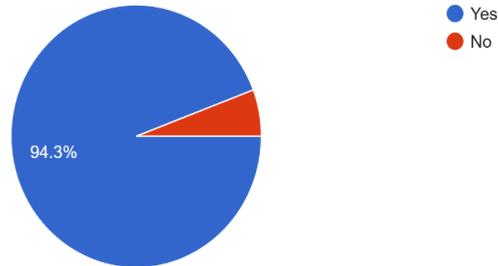
Do you think AI tools could be used effectively to support research for students and teachers ?

87 responses



87.4% people voted for yes that AI tools could be used effectively to support research for students and teachers.

Do you think technology could help bridge the educational gap between urban and rural areas?
87 responses

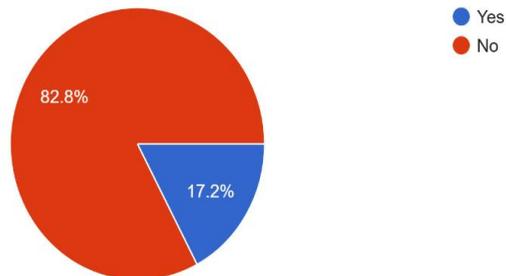


94.3% people voted that the technology could help bridge the educational gap between urban and rural areas.

Hence, hypothesis 2 - Will technology help to enhance the legal education in India, is proved.

Hypothesis No 3: Does India have a technological gap.

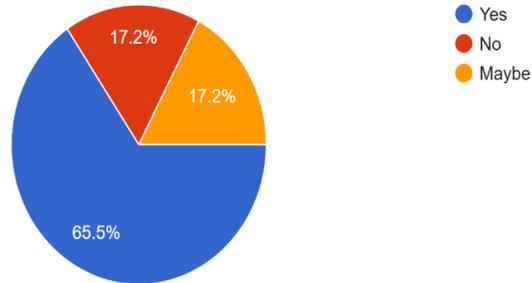
Do you think students in rural areas have the same access to technology as those in urban areas?
87 responses



82.8% voted for no for having same access to technology as those in urban area, and 17.2% voted for yes.

Do you believe that the lack of technology infrastructure is a barrier to education in India?

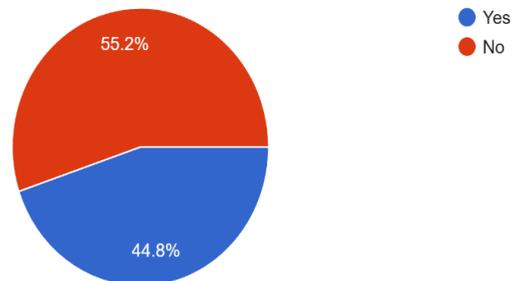
87 responses



65.5% people voted for yes that they believe that the lack of technology is a barrier to education in India. Hence proved.

Have you heard of government programs aimed at improving technology access in rural areas?

87 responses



55.2% voted for no that they have not heard of government programs aims at improving access in rural areas.

Hence, Hypothesis No 3 is proved that India has a technological gap.

REVIEW OF LITERATURE

The researcher has read various articles, report, published research papers.

RESEARCH PROBLEM

Right to education is fundamental rights enshrined under Article 21A under Indian constitution. Despite being a fundamental right guaranteed to all, still the access to education in rural area is not the same as that in urban area in today techno world, where the use of technology has increased. In the rural area due to lack of infrastructure, financial capabilities the people there are not able to access and utilise the technology. India is a developing country and the use of technology and Artificial Intelligence has increased.

The people at Rural areas are reluctant to get adapted to the use of technology and Artificial Intelligence and are still following the old traditional way of learning, due to which they are not as smart as people at urban area.

ARTIFICIAL INTELLIGENCE (AI)

The use of AI has increased rapidly. The use of AI has made the learning easier and more interesting. There is various AI based tools which are used by students as well as the teachers. They help students to generate contents, help in preparing powerpoint presentation which are visually interesting which helps attract attention of students, helps understand the complex languages in simpler way, helps in research work in legal education, helps in making notes for giving lectures to students. There are AI tools which helps the teachers to detect whether the assignments submitted by students are made by them or simply being generated through AI.

AI Tools used by the students and teachers:

- For presentation:- prezi, pitch, slides AI.
- For content - Chat GPT, Gemini, Rytr, copy AI, Copilot (Bing Chat)
- For AI detector- Grammarly, Quillbot, GPTZero, Copyleaks
- Best AI tool for Meeting Notes and Lectures- Otter.ai, Fireflies.ai, Scribe
- ClassPoint AI, GradeScope
- AI for legal field- Kira software: Documents analysis, COiN, SPOTDRAFT, Pensieve, Diligen, Casemine, Lex Machina

USE OF ARTIFICIAL INTELLIGENCE IN FIELD OF EDUCATION

- Personal coaching- Help in giving personal coaching to individual students as per their calibre. The AI tools can help in converting the contents in their regional language to make the complex things easier to understand. Say for example if a student is weak in a particular subject, a teacher cannot give attention all the time to one student as they have many more students, but the AI tool can help in giving attention to a particular. And it will help the students to improve.
- Can help in collecting forms and admission process- the use of AI tool can make the complex admission process and verification of marksheets easier.
- Invigilator, evaluating papers, for questions paper setting – If in any institute there are less teachers available, then AI can help in invigilation of exams, help in evaluating the answers sheets and can also assist and set papers for exams. A teacher has to teach, interact with students, take exams etc the workload is too much. However, a AI can help distribute the workload which will increase the efficiency of the teachers.
- Generate smart content and Curriculum generator – The AI tool can help in generating smart content and design the curriculum with attractive design and images. Presentation with AI tool can make it easier for student to understand the subject.
- Career counselling- in the traditional way the career counselling is done by the teachers who knows the calibre of the students, however once that teacher leaves the institute, the new teachers would not know much about the students. In this scenario a AI teacher will never leave the institute and all data of the students will be stored in the AI and they shall evaluate the data available with them and give proper counselling understanding the inserts of the students.

- Boredom- A teacher's job is complex and at a point they reach to a saturation point as they have been teaching same thing again and again and they tend to lose interest in teaching. However, a AI will never get tired teaching same thing and never loose interest, thus the students will not suffer.
- AI based mock test on regular basis- AI can take regular mock test of the students and this will help the students to learn more thoroughly.
- Bias and fairness- a teacher may favour a student, but this bias shall come to an end as a AI can never bias with any students and give fair attention and treat everyone equally.

CHALLENGES OF USE OF ARTIFICIAL INTELLIGENCE

- Application of mind- as there are many AI tools which helps in generating contents and thus, students nowadays just give a command to the AI and the contents are generated, which is reducing the use of brains and the application of mind. In traditional way before writing an assignment a student has to do research work, read different books available relating to the said topic, which used to help gaining knowledge of every field. However, as AI is automatically given ready-made content, thus there is no new knowledge gained and it is making students lazy as students nowadays just copy and paste the contents generated with help if AI.

Eg. ChatGPT is widely used on day-to-day basis. However, it is making things easy and quick, however the same is a threat to students at the same time are not verifying the content and learning wrong things. As many times the contents generated by ChatGPT is wrong. Reyling on the contents of AI is making students and others handicap and they do not want to work hard to learn new things.

- Privacy – AI tools may keep all data's of the students as well as teachers and same may be leaked if the machine fails.

- Personal touch- teachers can evaluate the behaviour of a student, seriousness of students while studying and also can punish the students. However, AI can only evaluate a pattern of learning.

For eg. If a student goes to sleep while studying, AI cannot understand if the students sleep during the lecture but a teacher can understand.

- A teacher can connect to current situation while teaching, however the AI cannot related to current situations.

CHALLENGES FACED IN RURAL AREAS TO ADAPT THE TECHNOLOGY IN LEGAL EDUCATION AND LEGAL AWARENESS:

- Digital Infrastructure problems in rural area- In rural area there is lack of infrastructure, the under privileged people do not get access to online study materials. The government schools lack proper infrastructure and teachers are not updates with the new technology. Infact, they have a threat that they will loose there jobs of AI is been used. The legal languages are complex, the technology and AI can help in converting the legal language in regional language so that the rural area people can understand.
- Access to technology: Due to increasing use of technology and AI driven world, the rural area population are still behind to get access to online study materials, online learning materials. One of the reasons is financial incapability. People in rural area are reluctant to adapt new technology and want to continue with the traditional way of teaching because of the fear of losing employment.
- Legal awareness: Land disputes due to encroachment, Domestic violence cases, child marriage, the rural area girls are having less access to education thus there is less awareness with respect to their rights.

INITIATIVES TAKEN BY GOVERNMENT OF INDIA

National Programme on Artificial Intelligence (NPAI) Skilling Framework 23rd June 2023¹- initiatives have been started to introduce AI in education in India.

DIKSHA ²- one nation one digital platform, An initiative of the National Council of Educational Research and Training (Ministry of Education, Govt of India), all study materials are available.

Swayam³ - SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

CONCLUSION

The use of technology in today's world has been increasing day by day, we are leaving in an AI-driven world, wherein AI has been used on day-to-day basis by the students. Nowadays schools in urban area teaches students by showing videos on tablets and this is an innovative way of learning. Students actively participate in the new way of learning and after looking at videos and images, they tend to learn more quickly.

Nowadays student at a very young age is more adaptive to new technology. Students use AI tool in generating contents, notes and for writing their assignments. This shows that how technology is replacing the traditional way of learning. Thus, it is now important to bridge the gap between urban and rural area as it has become necessary to adapt with technology. If the gap is not filled then the rural area population will remain behind as compared to urban area.

¹ chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ugc.gov.in/pdfnews/5732498_Report-on-NPAI-Skilling-Framework.pdf

² <https://diksha.gov.in/>

³ <https://swayam.gov.in/>

People are not aware about their legal right's thus legal education and awareness is very important. Thus, access to legal data available on internet is necessary.

SUGGESTIONS

It is necessary to develop the digital infrastructure in rural area, the government has started doing a lot in field of education and technology. Government should come up with new schemes to give subsidies to use of internet in rural area, so that low-income people can also access to digital data. They must create legal awareness on government portal with help of chat-box which shall answer all questions arising in peoples mind and also teach the use of technology and must teach how to take help of AI tools to make learning easy and interesting. Create awareness and educate people through social media platforms, as social media platform is a platform which is accessed by all irrespective of being at rural area or urban area.

The Virtual reality (VR) moot courts can be made as the VR moot court halls can help students to experience the real courts and how the legal proceedings take place. Augmented reality applications can help spreading legal awareness. Educational institutes can collaborate with high tech companies to teach the use of technologies in education.

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ADDRESSING DIVERSITY IN EDUCATION

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The word "diversity" refers to the qualities that make us unique in this world, including our history, philosophy, personality, and experience. All these characteristics make us who we are, and, our differences affect our worldview, coping strategies, and, behaviours. Diversity is the difference between individuals, not limited to social status, age, physical abilities, intellectual abilities, political beliefs, gender identity, sexual orientation, and race or ethnicity. Education is the process of transmitting culture. It is a method in which young people with no experience in social life in their early years are introduced through cultural exchange and peer interactions. Various socio-emotional factors affect the child's development, the education provided must work together to ensure the functioning of the holistic development of the students. The knowledge, beliefs, art, morals, principles, and other skills that students learn as members of society are all part of the learning and understanding of various cultures. The philosophies and ideas of society, educational leaders, curricula and resource developers, and teachers influence diversity. Classrooms employ a variety of curricula, and each one presents special chances for teaching and learning about other cultures. The regulation bodies of the education system's institutions and policies approve the official curriculum. The official textbooks and other curricular requirements—such as the "standards" released by state boards, professional associations, state departments of education, and local school districts—often function as the basis of the content of knowledge. Although there has been progress in how these curricular resources address racial and cultural concerns, much work remains.

Importance of Diversity in Education

Diversity in education helps students become better citizens in their communities by exposing them to a wider range of cultural and social groupings. Diversity in experience, age, physical capabilities, religion, colour, ethnicity, gender, and many other aspects improves the atmosphere for learning and research. Educational institutions can reap several

advantages from diversity. Instructional diversity is the acknowledgment of varied variations in the classroom. One characteristic of inclusive education is to embrace diversity. Respect all experiences and ways of being equal and, equity education allows diversity to change the way we act, think, learn, and teach. Identified four ways that diversity could be enhanced in education:

Intergroup relations and campus climate: The ability of teachers to help students understand, explore, and determine how cultural ideas, perspectives, and configurations of learning affect their achievement of knowledge. This process of creating knowledge would be meaningful.

Content Integration: The extent to which teachers employ examples and material from many cultures and groups to highlight key ideas, tenets, hypotheses, and generalizations in their topic or field is known as content integration, which increases knowledge.

Global Society Equity: Educators who employ pedagogy modify their courses to assist learners from diverse ethnic, cultural, and social backgrounds in reaching their academic objectives.

Reducing prejudices and stereotypes: A range of teaching methods should be used to suit the learning needs of different cultural and ethnic groups. Focusing on the characteristics of students' social attitudes and the impact of educational strategies and materials on them is very important.

Diversity in Education is Crucial

When students have the opportunity to collaborate and learn alongside peers from diverse backgrounds and cultures in the classroom, they also learn to leverage their unique strengths and perspectives to contribute effectively in diverse work environments

1. Enhanced Learning Environment: Exposure to a range of viewpoints and experiences in diverse classrooms fosters empathy and critical thinking among students, helping them develop an understanding and appreciation of different cultures and perspectives

2. Enhanced Academic Performance: Research suggests that diversity can improve both academic achievement and the learning process. Diverse

perspectives and ways of thinking can nurture creativity and problem-solving skills

3. Preparation for a Global Community: Students who participate in diverse educational experiences are better prepared to collaborate and interact with individuals from various backgrounds in an increasingly interconnected society.

4. Mitigation of Prejudice and Stereotypes: By promoting social cohesion and mutual understanding among different groups, diverse educational environments can contribute to reducing prejudice and stereotypes.

5. Equality and Social Justice: Ensuring educational diversity is a step toward addressing systemic and historical injustices, providing underprivileged populations with access to educational opportunities and resources that have been historically inaccessible to them.

Encouraging Diversity in Education:

To create a more equitable society, we must embrace customs, pick up new abilities, and see ourselves more broadly and less selfishly. Suggested the various highlights and value of diversity in education.

1. **Inclusive Curriculum:** Including a variety of viewpoints and subject matter in the curriculum makes it easier for all pupils to feel respected and represented. This covers a range of writers, historical personalities, and cultural perspectives.
2. **Diverse Faculty and Staff:** Including teachers with a range of experiences and viewpoints in the classroom can help them serve as role models for students.
3. **Equitable Access:** It's critical to guarantee that all students have access to advanced coursework, extracurricular activities, instructional materials, and support services. This might entail removing financial obstacles, offering assistance with language, and making accommodations for kids with impairments.
4. **Cultural Competency Training:** It is important to provide professional development for teachers and staff to understand and communicate

effectively with diverse students. This training can help teachers recognize their biases and implement inclusive teaching.

5. **Supportive Practices:** Implementation of policies that promote diversity, equity, and inclusion (e.g., anti-discrimination policies, support for minority student organizations, and outreach) can create more inclusive education to the environment.
6. **Community engagement:** Building strong connections with diverse communities and families can enhance the educational experience. Schools can partner with community organizations to support students and create a friendly environment for all families.

Challenges in Achieving Diversity:

While diverse student populations offer several benefits, they can also pose challenges for educators. Meeting the special needs of pupils with different learning styles and aptitudes is a big challenge. Regardless of their background, teachers must create a warm and inclusive learning atmosphere for all of their pupils. It might be difficult to manage kids from different cultural backgrounds. To avoid misunderstandings and conflicts, educators should recognize the significant differences in cultural norms and values. When engaging with children from diverse backgrounds, educators must also avoid making assumptions and preconceptions.

Prejudice Narratives: Conventional curricula are often with the Western viewpoint on disciplines such as science, literature, and history. This makes it more difficult for students to fully comprehend and accept equality.

Inadequate representation of diversity: Textbooks and instructional materials frequently neglect to include a variety of individuals, cultures, and their contributions, leading to an inadequate portrayal of diversity. Students aren't exposed to alternative role models and the marginalization of particular groups is reinforced by this absence. The various other challenges in achieving diversity.

1. **Resistance to change:** Some people and communities may resist efforts to promote diversity and see them as a threat to traditional norms and values

2. **Resource Limitations:** Implementing diversity initiatives often requires additional resources that may be limited in some educational settings.

3. **Systemic Barriers:** Structural inequalities such as segregated housing and funding inequalities can prevent schools from achieving diversity.

4. **Hate and Discrimination:** Persistent prejudice and discriminatory practices in educational institutions can undermine efforts to promote diversity and create a hostile environment for marginalized students.

5. **Measurement and Accountability:** Evaluating the effectiveness of diversity initiatives can be difficult, and schools may struggle to develop meaningful metrics and accountability mechanisms.

Strategies for Embracing Diversity

Managing student diversity requires a multidimensional strategy. Creating an inviting and encouraging learning environment that meets the needs of each student requires initiative on the part of teachers. Here are some tactics for dealing with diversity:

Diversifying the curriculum, designing lessons that include ethnic themes, and including other perspectives in class discussions are all examples of integrating multicultural perspectives. Providing modifications to assignments, allowing flexible seating schedules, and providing additional resources for those who need extra help are examples of how students' learning styles and abilities vary.

Following these strategies would be essential for a multidimensional approach: Respecting Diversity (RD) program, which has specific components of self-awareness, social awareness, and respect.

1) Developing trust and relationships with families of students: Teachers who provide a more inclusive learning environment and better understand the needs of their students benefit from better relationships and trust with families and students.

2) Inclusive Curriculum: It is essential for educational establishments to provide curricula that encourage academic success for every student. An

approach to curriculum design that is inclusive is one that considers the educational, cultural, and social backgrounds of pupils experience and background, as well as the existence of any impairment of the body or senses and their mental health.

3) Teacher Training: Teachers can acquire new skills through professional development. Classrooms are increasingly diverse, and demographics ensure that this trend will continue. Diversity and inclusion improve teaching and learning. People learn and enrich their ability to think critically and creatively when they engage in conversations about diversity, especially when they consider the abilities and qualities of all students.

4) Diverse Faculty and Staff: A reason many teachers/professors fail to capitalize on the opportunities that increased classroom diversity can offer students is because it is more convenient and safer to ignore diversity. One strategy to encourage a paradigm change among faculty colleagues in a certain domain towards diversity in schools, university, or educational institution is to participate them during discussions regarding the established results linked to incorporating multiculturalism into curriculum and education, encouraging them to share their own personal experiences.

5) Supportive Policies and Practices: Achievement disparities may be closed and an environment that is more inclusive can be created by putting in place policies that support diversity, equity, and inclusion, such as antidiscrimination laws and assistance for minority students.

Conclusion:

Diversity is widespread all over the world. In the West, emphasis is placed on the concerns, problems, and needs of groups outside the general society. Although the concept of diversity is not new in India a critical review of India's education policies since independence has shown that India's approach to education is diverse. Without innate desires and tendencies and without a simple plan in which everyone participates, there is not enough human knowledge or wisdom to recognize and explain the strategies to approach diversity. Individual happiness and the well-being of society as a whole are reasons why diversity- should be encouraged and not discouraged. Embracing diversity, encouraging creativity and originality, and developing critical thinking and problem-solving skills enrich classrooms. Effective diversity

management requires a holistic approach that includes creating an inclusive learning environment and motivating students to learn, taking into account different learning preferences and abilities, building relationships with students and their families, and training teachers.

There is a need to strive to create a learning environment that respects a wide range of academic backgrounds and perspectives. Addressing diversity issues in academia requires a multifaceted approach that includes promoting inclusion, implementing culturally sensitive teaching practices, promoting a diverse faculty and student body, and providing resources and support to underrepresented groups. It is important to create a welcoming and equal environment where people from different backgrounds feel valued and successful. By identifying and addressing systemic barriers, promoting diversity initiatives, and embracing the richness that diversity provides, academic institutions can work towards true inclusion and equity this requires working together.

**IMPACT ANALYSIS OF COLLABORATIVE SUPPORT ACTIVITY
FOR EFFICIENT INCLUSION FOR SPECIFIC LEARNING
DISORDER (SLD) (ACTION RESEARCH IN PARENTAL
INVOLVEMENT IN INCLUSIVE EDUCATION)**

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The aim of this study is to analyse the impact of parental collaboration with school in achieving the desired progress in Children with Special Needs (CWSN). It is observed that CWSN struggle in certain skill areas such as reading comprehension, vocabulary, grammar, creative writing, basic computations, listening, speaking, interpersonal, technological, socio-emotional, subject flexibility and time management. Research has shown that consistent parent involvement in a child's education is found to be positively associated with their academic performance as well as success in life. The researchers did a qualitative study for a duration of one year, to understand the impact of various strategies implemented on CWSN and their improvement. The sample consists of five students who are diagnosed with Specific Learning Disability (SLD) (dyslexia, dysgraphia, dyscalculia), their parents and the SCS, who have worked together as stakeholders with the objective to improve the student's holistic performance. The tool used to collect and analyse the data is in a questionnaire format. The study includes a pre-test and post-test that broadly includes skill areas of academics, social and interpersonal skills of CWSN. The results of this study are based on the average scores of the pre and post- tests which indicate a significant difference. Further, it is observed that collaborating with the parents has an impactful influence on the CWSN's overall performance as well as helps them to enhance their social relationships, promote a sense of self-esteem and self-efficacy. The methods and results are discussed in this study shows significance improvement in learning experiences of students with SLD.

Keywords: Inclusion, SLD, CWSN, Parental Collaboration

Introduction

Inclusive schools welcome and embrace positive, collaborative relationships between school and parents in support of providing the best learning environment for CWSN. (BBC) Parents are an invaluable resource, providing the school with information about the child's family background, and what

works best for the child in terms of learning and positive behaviour support. CWSN struggle in certain skill areas and face distraction, emotional disturbances, tardiness and are sometimes neglected by the parents because of which they are not able to achieve optimal development and growth. (K, 2018) This study is aimed at discovering the influence of parents' involvement in improving the overall performance in CWSN across different areas such as reading comprehension, vocabulary, grammar, creative writing, basic computations, listening, speaking, interpersonal, technological, socio-emotional, subject flexibility and time management. Each skill area was carefully considered and included in the study keeping in mind the common area of concerns amongst the five identified CWSN (Picard, n.d.) (Radojichich D. D & Jovanova, 2014) Two to three strategies were then developed for each skill area that is to be implemented with the student both by parents and SCS across the year to determine their progress. (Vocabulary strategies, n.d.) The strategy areas were implemented by SCS with the help of IEP (Individual Education Plan) and the parents implemented using resources easily available at home. The study's pre-test and post-test questionnaire helped the researchers to measure the progress made by CWSN by closely monitoring how both parents and schools' collaborative efforts plays a significant role in achieving their full potential. (What is the value of group communication for learning, n.d.) (Alimatu, 2021) The results of the study proved that as CWSN successfully learn and develop, teachers, parents and children can celebrate the progress, and appreciate the collaboration that achieved the learning outcomes. (Bariroh, 2018)

Rationale of study

The researchers' interest in this area stems from the difficulties observed in students diagnosed with learning disability (dyslexia, dysgraphia, dyscalculia) who not only show difficulties in areas of academics but also in social, emotional and interpersonal skills. Therefore, along with the school's involvement, parents play a crucial role in helping these students attain their maximum potential. (M., 2021)

Hypothesis

H₀- There is no significant difference in the students' overall performance due to the collaborative efforts by implementing the strategies by the parents and SCS from pre-test to post-test scores.

METHODOLOGY

This chapter describes the methods and strategies used for this study. It includes:

Sample

The sample for this study comprises of five students who are diagnosed with learning disability (dyslexia, dysgraphia, dyscalculia). These students are in the age group of 14 and 15 years studying in secondary school (class 9 and 10). The duration of the study was for a one year. (Pek, 2020)

Tools

The researchers developed a questionnaire which is used for pre-test and post-test and is filled by both, the parents and the SCS. This questionnaire is given to parents whose children have undergone a formal psychoeducational assessment from a recognised institution and have received a diagnosis of Learning Disability (dyslexia, dysgraphia, dyscalculia). The questionnaire consists of 12 skills with a 5-point rating scale that is used for scoring. Each skill area is chosen based on the common concerns that these five CWSN typically struggle with. Academically, difficulties in reading comprehension, creative writing, vocabulary, grammar, listening and speaking skills are observed. Similarly, non-academic areas such as interpersonal skills, socio-emotional skills, time management skills, technological skills and basic computational skills are often found accompanied with academic difficulties. Lastly, the flexibility to choose a subject amidst the above-mentioned areas of concern, helps CWSN to hone these skill areas and apply them constructively. In order to facilitate the development of these 12 skill areas, various strategies are developed to implement by parents and SCS. The pre-test was administered before collaborating with the parents and the post-test was administered after. (Guiding the Conversation-Learning Guide – Understanding, Supporting and Collaborating with Parents)

2.3 Questionnaire for parents and SCS

Details of the student

Grade:

Age:

Nature of disability diagnosed by a professional:

Instructions: This is a questionnaire to rate student's performance.

For each statement below, please select one of the following response choices from 1 to 5.

Rating scale: 1- *Needs improvement* 2- *Satisfactory* 3- *Better*
4- *Good* 5- *Excellent*

1. How well does the student understand the meaning of the words while reading text?
2. How well does the student apply new vocabulary in their speech or writing?
3. How effectively does the student check for grammatical errors in the writing?
4. How is the performance of the student in creative writing skills?
5. How well can the student use complex sentence structures while writing?
6. How effectively does the student listen and respond while having conversations?
7. How clearly and confidently does the student express their thoughts in group settings or presentations?
8. How confidently can the student handle basic mathematical tasks and solve problems without assistance?
9. How well can the student apply mathematical skills in day to day situations?
10. How effectively can the student apply the reasoning and logical thinking behind their decisions/responses/answers?
11. How well does the student manage his/her time to work or meet deadlines?
12. How effectively does the student manage their across multiple tasks or assignments?
13. How well can the student adapt to the digital tools and platforms?
14. How confident is the student in using technology for school work?
15. How is the student able to manage the conflicts and disagreements in day to day life?

16. How well does the student collaborate and work with others?
17. How effectively does the student manage his/her emotions in social settings?
18. How well does the student show values like empathy and understanding towards others?
19. How quickly does the student learn new subjects or topics?
20. How is the student to adjust to new approaches to problem solving?
21. How well can the student demonstrate creativity in any art based activities?
22. How motivated is the student to do art activities in school/home?
23. How interested is the student in sports or physical activities?
24. How are the student's athletic abilities?

2.4 Description of the skill and the strategies

The following strategies are given to the parents to implement with their child.

1. Problem area: Language skills:

A) Reading comprehension and Vocabulary

Reading comprehension improves students reading skill and develops understanding of text. Decoding of the written text is an essential task in reading comprehension. The ability of the students to identify and understand the context of written text will contribute to the reading comprehension. It involves phonics awareness (the relationship between letters and sounds phonemic awareness. Vocabulary improves all areas of communication — listening, speaking, reading and writing. Vocabulary involves – Semantics, pragmatics, word recognition, morphology of words, word associations, collocations, frequency and range. The size of a student's vocabulary predicts the ability to learn to read. It is crucial that students have explicit and robust instruction in vocabulary, to support their verbal and written communication. The explicit teaching of vocabulary allows students to access academic language and discourse, and facilitates their comprehension of increasingly complex texts. (Reading comprehension strategies , n.d.)

Students with strong reading comprehension skills, are able to apply their reading in meaningful ways. They are able to take the information they have read about and use it to answer questions, write opinions or even create something new. Readers with comprehension skills make connections with what they read, they think about the new information in a critical way and come up with new ways to use the information. Once readers move past decoding words, they can move onto making connections and learning from their reading.

Strategies employed:

1. Providing grade level comprehension passages and lessons
2. Ask the story elements such as beginning, middle and end and to summarize the reading
3. Ask questions about the text read
4. Sound recognizing games
5. Sound matching games
6. Engaging students in the adding, substitution and omitting sounds in words games
7. Segmenting and blending practises
8. Onsite and rhyme practise

9. Word sorting games
10. Multisensory techniques
11. Spellings and dictation practise
12. Positive reinforcement
13. Reading English newspaper- Choose an interesting and age-appropriate articles from the newspaper and answering questions, 'who, what, where, when, and why' about the article.
14. Use of dictionary to find meanings
15. Playing word games- scrabble, taboo
16. Creating an own dictionary of new words
17. Repeated reading
18. Sight words drill
19. Flash cards and word walls
20. Phonics and decoding practise
21. Role playing and dialogue practise
22. Teach register and tone
23. Contextualized writing

B) Grammar

Grammar is important because it provides information that helps the reader's comprehension. (Teaching English Grammar: In-Service English Language Teachers' Perceptions , 2020) It is the structure that conveys precise meaning from the writer to the audience. When students study grammar, these skills will help them to organize words and messages and make them meaningful. Students with the adequate grammar skills are able to build better sentences in speaking and writing performances. (MacMillan, 2017)

Strategy employed:

1. Providing with mixed bag grammar worksheets (Verbs, tenses, direct-indirect speech)
2. Use real life examples to explain while conversing and reading
3. Usage of clear and simple language
4. Focus on one rule at a time
5. Use of visual aids
6. Incorporation of multisensory approach
7. Movement based learning
8. Use of sentence frames and templates
9. Colour coding
10. Scrambling words activities

11. Pair and group work
12. Tailored grammar instructions as per the individual's needs
13. Positive reinforcement

C) Creative Writing

Creative writing plays an important role in students emotional and cognitive development. The learning process enhances once they start flexing your creative muscles. (Heimduo, n.d.) It is a fun way of learning to express themselves. Students can compare creative writing to problem-solving. The starting point is usually an issue or a question and students need to bring a solution for that in their own way. Creative writing benefits all subjects. It is not just about learning how to write as students need to understand, analyse and have a sense of logic towards what others are bringing to the plate. Students with adequate skills of creative writing are able to analyse and interpret the situation in a better way. They are reading skills because they are introduced to new words, phrases, complex situations and interesting plots through creative stories. Creative writing also helps to sharpen math skills. (ICT corner - Let's Learn English!)

Strategy employed:

1. Brainstorming of ideas on a given topic with key points
2. Providing with story starters and story outlines to complete a story
3. Picture descriptions using adjectives and adverbs.
4. Mind maps, story maps, concept maps
5. Sequence charts
6. Beginning prompts – visual prompts and situational prompts
7. COPS (Capitalization, Organization, Punctuation, Spelling)
8. POWER (Plan, Organize, Write, Edit, Revise)
9. Set Short-Term Goals
10. Frequent positive feedback
11. Demonstrate the writing process
12. Peer writing and sharing
13. Use of familiar story structure
14. Connect writing to physical world and personal interest

D) Listening skills and Speaking skills

Listening skills can be described as an art of receiving information, interpreting it and communicating it. The communication channel can break down without effective listening skills. (The importance of vocabulary, n.d.) Hence, listening skills are important and forms an integral part of the communication process. By developing their ability to listen well we develop our students' ability to

become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary. (Developing Interpersonal Skills in Children)

Good communication enables students to assimilate more from the learning process by empowering them to ask relevant questions and discuss doubts. (Why Interpersonal Skills are important for students? , n.d.) Effective verbal communication nurtures the process of socialization by facilitating new friendships and these in turn aid the learning process. Communication skills inculcates ways of self-expression and attitudes towards others, and these traits would hold students in good stead in their professional lives. (S, 2021) (A, 2017)

Strategies employed:

1. Read stories/ passages which are age appropriate and ask questions related to the same.
2. Giving instructions to follow activity e.g. Go to the supermarket
3. Story sequencing
4. Record lessons
5. Use of graphic organisers
6. Model note – taking
7. Summarising spoken information
8. Interactive storytelling
9. Have conversations about things/topics the student is interested in.
10. To describe their daily routine or an event that took place
11. Use of scaffolding technique
12. Peer modelling
13. Action based story telling

2. Problem area: Mathematical skills:

A) Basic computational skills

Computational thinking is the process of thinking through a problem step by step in a measured and logical manner. (J, 2021) The biggest benefit of computational thinking is how it enables real-world problem solving. For students, knowing how to take large problems and break them into simpler steps can help with everything from solving math problems to writing a book report. (Introduction to Computational Thinking)

Strategy employed:

1. Providing Math Drill worksheets of addition, subtraction, multiplication and division.

2. Provide activities relating to daily life.
3. Use of estimation before solving
4. Self-checking techniques
5. One to one support
6. Small group instructions

3. Problem area: Time management skills and Technological skills

Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, particularly in STEM. (How Important Is Technology in Education? Benefits, Challenges, and Impact on Students , 2020)

Time management is an important aspect in each one's life to carry out daily tasks, especially for students to balance their studies with other activities. Good time management reflects on your health and also adds to your energy to achieve more. Proper time management also allows students to allocate enough time to research or get help to tackle the task. (Role of technology in the field of education during Pandemic , n.d.)

Strategy employed:

1. Using Microsoft office tools- MS Word, MS PowerPoint, Immersive reader
2. Use of internet- web browsing to search information, meanings.
3. Making a study timetable
4. Making a to-do list of incomplete tasks
5. Use of visual schedules
6. Use of time segments
7. End of the day – review
8. Use of timers and alarms
9. Use of 5 minutes – start rule
10. Set Up an Accountability Partner
11. Limit distractions

4. Problem area: Socio emotional skills and interpersonal skills

Social emotional awareness reduces the emotional distress, and there are even fewer disciplinary issues. Social emotional awareness also results in the highly improved class engagements, test scores and even better grades. Students also learn to be far more assertive and clearer regarding what they want and are also able to communicate effectively to the parents, teachers or the other adults regarding their feelings, wants or needs.

Interpersonal skills help students in enhancing their teamwork quality. A positive attitude, having gratitude for others, mutual effort in solving the problem with other team members helps them to learn how to work as a team. Developing interpersonal skills is really important for students for a better learning, expressing themselves to others, personality development and improving academics too. It is considered that students who have good interpersonal skills have a successful career and personal life too.

Strategy employed:

1. Use family experiences as a reason for conversations. Watch and observe your child, while visiting a park with your family. How does your child meet new friends? How do they respond when they're frustrated? How do they share or take turns? Notice what your child does well, and find something they need to refine. Make a mental note of specific moments and even take a few pictures. Use these to help your child reflect on their own social-emotional skills and growth over time.
2. Listen. When your child has a tough moment, create a space to listen. Listening is a simple and easy way to validate the feelings that kids experience, regardless of the size of the problem.
3. Feeling check – ins.
4. Demonstration of calming strategies
5. Encourage and demonstrate the power of language as a problem-solving tool. Ask children to tell you what they want or need.
6. Let children solve problems by guiding them with questions that encourage them to analyse the situation and available options. After exploring possible solutions examine the advantages and disadvantages of each possible solution together.
7. Group projects and partner works
8. Use of literature and stories
9. Use of structured social games

5. Problem area: Adaptive skills:

A) Subject flexibility

Students of all abilities and backgrounds want classrooms that are inclusive and convey respect [13]. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. (Team Leverage Edu (2021) Importance of Time Management for Students, n.d.)

Optional subjects are comparatively easier than the core subjects which can boost the percentage. Moreover, it will provide a wide view which help in practical life. It will make the child more confident. The child can learn in his/her learning pace.

Strategy employed:

1. Provision of skill subjects (computer applications, Painting, Music)

6. Problem area: Creative skills

A) Arts and creativity:

Creative skills are necessary for the students because they offer substantial ways to engage, learn, and express themselves, often compensating for challenges they may face in traditional educational settings. Students with adequate creative skills are able to grab opportunities in areas which are not reliant on academic subjects. These students are able to adjust in any environment easily with a higher self-esteem and confidence. Students with creative skills are able to flexibly adjust their ideas to try out new ways. Creativity skills helps to manage stress and anxiety of the students. Students with creative skills are able to foster good motor skills as well social skills.

Strategies employed:

1. Use Multisensory Learning Approaches
2. Provide Flexible Materials and Tools.
3. Incorporate Creative Activities Across the Curriculum
4. Use Technology to Enhance Creativity
5. Create a Safe and Supportive Environment
6. Offer Structured Creative Activities with Clear Guidelines
7. Encourage Collaborative Projects
8. Incorporate Movement and Drama
9. Differentiate Instruction Based on Individual Needs
10. Encourage Self-Expression and Choice
11. Provide Visual and Organizational Supports

7. Problem area: Psychomotor skills

A) Sports:

Sports give unique benefits that extend beyond physical health to the students. Sports activities can enhance social, emotional, cognitive, and physical development. Students with adequate psychomotor skills are able to develop a sense of discipline in themselves. They are able to regulate their emotions and energy effectively. They are able to accept and understand the victory and defeat in any kind of situation in life. Those students are able to set goals and put efforts to achieve those goals. Sports can improve concentration, attention, and impulse control, which are often areas of difficulty for students. Sports teach important life values, such as respect, responsibility, integrity, and sportsmanship.

Strategy employed:

1. Incorporate Multisensory Activities
2. Use Task Analysis and Break Down Complex Skills
3. Encourage Participation in Structured Physical Activities
4. Use Adaptive Equipment and Tools
5. Incorporate Play-Based Activities
6. Use Visual and Verbal Cues
7. Incorporate Activities that Cross the Midline
8. Provide Positive Reinforcement and Encouragement
9. Adapt Activities to Match the Child's Skill Level
10. Use Occupational Therapy Techniques
11. Encourage Activities that Build Core Strength
12. Incorporate Fine Motor Activities in Daily Tasks
13. Provide a Calm and Supportive Environment

3. RESULT AND DISCUSSION

Below are the tables and figures along with discussion of the average scores found in the questionnaire by the parents and SCS

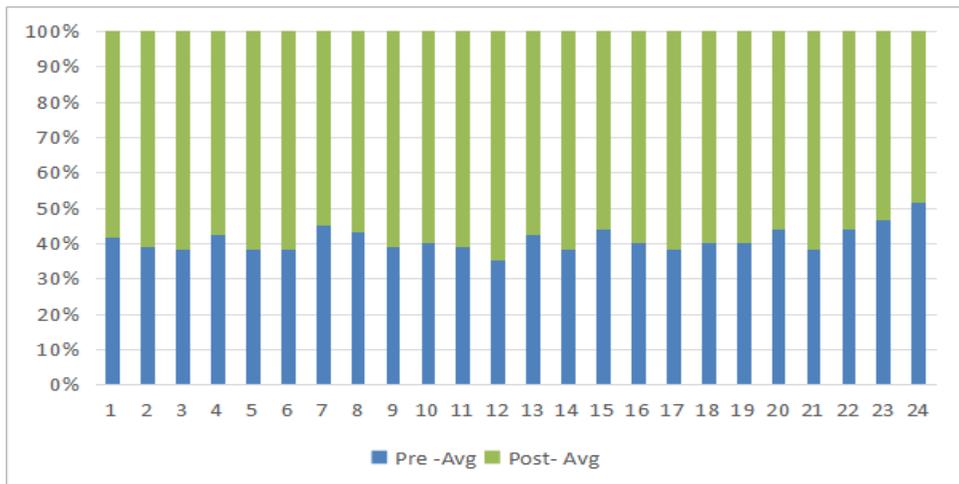
No.	Skills	Pre-Test Average	Post- Test Average
1.	Reading comprehension	2	2.8
2.	Vocabulary	1.8	2.8
3.	Spellings	2	3.2
4.	Sentence structure	2.2	3
5.	Language	1.6	2.6
6.	Speaking	1.6	2.6
7.	Mathematical tasks	2.8	3.4
8.	Computation	2.6	3.4
9.	Time management	1.8	2.8
10.	Technology	2.4	3.6
11.	Socio – Emotional	1.8	2.8
12.	Interpersonal	1.2	2.2
13.	Additivity	2.2	3
14.	Subject flexibility	2	3.2
15.	Creativity	3	3.8
16.	Interest in creativity	1.6	2.4
17.	Confidence	1.6	2.6
18.	Managing multiple tasks and assignments	2	3
19.	Problem solving	2	3
20.	Psychomotor skills	2.2	2.8
21.	Athletic ability	2	3.2
22.	Team spirit	3	3.8
23.	Self-reflection	2.8	3.2
24.	Meeting deadlines	3	2.8

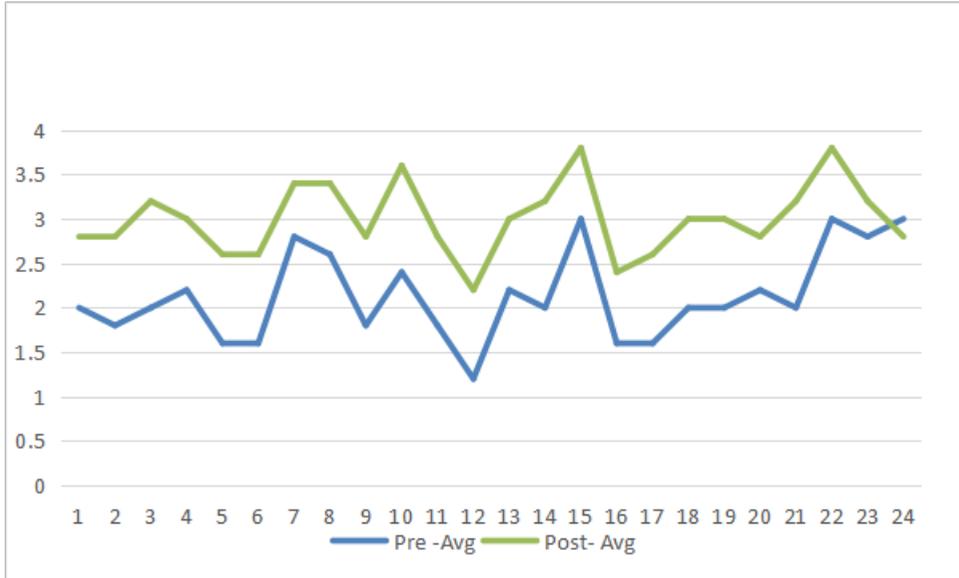
Table 1: Average scores of Pre-test and Post-test

Analysis:

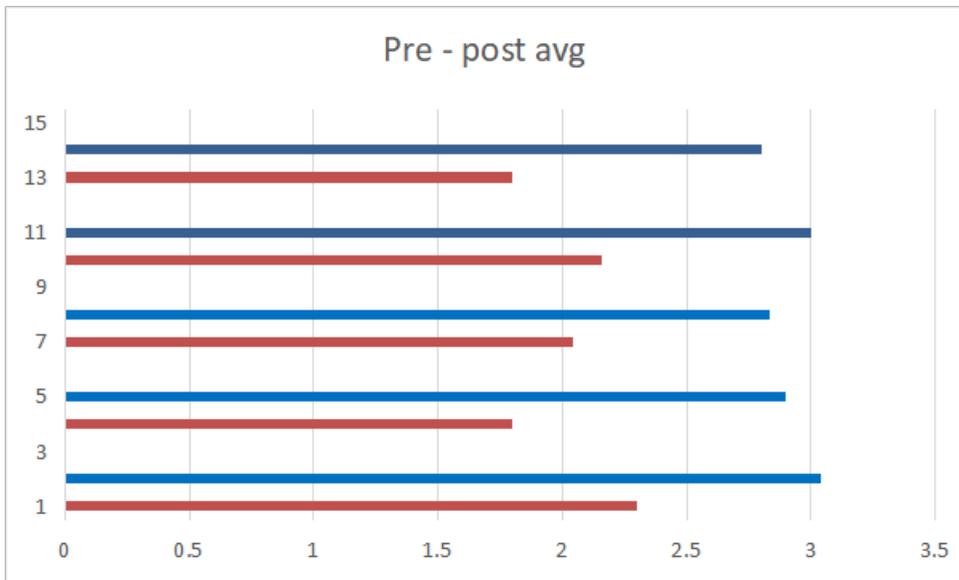
Student 1	Results of the paired-t test indicated that there is a significant large difference between Before ($M = 2.4, SD = 1$) and After ($M = 3.3, SD = 0.8$), $t_{calculated}(23) = 7.7$, $t_{table} = 2.059$ at 23 dof.
Student 2	Results of the paired-t test indicated that there is a significant large difference between Before ($M = 1.9, SD = 0.9$) and After ($M = 2.9, SD = 0.7$), $t(23) t_{calculated}(23) = 11$, $t_{table} = 2.059$ at 23 dof
Student 3	Results of the paired-t test indicated that there is a significant large difference between Before ($M = 2, SD = 0.9$) and After ($M = 2.9, SD = 0.8$), $t_{calculated}(23) = 12.7$, $t_{table} = 2.059$ at 23 dof
Student 4	Results of the paired-t test indicated that there is a significant large difference between Before ($M = 2.2, SD = 0.7$) and After ($M = 3, SD = 0.5$), $t_{calculated}(23) = 9.3$, $t_{table} = 2.059$ at 23 dof
Student 5	Results of the paired-t test indicated that there is a significant large difference between Before ($M = 1.8, SD = 0.8$) and After ($M = 2.8, SD = 0.7$), $t_{calculated}(23) = 16.6$, $t_{table} = 2.059$ at 23 dof

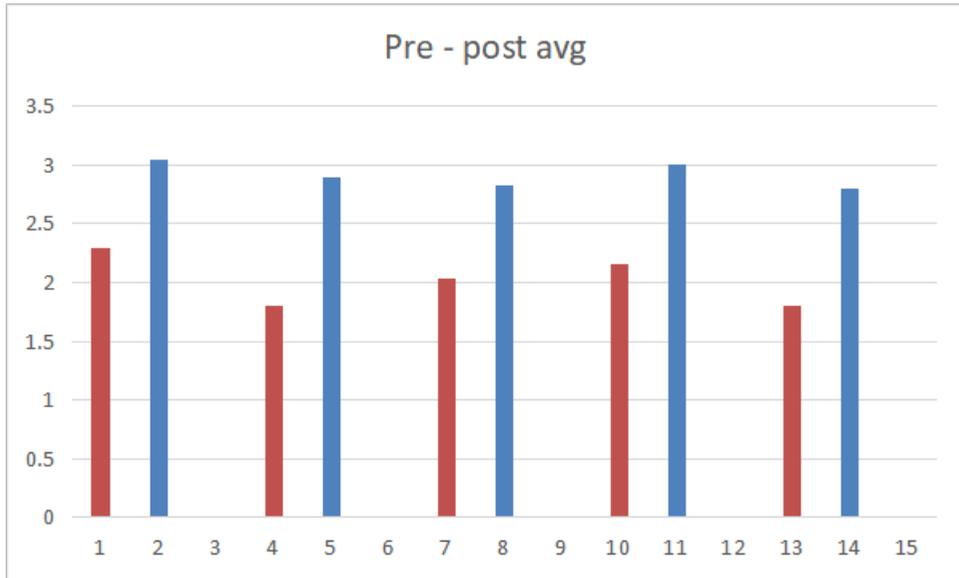
Graph 1 Question wise averages comparison- Pre and post test





Graph 2 Student wise average comparison- pre and post test





Graphical representation of the average scores of Pre-test and Post-test

- As seen in figure, the post test scores indicate that the students have shown significant progress and changes with parental involvement.
- When students have strong reading comprehension skills, with the reinforcement of strategies in the given skill area, they are able to apply their reading in meaningful ways.
- The explicit teaching of vocabulary allows CWSN to access academic language and discourse, and facilitates their comprehension of increasingly complex texts.
- When strategies to improve grammar skills are implemented, it helps CWSN to organize words and messages and make them meaningful.
- The strategies for improving grammar skills helps CWSN improve their reading skills because they are introduced to new words, phrases, complex situations and interesting plots through creative stories.
- The strategies to improve computational skills helps CWSN to become better problem solver thereby breaking bigger areas into smaller chunks. Here, significant progress is not seen as compared to other skills areas.
- By developing CWSNs ability to listen well, it helped them to become more independent learners, reproduce accurately, refine their understanding of grammar and develop their own vocabulary.
- Speaking skills inculcates ways of self-expression and attitudes towards others where we can observe a significant improvement.

- Interpersonal skills also saw a marginal improvement as having a positive attitude, having gratitude for others, mutual effort in solving the problem with other team members helps CWSN to learn how to work as a team.
- With high rise of technological usage, it is imperative that students adapt to a hybrid form of learning thereby peaking their academic interest. The implementation of learning through technology, facilitated this in CWSN.
- Since CWSN have their specific learning concerns, the flexibility in choosing skill-based subjects in place of core subjects aids them in managing and learning the remaining core subjects. It also motivates them to stay focussed in academics. The skill-based subjects also give them an opportunity to learn the subject in an application-based format where higher weightage is given to practical and project as compared to theory. A significant difference in having subject flexibility is reflected in the test results.
- Given the various struggles CWSN experience, it is easy for them to give up, feel frustrated or lose their confidence. Therefore, regular counselling is essential to work on their interpersonal skills as well as keeping in check with their socio-emotional skills.
- Finally, from an examination and higher education point of view it is important for these students to organise and manage their time with studies, submitting assignments as well as appearing for time bound tests.

4. CONCLUSIONS

The null hypothesis is rejected. There is **significant difference** in the students' overall performance due to the collaborative efforts of parents and SCS from pre-test to post-test scores. Parent collaboration helps CWSN to achieve better academically and socially. As parents get involved in their child's education, they look at completing activities assigned to the child that need to be done at home. With regular discussions with the parents about their child, it helps them to regulate the behaviour and leads to higher levels of social skills. It also helps in building a positive relationship with the student and their family. In order to keep an open communication to support the student's academic pursuits, communicating frequently with the parents as well as ensuring the communication is two-way is imperative to help the child grow. We further want to go in detail of the study and want to bring improvisation in our strategies making it more realistic and time bound.

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OBITUARY

Prof. Dr. Vasanthi Devi (8th November 1938 to 1st August 2025)



With passing of Prof. Vasathidevi, India has lost a tireless advocate for women's rights who stood firmly for the education of women and the marginalized. She was one of the first scholar whose research findings on female infanticide during the 1980s, that galvanized women's rights organisations into action.

She became a professor at the Queen Mary's College and provided leadership to the college teachers in Tamil Nadu. She was appointed the principal of the Government College for Women, Kumbakonam between 1988 and 1990. Between 1992 and 1998, she provided her valuable services as the vice-chancellor of the Manonmaniam Sundaranar University and contributed significantly by incorporating social education as part of university curricula. She actively supported initiatives such as the School Education Protection Movement and the formation of School Management Committees. member of the Tamil Nadu State Planning Commission, Chairperson of the Tamil Nadu Women's Commission. During 2002-2005, she was appointed as the chairperson of the State Commission for Women in Tamil Nadu. One of her most powerful initiatives was a program to train rural women in cycling, which was widely welcomed due to its transformative potential. She was the president of the Association for India's Development and a trustee of the Madras Institute of Development Studies.

I had opportunities to share podium with Prof. Vasantikumari at a week-long UGC sponsored training workshop on women's studies by Lady Doak College, Madurai and as a member of NAAC peer team where Prof. Vasatikumari was a chairperson. Both experiences have been memorable due

to her electrifying persona, democratic and inclusive approach towards all and commitment to gender just perspective. She was a life member of Indian Association for Women's Studies.

While this is an immense loss to social movements on women's rights, right to education and human rights education, the cause of Dalit and minority rights, her exemplary actions across all barriers, passed away peacefully in the presence of her daughter Ajantha at her home in Villachery. As per her wishes, her body was donated to Kilpauk Medical College. Dr. V. Vasanthi Devi will always be a living example for the all of us who care for well-being and dignity of humanity.

TRIBUTE TO DR. ARMAITY DESAI (28-4-1934 TO 27-9-2025)

By Prof. Vibhuti Patel



Passing away of Prof. Dr. Armaity Desai signals an end of an era in the field of professional social work with commitment to philanthropy along with right based approach. For over 7 decades, she contributed to the social development sector with her visionary leadership and graceful persona. In 1980, I, as a feminist activist and action researcher got to know Dr. Desai. After that got to be in a regular touch as both of us were a Life Member of Indian Association for Women's Studies right from its inception. She was an awe-inspiring, multi-talented and legendary institution builder with great conviction and dedication to human rights, human dignity and justice, human development and empowerment of intersectionally vulnerable segments of society facing multiple marginalities and exclusion. As the Director of TISS, she stressed upon classroom teaching-learning to be embedded with experiential, field-based and grounded learning. As the Chairperson of University Grants Commission (UGC), she introduced an intensive course on "Women Managers in Higher Education" to inculcate leadership qualities among women teachers and staff to take up decision making positions in the university system. Even in the midst of challenges, she would not lose her cool and respond with smile, crack jokes and electrify the atmosphere with a refined sense of humour. Her greatness lay in the way she communicated with students and teachers, support staff and strangers with warmth and egalitarian manner. She respected grass root level activists and trusted their experiential knowledge. The social work educators in different parts of India have so many inspiring stories and vignettes about transformative systemic changes fostered by Dr. Armaity Desai in the social work curricula and educational institutions. As a result, she has left an indelible mark in the hearts and minds of thousands of students, teachers and academic administrators as their mentor, teacher, trainer, colleague and fellow traveller in the academic journey.

Rest in Peace, dear Professor Desai. You will always be remembered as an inspiring, warm, compassionate and gentle and dynamic academic who was a LEADER BY EXAMPLE.

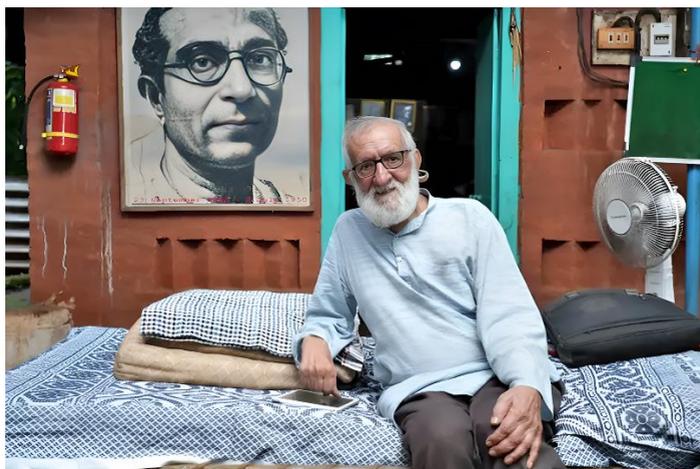
October 2, 2025

HONOURING DR. G G PARIKH: CENTURY OF SERVICE AND SACRIFICE

Ms. Usha Abraham,

Executive Consultant, Ananya Foundation, Mumbai.

Dr G G Parikh breathed his last early this morning at his home in Mumbai at the age of 101.



The Yusuf Meherally Centre and allied organisations proudly celebrate the life and legacy of Dr G G Parikh, one of India's last living freedom fighters, who breathed his last on the occasion of Gandhi Jayanti.

Born on December 30, 1924, in Surendra Nagar, Gujarat, Dr Parikh has dedicated over eight decades to public service, social justice, and Gandhian values. A participant in the Quit India Movement, he was imprisoned for his role in India's struggle for independence. He later served as President of the Bombay unit of the Students' Congress in 1947 and was detained again during the Emergency in 1975.

Dr Parikh is the founding Chairman of the Yusuf Meherally Centre, established in 1961 to promote rural development, education, healthcare, and

women's empowerment across 10 states. His leadership continues to inspire grassroots initiatives in village industries, disaster relief, and vocational training.

Known to all as G G to his well-wishers, Dr Parikh is the Chairman of the Mumbai Khadi & Village Industries Association, a private trust started in 1946 by "Gandhi's admirers". A long-time editor of *Janata*, a socialist weekly, Dr Parikh has been a guiding voice in progressive journalism and policy advocacy. He also served as Secretary of the Yusuf Meherally Centenary Committee alongside Justice (Retd.) Chandrashekhar Dharmadhikari.

Until the very last, Dr Parikh remained active in public life, leading peace marches and participating in civic movements. He was honoured as Chief Guest at the RedInk Awards 2023, where he was recognised as a living embodiment of India's freedom struggle.

His body will be donated to J J Hospital, Mumbai, as per his wishes. The body will be kept at Janta Kendra from 1.30 pm to 3.30 pm at Janta Kendra, Tulshivadi, Tardeo, to pay your last respects to this legend and indomitable leader of the masses.

A true legend, his enduring contributions and steadfast belief in truth, non-violence and service to humanity are values worth emulating in today's world.

Dr. G G Parikh, a legend and indomitable leader in India's freedom movement and post-independence social activism is no more:

Dr. G G Parikh: A Life of Freedom and Service

- Born: December 30, 1924, in Surendra Nagar (formerly Wadhwan Camp), Gujarat
- Profession: Medical practitioner, freedom fighter, Gandhian socialist

Freedom Movement & Political Activism

- Actively participated in the Quit India Movement (1942); imprisoned for his role.

- Volunteered at the AICC session of the Indian National Congress in Mumbai, April 1942.
- Arrested again during the Emergency period (1975–77).
- Served as President of the Bombay unit of the Students' Congress in 1947.

Social Work & Legacy

- Co-founded the Yusuf Meherally Centre in 1961, which he continues to lead as Chairman.
- The Centre operates across 10 Indian states, focusing on:
 - Healthcare
 - Education and vocational training
 - Women and tribal empowerment
 - Village industries and agricultural skill development
 - Disaster relief and off-farm employment generation

Journalism & Thought Leadership

- Long-time editor of *Janata*, a socialist weekly since the 1950s.
- Secretary of the Yusuf Meherally Centenary Committee, alongside Justice (Retd.) Chandrashekhar Dharmadhikari.

For further information, please contact: Usha Abraham @ +91 9820140332