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Dr. H L Gangte

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Editor's Message

Dear readers,

The Covid-19 pandemic has not only changed our lifestyle but also badly hit the education sector. However, the education and its related research sectors are now experiencing a paradigm shift of moving from the conventional to technological approach and it has opened up new avenues and prospects for researchers and academicians across the country in general and the state of Nagaland in particular. Due to the pandemic and lockdown across the country, we were not able to release our Journal on time.

This educational journal includes nineteen articles contributed by scholars and educationists from a range of Teacher Education Institutions and Universities. The publication of this Journal is not possible without the support and cooperation of our esteemed readers and contributors of research articles. I would like to thank all the members from the different committees and Managing Board of Modern Institute of Teacher Education for their strong and continued support for the publication of this journal. I sincerely thank all the contributors for their support and interest.

Despite of our best efforts, some of the research articles could not be included in the present issue due to different reasons. The Journal maintains the highest level of ethical integrity and ensures consistency in each of its research articles. This Journal continues to excel and build the future to provide quality teacher education.

Thank you

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MITE Journal of Education

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Contents

1. **Positive Education Practice Towards Student Joyful Learning And Wellbeing In K-12 Schools** 1
Dr. Kotra Balayogi
2. **Blended Learning – A Paradigm shift in Learning** 12
Dr. Shaheen Parveen
3. **Challenges in Professional Development of Teachers: Improperly Qualified Teacher-Educators** 22
Kavani Hekha¹ and Dr. T. Yolila Sangtam²
4. **Attitude Towards Web Learning and the Usage of Computer Technology among the Higher Secondary School** 28
Dr. Velankanni Alex ¹ and Bing Li²
5. **Co-curricular/Extracurricular activities Vis - a - Vis National Education Policy (NEP) 2020** 43
Kevizakielie Suokhrie
6. **A Study on The Disruptive Classroom Behaviour Among Secondary Students of Kohima District** 52
Mrs. Narotola Imchen¹ and Dr. Khotole Khieya²
7. **Perception of Teachers and Parents Towards Primary School Dropouts in Akuluto Town** 62
N. Ghukali Chophy
8. **A Study on Emotional Intelligence of Secondary School Teachers in Phek district, Nagaland** 70
VeduluTetseo¹, Dr. M.Rajendranath Babu² and Dr. Neizo-u Mero³
9. **Feasibility of Learner Centered Approach in the School from the Perspective of B.Ed Student Teachers** 84
Kekonino Zhunyü
10. **Blended mode of teaching & learning: A pedagogical approach** 92
Dr. Jaganmohana Rao Gurugubelli
11. **Imminent Death of Some Naga Languages-If Uncared for** 96
Dr. T. Soundara Pandian
12. **Knowing the Learning Management System for Effective Instruction** 107
Dr. V.S. Sumi

13. Fostering Interdisciplinary Experiences Through Blended Learning Quality Education for All <i>E. Sowjanya</i>	114
14. Effect of Blended Learning Model on Retention of Learning <i>Dr. Shaheen Altaf Shaikh</i>	126
15. A Study on Impact of Information and Communication Technology on Teacher Education Curriculum <i>Boddepalli Sanjeevi Rao¹ and Dr. D Nagaraja Kumari²</i>	134
16. Multilingualism and the Role of English Language <i>Emilo Kikon¹ and Limanenla Lkr²</i>	139
17. A Study on Intelligence and Decision Making Among Higher Secondary School Students <i>Dr. R.Udhaya Mohan Babu</i>	146
18. Teaching History Through Substantive Knowledge <i>R. Ambika</i>	159
19. Perceptions of Teachers Towards Occupational Stress and Its Impact on Work Performance at Secondalry Level Schools <i>Dr. Yejarla Gabriyelu¹ and Dr. Kate Dandesh Kumar²</i>	165

POSITIVE EDUCATION PRACTICE TOWARDS STUDENT JOYFUL LEARNING AND WELLBEING IN K-12 SCHOOLS

Dr. Kotra Balayogi

ABSTRACT:

Traditional education has focused on teaching individuals the tools to succeed academically and professionally, and students' progress has been measured according to their grades, performance within this limited k-12 school system of success, but positive education practice towards joyful learning and well-being can be taught and learned at all school levels very effectively and innovatively. Furthermore, these skills should be taught, since well-being has both intrinsic values where, human beings innately desire well-being as well as instrumental value like wellbeing generates desirable life outcomes, including physical health, professional, academic success, better relationships with others, less violence, drug consumption, etc. This study focuses on the positive education practice which teaches the methods, skills and knowledge that k-12 school students need to have successful, joyful learning, academic and professional life style and career, so as to flourish as best individual and live a happy life in the 21st century.

KEYWORDS: positive, education, practice, student, k-12 school, joyful learning, wellbeing

INTRODUCTION

According Huang (2017) going to school was like going to prison and education transforms any human being, through the transfer of knowledge and skills, and it changes the individual from their present state to a different future state and therefore, it involves the changing and growth of individuals in a certain direction in life. From the positive psychology, any individual will come know that fine health, mind, thoughts, behaviour, etc. Leads over allaim in the case of peoples' existence and arguably the most important however, regardless of moral beliefs. The vast majority of current k-12 school educational systems reflect this conception of progress in the way they prepare the any student, especially during their most formative years like childhood and adolescence. Education systems try to prepare students for productive lives, but don't provide with the tools to have healthy, wellbeing and fulfilling lives with meaning, purpose, joyful. etc. Education must provide learners

with the knowledge and tools to have both a fulfilling and a productive life, in this context wellbeing is a complement that amplifies the productivity of the individual throughout his/her life, which in turn increases k-12 student life satisfaction. By positive education practice towards wellbeing and contributes significantly and positively to physical health, creativity, productivity, innovation, joyful learning and social relations (Howell, Kem, & Lyubomirsky, 2007; Lyubomirsky, King, & Diener, 2005; Pressman & Cohen, 2005). Hence, the study highlights about the positive education practice which proposes that, positive effects of wellbeing, the tools and joyful learning, and knowledge of wellbeing should be taught at all k-12 school level.

CONCEPT OF WELLBEING

Wellbeing is defined as the combination of feeling good and functioning well (Huppert & Johnson, 2010: 264) and Keyes (2002) proposed that, three components of wellbeing, namely, emotional, social and psychological components are very important for k-12 students. Diener and his associates (2009) regard it as a psychological construct, which is operationalized through rewards and positive relationships with others or having a feeling of competent, confident, trust, etc. and a belief that life is meaningful and purposeful. Seligman's PERMA model (Seligman, 2011) was proposed five elements of wellbeing derived from the essence of positive psychology and to be incorporated into k-12 school curriculum thereby promoting students' happiness and authorizing them towards modern school education expertise towards attainment of welfare and fortune. The happy feelings of delight, acknowledgement, absorption, desire, commitment is to be completely occupied in activities that use one's skills to meet challenges; relationships like having positive relationships with others; meaning like to have a sense of belonging and to serve something that an individual believe to be bigger than oneself; and accomplishment like pursuing success, winning achievements and mastery of any k-12 school education subject.

LITERATURE REVIEW

Seligman (2011) viewed about the importance of wellbeing develops from the habitat for the k-12 schools are a correct platform to instruct the concept of happiness as 14-17 age group children will be there always in schools only. Scientific grounds were identified to justify the reason for teaching 'wellbeing' like the enhancement of positive strengths among

adolescents in positive emotion, engagement and meaning in life serves as an antidote to depression, increasing life satisfaction and facilitating improved learning and positive thinking. The k-12 children's emotional wellbeing and social capabilities, which are linked to their cognitive and academic abilities and the wellbeing as an indicator to promote the mental health of adolescents should be taught in school, also positive education programs may divert all k-12 students' motivation, energy and resources from mainstream academic subjects, thereby lowering their academic achievement (Spence & Shortt, 2007). Kuhl (1983, 2000) argued that an enhanced wellbeing is synergistic with improved learning, and school students with high levels of wellbeing also have improved learning attitudes and attention, as well as substantially divergent and holistic thinking in their study. Seligman and his associates (2009) reported that wellbeing programs could facilitate students' engagement in learning, thereby enhancing their academic achievement; increasing their levels of happiness and enjoyment in school and improving their levels of life satisfaction, meaning in life, positive emotion and social skills like empathy, cooperation, assertiveness and self-control. Huppert and Johnson (2010) implemented a meditation school-based program to promote wellbeing, thereby improving attention, concentration, creativity and self-regulation among students. Nidich and his associates (2011) investigated the effectiveness of the transcendental meditation wellbeing programs and determined that it could improve academic performance in mathematics and English among middle school students. Wagner and Ruch (2015) also supported the positive relationship of the PERMA model (Seligman et al., 2009) by concluding that wellbeing programs that cultivate character strengths contribute to a positive classroom, thereby enhancing school achievement because students enhance their character strengths in the aspects of love for learning, perseverance, zest, gratitude, hope and perspective. In a nutshell, voluminous research indicates that wellbeing could be taught in schools. Schools play a critical socialization role in cultivating positive cultural values, promoting whole person development and facilitating the teaching of wellbeing in a positive classroom and k-12 school teachers can serve as role models to develop the whole students to have wellbeing in social, moral, emotional and intellectual developments (Waters, 2011). Norrish and his associates (2013) also emphasized the important role of schools in nurturing a positive environment and cultivating wellbeing among students to promote their physical and mental health.

MODEL FOR POSITIVE EDUCATION PROGRAM

Always learn it and teach it and a school is an effective learning community because students spend the majority of their time in it, the aims of a positive education program are to equip students with positive mind-sets, copying skills and character strengths, thereby enabling them to have a flourishing life. The teaching of flourishing was divided into explicit and implicit learning through formal and informal curricula, where explicit learning requires students to attend regular lessons on positive education, whereas implicit learning refers to positive education infused into the existing formal curriculum in a wide range of subjects, such as languages, mathematics, humanities and the sciences. Teaching pedagogies may include exploration, reflection, group discussion and mindfulness practices and so on (Norrish et al., 2013: 151). Positive education program was implemented through formal and informal curricula and supports students and staff members' wellbeing and teachers were trained with skills to teach positive education in class and act as genuine role models for all k-12 students and the culture of wellbeing must be cultivated in the whole-school community through multifarious school-wide processes via school assemblies, projects, workshops; propaganda activities were likewise arranged to build up the culture (Norrish et al., 2013: 151). Also, character strengths are defined as a set of personality traits, with moral values, such as perseverance, gratitude and hope and so on, individuals with numerous character strengths are associated with improved psychological wellbeing and healthy development (Linley et al., 2010). A few adolescent studies determined that persistence, honesty, and love were negatively correlated with aggression, anxiety and depression (Park & Peterson, 2008) and other character strengths, such as perseverance, hope and perspective, were related to k-12 school academic achievements (Linley et al., 2010; Park & Peterson, 2009).

POSITIVE PSYCHOLOGY AND EDUCATION

Positive psychology is the scientific study of the strengths and virtues that enable human beings, their organizations, and their communities to flourish, one of the strongest criticisms of positive psychology practice comes from the misperception that this discipline studies only the positive emotions. One of its goals is to increase individual happiness at k-12 school level, which involves the person having positive emotions more frequently and

negative ones less, although one of the pillars of positive psychology practice is the positive emotions, as a number of empirical studies have been conducted over the last two decades, and it has evolved and its understanding of wellbeing and joyful learning have been refined at k-12 school level. Wellbeing is now conceived not only as positive emotions, but also as enjoying multi-faceted flourishing in many areas of life and the human experience (Diener, Scollon, & Lucas, 2003). Ryff (1995), proposes a model with six components positive education towards of wellbeing like self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Positive education practice has focused minimizing the negative effects of k-12 school students' mental illness, and little on the wellbeing and finally how to promote it. Teachers facilitate students through learning centered strategies to engage them in self-learning and creativity (Wei, Hung, Lee & Chen, 2011). The wellbeing and progress of k-12 school students are often measured only through their academic performance like grades and other academic qualifications and hence the present study focused to define and understand the positive education practice towards wellbeing of the k-12 school individual during childhood and adolescence is necessary in the 21st century.

POSITIVE EDUCATION PRACTICE

K-12 schools have a key role in establishing and maintaining cultural and social values, many children and adolescents spend most of their waking time in school environments and students must sit quietly and behave or face disciplinary action also teachers often spend a great deal of time and energy on issues such as student victimization, bullying, fighting, and disruption, which create stress and frustration for teachers, and a hostile environment, which is not conducive to learning. Eventually, a significant portion of students, teachers, and administrators become disillusioned with the school process and a recent study examined the words used by adolescents on social media such as twitter and facebook when they talking about their schools, and the most commonly-used words include “boring”, “stupid”, and “hate” (Schwartz et al., 2013). Positive education practice presents a new paradigm and emphasizes positive emotions, positive character traits, the meaning and purpose of joyful learning and studying, and the personalized motivation to promote learning, in order to provide students with the tools to live a full life, within the academic environment and beyond it. k-12 schools often teach

students and adolescents the tools they need for professional success in the 21st century and positive education practice teaches these traditional skills for success, also the tools that allow the individual and their community to prosper and flourish. It focuses on cultivating wellbeing in students, teachers, and school administrators, to create an environment that promotes the growth of students and the academic community at all areas. Positive education practice develops about wellbeing must be taught, because of its intrinsic value and its instrumental value, although the external conditions like economic growth, access to health, and education have improved in virtually the whole world over the last 50 years, overall satisfaction with life has remained essentially stable in most countries (Inglehart, Foa, Peterson, & Welzel, 2007). During this same period, the prevalence of depression has increased at an alarming rate. Psychological research tells us that positive affect such as joy, confidence, calmness, and enthusiasm) and negative affect like sadness, frustration, stress, fear, and anxiety, etc. are factors that are independent of the emotional state of a person at any time and the elements of positive affect and negative affect may be present simultaneously (Watson, Clark & Tellegen, 1988). Therefore, the presence of positive affect is favorable in educative moments and life events that require creativity and broad and holistic thinking, whereas negative affect is favorable during events that require critical and analytical thinking. Negative emotions are already generated by most k-12 educational schools however, the school environments do not yet generate positive affect, having the whole range of emotions available and being able to activate these emotions when dealing with different problems and decisions is an art that can be learned at all k-12 schools in the modern times.

POSITIVE EDUCATION IN ACTION

Positive education is being implemented in more and more places, including individual classrooms, whole schools, non-formal education forums, and education systems on a national level. It is crucial to understand that, in order to reap and enjoy the maximum benefits of the multiple interventions that exist, each intervention must be adapted to the context in which it is applied. The intervention designs are malleable, and the multiple interventions must be adapted to the cultural, social, and economic differences for maximum impact. Positive education was formally founded by Martin Seligman also the father of positive psychology, when he began to investigate

the impact of different interventions at the individual classroom level in the United States. Schools in several countries have been implementing all kinds of positive interventions and infusing their curricula with positive psychology, these countries include the United States, Australia, India, Nepal, Canada, Mexico, the UK, Holland, China and Bhutan (Adler et al., 2013) and the only country that has incorporated positive education at the national level is the Himalayan Kingdom of Bhutan. Since 1972, this country has used gross national happiness (GNH) instead of gross domestic product (GDP) as its index of national progress. Of all of the students in the country, 95% attend public schools, and all of these schools have adopted a complementary curriculum to the traditional academic curriculum, which includes tools for wellbeing, such as meditation, resilience, effective communication, decision making, compassion and empathy, critical and creative thinking, and self-knowledge. Just as students take classes in traditional subjects like math, literature, and science, they also take classes in these tools and skills for living a full life. Education is a central pillar of human development and the social and moral fiber of our communities and society that empowers the k-12 student to have as productive and fulfilling a life as possible within healthy and happy communities.

TEACHING AND LEARNING TOWARDS POSITIVE EDUCATION

- ❖ The teacher and various approaches, methods, skills, strategies, etc. towards teaching.
- ❖ The learners and their readiness for learning, understanding and communication.
- ❖ Teacher interaction with the content, topic, course, syllabus, etc. for all learners.
- ❖ The learning environment like the classroom, the school, the community, the society and the culture (Killen 2005, p.34).
- ❖ The mentors had a series of responsibilities like supportive, cheerful and positive climate.
- ❖ To attend regular positive education meetings with fellow mentors
- ❖ To contribute to building positive relationships within the school and broader community.
- ❖ To liaise with parents so as to develop a trusting relationship between school and home.

DISCUSSION

This study aimed to gain insight into the student experience of learning about positive education practice within a whole k-12 school approach towards wellbeing and quality student joyful learning which play in implementing a positive education initiative which are whether the learning experiences were active, meaningful, and met the whole k-12 student education needs. In this study, the broader school ethos, culture, family, academic testing culture and the societal pressure to succeed were analyzed as barriers to the implementation of the whole program. Positive education practice suggest that the quality of the learning experiences have the potential to affect implementation and establishes that quality joyful learning experiences should be added as a facet of investigation to k-12 student related implementation factors and the quality of the student learning experience could be enhanced if all mentor teachers adopted an active learning pedagogy. An active learning approach was not consistently adopted by the mentor teachers, which negatively influenced the student perceptions of their learning experience in the program. Active learning incorporates a meaningful instruction, where students are encouraged to make connections between the subject matter and the world around them (Hattie 2009; Killen 2005) and in the future it is recommended that that active learning is a pedagogical approach that underpins the curriculum design and implementation of all wellbeing curricula within a positive education intervention. In future positive education practices, it is important that the content is made context-specific, addressing the causes of the pressure within the broader whole school approach, as well as integrating the education of effective coping mechanisms into the positive education curriculum in the modern global context.

IMPLICATIONS AND FUTURE DIRECTIONS

All educational experiences aim to support and promote student learning (Killen 2005; Hattie 2009) and positive education practice initiatives, therefore, needs to ensure that students engage with high quality learning experiences. This study addresses a significant gap in the positive education practice whilst there have been recommendations for pedagogical changes in positive education interventions, no studies focus on whether the students received a joyful learning experience during the implementation k-12 school phase. The findings also reinforced the crucial role teachers play in enabling or hindering implementation of wellbeing curricula (Hattie 2009). Similarly,

through investigating the students' descriptions of wellbeing, this study has been able to assert the importance of understanding a student's prior knowledge of wellbeing and utilizing it as a base to build upon when teaching positive psychology. In this study, the students' understanding of wellbeing drew strong parallels with the content taught in k-12 schools and this parallel has a strong implication for systemic whole school approaches to positive education, as it suggests the k-12 school subjects and teachers could play a more centralized role in the development of the positive psychology curricula and the integration of positive psychology concepts into traditional curricula in schools. This study has also shed light on two important socio-ecological considerations for positive education implementation and the first is including family members into the design and implementation of positive education secondly, the education of positiveness needs to be made context-specific, and specifically address components of the k-12 students' lives that impact their wellbeing, like the broader, competitive academic culture the participants felt. In future studies it is recommended that positive education practices are implemented in a variety of k-12 schools with different demographics, including coeducational and all-girl schools, public and private schools, and schools with high populations of minority groups/at risk groups. Furthermore, Halliday et al. (2019b) suggest that these norms could influence positive education implementation. Finally, in all future positive education design and implementation, it recommended that continual consultation and collaboration between k-12 school staff, parents, students, and relevant community members to ensure the initiative is relevant and context specific towards wellbeing and joyful learning in the modern 21st century.

CONCLUSION

Positive education is the combination of traditional education principles with the study of happiness and wellbeing, and its practice usually define positive character using the core character strengths that are represented by classification of categories of virtue, which are wisdom and knowledge, courage, humanity, justice, temperance and transcendence. We refer to flourishing as a combination of 'feeling good and doing good'. Also, it focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. Through teaching k-12 school provides its students with an increased capacity to learn joyfully, as well as offering them

a strong foundation on which they can build a successful life. This study may provide a direction for k-12 school curriculum leaders to promote students' wellbeing and joyful learning by infusing essence from positive education to the school curriculum, and in view of the alarming mental health issue, also the present study focuses on positive education practice by combining both formal and informal curricula. It is likely k-12 schools with many students from low socio-economic families or with traumatic backgrounds would benefit from positive education practice always and the effects might be even stronger in those schools, assuming the schools provided appropriate support and training for staff and leadership and it takes time to develop the school culture necessary to implement positive education effectively. However, it can be clearly stated that joyful teaching method is absent in primary level education. Teachers do not use child friendly instructional strategies in the classroom. The study stress that joyful learning and positive education has a significant effect on students learning and overall academic performance. Teachers have to be trained to work with positive psychology interventions and a stable school leadership with belief in positive education is needed to ensure its effective adoption, finally the time and money required to introduce positive education practices towards wellbeing and joyful learning may hinder its full introduction to every k-12 school and student in the technological 21st century.

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BLENDED LEARNING – A PARADIGM SHIFT IN LEARNING

Dr. Shaheen Parveen

ABSTRACT:

When there are catastrophic situations like a pandemic, calamities etc, blended learning could meet the academic needs of the learners in an enhanced mode. The use of information and communication technology (ICT)-based skills has transformed the entire teaching pedagogy to a learner centred pedagogy. This infers that the proficiency of using technology is one of the most essential criteria for both the teachers/educators and learners. Blended learning is founded on the idea that learning is a continuous process, where the teacher employs tool to support and facilitate learning activities. Hence, the purpose of this paper is understanding the prospects and challenges of providing online/blended learning in a country like India, particularly during and post-Covid-19 situations.

KEY WORDS: Blended learning, pandemic, information and communication technology (ICT), pedagogy.

INTRODUCTION

The Information and communication technology (ICT) has had a major impact on education during the Coronavirus period. The use of online teaching was the most feasible solution adopted by educational institutions to impart education to its students. This made students benefit from the many advantages of e-learning over the traditional teaching learning techniques. ICT promises more skill development, efficiency and accuracy. It also facilitates faster delivery and transaction of knowledge. Hence, the integration and operation of ICT is important in blended learning.

Covid-19 Pandemic led to many disruptions and traditional teaching learning system is one that got disrupted. In this situation information communication technology is very helpful to craft student centred quality content using multimedia. Blended learning has encouraged the learner-centred approach in which teacher and learners interact with each other in flexible and conducive environment. Blended learning environment improves communication and interaction among teachers and learners.

Blended learning is almost perfect approach that covers both activities including class interaction with teacher and teaching aids such as virtual

teacher, digital media etc. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

The creation of innovative learning environments in higher education has continued to gain importance in multiple disciplines (Tabata & Johnsrud, 2008). The incorporation of computers and other digital technologies into university classes has been shown to correlate with higher academic achievement on the part of students (Zucker, 2008). Using technology in education has shown positive effects on Student achievement, class engagement, Supporting Students. Learning environments, incorporated with information technology have been shown to have specific benefits for learning in terms of,

- ✓ Promoting cognitive development,
- ✓ Allowing for a wider range of student experiences,
- ✓ Supporting students' self- management ability
- ✓ Supporting students' development of conceptual understanding by facilitating data collection and collaboration.

Creating innovative learning environments has helped to ensure that learning and teaching can be carried out in accordance with defined goals. One of the emerging learning environments that have shown to be welcomed by students are blended learning (Lim & Morris, 2009).

WHY BLENDED LEARNING (BL)?

In the past decade, teachers at higher and lower educational institutions have organically adopted blended learning as a meaningful learning tool in and out of the classroom. The success of blended learning is due to following main benefits:

- Classroom management and classroom environment.
- Creating a positive learning environment.
- Teachers' attributes and qualities.
- Managing learning activities.
- Managing pupil misbehaviour; and
- School practices and support.
- Enabling blends (i.e., focus on addressing issues of access and convenience)

- Enhancing blends
- Transforming blends (i.e., blends that allow for a radical transformation of the pedagogy).

BL is suitable for all educational levels, from preschool to postschool levels. When it comes to changing the approach teachers have in the classroom, most of them have a question why? There is no doubt about it, the educator has to spend a lot of time in gaining the needed qualifications for proper use of technology. Not all online resources are safe to use in the classroom, in addition they need to drastically change the programme and adopt to a completely different method of teaching.

HISTORICAL BACKGROUND

BL found commonalities in defining that blended learning was “considered a combination of traditional (face to face) modes of instruction with online mode of learning, drawing on technology-mediated instruction, where all participants in the learning process are separated by distance some of the time.” This report also found that all of these evidence-based studies concluded that student’s achievement was higher in BL experiences when compared to either fully online or fully face to face learning experiences. Modern blended learning is delivered online as the lessons are now stored in both online and offline storage media. Some examples of channels through which online blended learning can be delivered include webcasting (synchronous and asynchronous) and online video (live and recorded) Khan academy is the popular one used in classrooms to serve as platform for blended learning and other educational solutions.

TYPES OF BLENDED LEARNING

1. The flipped classroom blended learning

Perhaps the most widely known version of blended learning “flipped classroom is the one where the students are introduced to content at home and practice working through it at school supported by a teacher and peers. In this way traditional roles for each one is flipped.

2. Enriched virtual blended learning

In enriched virtual blended learning, the students focus is on completing online course work while only meeting with the teacher intermittently as needed. In an enriched virtual blended learning model, student would not work with learning from a teacher on a daily basis face to face but would in a flipped setting.

BLENDED LEARNING MODEL

There is little consensus on the definition of BL. Some academic studies have suggested that it is unnecessary phrase. There are many components that can comprise a BL model, including instructor-delivered content, e learning, webinars, conference calls, live of online session with instructor and other media and event. For example, Facebook, email, blog, YouTube, skype and web board.

Models vary in the way,

- The teacher plays a role.
- The physical Environment in which the learning is taking place.
- How instruction and learning is being delivered.
- The flexibility of pace and place of learning.

However, there are distinct BL models suggested by some researchers and educational think-tanks. These models include,

Face-to-Face: Traditional instructor-led learning sessions supplemented with technology to allow learners to control their own learning pace. Benefits are role-play, mentoring, hands-on practice, and feedback.

Rotation: Students go from one learning activity to another learning activity, either in a structured learning session directed by a teacher, or online in a self-directed manner. Examples include learning stations, labs, and the flipped classroom where learners practice the lesson before attending the face-to-face training.

Flex: Flex learning is a term that can be used interchangeably with personalized learning. By accessing means of integration of learning in a Learning Management System (LMS.), the students control their learning path, choosing what they to learn. The instructor is usually present in a mentoring capacity, to answer questions.

Gamification: One of the most effective ways to motivate learners is by letting them play! By using game play elements such as points or levels, learners feel a little competition and are more motivated to experience the material on their own time.

Online Lab: This blended learning model is entirely digital, with little or no instructor interaction, and takes place either before, during or after a training. Learners can access content on mobile phones (M-learning), laptops or tablets. This modality engages and solidifies learning.

Self-Blend: Self-blended learning is supplemental content—either in the form of webinars, white papers, industry blogs, or video tutorials—that help self-motivated learners delve deeper into a subject. A robust LMS can combine diverse content sources under one system to encourage curiosity and growth.

Online Driver: This blended learning model is entirely self-directed and takes place in a digital environment. Learners can engage with an instructor through chat, email or message board. It provides a flexible schedule and personalized learning, but lacks the face-to-face interaction of other types of blended learning. An LMS is the best way to encourage users to direct their own learning while still monitoring their process as they enjoy media and eventually, engage in classroom discussion. You can choose from existing learning management systems or opt to have an LMS developed specifically for your purposes.

BLENDED LEARNING IN THE CONTEXT OF TEACHER EDUCATION

When BL is used within the scope of teacher education courses, students enjoyed taking part in the learning environment (Akkoyunlu & Soyly, 2006). Teacher education research articles have focused on the use of BL within the context of teacher education focused on educational technology (Demirer & Sahin, 2013) and general preservice teaching skills (Alayyar, Fisser) in-service teachers, educational leadership and general courses specifically designed for preservice primary teachers using flipped classroom approaches. (However, only two studies were located that focused on the use of BL in preservice courses and those focused on its effects on secondary teachers, specifically on their level of academic achievement and the level of peer-to-peer cooperation.

BLENDED LEARNING AT THE TIME OF COVID-19 PANDEMIC

During the Covid-19 lockdown, with a view to reconsidering the idea of pedagogy from traditional chalk-and-talk method to online/blended learning, the Indian Government launched the initiative called “*Bharat Padhe Online*” to encourage the teachers to create digital educational contents, share ideas and innovations in public platforms by creating educational blogs, wikis and creating more and more OERs. To provide the continuous learning support services to the learners at all levels, various task forces had been formed to monitor the online learning environment across the nation – from nation to

state and then from state to district levels. But, as observed by Garg (2020), the Covid-19 pandemic had affected higher education like never before. Initially, everyone from political leadership to academic administrators was confused as to what course of action to be taken. After considerable discussions and debates, it was decided that teaching–learning be shifted to e-mode so as to save human lives as well as to compensate the loss of academic semester. Therefore, the change was abrupt, drastic, posing unique challenges to both teachers and students. Teachers had to undergo digital transformation overnight, overcome technology phobia and work so hard for the sake of their students. When the educational institutions in India switched over to online education overnight, the teachers shifted from blackboard to computer screen, as opined by Meena (2020). But strictly speaking, online education, in its strict sense, was not actually practised.

BLENDED LEARNING MODELS AS THE ALTERNATIVE IN POST-COVID-19 SITUATION IN INDIA

From the study, it has been found that majority of the respondents preferred the blended form of learning as the most suitable model of learning in the coming days in the Indian context. India being a large economy, there are some variations in terms of accessing modern sophisticated tools for educational transactions by the teachers and learners alike. Besides, it has also been found that due to the low level of internet connectivity for educational purposes, it is not possible to access fully online or synchronous teaching learning facilities by all in equitable way. Therefore, the asynchronous ways in education can provide the optimum learning opportunity to all in a more flexible and convenient way. So, the blended form of learning, which is generally learner-centric and cost-effective, is going to influence the entire Indian educational scenario in the days to come.



Advantages of Blended Learning

In a class room there are students with varied learning style. So, the teacher should cater to the need of all types of students. In the modern technological era, the teacher can use many modern techniques along with the traditional methods to make the teaching learning process more innovative and interesting.

It is important to note that even BL model can be blended together and many implementations use some, many, or even all of these as dimensions of large BL learning strategy. In the light of above discussion there are following advantages,

- Students learn with freedom and greater flexibility:
Classroom teaching is two-way process, there is an interaction with the teacher in the classroom. The students are no longer placed in a mould they are not expected to sit quietly for a 40 minutes lecture. By the end of such a traditional lecture they will forget all questions they had on mind while they were actively listening during the first 10 minutes. Unfortunately, that how long their focus can last before wondering away.
- Students Explore on line resources:
The ‘web’ is source of endless knowledge as a teacher we have an opportunity to teach them how to find the best online sources and make sure they are reading up to date reliable information you help them to gain skills they will definitely use in life. Show them how to check the fact and how to recognize authoritative sources of information.
- Students get more time for reflection:
Let’s say we are teaching history lesson to high school students. We ask them to research as much as possible about the World War II and they all present facts in the classroom. We compare those fact with the course work material and take the time to reflect. Since, we are not wasting time on the standard lecturing process there is enough space for us to response to question and make learning interesting for all of them.
- Students get more feedback:
When we save time for more discussion in the classroom, it means that we will be listening to what students say that’s a great way to evaluate their understanding of the course work concept. We shall

give them feedback though our responses. We will have a chance to give such feedback every single day, by encouraging them to keep up with the good work or inspiring them to get deeper into the research process. There is no need to wait for test when we evaluate their knowledge on a daily basis.

- Anxious students can relax:
Some students do not like discussion they are the one who usually stay quite throughout a heated argumentation, although we know that they have lot to say, it seems like they are too afraid to speak up. The traditional classroom teaching method does not give these students a chance to overcome this anxiety. Try to involve these students in discussion, instead of waiting for them to take part, ask what they think. We shall notice that they are getting anxious, their voice may start getting trembling and we shall notice the confusion on their faces. Try to get their answers through a conversation and involve them fairly in all class discussion. In a way we will be forcing them to face their fear of speaking up and only way to overcome a fear is facing it.
- The teaching staff used face-to-face (in-class) and online (internet) environments effectively.
- I think I learned better.
- Face-to-face (in-class) and online content were suitable for the chosen environment.
- There was integrity in the content taught in both environments.
- Blended learning overcame special times, special places, and special instructors and provided students learning outside-of-the classroom as well as time in class for active learning.

CONCLUSIONS

In a country like India, with specific challenges to meet at the current situations, the “one-size-fits-all” concept may not work. Therefore, before putting certain online/blended activities into practice, one must take into consideration the many variables, including the target learners, their social, cultural and economic backgrounds, their age range, their access to technological infrastructure, the technology readiness on the part of the educational institutions and so on.

Though many of us don't have technology rich classroom, the rapidly evolving education background increasingly require as to incorporate technology to customize student learning. Blended learning with its mix of technology and traditional face to face instruction is a great approach. Blended learning is an approach to education that combines online education material and opportunities for interaction online with traditional place-based classroom methods. Blended learning combines classroom learning with online learning, in which students can impart, control the time, pace, and place of their learning. In a teacher design blended learning model, teachers determine the combination of teaching strategy, which can change teacher approach and students' perspective about learning.

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CHALLENGES IN PROFESSIONAL DEVELOPMENT OF TEACHERS: IMPROPERLY QUALIFIED TEACHER EDUCATORS

Kavani Hekha¹ and Dr. T. Yolila Sangtam²

ABSTRACT:

Teaching profession is considered as the noblest profession. Quality of teachers determines the quality of learners' performance and achievement. It is through teachers, the quality of education is measured. As educators one should be always ready for challenges and changes to upgrade skills and knowledge. This can be made possible only through continuous professional development. A teacher meeting the requisite qualification but lacks skills and no opportunity to update knowledge base cannot be called a qualified or trained teacher. A good teacher, a qualified teacher should be consistently evolving for better performance and appraisal. In this article we will be discussing about the different areas where teacher educators can enhance their professional competencies in order to transact quality education to learners and also how improperly qualified educators affect the whole educational system.

KEYWORDS: Challenges, professional development, quality, improperly qualified, teacher educators.

INTRODUCTION

Every learner has the right to quality education without any limitations and it can only be achieved through qualified and trained teachers. In recent time, steps to professionally develop teachers have taken a drastic change. Learners not only benefit from teachers who are qualified and experienced but also those who are constantly upgrading their knowledge base. In order to update the teachers, we need programmes which will enrich teachers and also enhance their professional competencies. Even if teaching profession has teachers with the required qualifications and experience but no opportunities to upgrade knowledge and skills with changing times and growing needs then it will affect learners' performance adversely. Those teachers will be termed as improperly qualified teachers. It is a known fact that learning is a lifelong process and so it is imperative for educators to upgrade and continuously participate in professional development programmes.

In order to befit the teachers to their roles, a sound professional training is needed. It is through these trainings that teachers get to upgrade their professional skills. A qualified teacher is not only someone who meets the requisite qualifications but also one who is well equipped with technology and at par with the recent trends. As teachers, one is encouraged to grow and develop and nurture oneself as a professional development resource not only to the school but also to the community.

PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

The responsibility of preparing qualified and competent teachers rest primarily with teacher education programmes, thus positioning teacher educators as” the linchpins in educational reforms of all kinds” (Cochran-Smith, 2003). The requirement of preparing future teachers for the 21st century heightens the need for teacher educators to be involved in continuous learning through ongoing effective professional development.

Professional development of teacher educators has emerged as a key concern in teacher education. The National Council for Teacher Education (NCTE) has emphasised on making teacher education more professional so that teachers are produced with professional outlook and work ethics. But in order to achieve that, teacher educators must become professionals first.

In the words of Steyn and Niekerk (2002) Professional development is an ongoing development programme that focuses on the whole range of knowledge, skills and attitudes required to educate learners effectively.

Gulston explains that professional development emphasises the participation of educators or educational leaders in development opportunities in order for them to be better equipped with knowledge and skills.

Teachers need to keep up with the global changes, especially in this era where teaching learning has become digital and blended mode. They must accommodate all new developments in educational technology, human needs and requirements and creating relevant curriculum appropriate from the enormous range of materials available. The way society functions will keep changing and altering and there will be greater recognition of moral and personal education in a world of pluralistic values and goals. All these will affect the way teachers are educated and trained. One cannot expect a single theory of teaching and learning. It will evolve as per societal needs and demands.

IMBALANCES IN TEACHER EDUCATION

Teacher Education in India is plagued with imbalances and mismatch. There is a huge variation in States and Union Territories with respect to teachers' qualifications at different levels of educational recruitment procedures and conditions of service. Other variations in parity and cadres of teachers and teacher educators can be seen. These differences are bound to happen in a large system of education in a country like India. Depending on the geographical area and access to education, qualification of teacher educators are also relaxed which leads to improperly qualified teacher educators.

With the mushrooming of teacher education institutes in India, the quality of teacher education has degraded gradually and educators are appointed for the sake of it. Quantity is preferred over quality. Educators are not appointed on the basis of qualification or experience. Anybody cannot become an educator. With the recent change in the pattern of education system all over the world due to covid-19, the teaching learning approach/ method has shifted to online and blended mode. But how well trained and equipped are educators with technology remains debatable.

In order to curb the imbalances, NCTE should come up with reforms and improvised methods of assessment and evaluation for teacher education institutes.

CHALLENGES IN PROFESSIONAL DEVELOPMENT OF TEACHERS: REASONS FOR IMPROPERLY QUALIFIED TEACHER EDUCATORS

- A teacher should always be willing to adapt and change with the demanding circumstances and situations. Sometimes teacher educators are so comfortable with the little knowledge they acquire, they are not willing to upgrade or take up challenges to broaden or expand their skills and knowledge.
- Some teacher educators still use the traditional method of teaching and old age assessment methods which is not at par with the current situation of online and blended mode of teaching- learning.
- Majority stand alone teacher education institutes are selling degrees for a price and not producing quality teachers. They are a hindrance to quality of education. Regulatory efforts have not been able to curb the malpractices in the system nor enforce basic standards for quality.

- The methods of teaching should be integrated with ICT knowledge based but teacher educators are neutral towards technology based teaching. They are not willing to accommodate innovative teaching strategies and experimental teaching.
- Sufficient time period is not allotted for internship/ practice teaching which hinder the teaching skills of prospective teachers.
- Teacher educators are not willing to undertake research and projects because it is not required and are satisfied with the very little achievement they have acquired.
- Due to the rise in teacher education institutes, there is stagnation in qualifications of teachers and as mentioned quantity is preferred over quality.
- Teachers are not willing to undergo professional development programmes and even institutes are not encouraging enough to undertake or organise such programmes.
- Unqualified teacher educators are produced because the curriculum of teacher education is purely theoretical and there is not abundant scope to improve teaching skills.
- Teacher education institutes are not producing professional and trained teachers because the concept of teacher education is purely training concept and not practical.

SUGGESTIONS TO IMPROVE QUALITY OF TEACHER EDUCATORS

Teachers need to continuously enhance their competencies and professional performance. Efforts should be made to actualise mobility of teacher educators across the various stages of education. NCTE is focussed on regulation of teacher education but the focus needs to shift to quality enhancement. Listed below are some suggestions/recommendations to enhance the quality of teacher education in producing trained qualified teacher educators.

- Grading of Institutions: NCTE should make sure that proper guidelines are followed by teacher education institutes to be deemed for grading so that underperforming institutes can improvised or their recognition be cancelled.
- Teacher Educators' capacity building programmes: As mentioned earlier, quality of teacher education depends solely on the quality of teacher educators. NCTE should plan out to assess and improve the

competence of teacher educators by conducting seminars, workshops, conference and inviting articles/papers for publications. This will enable to identify good teacher educators.

- New approaches in terms of content learning can be enhanced through MOOCS (Massive Open Online Courses). It is an open-ended education programme which is broadcasted through the internet and caters to a massive audience and can accommodate a large number of teachers serving in different areas.
- A series of workshop innovatively designed can help identify teacher educators who possess professional skills, which can disseminate through a series of workshop trainings.
- Action research: research in education is not entitled for research scholars only. Teacher educators should be encouraged to take up action research on various problems faced by students.
- Respecting individual differences within teacher educators: Teachers too, like students, have individual differences. It is important to consider these differences and provide them with autonomy to choose a professional development programme suitable and beneficial for them.
- Team teaching: While the present teacher training programmes follow the one teacher for many students in classrooms. Teacher educators may be trained to teach a concept together in teams with trans-disciplinary approach. This will help in making teaching interesting and expertise of all teachers can be put to use together.
- Maintaining academic uniformity in curriculum, structure and duration of the programme can change the scenario of teacher education. If uniformity is maintained then teacher education institutes will be able to produce well qualified and trained teachers.

CONCLUSION

Not everyone is competent to teach. To be a qualified teacher educator, one should not only possess the required qualifications but also pedagogical skills and knowledge. Learning is a lifelong and continuous process. In the same way professional development of teachers should be continuous and engaging. Professional development programmes helps teachers to enhance professional skills and qualify them to teach in any level of school. The profession of teachers are considered as a noble job and therefore teachers

have to live up to the true profession of teaching. To develop high quality teachers, strategies may differ from one nation to another but when it comes to teacher education there is one common ground and that is the professional development of teacher educators. Many policies and recommendations were made to improve the quality of education but we are yet to see the light of it. NEP 2020 under teacher education also suggests that in order to improve and reach the levels of integrity and credibility required to restore the prestige of teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet the basic educational criteria., after giving one year for remedy of breaches.

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ATTITUDE TOWARDS WEB LEARNING AND THE USAGE OF COMPUTER TECHNOLOGY AMONG THE HIGHER SECONDARY SCHOOL

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ABSTRACT:

This study helps to find the attitude towards web learning and the usage of computer technology among the higher secondary school students in the district of Cuddalore. One of the significant developments is the growth of the “Internet”. In fact, the Computer Technology has developed because of the development of Internet and its variety of applications in almost all the fields. Internet services include direct communication (e-mail, chat), online conferencing resources (World Wide Web, Gopher), remote login and file transfer (telnet, ftp) and many other valuable tools and resources. Internet is nothing but the network of networks. The Internet is a worldwide collection of Computer networks connecting academic, Governmental, commercial, and organizational sites. It provides access to communication services and information resources to millions of users around the globe. Quantitative method was used in this study. The objectives are four. The first objective is to study the level of attitude of higher secondary school students to web learning. The second objective is to study the level of usage of computer technology among the higher secondary school students. Third objective is to find out the significant difference in attitude towards web learning among higher secondary school students with respect to gender. Fourth objective is to find out the significant difference in attitude towards web learning among higher secondary school students with respect to type of school. The benefactors are students, teachers, administrators and the school principals.

KEYWORDS:

1. Attitude
2. Web learning,
3. Computer Technology
4. Higher Secondary.

INTRODUCTION

The present day learning among the school students has changed totally from the traditional learning environment. It is not only the environment that changed but also their attitude towards learning that has changed

considerably. In the traditional learning methods the tutors acted as the only source of active learning, later on books and paper materials reduced the dominance of teachers as the main source of learning. In the recent decade, books and other paper materials are replaced by technology based learning with the use of computers and Internet.

For re-engineering the emerging trends in education, it is indispensable to provide digital education through the computer. Education through computer is easy, comfortable, trendy and uniquely interactive, over and above everything else. It is so because the learning process is based on the four key roles of the computer: that of a tool, a tutor, a topic and a thought provider. Appropriate computer technology places users in control of their own learning. It encourages both independent and collaborative learning while extending and supporting the learning process.

Technological and scientific advancement has resulted in wide-spread use of electronic communication and information media both in day-to-day life at home and academic life at schools; making access easy and quick to the body of knowledge available anywhere anytime, and thus struggle among people to know more by exploring different sources of knowledge can be seen to score the lead in this era of competition. People are having different ways and means at their media like discretion for this purpose, such as internet which connects the whole world through a mouse click, electronic media like television and radio etc. and also mobile phones.

Educational technology has dominated the education in schools as well as institutions of higher learning. The younger generation are more at ease in developing the necessary skills for acquiring knowledge through internet. Most of the higher secondary students studying in urban areas are exposed to all the web resources available for learning but it is not so with the higher secondary students studying in very remote and rural areas in India. The attitude they possess also equips them with the required mindset to use the technology for learning purpose.

Web learning is associated with learning materials delivered in a Web browser, including when the materials are packaged on CD-ROM or other media. Online learning is associated with content readily accessible on a computer. The content may be on the Web or the Internet, or simply installed on a CD-ROM or the computer hard disk.

Web-based training (sometimes called e-learning) is anywhere, any-time instruction delivered over the Internet or a corporate intranet to browser-

equipped learners. There are two primary models of Web-based instruction: synchronous (instructor-facilitated) and asynchronous (self-directed, self-paced). Instruction can be delivered by a combination of static methods (learning portals, hyperlinked pages, screen cam tutorials, streaming audio/video, and live Web broadcasts) and interactive methods (threaded discussions, chats, and desk-top video conferencing).

Online education has revolutionized the education industry. Computer technology has made the dream of distance learning a reality. Education is no longer limited to classrooms. It has reached far and wide, thanks to computer technology. Distant locations have come closer due to Internet accessibility. So even if students and teacher are not in the same premises, they can very well communicate with one another. There are many online educational courses where by students are not required to attend classes or be physically present for lectures. They can learn from the comfort of their homes and adjust timings as per their convenience.

As Indian industry moves towards more professionally managed culture, the education sector too is taking strides. With the diversity in our educational set up and to meet the diverse needs of our rural populations scattered over a large area in about 6,00,000 villages most of which are very small and remote we need to adopt curricula that suits the needs of different socio-cultural groups and to maintain the national and social cohesion of the country. This can be achieved when we build the capacity to train large number of teachers and use technology as a lever to generate this change and cater to the training requirements of teachers. IT enabled education and training would not only become effective but also make education effective and efficient while offering mass customization of learning and continuous support.

REVIEW LITERATURE

Review of related literature includes facts, concepts, theories and previous research findings and it is a part of research process. The researcher should undertake the survey of literature related to the problem because it is an eye opener for research work. Academic journals, conference proceedings, Government reports, Books published or unpublished thesis should be studied, depending on the nature of the study.

Arbaugh(2002) and Shicheng Tian(2001) have stated that despite their teaching preferences most of the faculty agreed that using the web changed

their pedagogical approaches. However less than 20% of the students file their learning approaches differed in web versus comparison courses. Vicki (2003) reveals that professors must deliver quality instruction to retain the related learning behaviors and their relationships with academic performance in web based courses.

Grant MacEwan (2006) Instructional design of web based distance education courses is written about frequently, partly due to the focus on instructional design in distance education course development. In a print-based distance education context, the course is designed prior to the beginning of the course and its form is fixed during the time the course is offered. Revisions of course material are difficult to make because changes often result in the reprinting of large portions of the course so occur infrequently. In web-based distance education, there is a similar emphasis on course design prior to the course offering, although revisions are easier to make than in print-based course modules. As well, instructor-student interaction can be built into web-based course development, increasing the instructor's opportunities to assist students in completing the course. Web-based courses can include a continuum of delivery mechanisms from providing all course content and course activities in a web-based format to various combinations of a web-based format with other distance delivery formats, including print materials, site-based activities and all forms of communication methods such as mail, e-mail, telephone, fax, discussion lists, chat rooms, audio- and video-conferencing. Web-based instructional design raises issues about collaborative design process, program development, course design, web-based course authoring tools and copyright and intellectual property rights. Instructors and administrators considering web-based course delivery need to address these issues early in the development process as a way to decrease the time and cost of development.

Caitriona and Abdulhussain(2007) have found that (1) making visual presentations helped students understand science knowledge;(2) making links between web pages helped students construct science knowledge structures; and (3) students themselves said that visual thinking helped them learn science. In addition, this study found that when using visual learning logs, the main overall ideas of the science concepts were usually represented accurately.

Gersham and Mohanasundaram(2008) state that web course delivery can offer a vibrant learning environment created through different teaching

strategies, activities and technologies. Sagin.S and Cimsek. S. (2008) investigated student's attitudes towards the use of Information and Communication Technologies (ICTs) in a reading skills course offered at Middle East Technical University, Ankara, Turkey. To this end, 30 first year students of the foreign language education (FLE) department followed a four-week component of a ICTs- integrated reading skills course. To examine the student's attitudes towards the course and the new learning environment at the end of the teaching period, an attitude questionnaire was administered and interviews were conducted.

Williams, Brett(2011) studied about the computers and Computer-Assisted Instruction are being used with increasing frequency in the area of undergraduate paramedic education. Paramedic student's attitudes towards the use of e-learning technology and Computer-Assisted Instruction have received limited attention in the empirical literature to date. The objective of this study was to determine paramedic student's attitudes towards e-learning. A cross-sectional methodology was used in the form of a paper-based survey to elicit student's attitudes to e-learning using three standardized scales

Paavola(2011),examined the technological affordances of a Web-based collaborative learning technology, Knowledge Practices Environment(KPE) for supporting different dimensions of knowledge creation processes. KPE was used by engineering students in a practically oriented undergraduate engineering course. The study concentrated on student's usage and self-reported experiences of the tool and student-adopted strategies for spatially arranging items in KPE's main knowledge space. According to the results, students used KPE mainly to share and organize project documentation. KPE appears to offer an advantage over traditional folder-based learning environments by providing a structured visual overview of the process and materials in the content view, thus facilitating pragmatic and epistemic dimensions of knowledge created at the same time.

Sivakumar .R and Dinakaran.V(2012) E-Learning driven world is expecting new set of skills to be included in the prospective education to contribute at global scenario. It assists learning process through the use of electronic files. E-Learning as the use of any of the new technologies or applications in the services of learning or learner support.in this article, the authors discuss about the basic information about e-learning; definitions, platforms and principles with its advantages and disadvantages; finally a glimpse of future is provided. Hyo-jeong (2012), investigated the complexity

of past experiences with ICT, pedagogical beliefs and attitude toward ICT in education that the Net Generation student teachers have about their intention to teach and learn with technology. It has a particular focus on their lived experiences as school students where ICT related policies were actively enacted in Korea and Singapore for the past decade.

John Kirriemuir and Angela McFarlane (1997): This review is intended as a timely introduction to current thinking about the role of computer games in supporting children's learning inside and out of school. It highlights the key areas of research in the field, in particular the increasing interest in pleasurable learning, learning through doing and learning through collaboration that games seem to offer. At the same time, the review takes a measured tone in acknowledging some of the obstacles and challenges to using games within our current education system and models of learning.

Betts (1998). Other faculties feel threatened by the technology and are concerned that online courses and programs will replace the on-campus learning experience. They worry about their career and the changes within the field and what those changes may do to their job security. Furthermore, they have concerns that "capturing their intellectual property through multimedia might eliminate positions". Another concern regards fully understanding distance education and what subject areas are most appropriate for an online environment.

Dooley & Murphrey (2000) the issue of competition from peers at private and public institutions is a concern to some faculty. No longer are the classroom walls borders for students; they can pick and choose online courses from one or more institutions and they will register for courses at institutions that will ensure their needs are met. Thus, some faculties from traditional institutions worry about the increased competition from those that offer online courses and programs. Furthermore, faculties are interested in online collaboration opportunities with faculty from other institutions and would welcome the institution's support of this type of collaboration. Collaboration also includes inter-institutional student to student collaborations. It is important to note that these extrinsic factors could also be categorized as institutional motivators as opportunities for peer modeling and technology sharing showcases could be instigated by administrators and thus be seen as administrative support.

Schifter (2002) another type of administrative support is monetary incentives. In study, faculty 60 years old and over indicated more concern

over monetary factors than did faculty of any other age category. Faculty, both current participants and non-participants, and administrators indicate that monetary support, either in the form of stipends, continuing education, or overload pay, or increased salaries would motivate faculty to teach online BBC Bitesize (2004) In order to address the research questions described in the previous section, a variety of research databases, journals, reports, policy documents and web sites were reviewed to draw together appropriate research evidence to address the core question of what literature exists in relation to the use of online multimedia revision sites such as that provided by BBC Bite size. A variety of search terms were used to interrogate these sources to identify literature that dealt with the appropriate age range, type of resource, delivery mechanism and type of evidence sought. The keywords identified and core queries used are described. The variety of abstract and full-text databases, journals, web sites and other services that were used are detailed. The scope of the literature reviewed focused predominantly on work carried out with Key Stages 3 and 4 but does include relevant evidence from Key Stages 1 and 2 and from post compulsory education. The focus is on both formal and informal uses of resources, inside and outside the classroom, and on the UK and US, although, where relevant, research from other countries is included. Studies reported in a language other than English were not considered and the primary focus was on literature from the year 2004 onwards as this is such a fast-moving field and some previous major issues (e.g. cost and speed of home Internet access) are no longer as pertinent. 3. Findings from the literature This section considers the literature that exists regarding school students' use of online curriculum support and revision resources, and presents evidence from the literature on three key areas, namely: the ways in which online interactive revision sites are being used; the effects of media richness and interactivity; and the impact of learner diversity on usage.

Donnell (2009) examines student and faculty attitudes toward computer technology in advanced arts classes at a southeastern university in the United States. This one semester study was focused on the traditional arts disciplines of art, dance, music and theatre. Attitudes of both students and faculty members were examined through perceptions of liking, usefulness, confidence and anxiety levels toward computers when more competent with computers. Mohamed (2012) investigated the extent to which individual characteristics, which are gender, religious work value and organization level (students and staff), are related to attitudes toward computer use ethics. This

investigation is conducted in an academic setting in Malaysia, among those subscribing to the same religious value. Design/ methodology/ approach: the research used a cross-sectional survey approach in an attempt to achieve the objective.

METHODOLOGY

The investigator adopts the survey method of research. In the words of AdiSeshaiah and Sekhar (1977), the survey method is necessary for the collection of facts and information relevant to the problem investigated. The survey approach to educational problems is one of the most commonly used approaches. It goes beyond mere gathering and tabulation of data, it involves interpretation, comparison, measurement, classification, evaluation and generalization, all directed towards a proper understanding and solution of significant educational suggests ways of meeting them.

Table 1
Research Design

Nature of the Study	Variables	Tools	Sample	Area of Study	Statistical Techniques Employed
Normative Survey Method	Attitude towards Web Learning	Attitude scale for Web Learning	Random Sample of 300 Higher Secondary School Students	Cuddalore district	Percentage Analysis, Differential Analysis, Relational Analysis
	Usage of Computer technology	Computer technology scale			

The various statistical techniques were implemented to analyze and systematize the data that were obtained through the tests in finding out the level of attitude towards web learning and the usage of computer technology among higher secondary school in the district of Cuddalore.

FINDINGS

The level of Attitude towards Web-Learning among higher secondary school students.

Table 2
Showing the level of attitude towards Web-learning among higher secondary School Students

Variable	Level	Range	Frequency	Percentage
Attitude towards Web-learning	Low	Below 126	87	29.0
	Moderate	127 to 141	136	45.3
	High	Above 142	77	25.7

From the above table, it is clear that the level of Attitude towards Web-Learning among higher secondary school students is **moderate in nature**. The results indicate that the students have moderate level of Attitude towards Web Learning which indicates that they have positive awareness of the importance of Web Learning in the process of learning. Hence the hypothesis (1) is accepted.

The level of Usage of Computer Technology among the higher secondary school students.

Table 3

Showing the level of Computer technology among higher secondary School Students

Variable	Level	Range	Frequency	Percentage
Computer technology	Low	Below 114	87	29.0
	Moderate	115 to 138	131	43.7
	High	Above 139	82	27.3

From the above table, it is clear that the level of Usage of Computer Technology among higher secondary school students is moderate in nature denoting that they have good perception towards using the computer technology. Hence the hypothesis (2) is accepted.

There is no significant difference in Attitude towards Web-learning among higher secondary school students based on gender

Table 4

Showing the Mean, SD and C.R value for Attitude towards Web-Learning among Higher secondary school Students based on gender

Variable	Gender	Number of sample	Mean	S. D	'CR' Value	L.O.S
Attitude towards Web-learning	Male	150	132.91	13.801	-.081	N.S
	Female	150	133.03	13.279		

From the table, it is clear that the obtained C.R value -.081 is lower than the table value (1.96) at 0.05 level, therefore there is no significant

difference between the mean scores of attitude towards Web-Learning among higher secondary school students based on their gender.

From the inferred result it is evident that female students also have positive attitude towards web-learning displaying no gender differences in Attitude towards Web-Learning. Hence, the hypothesis (3) is accepted.

There is no significant difference in Attitude towards Web-Learning among higher secondary school students based on type of school.

Table 5
Showing ANOVA for Attitude towards Web-Learning among Higher Secondary School Students Based on Type of School.

Variables	Source of Variance	Sum of Squares	DF	Mean Square	'F' Value	L.O.S
Attitude towards Web Learning	Between Groups	491.660	2	245.830	1.348	N.S
	Within Groups	54163.070	297	182.367		
	Total	51396.917	299			

From the table, it is clear that the obtained 'F' value 1.348 is lower than the table value (3.04) at 0.05 level. Therefore there is no significant difference between the mean scores of Attitude towards Web-Learning among higher secondary school students based on their type of school.

The findings reveal that students of all the three types of schools have same level of attitude towards Web-learning irrespective of their usage and availability. Hence, the hypothesis (4) is accepted.

RECOMMENDATION & CONCLUSION

The degree to which technology will be successfully integrated into the nation's classrooms is tied to the much larger job of restructuring the educational institutions in the more general sense. Female need to be given more training and access to computer in order to reduce the difference in Attitude and usage of computer based on gender.

The development of the new learning environments is dependent to some extent on having students with technology literacy skills (such as word processing and online applications) sufficient to function in the environments. On-working women need to be given training in Computer which can be done by the educational institutions where the students are studying thereby

giving them an opportunity to earn knowledge from home and also to make them more comfortable in handling computer.

In the course of this research a number of issues surrounding the application of Computer Technology in the classroom were identified. The factors discussed below are essential conditions or prerequisites which must be addressed in order for computers to have a significant impact on classroom education “a simulation is a powerful technique that teaches about some aspect of the world by initiating or replicating it. Students are not only motivated by simulations, but learn by interacting with them in a manner similar to the way they would react in real situations. In almost every instance, a simulation also simplifies reality by omitting or changing details. In this simplified world, the student solves problems, learns procedures, comes to understand the characteristics of phenomena and how to control them, or learns what actions can be made in different situations. Computer simulations reflect instructive and constructive pedagogies. Those simulations that include learners as an external player on the provided conditions are instructive in nature. Instructive simulations may include information simulations, reinforcing simulations, experimenting simulations, symbolic simulations, and operational simulations. On the other hand, constructive simulations provide learners with a contextual environment in which they take place and play roles that may include integrated simulations, experimental simulations and conceptual simulations may reflect constructive simulations. The research shows the connection between types simulations described in the literature and two main pedagogies, instructive and constructive.

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1. Investigate a cost model for infrastructure, technology and services. Various cases must be considered when implementing web learning. In addition, the significant initial capital expenditure required for purchasing devices and networking equipment, there is the ongoing cost of technical support and also various “hidden costs”.
2. Study the requirements of all those involved in the use of the technology (learners, teachers, content creators) to ensure that it is usable and acceptable.
3. Assess that the technology is suited to the learning task and examine advantages and disadvantages of each technology before making a decision on which one to use.
4. Assign the necessary roles for initiating and thereafter supporting web learning.

The hard technologies change often. Indeed they change quite rapidly. These soft technologies are the working practices that underpin the rest of today’s modern industrial and service economy: division of labor, specializations, and team work and project management. If you get the soft technologies right, the hard technologies will take care of themselves. This also helps to eliminate the isolation by connecting individuals with information from around the world. Computer technology can also be used in conjunction with programs that collect and centralize information. Computers may play important roles in the classroom and laboratory instruction and also in other modes of learning. They can be used with instructive or constructive pedagogies. Computer simulations give students the opportunity to observe a real world experience and interact with it.

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CO-CURRICULAR/EXTRACURRICULAR ACTIVITIES VIS - A - VIS NATIONAL EDUCATION POLICY (NEP) 2020

Kevizakielie Suokhrie

ABSTRACT:

Balanced growth requires the right dose of co-curricular activities/ extracurricular activities. Education is all about growth and development which are ways and laws of life. The modern idea of education is about developing a balanced personality which has a wider and more comprehensive term i.e., growth and development of all aspects of personality or all round development rather than acquiring bookish knowledge alone. Co-curricular/ extracurricular activities occupy an important place in any educational programme. It is no longer disputed that in order to socialise education, to infuse the play spirit and for holistic development of an individual, every educational programme try to introduce as many creative and productive tasks and activities as possible, as NEP 2020 also emphasizes no hard separation between curricular and co-curricular/extracurricular activities. But at the same time, a proper balance should be maintained between curricular and co-curricular activities, in order that none of them grows at the expense of other. This article may give insight on the needs and importance of co-curricular activities in educational programme.

KEYWORDS: Co-curricular activities, extracurricular activities, National Education Policy (NEP)

INTRODUCTION

M.K.Gandhi “By Education, I mean an all round drawing out the best in child and in man- body, mind and spirit”.

The National Education Policy of India (2020) outlines the vision of India’s new education system replacing the previous National Policy of Education (1986) with an objective of revising and revamping the Indian education structure and moves towards creation of new system that is aligned with the aspirational goals of 21st century education. NEP (2020) is based on the principle that education must not be restricted to development of cognitive skills i.e., ‘Fundamental skills’ of literacy and numeracy and ‘High-order’ cognitive skills such as critical thinking and problem solving. Instead, the education system must focus on development of ‘Soft skills’ of a child, i.e.,

social and emotional skills including cultural awareness and empathy, perseverance and grit, teamwork, leadership and communication. One of the features of the NEP (2020) is to recognize, identify and foster the unique capabilities of each student for all round development, for which the policy highlighted no hard separations between curricular and co-curricular activities as one of its principles.

All round development/holistic development, which essentially means intellectual, physical, emotional, aesthetic, ethical and social development etc, is possible only through a balanced development of both the scholastic and non-scholastic aspects of an individual or through proper education. Involvement in co-curricular activities becomes more important in the present competitive world where an individual need to develop critical thinking abilities, equipped oneself with the life skills, ethics, human and constitutional values etc and choose their paths in life according to their own talents and interest to be successful and happy as highlighted by NEP (2020), and for that education plays a fundamental role in all round development.

MEANING AND DEFINITION OF CO-CURRICULAR ACTIVITIES

In the past, education was restricted to imparting of bookish knowledge. Any other activity in the school was considered as extra and was performed if and when some spare time was available and these activities were called as extracurricular activities. But now, these activities are no longer considered extra as these are helpful in bringing out the best in an individual. These activities formed an integral part of educational programme and these activities are named as co-curricular activities.

Co-curricular activities mean those activities which are carried on in an educational institution side by side with the routine curricular activities. Without disturbing the regular routine these activities are carried on outside the institution time table.

The International Dictionary of Education (1977) defined co-curricular activities as “Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledge to be an essential part of the life of an educational institution. Co-curricular activities include sports, school bands, student newspaper etc. They may also be classed as ‘Extracurricular’ i.e., activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities”.

Bhatia(1996) “ Co-curricular activities may be defined as the activities undertaken to strengthen the classroom learning as well as other activities inside and outside the classroom to develop the personality of the child”.

NEED AND IMPORTANCE OF CO-CURRICULAR ACTIVITIES

Secondary education commission (1952-1953) “Co-curricular activities are as integral part of curricular activities of a school and their proper organization needs just as much care and forethought as the organisation of curricular activities.”

Co-curricular activities have great educational values like, development of social spirit, character training and building, education for leadership, proper use of leisure timer or recreational value, development of civic virtue, physical development, team spirit and sense of unity, improved discipline, aesthetic development and development of cultural values etc. They prepare students practically for future.

- 1. Physical development-** Co-curricular activities especially the physical activities like games, sports and athletics helps in growth and development of an individual, while other co-curricular activities too indirectly contributes towards developing healthy habits and keeping oneself physically fit.
- 2. Emotional development-** Varied co-curricular activities provides an opportunity for the full expression and emotional energies of students. It is natural for an individual to be curious to know things around them, to show off, to master, to be loyal and be sympathetic. They feel the emotion of wonder when their curiosity is satisfied. This opportunity may be seized to make the children discover, invent, learn and acquire knowledge through diverse co-curricular activities. The instinct of gregariousness can be properly utilized for promotion of social work, sports, debates etc which may serves educative purposes and promote fellow-feelings, co-operation, unity, leadership qualities etc.

Co-curricular activities provides opportunities in which human drives may be capitalised for educational benefit, though the outcome may not be up to the expectation for some, but these activities provide a means of emotional adjustment for individuals.

- 3. Social development-** By involving in co-curricular activities an individual learns how to socialize with others. They develop social

qualities like team spirit, fellow feelings, co-operation and collaboration etc.

4. **Moral development-** Physical activities like games, sports and athletics are important not only because they provide physical exercise but also they develop qualities of sportsmanship, spirit of fair play, perseverance, honest, just and impartial etc. These activities provide opportunities for moral experience and moral conduct.
5. **Academic Value-** Co-curricular activities supplement class works. They enriched and widened the bookish knowledge of the students as they get opportunities of observation and experience. These activities make the students motivated towards the academic learning and thus make teaching learning process an effective one.
6. **Aesthetic and recreational Value-** Co-curricular activities bring a healthy change in the otherwise dull classroom routine. Students feel relaxed and free when they participate and perform in activities like sports, cultural programme, dramas etc. Activities like drawing, painting, music, fine arts etc help students to develop aesthetic sensibility.
7. **Recognition of individual difference-** By providing a number of activities, we can ensure the expression of potential capacities of each individual's e.g. painting, writing, singing, dramatics, etc. which provide training in different aspects of students personality. These activities cater to aptitude, interest and abilities of students and sometimes act as a determining factor for the choice of future vocation.
8. **Cultural Value-** Some co-curricular activities have great cultural values as they help in providing opportunities for better knowledge and understanding of our cultural heritage and traditions like folk dance, folk songs, celebration of various religious and social festivals, exhibitions etc, fostering cultural taste and awaken cultural interest among students. These activities help in the preservation, transmission and development of our cultural heritage.
9. **Development of civic values-** In group activities students learns the values of doing ones duty. For example, student self-government in schools or colleges provides training in exercising ones franchise and shouldering responsibilities which further trained them for good citizenship. Co-curricular activities provides many opportunities for the development of self-discipline, spirit of respect and tolerance of

others view, decision making abilities, healthy exchange of ideas, accepting victory and defeat with grace etc.

TYPES OF CO-CURRICULAR ACTIVITIES

There may be an infinite variety of co-curricular activities. Broadly they may be group under several viz-

1. Academic development activities- Co-curricular activities that are academic in nature include debates, symposium, going for excursion, projects, preparation of charts, models etc.
2. Aesthetic development activities- Drawing, painting, dramatic performance, modelling, sculpture, poetical, composition, speech making etc. Each of these creative activities has educative value and as such needs encouragement from the school/college authority.
3. Cultural development activities- Cultural show, folk song, folk dance etc.
4. Emotional development activities- Celebration of national and international days, educational tours, camps etc.
5. Leisure utilisation activities- Photography, collection of coins, stamps etc.
6. Literary development activities- Debates, recitation, declamations contest etc.
7. Moral development activities- Social service, morning assembly, role play etc.
8. Physical development activities- Games, athletics, mass drill, N.C.C, etc.
9. Social service development activities- Scouting, red-cross work, rendering social service, NSS etc.
10. Miscellaneous activities- Embroidery and tailoring, craft work, manufacture of teaching aids, science quiz, field trips, tree plantation, beautification and cleanliness of school/college campus etc.

Depending on the time factor, material and human resources available, educational institutions has to select activities which can be conveniently undertaken.

PRINCIPLES OF ORGANIZATION OF CO-CURRICULAR ACTIVITIES

1. **Proper selection** - Select activities that are closely related to the curriculum having educational value keeping in view the level and

interest of pupils and available resources. The selected activities should be productive and should aim at development of higher level objectives, which are not attainable through regular classroom teaching e.g. novelty and originality, skill of recitation of poems, discussion etc.

2. **Adjustment in the time table** - Co-curricular activities should have place within the time table of the institutions. They should form an integral part of educational programme.
3. **Encouraging students participation** - Adequate facilities for games and sports and varied programmes of co-curricular activities like exposure trips, NCC, mass drill, visiting places of historical and geographical importance, scouting and guiding, Red Cross etc basing on the needs and interest of the students should be organized in the institutions, where all students should be encouraged to actively participate to develop values, skills, talents, positive attitudes etc. Also participation of students in co-curricular activities should be considered and given due credit while assessing and evaluating them as excelling in any field of co-curricular activities may inspire and motivate them to put in more effort in curricular studies after all the NEP (2020) envisages no hard separation between curricular, extracurricular/co-curricular activities.
4. **Specify time, date and place** - There should be proper specification of time and place of an activity. Information regarding these specifications should be given in advance so that there is sufficient time for preparation.
5. **Providing necessary equipment** - No activities can be organised properly without the required necessary equipment and provisions. The arrangement must be made well in time. Separate funds may be sanctioned by the concerned authority for organising different activities even as students pay games and sports fees at the time of admission.
6. **Proper guidance** - For effective organisation and conduct of activity, students should be properly guided. The responsibility for organising and arranging the programme should be placed on students, while teachers can supervise and facilitate so that the activity can yield the desired outcomes.

ROLE OF TEACHERS

1. A teacher should be a good planner and should plan out all the activities to be performed in a year.
2. In order to break the monotony of activities, a teacher should try to introduce some new programme/activities gradually which involves both physical and mental activities or which provides opportunities for all round development of an individual.
3. Teachers should see that that the programmes selected by the students are purposeful, productive/constructive and have educational values and this purpose should be made known to the pupils. The students must know why he is doing certain things; this would act as a motivator and arouse interest in the child.
4. Teachers should see that programmes/activities undertaken should provide real life experiences which have some practical applicability in the real world. The student who is to live in a life of reality must be trained as such through his/her education. Knowledge will be worthwhile only when it is useful and practical. The programme/activities should not only stress on formal and vital information, but also develops values and positive attitudes which are of great significance from the practical point of view.
5. A teacher should follow the principle of freedom. Students should be free from obstruction, imposition and restriction, so that he/she may express himself fully and freely. He/she must be given the freedom to choose and do activity according to his/her interest, needs and capabilities.
6. Some students are introvert and shy by nature as such for such students, teachers must motivate and encourage them to participate in co-curricular activities/in any other activities being organised. It is the responsibilities of the teacher to ensure that all students get an opportunity to participate in co-curricular activities.
7. Student participation in co-curricular activities should be assessed and given due credit whether, it may be in the form of certification, gift/present, grades/marks. Proper guidance and supervision of activities /programme is needed for achieving the desired outcome.

CONCLUSION

Co-curricular activities along with the academic subjects are essential for every student. They need to find place in the curriculum and should be organised in such a way that students participate, utilise their energy and school facilities in optimum way. Though, quality of education is improving, however it cannot be denied that education is still relying too much on academic subjects and marks sidelining the physical, social, emotional and spiritual aspects of an individual. The values, ethics, culture, traditions etc are eroding. The creative talents, skills and other abilities are not sufficiently tapped. As such, activities like sports, games, community engagement service /social service, arts, fine arts etc which have been organised and treated as extracurricular or co-curricular activities in educational institutions need to be integrated with the curriculum as highlighted by NEP (2020) where multidisciplinary approach is accepted. Activities should be such that they help in achieving goals of education, make students enthusiastic, develop leadership qualities, sociability and critical thinking abilities, foster cultural awareness and traditions, help students to inculcate values, ethics, promote indigenous and traditional way of learning at the same time providing opportunities to update and upgrade their ICT skills etc which are very much needed for 21st century. Integrate all experiential learning that happens outside into the curriculum, since they have vast scope for an all round development of an individual and to a great extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom.

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A STUDY ON THE DISRUPTIVE CLASSROOM BEHAVIOUR AMONG SECONDARY STUDENTS OF KOHIMA DISTRICT

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ABSTRACT:

Disruptive behavior has become the biggest problem in our today's schools. Teachers have often stated that disruptive behavior is one of the most serious problems in the teaching-learning process. Furthermore, attempts to control disruptive behavior cost considerable teacher's time, increased effects on teacher's stress and burnout. Sometimes, it becomes extremely difficult to organize classrooms and deal with disruptive behaviour simultaneously. Although, most teachers have taken teacher's training courses designed to understand and deal with children yet they are unable to solve or handle disruptive behaviour among students. Teachers are often not prepared to manage classroom discipline and this retards the ability of teachers to teach most effectively. It also diverts the energy and resource of teachers and school away from the objectives and educational mission. Disruptive behaviour decreases the amount of time a teacher spends in teaching and increases the amount to cope in dealing with the problem that arises. The need was felt to give emphasis to student' disruptive behaviour so that some important areas related to classroom management can be highlighted. Hence, disruptive behaviour must be effectively controlled so that classroom can be managed and effective teaching learning can take place. This paper attempts to study the different types of disruptive behaviour faced by teachers in the teaching- learning process, to investigate causes of disruptive behaviour and to find effective solution to make it progressively easier to deal with similar occurrences in the future.

KEYWORDS: Disruptive behaviour, Secondary students, Classroom

INTRODUCTION

According to Sir Percy Nunn, "discipline consists in the submission of one's impulses and powers to a regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise be

ineffectiveness and waste. Though part of our nature may resist this control, its acceptance, must on the whole be willing acceptance, the spontaneous movement of a nature in which there is an inborn impulse towards greater perfection.”

Discipline is the most vital aspect of the secondary school administration. -The teaching-learning process which was so simple in the past has become complicated because of the disruptive behaviour among students which effects the classroom management. The classroom where disruptive behaviour occurs frequently gets less academic engaged time, interferes with the effort of teachers and fellow students and they themselves often fail to achieve well. Disruptive behavior has become the biggest problem in our today’s schools .Secondary school teachers have reportedly ranked disruptive behavior as one of the most serious problem in the teaching-learning process in the classroom.

Teachers and school personnel have experienced a great deal of frustration over the years when faced with such behavioural problems of children. Furthermore, attempts to control disruptive behavior cost considerable teacher’s time, increased effects on teacher’s stress and burnout. Sometimes, it becomes extremely difficult to organize classrooms and deal with disruptive behaviour simultaneously. Although, most teachers have taken teacher’s training courses designed to understand and deal with children yet they are unable to solve or handle disruptive behaviour among students.

Disruptive behaviour should not be only seen as a naughty behaviour of students but a serious problem which affects the teaching-learning process as it influences the stability and productivity of the classroom. Sometimes, a single child disturbs the whole class that he/she neither the other children can learn. Children who develop disruptive behavior patterns lead to serious disciplinary problems in school. They become the problem children even for the parents and the society.

Most of the time teachers are not ready to manage classroom discipline and this retards the ability of teachers to teach most effectively. It also diverts the energy and resource of teachers and school away from the objectives and educational mission. Besides disruptive behaviour, the term ‘classroom management’ is equally important because educators have repeatedly ranked classroom discipline as one of the most important educational objective.

This study aims to investigate the types and causes of disruptive behaviour as this problem must be properly analyzed and to find effective

solution to make it progressively easier to deal with similar occurrences in the future.

SIGNIFICANCE OF THE STUDY

Discipline is essential for helping the child in the growth of individual personality. It is the control of behaviour to attain a goal and purpose. Teachers define discipline in different terms at different levels. In elementary school, discipline problems may revolve around talking, inattentiveness or “out-of-seat behaviour.” In secondary schools, discipline problems may also include threats of violence, insubordination, and cutting classes. But discipline, in general, applies to all ages and all grade levels. Every teacher is concerned with maintaining order in the classroom so that the attention of students is not distracted from learning task. Teachers are responsible for classroom discipline. In every classroom, regardless of the structure of leadership, there will be some instances of misbehaviour. Some children do not obey the most necessary of rules and some others seem to refrain from disturbing other children, destroying property, interrupting class work, or arguing with the teacher. Every regular class seems to have its share of children who cannot get along and appear to make no effort to do so. Most psychologists suggest that teachers can solve problems of misbehaviour by finding the causes and changing them. If one plans to teach this population, we should be prepared to deal with numerous problems that are not often found in younger children. It is far easier to present disruptive behaviour than it is to control it after it erupts.

Students’ disruptive behaviour in the classroom often causes disruption to the teaching-learning process. It has assumed alarming dimension at the secondary stage, it has become a major concern for educators and also the society about the efficacy of education in making better human beings. Therefore, some customary rules and regulations are required for smooth performance and peaceful life. Hardly, a day passes without the students of one or the other institution causing problem in the classroom. The behaviour of the pupil is a crucial problem now-a-days not only for teachers in school but also for parents at home and the community as a whole. There was a time when school discipline was controlled or maintained with the help of a rod but now this traditional treatment in the schools are outdated, inapplicable and banned.

As suggested by RTE (2010) that no punishment of any sort should be given to the students, problem behaviour has increased intensively and occur more frequently in classrooms. The problem of disruptive behaviour happens in every school and it affects everyone involved in the teaching-learning process. While the majority of students continue to behave in socially acceptable ways, the minority who are aggressive or disruptive have a disproportionate influence on the stability and productivity of the classroom. Due to one reason or another the social and educational behaviour of children is not as it should be, they misbehave in and out of the classroom. Teachers and other school personnel have experienced a great deal of frustration in maintaining conducive learning environment over the years because of behavioural problems.

Disruptive behaviour has become one of the biggest threats to teachers as they are considered as poor classroom managers. Although various interventions have been designed to promote classroom management of disruptive behaviour, teachers tend to use interventions that they deem expedient, efficient and manageable in the classroom. Disruptive behaviour decreases the amount of time a teacher spends in teaching and increases the amount to cope in dealing with the problem that arises. Much of this frustration has been caused by the fact that there has been no objective way for educators to approach disruptive behaviour. In spite of teachers' training courses, teachers feel that they are not ready to deal with the problems that arise.

Thus, this study aims to investigate on the types of disruptive behaviour which occurs in the classroom. Since disruptive behaviour takes place due to several factors, it is crucial to discover the main factors that causes its existence and from where the disruptive behaviour can be reduced and eliminated. The study may be helpful for the teachers by providing solutions to have better classroom management. Teachers and parents may benefit from understanding the reasons for disruptive behaviour in schools, students' performance can also be improved and the number of school drop-outs can be reduced. Finally, the study may help schools to control and deal with problem behaviour in students.

OBJECTIVES OF THE STUDY

To identify the various types, cause of disruptive behaviour among students in the classroom and to find effective solution with special reference to Kohima District.

METHODOLOGY

The present study is a descriptive study. The study collected data from both the primary sources, i.e., teachers, students and parents and secondary sources, i.e., books, journals, documented printed materials, articles, etc. The data was collected using methods such as Questionnaires and Interview Schedule. The sampling used is purposive sampling and simple random sampling. Three sets of questionnaires were used for teachers, parents and students and interview schedule was used for collecting data from parents and teachers.

FINDINGS

The following types of disruptive behaviour among students in the classroom were recorded:

1. Habituated not bringing all required materials to class.
2. Incomplete class-works and home-works.
3. Getting distracted easily.
4. Not following directions if asked once.
5. Disturbing class mates.
6. Drawing/ scribbling on the desk/benches.
7. Whispering to each other.
8. Playing with pen, pencil, etc.
9. Trying to get the attention of the class by doing something funny or act silly.
10. Interrupting the teacher.
11. Talking excessively.
12. Smiling and laughing without any reason to get the attention of teachers or fellow students.
13. Resorting to day-dreaming constantly.
14. Not maintaining cleanliness.
15. Passing unnecessary comments.
16. Passing chits to one another.
17. Sleeping during lectures.
18. Calling or tagging teachers/friends by funny names.
19. Writing their name or someone else's names in their hands/wrist.
20. Humiliating classmates by insulting them.
21. Pretending to be sick for drawing attention.
22. Asking irrelevant questions to show superiority.

23. Biting nails, playing with hair, etc.
24. Destroying own things or things belonging to fellow friends/ school property.
25. Bringing toys (keychain, pen holders, decorative pouches, etc).
26. Constantly looking at the watch.
27. Flipping the pages of textbook/notebook often.
28. Imitating the teachers and giggling.
29. Attitude problem.
30. Often turning back to talk to friends
31. Being reserved and irresponsive.

THE STUDY EXPLORED THAT VARIOUS COMMON CAUSES OF DISRUPTIVE BEHAVIOUR AS EXPRESSED BY STUDENTS, PARENTS AND TEACHERS.

A. STUDENT FACTOR

1. Lack of interest.
2. Laziness.
3. Lack of self –confidence.
4. Attention seeking.
5. Emotional problems.
6. Repeating the same class.
7. Use of alcohol/drugs/tobacco products.
8. Poor environmental conditions.
9. Boredom
10. Depression
11. Health issues
12. Grudges against parents/teachers/peers
13. Unhealthy means of recreational facilities
14. Do not like coming to school
15. Learning difficulties such as problem in reading, writing, understanding, spellings, language and calculations.
16. Stay up late at night watching, playing games, chatting with friends, watching YouTube videos.
17. No proper eating habits
18. Repeating present class.
19. Watch movies/ videos which is not suitable for their age.

20. Getting jealous when their friends scores better marks than them.
21. Continuous change of school.
22. Low self esteem.
23. Peer pressure.
24. Bullied by others and groupism between favored classmates.

B. HOME FACTOR

1. Not getting love, attention and care from their parents.
2. Get irritated with their parents when they interfered in their work.
3. Less interaction between parents and children.
4. No motivation and guidance from parents.
5. Treated harshly at homes.
6. Parents not spending time with children frequently.
7. Not being monitored by parents while studying.
8. No proper home conditions like proper lighting, ventilations and separate room for studying.
9. Parents are into drugs, habit of consumption of alcohol and tobacco products.
10. Abused by their parents verbally, emotionally, physically and mentally.
11. Over protective parents.
12. Broken family.
13. Single parent.
14. Illiterate parents.
15. Unpredictable behavior of parents.
16. Unhealthy neighborhood.
17. Very strict parents.
18. No cooperation from parents.
19. Poor Background.
20. Students imitate parents actions.
21. Unhappy homes.
22. Poor Parent child relationship (Step children).

C. SCHOOL FACTOR

1. Teachers do not make work interesting.
2. Get irritated when their teachers corrected their mistakes.
3. Teachers were always late for class.
4. Teachers were frequently absent.

5. No proper classroom conditions as presence of windows, lightings, ventilations and desks and benches.
6. Teachers are partial, revengeful, rude and not caring.
7. Confused or lost during lectures.
8. Teacher discussing too many topics in one class.
9. Does not feel free to approach their teachers.
10. Problems sitting for long and listening to lectures because they get bored, attention falls off, get distracted and feel sleepy.
11. Does not get love and attention from their teachers.
12. Subject teacher often keeps changing.
13. Class teacher often keeps changing in the same year.
14. Unsuitable and defective method of teaching as it is not according to their level of understanding.
15. Teachers do not guide or motivate them.
16. Teachers negative attitude.
17. Teachers' judgmental attitude towards the child.
18. No love and affection from teachers.
19. Less interaction between teacher and student.
20. Unsympathetic Teacher.
21. Poor teacher student relationship.

FROM THE STUDY THE FOLLOWING SUGGESTIONS CAN BE UTILIZED BY TEACHERS TO HELP AND GUIDE CHILDREN WITH DISRUPTIVE BEHAVIOUR

1. Try to identify the root cause of the deviant behaviour and counsel them.
2. By giving positive feedback on the task they have done.
3. Be firm and direct.
4. Seminars for parents, teachers and students should be conducted.
5. Try to make the class more interesting by using unique techniques.
6. Home visitation and try to know their background.
7. Use proximity to limit negative actions and choose the best time to discipline the child as well as empathize with the child.
8. Show love and be tender, and gradually try to identify the problem because every child has different problems.
9. Make him/her the class monitor to show he/she is important and worth.
10. Personal discussion regarding behaviour.

11. Make the child understand the benefit of attentiveness in the class.
12. Use of behavior modification strategy in the classroom.
13. Redirect the deviant behaviour.
14. Continuous monitoring and give them class-work and home-work.
15. Positive attitude from teachers.
16. A teacher who is specialized in dealing with special child should be employed.
17. Update ourselves by reading or receiving or checking out videos to handle disruptive behaviour.
18. Healthy relationship between teachers and students and between parents and children.
19. Teachers good communication and management skills.
20. Teaching style should be efficient.
21. Child should be given special remedial help.
22. Praise and encourage the child.
23. Informal talks apart from studies.
24. Avoid insulting the child.
25. Avoid comparing the child with other children.
26. Proper guidance and special attention.

CONCLUSION

The need was felt to give emphasis to student' disruptive behaviour so that some important areas related to classroom management can be highlighted. The need to study the disruptive behaviour and its causes is because we have not known enough about behaviour and we have not been able to see the relationship between the pupils and the environment to know what decisions or actions we have to take when we notice the behavioural changes. Hence, disruptive behaviour must be effectively controlled so that classroom can be managed and effective teaching learning can take place.

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PERCEPTION OF TEACHERS AND PARENTS TOWARDS PRIMARY SCHOOL DROPOUTS IN AKULUTO TOWN.

N. Ghukali Chophy

ABSTRACT:

The present study aimed to find out the perception of teachers and parents on primary school dropouts. For the purpose of this study an interview scheduled was framed and the data was collected from the primary school teachers and dropouts of the parents. Statistical percentage analysis was used to find out the percentage of dropouts, class, gender and qualification of the parents. The major findings of the study revealed that proper educational guidance and counselling needs to be given to both parents and children to let them know the importance of education and also the different schemes and policies which had been implemented for the quality education should be made aware of so as to benefit out of it as education is the most important and basic right of all human beings.

KEYWORDS: Perception, Teachers, Parents, Primary, dropouts.

1. INTRODUCTION

Education is the basic requirement for human development. With education, employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. It is also the principal instrument in awakening the child to cultural values and thus is the strongest force in the development and growth of a child in preparing him/her to be a responsible, intelligent, and capable citizen. Education is also equally important to improve the status of an individual. In India, although the percentage of literacy is rising, what is alarming is that the number of illiterate children in the age group of 6 to 14 years is also increasing. The dropout rate among the children has been increasing in spite of various efforts from both central and state government. Although India has made substantial progress in getting children enrolled in schools, this has not led to children getting a quality education. The United Nations' Sustainable Development Goals (SDGs) 2015, adopted by 193 nations, recognise the role of good quality and accessible public education in developing nations such as India. In its goal no. 4 (SDG 4: Quality Education) it embeds the crucial tenets of human capital formation that needs to be mainstreamed in national development frameworks. Over the past

decades, India has taken several steps to achieve its goals towards universalisation of education. Past education reforms, aided by central and state government schemes and policies, have helped in promoting access and equity band inch closer to the SDGN4 targets. While India had done well in ensuring access and universalisation of pre- primary, primary and secondary education, it is lagging behind in many parameters, such as quality of teaching -learning outcomes, enrolments in higher education and the quality of skills imparted to its youth.

The new national Education Policy and Sustainable Development Goal 4 share the goals of universal quality education and lifelong learning. The flagship government scheme, Sarva Shiksha Abhiyan, is aimed at achieving universal quality education for all Indians, and is complemented in this effort by targeted schemes on nutritional support, higher education, and teacher training.

2. REVIEW OF LITERATURE

To study the perception of teachers and parents towards primary school dropouts, the researcher had reviewed the literature which is related to the parents' and teachers' perception. Some of the important review is given below:

Majzub, Rais, (2010) conducted a study on Teachers' and parents' perception on effective strategies for dropout prevention. The objective of this study was to examine effective dropout prevention strategies according to the perceptions of teachers and parents. The study involved a focus group session with 20 secondary school teachers and 20 parents who were in the Parent-Teacher Association of the school.

Gila, Antelm-Lanzatb, Cacheiro-González and Pérez-Navío, (2018) conducted a study on School dropout factors: a teacher and school manager perspective. Through a questionnaire, teachers in different academic functions (teaching and management) were surveyed to study their perception of school dropout factors at the secondary education level. Factors related to the student, school, family and commitment to learning were noted. According to teachers, the group of factors that most affect school dropout was related to commitment and support for students. In addition, statistically significant relationships between the different groups of dropout factors were verified, and no significant differences were observed between the responses of teachers with teaching functions and those with management functions.

Farman, (2018) conducted a study on perception of teachers regarding causes of dropout of student at secondary level in district swat. Keeping in mind the issue, current study was conducted to find out the dropout's perceptions of teachers regarding the causes of drop out in district Swat. The major objectives of the study were :(1) To find out the causes of dropout (2) To explore the perception of teachers regarding cultural, social, economic causes of dropout at secondary stage (3) Perception of teachers regarding academics causes of drop out.

3. NEED AND SIGNIFICANCE OF THE STUDY

Education is one of the most important things that everyone needs to be accustomed with. Without education human could not get any of the opportunities for fulfilling his basic needs. There had been an enormous effort that has been put in the field of education, and different policies, schemes had been introduced to give quality education to all but despite that there has been an increase in dropout rate among primary level. With proper facilities for education and with the qualified and trained teachers there was still a rise in dropout. So, the present study was conducted to find out the perception of teachers and parents towards primary school dropouts and the problems faced by teachers and parents.

4. OBJECTIVES OF THE STUDY

1. To find out the perception of teachers towards primary school dropouts.
2. To find out the perception of parents towards school dropouts.
3. To identify the reasons for dropouts.

5. RESEARCH QUESTIONS

1. What is your opinion on school dropouts?
2. What is the main reason for children to dropouts?
3. What could be the problem for children to discontinue their studies?

6. DELIMITATION OF THE STUDY

1. The study was delimited to Akuluto town only.
2. Only the parents of dropout were included in the study.

7. METHODOLOGY

For the purpose of exploring the perception of teachers and parents of school dropouts, intensive and extensive interviews were held with teachers of primary school and parents of children with the help of structured interview

guide. Social background information, such as, family environment, employment, income, economic status, home atmosphere, education, etc were also examined.

7.1. Population

The schools and parents of dropouts from Akuluto town comprises the population of the study.

7.2. Sample

The researcher selected 40 teachers of primary schools from both private and government primary school and parents of primary school dropouts for the present study.

7.3. Tools used for data collection

The researcher constructed interview questions in order to carry out the study. The primary school teachers were interviewed to know their perception on dropouts and the parents of school dropouts were approached to find out their outlook and perception of the dropouts. The researcher met and clarified the doubts when required during the process of the study.

8. ANALYSIS AND INTERPRETATION

The study area consisted of both rural and urban and all together the number of 40 dropouts were identified as it had become difficult to meet them as they were already out of school. 22 primary school teachers and 30 parents of dropouts were interviewed.

Table 1: Socio-economic characteristics of respondents

Characteristics	Sub-category	No. of responses	percentage
Classes of dropouts	Class 1	0	0%
	Class 2	6	20%
	Class 3	7	23.33%
	Class 4	7	23.33%
	Class 5	10	33.33%
Gender	Boys	22	55%
	Girls	18	45%
Education Qualification	Illiterate	30	100%

It is evident from the table that the dropout percentage of boys was high with 55% and 45%% girls. Most of the dropouts were from class 5 with the percentage of 33.33%, class 4 23.33%, class 3, 23.33%, class 2, 20% and 0% in class 1 which show that all the children had entered school in the initial stage. The socioeconomic status of the families of dropped out children was low as all of the parents were illiterate and daily wagers/labourers. Most of the families were living in nuclear family set up.

OBJECTIVE-1. To find out the perception of teachers towards primary school dropouts

The teacher is certainly a central figure in delivery system of education. The perception of teachers forms an important aspect for evolving and implementing strategies to deal with the problem of school dropouts. To understand this, focused group discussion with teachers was conducted and that revealed that it was due to the lack of interest among children for studies which surrounded school dropouts. They also mentioned that before the dropout, most of the children were not regular in their school and might have dropped because of their engagement in household activities. They also affirmed parents' willingness to educate their children, but fell short of making adequate motivating environment within the family. They had strong conviction that the interest of children in studies significantly rested on the family environment and motivation they received from parents, siblings and other members of the family. They were of the opinion that parents' engagement with their work in and outside family left a little or no time with them to concentrate on study needs of their children. Teachers felt that parents did not strongly motivate and compel their children in initial stages of school enrolment and also failed to follow up their child's progress in school. Learning disorder, a few teachers pointed out happened to be the cause of disinterestedness of children in studies and it remained undiagnosed and unattended at school and in the family. It was also put forward that school lacked facilities to tackle such problems. Some teachers viewed lack of commitment among teachers added to the problem of school dropout. It was found that most of the teachers were of the opinion that the main reason for the dropouts could be the ignorance of parents and children. Almost all the dropouts belonged to poor socio-economic background and did not give importance on education. Most of the dropouts were influenced by the peer group which was already out of school and involved in anti-social elements.

It was also of the opinion that continuous support and encouragement to be given to at-risk students, and also there should be a cooperation and mutual understanding between school and parents, guardians effectively. The teachers were also of the opinion that proper guidance and counselling should be given to the children who had left the schools and should try to bring back to school by giving the importance of education and should not be left out completely or to be discriminated.

OBJECTIVE-2. To find out the perception of parents towards school dropouts

Perception of parents about education of their children was very crucial to understand phenomenon of dropout. Even with the availability of schools the dropout rate had been increasing. It is encouraging that majority of the parents wanted their child to get educated. But they were unable to assure good conditions for study in their homes as throughout the day, they were busy in earning their livelihood and could not attend to their child of them, seventy percent of the parents were ready to do maximum things for their children's education. Their hopes, they felt, generally got blurred due to unfavourable attitude of the child towards education. They did not know, how to, deal with such situation. They did not approach school authorities for support. Mothers seemed more inclined for re-joining of school by their wards, which is a good sign.

OBJECTIVE-3. To identify the reasons for dropouts.

It was found that the children left the school due to lack of interest, not due to any other factors such as environment, physical conditions, economic status or due to unavailability of school. In some of the cases the students discontinued due to the long distance of school and lack of transportation. But it was found that the main reason for dropping out of school was due to their lack of interest and not due to inability to acquire knowledge. As most of the parents of dropouts were illiterate, they did not give importance on their child's educations.

9. RESULTS AND FINDINGS

1. It was found out that most of the teachers are of the opinion that proper guidance and counselling should be given to the parents as well as children in order to make them aware on the importance of education.

2. Timely meeting between schools and parents was lacking and to be conducted in order to discuss about the problems and progress of the child.
3. Most of the children left the school due to lack of interest, so as to retain them proper educational information about job opportunities and training facilities and employment programmes should be given to them.
4. Teacher need to be aware of the child's interest and abilities so as to guide and give appropriate advice based on their capabilities.

10. EDUCATIONAL IMPLICATION

1. This study identified that guidance and awareness programmes should be given to the children and parents so as to make them understand the importance of education.
2. Information about employment and different vocational training courses should be opened in order to make the children eager to pursue their education.
3. Along with curricular, co- curricular activities should be included in the school curriculum.
4. School and family should provide a friendly environment so as to retain the child in school.

11. CONCLUSION

The main aim of this study was to find out the perception of parents and teacher towards primary school dropouts. And so, with the universalization of elementary education no child should be left out but everyone must have an equal access to education. As education is an important weapon which helps in sustaining our life so out most importance should be emphasized on keeping the children in school and proper information and guidance needs to be imparted so as to go away with dropouts.

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A STUDY ON EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN PHEK DISTRICT, NAGALAND

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ABSTRACT:

Life has moved to another stage where the thinking of the new generation is quite different from before and if we determine the different stages of the life span of an individual, adolescence stage is the most critical and important period of an individual's life cycle. To adjust with the changing situation and to cater to the needs of each individual student for his optimum development, it is essential that teachers who are given the responsibility of shaping and facilitating the development of the students need to be furnished with the attributes of emotional intelligence. Therefore, the present study was conducted to assess the emotional intelligence of secondary school teachers in Phek district of Nagaland with regard to gender, type of management and age. In the present study, the Teacher's Emotional Intelligence Inventory framed by Dr. (Mrs.) Shubhra Mangal (2017) was used in collecting the data and using mean, S.D, t-test and Anova data were analyzed. The findings exposed that secondary school teachers had average and above average emotional intelligence score and showed no difference in emotional intelligence of secondary school teachers with respect to gender, type of management and age.

KEYWORDS: Emotional Intelligence, Gender, Type of Management, Age and Secondary School Teachers.

INTRODUCTION

“Don't limit a child to your own learning for he was born in another time”

Rabindranath Tagore

In the present century, life has become very complex and competitive with the advancement of technology (Sharma, 2012). Life has moved to another stage where the thinking of the new generation is quite different from before. If we consider the different stages of development in the life span of an individual, adolescence stage (13-19 years of age)

(Aggarwal,2010,p.64) is the most critical and important period of an individual's life cycle where an individual faces fast revolutionary changes physically, mentally, spiritually, morally, sexually and socially(Aggarwal,2010).Stanley Hall describes it as a stage of ambition, stress, worries, conflicts, confusion and complexities (1904,vol.2-). During the adolescence stage an individual usually enters secondary school. Therefore, to cater to the needs and mould each individual student for his optimum development, it is essential that teachers who are given the responsibility of shaping and facilitating the development of the students need to be furnished with the concept and traits of development (Aggarwal,2010).Teachers have to adjust with the changing situation and present day learners.

According to the latest educational policies, UNESCO report of the international commission on education for the 21st century 'Learning; the treasure within' 1996, teachers must instill in the students to know how to learn to know, to do, to live together and to be. The Right to Education Act (2009) and National Education Policy (2020) have also recommended on the overall development of the child. Yet, its achievement is very limited. They have also given importance on inclusive education where no child will be left behind for education. Therefore, the responsibility for the achievement of the educational policies lies with the teachers of the nation. Hence, to face and tackle the challenges of educational policies, emotionally intelligent teacher is the need of the hour. According to the findings of Emmer and Hickman (1991) emotionally intelligent teachers are better in managing the classroom and tackling difficult situations. Hwang (2006) found out that highly emotional intelligence teachers tend to achieve higher teaching effectiveness. Naqvi, Iqbal, & Akhtar (2016) found out that there is a significant connection between secondary school teachers emotional intelligence and performance.

To understand the whole structure of the present study, it is important to first understand what emotional intelligence is.

EMOTIONAL INTELLIGENCE

During 1990's Daniel Goleman New York Times science writer and a psychologist came across Salovey and Mayer's work of emotional intelligence, and it persuaded him to do further study on emotional intelligence which lead him to write a book in 1995 entitled as: Emotional Intelligence:

Why It Can Matter More Than IQ. His concept of emotional intelligence became very popular worldwide. Goleman's (1995) book gave scientific and systematic framework on EI. His model became very popular even in the field of education, business and other disciplines besides psychology (Cherniss, 2000). Goleman advocated about how important is emotional intelligence in a person's life and said that it is as powerful as intelligent quotient and sometimes it is more powerful than intelligent quotient in bringing success in a person's life (Goleman, 1995,p.34).

The major attributes of Emotional Intelligence advocated by Goleman are in the following (Goleman, 2004).

1. Self-awareness: it means knowing thyself, being able to grasp and name own emotions by understanding the causes of emotions, knowing own strength and weaknesses, values, abilities and potentialities. Recognized the connections between own thoughts, feelings and actions.
2. Empathy: being able to read others emotion by putting ourselves in their condition, attunement to others emotions and helping them without condition.
3. Self-regulation: having the ability to soothe and shake off one's disruptive emotions, monitoring impulses appropriately, being comfortable with changing uncertainties, taking responsibility and maintaining one's dignity.
4. Self- motivation: possessing the abilities of motivation, persistence, initiation, perseverance, improvement, positivity and commitment.
5. Social skills: Being outgoing and sociable and handling social relationships smoothly, knowing the skills of teamwork and leadership and handling dispute without biasness and prejudice.

Emotional Intelligence means knowing thyself and others emotions and possessing the capacity to boost up oneself, to persist and persevere in tackling challenges of life, to monitor impulses and procrastinate gratification, to shake off anxieties and have a clear conscience, to understand others and be optimistic. Emotional intelligence is a new concept and the researchers have also revealed that skills of emotional competencies can be learned and improved on a person if the teacher and the learner take interest (Goleman, 1995).

REVIEW OF RELATED LITERATURE

Adhikari (2011) studied emotional intelligence among secondary school teachers and gave the evidences that most of the Secondary school Teachers had medium Emotional Intelligence level. However, Male Teachers emotional intelligence score was higher than female secondary teachers emotional intelligence, age between 41-50 years of age had the highest score with high level of emotional intelligence and more private teachers emotional intelligence level is higher than Government teachers EI level. So there is a difference in emotional intelligence of secondary school teachers of Sikkim with regard to gender, age and type of institution. Vanlalngaii Paite (2014) found out that emotional intelligence level of both male and female high school teachers were moderate. It also shows that there is no difference among male and female, government and deficit high school teachers, between government and private high school teachers, between deficit and private high school teachers in emotional intelligence. Mohammed Ahmad Khan (2017) studies have shown that male teachers possessed more emotional intelligence than female teachers; govt. teachers possessed more emotional intelligence than private teachers. Shruti Malviya (2017) had done a study of emotional intelligence among secondary school teacher and found out that there was no significant difference between male and female teachers emotional intelligence. Umme Kulsum and Prathima H. P.(2012) shows that there was a difference in emotional intelligence area of self-awareness, self-development, value orientation, empathy and emotional stability between male and female teachers. The male teacher's emotional intelligence was higher than female teachers and it also showed that there was no significant difference in emotional intelligence of teachers teaching in different type of management. Bassam Mahmoud Bany Yassien (2018) through his research studies concluded that teacher's emotional intelligence was moderate and there was no significant differences in the level of emotional intelligence with respect to gender. Garg and Kapri (2016) studies revealed that there was no significant difference among secondary school teachers with respect to gender and there was a difference in emotional intelligence level between private and government secondary schoolteachers at Faridabad district of Haryana state.

SIGNIFICANCE OF THE STUDY

Phek is a district located in one of the eastern most parts of Nagaland in India. It is largely inhabited by the tribe of Chakhesang and Pochury. Educationally, both tribes come under 'backward tribe' category as these tribes had late access to modern education. However, in recent years there has been remarkable progress in the field of education in this district and people of other tribes used to say that these tribes no longer needs to be called as 'backward' tribe. This feeling is even said by a section of people from Phek district (District human Development report Phek, 2009). To really promote the tribe in the field of education and remove the brand of backward tribe, teachers need to work really hard to bring all round development of the students and to fulfill the objectives of the educational policies of the country. To develop the life skills of the students of Phek district through education, teachers need to be emotionally intelligent to handle the different minds of the students. Adolescence stage being the most crucial period of a person's life span, if guided and facilitated in an appropriate way by the teachers in the school may become a lifelong lesson. The NCTE discussion document (2004) express that since teachers have to tackle adolescents in secondary schools, they must know the needs and problems of the students and help them towards social transformation and moulding their developments. A teacher who possesses the skills of emotional intelligence will try to have mutual understanding and stimulate students to have freedom of expression. An emotionally literate teacher manages the emotion of students better. An emotionally intelligent teacher can help in the all-round development of the students. Therefore, it is important to study the emotional intelligence of secondary school teachers in Phek district. Moreover, the researcher is a resident of Phek district and also the researcher has not come across any study conducted in Phek district with regard to emotional intelligence of secondary teachers. Further, the present study is expected to bring some meaningful purpose among teachers.

STATEMENT OF THE PROBLEM

According to the significance of the study the statement of the research problem is entitled as **“A Study on Emotional Intelligence of Secondary School Teachers in Phek district, Nagaland”**.

OBJECTIVES OF THE STUDY

The objectives of the study are in the following;

- To assess the level of emotional intelligence of secondary school teachers in Phek district.
- To know the emotional intelligence of secondary school teachers in Phek district with respect to gender, ages and type of management.

HYPOTHESES OF THE STUDY

The following are the hypotheses of the study;

- Secondary school teachers in Phek district do not have the same level of emotional intelligence.
- There is no significant difference in emotional intelligence of secondary school teachers in Phek district with respect to gender.
- There is no significant difference in emotional intelligence of secondary school teachers in Phek district with respect to age.
- There is no significant difference in emotional intelligence of secondary school teachers in Phek district with respect to the type of management.

METHODOLOGY

In the present study, the researcher had utilized the Descriptive Survey Method.

SAMPLE

For the present study a sample of 108 secondary school teachers in Phek district were selected from different villages and towns of Phek districts in Nagaland by applying simple random sampling technique.

TOOL

The Teacher's Emotional Intelligence Inventory framed by Dr. (Mrs.) Shubhra Mangal (2017) was used for collecting the data. The inventory contains 200 items (106 positive and 94 Negative items) which was drawn from the factors of emotional intelligence i.e. awareness of self and others, professional orientation, intra-personal management and inter-personal management. This inventory was developed to test the emotional intelligence of secondary and senior secondary school teachers.

STATISTICS USED

The collected data was analyzed using Mean, Standard Deviation, 't' test & Anova

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis and interpretation of the collected data were done according to the objectives of the study. The explanations of the calculation and results found have been presented in the following by framing the hypothesis.

HYPOTHESIS - 1:

Secondary school teachers in Phek district did not have the same level of emotional intelligence.

Table: 1 Frequency distribution table for emotional intelligence inventory score

Range as per norms of the manual for teacher's emotional intelligence inventory.	Frequency	Level of emotional intelligence
837 & above	13	Extremely high
775-838	54	High
711-774	22	Above Average
623-710	17	Average
558-622	02	Below Average
494-557	0	Low
493 & below	0	Extremely low
	N=108	

It is clear from the above table: 1 that 02 secondary school teachers had below average level of emotional intelligence, 17 were in average level, 22 were in above average level, 54 were in high level and 13 were in extremely high level. Overall, 106 secondary school teachers in Phek district had average and above average level of emotional intelligence.

GENDER

In the present study, the variable gender was categorized into two groups. Group – I comprises Male teachers and Group – II comprises female teachers. The influence of 'gender' on emotional intelligence of secondary school teachers was examined and the emotional intelligence scores of two groups were analyzed after the following hypothesis was framed.

HYPOTHESIS – 2

There was no significant difference in emotional intelligence of secondary school teachers in Phek district with regard to gender.

Table-2: Emotional intelligence of secondary school teachers with reference to gender

Sl No	Areas	Gender	N	Mean	SD	*t'- values
1.	Awareness of self and others	Male (group-I)	64	288.30	30.801	2.073*
		Female (group-II)	44	300.09	26.265	
2.	Professional orientation	Male (group-I)	64	168.14	18.943	1.314@
		Female (group-II)	44	172.84	17.237	
3.	Intra-personal management	Male (group-I)	64	88.88	8.121	.022@
		Female (group-II)	44	88.84	7.874	
4.	Inter-personal management	Male (group-I)	64	224.84	27.948	1.333@
		Female (group-II)	44	231.09	16.372	
5.	Total emotional intelligence scores	Male (group-I)	64	770.16	68.789	1.440@
		Female (group-II)	44	788.55	59.584	

Note: “@”:not significant at 0.05 level and “*” : significant at 0.05 level.

Table-2 shows the different areas of teacher’s emotional intelligence inventory, sample of the study, mean scores, SD and t-test values of secondary school teacher’s emotional intelligence in Phek district with respect to gender.

It was found from the above table-2 that there is a significant difference in the area of awareness of self and others in emotional intelligence between male and female secondary school teachers as the calculated t-values (2.073) is greater than the table t-value (1.96) for 198 df at 0.05 level. Whereas, in the area of professional orientation, intra-personal management and inter-personal management of emotional intelligence between male and female secondary school teachers there was no significant difference as the calculated t-values (1.314), (.022) and (1.333) were lesser than the table t-value (1.96) for 198 df at 0.05 level. Therefore, emotional intelligence level between male and female secondary school teachers in Phek district did not differ as the calculated t-values (1.440) was lesser than the table t-value (1.96) for 198 df at 0.05 level.

Hence, it can be concluded that Hypothesis – 2: There was no significant difference in emotional intelligence of secondary school teachers in Phek district with regard to gender is accepted.

TYPE OF MANAGEMENT

In the present study, the variable type of management was categorized into two groups. Group – I comprises Govt. schools and Group – II comprises

private schools. The influence of ‘type of management’ on emotional intelligence of secondary school teachers was examined. The emotional intelligence scores of two groups were analyzed accordingly after the following hypothesis is framed.

HYPOTHESIS – 3

There was no significant difference in emotional intelligence of secondary school teachers in Phek district with regard to type of management.

Table-3: Emotional intelligence of secondary school teachers with reference to ‘type of management’

Sl No	Areas	Type of management	N	Mean	SD	‘t’-values
1.	Awareness of self and others	Govt. (group-I)	50	287.14	31.631	1.977*
		Private (group-II)	58	298.24	26.730	
2.	Professional orientation	Govt. (group-I)	50	169.12	19.299	.491@
		Private (group-II)	58	170.86	17.586	
3.	Intra-personal management	Govt. (group-I)	50	89.12	8.151	.312@
		Private (group-II)	58	88.64	7.902	
4.	Interpersonal management	Govt. (group-I)	50	224.64	24.664	1.105@
		Private (group-II)	58	229.76	23.411	
5.	Total Emotional intelligence score	Govt. (group-I)	50	769.82	68.858	1.154@
		Private (group-II)	58	784.40	62.346	

Note: “@”: Indicate not significant at 0.05 level, “*” : Indicate significant at 0.05 level.

The above table-3 shows the different areas of teacher’s emotional intelligence inventory, sample of the study, mean scores, SD and t-test values of secondary school teacher’s emotional intelligence in Phek district with respect to type of management.

It was found from the above table-3 that there was a significant difference in the area of awareness of self and others in emotional intelligence between government and private secondary school teachers as the calculated t-values (1.977) was greater than the table t-value (1.96) for 198 df at 0.05level. whereas, in the area of professional orientation, intra-personal management and inter-personal management of emotional intelligence between government and private secondary school teachers did not differ as the calculated t-values (0.491),(.312) and(1.105) were lesser than the table t-

value (1.96) for 198 df at 0.05level. Therefore, emotional intelligence level between government and private secondary school teachers in Phek district did not differ significantly as the calculated t-values (1.154) is lesser than the table t-value (1.96) for 198 df at 0.05level.

Hence, Hypothesis – 3: There is no significant difference in emotional intelligence of secondary school teachers in Phek district with regard to type of management is accepted.

AGE

In the present study, the variable ‘age’ was categorized into four groups. 24 years of age and below formed Group – I, 25 to 30 years of age formed Group – II, 31 to 35 years of age formed group –III and 36 years of age and above formed group IV. The influence of ‘Age’ on emotional intelligence of secondary school teachers was studied. The emotional intelligence scores of the four groups were analyzed accordingly by framing the following hypothesis.

HYPOTHESIS – 4

There was no significant difference in emotional intelligence of secondary school teachers in Phek district with regard to age.

Table-4: Emotional intelligence scores of secondary school teachers with reference to age

Areas	Age	N	Mean	SD	Source of variation	Sum of square	df	Mean of square	F- values
Awareness of self and others	24 yrs and below	3	278.00	42.579	Between variable	2642.927	3	880.976	1.013@
	25-30 yrs	41	298.51	26.267	Within variable	90416.953	104	869.394	
	31-35 yrs	20	293.40	24.263					
	36 yrs and above	44	288.95	33.414					
	total	108	293.10	29.491	Total	93059.880	107		
Professional orientation	24 yrs and below	3	166.33	15.144	Between variables	351.380	3	117.127	.342@
	25-30 yrs	41	168.29	21.791	Within variables	35608.286	104	342.387	
	31-35 yrs	20	172.95	13.805					
	36 yrs and above	44	170.64	17.073					
	Total	108	170.06	18.332	Total	35959.667	107		

Intra-personal management	24 yrs and below	3	82.00	6.245	Between variables	290.965	3	96.988	1.545@
	25-30 yrs	41	87.59	8.559					
	31-35 yrs	20	90.00	4.218	Within variables	6529.951	104	62.788	
	36 yrs and above	44	90.00	8.605					
	Total	108	88.86	7.984					Total
Interpersonal management	24 yrs and below	3	225.00	24.331	Between variables	36.636	3	23.176	.021@
	25-30 yrs	41	227.15	21.711					
	31-35 yrs	20	227.00	18.798	Within variables	61715.031	104	593.414	
	36 yrs and above	44	227.95	28.514					
	Total	108	227.39	24.023					Total
Total Emotional intelligence score	24 yrs and below	3	751.33	87.763	Between variables	2754.719	3	918.240	.890@
	25-30 yrs	41	777.63	70.227					
	31-35 yrs	20	783.35	42.910	Within variables	456839.911	104	4392.691	
	36 yrs and above	44	776.86	69.747					
	Total	108	777.65	65.538					Total

Note: “@”:not significant at 0.05 level, “*” : significant at 0.05 level.

It was found from the above table-4 that there was no significant difference in the area of awareness of self and others, professional orientation, Intra-personal management and inter-personal management in emotional intelligence between different age group of secondary school teachers as the computed values of ‘F’ (1.013),(,342),(1.545) and (.021) were lesser than the critical value of ‘F’ (2.61) for 3 and 104 df at 0.05 level. Therefore, emotional intelligence level between different age group of secondary school teachers in Phek district did not differ significantly as the computed values of ‘F’ (.209) was lesser than the critical value of ‘F’ (2.61) for 3 and 104 df at 0.05 level.

Hence, it can be concluded that hypothesis – 4:There was no significant difference in emotional intelligence of secondary school teachers in Phek district with regard to age is accepted.

FINDINGS OF THE STUDY

The following findings were revealed after carefully analyzing and interpreting the data.

It was found that secondary school teachers in Phek district had average and above average level of emotional intelligence. This finding was supported by the findings of Adhikari (2011), Vanlalngai Paite (2014), Bassam

Mahmoud BanyYassien (2018) who found that teacher emotional intelligence level was moderate. However, they had not mentioned above average level. The present study also found out that in the area of awareness of self and others in emotional intelligence with regard to gender and type of management there was a significant difference and Prathima H. P. (2012) also found significant difference in the area of awareness of self in emotional intelligence with regard to gender. However, in the areas of professional orientation, intra-personal management and inter-personal management it was found out that there was no significant difference in emotional intelligence. Hence, the findings exposed that there was no significant difference in the emotional intelligence of secondary school teachers in Phek district with respect to gender and this finding is supported by the finding of Vanlalngaii Paite (2014), Shruti Malviya (2017), Bassam Mahmoud Bany Yassien (2018) and Garg and Kapri (2016), but it was in contrast with the finding of Adhikari (2011) who found difference in emotional intelligence of teachers with regard to gender.

The present study also shows that there was a significant difference in the dimension of awareness of self and others in emotional intelligence with regard to type of management but no difference in emotional intelligence in the dimension of professional orientation, intra-personal management and inter-personal management. Therefore, the findings declared that there was no significant difference in the emotional intelligence of secondary school teachers in Phek district with respect to type of management and this finding was in consensus with the finding of Vanlalngaii Paite (2014) and Umme Kulsum and Prathima H. P. (2012) but it is in contrary with the finding of Garg and Kapri (2016) and Adhikari (2011) who found there was a significant difference between secondary teachers of private and government schools. The study also showed that there was no significant difference in the emotional intelligence of secondary school teachers in Phek district with respect to age and this finding contradicts with the finding of Adhikari (2011) who found there was a significant difference in the emotional intelligence of secondary school teachers in Phek district among different age groups.

CONCLUSION

Whenever a teacher deals with one student the rest of the students observe the teacher and learn so many things (Goleman, 1995, p. 279). Therefore, it is important that teachers have good emotional intelligence to

deal with different minds of the adolescents in a secondary school. It is cheerfully encouraging to learn from the findings of the present study that teachers have average and above average level of emotional intelligence. Igna and Clipa (2012) conveyed that if teachers tried to build their professional and emotional competencies, then they will be able to tackle different problem of the students more easily.

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FEASIBILITY OF LEARNER CENTERED APPROACH IN THE SCHOOL FROM THE PERSPECTIVE OF B.ED STUDENT TEACHERS

Kekonino Zhunyu

ABSTRACT:

Learner centered teaching is an approach where the focus of instruction is shifted from the teacher to the student or the learner. The teaching learning process is based on the needs and interest of the learner. In the learner centered approach, the teacher functions only as a facilitator. The present B.Ed Curriculum is revised based on learner Centered approach for teaching learning. The B.Ed student-teachers are taught to teach through learner centered approach, but while in the field for practice and internship, they face many difficulties basically with the new approach because the present school system is not fully prepared for the implementation of learner centered approach. The present study is to throw some light on the real classroom situation and the feasibilities of learner centered approach in classroom teaching learning by the Student Teachers during their school internship.

KEYWORDS: Learner centered, Student Teachers, activities, problem solving, collaboration

LEARNER CENTERED APPROACH

Learner centered teaching is an approach to teaching which is increasingly being encouraged in education. It is an approach where the focus of instruction is shifted from the teacher to the student or the learner. The teaching learning process is based on the needs and interest of the learner. In the learner centered approach, the teacher functions only as a facilitator. Plessis, Elize(EC) du (2020) presents a summary of the essential principles of Vygotsky and Piaget's Constructivist learning theories. The following learning principles were highlighted;

- Knowledge is constructed from the experience of the learner.
- Knowledge resides in the mind rather than externally.
- Learning is a personal interpretation where learner's beliefs and values are used in interpreting objects and events
- Learning is an active process of making meaning from experience.
- Learning takes place in contexts relevant to the learner.
- Reflection is an essential part of learning.

- Learning is a collaborative process in which multiple perspectives are considered.

Learner-centered approach encourages the learner to learn individually or socially construct their own knowledge rather than receiving knowledge from the teachers or other sources alone.

LEARNER CENTERED APPROACH IN THE SCHOOL

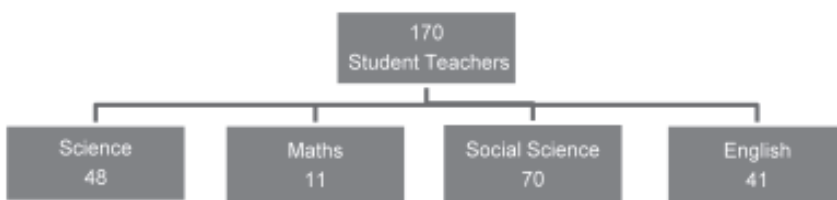
With many new developments in the field education, with the regulation of NCTE, the present B.Ed Curriculum is revised based on learner-centered approach for teaching learning. The B.Ed student-teachers are taught to teach through learner-centered approach, but while in the field for practice and internship, they face many difficulties basically with the new approach because the present school system is not fully prepared for the implementation of learner-centered approach. The present study is to throw some light on the situation and the difficulties in implementation of learner centered approach in classroom teaching learning.

Therefore the objective of this paper is to study the feasibility of learner centered approach from B.Ed student-teachers point of view.

METHODS AND SAMPLE FOR THE STUDY

For this study descriptive survey is being used. The study is delimited to the fourth semester student teachers of B.Ed from 4 college of Teacher Education in Kohima District. The sample for the study was purposively drawn which includes 170 Student Teachers, 55 from Modern Institute of Teacher Education, 35 from State College of Teacher Education, 30 from Sazolie College of Teacher Education and 50 from Ura College of Teacher Education. 87 Student Teachers were from pre-service category and 83 student-teachers from in-service category. To get the required data, questionnaire for the student teachers was being used.

Division of Student Teacher based on their pedagogy.



Out of 170 Student Teachers, 48 were from Science Pedagogy, 11 from Mathematics, 70 from Social Science and 41 from English pedagogy.

RESULT AND DISCUSSIONS

Table 1 showing the readiness of the school

Readiness of the school for learner centered approach	Yes	71 (41.18%)
	No	99(58.23%)

As indicated in the table, according to 41.18% of the student-teachers, the Schools were ready for the learner-centered approach while 58.23% of the Student Teachers did not agree that the schools were ready for learner centered approach. Some of the given reasons why it was not ready are: lack of trained teachers, lack of infrastructures, non-availability of ICT and learning resources, overcrowd classroom, vast syllabus, teacher-student ratio, and time-consuming learner centered approach which would not make learner-centered approach possible in the present school set up.

Figure 1 showing the preference of approach in teaching learning.

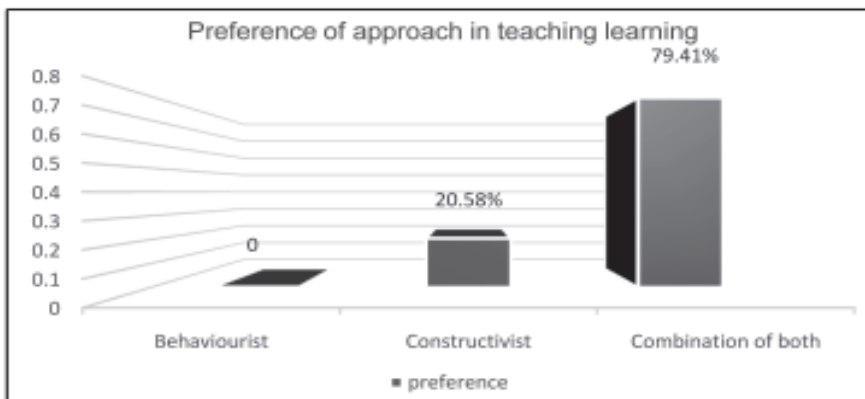


Figure 1 indicates the preference of approach for teaching learning in the school as experienced by the student teachers during school internship. The figure indicates that none of the student teachers prefer behaviorist approach alone, 20.58% of the Student Teachers preferred constructivist approach and 79.41% of the Student Teachers preferred combination of both behaviorist and constructivist approach in teaching learning.

Table 2 Sufficiency of the available learning resources to implement learner centred approach of teaching

Sufficiency of the available learning resources for learner centred approach of teaching	More than sufficient	Sufficient	Not at all sufficient
	3(1.7%)	70(41.17%)	97(57.07%)

As is indicated in table 2, only 1.7% of the Student Teacher agreed that the learning resources available were more than enough to implement the learner centered approach, while 41.17% of the Student Teachers were of the view that the learning resources available were sufficient and more than half i.e. 57.07% of the student-teachers were of the view that the available resources were not at all sufficient to for learner centered approach.

In a learner centered approach, it is the students who do the activities and construct their own knowledge. So, it is important to provide sufficient learning resources and space for various activities in a conducive environment. As also mentioned in the study of Darsih, E. (2018), in a learner centered approach, teachers give autonomy and responsibility to the students for material they learn. Therefore, learning resources should be made easily available.

Table 3 classroom activities and management during internship

Implement learner centred approach successfully during internship	Yes	No
Training you received gives sufficient knowledge and confidence in implementing learner centred in classroom	89(52.35%)	81(47.65%)
Engage the entire class in the class activities during the internship	134(78.82%)	36(21.17%)
Able to manage the class while doing the activities	139(81.76%)	31(18.24%)
	132(77.65%)	38(22.35%)

According to 52.35% of the student-teachers, they could implement learner centered approach during their school internship and 47.65% of the Student Teachers were of the view that they could not successfully implement the learner centered approach during their school internship. 78.82% of the Student Teacher agreed that the training and education they received gives them sufficient knowledge and confidence in implementing learner centered approach in classroom teaching during internship while 21.17% of the Student Teachers did not agree that the training, they received were sufficient for practice.

81.76% of Student Teachers could engage the entire class during activities while 18.24% could not engage all the students in the class during activities. The table further indicates that 77.65% of the Student Teachers could successfully manage the class during activities while 22.35% of the Student Teachers could not manage the class during activities. In the study of Darsih, E. (2018), the classroom activities were expected to be collaboratively designed to train co-operation, communication skills, argumentative skills and emotional control skills. It is important for all the students to actively participate in all the activities done in the classroom both individually and in group, so as to develop their skills to collaborate with others and also learn to learn independently.

Table 4 use of ICT during internship

Used ICT during school internship	Yes	62(36.47%)
	No	108(63.53%)
Integration of ICT in Teaching	Very Much	32(18.82%)
	Moderate	123(72.35%)
	Not at all	15(8.82%)

ICT plays an important role in classroom teaching learning especially with learner centered approach as it helps in engaging the learners and it engaged different sensory organs. It gives variation in teaching learning process in the classroom. As shown in table 4, only 36.47% of the student-teachers could use ICT in the classroom during school internship and 63.53% of the student-teachers could not use them. It further shows that according to majority of the Student Teachers i.e. 72.35% of the Student Teachers, ICT was only moderately integrated in teaching, while according to 18.82% of the Student Teachers it was very much integrated in teaching but according to 8.82% it was not at all integrated in teaching. As also presented in the study of Jayakumar, R (2016) India had made a remarkable progress in education and ICT yet more efforts is needed in integration of technologies in its education system.

Table 5 size of the classroom

Approximate size of the classroom	20-35	80(47.06%)
	35-50	61(35.88%)
	50+	29(17.06%)

Table 5 indicates the number of students in a classroom. According to 47.06% of Student Teachers the number of students in their class was between 20 to 35, while according to 35.88% of Student Teachers the number of Students in their class was between 35 to 50 and according to 17.06% of the Student Teachers the number of students in their class was above 50. Researches and studies have shown that students learn better if they receive personal and individualized attention. The study of Darsih, E. (2018) also encouraged that learner centered teaching should provide space for students to learn according to their personal abilities and style. But in an overcrowded classroom where there are more than 35 to 40 student it is difficult for the teacher to learn their names and pay attention to all the student individually. Table 6 division of learners for activities during internship

Activities in the classroom assigned		
Group	Individual	Both
28(16.47%)	6(3.53%)	136(80%)
Dividing the group according to		
Roll No	Abilities	Mixed
6(3.53%)	9(5.30%)	155(91.18%)
All the student actively participates in the classroom activities		
Yes		No
86(50.58%)		84(49.41%)

The table 6 indicates how the classroom activities were assigned to the students. Majority of the Student Teachers, 80% assigned the classroom activities in both group and individual, 16.47% assigned only in group while 3.53% only in individual. It also indicates that 91.18% of Student Teachers divide the groups based on both their abilities and roll numbers. Only 50.58% of the Student Teachers agreed that all the student participated in classroom activities while according to the other 49.41% of the student-teachers, all the student in the classroom did not participate in classroom activities. Collaboration is an important part of learner centered approach. As acknowledged by Plessis, Elize (EC) du (2020) in his study, “strategies such as asking questions, solving problem together, and participating in discussions are important”. Learner centered teaching is involvement of learner throughout the lesson while the teacher is the facilitator. So, the participation of the students in classroom activities is important.

Table 7 problems relating Teaching aids

Problems relating to Teaching Aids	Yes	40(23.53%)
	No	73(42.94%)
	No response	57(33.53%)

As depicted in the table 7, 23.53% of the Student Teacher had problem with relating to teaching aids while 42.94% of the Student Teachers did not have any problem with their teaching aids while there was no response from 33.53% of the Student Teachers. Some of the problems the Student Teachers faced relating to teaching aids were non availability or lack of teaching aids. Some of the practicing schools had smart classroom facilities but most of the practicing schools neither had ICT facilities nor were they allowed using gadgets inside the classroom.

CONCLUSION

As indicated through the data, there were some common challenges the student teachers faced during internship and classroom teaching. As learner centered approach is based on the need and interest of the students where they were encouraged to construct their own knowledge with the help of their previous experiences, many individual and group activities. So the class was usually noisy. Added with overcrowded classroom it was difficult for the student-teachers to engage and at the same time manage all the students in the classroom. In classroom teaching usually the teaching strategies were also based on the number of students in the classroom. Another problem they faced was time limit as learner centered approach, with various classroom activities was time consuming. It became impossible to cover the vast content in a given period of time and with the huge number of students in the classroom. So, with the physical set up of the classroom, it was difficult to always follow the learner centered approach.

As revealed in the finding most of the respondent prefer a combination of both behaviourist and constructivist for classroom teaching and learning where they can use the approach according to the number of students and within the given time.

Though learner-centered approach has many advantages, there should be flexibility where the teacher is free to choose teaching strategies and approaches according to the needs of the lesson and the given situation in the classroom. To successfully and meaningfully take the education forward

the present education system should be revised where the contents or the syllabus is properly revised and classrooms are provided with ICT's, to rearrange the sitting position and style in the classroom and reduce the number of students in the class so as to successfully do the activities.

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BLENDED MODE OF TEACHING & LEARNING: A PEDAGOGICAL APPROACH

Dr. Jaganmohana Rao Gurugubelli

ABSTRACT:

The term Blended Learning is not a new pedagogical terminology in education system, it is an existing approach/technique from long ago but there is no proper exposure about this concept. As a part of COVID crisis and pandemic the entire world has promoted and adapted this blended mode of teaching in the teaching and learning process. National Education Policy-2020 also emphasised the need and importance of technology based education for 21st century learners. In this paper, the author has concentrated on role and relevance of blended mode of teaching and learning in the present education system.

KEYWORDS: Blended Learning, Learning Management System, National Education Policy

INTRODUCTION

Technology based education is one of the objective of 21st century educational aims and objectives. In this view we have to understand the significance of blended learning in our education system. Blended learning is an indispensable pedagogical strategy to uphold the education technology. This pedagogical approach is a combination of both offline and online activities, to acclimatize the digital learning tools as part of traditional classroom settings. In this learning approach both instructor and learners could utilise the different tools and technology as part of teaching learning environment.

NEED AND SIGNIFICANCE

Blended mode of teaching and learning provides eventual flexibility in many aspects of education system. It can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. Recently University Grants Commission also suggested that all Higher Education Institutions should be allowed to teach 40 % syllabus through online mode and the remaining 60 % syllabus could be taught in offline mode. With the help of this approach we can develop a healthy

environment in the process of teaching and learning, some of advance characteristics we may observe here.

- To develop learner engagement in the learning situation
- To promote interactive classroom environment
- Both learner and teacher should feel responsibility
- Outcome based learning process
- To promote joyful learning with healthy environment
- To adapt experiential & experimental learning
- More flexible teaching and learning environment
- Productive cum Process based Learning

INDIAN FRAMEWORK FOR BLENDED LEARNING

It has been implemented across the world successfully. Several models are so far proposed and researched for Blended Learning implementation. We propose **IPSIT** Model for the higher education institutes in India. We propose that every higher education teacher planning to offer his/her course in Blended Learning Mode should necessarily follow all phases of the **IPSIT** Model.

IPSIT Stands for:

Identify Resources and Learner-centred Activities

Provide resources and announce activities on LMS

Scaffolding and Support to learners

Identification of learning gaps and feedback

Testing of Knowledge/Learning Outcomes (Assessment & Evaluation)

OBSERVATIONS & SUGGESTIONS

Based on my study, I have observed some positive aspects in the approach of Blended Learning; we can balance the teaching learning activities on both methods like traditional teaching methods and digital pedagogy. As per the needs and requirements of 21st century learners we should acclimatize blended learning as a part of teaching learning process.

- Blended learning methods enable students to explore their skills in online education and technology based education
- Blending learning helps both students and teachers to learn according to their own pace and schedule.
- Blended learning makes it easy for learners to communicate with all academic activities like online assignments, quizzes, seminars, online presentations, etc.

- Education becomes less expensive and more accessible to a wide range of learners.
- Blending learning helps students to explore how to use different tools or techniques for learning, for example, PowerPoint, Virtual classrooms, Video lectures, etc.
- Blended learning improves the quality of education and information assimilation while making teaching more efficient and productive.

SUMMARY

Blended learning consolidates the best of both traditional and digital methods of education. While classroom learning is important to incorporate overall discipline, online learning helps students to customize their education. The present crisis (COVID) is also an eye-open example to learn need and significance of technology in the education system. As we know this blended learning plays a key role in the classroom like multisensory approach.

Higher education teacher will shift his/her role from 'teach' to 'facilitator' once decides to implement Blended Learning. Though the learner is accessing resources and getting engaged in activities, continuous scaffolding will be required. Even classroom environments will not remain teacher-centred. Classroom discussions will revolve around resolving queries; analysis and application of knowledge sought and creative outputs under the supervision and guidance of the teacher. There must be a support mechanism for digital literacy for students and facilitators. Training should be provided to teachers as well as students to make the best use of various online platforms and ICT tools used for Blended Learning.

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IMMINENT DEATH OF SOME NAGA LANGUAGES-IF UNCARED FOR

Dr. T. Soundara Pandian

ABSTRACT:

Learning mother-tongue and instruction in the mother-tongue has been emphasized in various educational documents but still it is a distant vision and the mission of instruction through mother-tongue is an illusion. Nagaland is a state that could be considered a miniature India in matters related to the number of languages spoken as there are innumerable languages and dialects spoken many of which are not communicable among the different language/dialect speaking communities. This multifarious nature, obviously, results in unsolved problems for the provision of instruction through mother-tongue and also mother-tongue learning in the schools. This article provides a glimpse of the status of mother-tongue instruction in the schools of Nagaland at the backdrop of the constitutional mandate and the challenges ahead in language promotion activities. In addition to describing the language situations, there are assumptions and suggestions made for improving and speeding up the process of providing mother-tongue learning opportunities for different language-speaking communities in schools. But, this is done with a very limited scope of conceptualizing and making assumptions that would serve as a base for future researches.

KEYWORDS: Mother-tongue instruction, Naga languages, Naga dialects, instruction in mother-tongue, linguistic diversity in Nagaland

INTRODUCTION

Mother-tongue is facilitating one's learning with much less effort and enabling one to express the ideas, feelings and thoughts more clearly. Therefore, teaching through mother-tongue/home language, especially at the primary level of schooling has been contemplated and recommended since from the pre-independence period by various commissions on education, thinkers and policy makers. Being a secular State, India, being a culturally pluralistic society, ensures her citizens the right to conservation of their languages. In the words of Indian Constitution, "*Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same*" (Art.29(2)). One's culture is constructed and passed from one

generation to the succeeding generations through language and thus culture without language is a myth and being so, when a citizen's language is not recognized by the State, the person's culture is not recognized and ultimately the person is not recognized. Howsoever, a language is the language of a little minority group, the language of that group should be recognized, being not so, the State cannot be called a secular state because a language of a group is not only a tool for constructing and conveying its culture but also an inseparable component of culture. In a big country, like India, many minority languages are gradually disappearing and practically the country is unable to help conserving their languages in spite of constitutional obligations guaranteeing to do so. Is our inability is a blind-excuse for our willful neglect or due to our inefficient efforts? This paper attempts to describe the status of mother-tongue learning opportunities provided in the schools of Nagaland at the back-drop of constitutional obligations, challenges, and efforts, efficiency of efforts, short-comings and suggestions. This is not generalization but for making assumptions that would help the researchers to base their researches on these assumptions.

OBJECTIVES

This article attempts:

1. To describe the mother-tongue learning opportunities in the schools and other educational institutions at the back-drop of constitutional provisions;
2. To make assumptions on the possible causes of failures to make provisions for mother-tongue learning opportunities in the schools of Nagaland and
3. To provide suggestions for alleviating the problem

LINGUISTIC DIVERSITY IN NAGALAND

The State of Nagaland, the 16th state of India receiving its statehood on 1st December 1963, is populated by approximately 2 million people who constitute the most linguistically diverse group in terms of the total number of languages spoken. Though, there are many languages belonging to major language families such as Sino-Tibetan, Indo-European, Dravidian, etc., the Naga languages are considered belonging to the Tibeto-Burman sub-group of the Sino-Tibetan family (Zhang, 2019). The major languages spoken, according to the 2011 census, are Konyak, Ao, Lotha, Angami, Chokri,

Sangtam, Bengali, Zemi, Yimchiungru, Chnag, Khamniungan, Rengma, Phom, Nepali, Kheza, Pochury, Kuki, Chakhesang, Assamese, Bodo, Manipuri, Sema, etc. (Wikipedia contributors, 2022). Nagamese – a Creole based on Assamese, though widely spoken, Indian English is the official language of Nagaland since the declaration of its statehood and thus it is also the medium of instruction in Nagaland. Based on the 2011 census data, though there are 14 languages and 17 dialects spoken in Nagaland, there are expected to be more numbers of unintelligible dialects of each language. Here, mention should be made for mentioning them as languages and not dialects, because, though they don't have a large library of written literature available, they have oral literature handed down from one generation to the succeeding generations that could express the speakers' feelings and thoughts as vividly and clearly as any other modern language does.

CONSTITUTIONAL MANDATE

These Naga-tribal languages/dialects are not communicable among the different language/dialect-speaking Naga communities. Therefore, promotion and preservation of every language becomes vital as ensured by the Indian Constitution. Chapter IV of Indian Constitution under Special Directives declares that "It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups and the President may issue such directions to any State as s/he considers necessary or proper for securing such facilities" (Art. 350A). In addition to the aforementioned, Art. 350B mandates the government for appointing special officer for linguistic minorities. The prerequisite for instruction in the mother-tongue is the facilitating of mother-tongue learning in the schools.

But, if one asks "how is it possible in a state with multifarious languages and dialects are spoken", the answer is "it should be possible in a secular state, if not the state cannot be called a secular state". A language spoken by a small minority group deserves recognition and preservation as much as the languages spoken by the majority. Though, in a state where multifarious languages are spoken and it is difficult to provide opportunities for mother-tongue learning, the continuous and effective steps taken for language promotion should be evincible.

RECENT POLICIES AND LEGISLATION

The guidance of the National Education Policy, 1986 was absorbed into the Right of Children's Free and Compulsory Education Act, 2009 and according to which "the medium of instruction shall, as far as possible, be in child's mother-tongue" (S.29(2)(f) RTEA 2009). The importance of mother-tongue/home language-instruction has been engrained in documents such as National Curriculum Framework 2005 and the NEP 2020. NEP 2020 states, "It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother-tongue. Home language is usually the same language as the mother-tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother-tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible..."(S.4.11, NEP 2020) NEP 2020, further, emphasizes the appointment of language teachers – "There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India"(S.4.12 NEP, 2020). In the Eighth Schedule of Indian Constitution, 22 regional languages such as Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, Bodo, Santhali, Maithili and Dogri are included. The solution to teach the languages of other regions/states in a region/state that has their own regional language is also provided in the NEP 2020 itself as this requires a lot of human, material and financial resources. (Section: 4.12 NEP 2020) further states that "States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning". Importance is given to only those languages which are listed in the Eighth Schedule but more importance needs to be given to those un-listed and dying languages and dialects too. But, reading NEP 2020 (S.4.13),

it is understood that “no language will be imposed on any State” and therefore, the learners should be allowed to study their mother-tongues and also learn from the instruction given in their mother-tongues. The mother-tongue should be taught but the possibility of including a large number of languages in the school is practically very difficult but ignoring and not making efforts - to impart the learner’s mother-tongue/home language and imparting education through mother-tongue/home language, is against the secularist principle of our country.

THE TREND OF MOTHER-TONGUE INSTRUCTION IN NAGALAND

At the state level, in Nagaland, there are many languages spoken by minorities and they have no place in the schools and this could be well understood from the trend from the past decade till now. In 2011, HSLC examinations conducted by the NBSE, there were only four Naga-tribal language-subjects such as Ao, Loth, Sumi and Tenyidie in addition to English, Bengali and Hindi. The same trend continues till now as in 2021 NBSE examinations too these were the only language-subjects/courses students participated. Similarly, in the higher secondary school leaving certificate courses too, the trend remains the same as in 2011 the language-subjects, that the examinees appeared for, were only the four Naga languages such as Ao, Lotha, Sumi and Tenyidie in addition to the Indo-European languages such as English, Bengali, Hindi. There is no change noted in the trend till 2022 and If sincere efforts had been taken for the development of and conservation of the other minority languages, some languages could have been gradually introduced in one or the other schools but the reports received from the schools shows that the efforts are either not taken or they are inefficient. This gives an alarm about the decline and imminent death of many languages.

LANGUAGE PROMOTING AGENCIES

In addition to the Hindi language officers in the Department of School Education, , there are language officers for propagating and promoting Sumi, Ao, Chakhesang, Sangtam, Phom, Khamnuingan, Chang, Pochury, Rengma, Yimchunger, Lotha, Zeliang, Konyak, Kuki and Angami Naga languages and the efforts are, as it was said, taken through publication of text-books and translation works. In Nagaland University, there is a Department of

Tenyidie (a Naga language) and in addition to two more language departments such as Hindi and English. There is also a department of linguistics and a Centre for Naga Tribal Language Studies which was established in 2016, offering PG Diploma, M.Phil and Ph.D programmes. The curriculum for PG Diploma in Naga Languages and Cultural Studies has no special place for any Naga languages. As reflected on the NU website, since 2017, there have five activities related to local languages been organized by the centre, such as National e-Conference, Webinar Series, National Seminar, Workshop and Language Training Programme for Language officers. The efforts of these agencies, howsoever great, deserve no great appreciation, as the effects are not evincible in the addition of language subjects in the educational institutions.

LACK OF POLICIES AND MINDSET

Having so mentioned that the efforts, howsoever great, deserve the least appreciation, as long as the effects are evincible, the mindset of the stake-holders or language speakers needs to be put under investigation. The language speakers, whose languages are not reaching the surface, should come forward to demand their mother-tongue instruction in schools. The government on its own efforts cannot accomplish the mammoth task of mother-tongue instruction without the bilateral agreement with linguistic community. But, the silence of the community implies their ignorance on their dying languages. A passage from an article published in a local daily partially portrays the general mindset of the language speakers:

“It seems we give too much importance to the foreign language at the expense of our own languages. The blind glorification of the English language by the Naga people and the defective state policy on Language has conspired to sabotage the importance of local languages and rob them of their importance in State development drive. In the recent times, the multilingual nature of Naga Society has become one of the greatest challenges where we will witness no adequate language policy; successive government’s inability to pick any of the local languages as State language; non-codification of many local dialects making them vulnerable to extinction; no avenues for local writers and local language researchers which are all serious issues the society needs to be looked upon yet neglects incredibly” (Nikay Besa Konyak, 2018)

The declining situation of decline of mother-tongue speakers is further corroborated by a recent survey conducted by a committee constituted by the

SCERT, Nagaland and that has found “that many Naga children were not able to speak their mother-tongue and communicate with each other in Nagamese (a Creole based on Assamese) or English even at home” (Indian Express, 2022).

RECENT DEVELOPMENTS

A notification issued by the state School Education Department all schools, both government and private, should introduce, at the least, one local language of the linguistic area where the school is located. This should be done up to the primary or elementary level depending upon the level of the development of the local language starting from Class I in schools where the local language has not yet been introduced from the academic session of 2018. It further said that every school would introduce at least one local language in the school. However, depending on the enrollment, schools are at a liberty to introduce more languages other than the language of the local linguistic area, the notification said. (Indian Express, 2022). Viewing the effects of the aforementioned notification and effective implementation shows a gloomy picture and this has been since the past. During the inaugural function of Naga Tribal Languages Forum, in 2013 graced by Shri. Ashwani Kumar as the Chief Guest, participated by eminent Naga linguists and representatives from Ura Academy, SCERT(Nagaland), Nagaland University (Department of Linguistics), members of various literary committees, academicians, local authors and intellectuals. Realizing the death of many local Naga languages the forum raised its concern and recommended some measures such as the upgrading of the Department of Tenyidie (NU) to the Department of Naga Tribal Languages, doing away with the Alternative English as the second language in educational institutions, making Mother-tongue as a compulsory subject at all levels of education, conducting of training programmes for language teachers and officers at the school and college level and promoting of research-based development of the Naga languages. All these activities were expected to help in the formulation of a language specific structured syllabus for each of the undeveloped languages at the school, college and university level. (Morung Express, 2013). Therefore, throughout the years, this issue has been talked about, discussed and efforts undertaken but in spite of all, still all stones left unturned.

FINDINGS

Having said that Nagaland is linguistically the most diverse state, appointing local language teachers to teach all the mother-tongues and teach in one's mother-tongue is not going to be an easy task but ignoring the small minority groups and/or their languages is against the secularist and humanist principles of our constitution and therefore, an injustice to them.

There are many educational institutions that could not offer Naga languages as either the first or second language as a subject in schools. But, the 'Alternative English' that was offered as a second language has been removed from the curriculum after an order issued by the government. Therefore, the implementation of three language formula and instruction in mother-tongue/home language is still a myth and that will continue to be so for several years if the efforts are taken as taken currently.

The mandatory requirement for schools to introduce a minimum of one Naga language at class:5 level of schooling could not be materialized. This could be possible only when adequate learning materials are made available.

Sincere and coordinated efforts from various stake-holders are lacking in matters related to preservation of mother-tongue. The enthusiasm and missionary efforts from the language communities are lacking and this may be probably due to lacking of their awareness or articulation to the government about the imminent death of their languages.

The trend reveals that the problem of failure to mother-tongue instruction is attributed to using of approaches based on old paradigm and this may probably continue if the paradigm and the subsequent approaches are modified or changed. Use of ICT is not contemplated to leverage the problem and alleviate the tasks.

SUGGESTIVE MEASURES

There are suggestive measures provided in NEP 2020 and the challenges before this complex issue could be well overcome using them. There is no dearth of effective policies or legislation but the problem is the lack of effective implementation.

Section: 4.12 of NEP 2020 would give the guidance in this respect- "States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to

encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning”. The above section is a suggestive measure provided to the state for providing opportunities to learn the other regional/state languages and this section could be taken as a suggestion for providing opportunities for children to learn the various languages within a state. Every minority linguistic community should come forward to promote and conserve their languages either freely or for incentives. Every minority community shall be motivated to form their language academies to promote their languages by publishing language- learning materials. In a long term plan, the initial attempt should be fixed with a time period during which language learning materials and publication of them shall be targeted. This cannot be achieved without the community support and therefore, a community desiring to keep their culture alive, should volunteer to come forward with a missionary zeal. “Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. In this regard, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose”(S.3.7, NEP 2020).

The choice based credit system needs to reinterpret by expanding the scope of choices provided to the learners. The choice provided to a learner should not only be limited to the total number of course credits but also mode of learning. The learner should have the freedom to choose a language and also learn through a convenient mode. This requires modifying the existing formal school models into new models catering to the individual needs and potentials. NEP 2020 (S. 2.6) suggests that a national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented”. Though, many volunteers could not come to the classrooms to teach the students, their instruction in text, audio and video formats could be stored in an electronic repositories and made available

freely. Therefore, the information and communication media such as Government websites, institutional (private and public) websites, dedicated websites by volunteers and governments, YouTube, Facebook, etc shall be utilized for instructional and evaluation purposes.

CONCLUSION

The conclusion arrived at here need not necessarily generalize that the efforts given in the implementation of mother-tongue instruction are ineffective for they are inefficient. But, it is assumed so based on limited information and that needs further investigation. If the aforementioned, i.e. the inefficient efforts caused ineffective implementation of mother-tongue, is true then the earlier attempts need a thorough investigation. The failure might have been attributed to the old paradigm that would have drifted to use the same approach without much giving importance to the available technology. The top-down approach used for implementation may need to be changed to 'bottom-up' approach as the stake-holders should come forward to preserve their languages with a missionary zeal and without waiting or looking for funds from the government. But, when a state is allocating funds for promoting a particular language or some particular languages, every language deserves funding allocation and therefore, language promotion activities should be done by the NGOs. NGOs such as Ura Academy, Sutsah Academy, Ao Senden Literature Board, etc should be established initially for developing primary learning materials, providing learning platforms at low cost or no cost and motivate them. Technology enabled or technology assisted instruction would ease the burden of the agencies involved in language promotional activities.

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KNOWING THE LEARNING MANAGEMENT SYSTEM FOR EFFECTIVE INSTRUCTION

Dr. V.S. Sumi

ABSTRACT:

The role of the teacher diminishes to the minimum with the rise of technology. One may fear that what will be our future in teaching-learning by looking into the trend of paradigm shift teacher to the internet or the computer. Though technology plays an important role in the instructional process, without an interactive interface it loses its special nature. So, teachers always have an intellectual part to play along with technology to make the instructional process interesting. Here this paper tries to explore the learning management system, its features, and benefits to the education system along with the discussion on next-generation LMS. A comparison has also done between conventional and next-generation LMS too. By exploring this point the author wants to throw some light upon to encourage the use of LMS and as a teacher, how can one benefit from LMS?

KEYWORDS: Technology, instruction, learning management system

LEARNING MANAGEMENT SYSTEM

The term LMS is of great concern and has got a lot of attention nowadays. Each and every one, who is in the realm of technology, is coming across with this term very often. Exactly what is this LMS? LMS stands for Learning Management system, it is a software application that can be used to create and share learning content. In other words, LMS is used for the administration, documentation, tracking, reporting, and delivery of education courses or online training programs. There are various forms of LMSs that can range from systems for managing training and educational records to software for delivering online or hybrid college courses. So, LMS is like an educational app, every individual can make use of these platforms for their professional growth as well as personal interests.

WHY WE NEED LEARNING MANAGEMENT SYSTEM

As teacher educators, we are very much in need of this LMS. By taking into consideration the pandemic, we know that the educational system

has got a significant transition from offline to online mode. Contradictory to the off-line or regular teaching mode teachers and students are more considering exploring new technological tools for the teaching and learning process. In this context, LMS has a great role. When we look deep into the use of LMS or why we need LMS, the points coming into our minds are,

- ◆ For administration- in this case, LMS provides an opportunity to manage and administer the learning functions more easily which includes, enrolment, course catalogue, faculties, and many more such function
- ◆ Learning facilitation- LMS supports us to facilitate, manage, and build all eLearning programs and courses.
- ◆ Access- LMS is a web-based application and the information used is stored in a cloud, which allows you to access your eLearning and training courses anywhere, anytime. So this will be a great help for those who want to learn in their leisure time
- ◆ Consistency- Training and course delivery via an LMS is consistent since it is centralized. It delivers a learning quality to all learners by supplying a single source for content, course materials, and instructions.
- ◆ Tracking and Reporting-LMSs allow the organization to easily generate reports on an overall or user/student level basis. By the use of LMS, you can easily track goal progress.

FEATURES OF LMS

1. Organizes the content

As most of us save our academic and research material all over in our hard disc, instead of that you can store all of your eLearning materials in one location. This reduces the missing or losing important data. This also helps to create your e-Learning course.

2. Unlimited access

As many of the MOOC providers enables you to upload your eLearning course materials onto the LMS and publish them, and your target group has unlimited access to the information they need. This

is one of the main features that attracts LMS users and this is why an LMS is essential for global audiences in different time zones.

3. Tracks learner progress and performance

Most of the LMS platforms provide you the ability to keep track of learner progress. This in turn ensures that they are meeting their performance milestones. Many of the Learning Management Systems work in automation for reporting and analytics tools that also allow you to pinpoint areas of your eLearning course that may be need improvement, modification, and changes.

4. Reduces costs

LMS minimizes all the cost-related activities for the learner. Online learners can carry out all of their training online, which means that they can save a sizable sum on their Learning within their budget.

5. Reduces Learning time

LMS gives learners only the information they need that too in a direct and organized manner. For the regular research process, we have to sit and surf hours to collect the material needed. Instead of having to sit through a lengthy half-hour online training course, online learners can simply click on the online modules they need and grab the information in a fraction of the time.

6. Expanding e-Learning courses.

If you have started your course on LMS as a small part of the course, still you can expand it. If you want to add additional online modules to your e-Learning course in order to update information based on new trends or scientific evidence, what you have to do is you can simply log in to the Learning Management System and make the necessary modifications wherever you want without redoing your entire eLearning course.

8. Integrates social learning experiences.

Social experience has a great role in education. LMS incorporates this principle too. One can easily integrate social learning into your eLearning strategy. Since the LMS is already online, you can include links to your social media platforms like Facebook and Twitter pages,

LinkedIn groups, and online forums that may be beneficial for your learners.

WHAT RESEARCH SAYS ABOUT LMS?

Hadulo (2021) found that Planning, Design, Implementation, Improvement, and Achieving were the most influential factors in determining the successful implementation of an Online CBE program in HEIs. The findings of Rabiman's (2020) study confirm that using LMS increases satisfaction and quality of learning. There is no doubt that LMS is an interactive way for quality learning. The results of Cabero (2019) coincide with other studies and confirm that along with the instrumental and functional use of the platform, where LMS is used as a repository for materials and information rather than the pedagogical purposes. Though some of the LMS is based on pedagogic principles, many of them lack this feature to go along with the pedagogical principles.

NEXT-GENERATION LMS

Higher education around the world is now trying hard to transform teaching and learning from its traditional emphasis on teaching and the instructor to a new focus on learning and the learner. The next-generation LMS is trying to shift from a standard course model for courses, experimenting, instead, with a variety of more flexible learning models. As LMS is used as a user-friendly academic application, it should have some components that contribute to and enable the transition that higher education is currently experiencing. Instead of using LMS as an personalized learning tool, it should provide flexible, intuitive, pedagogically. Technology-wise, it must be interoperable and integrative, as well as capable of incorporating learner analytic functions to enable learners to customize their LMS, to set personal educational goals, to make good leads along their educational paths, to move freely between public and private online spaces, and to capture collaborations flexibly and ubiquitously. (Brown et al., 2015; Downes, 2005; Mott & Wiley 2009 & Straumsheim, 2015).

COMPARISON OF CONVENTIONAL AND NEXT GENERATION LMS

Based on the main issues arising by the use of LMS, the following comparison has been done.

Issues	Conventional LMS	Next-Generation LMS
Main Features/ Functions	Course delivery and management tools	Course delivery and management tools & social networking tools
Centeredness	Content-centric, knowledge push approach	Learner-centric, offers both knowledge push and knowledge pull approach
Types of Learning Supported by LMS	Formal learning	Formal, informal, and life-long learning
Types of Tools	Pre-defined selection of tools	A variety of tools for learners to choose from, according to their needs
Structure	One-Size-fits-all	Interoperable, personalized, and flexible
System Design Concept	Centralized, closed and bounded; structured, heavy, rigid	Distributed, loosely coupled and open, free-form, lightweight, flexible
Look and Feel	Formal Tone	Social media format, fun, effective and easy-to-use UX, UI
Next-Generation Functionality	Limited or not available	Smart and personalized learning tools

We can see a clear cut picture about the main differences in both.

WHAT ARE THE FEATURES OF NEXT-GENERATION LMS

The next generation computer is having some attributes which makes it unique; they are, Social Media Design Format* with Student-Centered Tools, Mobile First, game component, analytical tools, AI and Learning tool interoperability. The table displays the attributes,

Attributes of Next-Generation LMS	Availability in CN	Remarks
1) Student-Centered Tools	Facebook Wall Format Post, Reflections, Polls Functions Social E-Portfolio	
2) Mobile First	Mobile version	
3) Game Components or Rewards*	Anar Seeds and Badges	
4) Analytics tools*	Analytics Tools	
5) Next-Generation Function (Smart – Agent or A.I.)*	Rumi Smart Agent**	**Under Development
6) LTI or Learning Tools Interoperability*	LTI capability	N/A

CONCLUSION

With the growth of technology one may fear that technology will replace the teachers, but we have to remember that an instructor still plays an important role in thoughtfully leveraging the capabilities technology can offer in order to best support student learning. A learning management system is one of the best ways a teacher can make herself/himself techno savvy by offering the paper or the courses online. Make it small from the topic and then as said it may be expanded to a complete course.

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FOSTERING INTERDISCIPLINARY EXPERIENCES THROUGH BLENDED LEARNING QUALITY EDUCATION FOR ALL

E. Sowjanya

ABSTRACT:

Education is the Key to prosperity and it unlocks all the possible opportunities for progressive development of the society and person. So, Educational opportunities should be provided to all the human beings i.e., without gender discrimination (Male and female), caste discrimination (SC,ST,BC,OC), area discrimination (Urban and Rural) etc., disabled persons (PH,MR) Quality Education is to be given to all the people from the ground level – Primary, Secondary, Technical, Vocational, higher Education and also in universities. We have to give Quality Education in order to develop good skills in the people and increase financial success which leads the country to reach global level. Giving quality education helps the youth to gain global citizenship and able to adjust for cultural diversity and develop sustainable life styles.

Quality Education should focus on the children's mental, physical, emotional and sociological development. It is the fundamental right of children in India to receive quality education. Children should be educated in a Joyful atmosphere without fear. Good quality education leads to good learning outcomes of the children.

Quality education of giving basics of literacy and numeracy helps for the all – round development of the child. For quality education, schools should support in giving wide range of abilities, socio emotional competencies, literacy and numeracy skills etc.,

The NEP-2020 brings the importance of learning by doing to focus which helps in improving quality education. India is now looking forward to give quality Education by using digital tools, like internet, online classes, television etc., Implementation of NEP–2020, brings a great priority for quality education Quality Education is so important to reduce inequalities, poverty, gender quality and more peaceful societies.

KEYWORDS: Quality Education, Gender discrimination, caste Discrimination, Area discrimination, Disabled persons, Global Citizenship, Digital tools.

INTRODUCTION

Education is the process of learning to gain knowledge, moral values, skills, personality development, etc. It can be acquired properly through the educational institution. Education is also the transmission of civilization and beliefs of one generation to another generation. Education makes an all round development of the personality of a person. As Education is the key to prosperity, it helps for the progressive development of the children. So, Education giving to children should have quality. Quality education should be given to all the citizens of the country in order to develop more skilled persons in the country and to attain global citizenship.

QUALITY EDUCATION

Quality education means to make an individual self – reliant, knowing advanced skills, gaining global knowledge, having competitive spirit and overall personality development. Quality Education means education that is grounded on the principles of equality, appropriateness, safety and personal development of the individual. Quality education enables people to develop life skills, social, activities, mental and physical activities to achieve their goals and lead a successful life style. It helps for the social and economic development of every Individual. It helps to reduce inequalities and overcome poverty.

Quality Education consists of 3 main components.

- i. Quality teachers.
- ii. Quality learning tools.
- iii. Quality learning environments.

So, this Quality Education should be provided to all the citizens of the country despite of gender discrimination (Male, Female) caste discrimination (SC,ST,BC,OC) area discrimination (Rural, Urban, Tribal) etc., disabilities (PH, OH, Mental, Physical).

Nelson Mandela has quoted, “Education is the most powerful weapon which you can use to change the world”.

That means this statement analyses the importance of Education. Everyone has to take an important role in improving the quality of education to the meet of the coming years 2030.

Every aspect of development is linked to quality education to all which helps to improve knowledge which helps for financial development.

NEED OF QUALITY EDUCATION FOR ALL

1. Quality Education helps to become good citizens of India irrespective of any discrimination.
2. Quality Education to all is needed to achieve financial success.
3. Quality Education is needed to shape a better society at the same time helps us to grow individual
4. Quality Education helps to modify every individual life and helps to decrease poverty rate in the society.
5. Quality education for all is very important to lead better life and develop modern civilization.
6. Quality Education is helpful for both personal and community development.
7. Quality Education is a human right and every citizen has a right to acquire knowledge from childhood to adulthood.
8. Quality Education helps to lead a better life in modern society and help to reach.
9. Quality education helps to draw desirable change in the individual.
10. Quality in education is the most important pillar for the success of the student.
11. Quality education boosts economic growth of the society.

SIGNIFICANCE OF QUALITY EDUCATION FOR ALL

- ❖ Quality Education system helps to receive good job opportunities.
- ❖ If all the people are have given good education including the masses, we can have sustainable development and receive desirable results.
- ❖ With Quality Education for all only all the sections of the people i.e., Male and Female upper – weaker sections of the society, can reach their goal economically and financially.
- ❖ Quality Education for all the people from the Primary, Secondary, Technical, Vocational, higher education and also in universities bring a lot of change in each and every aspect of life at each level.
- ❖ Schools, Colleges, Universities plays a vital rule in giving quality education to all and bring a noticeable change in the individuals.

OBJECTIVES

1. To know, the importance of Quality Education to all.
2. To know how to implement Quality Education to all.

3. To know, learning benefits of every human being.

METHODS AND PROCEDURES INVOLVED IN IMPLEMENTING QUALITY EDUCATION TO ALL

QUALITY EDUCATION TO ALL AT PRIMARY LEVEL

Quality Education is the foundation for overall development of the child. Quality Education is the Government policy, Sarva Shiksha Abhiyan, aimed at Universal Quality Education for all Indians at primary education BY 2030; all the girls and boys should take free, compulsory education with effective learning outcomes. We have to give adequate opportunities for playing. Well – trained and qualified staff should be appointed. Curriculum should be prepared according to their age. Learning Environment should be stimulating. So, that, children can learn in a Joyful manner.

GENDER DISPARITIES AT PRIMARY LEVEL EDUCATION :-

Equal opportunity should be given to all the children in the class i.e., to boys and girls, curriculum should be implemented universally all over the country maintaining good quality. Appropriate methods has to follow to estimate the children's knowledge universally. Good Health and special diet also influences the education Boy and Girl child should be treated equally and should be nourished equally. So, our government is now – a – days providing mid-day-meals to children and regularly monitor the scheme. Teacher – Student ratio should be maintained equally all through the country. The standards prescribed for primary level should be universal all through the Country – Quality Education will reach effective to all children only when there is a strong bond between the parents, students and Teachers. Trained teachers should be appointed so that, they can upgrade the knowledge of the child and can bring out the skills in intruded in them. Boys and Girls should be given same opportunities in all aspects.

AREA DISPARITIES AT PRIMARY LEVEL

In rural areas the quality education develops to fill the gap in the skills by providing required curriculum to them. The curriculum provided to rural areas influence the rural people, in fast changing environment Rural – Urban curriculum is to divide with regard to their requirements so, that it will be the best curriculum that was given, to Quality Education. Rural and

Urban areas are always differ in population size, density, local facilities etc, effects the education system. But due to universalization of primary education rural and urban area children's are enjoying equal curriculum.

CASTE DISPARITIES AT PRIMARY LEVEL

Gender gap in education is almost 30% at primary level in scheduled caste and Tribal girls. In these castes there was low enrolment and high child labour. To improve Quality Education in these disadvantages communities, A.P Government is providing free text books, uniforms, shoes and socks, by mid-day meals etc., As, Education is the key for the social and economic growth of India, Government is spending huge amount on education to enrol all the primary level children into school. So, that good quality education can be achieved without any disparities.

QUALITY EDUCATION TO ALL AT SECONDARY LEVEL

Quality Education is a crucial factor at the secondary level Education. It focuses on the child development namely, physical, mental, social, emotional issues. The Education at secondary level leads to empowerment by strengthening the individuals physically and mentally. As, teachers are the soul for education, they should take proper care of teaching methods. Teachers should develop gender sensitivity, non – discrimination etc. At the secondary level common quality issues were recommended by the government at class room to deliver the concepts, needs, skills and knowledge.

GENDER DISPARITIES AT SECONDARY LEVEL EDUCATION

According to the studies related to last month, in secondary education (classes 9th and 10th) the girl children are engaged in house works, so there raises a large gender gap. Domestic work was adversely affecting the Girl education at secondary level. It is the biggest drawback log for girl education. Boys are also facing small problem at secondary level, as they are engaged in paid work as labour at the age of 12. Even though, girls have similar reading ability, they are unable to complete the school studies. In order to overcome gender disparity at secondary level, Toilets are provided at school, Anganwadi centres are established to look after the younger child in the house. For special needs of girls the government has taken special measures like hygiene and sanitation facilities. The biggest factor keeping girls out of

school is gender discrimination coupled with caste, class and religious divisions.

CASTE DISPARITIES AT SECONDARY LEVEL EDUCATION

Unequal educational outcomes arises at secondary level education due to caste, origin of the family, gender earning, health status, political participation etc., The disadvantaged communities children are suppressed social and economical. So, they are unable to continue their studies. Dropout rates was more in this disadvantaged groups, To attain academic performance attainment of learning objectives children are unable to acquire desired skills and competencies as they are unable to attend the school Education for all is a global movement aiming to meet the learning needs of the children, youth and adults. So, proper provisions were given by the government to the deprived children like “Amma-Vodi programmed” through which 15 thousand rupees were given to child’s Mother, which helps for the financial uplifting of the family so, that the family members are allowing the children to go to school without sending them to work.

UNESCO has asked all the governments, Civil Society, Voluntary Agencies, and media to lead the movement and make the idea of Quality Education to all grand success.

It is a worrying fact that more portion of the Indian population deprived of opportunities to acquire Quality Education. The deprived communities who are located outside the four-tier caste, with little access to formal education continue to depend on richer upper castes for employment. So, Government is providing legal equality and reservations in public sector for employment after 10th class also.

AREA DISPARITIES AT SECONDARY LEVEL EDUCATION

Secondary education is the second stage of traditional education. i.e., at the age of 11 to 15. The Quality of education between rural and urban areas is unequal. There is low access to quality learning. Lack of Teachers, Internet, digital connectivity also made the rural area children backward than the urban area.

The problem of qualified teachers can be solved by introducing online classes. Using this e-learning, the rural children are able to reach the urban area children.

Urban schools enjoy greater responsibility than the Rural area schools labour productivity in rural areas are more than in urban areas students in rural areas suffer with poor quality of education so government is taking necessary steps to overcome the barriers in rural areas. The secondary schools in rural areas are facing lack of trained teachers, poor infrastructure, due to which poor quality education is present in those areas.

According to UNESCO rural sector reflects the economic state of a country. So, Now governments are launching more innovative programmes in rural areas schools like Manabadi, Nadu-Nedu programmes by implementer good infrastructure and posting teachers of well-qualified and trained.

QUALITY EDUCATION TO ALL IN TECHNICAL EDUCATION

Technology provides students with easy to hard. Technical education provides foundations for equality in society. It enables children to develop creative skills and achieve their potentiality.

Technical Education provides training in subjects such as auto repair, cosmetology, arts (technicians, carpenter, computer numerical control technician, nursing, dental, medical technicians etc.,) they teach vocational and technical content to give students the skills and knowledge necessary to enter an occupation.

GENDER DISPARITY IN TECHNICAL EDUCATION

Gender disparity in Technical Education depends of poverty, illiteracy, social customs, belief and anti female attitude. Through the constitution of India provide equal rides to both Men and Women, women are unable to enjoy the rights because of superstitions of the society. Traditional value, low literacy rate traditional value, low literacy rate, lack of proper guidance about education, house hold responsibilities, lack of self confidence are some of the reasons for the gender disparities in Technical Education also.

Women poverty stands at the root cause for gender discrimination. Due to illiteracy and Educational backwardness girls are not joining in Technical Education.

CASTE DISPARITIES IN TECHNICAL EDUCATION

Despite of social development and technological advancement, castism is still continuing in the society. They became the victims of superstitions; illiteracy of their disadvantages people is also the root cause for not receiving quality education in the Technical Education. As

disadvantaged groups are financially weak, they are unable to take good Quality Technical Education.

But Now –a – days, the government is forming some schemes which helps all the weaker sections of the society and to receive good quality Technical Education.

Reservations were given in Technical Institutes and they are getting admitted in those intuitions. And they are able to receive good Quality Education. Technical based education like carpentry, crafts, arts, prepare bakery items etc., helps to earn their livelihood.

AREA DISPARITIES IN TECHNICAL EDUCATION

Women in both rural and urban areas are spending large portion of time on house-hold work. Mainly, in rural areas, women are unable to respond to new opportunities due to lack of knowledge about different occupations. Area disparity in Technical Education is more than primary, secondary and Higher Education. They are unable to perform other occupations due to illiteracy. Most of the women in rural areas are spending more time caring children and bearing family which results in de – skilling in technical Education. In rural areas preference for sons and negligence towards girls is also one of the causes. But in urban areas most of the girls and women’s are encouraged to take vocational and technical courses and they are earning their live hood haply. Quality education in Technical education can be available by using Technology. Due to Technology even the rural people can understand difficult tasks from their home itself.

QUALITY EDUCATION TO ALL A HIGHER EDUCATION

Higher Education i.e., at graduation levels they quality given should be with higher values. Students improve their knowledge with quality Education at higher levels of studies. College students are spending little time with studies so, if the courses in graduation are interesting there will be good result in achieving knowledge.

Many of the graduation students are facing problems in utilizing skills i.e., writing letters or Applications to higher officials problem solving, critical thinking etc., most of the students who are attaining to higher graduation are badly prepared in their lower academic standards. Policy makers should keep on that to achieve best fruit at graduation level, the foundation at the secondary level should be strong most of the graduation students are very low in doing

college work and appears to be, that they are achieving lower academic standards. Many of the college instructors and contract lectures are not doing their level best such instructors are bearing the root cause for drop-out rate at higher graduation level. If the curriculum fails to increase the appropriateness in learning, there will be more dropouts in graduation level. Some institutions are trying their level best to improve their quality of education by appointing quality and trained lectures and using the best study material. Some institutions are recognize the poor standards of learning but they are neglecting the problem, which reflects on the poor preparation of students manually on average and below average students. Quality education in higher education results in student learning outcomes.

More practical works and curriculum of life skills should be introduced to enhance critical thinking in students of higher education.

Academic Advisor should suggest the lectures and professors for better teaching activity and also convince them in using alternative methods to draw improved results.

All these reforms could bring a good improvement in the quality of higher Education. Quality of Education can be also assessed by measuring the outcomes of the education, i.e., the skills and capabilities achieved by the student. Retention rate is also one of the useful method to measure the quality education.

QUALITY EDUCATION TO ALL AT UNIVERSITY LEVEL

Quality Education to all is needed in universities to gain relevant skills, capabilities, knowledge, academic competencies for over all development of personality. Universities should provide quality education to their learners to achieve good name of the university by focusing its aim on quality learners, quality learning environment, quality content, quality processes, quality outcomes. This helps the all round development of the student. The university premises have to facilitate the learners, to create interest in studies. Quality Education not only the mode of teaching or instructions but it depends on the infrastructure, extra – curricular activities, etc., which gain and draw the attention of the students interestingly policy makers should put their concentration on overcrowding classrooms, i.e., Teacher-pupil ratio is not appropriate so, Teachers are unable to pay individual attention. So, Teacher and students feeling more stress on them. Policy makers and Academic advisors should plan to avoid overcrowding, this must

be ongoing process. By posing extra progressive tax on wealthy citizens and on corporations the universities funding can be raised, so that new attractive buildings, infra structure can be maintained usefully. Not only professors and lectures involved in curriculum preparation, they have to involve community also. Involving parents into their children's education will give good result.

According Academic side weekly assignments should be given. Peer group team work should be introduced so, that all the intelligent and backward students both are beneficiary. Giving rewards and also praising their work helps to improve their studies. Student centered education must be given more value. The students with poor knowledge in English are lagging behind in studies. So, they can be given remedial teaching like giving familiar work and gradually moving to difficult topics, make the students easy in learning English.

Beyond chalk boards, media should be used, digital tools, internet, online classes create interest in studies which improves good quality in education. Academic instructors should be in contract with children informal or in informal way. In university education, there is no universalization of education. As it is a specialization of a particular field. There will be an entrance test to enter into university which depends on purely merit. So, here at university level quality education should be given to meritorious children unless, they can't satisfy their knowledge desire.

RESULTS AND DISCUSSIONS ON QUALITY EDUCATION TO ALL

After studying the importance of quality Education, we can understand that there should be trained and qualified teachers in all levels of Education. Especially least developed and small developing countries should put their effort on quality education. Government should provide equal opportunities to all the people without any gender disparity, caste disparity, Area disparity and also persons with disabilities, indigenous peoples and also children in vulnerable situations.

Quality Education to all depends on achieving literacy and numeracy in a systemic way to all the people in the society without any discrimination as adults, men, women etc.,

We aim quality Education to bring good change in the society. All the learners should acquire needy knowledge and skills which helps for sustainable development of the person. In quality education, we have to

give a clear idea about human rights, gender equality, civilization, non-violence, cultural diversity etc., through quality education equal access is to be provided to men and women, at all levels primary, secondary, higher, technical, vocational, and university level.

Through quality education the youth and adults can able to join in decent Jobs, which are relevant to their skills. Quality education leads to empowerment. Quality education requires result-oriental as children must develop minimum standard of skills. Quality education can be achieved. Child – friendly Teaching and learning which is child centres education.

NEP 2020 aims “to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background” .

According to NEP-2020, “Quality, in higher education, must aim to develop good, thoughtful, well-rounded, and creative individuals.

In order to achieve these aims move multidisciplinary undergraduate education and also revamping syllabus, model of assessment etc., To provide equal opportunities and equal quality of education to children bridge courses should be developed to the students of disadvantaged background.

CONCLUSION

So, we can say that the challenges facing in providing quality education to all should be planned properly and give a route map, So, that we can produce future generations with good knowledge and bright future with successful life styles.

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EFFECT OF BLENDED LEARNING MODEL ON RETENTION OF LEARNING

Dr. Shaheen Altaf Shaikh

ABSTRACT:

Blended learning is being propagated as the methodology of the future and thus it is necessary to evaluate its effectiveness. The aim of this research was to examine the effects of a blended teaching-learning approach on long-term retention of learning in pre-service teachers. The research used a two-group, pre-test, post-test design with experimental and control groups. The Data collection tool was a researcher designed learning achievement test. Findings showed a significant difference between the two groups' learning achievement in favour of the experimental group. Analysis of the retention of learning achievement test administered two months later showed a significant difference in favour of the experimental group.

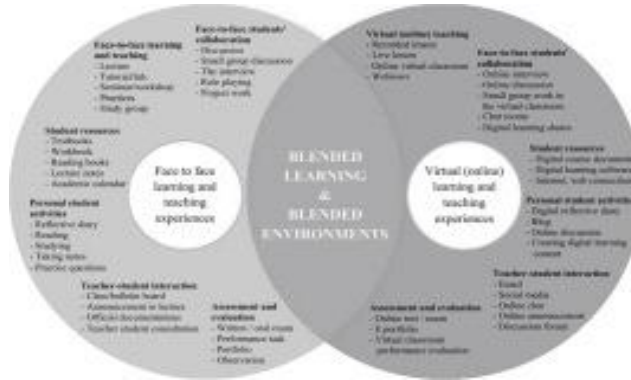
KEYWORDS: Blended learning model, Pre-service teacher education, Learning achievement, Retention.

INTRODUCTION

Rapid changes and developments in science and technology in the world have affected schools and education systems. These changes and developments in ICT directly impact the way education is organized (Allen and Velden 2013). All these developments have also influenced the learning teaching pedagogies and one of the most recent and new approaches is the blended learning model that blends face-to-face instruction with online instruction. As technology has become an integral part of our daily lives, using digital learning technologies inside and outside the classroom in the learning-teaching process has also become imperative. Generally, blended learning is defined as the integration of face-to-face instruction with computer-mediated instruction (Bonk and Graham 2006). The aim of teaching in blended learning is to provide an eclectic/mixed approach that aims to minimize the weaknesses face to face and online learning and maximize their strengths to provide the most effective learning (Brown 2016).

The blended learning model and its constituent elements are presented in Fig. 1. The blended learning model consists of two dimensions: face-to-face/ in class instruction and virtual/ out-of-class (Ross and Gage 2006). Successful

integration of all the elements under Teaching- Learning, Collaboration, Resources, Student activities, Teacher student interaction and Assessment and evaluation of both Face to Face and Virtual/Online is blended learning.



Blended learning offers learners flexible learning opportunities. Apart from face-to-face education, BL helps students to learn anytime and anywhere without restriction of space and time. (Stein and Graham 2014). Blended learning promotes student-teacher and student-student interaction thus creating a more dynamic and interactive learning environment with increased participation. (Donnelly 2009). Additionally, it provides learners with more opportunities to achieve deeper and higher learning levels. (Patrick and Sturgis 2015).

AIM OF THE RESEARCH

The study is aimed to examine the effects of the blended learning model on pre-service teachers’ academic success and retention.

RESEARCH QUESTION

What is the effect of blended learning Model on pre-service teachers’ academic success and learning retention?

RESEARCH METHODOLOGY

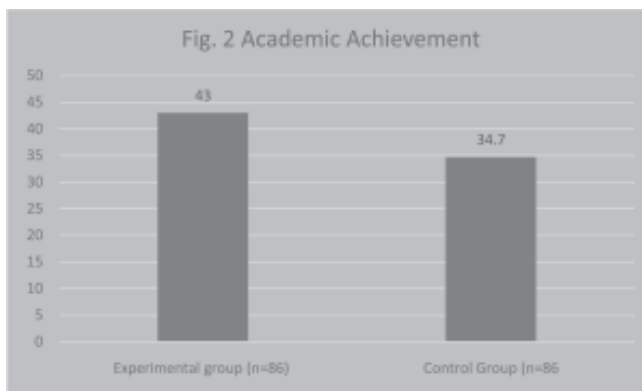
An experimental research design with two group pre-test-post-test was used. In this research two groups were used, experiment group and control group. The pre-test was administered to both groups before the implementation of blended learning model, and based on the results of the

pre-test, two equivalent groups of experimental and control group were created. The blended learning model was implemented on the experimental group and the control group was exposed to regular teaching.

The face-to-face teaching learning included discussion, group work and practical demonstrations. In the virtual classroom dimension, sharing of materials including ppt's, videos, animations and reading material on the topics taught was done by both the students and teachers. Online chats, comments, discussions were encouraged in the Online class. Students utilised the online mode for self-paced learning, self-study and self-directed learning was encouraged. After the implementation of Blended learning Model and regular teaching for a period of two weeks, the achievement test was administered. Two months after the implementation ended, the "academic achievement test" was re-applied as a retention test and the effect of the blended learning model on retention was determined.

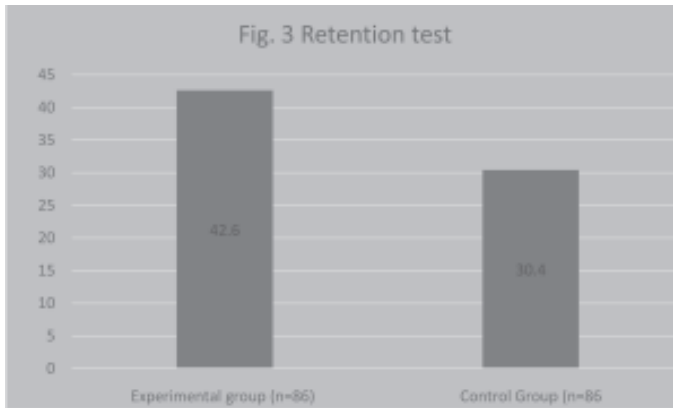
FINDINGS AND CONCLUSIONS

The first research question was whether there was a statistically significant difference between the academic achievement of the experimental group, in which the blended learning model was implemented, and of the control group on which the regular teaching was implemented. A graphical comparison of the student's academic achievement is presented in fig.2



The mean of the Experimental group taught by the Blended Learning Model was greater than the mean of the control group which was taught by the regular teaching method.

Two months after, the “academic achievement test” was re-applied as a retention test and the effect of the blended learning model on retention are presented in Fig. 3.



The post-test scores in the academic achievement test of the experimental and control groups were compared and the results of the independent groups t-test are given in Fig 4 and Table 1.



Table 1. Comparative Performance in Academic Achievement and Retention

	Mean 1 Academic Achievement	S.D.1	Mean 2 Retention test	S.D.2
Experimental group (n=86)	43	1.8	42.6	1.75
Control Group (n=86)	34.7	4.9	30.4	4.78
	t-test value =14.8 p < 0.05		t-test value =22.4 p < 0.05	

The mean of the Experimental group taught by the Blended Learning Model was greater than the mean of the control group which was taught by the regular teaching method. The t value showed that the difference is significant. The blended learning experiences had a positive effect on students' academic achievement. In the research in order to determine the long-term effects of learning by the blended learning model the retention test was administered. The results show that there was very little change in the mean of the Experimental group taught by the Blended Learning Model. The difference was greater in the mean of the control group which was taught by the regular teaching method. This shows that the retention level of students taught by the blended learning Model was much better than the students taught by the regular teaching method. The t- value shows that the difference is significant.

Thus it can be concluded that the blended learning model shows more positive influences on the pre-service teachers' academic achievement and retention compared to the traditional teaching methods.

In addition to this, some studies have reported that the blended learning model has a positive impact on the students' motivation and interaction (Bosch et al. 2019). The blended learning model helps in improved learning (Wai and Seng 2015). Blended learning model is effective (Abello 2018). The self-paced learning and self-directed learning is better in Blended learning Model. (Uz and Uzun 2018). Retention levels of learning are high in blended learning model (Bađćý and Yalýn 2018). A significant difference was found in favour of the experimental group in the retention test. Thus it can be concluded that the pre-service teachers achieve long-term learning and better retention because of self-paced and self-directed learning due to self-motivation and moreover the students are majorly responsible for their own learning. There

is also scope for repetition and reinforcement of learning based on requirement of the material learnt in face-to-face learning due to the added component of online learning.

IMPLICATIONS

The blended learning model contributes to individuals becoming lifelong learners who have the ability to learn continuously anytime and anywhere outside the school and in their professional lives by acquiring self-directed learning skills, which are described as the ability to manage their own learning process (Patrick and Sturgis 2015). The results of this study suggest that blended learning with face-to-face instruction and online distance instruction should be included in schools. In today's world in which educational technologies are highly developed, the implementation of such models should be seen as requirements of the age. In this regard, it should be noted that the implementation of this model is more likely to provide significant contributions to students' learning with the qualities required by the age and lifelong learning skills by offering blended learning opportunities to teachers and students through distance education software, especially in universities. In addition, the blended learning model has the potential to enable pre-service teachers to become lifelong learners by developing their learning and renewal skills, and they will actively benefit from educational technologies and related approaches throughout their professional life. In addition, the effectiveness of the blended learning model can be increased by employing different learning-teaching approaches including project-based learning, collaborative learning, differentiated teaching, and flipped learning. After the Covid-19 pandemic crisis, the importance of online education has been highlighted and its shortcomings have also been felt and hence we can say that blended learning offers us the best of both the worlds and hence face-to-face education and online education can be implemented in blended learning models when classes return to normal. Research on the effects of the blended learning model on a number of different variables like pre-service teachers' attitudes, self-directed/paced learning skills, and pedagogical competence can be carried out. In addition, further study can be carried out on in-service teachers by comparing them internationally on the effects of the blended learning model on in-service and pre-service teachers.

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A STUDY ON IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY ON TEACHER EDUCATION CURRICULUM

Boddepalli Sanjeevi Rao ¹ and Dr. D Nagaraja Kumari ²

ABSTRACT:

The classroom is now changing its look from the traditional teaching methods to modern teaching methods. Now teachers as well as students participate in classroom discussion. Now Education is based on child-centric approach. So, the teacher should prepare to cope up with different technologies for using them in the classroom for making teaching learning interesting and understandable. For effective implementation of certain student-centric methodologies such as constructivist learning which ascribes the students the role of active researchers and for which, technology becomes an appropriate tool. ICT has enabled better and swifter communication and presentation of ideas in a more effective and relevant way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed than before. So, for this reason ICT is very much necessary for Teacher Education. Accordingly, NEP-2020 stresses the need for incorporating ICT in the curriculum development and implementation. So, this article also focuses on the role of ICT in Teacher Education Curriculum.

KEYWORDS: Information and Communication Technology, Teacher Education, Curriculum, National Education Policy

INTRODUCTION

Based on various needs of our society, now prominence is also given to the various educational theories and educational practices. According to these theories and practices, changes are also undergone in teacher education. It is natural that teacher education must include new technology. Teachers should also know and develop the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee acquires the basic skills and competencies of a good teacher. Now-a-days, a new trends in teacher education are inter-disciplinary approach, correspondence courses,

orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-days, Action Research is also emphasized in Teacher Education. ICT acts as the gateway to the world of information and helps teachers updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

NEED AND SIGNIFICANCE

The role of Information and communication technology for the professional development of the teacher educators focuses on the competence and skills needed for effective use of ICT in the class rooms. As a result of advancement in Scientific and technological and management techniques used in information handling and processing their applications, ICT and their interactions with men and machines and associated social, economic and cultural matters” (UNESCO 1998). It entails “the use of hardware and software for efficient management of information, that is, storage, retrieval, processing, communication, diffusion and sharing of information for social, economic and cultural enrichment” The benefits of the new technology are very important for today’s ultra-modern world and the total dependency on E-mail computer conferencing, chatting, world-wide web have increased opportunities for students and teacher educators to converse and exchange work more speedily without any delay. ICT has changed the traditional notions of education and role of teacher in the classroom. ICT has brought a shift from teacher-centred instruction to learner-centred instruction as we are entering a new era of digital learning where the students are no longer passive recipients, so the use of ICT to teach students the knowledge and skills in the need of the hour, for upgrading of the social-oriented occupation to make it more autonomous, more development-oriented as well as more accountable. Professionalizing the role of the teacher will change from being a knowledge transmitter to that of learning facilitator. Teacher educators must be skilled enough to use new technological tools. Unless teacher educators make effective use of ICT in their own classes, it will not be possible to prepare a new generation of teachers who would effectively use the new tools for learning. Keeping futuristic view in mind, it is more important to prepare future teachers, and teachers who are in service, with the knowledge and skills of using ICT. Therefore, it is necessary that a well-defined component of ICT-based learning should be a part of pre-service University teachers’

Training curriculum. This study focuses on the Impact of ICT in B.Ed. curriculum, the teacher educators, the available facilities in their colleges of education and the extent of use of those facilities for their regular teaching and academic improvement at the same time using ICT as a source of learning, preparation, teaching and carrying out research in their respective fields. Hence, this study is taken up.

RESEARCH QUESTIONS

- What is the need of ICT in Teacher Education Curriculum?
- What is the impact of ICT in Teacher Education Curriculum?

OBJECTIVES OF THE STUDY

- ❖ To study the need and importance of ICT knowledge in Teacher Education Curriculum
- ❖ To study the impact of ICT in the Teacher Education curriculum

DISCUSSION

Need and Importance of ICT in teacher Education Curriculum:

The classroom is now changing in its look from the traditional teaching methods (Teacher Centred approaches) to Modern Teaching methods (Child Centred approaches). Now teachers as well as students participate in classroom discussion. Now, education is based on child centric principles. So the teacher should prepare to cope up with different technologies for using them in the classroom for making teaching learning interested. For effective implementation of certain student-centric methodologies such as project-based learning which puts the students in the role of active researches and technology becomes the appropriate tool. ICT has enabled better and swifter communication; presentation of ideas more effective and relevant way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed then before. So for this reason ICT is very much necessary for Teacher Education.

Impact of ICT in Teacher Education Curriculum: Based on various changing needs of our society now emphasis is also given to the various educational theories and educational practices. According to these theories and practices changes are also undergone in teacher education also. It is natural that teacher education must include new technology. Teachers should also

know the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any Training programme is that it should help the Training to acquire the basic skills and competencies of a good teacher. Now-a-days new trends in teacher education are Inter-disciplinary Approach, Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

Role of ICT in Teacher Education Curriculum:

- ICT helps teachers in both pre-service and in-Service teachers Training.
- It helps to improve teaching skills and promote innovative teaching practices. It helps in enhancing the effectiveness of classroom.
- It also helps in improving professional development and educational management as well as enhances active learning of teachers
- ICT prepares teachers for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
- It removes the traditional method of teaching and prepares teachers to apply modern method of teaching.
- ICT plays an important role in student evaluation.
- ICT is a store house of educational institution because all educational information can safely store through ICT.
- ICT helps teachers communicate properly with their students. So ICT bridges the gap between teacher and students.
- ICT helps teachers motivate students and growing interest in learning.

SUGGESTIONS & RECOMMENDATIONS

- ✓ It is recommended that government and professional bodies should organize workshops, conferences and seminars as to train and encourage teachers on the use of this innovative technique
- ✓ Making ICT subject as compulsory subject in the curriculum as well as with other subjects too

- ✓ Provide ICT resources, proper infrastructures including well equipped laboratory with high speed internet connection in the colleges by the government as well as management of the college.
- ✓ All universities and professional bodies should take initiation of ICT studies for innovative pedagogical perspectives

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MULTILINGUALISM AND THE ROLE OF ENGLISH LANGUAGE

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ABSTRACT:

The majority of the world's population is multilingual, and there is an increase of demands on teachers worldwide to meet pupils' diverse linguistic needs and abilities. However, in a multilingual classroom context, students belonging to different language backgrounds sit together under one roof, but they may or may not be able to communicate among themselves. This becomes challenging for the teacher as she cannot teach students who do not understand the language she speaks. The study is based on a socio-cultural perspective on language and learning, and views the school as an institution within a larger context.

KEYWORDS: multilingualism, L1, L2 and L3, language learning, language acquisition, Additive vs. subtractive bilingualism

INTRODUCTION

We live in a multilingual world, and the ways that we develop language learning and teaching success must take the multilingual realities of the world into account. English offers enormous opportunities, and language policy rightly focuses on how to give more equitable access to high levels of English language proficiency so that these opportunities can be inclusive rather than exclusive, open to all socioeconomic groups. Properly managed language policy can help to ensure that English can be taught effectively and incorporated into society without having a negative effect on the first language, culture and local identity of the learners of English. Nelson Mandela stated "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart". However, due to emergent multilingual societies, the need for a lingua franca, which could be the base for communication in language communities without a common language, is growing steadily.

Since time immemorial, India has been a multilingual country with over 1600 mother tongues reducible to about 200 languages for a population of about 1.27 billion people, with the population of many of the linguistic minorities being larger than many European countries (Annamalai, 2001). In

fact, the magnitude of multilingualism in India has made scholars wonder about how communication happens and how social cohesion is maintained (Annamalai, 2001). Multilingualism in India is a product of its history and a reflection of its diverse cultures. Schools play a vital role in maintaining multilingualism and in changing its nature. The difference between the language that minority children speak at home and the language they use in school is one of their distinguishing features. If the language the child brings to the classroom is derided and stigmatized, and no academic strategy is adopted to give such children competence in the school language so that they may study as equals to the majority language children, they develop an inferiority complex. This in turn affects their personality. Language is therefore both the cause and the symptom of an inefficient education system. In the latter sense, language is only an indirect cause of lower opportunity, low social status, and therefore, discrimination (Pattanayak, 1981).

SOME IMPORTANT CONCEPTS

Multilingualism: Multilingualism maybe defined as a state or condition or an ability of either of an individual or of a society where an individual speaker or a community of speakers use two or more languages. Multilingualism arises due to globalization and wider cultural communication. As no social group lives in isolation. The interaction among various cultural and social groups lead them to this phenomenon i.e. multilingualism. Multilingualism can also be defined on the basis of maximal competence and minimal competence.

L1, L2, and L3: L1 is a learner's first language, the one acquired as a child; it is in most cases one's mother tongue or native language but not necessarily all the time. The L2 is a learner's second language, that is to say a language spoken in addition to one's native language; it is acquired after infancy and it could be the first foreign language one learns. Finally, L3 is a non-native language being used or learnt when a person has knowledge of one L2 besides one or more L1s (Hammarberg, 2009:6; OED; Brown 2006:686-689).

Acquisition vs. learning: Acquisition refers to naturally and gradually developing language through interaction with others who know the target language. This development happens in informal communicative situations,

whereby the learner uses the language in a natural environment constantly. Acquiring a language leads to good fluency due to natural influences. Learning a language is a more conscious decision to accumulate knowledge of the target language and it is normally done formally in institutions like schools. Learners of a language tend to know more about a 4 language than how to use it, whereas those who acquire a language develop good proficiency in it, as it is done in a natural environment (Creese, 2005:150; Yule 2012:187).

Additive vs. subtractive bilingualism: Additive bilingualism refers to giving students an opportunity to add a language to their repertoire, while subtractive bilingualism means subtracting a student's mother tongue from active communication while learners concentrate entirely on developing their L2 skills (González, 2008).

MULTILINGUALISM IN THE PEDAGOGY OF LANGUAGE TEACHING (ENGLISH)

English has an official status and plays an important role in Indian education systems as a legacy of British colonialism. In India, the 2009 Right to Free and Compulsory Education Act (RTE) has had success in terms of achieving near universal primary education, with enrolment at 96% or above since its introduction.

Studies reveal that for the stakeholders in school education, the inclusion of several languages in the school curriculum is not considered to be an additional load. However, in the fulfillment of their objectives, students come across several difficulties from the pedagogic, curricular and environmental areas. The most important ones among them, in order of descending difficulty are:

- confusing to learn grammars of different languages (pedagogic)
- no occasion to use the language for practice (environmental)
- no extra coaching at home (environmental), and
- many other subjects to learn (curricular).

Teachers mostly emphasize the environmental and curricular difficulties, and attribute the least number of problems to the pedagogy of language teaching. However, according to the students, the least number of problems arise from the curricular front. In spite of the difficulties, the students continue to work since they are highly motivated to learn several languages

and are encouraged in this task by their parents (Srivastava, Shekhar, & Jayaram, 1978).

MULTILINGUALISM: INDIVIDUAL AND THE CLASSROOM

The national policy for medium of instruction in schools is markedly different in India, where the medium of instruction corresponds to the official language of each state (e.g. Hindi, Bengali), with English being taught as a curricular subject. While in India the state language is prescribed as the medium of instruction in schools, it is often the case that this language does not match the language used by a large number of students at home and in their communities. This means that in India, the medium of instruction is a language that a large number of students do not have full proficiency in. This mismatch between students' school and home languages indicates a strong likelihood of educational failure for many, as well as exclusion from education for those from rural areas, whose languages are most often not used at school.

India is committed to achieving universal primary education and to improving the outcomes of national education systems in order to further bolster economic growth, national stability and equity and social justice among the countries' diverse populations - through the Education for All initiative, the Millennium Development Goals, and, more recently, Goal 4 of the Sustainable Development Goals and the Education 2030 Agenda.

The economics of monolingualism is such that two languages are considered a nuisance, three languages uneconomic, and many languages absurd. But when many languages are a fact of life and a condition of existence, restrictions on the choice of language use is a nuisance and one language is not only uneconomic, but absurd. Our current education system tends to make people monolingual in a dominant language.

There is an old saying, "A man who knows two languages is equivalent to two men". This is because a person who can speak many languages can communicate with people from those language backgrounds easily and hence have a wider social life and effortlessly fit in a new place. Therefore, multilinguality offers a lot of autonomy to an individual, and is an asset in terms of acceptance into a different language culture. If an immigrant can speak the language of the natives, he or she is considered a member of the native community, albeit tentatively. This acceptance offers a sense of security to the individual and hence becomes very important for his / her wellbeing.

Multilinguality also brings with it the opportunity to read and understand the literature of different languages which is a great asset as it offers a variety of perspectives and the key to a huge repository of codified knowledge. In a world where knowledge of the codified form is power, and access to that knowledge is limited, multilingual literate is indeed privileged. A multilingual literate enjoys a greater privilege than one who can only speak different languages. A multilingual classroom, however, is not the same as a multilingual individual. In a multilingual classroom context, students belonging to different language backgrounds sit together under one roof, but they may or may not be able to communicate among themselves. This becomes challenging for the teacher as she cannot teach students who do not understand the language she speaks. There are several instances of such challenges and teachers, therefore, enter a multilingual classroom of the above nature hesitantly. Moreover, pedagogy also includes spaces beyond classroom interaction such as writing textbooks for a multilingual audience and incorporating sensitivity to different language speakers. It therefore becomes the responsibility of the teacher, through pedagogy, to cultivate the right kind of milieu because second language acquisition also depends on the formal language acquisition contexts (Agnihotri, Khanna, and Sachdev, 1998). The teacher is hence faced with an insurmountable challenge. . For some time English, being a widely spread language and used for intercultural communication, has taken on a strong position internationally (Jorda, 2005:9; Crystal, 2008:702; Sharifian, 2009:1-16).. For some time English, being a widely spread language and used for intercultural communication, has taken on a strong position internationally (Jorda, 2005:9; Crystal, 2008:702; Sharifian, 2009:1-16).

Multilingualism has always been the default context for human beings. Children in most parts of the world grow up with two or more languages available to them, and increasingly young people in their studies and work, move to locations where other languages than their mother tongue are the norm, and they must learn to be bilingual or multilingual. Business, employment and scholarship are increasingly global and multilingual, and citizens of the 21st century need a new range of skills and strategies – like code-switching and translanguaging – to supplement their core language learning skills. In this paper we look at the definition and contexts of multilingualism, how this impacts education and language learning, and how we can engage with the interaction between the prevalence of English

language use and the multilingual reality most of us find ourselves in. We look at the need for changes in governmental policy and in educational approaches to cope with the new type of multilingual cities that attract people from countries around the world. Above all, we look forward to new ways to apply these ideas to the future of language learning, teaching and assessment, to provide better learning outcomes for all students of all languages.

A context in which a number of languages are mixed and used in different ways to express one's opinions, intentions or values may feel foreign and intriguing to some, whereas, to others, it is everyday life. Due to globalization and as a result of historical processes and ongoing migration, it is today a fact that most areas in the world are multilingual to some extent. The possibilities for travel and technological developments have enabled communication and meetings between family, colleagues, and friends across national and linguistic borders

CONCLUSION

Education is probably the most fundamental monopoly element in an in-egalitarian social and economic stratification. Language is the key to understanding the mutually reinforcing relationship between language use, elite formation and vertical growth of education, unequal opportunities, and greater social and economic inequality. Taught mother tongue (different from home mother tongue), imposed standard and superposed languages do not only accentuate the existing inequalities, but also introduce inequalities where none existed before. Accepting the fact that the linguistic landscape of India is extremely complex, we have not paid enough attention to the language problems in education in proportion to their primacy and functional importance in the entire framework. It is necessary to adopt a pragmatic approach to linguistic usage in education, and take into account the mechanisms of standardization of language in plural societies. Multilingual and multicultural education requires, apart from positive attitudes to speech variation, a degree of planning, proficiency in the language of the classroom and that of learners, and a high level of skill in teaching. The understanding of the socio-cultural process is considered incomplete without an understanding of the dialectical relationship between language, education and society.

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A STUDY ON INTELLIGENCE AND DECISION MAKING AMONG HIGHER SECONDARY SCHOOL STUDENTS

Dr. R. Udhaya Mohan Babu

ABSTRACT

Education is the deliberate and systematic influence, exerted by the mature person, upon the immature through instruction. Adolescence is the most important period of human life. Poets have described it as the spring in the life of a human being and an important area in the total life span. Decision-making can be seen as a process of a series of inter-related communication events leading to the choice of position on an issue or issues. Problem analysis must be done first, then the information gathered in that process may be used towards decision making. Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, and learning. The investigator used a Decision-making inventory Prepared by the investigator. This Decision-making inventory consists of 24 statements arranged under six dimensions. there is no significant difference between male and female higher secondary school students in Basic Decisions, Programmed Decisions, and non-programmed Decisions.

KEYWORDS: Intelligence, Decision Making, and Higher Secondary School Students. Etc.

INTRODUCTION

Education is the deliberate and systematic influence, exerted by the mature person, upon the immature through instruction, discipline, and harmonious development of physical, intellectual, aesthetic and social, and spiritual powers of the human being, according to individual and social needs and directed towards the union of the education and with his creator as the end.

ADOLESCENCE

Adolescence is the most important period of human life. Poets have described it as the spring in the life of a human being and an important area in the total life span. The word 'adolescence' denotes growing to maturity. The child experiences some changes in this transitional period. The period runs between childhood and adulthood and is sometimes called the period of the teenager.

DECISION MAKING

Decision-making can be seen as a process of a series of inter-related communication events leading to the choice of position on an issue or issues. Therefore, decision-making is an information aspect of management that informs on a conscious choice from among a well-defined set of often competing alternatives.

PROBLEM ANALYSIS VS DECISION MAKING

It is important to differentiate between problem analysis and decision making. The concepts are completely separate from one another. Problem analysis must be done first, then the information gathered in that process may be used towards decision making.

WHAT IS INTELLIGENCE?

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly, etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the g-factor), but later psychologists maintained that it is more complicated and could not be determined by such a simplistic method. Some psychologists have divided intelligence into subcategories. For example, Howard Gardner maintained that it is comprised of seven components: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal. Other definitions are: "Intelligence is what you do when you don't know what to do." "Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behavior."

TYPE OF INTELLIGENCE

1. Naturalist Intelligence
2. Musical Intelligence
3. Logical-Mathematical Intelligence
4. Existential Intelligence
5. Interpersonal Intelligence
6. Bodily-Kinesthetic Intelligence
7. Linguistic Intelligence
8. Intra-personal Intelligence
9. Spatial Intelligence

SIGNIFICANCE OF THE STUDY

Decision-making makes it possible to adopt the best course of action in carrying out a given task. When there are different ways of performing a task, it becomes necessary to find out the best way and that is what decision making is all about. The course of action finally selected should produce the best results. By choosing the best method of doing any work, decision-making ensures optimum use of the enterprise resources, namely, men, machines, materials, and money. Resources are always scarce and therefore, it is necessary to make proper use of the same. Decision-making helps to find a solution to any problem in a workplace. Decision-making helps to identify the best course of action in each given situation and thereby promotes efficiency. A decision, therefore, becomes necessary.

Life is full of choices at every moment. There are multitudes of possibilities in front of us to choose any one course of action from all available options based on our judgment while bad decisions are opportunities to learn from and rectify our strategy. The importance of decision-making in life is immense as what we eventually become is a consequence of the decisions we made in the past. We are What our choices and decisions make us be.

TITLE OF THE PROBLEM

“A Study On Intelligence and Decision Making among Higher Secondary School Students”.

OPERATIONAL DEFINITION

Decision making

It is defined as “The process of selecting a logical choice from the available options.” and “The process of coming to a conclusion or making a judgment.” Moreover, it is the cognitive process of reaching a decision.

Intelligence

Intelligence is a sort of mental energy in the form of mental or cognitive abilities, available to an individual, which enables him to handle his environment in terms of adaptation to face normal situations as effectively as possible.

Higher secondary school students

By this term, the investigator means that the students studying in XI standard are called higher secondary school students.

OBJECTIVES OF THE STUDY

1. To find out the level of Decision making and its dimensions of higher secondary school students.
2. To find out the level of intelligence of higher secondary school students in terms of the total sample.
3. To find out the relationship between Decision making and Intelligence of higher secondary school students.

NULL HYPOTHESES

Decision making

- 1.1 There is no significant difference between male and female higher secondary school students in their Decision making and its dimensions.
- 1.2 There is no significant difference between Urban and Rural higher secondary school students in their Decision making and its dimensions.
- 1.3 There is no significant difference among Government, Aided, and Self-financed higher secondary school students in their decision-making and its dimensions.

Intelligence

- 1.1 There is no significant difference between male and female higher secondary school students in their Intelligence.
- 1.2 There is no significant difference between Urban and Rural higher secondary school students in their Intelligence.
- 1.3 There is no significant difference among Government, Aided, and Self-financed higher secondary school students in their Intelligence.

Relationship Between Decision Making and Intelligence of Higher Secondary School Students

- 1 There is no significant relationship between Intelligence and Decision making and its dimensions in higher secondary school male and female students.

DELIMITATIONS OF THE STUDY

1. The sample has been taken from the Sivaganga educational district only.
2. In the present study, the sample has been drawn from XI standard students.

3. In the present study of the Decision making of higher secondary school students the investigator has used a Decision-making scale having only six dimensions; Organisational decisions, personal decisions, basic decisions, routine decisions, programmed decisions, and non-programmed decisions.
4. In the present study for intelligence, the investigator used only the logical-mathematical intelligence of the XI standard students.

TOOL USED

A great variety of research tools are widely employed for collecting relevant data. A suitable tool is a necessary condition for any successful research. Research, depending on the nature of the study selects the relevant tool. The tools used for the present study are

1. Personal datasheet
2. Decision making Inventory (Prepared by the investigator)
3. Intelligence test (Prepared by the investigator)

Decision Making Inventory

The investigator used a Decision-making inventory Prepared by the investigator. This Decision-making inventory consists of 24 statements arranged under six dimensions. There are positive and negative statements. To establish validity, the tool was given to experts in the field of education to get their valuable comments. They suggested certain modifications. The investigator with the help of a guide pooled the information and suggestions accordingly. Thus, content validity has been established.

Pilot Study

For the pilot study, the investigator selected a sample of 54 students at a higher secondary school level and administered the test. The XI standard students had to give the correct answer to objective-type questions. The correctly answered questions were given one mark and zero marks for the wrong answers. The total marks for the test were 32.

Establishing the Reliability

The investigator used the test-retest method in establishing the reliability of the tool. The investigator randomly selected 20 students from Alagappa Model Higher Secondary School, Karaikudi. The Intelligence test questionnaire was administered to them. The same tool was administered to the same sample of 20 students after 15 days. The responses were scored.

The correlation coefficient was found to be 0.81. Thus the reliability of the tool was established.

SAMPLE

The sample for the present study was randomly drawn from the population. The size of the sample of the study was 500. the sample was collected from 10 schools at XI standard level the list of the school is given below.

ANALYSIS OF DATA

PERCENTAGE ANALYSIS

OBJECTIVE 1

To find out the level of decision-making and its dimensions of higher secondary school students.

TABLE 1
LEVEL OF DECISION MAKING AND ITS DIMENSIONS OF
HIGHER SECONDARY SCHOOL STUDENTS

Dimensions	Low		Moderate		High	
	Count	%	Count	%	Count	%
Organisational Decisions	122	24.4	258	51.6	120	24.0
Personal Decisions	92	18.4	295	59.0	113	22.6
Basic Decisions	72	14.4	338	67.6	90	18.0
Routine Decisions	90	18.0	311	62.2	99	19.8
Programmed Decisions	105	21.0	275	55.0	120	24.0
Non-Programmed Decisions	123	24.6	271	54.2	106	21.2
Decision making in total	122	24.4	253	50.6	125	25.0

It is inferred from the above table that 24.4 % of higher secondary school students have a low, 51.6 % of them have a moderate, and 24.0 % of them have a high level of Organisational Decisions. 18.4 % of higher secondary school students have a low, 59.0 % of them have moderate and 22.6 % of them have a high level of Personal Decisions. 14.4 % of higher secondary school students have low, 67.6 % of them have moderate and 18.0 % of them have a high level of Basic Decisions. 18.0 % of higher secondary school students have a low, 62.2 % of them have a moderate, and 19.8 % of them

have a high level of Routine Decisions. 21.0 % of higher secondary school students have low, 55.0 % of them have moderate and 24.0 % of them have a high level of Programmed Decisions. 24.6 % of higher secondary school students have low, 54.2 % of them have moderate and 21.2 % of them have high levels of non-programmed Decisions. 24.4 % of higher secondary school students have low, 50.6 % of them have moderate and 25.0 % of them have a high level of Decision making in total.

DIFFERENTIAL ANALYSIS NULL HYPOTHESES 1

There is no significant difference between Male and Female higher secondary school students in their Decision making and its dimensions.

TABLE 2
DIFFERENCE BETWEEN MALE AND FEMALE HIGHER
SECONDARY SCHOOL STUDENTS IN THEIR DECISION
MAKING AND DIMENSIONS

Dimensions	Male		Female		Calculated t-value	Remarks of 5% level
	Mean	S.D	Mean	S.D		
Organisational decisions	20.87	3.417	21.97	2.872	3.85	S
Personal Decisions	15.45	3.090	16.23	2.721	2.93	S
Basic Decisions	11.59	2.032	11.63	2.001	.273	NS
Routine Decisions	14.17	2.755	14.94	2.384	3.32	S
Programmed decisions	15.34	2.815	15.66	2.401	1.38	NS
Non-programmed decisions	8.16	2.728	8.49	2.533	1.40	NS
Decision making in total	85.58	9.108	88.93	7.989	4.34	S

(At a 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between high school male and female students in decision making in total and its dimensions of organizational decisions, personal Decisions, and Routine Decisions. Whereas, there is no significant difference between male and female higher secondary school students in Basic Decisions, Programmed Decisions, and non-programmed Decisions.

NULL HYPOTHESES 2

There is no significant difference between urban and rural higher secondary school students in their decision-making and its dimensions.

TABLE 3
DIFFERENCES BETWEEN URBAN AND RURAL OF HIGHER
SECONDARY SCHOOL STUDENTS IN THEIR DECISION
MAKING AND THEIR DIMENSIONS

Dimensions	Urban		Rural		Calculated t-value	Remarks of 5% level
	Mean	S.D	Mean	S.D		
Organisational decisions	21.55	3.324	21.27	2.759	0.953	NS
Personal Decisions	15.75	2.904	16.18	2.943	1.45	NS
Basic Decisions	11.59	2.034	11.66	1.965	0.330	NS
Routine Decisions	14.57	2.533	14.65	2.730	0.321	NS
Programmed decisions	15.50	2.702	15.55	2.324	0.208	NS
Non-programmed decisions	8.07	2.668	9.05	2.378	3.99	S
Decision making in total	87.03	8.623	88.36	8.766	1.52	NS

(At a 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference in the non-programmed Decisions. Whereas there is no significant difference between Urban and Rural higher secondary school students in their organizational decisions, personal decisions, Basic Decisions, Routine decisions, Programmed Decisions, and Decisions making in total.

NULL HYPOTHESES 3

There is no significant difference among Government, Aided, and Self-financed higher secondary school students in their decision-making and its dimensions.

TABLE 4
DIFFERENCE AMONG GOVERNMENT, AIDED, AND SELF-FINANCED HIGHER SECONDARY SCHOOL STUDENTS IN THEIR DECISION MAKING AND ITS DIMENSIONS

Decision making dimensions	Source of variation	Sum of squares	df	Mean squares	Calculated F value	Remarks of 5% level
Organizational decisions	Between groups	76.594	2	38.297	3.836	S
	Within groups	4961.956	497	9.984		
Personal decisions	Between groups	125.122	2	62.561	7.538	S
	Within groups	4124.686	497	8.299		
Basic decisions	Between groups	2.394	2	1.197	0.294	NS
	Within groups	2020.334	497	4.065		
Routine decisions	Between groups	18.142	2	9.071	1.358	NS
	Within groups	3320.808	497	6.682		
Programmed decisions	Between groups	25.818	2	12.909	1.915	NS
	Within groups	3351.084	497	6.743		
Non-programmed decisions	Between groups	157.842	2	78.921	11.944	S
	Within groups	3284.036	497	6.608		
Decision making in total	Between groups	1136.764	2	568.382	7.759	S
	Within groups	36408.828	497	73.257		

(At a 5% level of significance the table value of 'F' is 3.00)

It is inferred from the above table that there is a significant difference in the Organisational Decisions, Personal Decisions, non-programmed Decisions, and Decision making in total. Whereas there is no significant difference among Government, Aided and Self-financed higher secondary school students in their Basic Decisions, Routine Decisions, and Programmed Decisions.

NULL HYPOTHESIS: 4

There is no significant difference between Gender, Location, Type of Schools in higher secondary school students in their intelligence.

TABLE 5
DIFFERENCES BETWEEN GENDER, MEDIUM OF INSTRUCTION, TYPE OF FAMILY, AND HAVING TELEVISION IN HIGHER SECONDARY SCHOOL STUDENTS IN THEIR INTELLIGENCE

Intelligence	Variable	Mean	SD	Calculated 't' values	Remarks at 5% level
Gender	Male	13.62	4.167	6.377	S
	Female	16.36	5.450		
Medium of instruction	Urban	15.04	5.275	0.453	NS
	Rural	15.26	4.573		
Type of family	Joint	15.02	5.043	0.930	NS
	Nuclear	15.66	5.360		
Television	Having	15.09	5.044	0.147	NS
	Not having	15.27	5.923		

(At a 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between Gender of higher secondary school students in their intelligence. While comparing the mean scores of boys and girls, girls (M = 16.36) are better than boys (M = 13.62) in their intelligence. Whereas there is no significant difference between location, Type of Schools in higher secondary school students in their intelligence.

RELATIONSHIP BETWEEN DECISION MAKING AND INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS.

NULL HYPOTHESES 5

There is no significant relationship between intelligence and decision-making and its dimensions in high school male and female students.

TABLE 6
RELATIONSHIP BETWEEN INTELLIGENCE AND DECISION MAKING AND ITS DIMENSIONS OF HIGH SCHOOL MALE AND FEMALE STUDENTS

Dimensions	Male			Female		
	Degrees of freedom	Calculated ' γ ' value	Remarks	Degrees of freedom	Calculated ' γ ' value	Remarks
Organisational decisions	227	0.058	NS	269	0.007	NS
Personal decisions		0.053	NS		0.007	NS
Basic decisions		0.114	S		0.015	NS
Routine Decisions		0.026	NS		0.069	NS
Programmed decision		0.100	NS		0.111	NS
Non-programmed decisions		0.033	NS		0.131	S
Decision making in total		0.114	S		0.025	NS

(5% level of significance the table value of ' γ ' is 0.113)

It is inferred from the above table that there is a significant relationship between intelligence and non-programmed decisions of female high school students. Whereas there is no significant relationship between intelligence and organizational Decisions, Personal Decisions, Basic Decisions, Routine Decisions Programmed decisions, and Decisions making in a total of female higher secondary school students.

(5% level of significance the table value of ' γ ' is 0.113)

It is inferred from the above table that there is a significant relationship between intelligence and Basic Decision and decision-making in a total of high school male students. Whereas there is no significant relationship

between intelligence and organizational Decisions, Personal Decisions, Routine Decisions Programmed decisions, and non-programmed decisions of high school male students.

DISCUSSION AND FINDINGS

It is inferred from the above table that 24.4 % of higher secondary school students have a low, 51.6 % of them have a moderate, and 24.0 % of them have a high level of Organisational Decisions. 18.4 % of higher secondary school students have a low, 59.0 % of them have moderate and 22.6 % of them have a high level of Personal Decisions.

There is a significant difference between high school male and female students in decision making in total and its dimensions organizational decisions, personal Decisions, and Routine Decisions. Whereas, there is no significant difference between male and female higher secondary school students in Basic Decisions, Programmed Decisions, and non-programmed Decisions.

There is a significant relationship between intelligence and Basic Decision and decision-making in total high school male students. Whereas there is no significant relationship between intelligence and organizational Decisions, Personal Decisions, Routine Decisions Programmed decisions, and non-programmed decisions of high school male students.

CONCLUSION

According to this study, the level of higher secondary school students in intelligence and decision-making is moderate. There is a significant relationship between the decision-making and intelligence Intelligence of higher secondary school students.

This may be since the students are having many-sided interests and they may be developed through their Home Environment. The recommendations given by the investigator may be very helpful for improving their intelligence and their improvement in Decision making in the higher secondary school level. If the suggestions given by the investigator are applied for further study, the study will be more fruitful. It will be helpful to those who wish to study further in this field.

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TEACHING HISTORY THROUGH SUBSTANTIVE KNOWLEDGE

R. Ambika

ABSTRACT:

The learning of history is a complex undertaking. Cognitive research has been done since 1980, much of it in Great Britain and North America, and has indicated that it is more difficult to learn and understand history than previously thought. Before the 1980s it was generally assumed that a gradual process. . These groups include antebellum slave communities, labor movements, and their leaders, women, immigrants, and small, often marginalized, social organizations. The social historians maintained that these overlooked groups could be seen as powerful participants in, or resisters of, important changes and developments in American history, thus (at least in part) accounting for how change occurred as it did. To ignore such groups would be to misunderstand history. The work of social historians, with their proliferating foci and perspectives on events, has made constructing grand political-military-economic historical narratives less easy to accomplish. Learning to think using these cognitive strategies is no small task. First, as historian David Lowenthal has observed, the past is a foreign country, difficult to penetrate from the locus of the present. Reconstructing historical context is troublesome because it often remains virtually impossible for “moderns” to get inside and understand the experiences of those “ancients.” Second, evidence is often sparse.

KEYWORDS: Teaching History and Substantive Knowledge

INTRODUCTION

The learning of history is a complex undertaking. Cognitive research has done since 1980, much of it in Great Britain and North America, has indicated that it is more difficult to learn and understand history than previously thought. Before the 1980s it was generally assumed that a gradual process of committing historical narratives—constructed around key events, details, names, and dates (substantive knowledge)—to memory would eventually result in a sturdy understanding of the past. The body of research compiled since 1980, however, demonstrates that learning history, if it is to lead to deeper understanding, involves not only the repeated study of such narratives but also the acquisition and use of a set of domain-specific cognitive

strategies (strategic knowledge). Applying these strategies serves as how the past is learned and understood. Researchers and educators frequently refer to the application of these domain-specific strategies to the process of exploring and interpreting the past as historical thinking. Before examining in more detail, the implications of this research for learning history, it is important to understand the nature of the domain that learners are attempting to comprehend.

SUBSTANTIVE HISTORICAL KNOWLEDGE AND UNDERSTANDING

Defining the nature of substantive historical knowledge is rife with debate. Largely, the debate turns on the matter of what constitutes historically significant events and occurrences. For roughly the first half of the twentieth century, those who wrote American history, for example, seemed content to concentrate on political, military, and economic achievements in the United States. It was believed that those achievements were the most historically significant. During the 1960s, however, a new generation of historical scholars began to redefine significance in terms of what was often called “history from the bottom up.” This generation (sometimes referred to as social historians) began inquiring into the influences on the American past of a variety of sociocultural groups that had often been rendered historically invisible by previous generations of scholars. These groups include antebellum slave communities, labor movements, and their leaders, women, immigrants, and small, often marginalized, social organizations. The social historians maintained that these overlooked groups could be seen as powerful participants in, or resisters of, important changes and developments in American history, thus (at least in part) accounting for how change occurred as it did. To ignore such groups would be to misunderstand history. The work of social historians, with their proliferating foci and perspectives on events, has made constructing grand political-military-economic historical narratives less easy to accomplish.

This shifting terrain concerning issues of historical significance has raised difficult questions about what history students should learn. The late-twentieth-century increase in the multiculturalization of the United States, for example, has only added to this concern by also raising questions about whose history children should learn. Some participants in the debate, such as Arthur Schlesinger Jr., believe that all U.S. children should acquire the

same “common cultural” core of substantive historical knowledge. Schlesinger defines this core largely in terms of those political, military, and economic events that made the United States the most powerful nation on earth. Knowledge of these events would be delivered by traditional, uplifting narratives of American success stories. Current social historians, and those who champion a more multiculturalist portrait of America, consider such definitions of core substantive historical knowledge misleading at best, and dangerous at worst, because they risk characterizing the contributions of those groups of people thought to be less significant as meaningless.

This debate has continued into the twenty-first century. What, and whose, history students have opportunities to learn about in school varies depending on how school officials define what is historically significant. To the extent that they define it in traditional narrative terms, children’s opportunities to learn substantive historical knowledge are often determined by the content of school history textbooks, which, for publishers, in their efforts to find a palatable middle ground to bolster sales, means opting in the direction of more traditional narrative treatments. To the extent that a more multiculturalism view of substantive knowledge is in play, students are more apt to study history from multiple sources, such as trade books, historical fiction accounts, and primary sources, that explore the lives of those not frequently included in the more voluminous textbook treatments.

STRATEGIC HISTORICAL KNOWLEDGE

Much of the cognitive research done since 1980 has centered on the nature of expertise in historical thinking, and on how novices (e.g., grade school students, college undergraduates) differ from experts (e.g., historians). This research indicates that the process of thinking historically that enables deep historical understanding requires certain strategic-knowledge dispositions. These dispositions include the capacity to: (a) read, make sense of, and judge the status of various sources of evidence from the past; (b) corroborate that evidence by carefully comparing and contrasting it; (c) construct context-specific, evidenced-based interpretations; (d) assess an author’s perspective or position in an account being studied, and (e) make decisions about what is historically significant. These capacities are exercised while taking into conscious account the way the learner is, by necessity, also imposing his or her view on the evidence being interpreted.

Learning to think using these cognitive strategies is no small task. First, as historian David Lowenthal has observed, the past is a foreign country, difficult to penetrate from the locus of the present. Reconstructing historical context is troublesome because it often remains virtually impossible for “moderns” to get inside and understand the experiences of those “ancients.” Second, evidence is often sparse, and thus so open to competing interpretations that understanding events by building context-sensitive, well-corroborated interpretations is tenuous at best. Third, any attempt to construct a history of events operates on a necessary connection between a past reality and present interpretations of that reality. This connection is, however, denied because there is no method for bringing that past reality back to life to establish the full accuracy of a contemporary interpretation. There are only chains of people’s interpretations of the past, some more recent than others. Learning to use the strategies of thinking historically that enable an understanding of the past hinges on the cultivation of several such counterintuitive cognitive processes.

DEVELOPMENT OF HISTORICAL THINKING AND UNDERSTANDING

Most of the more recent North American research on learning history has focused on either expert-novice studies, as noted, or on the relationship between how teachers teach history and how students learn to think historically. Views on how historical thinking and understanding develop have largely been extrapolated from the expert-novice research cited above, and from studies that show how teaching can influence development among novices. Educational researchers in Great Britain—who were initially influenced in the 1970s by Piagetian developmental theories, but later abandoned them for the most part—have done considerably more work in this area. One of the more promising lines of research is called Project Chata.

SOME PEDAGOGICAL IMPLICATIONS

A tentative theory of how to teach learners to think and understand history can be fashioned from the current corpus of research studies. This results in certain propositions. First, learners construct deeper historical understandings when they have opportunities to consciously use their prior knowledge and assumptions about the past (regardless of how limited or naive) to investigate the past in depth. Second, as learners explore the past,

attention must be paid not only to the products of historical investigation but to the investigative process itself. Third, developing historical thinking and understanding necessitates opportunities for learners to work with various forms of evidence, deal with issues of interpretation, ask and address questions about the significance of events and the nature of evidence, wrestle with the issues of historical agency, and cultivate and use thoughtful, context-sensitive imagination to fill in gaps in the evidence chain when they appear.

CONCLUSION

Applying this theory in the classroom would mean approaching history effectively from the inside out. Teachers would structure learning opportunities by posing compelling historical questions that have occupied the attention of historical inquirers reading, analyzing, and corroborating that evidence; addressing perspective in accounts; dealing with questions of agency and significance; and building their interpretations of events as they addressed the questions posed.

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PERCEPTIONS OF TEACHERS TOWARDS OCCUPATIONAL STRESS AND ITS IMPACT ON WORK PERFORMANCE AT SECONDALRY LEVEL SCHOOLS

Dr. Yejarla Gabriyelu¹ and Dr. Kate Dandesh Kumar²

ABSTRACT:

This paper focused on the perceptions of teachers towards occupational stress and its impact on work performance. It is generally observed that occupational stress is high among the teachers. In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized, in these contexts, the schools and the teachers have more responsibility in moulding the character of the students, thus, the role of the teacher in the society is vital for its improvement. Teaching is a complex process wherein teacher is expected to exhibit many skills. This makes a teacher to experience stress in the profession. It is observed that many studies were focussed occupational stress of teachers. This stress is described in many factors like work load, student misbehavior, professional recognition, classroom resources, poor colleague relations.

KEYWORDS: Perception, Occupational Stress, Performance, Secondary Level

INTRODUCTION

Occupational stress can be said as the stress which creates lot of trouble in human life. Living in an era of growing complexities and pressure where human constitution and capacities are being tested severely. Occupational stress has become a predominant feature of modern life, exerting far reaching effects on employee's behavior and adjustment as well as the occupation. This is the reason that systematic studies of stress in organizational setting have increased dramatically over past one decade. Currently occupational stress has become a prominent work related research topic. Occupational stress is generally defined in terms of relationship between person and environment. Stress involves an interaction of person and environment.

The causal situation conditions are occupational stressor and the disrupted homeostasis is also occupational related strain. Almost all

professions have got some or the other implications related to their work resulting in stress (Kaur).

It is any force that pushes a psychological or physical factor behind its range of stability, producing a strain within the individuals. Knowledge that stress is likely to occur constitutes a threat to the individual. A threat can cause a strain because of what it signifies to the person.

‘Occupational stress begins to take toll on the body and mind, a variety of symptoms can result. Working in organizations not only provides individuals with life sustaining income but also exerts its own pressures on them. This can ultimately have negative consequences both for achieving the goals of the organization and meeting the needs of the individuals working in them. Thus, the work environment is a source of social and psychological stress, which has harmful effects on the well-being of the employees. Stress in general and occupational stress in particular is universal and frequently disabling human phenomenon. Stress arising at work has detrimental effect on the behavior of people, which ultimately results in personal and organizational inefficiency. Occupational stress can be described as a condition where occupation related factors interact with the worker to change (disrupt/ enhance) his or her psychological or physiological condition, so that the person mind and/or body is forced to deviate from its normal way of functioning’ (Sharma).

NEED AND IMPORTANCE OF THE STUDY

The present scenario of education has witnessed lots of changes with the Implementation of the RTE (Right to Education) act, under the article 21A, which has been enforced since 1st April 2010. Nowadays, the secondary school teachers encounter the challenge with the implementation of the CCA “Continuous Compressive Assessment”. As per this assessment scheme, the marks of the students are replaced on grades. The process of evaluation is done with curricular and extra-curricular evaluations along with their academic achievement. The main objective of this scheme is to reduce the pressure of the student by continuously and comprehensively evaluating them through number of evaluations with different modes throughout the year. This scheme helps the students to groom not only in academics but it helps an individual student to showcase their talent in various fields. It basically deals with the all round development of the child. When we say all round development, it means moral development, language development,

intellectual development, emotional development, cultural development, aesthetic development, spiritual development, social development, religious development and physical development. This evaluation system brings challenge among the secondary school teachers because of the various factors ranging from the poor infrastructure, less physical and human resources, lack of interest, attitude, and lack of students, parents and administrative cooperation.

Teaching has been identified as one of the most stressful occupations in many countries (cooper, sloan, and Williams, 1988). Teaching related stress, commonly termed ‘teacher stress’, is defined as a teacher’s experience of “unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher” (kyriacou, 2001). Like other forms of occupational stress. It can have serious implications for the healthy functioning of the individual as well as for the organization in which the individual serves. At a personal level, teaching related stress can affect a teacher’s health, well- being, and performance (Larchick and chance, 2004).

OBJECTIVES OF THE STUDY

1. To study the perceptions of Teachers towards Occupational Stress and its impact on Work Performance at Secondary Level.
2. To find out the opinions of teachers on various dimensions in terms of Administrative aspect, Professional Aspect, Work Load, Student Behaviour, Resources, Personal and Health Related and Relationship towards Occupational Stress at Secondary Level in Visakhapatnam district.
3. To find out the relationship between dimensions of Occupational Stress of Teachers at Secondary Level in Visakhapatnam district.

HYPOTHESES OF THE STUDY

The following null hypotheses have been formulated for the study

1. There will be high perceptions of teachers towards Occupational Stress at Secondary Level.
2. There will be no significant relationships in between the areas in the perceptions of teachers towards Occupational at Secondary Level.

SAMPLE DESIGN AND SAMPLING TECHNIQUES

The questionnaires were administered among the teachers of Secondary schools in West Godavari District with a view to getting the whole sample base and better results. Subjects were selected from 59 schools covering 5 rural mandals (25 schools), six urban mandals (30 schools) and three tribal mandals (4 schools) situated in West Godavari District. The investigator personally approached and distributed the questionnaires to respondents. The purpose and procedures for filling out the questionnaires were personally explained to the teachers who acted as respondents. The investigator selected Secondary Schools covering Government, Zilla Parishad Parishad and Municipal localities in selecting the respondents.

TOOL DESCRIPTION

The scale was operationalized as a complex scale of several dimensions. It was conceptualized as divisible into 7 different areas such as – 1) Administrative Aspect, 2) Professional Aspect, 3) Work Load Aspect, 4) Student Behaviour Aspect, 5) Resources, 6) Personal Health Related Aspect 7) Relationship. It is an instrument designed for self-rating of the teachers opinion of the degree to which they feel on the perceptions of teachers at secondary school level.

ANALYSIS AND INTERPRETATION OF DATA

Table - 1: Overall perceptions of Teachers towards Occupational Stress and its impact on Work Performance at Secondary Level

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Administrative aspect	413	15	60	18.89	31.49	14.55
Professional Aspect	413	19	76	29.91	39.35	20.66
Work Load	413	12	48	18.75	39.06	13.09
Student Behaviour	413	7	28	10.42	37.23	7.16
Resources	413	11	44	13.71	31.17	11.48
Personal and Health Related	413	15	60	19.63	32.72	16.52
Relationship	413	7	28	7.79	27.81	6.90
Overall perceptions	413	86	344	67.23	19.54	67.02
Coping with Stress	413	24	120	61.80	51.50	16.61

Table 1 reveals that, the teachers mean perceptions score is 67.23, which falls in the category “Mild Stress”. The table further reveals that the mean scores towards Administrative aspect, Student Behaviour, Resources, Personal and Health Related and Relationship also falls in the category “Mild Stress”. The mean scores and the mean percentages for the areas were 18.89, 10.42, 13.71, 19.63 and 7.79 which are 31.49%, 37.23%, 31.17%, 32.72% and 27.81% respectively. With regard to Professional and Work load, the mean perceptual score were 29.91 and 18.75 were fallen in the category of Mild stress level, the mean percentages were 39.35% and 39.06%. Whereas the mean and percent with respect to coping with stress are 61.80 which is 51.50% of their total score.

MAJOR FINDINGS AND CONCLUSIONS

1. Teachers mean perceptions score is 67.23, which falls in the category “Very Low”. The table further reveals that the mean scores towards Administrative aspect, Professional Aspect, Work Load, Student Behaviour, Resources, Personal and Health Related and Relationship also falls in the category “Low”.
2. There is a high significant correlation between Administrative aspect, Professional Aspect, Work Load, Student Behaviour, Resources, Personal and Health Related and Relationship and overall perceptions towards Occupational Stress at Secondary Level in Visakhapatnam district.
3. It was observed that, a significant difference were found between the perceptions teachers who are having job stress and who are not having job stress with respect to Administrative aspect, Professional Aspect, Work Load, Personal and Health Related aspects at Secondary Level in Visakhapatnam district. It was noticed that, teachers who are having Job Stress are perceived high with respect to Administrative aspect, Professional Aspect, Work Load, Personal and Health Related aspects at Secondary Level in Visakhapatnam district than that of teachers who are not having job stress.

EDUCATIONAL IMPLICATIONS

The result obtained from the analysis of the study. that the respondent teachers, felt some stress during job situation, The affective time management and pre- plan of the teacher helps to overcome of the stress from job

environment, The result obtained indicates. Working stress situation affects teacher functioning, It was again concluded in the study that a stressful work situation affects or hamper the teaching effectiveness of the teachers. Government should also provide enough physical facilities to aid effective teaching and learning in the schools. Teachers should make good use of their time as well as maintain cordial relationship with their super-ordinates and their colleagues.

This study has implications on current and future trainees and the teachers. It is important for student teachers and teachers to know the level of stress, teacher's experience, the types of stress, and the ways for case wise that stress prior to ensuring to the teaching profession and also to the teachers who are warring of Secondary level.

It is also important for the school administrators and the supervising staff to understand the amount of stress and the types of stresses what the teachers experience at secondary school level. From this study it is evident that the role stress, organizational stress. Life satisfaction, Tasks stress are the important stresses as perceived by teachers. The supervising support and job satisfaction of teachers were also important stresses in the teaching profession. Providing some more useful, required effective interventions may add less starch to the teachers. As well as, administrators can also be a resource for teachers looking for effective coping strategies,

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