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## The Qualitative Educational System in the Finland, Japan and South Korea and Issues and Challenges of Indian Education System

Dr. Manohar Kacharu Sanap\*

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### ABSTRACT

As per Nelson Mandela, learning is a very dominant way which has the capability to change the world. As education outlines the groundwork the financial system, it turns out to be imperative to teach education more successfully. Education poses a crucial part in every individual life. It is not mere securing marks; impact exceeds more than getting good grades. Education shapes a child, so that he/she stands out as a prospective leader who could well manage all the hurdles stopping him/her to grow. Education is also manifested in various facet children life and instills appropriate value cultures helping them to shatter social harms like prejudice, scarcity, inequity etc. Undoubtedly, a huge revolution is witnessed in teaching learning pedagogy which has been moved from conventional to recent method. In this paper Researcher has describe the best and unusual educational systems in Finland, Japan and South Korea. Researcher also describes issues and challenges of Indian Education System. After studying resources researcher has making suggestions for improvements in the Indian Education System.

#### Keywords:

Quality Education, Education System, Teaching, Learning, Personality Development, Value Education etc.

#### Introduction:

The developed countries have been leading in the ranking of the best international education systems for many years. Students in these countries achieve superior results in competency tests, and the work as a teacher is a real prestige in these countries. There are many innovative practices are involved

in the success of the best education systems of the world. Well educated graduates are viewed discretely than others. Nevertheless, in numerous countries, a developed education system is yet to be "the thing to do". Education assists a person to take hold of essential knowledge about society and their contribution as an inhabitant. As the

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geological area differs; it varies the education structure in different countries. Thus, in this article, researcher has illustrated the qualitative education system in our world with all triggering issues and disputes.

### **Need and Importance of Education**

Education movement is vital for the advancement of human civilization. The diverse developments, like cognitive, academic, societal, individual are improved in the course of education. Higher education system includes management, medicine, engineering and technological sciences. These areas play a key role in conveying information, knowledge, ethics, values and skills amid the individuals (Chakrabarty, 2011). It too plays a very important function in escalating the expansion and output of the country. The progress of the civilization, population and the state is an vital apprehension; human being work in the direction of the advancement of the society and nation, while they own knowledge, consciousness and the expertise. Hence, the cohort of knowledge, consciousness and the advancement of skills will be more applicable via education.

Within educational institutes, the area that students' opt for are usually prioritizing their interest. Therefore, in order to comprehend the subject in a competent way and to use of it in service opening, a person should be hard-working, ingenious, imaginative and

inventive. It utterly depends on the person how he recognizes his field. Teachers and instructors can direct the students towards the accurate route, but the learners must follow the correct course via devotion and uphill struggle.

The key objectives of education are-1. The individual must be learned regarding every areas that are indispensable to improve one's livelihood, like standard, principles, moral code, community skills, educational awareness, society.2. They are supposed to learn the use the critical philosophy. While, a person obtains advanced education and turns out to be a doctor/engineer/lawyer/teacher/manager or bureaucrat etc. then this is obvious that he works to maintain his living conditions.

### **Qualitative Educational System in the Finland, Japan and South Korea**

#### **Finland**

Finland is graded as having the most excellent education system .As per a review made of late, Finland is the world's most excellent teaching learning system. Inside the classroom, teachers are assigned with the achievement of the students. With no stringently sketched and syllabus; as an alternative, teachers are made able to do what is necessary to see their students improve.

To start teaching at school, the teacher must have at least a master's degree. Although being teacher a much respected profession,

the salaries of Finnish beginner teachers is 30.5 thousand dollars per year it is just 13% higher than the OECD countries average salary. Teachers in Finishing schools work around 600 hours in a year. The residual time is dedicated to improve their specialized skills, meet with students and parents.

Finland people acknowledge that if they want to achieve something they must learn lingo. To one side, Finnish and Swedish is obligatory course, the familiarity of English, German, French or Russian are also taught in schools.

The country ranked higher on indicators, like;

- Teachers to student ratio
- Number of passing students in primary schools and secondary schools
- Finnish classrooms are typically described as learner-centered as the emphasis on student self-assessment.
- Students are expected to take an active role in designing their own learning activities.
- Students are expected to work collaboratively in teams on projects & activities

## Japan

The Japanese education system is highly based in creating well-formed students. The school -year in Japan is separated into three divisions. It begins in April and finishes in March. Every semester ends with examinations for the adolescent .Japanese get ready hard as the Koreans. Duration of summer vacation in Japan is 5 weeks, and winter and spring holidays 2 weeks. Even during the holiday period students cannot rest. Students are assigned a lot of home work. Throughout the holiday time, the students are obliged to build up their interests. The cleaning service people among Japanese schools do not exist. The students usually pay attention to the cleaning part. In Japan they follow the 5-level system of learning:

- Kindergarten- lasts from 1 year to 3 years (from 3 years to 6 years)
- Elementary school education lasts 6 years (from 6 years to 12 years)
- Lower secondary school education lasts 3 years (from 12 years to 15 years)
- Upper secondary school- education lasts 3 years (from 15 years to 18 years)
- University- the education lasts 4 years / semi-high schools- education lasts 2-3 years

Some interesting facts about Japanese schools:

- Nearly all junior high schools require their students to wear a school uniform.
- In public elementary and junior high schools school lunch is provided on a standardized menu, and is eaten in the classroom. That way, pupils and teachers get to build improved relations while eating simultaneously.
- Students don't skip classes in Japan, nor do they arrive late for school.
- Students spend on average 235 minutes per week in regular math classes (average in other countries is 218), but they spend less time in language and science classes 205 and 165 per week
- A high percentage of Japanese students attend after-school workshops where they can learn more things than in their regular school classes, and some do these workshops at home or at another venue.
- Pre-primary education is of the utmost importance for

Japan. Research proves that students who have done preschool education be likely to achieve better at the era of 15 than those who didn't.

### South Korea

South Korea has invested heavily in education over the past decades. The worth of education in South Korea is extremely venerated. Youth know that getting a degree is the greatest way to make sure achievement later part in life. South Korea is exceedingly investing in the sectors of education. The expenditure on education is nearly 7.7% of the GDP. In contrast, the standard spending on education in OECD countries is almost 6%.

The student community in South Korea is continually under terrific social stress. The growth and success are the mainly significant things to them. They prefer not utilize the terms like "failure" and "lack of ability". Koreans think that hard work can attain all. They study in public schools, private ones, after classes and even though in their spare time.. The lower secondary schools education classes have the average number of 35 students. The class is considering as a small community led by a teacher, with a strong focus on developing relationships between peers. The present education system in Korea is built on the Scheme 6-3-3-4. It consists of:

- Elementary School lasts 6 years (from 6 years old to 12 years old)
- Lower secondary school lasts 3 years (from 12 years old to 15 years old)
- Secondary School lasts 3 years (15 years old to 18 years old)
- Higher Education Studies last 3-4 years

Korean school year begins in March. Winter holiday is 3 months and summer holiday 1.5 months. The Exams are taken in the form of test of all courses last whole day. During that day, the understanding of all courses must be effectively conceded. The most significant division of the exams is the 30 minutes test, scrutinizing the knowledge of trial Korean language experiment in the morning and later on during the same day, at the afternoon it is carried out an English language assessment. In the entire country, there is a universal silence.

Koreans are convinced that the test results not only allow them to apply to the best universities but it is also a condition of the higher social status of a young citizen. On the day, Lower Secondary School Graduation Examination/State College Scholastic aptitude Test, there is utter peace about the school. The road passage is clogged; the police watch is in the Streets, making sure that no one is troubled by the

students who appear the exam. Stores, Banks and Financial Institutions, and yet stock exchanges are unlocked later than normal. At times, it even occurs that the air travelling is stopped, so that the flying above the school must go a new way.

### **Issues in the Indian Education System**

The budding issues in our Indian education system have been discussed as follows:

#### **Lack of Funds**

The short of enough funds is the major problem in the growth of education. Expansion for education in Five Year Plans is decreasing. Because of inadequate funds, the majority educational institutions do not have roads, science apparatus and book libraries etc. owing to this cause, beloved results cannot be accomplished.

#### **English Languages**

The medium of teaching mainly in discipline subjects is English. Due to this, countryside students who are not knowledgeable in English, unable to learn science correctly in English. They undergo a lot of problems; Indian languages are still beneath developed. Standard journals are not accessible in Indian language.

#### **Mass Illiteracy**

Despite constitutional directives and economic planning our country has not able to achieve cent percent literacy. Even now 35 percent people remain illiterate.

### **Wastage of resources:**

Our education system is based on General Education. The failure rate is extremely high in primary as well as in secondary stage. The majority of the students aging between 6-14 year groups go away the school prior to finishing their education. It results in depletion of financial and human resources.

### **Problems of primary education:**

Indian primary education is traversed with too much problems. Huge figure of primary schools has no structure with basic facilities like drinking water, urinals and electricity, furniture etc. Huge numbers of primary schools have single teacher and numerous schools goes without teachers. Consequently, the drop pace is exceedingly high and is a major cause of apprehension. There is quantitative development of education .

### **Traditional Teaching Methods**

In educational institutes, customary methods of education are taken up, and teachers do not use the technology or audio-visual assistance in teaching, predominantly in kindergarten schools. There is necessity for knowledge and internet inside the schooling system, mostly in country areas. The investment done in the scientific transportation will donate in helping learning among the country people. Testing and the assessment systems require to be made more inventive by identifying the

consequences of technology, adopt inventive teaching-learning process .

### **Inadequate Facilities and Infrastructure**

Educational institutions and training centers in India in some cases do not have adequate facilities and infrastructure. In proviso of education, it is essential that there must be an accessibility of suitable equipment, knowledge, apparatus, cooling and heating instruments as per the weather conditions, hygienic rooms. The amenities and the road and rail network are mostly is in an undersized state in schools in the rural areas. Because of these, there could be a beg off in the enrolment of number of students; therefore, measures are implemented to be to make stipulation of amenities and expansion of communications.

### **Reward Creativity, Original Thinking, Research and Innovation**

At every stage of education, it is critical that inventiveness, rational and cogent thinking, study and exploitation of new techniques and methods must be encouraged. These will contribute in making learning pleasurable. There are students, who do not take interest in learning or attending classes, these results in an increase in the rate of absenteeism. Therefore, in the teaching-learning methods, the teachers and the instructors are required to be imaginative, so that they can make the lesson plans interesting for the students.

## **Suggestions for making Improvements in the Indian Education System**

The suggestions for leading to improvements in the Indian education system have been generated from various sources and these have been stated as follows:

### **1. Quality Training of Educators**

Teachers play the mainly significant role in schools and therefore, they must be given the finest of classroom training. Finally they are determining the prospect of the country.. Teachers are often considered as second parents. Thus, they should be imparted their training in a way that they can act as parents to the children away from their homes. While teaching, they should create a congenial and home-like atmosphere where students can feel the empathy and love in the classroom and which can then be reflected in their behaviors.

### **Introduction of Technology**

We have seen the age of the fourth industrial revolt. We live in the resurgence of technology, technology and education system should not be kept separately. Indian schools have to hug technology and education unambiguously and circulate the similar to the students.

### **Personalize Education**

Indian education requires realizing that the amalgamation command of every student could not be the equal. Therefore, the

teaching process also cannot stay the identical for all students in a class of 30 pupils. A number of students have quicker learning speed and some are sluggish. Teachers must keep a keen eye on observing the students. Though, it is not at all likely to be done for a sole teacher paying notice to each and every student. Schools have to start looking using of technologies such as non-natural intelligence and chat bots that could turn into the helping hands to the teachers in addition to students.

### **Teach them the purpose of education**

Education system is still carrying the features what regal educators built. Education is not all about being a big, wealthy person. It must be about humanism. Students should be taught depth regarding the ethics of existence and inculcated with humanitarian values. They must be taught that human life is greatly away from riches and achievement that is not calculated in currency.

### **Educate Parents**

Mostly, it has been seen that the children's despair centre approximately that of their parents. In Indian circumstances, parents are the one who compel their wards into a occupation they dislike. Consequently, students do not stand out and upon and failing short of their parents' expectations, they undergo a numeral of mental wellbeing issues. To prevent this from happening, the primary step that should be taken is to teach



the parents concerning the different job options that are accessible to the students and the likely scope of prospect in them.

### **Innovative Practices**

The emergence of new and modern technologies leads to progress in the present world .

### **International Co-operation**

International co-operation is gaining importance in the growth of the education system. With the increase in the expansion of transport and communication, a worldwide village is spotting a mounting prominence on international co-operation and events are considered compulsory to discover reasonable way out to the harms.

### **Towards a New Vision**

The expansion of the education system within the country would largely contribute towards its enrichment, growth and development. The society is influenced by physical, emotional, dynamic, intellectual, ethical, aesthetic and spiritual potentialities; hence, education will contribute in the development of modern and innovative approaches, strategies and methods that will lead to advancement.

### **Cross Culture Programs**

In India, there are different cultures, castes, religions, races, ethnicities, arts, fields and so forth. Education will facilitate people to appreciate and obtain knowledge concerning each other's society and surroundings, in

order that they will be capable to survive in harmony and will not differentiate against one other. Obtaining information of different cultures and backgrounds will allow people to assist and work with one other as a squad.

### **Action Plan for Improving Quality**

To ensure excellence and superiority in all the aspects of academic activities, it is vital to conduct academic and administrative audit once in three years in educational institute by experts and professionals. Schools should recognize the need and the requirement for quality education that if implemented in a productive manner would lead to progression in the system of education.

### **Extra Curricular Activities**

Inside the education system, it is imperative to give confidence supplementary activities, so that the individuals get attention in learning and find it pleasant. The different kinds of activities will consist of, sports education, physical activities, song, salsa, hand works and craft. The participation of students in these actions inspires their attitude and facilitates them to provide their presentation to the greatest of their capability.

### **Quality Development**

The development of quality in the field of education is relating to the development of academics, curriculum and instructional strategies, teaching-learning methods,

academic programs, research and scholarship, staff, students, building, etc.

### **World Class Education**

There are number of Indian students who are going to foreign universities in the countries like USA, UK, Australia, etc. These universities allow higher education for foreign students through correspondence courses as well.

### **Personality Development**

The system of education should enable the development of the personality of the individuals in an appropriate manner. It must not just improve the academic familiarity but be supposed to also aid in making the individuals more inventive, creative and ingenious. A knowledgeable person is conscious of how to converse and cope with other people at home, place of work and inside the community.

### **Examinations and Evaluation Techniques**

Evaluation techniques must be well thought-out and vital, which has the major reason of evaluating the potential of an individual and how they have unstated. Examinations are considered to be one of the most crucial techniques that assess the position and the performance of the students. The ways of the examinations must be put into practice in a usual and a steady mode to make certain that students are weighed up in each area, their flaws are sufficiently identified.

### **High-Tech Libraries**

A library should be online and favorable for serious study. It is critical to make sure that every library is in kindergarten schools, higher schools, colleges and universities. They must be sound and developed, prearranged in a suitable way and have all the necessary resources connecting to every subject that are very significant for the individuals. In the nearby survival, mostly, students rely the libraries as well the internet.

### **Conclusion**

Education is very important for each person so as to allow him to improve his living circumstances. In the present existence, there have been problems in the Indian education system; the issues are Lack of Funds, English Languages, Mass Illiteracy, Wastage of resources, Problems of primary education, Traditional Teaching Methods, Inadequate Facilities and Infrastructure, Reward Creativity, Original Thinking, Research and Innovation.

In order to enhance the education system within the country, there are suggestions that have been made; Quality Training of Educators, Introduction of Technology, Personalize Education, **Teach them the purpose of education**, Educate Parents, Innovative Practices, International Co-operation, Towards a New Vision, Cross Culture Programs, Action Plan for Improving Quality, Extra Curricular Activities, Quality Development, World

Class Education, Personality Development, Examinations and Evaluation Techniques, High-Tech Libraries.

The Indian education system begins taking these points into serious contemplation; we could reach the height of the most excellent education system of world. It is elevated that our country has started taking education over the average level that we are engrain with and recognize education from the general approach. On the other hand, the occurrence of problems proves to be impediments, which are required to get eliminated or modified. There should be formulation of appropriate measures and policies and their effective implementation would lead to development of the Indian education system.

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## Qualitative Innovative Practices to Develop Educational Administration

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### ABSTRACT

Today, we all peoples are living in the knowledge driven society in which scientific and technological development has turned the world into a global village. The changes and development that take place in the society penetrate into the school system and influence the actions and activities in the system. The initiation of new technology, particularly Information and Communication Technology, has noteworthy impact on people's culture, ways of thinking and doing things and businesses. The growth of modern technology has brought new and updated practices in government, business and in education sector. Recently, educational establishments are facing the challenge to do more with less resource as they try to meet the complex and changing demands of the society. The existence of modern technological tools has given rise to the use of various innovative practices in the administration of work organizations. In order to keep pace with globalization, educational leaders have embraced innovative practices arising from the advent of new technologies in the management of schools. The introduction of innovations into school organization is in response to the technological development resulting in creative and innovative practices all over the world. The very objective is to get better of school standard, eminence and institutional success. This article, consequently, is therefore focused on pioneering application in school direction. The ideas of administration and innovation are discussed hereby. Various innovative practices in school are discussed. The essay extends a number of suggestions applicable in near future.

**Keywords:** Innovation, Administration, Practices, School, Teaching-Learning

#### ❖ Introduction:

Education is the most vital thing for any country to develop and grow. Education involves a systematic guidance and training

that prepares a person for the future. Education involves acquisition of knowledge, capability, skills, development of character and psychological power resulting from such

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training and instruction. One significant fact in education is the building of knowledge or creation and sharing of knowledge with the learners so that at the end of schooling the individual acquires the compulsory acquaintance, expertise and proficiency that will permit the individual to build up him/her and also add fruitfully to the progress of the nation (Akpan, 2015). The successful managing of educational institutes relies on the value of the institutional administrators, their experience, knowledge and professional experience. We live in a knowledge drive society which technical advancement has turned the mankind into a universal village. The change and progress that happen in the society creep into the schooling system and sway the events and behavior of this system. In modern times, educational establishments are facing the challenge to do more with fewer resources as they try to meet the complex and changing demands of the society (Akpan, 2008). This calls for the use of ICT in the management of schools. In Education, ICT involves the application of digital equipment to all aspects of school administration, teaching and learning. According to Johnson (2007); ICT involves a combination of technologies for collecting, storing, processing, communicating and delivery of information related to teaching and learning processes. Innovative and pioneering techniques are now being applied in educational organization and in teaching-

learning process. In this paper researcher focuses on innovative practices in school.

#### ❖ **The Concept of Administration**

School administration is the procedure whereby school- heads harmonize the hard work and actions of in cooperation staff and students in the direction of school aspiration achievement. It is the daily performance of management roles of the heads of the schools. For the school supervisor to be efficient and competent in the discharge of his/her organizational functions, the person requires to be acquainted with the function of modernization in school administration. School administration occupies the management of every school operations, from producing a secure learning environment in managing the school budget. School administrators are the experts who, all together carry out these different managerial odd jobs that keep a school operating easily. At basic, core, and high schools, administration is typically directed by a principal and, based on the school, might comprise assistant to principals, instructional coordinators, sporty directors, and other supporting staff. School administration is the process of coordinating and integrating both human and material resources for the achievement of the goals of the school system.

#### ❖ **The Concept of Innovation in Education**

➤ Novelty in education refers doing what's best for all students. Teachers, lessons, and curriculum must be elastic. We must get our students to reflect and ask questioning. We need to attract their inquisitiveness, and uncover ways to keep them involved. Modernism denotes modification; as a result we need to be taught that students require more than the ability to pass the state appraisal given each spring.

➤ Innovation, to me, means finding any way you can to reach all of your students. This denotes being eager and supple to regulate what teachers teaches and how they teach. We must to keep our students busy and generate eagerness to learn. We have to make a safe place for them to make error, risk aptitude, and ask questions.

➤ "Innovation in education is always seeking knowledge that will support new and unique ideas in instructional techniques that will reach the students in more effective and exciting ways." – *Mischelle*

➤ "Innovation in education is stepping outside of the box, challenging our methods and strategies in order to support the success of all students as well as ourselves. This alteration might be minute or a complete renovation but done with purpose and hold up the whole student.

➤ "Innovation in education means allowing imagination to flourish and not be afraid to try new things. Sometimes these

innovative things do not succeed but it's splendid when they get a achievement. Devoid of the right approach, innovation will just be a term and the skill of education will lose out on a number of great activities.

➤ "Innovation means keeping yourself educated about new trends and technology in education. For example, I included STEM bins in my classroom since there is a enormous shove for additional STEM interrelated actions in education. I believe novelty is too being imaginative with the capital you have. At times your infrastructure or region may not give all you require for a lesson, so there is a need to be innovative and reflect on the wing of how you can make something finally work.

#### ❖ **Innovation for 'Learner-Centered' Education**

How can improvement and equipment compensate the obstructions of admission and mobility that is a restriction to teaching in many divisions of the rising world? With the materialization of stylish phones, E-BOOK booklovers,' Podcasts' and 'Vodcasts,' Internet plus low-cost computers, in addition to solar electricity, cell phone use, and other technologies, arrive the opportunity to give education to help individuals and society in places underneath-served by customary educational institution. Technology and other innovations facilitate educational plan and let go to be modified to the wants and



9

surroundings of students register in Open and Distance learning (ODL) courses and conventional educational programs. Therefore, technology can too help programs move to a 'learning centered' approach of education.

### ❖ Various Innovative Practices in School Administration

#### 1. Audio-Visual (AV) Classrooms

Plenty of educational institutes in India comprise AV-equipped classrooms to increase students' knowledge and understanding. Teachers make clear tricky subject like Physics, Maths and Chemistry with graphical image of compound equations with the aid of smart-boards. In language erudition, the audio and visual tools are the indispensable requirement. Teachers could play waste of award-captivating films, dramas, and words of reputed orators, equally in vernacular, and in English, or the aim language to ease the ability of listening, talking, and dramatics.

#### 2. Flipping the Classroom

This technique, to put it cleanly, is to spin the accountability of learning towards the students and build them a lively contributor of this learning method. B-schools akin to SP Jain Institute of Management and Research and Indian School of Business are a few of the break new ground of flip classroom concept in India. At this time, teachers are demoted to the function of resource or material supplier using email or

intranet, while students get the centre arena of assembling concepts, building knowledge, and bringing conclusions. Though, the other important feature is that teachers go after it up with a conversation sitting on the agreed topic on a predetermined daytime to make sure students' contribution, significance, and in general knowledge.

#### 3. Role Play

Role plays carries the constituent of activity in the classroom. So long, it is loved by students; this method makes it probable their understanding and approval of the fonts that they understand. As of pre-schools to Senior Secondary Schools, they are applying this process as it is a huge basis to inspire the children values and principles as they have fun in the roles of historical figures as Mahatma Gandhi, Pandit Jaharlal Nehru, Nelson Mandela, and Martin Luther King, or famous characters similar to Caesar, Mark Anthony, and Charlie Chaplin, to name a few. This method also assists teachers discover imagination and critical thinking among the students.

#### 4. Peer Teaching

Peer teaching is one of the majority effective policies to even out the learning curvature of a class. More often than not, teachers' duo students who are good performers with those students who are struggling in a subject part. Students are also expected to help, or are erratically chosen to conquest as the subject

teacher. It proffers a podium of information sharing among students, as well harbor vigorous rivalry. The motivating feature of peer teaching is that students lean to react more keenly when one of the students put on the cloak of the teacher. The class turns out to be attentive and interactive in a offer to defy one other in a productive manner. With usual peer teaching meetings, students begin to extend better grip of the impression, exhibit maturity, be inclined to be added discipline. It also increases improved communication proficiency. Alongside B-schools, this technique is now extensively used at every stages of education irrespective of association, boards, and curriculum. Children in schools in rural areas too are receiving their share of playing the teacher.

### **5. Games**

The play and learn lessons are fairly well-liked among students of every grades, in addition to an unbeaten strategy to stay them busy, if the sessions are cautiously designed and effortlessly performed by teachers. This method strengthens cognitive awareness, particularly of mathematical and scientific ideas, and words. Teachers are trialing with a range of kinds and altitudes of word and intelligent mind games similar to quiz, puzzle-solving, Scrabble, Sudoku and so on. Games assist to flawlessly incorporate subject information with use, and are a respond to creative and smart learning. This

is re-established by a Bangalore-base tech firm Quest Alliance in crafting a pastime called Anandshala Gupshup for enhancing message between parents and juvenile students. The game amplified parents' consciousness about their child's need, and that echoed in students' better class performance and turnout. The next game named Career Quest and is designed for students of professional studies, assist them revert to technical concepts plus provide them training on life expertise.

### **6. Collaboration**

Collaboration is a necessary life expertise in a global environment. It is lashing force of all enterprises. In an educational institute, this ability can best be promoted inside the classroom by permitting students to work in cluster. Educators are placing the stone of a mutual mindset in the primary school, where adolescent children are inspired to generate, plan, and arrange group arrangement of stories, parody, or poems. All through, teachers assist students in chalking their plans, tell them key points, oversee their assignments, and put up team spirit..

### **7. Going beyond the classroom**

Education must make children conscious of the world and about themselves, broaden their viewpoint, and create a truth seeking mind set. Schools are accepting the tendency of taking children outside their classroom. Children get more information when they observe and things of history in museums

rather than being taught the same in the class. Field trips are currently an essential part of the CBSE program. International boards also have made outing obligatory in schools. Many schools are arranging thrilling field journey for the students. These trips give students practical learning. Therefore, there is a noticeable augment in the figure of excursions planned by schools.

### 8. Innovations in Teaching and Learning

While we consider of modernization nowadays, we typically think of equipment. Though, in a field like education, it's now as significant to center on improvement in areas for example child psychology, learning hypothesis, and education methods. This is predominantly accurate at a time when numerous educators consider that the U.S. education method is deteriorating.

➤ **Focus on STEM:** It's important for educators to prepare students for the future by empowering them with the foundational skills they need to succeed later in life. This comprise spotlight STEM (Science, Technology, Engineering, and Math), wherever the United States is now graded 31<sup>st</sup> in the globe.

➤ **Addressing the Needs of Individual Students:** Today longstanding problem in education is the one-size-fits-all approach. It's known that everyone has dissimilar approaches of learning. A number of students are image learners, at the same time as others are oral or auditory student.

Technology allows teachers to individualize lesson plans to different students and their unique styles of learning.

➤ **Practical Education and Soft Skills:** One criticism of education is that it's impractical and doesn't prepare students for living in the real world.

### 9. Finding Innovative Applications of Technology

Whereas technology, in and of itself, does not always urge innovation inside the classroom, there are innumerable pioneering ways to employ technology to teach better and fit into place students. Here are some examples:

➤ **Robots in the Classroom:** South Korean schools have experimented with robot teachers. This builds interest in lessons and amusing for kids and facilitates teachers from wherever in the world to be "present" inside classroom.

➤ **Mobile Technology:** Smart phones and other mobile devices are increasingly used in education. Mobile apps allow teachers behavior digital polls, improve verbal and staging skills, and fit in technological ability with nucleus capability lessons.

➤ **3D Learning:** Kids enjoy 3D games and movies, so why not use this technology to help them learn? GEMS Modern Academy situated Dubai does presently this, provide students with a 3Dimensional lab

that present interactive multimedia presentations.

➤ **Assisting Special Needs Students:**

Assistive Technology is especially useful for students with learning disabilities. For example, phonetic spell software assists dyslexic students in reading problems to change words to the right spelling.

❖ **Rationale for Innovative Practices in School Administration**

The motives for use of pioneering practices in education system include

- a. Improvement of school standard
- b. To meet the expectation and aspiration of the society and stakeholders
- c. To respond to global and best practices
- d. To improve quality of teaching and learning outcome and hence, quality education
- e. The need for achievement and desire for creativity

❖ **Challenges and Opportunities of Implementation of Innovations in School**

Considering the challenge of inadequate figures of trained teachers, teachers parting the profession, and as well a small number of classrooms in developing countries but the question remains can technology facilitate additional people to entrée education? Would the subsequent cohort of inexpensive computers possible for additional students in emergent countries to

entrée to this technology? It is not the knowledge, but the likelihood it gives for access, competence, and improved learning openings.

Barriers to technological innovations for supporting education include inadequate telecommunications bandwidth, lack of trained support staff, and the cost and the availability of simple telephones, cell phones, computers, and electricity.

❖ **Conclusion and Recommendations**

The challenge of closing the widening breach between the haves and have-nots might relax with the enthusiasm of the education society to perceive education from a new outlook and to innovate. This may take in use of reasonably priced and reachable technologies to increase right to education. It possibly will also entail other inventive route or overhaul strategies that do not bank on technology.

To succeed in this direction it is recommended that

➤ Seminars, conferences and workshops should be organized periodically for school administrators and teachers on innovation management in schools.

➤ Schools managers and teachers should be encouraged to develop interest in the use of ICT tools in school management and teaching. They must be trained in the application of the ICT tools.

- There should be regular and constant supply of electricity to the schools because these technological devices need steady power supply for their operation.
- Adequate ICT resources and personnel to operate them should be provided in schools.
- Educational managers should adopt strategic planning in school management.
- ❖ School administrators should use transformational leadership in school management as this has been found to stimulate staff to perform beyond expectation.

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19-20  
12

# Culture of Hope and Spirituality in Marathi Film 'Ringan'

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### Abstract:

Film studies the new genre of literature always depicts the reality of society. The film 'Ringan' based on farmers in Marathwada and their faith on 'Pandurang', the god in Pandharpur who is considered as the mother of all. The present article aims to highlight on the culture of hope and spirituality among the people of Marathwada and also tried to analyse the worst condition of farmers in this region and its causes. The film is the story of father and son and their journey to find his dead mother. The present article is an attempt to find out the answer of these questions; will this physical and emotional quest help them find a way to mend their bond? And will the father and son redeem themselves to find a way out of this cycle of misfortune and emerge victorious?

**Keywords:** Culture, Traditions, Spirituality, Society.

### Introduction:

A Landmark Films Presentation and a My Role Motion Pictures Production, *Ringan* was released in theatres on 30 June 2017. Makarand Mane directed this Marathi film won Best Marathi Film at the 63rd National Film Awards. It also received six awards at the 53rd Maharashtra state level in the categories of Best Film, Best Director, Best Debut (Director), Best Actor, Best Cinematography, and Best Child Actor, and was shown at international film festivals in Cannes, Stuttgart, London, and Toronto. The film is a story of hope, courage, and spirituality embedded within the daily struggles of a debt-ridden farmer in Maharashtra.

Shashank Shende plays the lead roles of father Arjun and Sahil Joshi plays the role of son Abhimanyu. Joshi and other cast members Suhas Sirsat, Umesh Jagtap, Abhay Mahajan, Kalyanee Mulay and Ketan Pawar played their role very well. The film covers various real locations in the crowded city of Pandharpur. Pandharpur, a notable pilgrimage site for Hindus, the city is crowded with pilgrims and tourists. Mane mentioned that as he grew up in Pandharpur, he had often seen farmers visit the pilgrimage for 'seeking help from the almighty' and noticed that 'when they left, they looked relieved, like Vithal had personally volunteered to help them through their rough patch'.



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It is the heart-warming, spiritual journey of a father and his seven year old son, who is having faith and hope to find his dead mother. It tells the tale of the son who innocently believes that his mother is at God's abode and the endless plight of his father, a farmer stuck in the vicious circle of drought and debt. With no one else to turn to, they travel to Pandharpur, God's abode, where each thinks they will find what they seek. But this search tests their harmony, morality, integrity and faith.

The title of the film 'Ringan' is a name for circle which is a grand attraction of the palkhi in which human chain is formed around the palkhi in a circular manner. When the palkhi moves in the middle of the human chain, then many warkaris holding saffron flags, Tukaram gatha, and Vrindavan ran passionately around it in a circular manner. Later two manache-ashwa (Horses) runs around in the circle but only one is having a rider on it because of the belief that the other horse is ridden by Sant Tukaram himself. After the Ringan gets over, the warkaris collect the holy soil of the ground. Another type of Ringan consists of Ubhe Ringan, in which the participants stand in a straight line.

The story of film Ringan begins with Arjun's nightmare where he is seen running across a barren land and reaches a tree full of people hanging from its branches. Arjun, who is haunted by nightmares of suicide, and his seven-year-old son Abhimanyu (Sahil Joshi), who visit the temple of Lord Vitthal in Pandharpur. Abhimanyu is looking for his dead mother; Arjun is seeking monetary help and a job so he can get back his land from the money lender back home. Mane makes deft use of silence in his film to establish the poverty, longing and faith of the destitute. It is the Brahmanical priestly class which serves the main purpose legitimizing the inferior status to the other caste people by interpreting the religious scriptures in a way they gave best benefit to them. It is this religious group which chooses certain elements of their age old culture and tradition for applying to people's lives today while some other elements of their culture and tradition become irrelevant or forgotten. Therefore, we should always keep in mind that our ways of looking back at the past must be changed with both new evidence and new perspectives. There is an urgent need to again build the complex relationship between present day religious beliefs and practices to the age old traditional beliefs and practices.

Shende plays the father with utmost honesty and brings every bit of the helplessness, hopelessness and grief of a single parent trying his best to make things better for his son. There is a sequence where he meets a saint near a temple and the two debates over the existence of God. Shende is immensely earnest when he snaps at the saint, "Do not talk like the mystics" when the latter tells him, "He may or may not exist. It is all about belief." The simple and innocent faith of the poor despite facing unending suffering in his entire life is touching.

Arjun had taken the loan from Savkar and Savkar asked him to pay his debt within one year and if he is unable to pay then your house and land will be mine only. Arjun is asking his relatives for help but no one helps him. Having faith on Pandurang he promised himself and giving time of one year to himself to prove. Abhimanyu wrote letter to his mother that he also wants to come to God's abode to meet her. When Abhimanyu's father decides to visit Pandharpur, his hopes rises yet again and he starts searching for his mother. When he sees his father approach prostitutes in the night, he believes it is his mother. There is no over-the-top melodramatic score or heavy dialogues to mar the chastity of the moment. According to one record, Vitthalpant Father of Sant Dnyaneshwar used to go to Pandharpur in the month of Ashadha and Kartik prior to the 14th century. Another record says that Sant Dnyaneshwar in the 13th century and Sant Tukaram in the 17th century started going to Pandharpur by walking to reach their beloved God Vitthal. However, it was Narayan Maharaj, son of Sant Tukaram who started the tradition of carrying the paduka's of the Saints, in 1685.





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There is a tradition in Marathwada to go to Pndahrpur with Palkhi. As mentioned by Arjun Dangle in his book *Poisoned Bread*: A tradition is born and lives on the strong foundations of thoughts and principles and it is these thoughts or principles, which enrich or sustain a tradition. The base a tradition gets is subject to the then existing social system and the sum total of the conditions. The established class always tries to establish a convenient tradition that does not damage its vested interests. The weak groups in society are tied to this tradition. In fact all our traditions so far, whether religious, social, literary or cultural, have been imposed on the majority by a handful (Dangle, 1992: 261). In Pandharpur Arjun got job when he took oath that he will not cheat the master (dialogue, 40 minutes). After getting job he is doing well with his friends. Abhimanyu always urge his father that he wants to meet his mother but Arjun gives him excuses. One day Arjun drinks liquor with his friends and goes to the area near railway station which is well known for prostitution. He meets one prostitute. Abhimanyu also goes there in search of his mother and secretly he saw that his father is having conversation with one lady and now he is feeling happy because he considered that prostitute as his mother.

Within six months of time Arjun earned fifty thousands and now he needs more fifty to give Savkar. His friend suggests him to do some fraud and earn and take land back from the Savkar. His friend told him, "Stealing isn't a crime till it's caught and definitely not in God's abode" (dialogue, 24:24). Arjun also asked his Muslim friend to give him some work because he wants to help his father. Here one can see the culture of brotherhood among Hindu and Muslims in Marathwada.

On the day of Ekadashi Arjun stolen money from his Master and wants to run away with his son but Abhimanyu denied. Abhimanyu had given money back to Master, Arjun know it in the morning when Master came to his house and ask him why he had given bulk of money with Abhimanyu. Arjun realised his mistake and feeling guilty, he told the reality to Master then Master helps him and given money to him. He thanks to Lord Pandurang to save him and pledge him to forgive. Arjun goes to village and Abhimanyu to meet the prostitute. Abhimanyu ask that prostitute that you are my mother and urge her to come with him to home. The prostitute told her we have to learn to care what we have. She said, "You have your father, who loves you, who takes care of you" (dialogue, 47:39). Abhimanyu realised his father's motherly love for him and runs to meet his father. The film ends with the song, "you bring me on the right path my lord Vitthal. You are the essence of the rains, you give wings their flight, you are the mother of the earth, the pregnant hope of the clouds". The film ends with the hope and realization of one's integrity, faith and spirituality.

Ringan is not for the entertainment seeking crowd - it has the typical art movie feel. Despite the pathos of drought-hit farmers, Ringan has a certain innocence that helps it leave a warm feeling. Mane, who has also written the film, has ensured every single scene imparts gravitas to the narrative and brings home the emotions of his characters. The story is pretty average in isolation. However, the simplicity and authenticity of the film make it a heart-warming experience.

The release of Ringan is quite timely as protests by farmers demanding loan waiver and better prices for their produce have hit the heartland farming states of Maharashtra and neighbouring Madhya Pradesh. Thousands of farmers have killed themselves over the last decade - by drinking pesticides or hanging themselves from trees - after unseasonal rains and drought affected their incomes. The film is the representation of the faith and the spirituality and also the culture of hope that makes one's life lively.



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## Qualitative Innovative Practices to Develop Educational Administration

Dr. Manohar Kacharu Sanap \*

Mr. Arjun B. Bhagwat\*\*

### ABSTRACT

Today, we all peoples are living in the knowledge driven society in which scientific and technological development has turned the world into a global village. The changes and development that take place in the society penetrate into the school system and influence the actions and activities in the system. The initiation of new technology, particularly Information and Communication Technology, has noteworthy impact on people's culture, ways of thinking and doing things and businesses. The growth of modern technology has brought new and updated practices in government, business and in education sector. Recently, educational establishments are facing the challenge to do more with less resource as they try to meet the complex and changing demands of the society. The existence of modern technological tools has given rise to the use of various innovative practices in the administration of work organizations. In order to keep pace with globalization, educational leaders have embraced innovative practices arising from the advent of new technologies in the management of schools. The introduction of innovations into school organization is in response to the technological development resulting in creative and innovative practices all over the world. The very objective is to get better of school standard, eminence and institutional success. This article, consequently, is therefore focused on pioneering application in school direction. The ideas of administration and innovation are discussed hereby. Various innovative practices in school are discussed. The essay extends a number of suggestions applicable in near future.

**Keywords:** Innovation, Administration, Practices, School, Teaching-Learning

#### ❖ Introduction:

Education is the most vital thing for any country to develop and grow. Education involves a systematic guidance and training

that prepares a person for the future. Education involves acquisition of knowledge, capability, skills, development of character and psychological power resulting from such

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19

training and instruction. One significant fact in education is the building of knowledge or creation and sharing of knowledge with the learners so that at the end of schooling the individual acquires the compulsory acquaintance, expertise and proficiency that will permit the individual to build up him/her and also add fruitfully to the progress of the nation (Akpan, 2015). The successful managing of educational institutes relies on the value of the institutional administrators, their experience, knowledge and professional experience. We live in a knowledge drive society which technical advancement has turned the mankind into a universal village. The change and progress that happen in the society creep into the schooling system and sway the events and behavior of this system. In modern times, educational establishments are facing the challenge to do more with fewer resources as they try to meet the complex and changing demands of the society (Akpan, 2008). This calls for the use of ICT in the management of schools. In Education, ICT involves the application of digital equipment to all aspects of school administration, teaching and learning. According to Johnson (2007); ICT involves a combination of technologies for collecting, storing, processing, communicating and delivery of information related to teaching and learning processes. Innovative and pioneering techniques are now being applied in educational organization and in teaching-

learning process. In this paper researcher focuses on innovative practices in school.

#### ❖ **The Concept of Administration**

School administration is the procedure whereby school- heads harmonize the hard work and actions of in cooperation staff and students in the direction of school aspiration achievement. It is the daily performance of management roles of the heads of the schools. For the school supervisor to be efficient and competent in the discharge of his/her organizational functions, the person requires to be acquainted with the function of modernization in school administration. School administration occupies the management of every school operations, from producing a secure learning environment in managing the school budget. School administrators are the experts who, all together carry out these different managerial odd jobs that keep a school operating easily. At basic, core, and high schools, administration is typically directed by a principal and, based on the school, might comprise assistant to principals, instructional coordinators, sporty directors, and other supporting staff. School administration is the process of coordinating and integrating both human and material resources for the achievement of the goals of the school system.

#### ❖ **The Concept of Innovation in Education**

➤ Novelty in education refers doing what's best for all students. Teachers, lessons, and curriculum must be elastic. We must get our students to reflect and ask questioning. We need to attract their inquisitiveness, and uncover ways to keep them involved. Modernism denotes modification; as a result we need to be taught that students require more than the ability to pass the state appraisal given each spring.

➤ Innovation, to me, means finding any way you can to reach all of your students. This denotes being eager and supple to regulate what teachers teaches and how they teach. We must to keep our students busy and generate eagerness to learn. We have to make a safe place for them to make error, risk aptitude, and ask questions.

➤ "Innovation in education is always seeking knowledge that will support new and unique ideas in instructional techniques that will reach the students in more effective and exciting ways." – *Mischelle*

➤ "Innovation in education is stepping outside of the box, challenging our methods and strategies in order to support the success of all students as well as ourselves. This alteration might be minute or a complete renovation but done with purpose and hold up the whole student.

➤ "Innovation in education means allowing imagination to flourish and not be afraid to try new things. Sometimes these

innovative things do not succeed but it's splendid when they get a achievement. Devoid of the right approach, innovation will just be a term and the skill of education will lose out on a number of great activities.

➤ "Innovation means keeping yourself educated about new trends and technology in education. For example, I included STEM bins in my classroom since there is a enormous shove for additional STEM interrelated actions in education. I believe novelty is too being imaginative with the capital you have. At times your infrastructure or region may not give all you require for a lesson, so there is a need to be innovative and reflect on the wing of how you can make something finally work.

#### ❖ Innovation for 'Learner-Centered' Education

How can improvement and equipment compensate the obstructions of admission and mobility that is a restriction to teaching in many divisions of the rising world? With the materialization of stylish phones, E-BOOK booklovers,' Podcasts' and 'Vodcasts,' Internet plus low-cost computers, in addition to solar electricity, cell phone use, and other technologies, arrive the opportunity to give education to help individuals and society in places underneath-served by customary educational institution. Technology and other innovations facilitate educational plan and let go to be modified to the wants and

surroundings of students register in Open and Distance learning (ODL) courses and conventional educational programs. Therefore, technology can too help programs move to a 'learning centered' approach of education.

❖ **Various Innovative Practices in School Administration**

**1. Audio-Visual (AV) Classrooms**

Plenty of educational institutes in India comprise AV-equipped classrooms to increase students' knowledge and understanding. Teachers make clear tricky subject like Physics, Maths and Chemistry with graphical image of compound equations with the aid of smart-boards. In language erudition, the audio and visual tools are the indispensable requirement. Teachers could play waste of award-captivating films, dramas, and words of reputed orators, equally in vernacular, and in English, or the aim language to ease the ability of listening, talking, and dramatics.

**2. Flipping the Classroom**

This technique, to put it cleanly, is to spin the accountability of learning towards the students and build them a lively contributor of this learning method. B-schools akin to SP Jain Institute of Management and Research and Indian School of Business are a few of the break new ground of flip classroom concept in India. At this time, teachers are demoted to the function of resource or material supplier using email or

intranet, while students get the centre arena of assembling concepts, building knowledge, and bringing conclusions. Though, the other important feature is that teachers go after it up with a conversation sitting on the agreed topic on a predetermined daytime to make sure students' contribution, significance, and in general knowledge.

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### 5. Games

The play and learn lessons are fairly well-liked among students of every grades, in addition to an unbeaten strategy to stay them busy, if the sessions are cautiously designed and effortlessly performed by teachers. This method strengthens cognitive awareness, particularly of mathematical and scientific ideas, and words. Teachers are trialing with a range of kinds and altitudes of word and intelligent mind games similar to quiz, puzzle-solving, Scrabble, Sudoku and so on. Games assist to flawlessly incorporate subject information with use, and are a respond to creative and smart learning. This

is re-established by a Bangalore-base tech firm Quest Alliance in crafting a pastime called Anandshala Gupshup for enhancing message between parents and juvenile students. The game amplified parents' consciousness about their child's need, and that echoed in students' better class performance and turnout. The next game named Career Quest and is designed for students of professional studies, assist them revert to technical concepts plus provide them training on life expertise.

### 6. Collaboration

Collaboration is a necessary life expertise in a global environment. It is lashing force of all enterprises. In an educational institute, this ability can best be promoted inside the classroom by permitting students to work in cluster. Educators are placing the stone of a mutual mindset in the primary school, where adolescent children are inspired to generate, plan, and arrange group arrangement of stories, parody, or poems. All through, teachers assist students in chalking their plans, tell them key points, oversee their assignments, and put up team spirit..

### 7. Going beyond the classroom

Education must make children conscious of the world and about themselves, broaden their viewpoint, and create a truth seeking mind set. Schools are accepting the tendency of taking children outside their classroom. Children get more information when they observe and things of history in museums

rather than being taught the same in the class. Field trips are currently an essential part of the CBSE program. International boards also have made outing obligatory in schools. Many schools are arranging thrilling field journey for the students. These trips give students practical learning. Therefore, there is a noticeable augment in the figure of excursions planned by schools.

**8. Innovations in Teaching and Learning**

While we consider of modernization nowadays, we typically think of equipment. Though, in a field like education, it's now as significant to center on improvement in areas for example child psychology, learning hypothesis, and education methods. This is predominantly accurate at a time when numerous educators consider that the U.S. education method is deteriorating.

➤ **Focus on STEM:** It's important for educators to prepare students for the future by empowering them with the foundational skills they need to succeed later in life. This comprise spotlight STEM (Science, Technology, Engineering, and Math), wherever the United States is now graded 31<sup>st</sup> in the globe.

➤ **Addressing the Needs of Individual Students:** Today longstanding problem in education is the one-size-fits-all approach. It's known that everyone has dissimilar approaches of learning. A number of students are image learners, at the same time as others are oral or auditory student.

Technology allows teachers to individualize lesson plans to different students and their unique styles of learning.

➤ **Practical Education and Soft Skills:** One criticism of education is that it's impractical and doesn't prepare students for living in the real world.

**9. Finding Innovative Applications of Technology**

Whereas technology, in and of itself, does not always urge innovation inside the classroom, there are innumerable pioneering ways to employ technology to teach better and fit into place students. Here are some examples:

➤ **Robots in the Classroom:** South Korean schools have experimented with robot teachers. This builds interest in lessons and amusing for kids and facilitates teachers from wherever in the world to be "present" inside classroom.

➤ **Mobile Technology:** Smart phones and other mobile devices are increasingly used in education. Mobile apps allow teachers behavior digital polls, improve verbal and staging skills, and fit in technological ability with nucleus capability lessons.

➤ **3D Learning:** Kids enjoy 3D games and movies, so why not use this technology to help them learn? GEMS Modern Academy situated Dubai does presently this, provide students with a 3Dimensional lab



that present interactive multimedia presentations.

➤ **Assisting Special Needs Students:** Assistive Technology is especially useful for students with learning disabilities. For example, phonetic spell software assists dyslexic students in reading problems to change words to the right spelling.

❖ **Rationale for Innovative Practices in School Administration**

The motives for use of pioneering practices in education system include

- a. Improvement of school standard
- b. To meet the expectation and aspiration of the society and stakeholders
- c. To respond to global and best practices
- d. To improve quality of teaching and learning outcome and hence, quality education
- e. The need for achievement and desire for creativity

❖ **Challenges and Opportunities of Implementation of Innovations in School**

Considering the challenge of inadequate figures of trained teachers, teachers parting the profession, and as well a small number of classrooms in developing countries but the question remains can technology facilitate additional people to entrée education? Would the subsequent cohort of inexpensive computers possible for additional students in emergent countries to

entrée to this technology? It is not the knowledge, but the likelihood it gives for access, competence, and improved learning openings.

Barriers to technological innovations for supporting education include inadequate telecommunications bandwidth, lack of trained support staff, and the cost and the availability of simple telephones, cell phones, computers, and electricity.

❖ **Conclusion and Recommendations**

The challenge of closing the widening breach between the haves and have-nots might relax with the enthusiasm of the education society to perceive education from a new outlook and to innovate. This may take in use of reasonably priced and reachable technologies to increase right to education. It possibly will also entail other inventive route or overhaul strategies that do not bank on technology.

To succeed in this direction it is recommended that

- Seminars, conferences and workshops should be organized periodically for school administrators and teachers on innovation management in schools.
- Schools managers and teachers should be encouraged to develop interest in the use of ICT tools in school management and teaching. They must be trained in the application of the ICT tools.

- There should be regular and constant supply of electricity to the schools because these technological devices need steady power supply for their operation.
- Adequate ICT resources and personnel to operate them should be provided in schools.
- Educational managers should adopt strategic planning in school management.
- ❖ School administrators should use transformational leadership in school management as this has been found to stimulate staff to perform beyond expectation.

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24.

**LUCY IRIGARAY: FEMINISM, PSYCHOANALYSIS AND LANGUAGE****DR. MANISHA KALE**Assistant Professor,  
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&amp;

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Ness Wadia College of Commerce, Pune.**ABSTRACT:**

*Often read Feminist and Psychoanalyst, Lucy Irigaray has received less attention for 'critique of logic' and the challenges she makes to law and languages. Irigaray has empirical evidence to support her conjecture that language is never sexually neutral. The present article is an attempt to understand Lucy Irigaray's views on Feminism, Psychoanalysis and Language. How language functions in patriarchy is interesting phenomenon to know. Through all her writing she fights to see the end of the patriarchal phallo-centrism that produces sexism and misogyny. The present article aims to review her thoughts.*

**Keywords:** Psychoanalysis, Hysteria, Feminism, Language, Patriarchy.**Introduction:**

Lucy Irigaray has identified her work in three phases. The first including '*Speculum of the other Women*', '*This sex Which is Not One*', and '*An Ethics of Sexual Difference*' showed how the masculine subject had interpreted the world; second phase explored the possibility of defining a second subject; the third shows how to define the relationship between two subjects. Freud only produced writings on feminine identity and female sexuality itself. His central concepts took the child as a model, so the female seemed like an imperfect version. Lucy Irigaray has fascinatingly analyzed the scattered writings of Freud on femininity. She concluded that his definition of its nature is strikingly similar to that of melancholia, or depression, like the melancholia, a woman prefers affection to passion, has little interest in the outside world, and suffered a primordial disappointment castration. In other words, female sexuality is necessarily pathological as melancholia is in men. Irigaray says that Freud is forgetting the mother-daughter relationship. To enter the Oedipus complex, a girl must, hate her mother. Irigaray says this view makes it impossible for a girl to give meaning to the relationship with her mother. Freud's theory of the Sexual origin of neurosis stems from the

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107

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fact that many of the patients he first observed suffered from hysteria. And in those cases, he found sexual repression to be the cause. But the fact is, cases of hysteria as observed by Freud are much rarer today. In Freud's time, evidently cultural hypocrisy forced the repression of sex.

The three key areas in Lacan's work, the interlocking domains of subjectivity, sexuality, and language define broad interests shared by many French feminists. Kristeva and Irigaray share Lacan's broad antihumanism, his commitment to the primacy of language in psychical life and his understanding of the necessarily sexualized position assumed by the subject in the symbolic. "Sexual instincts and identification processes having a meaning within the symbolic order which articulates desire. Desire, born with language, allows the possibility of transcending the instinctual and the Imaginary, but its point of reference continually returns to the traumatic moment of its birth: the castration complex" (Mulvey, 1975: 589). Kristeva presents a series of internal adjustments or modifications to his position while remaining within his overall conceptual frame. Irigaray is more interested in elaborating a theory of enunciation, a theory of discursive production which makes explicit the positions of women as a speaking subject.

For many of the French feminist writers the body is the locus of femininity, and numerous writings attempt to capture its rhythms. Kristeva seems to regard only men as writers or producers of the avant-garde. When she takes about women's writing, she claims that women tend to write in one of two ways. They may either produce books that are largely compensatory substitutes for a family, and they produce stories, images or fantasies in place of an actual family. Or else, women write as hysterical subjects, bound to the body and its rhythms – "She disembodies femininity from women, and claims that avant-garde explores femininity without noticing that femininity as expressed in men cannot adequately represent women's femininity" (Grosz 1990:166). In her book 'speculum' (1974), Irigaray perceives psychoanalysis as unaware of the historical and philosophical determinants of its own discourse and unable to analyse its own unconscious fantasies. Being a product of patriarchal society, it cannot analyse what it owes to the mother. She consistently puts forward the view that women in patriarchy have no identity as women.

Irigaray is clearly well versed in the complexities of Lacan's position. And, she takes it as both an object of investigation and as a method by which her investigation proceeds. With respect to the women's liberation movement, Irigaray does not adhere to any one group. The French movement is well known for its factions and she welcomes this diversity. "For Irigaray, equality signifies a suppression of female difference and acceptance of masculine values" (Simons 2004: 103).

Irigaray is interested in developing accounts of subjectivity and knowledge that acknowledge the existence of two sexes, two bodies, two forms of desire and two ways of knowing. Instead of a process of sexual differentiation functioning with each subject, Irigaray directs herself to the question of sexual specificity of subjects. In her work 'Speculum of the other woman' (1985) she condemns Psychoanalytic Criticism in general and Lacan in particular.

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Irigaray is strongly influenced by what she regards as the explanatory power of psychoanalysis in relation to the construction and reproduction of patriarchal forms of subjectivity. Psychoanalysis is symptomatic of an underlying phallogocentric structure governing dominant discourses and cultures as a whole. In this sense, it has the value of openly saying what usually remains implicit. Irigaray resists the temptation to psychoanalyse subjects, real or fictional individuals, in her writing and instead uses psychoanalysis as a mode of interpretation of texts, a device for the interrogation of knowledge.

The central issue at stake in Irigaray's work is of course sexual difference. Sexual difference is one of the major philosophical issues, if not the issue of our age. According to Heidegger, each page has only one issue to think through, and one only. Sexual difference is probably the issue in our time which could be our salvation on an intellectual level". (Whitford, 1991: 165).

Irigaray's search for an ethics of sexual difference is a threefold project. Initially, in the negative moment she engages in a critique of the sexual indifference of the masculine economy. In the second stage, she attempts to symbolize other forms of socio-symbolic exchange or another libidinal economy which would allow for the construction of a feminine subjectivity. In the third phase of her work, she focuses on inter subjectivity. That is, she attempts to define a new model of possible relations between the sexes.

Irigaray takes issue with psychoanalysis from the viewpoint of sexual difference. She sees it in both its Freudian and Lacanian formulations as Phallogocentric and phallogomorphic. She uses psychoanalysis against itself in her deconstruction of the major discourses of western culture. Being a psychoanalyst means that for Irigaray all forms of exchange and economy are libidinalised. Irigaray's intercourse with the metaphysical tradition is thus an attempt to retrieve the masculine imaginary and to locate the repressed and unacknowledged feminine which is its foundation. Irigaray's argument about the sexual difference of western society is the related claim that the latter has been founded on a cultural matricide. "Culture has taught us to consume the body of the mother natural and spiritual without being indebted and as far as the world of men is concerned to label this appropriation in their name" (Whitford 1991: 54).

Irigaray expands on this claim that western culture has been built, not on a patricide as Freud postulates in 'Totem and Taboo' but on a matricide. Irigaray points out that whilst psychoanalysis has little to say about this bodily relation, which brought us whole into the world. The relation to the mother must be symbolized and understood in order to stop the perpetuation of negative fantasies associating the maternal with madness, castration, and death.

In the context of Irigaray's critique of psychoanalytic accounts of subjectivity, and sexuality the speculum, with its feminine connotations, can be read simultaneously, as a deconstruction and a reconstruction of the phallogomorphic Lacanian Mirror within which woman is represented as a lack or a hole. The Mirror Stage is the imaginary structure upon which the bodily ego is built. Significantly, it corresponds to the ego-ideal in Freud and refers not just to

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the mirror image or the mother but to all identifiatory process or relations with others. Imaginary identity may be based on misrecognition. It is the only peace from which we can know ourselves it becomes central to Irigaray's project with respect to feminine identity.

For Irigaray the lack of a possible feminine ideal, of mediation in general, is responsible for the lack of self-love in and between women: "Women are nowhere, touching everything, but never in touch with each other, lost in air, like ghosts" (Whitford 1991: 96). She states that woman needs to develop words, images, and symbols to express her inter-subjective relationship with her mother, and then with other women, if she is to enter into a non-destructive relation with men. She comments that, "Women need a religion, a language, and a currency of exchange, or else a non-market economy" (Simons 2004: 111). The historic erasure of the feminine in culture is evident in the 'deep economy of language' where patriarchal culture has reduced the value of the feminine to 'an abstract nonexistent reality'.

Luce Irigaray's firstly criticize the masculine language systems 40 years ago in *Speculum*. A language that presents itself as universal and which is in fact maintained by men only and the domination by one sex of the right to speak is in part of one effect of its capacity to achieve a distance from its object of analysis. The establishment of the ego through its visual representation in the mirror image forms the preconditions for the alienation required for language. Metalanguage distinguishes between language as object and language as the means of analyzing this object: "A Language that considers itself readily, translatable, capable of being formalized in the terminology of logic, in the form of axioms, deductions, conclusions, theorems, and aims to limit the play of multiple meanings so that only one clear, precise meaning exist is analogous to oedipalized male sexuality" (Grosz 1990: 178).

Language becomes the expression of pre-existing ideas and rational thought, a language without play or pleasure. While Lacan is not guilty of eliminating pleasure from discourse and even though he specifically claims there is no metalanguage. Lacan's discourse is nevertheless a discourse about other discourses, a theorization of the language and language like behavior of others. Irigaray develops this psychoanalytic critique further in her famous essay 'The Mechanics of Fluids'. "That essay speaks to a particular male angst regarding the ebb and flow of women's bodies and the ways in which this angst has instantiated itself within systems of representation".

Irigaray's work on language is extensive and spans multiple methodological terrains including substantial empirical research into patterns of speech, grammar and syntax, and in particular the differences observable between women and men. Margorie Hass said "I argue that Irigaray's linguistic research is not merely supplementary to her theoretical writing, but, in its depiction of sexed linguistic "styles", illuminates Irigaray's call for a new syntax". Her general findings are summarised by Margorie Hass thus:

1. Men are more likely than women to designate themselves as speakers, more likely to 'take speech in their name.'
2. Women are more likely than men to use a dialogic structure. Whereas men privilege their relationship to the world in their responses, women privilege relationships between persons.



3. Women are more likely than men to characterize difference as positive, and women are more likely to use interrogatives.
4. Both women and men are unlikely to designate a woman as the subject of a sentence of direct a constructed sentence towards a woman. (Hass: 2000, 88).

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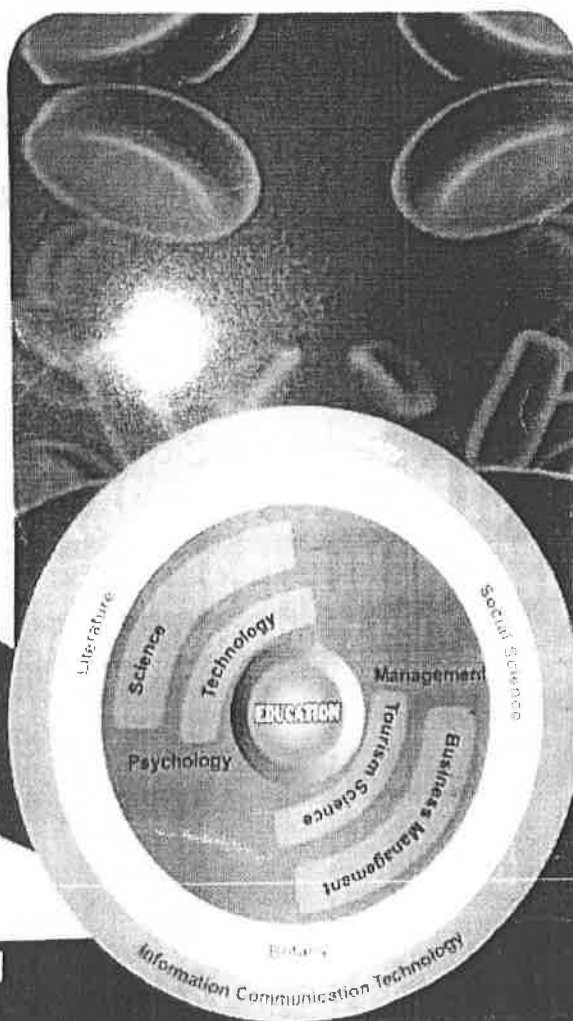




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**1. AN IMPACT OF CONTRIBUTION OF INDIAN TOURISM INDUSTRY IN FOREIGN EXCHANGE EARNINGS**

*Dr. Prasanna G. Deshmukh (1-4)*

**2. INDIAN GOVERNMENT POLICIES AND DEVELOPMENT OF TOURISM INDUSTRY**

*Dr. Amol Pandurang Mohite (5-9)*

**3. PROMOTION OF PEACE EDUCATION THROUGH TOURISM**

*Kamble Vishal Dnyaneshwar (10-12)*

**4. WOMEN ENTREPRENEURSHIP AND TOURISM**

*Dr. Golhar Anuradha Sandip (13-16)*

**5. PROBLEMS AND PROSPECTS OF TOURISM INDUSTRY IN INDIA**

*Dr. Anant Bapurao Mane (17-20)*

**6. AN ECONOMIC EVALUATION OF TOURISM INDUSTRY IN INDIA**

*Dr. B. D. Awaghade & Mr. Gurunath Waghale (21-26)*

**7. INDIAN GOVERNMENT POLICY & TOURISM**

*Dr. Geeta Avinash Rashinkar (27-31)*

**8. THE CONTRIBUTION OF TOURISM INDUSTRY TO BUSINESS OPPORTUNITIES IN INDIA**

*Dr. L. A. Awaghade (32-35)*

**9. ENGLISH COMMUNICATION SKILLS FOR TOURISM INDUSTRY IN INDIA**

*Dr. Lonkar Chandrakant Sakharum (36-37)*

**10. TOURISM IN INDIA: GROWTH AND CHALLENGES**

*Prof. Dr. Rajendra A. Rasal (38-43)*

**11. IMPACT OF TOURISM ON TRADE AND COMMERCE, ITS UTILIZATION AT EDUCATIONAL INSTITUTES**

*Dr. Vrishali Surendra Randhir & Dr. Pramod Dhlwar (44-48)*

**12. ROLE OF TOURISM DEVELOPMENT CORPORATION (TDS) IN TOURISM SECTOR THROUGH 10 AREAS**

*Dr. Anil Arun Gaikwad (49-51)*

- 13. SCOPE AND OPPORTUNITIES OF AGRO TOURISM IN MAHARASHTRA**  
*Dr. Salve Jaganath Motiram (52-54)*
- 14. TOURISM; EMPLOYMENT OPPORTUNITIES AND AGRO TOURISM**  
*Dr. Sanjay Bahan Deokar (55-58)*
- 15. EFFECTS OF TOURISM ON SOCIO-ECONOMIC DEVELOPMENT IN INDIA  
SPECIAL REFERENCE TO MAHARASHTRA - A GEOGRAPHICAL PERSPECTIVE**  
*Prof. Jawahar Chaudhari (59-63)*
- 16. ROLE OF TOURISM INDUSTRY IN INDIAN ECONOMY**  
*Prof. Dr. B. S. Kadam (64-70)*
- 17. HUMAN RESOURCE MANAGEMENT AND TOURISM**  
*Dr. Golhar Sandip Bhonjiba (71-74)*
- 18. INDIA IS AN EMERGING TOURIST COUNTRY**  
*Prof. Dr. Suresh S. Muluk (75-77)*
- 19. MATHEMATICAL ABILITY ENHANCED HUMAN RESOURCE FOR TOURISM  
INDUSTRY IN INDIA**  
*Sujata Uttamrao Kuldpake (78-79)*
- 20. GANDHARPALE CAVES: A PLACE OF HERITAGE TOURISM IN RAIGAD  
DISTRICT**  
*Dr. Janardan K. Kamble (80-83)*
- 21. IMPACT OF AGRO TOURISM ON RURAL DEVELOPMENT IN MAHARASHTRA**  
*Prof. Khopade Manjula Dinkar (84-88)*
- 22. IMPACT OF TOURISM ON INDIAN ECONOMY**  
*Prof. Salve Sarika Kantilal (89-92)*
- 23. IMPACT OF GOVERNMENT POLICIES ON GROWTH STRATEGY OF TOUR  
OPERATORS**  
*Dr. Asha Jadhav (93-98)*
- 24. पर्यटन उद्योग आणि नोकरीच्या संधी**  
*डॉ. राजेंद्र पोपटराव चव्हाण (99-102)*
- 25. आर्थिक विकासातील वाहतूक व्यवसायाचे महत्व विकसनासाठी वैज्ञानिक सर्जनशील शिक्षकांची भूमिका**  
*डॉ. स्मिता एस. काळे & प्रा. ज्ञानेश्वर एन. शिंदे (103-105)*
- 26. पर्यटन : महत्त्व , प्रकार व आव्हाने**  
*डॉ. मधुकर रामचंद्र वेदपाठक (106-109)*
- 27. महाराष्ट्रातील कृषी पर्यटन व्यावसायाचे महत्व, त्यासमोरील समस्या व उपाय योजना**  
*स. प्रा. किशोर मुखर्जी भिसे (110-112)*



84.

**JULIA KRISTEVA: FEMINISM AND PSYCHOANALYSIS**

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**ABSTRACT:**

*The three key areas in Lacan's work, the interlocking domains of subjectivity, sexuality, and language define broad interests shared by many French feminists. Julia Kristeva and Lucy Irigerary share Lacan's broad anti-humanism, his commitment to the primacy of language in psychical life and his understanding of the necessarily sexualized position assumed by the subject in the symbolic. The present article is an attempt to understand Julia Kristeva's views on Feminism and Psychoanalysis. The present article aims to focus on French Feminist Julia Kristeva's strongly rejection of Psychoanalyst's views on Feminism.*

**Keywords:** Psychoanalysis, Semiotic, Oedipal Stage, Textuality, Repression.

**Introduction:**

Kristeva's conception of the semiotic and the symbolic functions operating in psychical, textual, and social life is based on the distinction between pre-oedipal and oedipal sexual drives. The semiotic and the symbolic are two modalities of all signifying processes whose interaction is the essential even of unrecognized condition of sociality, textuality, and subjectivity. Kristeva relates psychic repression to the actual structures of language. She describes the preoedipal stage as a play of bodily rhythms and pre-linguistic exchanges between infant and mother. Kristeva refers to what Plato, in *Timaeus*, called the *chora* as the site of the undifferentiated bodily space the mother and the child share. Within the Oedipus complex it is the symbolic that is dominant, the domain of united texts, cultural representations, and knowledge. This distinction between the semiotic and the symbolic is retrospective, as it is only through the symbolic that one has access to the semiotic.

The semiotic must be understood in its etymological rather than in the Saussurian sense. It can be correlated with the anarchic pre-oedipal component drives, and polymorphous erotogenic zones, and organs. The semiotic is the order of the sexual drives and their

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63

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articulation. It provides the matter, the impetus, and the subversive potential of all significations. It is the raw material of signification. Infantile drives are indeterminate, capable of many aims, sources, and objects. In agreement with Freud, Kristeva describes the semiotic as 'Feminine', a phase dominated by the space of the mother's body. She defines this space as semiotic 'chora', "The semiotic, for Kristeva, is a pre-linguistic or symbolic space, the realm of the 'unspeakable' or the 'unnameable', or what Kristeva following Plato calls the 'chora'" (Simons 2004: 138).

It is a space or receptacle, an undecidably enveloped and enveloping locus from which the subject is both produced and threatened with annihilation. The chora defines and structures the limits of the child's body and its ego or, identity as a subject. It is the space of the subversion of the subject, the space in which the death drives, emerges and threatens to engulf the subject.

The space of the maternal chora is the pre-imaginary space from and in which the drives emanate and circulate. Their differentiation into component drives and the emerging distinction between self and other also contribute to Kristeva's concept of the semiotic. Like Lacan's imaginary and Freud's pre-oedipal the semiotic is a 'feminine' phase dominated by the mother. The mother is always considered phallic.

The semiotic is pre-oedipal, based on primary processes and is maternally oriented. The symbolic is in contrast with semiotic. Kristeva regards the symbolic as the condition of ordered, regulated, and rule-governed signification. It consists in the procedures which establish unities. She relies largely on Lacan's model of the symbolic. For her, the symbolic is the stability which ensures a cohesive, unified speaking subject and a coherent, meaningful text. The symbolic is based on the 'repression' or subsumption of the chaotic semiotic fluxes, and their utilization under regulated conditions. "If the symbolic established the limits and unity of a signifying practice, the semiotic registers in that practice the effect of that which cannot be pinned down as sign, whether signifier or signified" (Grosz 1990: 152).

The symbolic is an order superimposed on the semiotic. It leads to the acquisition of a stable speaking, desiring position, and the regulation and systematization of vocalization and libidinal impulses. The semiotic is dominated by the figure of the mother the symbolic is governed by the law of the father. The first stage relates to what Jacques Lacan calls the 'mirror stage'. This is the stage at which the child is able to distinguish its reflection in a mirror. A fear of his/her own castration then ensues. For children of both sexes rejecting the mother and for Kristeva, the maternal sphere of this semiotic is crucial in allowing the child to enter the symbolic sphere. It is the sphere of language and paternal authority.

The child's entry into language marks the repression of the semiotic into the unconscious. For Kristeva that repression is never complete or absolute, instead the relation between the semiotic and symbolic is a dialectical relation. This is significant in several ways. The relation between the semiotic and symbolic is a dialectical relation this has profound implications for subjectivity. The oscillation between semiotic and symbolic mean that the speaking subject is not stable and his/her identity is not secure. For Kristeva, the mirror stage and the castration complex are the two moments provide the necessary condition for the subjects acquisition of a speaking position. The mirror stage provides the conditions for the



child's detachment from its lived experience. This is necessary if signification is to be possible or desirable for the child. Castration complex provides a second order threshold or condition for the constitution of the speaking subject. If the mirror stage detaches the child from its lived experiences of fragmentation, the specular image provides it with a representation that is based on wholeness and unity. The constitution of the ego in the mirror phase, is the precondition of the semiotic, the order of the signifier.

Kristeva takes psychoanalysis as itself symptomatic of a socio-political and intellectual tradition dominated in our culture. Unlike Lacan, Kristeva remains insistent on the historical and social specificity of signification and subjectivity. The social and historical determination of individuals and signifying practices is always essential. In contrast to Lacan, for whom the imaginary order functions in a visual register, for Kristeva, the dual narcissistic and identificatory structure of imaginary relations is synaesthetic. If the imaginary is the visual order, it is also organized by the structure of vocalization, and of touch, and taste. It provides the conditions not only for language acquisition, but also for all signifying practices. Lacan, in short concentrates too heavily or exclusively on verbal language at the expense of other modes of signification.

Lacan insists on a definitive break between the imaginary and the symbolic. They are separated by the rupture caused by castration the intervention of the third term, and the repression of oedipal/pre oedipal desires, Kristeva posits more of continuity. "A repression that one might call 'primal' has been effected prior to the springing forth of the ego, of its objects and representations. The later, in turn, as they depend on another repression, the 'Secondary' one, arrive only a posterior on an enigmatic foundation that has already been marked off..." (Grosz 1990: 158).

Kristeva posits an imaginary father, distinct from Lacan's symbolic father, which represent the ideal possibilities of love for the child. The imaginary father provides the link between the child's semiotic immersion in maternal care, and a social position, by opening the child to a world of love. Instead of Lacan's subsumption of the loving relation under maternal care and incorporation of the phallus into the mother's unconscious, Kristeva separates nurturance from love. Kristeva will place within the pre-oedipal, maternal phase all of the preconditions for symbolic functioning. Her notions of objection, amorous-desire, negativity, the semiotic, the maternal chora, etc, testify to pre-oedipal, and in some cases, pre-mirror stage process and relations. These concepts generally neglected in psychoanalysis, and left unelaborated by Freud and Lacan.

Kristeva considers the semiotic as a feminine and maternally structured space. It pre-dates the imposition of sexual identity. It is a pre-patriarchal or proto-patriarchal phase in which the phallic mother is pre-eminent. This period is the precondition for and the object sacrificed by the child in establishing a position as a speaking subject within the symbolic. Instead of androgyny, Kristeva presumes Freud's postulate of a fundamental bisexuality in all desiring subjects. It ensures that men too remain in a relation to the feminine, pre-oedipal phase. In this sense, although it is feminine relative to the symbolic order, the semiotic has no special relation to women. The subject of maternity exists nowhere. Maternity affects a subject annihilation, the fading of sexual identity. It is the establishment of the grounds of space for



the child. The chora is a nameless receptacle, an enveloping ground of identity which has no identity of its own. The maternal body during gestation and the maternal chora during the child's infancy are conceived by Kristeva as subject less corporeal spaces. They are not identities or roles for women. Yet they are the essential ingredients or elements required by the child's psychical movement from the imaginary to the symbolic. Kristeva suggests that the child most fantasize these pre-imaginary spaces as if they were inhabited by a subject. This is her explanation of the child's recognition and acceptance of the mother's phallic status.

Woman remains unable to speak her femininity or her maternity. She remains locked within a mute, rhythmic, spasmic, potentially hysterical; and thus speechless body unable to accede to the symbolic because she is too closely identified with the semiotic. "In spite of her overall adherence to women's castrated and secondary position, Kristeva does not claim that his material, semiotic contribution is incapable of any representation. Like the contents of the unconscious, it is capable of indirect or oblique expression or evocation" (Grosz 1990: 165).

The position of avant-grade transgressor is not without its risks for those men who undertake it. It is fraught with psychical dangers ranging from fetishism to psychosis. A result of the boy's unwillingness to accept his mother's 'castration', fetishism is his refusal to separate from the mother according to the father's demand. Laura Mulvey notes fetishism involves the attribution of self-sufficiency and autonomous powers to a manifestly man-derived object. For Freud, fetishism is connected to the 'castration complex'. In Freudian theory the fetish is there to disguise a lack. The fetish object takes over the role of the missing material phallus. The fetishist remains in a direct relation to the maternal space, able to draw on its resources for literary and representational production.

Kristeva seems to regard only men as writers or producers of the avant-garde. When she takes about women's writing, she claims that women tend to write in one of two ways. They may either produce books that are largely compensatory substitutes for a family, and they produce stories, images or fantasies in place of an actual family. Or else, women write as hysterical subjects, bound to the body and its rhythms – "She disembodies femininity from women, and claims that avant-garde explores femininity without noticing that femininity as expressed in men cannot adequately represent women's femininity" (Grosz 1990:166).

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