



## EVOLVING TRENDS AND NEW PEDAGOGIC PARADIGMS IN EDUCATION(ETNPPE)

### ABOUT THE COLLEGE.....

RIZVI EDUCATION SOCIETY was established in 1985 with the college of Arts, Science and Commerce and Rizvi High School .In thirty-five years, it has spread its wings and branched into various professional colleges producing stalwarts for the country.

RIZVI COLLEGE OF EDUCATION started in 2003 under the aegis of Rizvi Education Society. In a span of seventeen successful years Rizvi College of Education has made a remarkable progress in the educational fraternity. It has emerged as a premier institute creating teachers equipped with the latest trends and technology in education. It provides dynamic training programmes that empower teachers to meet the challenges in the ever changing global scenario. The credit for the success of the institute rests with its President – Dr.Akhtar Hasan Rizvi, whose vision and endeavour to make a difference in society led to the establishment and growth of Rizvi College of Education. Rizvi College of Education is affiliated to University of Mumbai since 2003 and has been approved by NCTE.

### VISION OF RIZVI COLLEGE OF EDUCATION

Achieve excellence by creating globally competent teachers through World-class education.

### MISSION

We endeavour to achieve excellence through value oriented, experiential learning which is creative, futuristic and lifelong.

### GOAL

To develop awareness of professional ethics and multi-faceted roles of a teacher.

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EVOLVING TRENDS AND NEW PEDAGOGIC PARADIGMS IN EDUCATION (ETNPPE)



Rizvi Education Society's

## RIZVI COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Compendium of Proceedings

Virtual National Interdisciplinary Conference

Titled

## EVOLVING TRENDS AND NEW PEDAGOGIC PARADIGMS IN EDUCATION (ETNPPE)

Chief Editor

Mrs. Spoty M. Karthik

Associate Editor

Mrs.Nahida Mandviwala

OUR PARTNERS

27<sup>th</sup> October, 2020

MEDIA



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## ***Compendium of Conference Proceedings***

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## MESSAGE FROM THE PRESIDENT'S DESK

The COVID 19 pandemic crisis has prompted a renewed interconnectivity and networking among communities. Many conferences have been moved to the online platform due to the prolonged lockdown period. Even though critics claim that such online engagements don't allow the chance encounters and networking that take place at face-to-face events, it has its own merits. Virtual conferences can make access easier for people from far and wide, save attendees time and reduce their carbon emissions. Rizvi college of Education's Virtual National Interdisciplinary Conference on 'Evolving Trends and New Paradigms in Education, a previously on-site planned conference was now conducted in the online mode.

Teaching is considered one of the noblest professions in India. Teachers mould the future of children and thus in turn the future of the nation. Teacher education is vital in creating this pool of teachers. In the past few years, the teacher education landscape in India has undergone tremendous changes. These changes constitute the transformation and restructuring of teacher education programmes as proposed by many educationists for the benefit of all. The New Education Policy 2020 with its lofty vision and goals has also put forth many policy changes in teaching and teacher education. Successful implementation of these would help in meeting the needs and challenges of Indian education in the 21st century. Rizvi College of education has recognized this greater goal and is working towards playing a leadership role in the expansion of access, improved quality and accountability in teacher preparation. It is also working towards building a stronger and more cooperative relationship between educational institutions and its stakeholders. I am confident that the present conference has helped in moving closer towards this goal with fruitful deliberations on emerging trends and its practices in the field of education. I believe that it has provided a unique platform for dissemination of research findings and promote dialogue between researchers.

I hope this conference would trigger many interventions and further research in the areas explored. I wish to congratulate the organisers and the participants of the conference for their sincere efforts and great achievements.

**Dr. Akhtar Hasan Rizvi**

President, Rizvi Education Society.



## MESSAGE FROM THE DIRECTOR'S DESK

The present pandemic has gripped the world in chains however despite the restrictions on movement knowledge is free flowing. Knowledge is the only guardian of true liberty. And the onus of this rests in the hands of educational institutions. They say, learning is not attained by chance it must be sought for with ardor and attended to with diligence. And thus, it is imperative that educational institutions need to provide the right learning environment. This pandemic must be viewed as an opportunity for educational institutions to improve educational infrastructure where learning experience is filled with igniting the young minds through evolving trends and new paradigm shifts in education

We need to find ways not only to impart knowledge, but the challenge is to “light fires in the minds” or engaging students and creating excitement about learning. The need of the hour is not to just to be pre-occupied with “filling buckets,” but rather education has to steered towards exciting students about learning and education. This is in turn will help prepare them for future success as students and as members of society. In order to light fires, effective engagement of students requires engaging the imagination not only while teaching but also during assessment. This conference is a platform to highlight some of the most popular trends in education that can help teachers and students to become the innovative leader the world needs today. The focus of the conference is on bringing together the medium for rich discussion on appraising and learning lessons about the evolving trends and new pedagogical shifts in educational practices.

*“An invasion of armies can be resisted, but an invasion of ideas cannot be resisted.”*

**Adv. (Mrs.) Rubina A.H. Rizvi**

Director

Rizvi Education Society





## MESSAGE FROM THE PRINCIPAL

The new era of Education has just begun with the advent of the COVID-19 pandemic and the introduction of National Education Policy 2020. With reference to the pandemic, scenarios have changed drastically and technology has taken the centre stage in imparting Education. The NEP on the other hand promises to add dynamism to the field of Education and its practices.

The Union Cabinet approved a new National Education Policy on July 29, after a 34-year gap. The National Education Policy, 2020 is meant to provide an overarching vision and comprehensive framework for both school and higher education across the country. The National Education Policy 2020 has a vision to transform the Indian education landscape. The policy is meant to transform the education system by 2040. It relies on a significant commitment for policy implementation from all stakeholders, including the Prime Minister and the education minister. Research related to policy implementation gaps has repeatedly demonstrated that avoiding policy failures is about having robust means, methods and implementation mechanisms. The policy has highlighted a vision to build intellectual and social capital for developing collective consciousness for implementing the NEP. The current system that has often been criticised to be rigid and redundant, focusing more on content and results, will now pave way for NEP that aims to encourage cognition and creativity. With its multidisciplinary approach, students will have the opportunities to innovate and adapt, allowing them to swiftly move between different interests and fields, enabling constant up-gradation of skills. The policy doesn't just change education for students, but the board and facilitators too, thus restructuring the entire system to be more learner centred, based on the pillars of access, equity, quality, affordability, and accountability. With major policies paving way to restructure education, it is imperative to deliberate evolving trends and new pedagogic paradigms in the Educational sector.

The virtual national interdisciplinary conference -ETNPPE-2020 is a platform for thinkers, academicians, researchers and all stakeholders to present their views on the paradigm shifts in education and suggest measures towards it. The conference proceedings bring forward theoretical and research papers that analyses various facets of pedagogy and policies in the light of current educational scenario.

**Prin.Dr. Radhika Vakharia,**  
Rizvi College of Education.



## FOREWORD

Rizvi Education Society's Rizvi College of Education was honoured in organising a Virtual National Interdisciplinary Conference on 'Evolving Trends and New Paradigms in Education (ETNPPE)' on 20th October, 2020. It is with immense satisfaction that I write this foreword to the compendium of the proceedings of the conference. Evolving trends refer to collaboration, personalized learning, digital literacy and the pedagogical paradigms based on them. The conference succeeded in exploring these emerging trends in education thus contributing towards a new educational movement. The conference invited research based and conceptual papers under seven sub themes of teaching for social change; quality education for all young people; educational policies and practices for strengthening the role of teachers; teaching for entrepreneurship; personalized learning; multi-media based education and social impact of technology driven education and education for all for learning to live together. The response to this was fantastic and the quality of the papers received was laudable.

The success of this conference was attributed to the contribution of all the participants who attended and presented their research work, promoting the spirit of collaboration and networking. All the papers received were reviewed by the Peer Review Committee of the conference and the conference proceedings and research presentations have been carefully compiled into this compendium. This compendium will be disseminated to all contributors and will be made available on the college website for the wider public.

The compendium carries a message of appreciation from the Shri Uday Samant, Hon'ble Minister for Higher and Technical Education, Maharashtra. This also have messages from the President of Rizvi Education Society Dr. Akhtar Hasan Rizvi and its Director Adv. (Mrs.) Rubina Akhtar Rizvi who have contributed immensely towards this conference through their patronage and guidance. Words of gratitude to them for their unconditional support. Messages from the Principal of the college Dr. Radhika Vakharia and the conference convenor Dr. Priyanka Pandey are also included.

In addition to the full research papers under the different sub themes of the conference this compendium contains the keynote address by Prof. R.P. Shukla, Former Dean and Head of Faculty of Education, Banaras Hindu University, Varanasi.

I believe that this compendium will furnish the educational practitioners with an excellent reference material and will be an impetus to stimulate further study and research in all the areas dealt in this conference.

On behalf of the conference team, I thank all authors and participants for their contributions,

**Mrs. Spoty Manoj Karthik**

Chief Editor



## MESSAGE FROM THE CONVENOR

The field of education is constantly shifting in accordance with changing COVID -19 situation, economic conditions, demographic data, technological advances, and political debates. We are beginning to see a paradigm shift from thinking about the child's mind as 'tabula rasa' or clean slate to being more concerned with 'writing on the slate & creating sparks of knowledge'. The future of education is unpredictable but by being attuned to evolving trends we can help our children learn to adapt, to thrive in and even shape whatever the future holds.

Current education practices need to consider the possible ways that future educational systems can meet, address, and re-envision the concept of education into the next 50 years. New pedagogic paradigms that account for and anticipate these changes is important if education is to provide an egalitarian tool of social mobility for all segments of the population.

Increasingly, the goals of education reflect the growing concern with encouraging and enabling students to learn how to learn, and to continue learning over their entire lifespan; to become enquiring individuals who not only use knowledge, but individuals who also produce and interpret knowledge, develop attitudes and values that can guide them towards ethical and responsible actions.

At the same time, they need opportunities to develop their creative ingenuity to help propel humanity towards a bright future. We have known for more than a century that what we do in education is imprecise; hence, this National Conference attempts to outline the changes in the ways we need to think about education, highlights the possible future conditions that these new ways of thinking create, and conceptualizes a future for education that reconciles new paradigms in education.

I compliment the efforts of Rizvi College of Education for taking this laudable initiative in organizing the virtual national conference on 'Evolving Trends and New Pedagogic Paradigms in Education' and bringing out the Journal (book) to inspire many more minds to carry on the journey. I feel the comments and suggestions on specific chapters and areas of expertise summarized in the report will provide valuable guidelines. I thank all authors and participants for their contributions.

**Dr. Priyanka Pandey**

Conference Convenor,

Rizvi College of Education



**Rizvi Education Society's  
Rizvi College of Education  
Virtual National Interdisciplinary Conference on  
Evolving Trends and New Pedagogic Paradigms in Education  
(ETNPPE)  
October 27<sup>th</sup>, 2020**

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**CONCEPT NOTE**

The changing scenario of world economy and advancement in information and communication technology in COVID-19 has resulted in the beginning of many new trends in education. Modern day education is all about innovation, accessibility, and suitability. In today's world, education is about preparing learners evolve and match pace with rapidly developing social and economic scenarios. From kindergarten to university, students are encouraged to learn through interactive and practical tools. Higher education is more career-oriented today than ever before. The barriers of time and age have also been removed, while geographical boundaries don't matter anymore. These revolutionary trends have benefitted those people who want to get practical knowledge for their personal and professional growth. It poses few questions and attempts to seek answers from the policy makers, teachers and stakeholders on the prospective relevance of educational paradigms for the new century learners:

How prepared are our instructors to function in learner-centred classrooms and support personalised instructions?

How receptive are our instructors to engaging students not just as consumers but also as producers of content?

How prepared are our instructors to continuously learn new technologies?

Can instructors develop skills to engage in project-based learning?

Why is it necessary to learn to connect, collaborate, code, and innovate?

**Evolving Trends and New Pedagogic Paradigm**

The term "Evolving trends and new pedagogic paradigm" is generally used to refer to certain core competencies such as collaboration, digital literacy, new pedagogic paradigms, personalized learning and quality education, that advocates believe schools need to teach to help students thrive in today's world. Perhaps one of the greatest difficulties educational organisations face today is the challenge of "lighting fires" or engaging students and creating excitement about learning. Educational endeavour has been pre-occupied with "filling buckets," or teaching students to recall specific content given to them through lecture. Exciting students about learning and



education is an integral part of preparing them for future success as students and as members of society. In order to light fires, attention must be paid by educators to the capacities, interests, habits and attitude of students. In essence, effective engagement of students requires engaging the imagination and lighting the fire of creativity. Along with lighting fires, it is important that education pay attention to various strategies that increase the effectiveness of assessments. Engaging the imaginations of students is often a difficult task given the current state of assessment, teaching and learning.

**In today's fast changing world** educational institutes are more focused now to prepare their students for the job market. Most of the students prefer schools and universities that are associated with specific disciplines. A lot of emphasis is placed to prepare the curriculum according to the demands and practices of the selected field, and students are guided according to a well-defined career pathway. Apart from this, students are synthesized with the environment of their chosen field through apprenticeship programs and practical training. **Due to evolving trends in education** Students are encouraged to contribute to learning process through participation in different activities. Role-playing, case studies, projects, presentations, storytelling, constructivism, digital resources and several other tools are used to make the education process interactive and productive. In higher level studies, role of instructor is also changing from that of an authority in knowledge to a facilitator for students who promotes seminar-like environment in the classroom.

**Paradigm shifts advanced changing patterns in student assessment and evaluation.** Many new trends are introduced for assessing the performance of students and evaluating their level of knowledge and skill attainment. From classroom assessment to grading system for exams, everything has become more transparent and error-free because of the use of technology. Computer-based assessment is encouraged in most parts of the world, which saves a lot of time and effort. Students also appreciate new patterns of evaluation, as they guarantee them fool-proof results.

### **The Epoch of Growing Trend of Digital Learning**

While World Wide Web has redefined the practices and procedures in almost every area of life, it has certainly brought revolutionary changes in the field of education. The success story of online education is a significant example as it is serving the people from various different backgrounds. Everyone from mid-career professionals to housewives can earn degrees and diplomas in their selected fields through online schools and colleges. Online education is preferred because of its extendibility and expediency.

This conference aims to highlight some of the most popular trends in education that can help teachers and students to become the innovative leader the world needs today. The focus of the

conference is on bringing together the medium for rich discussion on appraising and learning lessons about the evolving trends and new pedagogical shifts in educational practices. Discussions in the conference would critically analyses that traditional methods of teaching and learning still carry great importance; it is only their integration with new technology and strategies that have introduced many new trends in education. We should also consider the fact that current trends in education are constantly evolving, so more directions will emerge in the future. We need to embrace the change as it happens, because this is the only way to remain connected to the world of knowledge.

This conference envisages on developing new visions and practices to match with the changing educational ideologies in the evolving field of education. It explores a new movement in education evolving trends and new pedagogic paradigm can change our way of life, ways of communication, and way of thinking, feelings, and channels of influence on other people, social skills, and social behavior.

The conference leaves you with a new and optimistic outlook on being a visionary teacher, as nations shift from an industrial to a knowledge society, there is an urgent need to develop young people's competency to work creatively and innovatively with knowledge. Indian educational institutions with a great challenge in how to prepare their students to meet the demands of the knowledge society. Indeed, in rapidly changing job markets, what students have learned in higher education and schools may not equip them well in the labor markets, as they may have to change jobs frequently, and many of the skills learned in schools and universities now have a much shorter shelf life. For that there would be need of acknowledging the metacognitive, problem solving, and collaborative skills, best media practices need to be develop successfully with new pedagogical paradigm in the knowledge society.

#### **CONFERENCE OBJECTIVES:**

- a) To deliberate upon areas in the field of emerging trends and its practices in education.
- b) To explore ways and means to bridge gap in educational constructs in the light of changing paradigms.
- c) To explore multi-disciplinary ways to reflect on research practices in the education system.
- d) To encourage teachers / teacher educators to suggest and present their views and ideas.
- e) To understand the outlining and the ways in which the new technologies will be used.
- f) To explore the **changing patterns in student assessment and evaluation.**
- g) **To encourage personalized and** customized learning experience in the education system.

#### **LEARNING OUTCOMES:**

- a) Identify resources that meet the needs of students offering personalised instructions
- b) Offer students choices through own hands-on experience and expertise

- c) Encourage instructors to join communities of practitioners to keep up with trending practices.
- d) Encourage students to view their devices as valuable tools that support knowledge (rather than as distractions), and assist them in using them
- e) Demonstrated the need for greater emphasis on 21<sup>st</sup> century pedagogic approaches and practices
- f) shared understanding of the evolving trends in Digital World
- g) Bridged the gap between traditional and new pedagogic paradigms.

## **SUB THEMES OF THE CONFERENCE**

### **Subtheme 1- Teaching for social change or Teaching for social awareness**

Education Institutes build spaces where students learn to read, write and develop the capacity to change the world. Rather than following a fixed agenda, they must put into practice the changes we want to see in society. Strengthening connections with society requires challenging power relationships through the participation of people of various race, class, gender, national origin, or level of formal education. When each person is valued, stronger institutes are built where all students can succeed. Teaching for Change approach works by drawing direct connections to real world issues to overcome the boundaries between parents, teachers, schools, and communities that can get in the way of creating changes. It must be transformative that must encourage academic excellence embracing critical skills for progressive social change. Teaching for Change encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.

### **Subtheme 2 – Quality education for all young people: Challenges and new pedagogic paradigm**

The education sector is set to see strong expansion globally due to population growth, government support and incentives, inclusion of “Quality Education” as one of the key sustainable development goals of UN, growing importance of adult education and technological and pedagogical changes in teaching and learning. A quality education is one in which the goals set relate to self-identity within the local culture and community interests, and self-fulfilment in relation to the endless possibilities outside the local culture and reality. A quality education promotes and safeguards the rights of all girls and boys alike, within a learning environment that encourages them to achieve of their best in a journey of self-discovery that brings out their full potential. A quality education is one that makes adequate provision of essential resources for learning for all learners and all schools. This includes trained teachers, books, and other pedagogical resources, as well as continuing education, easy

availability of multiple learning resources, rapid adaptability of learning resources to learner's needs, distance education, learning styles and virtual reality.

### **Subtheme 3 - Educational policies and strategies for strengthening the role of teachers.**

The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. It is necessary to follow a liberal approach to integrate the rich Indian culture, tradition and knowledge into modern learning, and re-ignite the traditional Indian values of Ahimsa, Seva, Satya, Swachhata, etc. into every learner. To make this a reality, the role of teacher needs to be restructured both at higher and school education with a focus on delivering better education, nurturing students' skills, and preparing them to deal with real-world problems.

### **Subtheme 4 - Teaching for Entrepreneurship**

What about becoming a Teacherpreneur? That's right, you could become an entrepreneur teacher! Entrepreneurial thinking could be the most important skill the world will need in the future. That's why it is crucial that we define entrepreneurship in the 21st century based on the skills required, not the money we make. Teacher's Profile is only restricted to class room teaching and seldom do we agree to the idea of teachers being entrepreneurs. Innovative and Entrepreneurial thinking may very well be the key to the future, and it is up to us as educators and parents to make sure our children can use it. In fact, teachers can make the best entrepreneurs because they know how to respond quickly and calmly to changing situations, and understand how to balance love for their work with the practicalities of it. Teachers can use their classroom skills and apply them to entrepreneurial endeavours. Though education and technology so far haven't come on the common ground, a teacher feels technology can revamp learning. And he is not interfering with the education system, or how teachers have been teaching over the years. His aim is to instil the concept of self-learning among the students. Byju Raveendran is the best example of Teacherpreneur.

### **Subtheme 5 - Personalized learning: Parents' role in making their wards confident and strong**

Parents play an important role in a child's world. Parental involvement ranges from helping children in homework, to encouraging them, being role model to them and home-schooling. Acceptance and acknowledgement of the child's interests and efforts, better communication with repeated positive interactions helps develop confidence. Modelling is another way that children learn from parents. Developmental psychologists have always known children learn by

imitating adults. Homeschooling is an emerging trend a process in which family, especially parents, take charge of their child's/children's education. Parents and tutors teach their child at home. Education system of homeschooling is adapted to fit the child's needs with open curriculum and flexible learning schedules in accordance with the agreement between the child/children, parents and tutors.

### **Sub Theme 6 – Best Practices in Multimedia-based Education and Social Impact of Technology-driven Education**

The concept of multimedia technology is broad & it has infinite usage. Multimedia-assisted teaching and learning have become standard forms of education .In Today's age multimedia is one of the best educational techniques because it addresses more than one sense simultaneously, as it addresses the senses of sight & hearing Due to advances in computers and electronic media, the potential for quality education has been elevated with the appearance of innovative instructional methods employing multimedia equipment and resources. E-learning materials have been developed for a variety of disciplines. The use of multimedia technologies in education has enabled teachers to simulate final outcomes and assist students in applying knowledge learned from textbooks, thereby compensating for the deficiency of traditional teaching methods.

### **Sub theme 7- Education for All for learning to live together**

This sub theme is integration of two major goals in the field of education: 'Education for all' and 'Learning to live together'. In the 21st century Indian education scenario faces many challenges in realizing the UNESCO's mission to achieve 'Education for All'. To take up these challenges policy debates, teacher training and curriculum development are to be revived aiming at providing equity education to all. This century is faced with yet another challenge of rebuilding human communities. Education, being a highly social exercise, aims at complete development of personality by consolidating personal independence and at the same time cultivating concern for others. 'Learning to live together' is one of the four competencies identified as important by the International Commission on Education for the 21st century. It aims to provide equity education to all which prepares them for the personal, interpersonal, values and active citizenship aspects of their individual and social lives. Education for life skills, active citizenship, sex and relationships, peace and human rights are some areas in the learning arena that need much more exploration. Quality education and equity education which enables students learn to live together so that they are valued as citizens have great scope for reforms.

### **Sub theme 8 - Any other relevant aspect related to the theme of the seminar, not covered in the sub-themes above**

The construct of evolving trends and new paradigm in education are large and has many sub-constructs with respect to the field of Education. Any other area, relevant to the main theme and not included in sub-themes can be dealt in this sub-theme

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# **RIZVI COLLEGE OF EDUCATION MUMBAI**

**Virtual National Interdisciplinary Conference**

**On**

**Evolving Trends and New Pedagogic Paradigm in Education**

**(ETNPPE – 2020)**

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## **KEYNOTE ADDRESS**

### **1. Evolving Trends in Education:**

Changing nature of Knowledge and the emergent learning and knowledge societies have created the global phenomenon of reconsidering the conception of student, teacher and teaching.

Two factors have played important role for this change. They are:

- 1) Knowledge is constructed not transmitted.
- 2) Learning is at center – stage and necessitates the need to redefine teacher and teaching through the lens of learner and learning.

Teaching is an intentional activity that has to do with education in general and learning in particular. Our major concern now (in a changed scenario) is to redefine teacher and teaching against the backdrop of shift in learning paradigm by the needs of 21<sup>st</sup> century. If it is achieved then learner's perspective is inbuilt in the conception of a teacher. Now it is pertinent to have conception of Education with reference to evolving trends.

Education aims to bring desirable changes in knowledge, skills, values and dispositions which are being reflected through constructive behaviour and action. This may come through curricular programmes and/or co-curricular activities/ engagements. Education enables one to be capable of critical thinking, conceptualization, integrating two thoughts into one in the form of solution to the problem or issues. Thus, education empowers one to be an independent thinker, thereby one is liberated from ignorance, thereby one is self- reliant (as said in the Upanishads).

Education is potential within (Swami Vivekanand) which brings refinement of sensibilities to fight against divisive forces within himself/ herself and within society. So that one is able to bring development for himself/herself and for the society. Thus, education strengthens the reciprocal relationship between individual and society as “society shapes individual and in turn, individual shapes society.”

Ultimately education fulfills two visions i.e.

*“Sa vidya ya vimuktaye”*

And

*“Vidya dadati vinayam”*

As “*Vimuktaye*” and “*Vinayam*” both are relevant and integral part of Indian human life.

Education as we know is deep rooted in Indian ethos to transform India that is Bharat into a vibrant knowledge society with sustainability to all and thereby making our country a global knowledge superpower (NEP 2020). This demands reforms in curriculum and Pedagogy to incorporate a deep sense of respect towards fundamental duties and constitutional values.

Now education aims to instill a deep – rooted pride in being Indian in thought, spirit, intellect and deeds as well as develop knowledge, skills, values and dispositions that support responsible commitment to human rights, sustainable development and living and global well-being, thereby reflecting a global citizen.

Thus, education aims to produce well-rounded individuals who possess 21<sup>st</sup> century skills and capacities in arts, humanities, language, science, social sciences and professional & vocational fields. Multidisciplinary approach to holistic education is the need of the hour.

Ancient Indian Knowledge System (Gyan-Parampara, Guru-Parampara) are to be integrated with modern advancements in various fields of knowledge and technology in order to be a better reflective teacher equipped with new pedagogies to ensure desirable learning outcomes on the part of students.

Honourable Prime Minister, Shri. Narendra Modi, while inaugurating IUCTE, BHU, Varanasi on 25th December, 2014 emphasized “Achchhi Shiksha, Achcha Shikshak” which is the Mantra for evolving trends in Education and paradigm shift in Pedagogies. Keeping in view this NEP-2020 aims to transform Intent and Content of Education with a shift from ‘What to Think’ to ‘How to Think’. This is how the shift must be envisaged from traditional pedagogies to integrated pedagogies (tradition linked with modern ones). COVID-19 pandemic has compelled innumerable changes in education, where on-line mode/platform is the most effective, safest mode of educational transactions where excessive use of technology is the only tool to perform teaching-learning process.

## **2. Pedagogy in Education:**

Knowledge of learner's knowledge of subject matter, previous experiences about pedagogical practices and contextual cues in a dynamic interactive process, etc constitute pedagogical content knowledge.

Pedagogic paradigm, rather the effective pedagogical paradigm seeks to connect the present learning topic with that of what the learner already knows, which produces transformation and then continues to be modified as the learner encounters. This must be supported and encouraged. For this a teacher needs to have along with the diverse needs and background of the learners.

Today's teacher must be equipped with latest advancement in ICT skills to manage today's classroom in a better manner. Thus, teacher is a life-long learner to remain updated in knowledge and technology along with pedagogy. Innovative and effective pedagogical practices to ensure better learning outcomes are need of the education.

Thus, an effective pedagogy needs to be based on:

(i) Student's need, (ii) Behaviour (what teacher's do) knowledge and understanding (what teachers know), (iii) learner's prior knowledge and experiences be considered, while designing pedagogy, (iv) whole class, structured group work, guided learning and individual activity must be included, while thinking on range of techniques of pedagogical practices, (v) pedagogy need to involve scaffolding student's learning, (vi) pedagogies be based on higher order thinking and metacognition with scope for using dialogue and questioning, (vii) Extensive use of technologies, such as learning games, simulations, Augmented reality, virtual reality, virtual labs and spoken tutorials etc. be involved in today pedagogies and (viii) on-line content, on-line teaching and assessment for learning are other vital component of an effective pedagogy.

### **2.1 Student Engagements:**

It is believed that learning improves when students are inquisitive, interested or inspired and that learning suffers when students are dispassionate, bored or otherwise disengaged. Stronger student engagement is required in common instructional objectives.

Student engagement has grown with an increased understanding of the role that certain intellectual, emotional, behavioural, physical and social factors play in learning process and social developments.

An effective pedagogy has better engagements of students in all the aspects such as intellectual, emotional, physical, social and cultural engagements to enhance their learning outcomes.

### **2.2 Five Important Pedagogical Approaches:**

All the approaches are expected to develop: a. the information skills, b. learning and innovation skills, c. communication skills, d. life and career skills of all the learners.

The five important pedagogical approaches are:

(1)constructivist, (2) collaborative, (3) integrative, (4) reflective and (5) inquiry - based learning  
(2C-2I-IR)

### **2.2.1 Constructivist Pedagogy: Salient features:**

- Knowledge construction
- Assimilation of ideas
- Discovery and invention of knowledge
- Subjective evaluation
- Learner centered education
- Collaborative learning
- Critical and reflective thinking
- Development of creativity

### **Guiding Principles of Constructivist Pedagogy:**

- Knowledge is constructed not transmitted
- Prior knowledge impacts the learning process
- Initial understanding is local not global
- Building useful knowledge structures require effortful and purposeful activity

### **How to use Constructivist Pedagogy:**

- Students are encouraged to use prior experiences to help them form and reform interpretations.
- The democratic and interactive classroom environment allows students to be active and autonomous learners.
- Teachers remain more effective with his approach

### **2.2.2 Collaborative Pedagogy:**

Two or more students learn together. Unlike individual learning, students capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work).

Collaborative learning is based on the principles that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetric role. In collaborative learning each individual depends on and is accountable to each other. These include both face to face conversations and online forums, chat etc. This may include collaborative writing, group projects, joint problem- solving, debates, study teams etc. This is closely related to cooperative learning.

### **2.2.3 Integrative Pedagogy:**

Theoretical knowledge, practical skills and self- regulation (reflective and metacognition skills) are merged.

Integrative learning is an approach where the learner brings together prior knowledge and experiences to support new knowledge and experiences. By doing this, learners draw on their skills and apply them to new experiences at a more complex level.

#### **2.2.4 Reflective Pedagogy:**

It is Self-assessment of teaching, wherein teacher examines his/her pedagogy, articulates reasons and strengths for his/her strategies, and identifies areas for revision or improvement. The Self-assessment process requires information gathering, data interpretation and planning for the future.

#### **2.2.5 Inquiry- Based Learning:**

It is an understanding about society and its interactions that requires us to seek out knowledge as well as apply historical skills to determine why events occurred and what motivated the people to take action which they took.

This approach emphasizes the students' role in the learning process. Students are encouraged to explore the material, ask questions and share ideas. It may be of

(a) Structured Inquiry, (b) guided inquiry and, (c) open inquiry.

These are some of the recent pedagogies which are getting popularized in order to achieve the 21<sup>st</sup> century goals. Presently, on-line content, online courses and online teaching-learning are gaining importance due to the need of the hour. But whatever platform we are going to use we must remember that we are in teaching profession which is a life making profession with humane ingredients of humanity and '*Vasudhav Kutumbakam*'.

NEP 2020 visualizes changes from the root, from human to humanity from local to global with due focus on the context.

"When Teacher learns Nation develops" are the words of our Prime- Minister Shri. Narendra Modi. It clearly puts confidence on teacher's role in nation building. Therefore, we must have introspection on what roles 'We' teachers play?, how much are 'We' accountable to our prime duties?, 'Am I satisfied with my performances as a teacher, planner, researcher, evaluator, administrator etc?'. The answer to these questions may lead a teacher for Self – corrective measures.

Teachers need to update for 21<sup>st</sup> century requirements in order to guide students for the future.

Thank You.

## A DIPSTICK INTO INDIA'S PREPAREDNESS FOR DIGITIZATION IN EDUCATION

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### ABSTRACT

India has been experiencing the wrath of COVID-19 since Q1, 2020. The pandemic has taken a toll on the Indian Education system with the Govt. ordering the closure of the premises of Education Institutes for a major part of this academic year. While the affluent schools switched over to the online mode for imparting instructions, a vast majority of students belonging to Govt./Govt aided/Municipal schools/colleges both in urban and rural areas suffered since they were not able to keep pace with technology. Educators need to reform their teaching practices by aligning themselves to developments in technology which will not only aid their delivery mechanism but also make it robust. The Govt. of India is creating a Digital support Infrastructure system through the Digital India program to ensure that India does not lag behind in the establishment of a Digital society. A tech savvy young generation is keenly looking forward to an improved quality of education backed by latest Technologies/Software so that they can compete with their counterparts in developed countries.

This Paper is an attempt to showcase where we stand, at present. Key Findings of a Quantitative Study are presented and analyzed. These findings will enable the reader to get a fair understanding of our present situation. The Paper also prescribes suggestive actions which can be implemented to facilitate an integrated approach towards re-skilling our Educators wholistically so that ICT can be effectively used to enhance the quality of Teaching/Learning in classrooms. This digital approach will help us overcome the challenges of the digital era and enable us to brace ahead for a more complex future. Successful integration of Multimedia in teaching practices will have a drastic improvement in productivity/efficiency with the ultimate gain being in an increased footprint of a broad-based knowledge society in India which can enable us to take on the world.

### I.INTRODUCTION

The Digital India Program [1] initiated by the Govt. of India in the year 2015 ensured penetration of Digitization in the field of Education; beside others. Stakeholders in Education need to be digitally prepared and responsible for their respective roles while the Govt. works in the background towards building a supporting digital infrastructure and eco-system ensuring accessibility of technology to all.

India is gradually making a shift towards a Knowledge based Society [2] in line with the trend set by advanced Countries of the world. However, the rate of adoption will depend much on how knowledgeable GenNext gets digitally;

especially in the areas of creativity and innovation. Classrooms across the country need to be uniformly designed in a manner so as to make them collaborative. The relationship between a Teacher and a Student needs to be symbiotic; a major departure from the traditional one sided approach. Teachers need to constantly inculcate new digital pedagogic practices to make Education holistic and all encompassing. They need to re-imagine concepts and accordingly tune the curriculum with digitization accounting for a major part of the delivery. It is understood that to achieve this state/framework; Teachers need to up skill their digital competence by learning emerging technologies which demand fair amount of computational thinking. Addressing this gap will bridge the digital divide across the spectrum and enhance the spread of digitization in Education.

The COVID-19 Pandemic came as an opportunity in disguise necessitating a digital transformation in Educational pedagogy. Human to human contact was drastically reduced/eliminated with the evolution of a new digital mechanism which leveraged and hastened the use of technology for delivering Education. The Indian Society began to accept 'The Virtual Classroom' as a new normal wherein Education could be imparted/received from 'Anywhere. 'Supplementing these digital initiatives are Advanced ICT techniques e.g. Augmented Reality and Virtual Reality which can be used to bring about a social change/development especially in rural/remote areas through Advanced Educational practices. The opportunity provided by COVID-19 needs to be capitalized upon so that digitization penetrates deeper into Education. This momentum needs to be sustained so as to enable India to evolve as a digital nation. The paper then proposes a conceptual model of appropriation and repurposing of social technologies in higher education.

## II. REFERENCE MODELS

The following reference models mentioned below have been referred to, on account of their relevance to the topic:

- ❖ Bloom's Digital Taxonomy
- ❖ The SAMR Model
- ❖ The European Digital Competence Framework (Digi Comp)

Today's Teachers require to up skill themselves with varied competencies [3] (Digi Comp) which can act as an enabler to utilize Technological tools [4] (SAMR) so that they can provide guided instructions which can directly appeal to different cognitive levels

[5](Bloom's Digital Taxonomy) of learners thereby leading to an overall up scaled learning experience/environment.

The amalgamation of the above models is comprehensively depicted in the figure below.



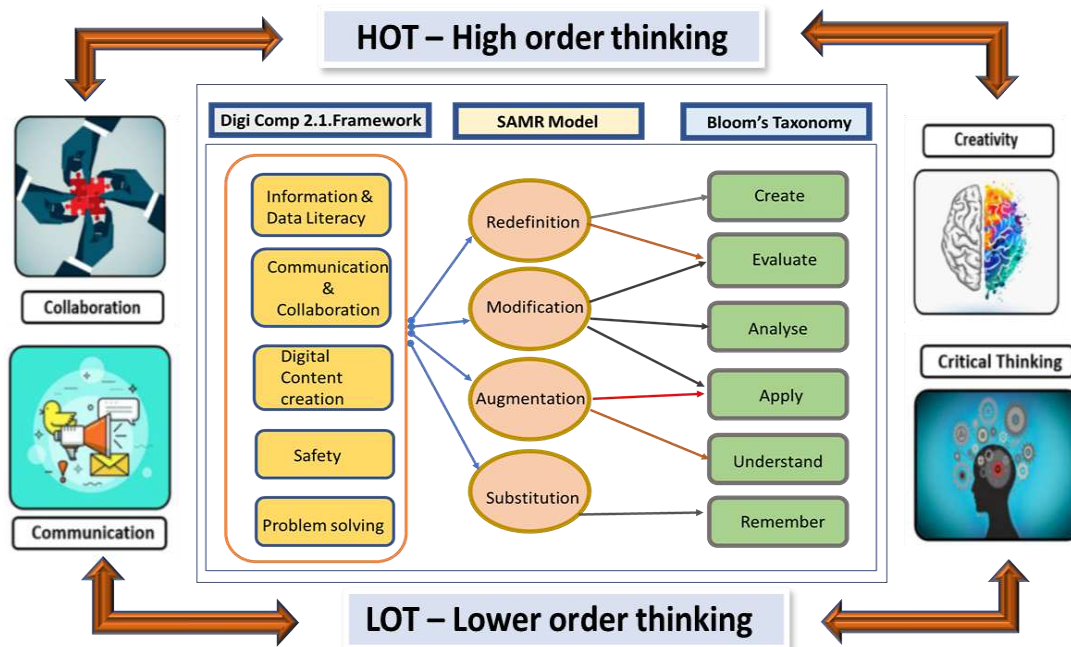


Fig: 1. Amalgamation of the Used Reference Models

Educators ought to understand that the Teaching pedagogy and use of Technology are connected/related. This combination positively influences student learning. This is also reiterated in Bloom's Digital Taxonomy where the Teaching process needs to have instructional strategies associated with each level described in the model above so as to facilitate communication, collaboration, creativity and critical thinking amongst students. Technology Tools/Apps need to be integrated into teaching. Some of these tools will support/appeal to lower order thinking while others will enable higher order thinking.

While a beginning has been made, this must be carried forward in a right earnest. Given this premise, it is evident that Pre-Service Teachers' (PST) Education is the best phase to execute an assessment/course correction. Digital Literacy can thus be strengthened keeping in mind the following considerations:

- ❖ PSTs will soon be certified Teachers
- ❖ Majority of the PSTs belong to the younger generation. They can easily adapt to/adopt an ever-changing Digitized world; making a difference
- ❖ A Rich Learning experience created in the class would generate interest/enthusiasm amongst students.

### III. REVIEW OF LITERATURE

Governance of the Education system on the use of ICT resources in schools/colleges, varies widely across countries and across regions within countries. The researcher therefore explored information on the overall regulatory environment and guidelines used to frame PSTs' practices incorporating the use of ICT in Teaching/Learning.

The National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring the symbiotic relationship between Teacher education and School education. Developments in these areas reinforce concerns necessary for qualitative improvements across the spectrum of Education including that for Teachers.

NEP Draft (2019) emphasized the need for incorporating Technology into Education. Its objective included appropriate integration of Technology into all levels of education to

- ✓ Support Teacher preparation/development
- ✓ Improve Teaching/Learning and Evaluation processes
- ✓ Enhance Educational access to disadvantaged groups
- ✓ Streamline Educational planning, administration and management

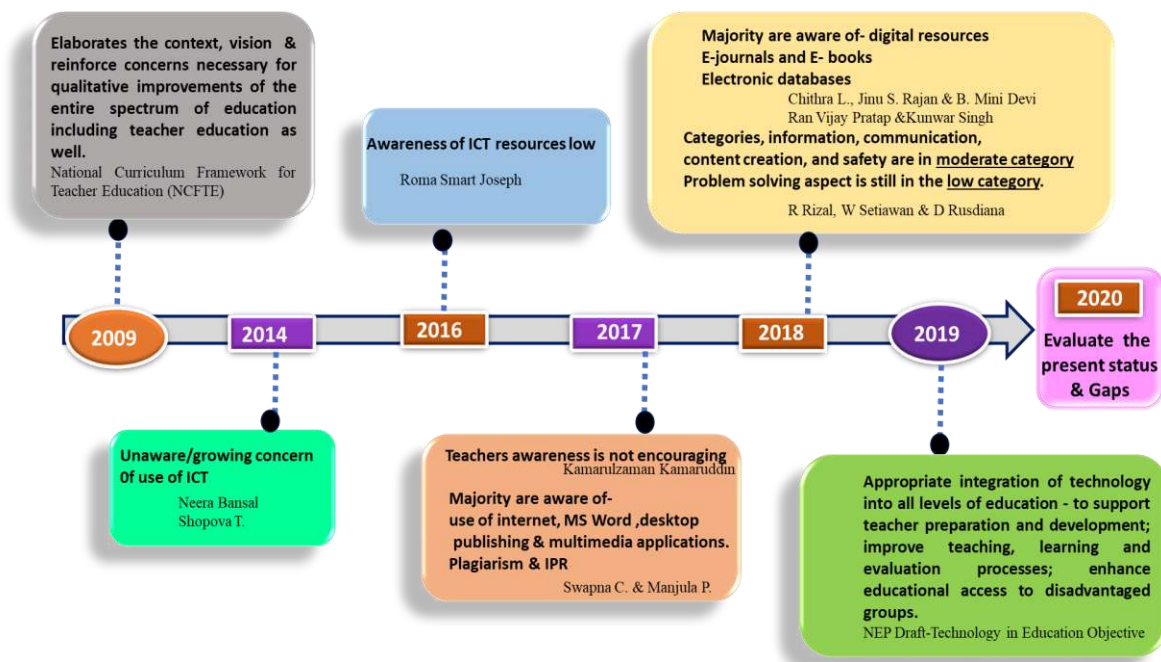


Fig: 2. Review of Literature – Highlights

The above literatures, policies and their recommendations were reviewed [6-15] and have contributed to the study. Post this review; the researcher understood the gaps pertaining to the usage of technology in the Teaching /Learning process. The review reiterated the need to make the Teaching/Learning process, Learner centric through the use of ICT with a focus on strengthening of Teacher education so as to keep pace with emerging trends.

The literature also highlighted advantages of implementing ICT in Education. This led the researcher to probe further. Are our teachers sufficiently digitally literate to implement Technology based instructional methods which in turn will help create digital citizens ready to face the 21st century challenges? Also, do PSTs have the digital expertise to cater to the academic needs of their students? With a strong conviction, the researcher felt that there is an immediate need for moving out of our comfort zone of traditional teaching and test new technological approaches.

Therefore, an in-depth analysis of the research perspective of Digital Literacy and use of ICT use for Teaching/Learning helped the researcher to ascertain the need for the present study.

#### IV. RESEARCH STUDY AND IT'S OBJECTIVES

A Descriptive Research study was administered, employing a especially designed testing instrument; across 15 B.Ed.

colleges in Mumbai region during the beginning of the year 2020. In all, 500 respondents who were PSTs pursuing second year B.Ed. participated in the survey.

Following were the objectives of the Research Study:

- ✓ To gain a primary insight of the PSTs' Digital Literacy levels across five dimensions
- ✓ To determine if a Multimedia environment exists in Teacher Training Institutes and the extent to which PSTs use ICT for Teaching/Learning so that Teaching processes could evolve thereby setting new benchmarks within the field of Education

The Testing instrument was tested for its reliability and validity by administering the same to a select group of PSTs.

## V. RESULTS AND ANALYSIS

PSTs who participated in this exercise primarily belonged to the following areas of specialization viz. Arts, Science and Commerce.

### ❖ Use of ICT in Teaching/Learning

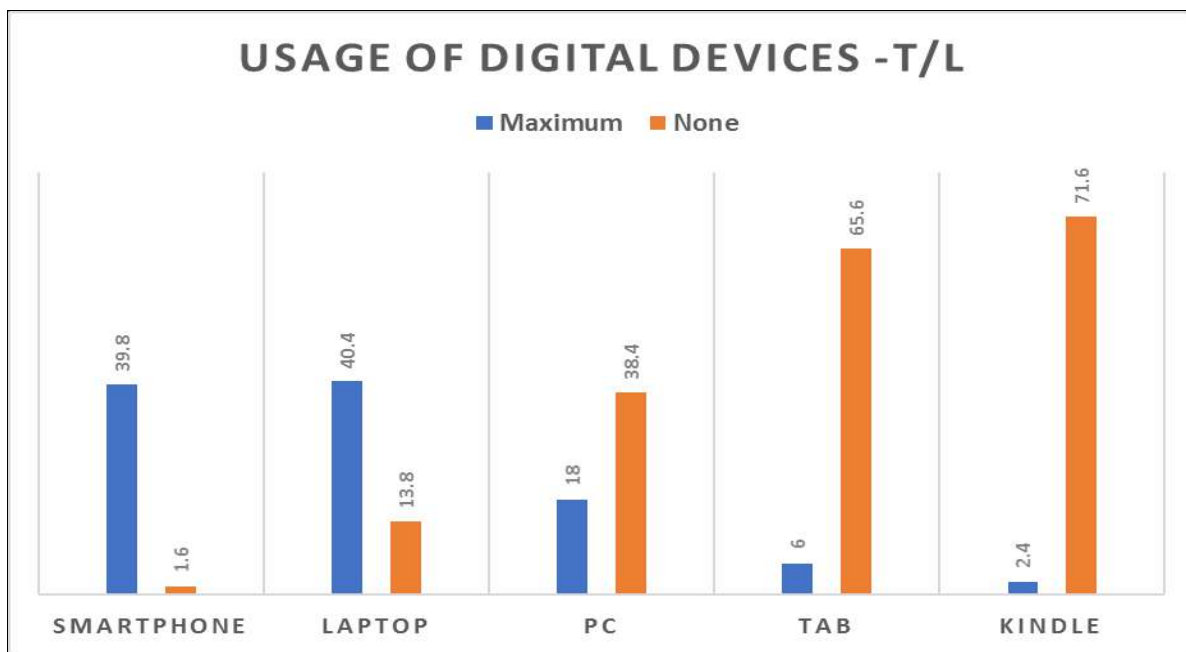


Fig.3: A graphical trend of the usage of digital devices by PSTs for Teaching/Learning

From the above figure, the following inference can be drawn:

- Users are familiar with the use of Smartphones and Laptops with the latter being the most popular primarily on account of portability and convenience of working.
- Use of Personal Computers/Desktops is moderate on account of the constraint in mobility. These machines are used mainly in Computer Labs/Staff Rooms/Classrooms etc.
- Usage of Tablet PC and Kindle is extremely low on account of a gap in financial status. Whatever usage of Tablet PCs exists is generally for Learning. In the same segment/class, PSTs would prefer to buy a low end laptop rather than a Tablet PC since Laptop provides them with more flexibility in working. Kindle is the most unused device

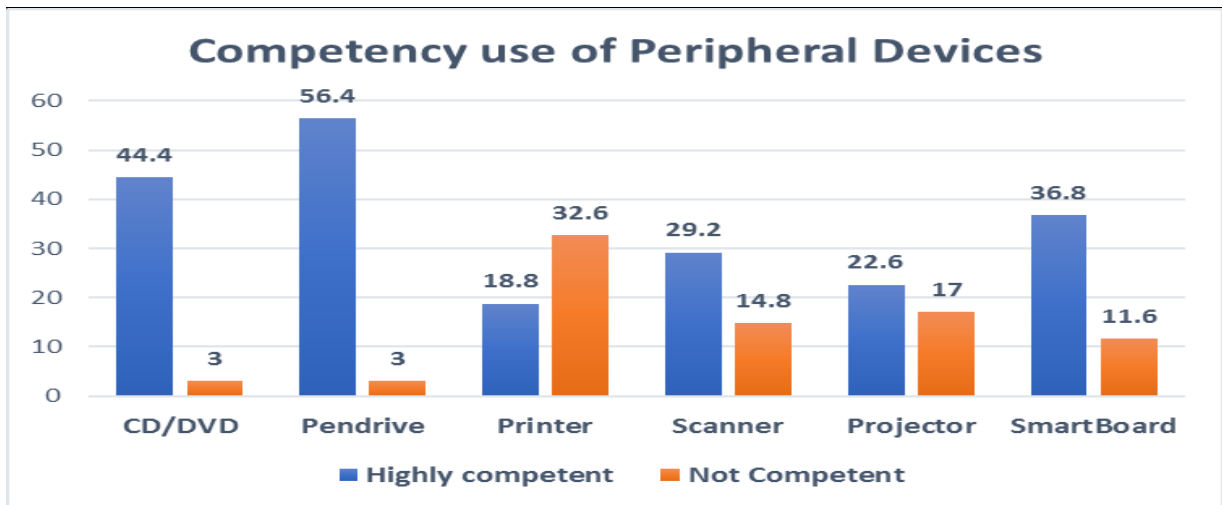


Fig.4 : A graphical trend depicting PSTs' familiarity in the use of Peripheral devices

The above graph can be interpreted as below:

- PSTs are extremely familiar with the use of Smart Boards, CDs and Pen drives. Obviously, this helps them deliver their lessons effectively. Use of such peripheral devices acts as an enabler for using Multimedia during lesson delivery
- PSTs need to enhance their competence in handling different models of printers/scanners, particularly the ones which are shared resources on the Local Area Network (LAN)
- 17% PSTs need to be trained in the usage of projectors. As such; this is not a mammoth task and can easily be bridged. This will enable digitization of instructional delivery.

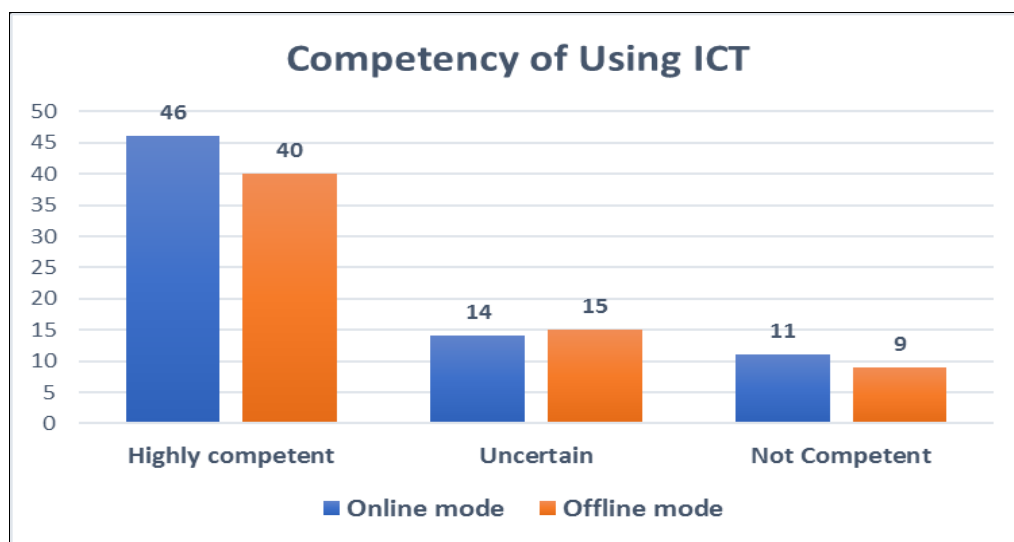


Fig.5: A graphical trend showing PSTs' competence in the use of ICT

Observations from the above graph are as listed below:

- Majority of the PSTs have knowledge about using ICT both, in an online as well as offline mode.
- Those who are somewhat uncertain i.e. have a 50-50 knowledge and those who know nothing at all, have a task at hand in order to get digitally prepared.

## ❖ Basic and Advanced Digital Literacy

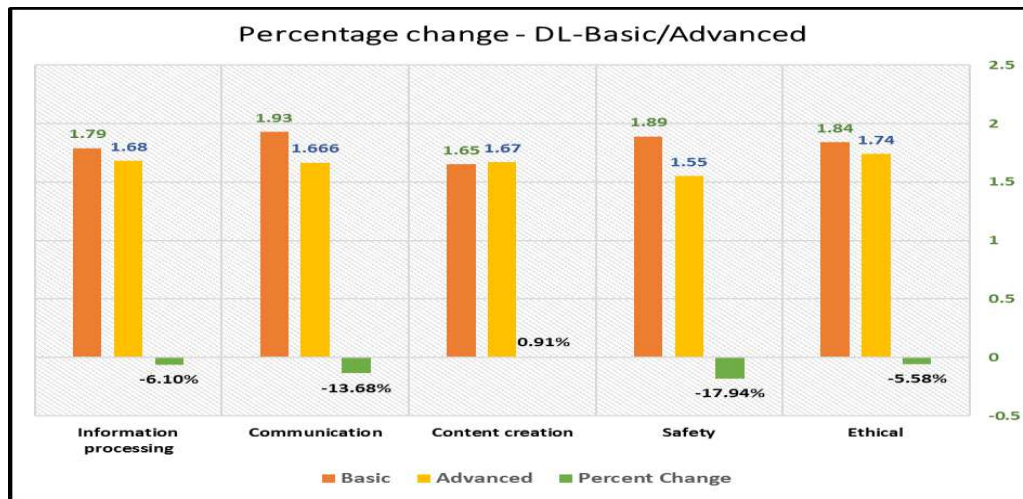


Fig.6: % Basic and Advanced Digital Literacy of PSTs based on different dimensions

The above graph illustrates the difference between Basic and Advanced Digital Literacy. Findings have been summarized below.

- **Information Processing**

6.1% PSTs are not familiar with advanced search strategies and cannot assess the validity/reliability of information. These PSTs need to realize that information is not only critical but is also valuable. Non-upgradation of their competence will render them ineffective as digitization penetrates deeper into Education.

- **Communication**

13.68% PSTs are weak in the areas of digital collaboration where information can be digitally shared. They lack knowledge of Digital Video conferencing tools e.g. Google Meet, Zoom, Microsoft Teams, Airtel Blue Jeans etc. which enable online events like conferences, meetings, webinars etc. Such tools help facilitate multimedia education as well as adult education for the under-privileged; people residing in rural/remote rural areas. We have seen immense benefits of Digital Communication, during the times of COVID-19 in India.

- **Content Creation**

Use of Multimedia, Power-point presentations enable a smooth lesson delivery from which students can easily comprehend and relate to e.g. complex diagrams can be depicted in a simplified and understandable manner bringing clarity.

The SAMR model can be applied here for a better understanding. Content creation involves “**substitution**” of traditional methods of Teaching/Learning with new technologies, using audio/video, graphs, power-point slides etc. Digital tools “**augment**” assessment e.g. Flipped Classroom. PSTs blog to create content and post them in Online Discussion Forums. The above digital tools “**modify**” the classroom experience by infusing an interactive environment, “**re-defining**” teaching altogether.

- **Safety**

Unlike conventionally published material, online material does not necessarily undergo a review process, prior to release. As a result, there possibly could be a risk that teachers may present inaccurate content. 17.94% PSTs need to develop in the area of Safety which involves knowledge of an overall protection mechanism. These PSTs are not familiar with mechanisms related to maintenance of data privacy; the violation of which is viewed very seriously by the Govt. These PSTs should use social media responsibly. They do not prefer to use different passwords for accessing different applications/devices nor do they change password on a regular basis.

This is a classic case of Bloom's digital taxonomy wherein PSTs lack higher order thinking in the area of safety. PSTs have a responsibility to not only set an example by properly using ICT but also to teach their students safe and fair ICT usage .

- **Ethics**

PSTs need to be aware that his/her activities on the Internet leave a "digital footprint/trail". They should develop an understanding of ethical implications/practices. Further, they need to be familiar with coping strategies for incidents of cyber-bullying or invasion of privacy since digital platforms make users vulnerable. PSTs should strive to become responsible users i.e. they should neither be victims nor perpetrators. PSTs should be familiar with Intellectual Property Rights (IPR). Knowledge of Indian cyber security laws is a must and the Ministry of Electronics & Information Technology (MEITY)[16] guidelines must be referred to from an awareness perspective.

While the above findings highlight the status of PSTs' digital preparedness, an improvement in their digital competence will enable them to leverage the benefits of digitization in Education. This would result in a win-win situation for society. The research scholar is aware that there has been a change in the usage pattern of digital devices due to an extensive use of Technology for online Teaching/Learning during the COVID-19 times. This is a welcome initiative.

## **VI. SUGGESTED ACTION POINTS**

Following are the broad action points based on the findings of the research study:

- There is a linkage between the usage of Smart Board for Teaching, Content creation and the use of Multimedia Projector where the area of improvement is the latter two. Specialized IT training should be imparted to PSTs so that they can start with the digitized way of teaching, right from day one.
- PSTs should enhance their competence in the use of peripheral devices so that they can effectively make use of them while delivering Multimedia Education.
- Laptops should be distributed or made available to all Educators at the time of joining. Failure to make effective use of the Laptop for Teaching should invite penalties. The cost of the Laptop should be factored as part of their cost to the Institution (CTC).
- Colleges should conduct IT refresher courses in Safety and Ethics. Full compliance to both should be made mandatory without exceptions. The score under this category should be improved to 100% since there cannot be any compromise in these areas. Educators who are digitally literate should be awarded with incentives so that the



remaining staff is motivated to reach this milestone. High performers could perhaps be rewarded with a Kindle, a status symbol.

- College managements should allocate a separate budget for digitization and progress of implementation towards set targets should be tracked year on year. Free of cost WiFi Services (protected by username/password) with high level broadband quality should be provided to Teachers. All new books acquired for the Library should be e-books so that Teachers are encouraged to go digital. IT Professional organizations e.g. National Association of Software and Service Companies (NASSCOM) should be periodically invited to conduct IT workshops/certification programs.
- Educators need to shed their inhibitions and collectively work towards establishing a digital society. They need to leverage technology to fine tune it's use to desired applications and reform themselves into Digital Pedagogists. National Institute Ranking Framework (NIRF) should use digitization as one of the criteria for ranking an Institute.
- There should be a continuity in the digital trend set by COVID-19 Pandemic. Technology innovations should be made use of, to make education delivery more efficient/productive.

## VII. CONCLUSION

Digitization in the field of Education cannot be selective i.e. this phenomena cannot be restricted to urban areas alone when it is a known fact that a majority of India's population resides in villages.

Government digital infrastructure e.g. Bharat Net; MahaNet etc. must be leveraged to

- Establish Virtual Classrooms in every village
- Support Advanced ICT[17] Techniques e.g. Augmented Reality and Virtual Reality
- Digitally train Teachers in Rural areas through structured development units

Usage of digital devices was considered as a parameter for measurement so as to ascertain the maximal/minimal usage by PSTs during the Teaching/Learning process. These results were correlated with PSTs' perceived competence in using peripheral devices both, in an online as well as offline mode.

As per the findings of the study, while PSTs are proficient in the use of Smart Boards, CDs and Pen drives; they need to bridge the gap in handling printers/scanners/projectors since the use of such peripheral devices act as an enabler for integrating Multimedia in lesson delivery. Educational Institutions should play a supporting role by organizing a formal IT Training for PSTs followed by increased practical work (e.g. Term Assignments should be mandatorily completed/submitted digitally in college itself).

Digital devices when used as a substitution for traditional Teaching/ Learning (ref. The SAMR Model) with peripheral devices augment classroom learning by modifying ICT (Word, Excel, Power-point, Collaboration projects) thus redefining the delivery mechanism of Education.

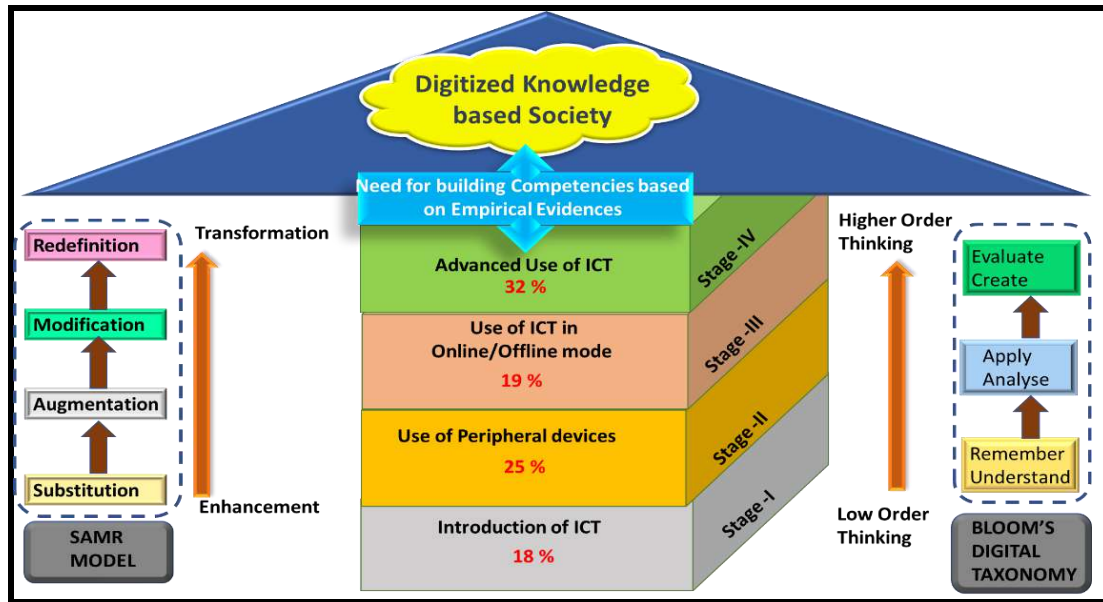


Fig.7: Relating findings with the theoretical base of the study

The above figure depicts a phase-wise digitization process for Teaching/Learning using an integrated approach defined by both; the SAMR Model and Bloom's Digital Taxonomy in the following stages

- ✓ Stage-I is about introduction of ICT in Education
- ✓ Stage-II deals with proficiency in the use of peripheral devices
- ✓ Stage-III goes one step further i.e. Exploring the use ICT in an online and offline mode
- ✓ Stage-IV pertains to advanced use cases of ICT in Education where we need to use technology to a maximum to derive it's complete value

The above stages, if followed rigorously will result in the evolution of a Digital Knowledge Society enabling India to meet the Sustainability Development Goal [18] in Education for the year 2030 wherein Quality enriched Education will be universally available to all.

With ICT invading areas of Education gradually, there is an immediate need for Educators to re-align themselves and get digital. Further, it is important to constantly upgrade one's skillsets to stay relevant. This will open up new avenues for employment resulting in better prospects. There is a need to constantly update content. Inventions/Discoveries/New findings in developed countries can reach other parts of the world instantly through technology.

The pace of Technology adoption, accelerated by the COVID-19 Pandemic needs to be sustained. Achieving digital maturity in Education will enable India to withstand future adversities and emerge stronger in the global arena

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## THE SECRET TO BUILD ACADEMIC BUOYANCY AND ACADEMIC RESILIENCE IN STUDENTS

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### **Abstract:**

*Along with many advancements and facilities, 21<sup>st</sup> century has also brought number of challenges for our students. Due to these challenges our students are facing problems like anxiety and stress which sometimes end with suicides. And hence to train students face these adversities has become the need of the hour. This paper discusses two qualities which need to be built in students in order to prepare them to effectively deal with such academic challenges. These two qualities are – Academic Buoyancy and Academic Resilience. The paper also discusses about the ways to build the academic buoyancy and academic resilience among students. It also throws light on the major role of the teachers in preparing students for the future by making them academically buoyant and resilient.*

**Key Words** – *Academic Buoyancy, Academic Resilience, Positive Psychology*

*“Instead of worrying about what you cannot control, shift your energy to what you can create.”*

Indeed, the above thoughts of Roy T. Bennett lead us to the world of positivity. The power of positive attitude can do wonders. Any problem can be solved if we believe in ourselves. When things go wrong, it is the positive attitude which helps us keep moving forward. There are number of examples of famous personalities who despite facing failures in life became successful and have left their trademark. For them, failure was the stepping stone of success. To name a few we have Albert Einstein, Thomas Edison, Steve Jobs, P C Mustafa, Akshay Kumar, Vir Das, Kamal Haasan and Gopi Sunder. These famous national and international personalities are true role models for us to follow in times of adverse circumstances. As we all know Albert Einstein couldn't speak fluently until the age of 9 years and was stamped as a slow learner. But his positive attitude made him won the Nobel Prize. Thomas Edison's teachers labeled him as “too stupid to learn anything”, but his perseverance transformed him as a great scientists. Steve Jobs dropped out of Oregon's Reed College after one semester yet his self-respect made him the mastermind behind Apple. P C Mustafa failed in 6<sup>th</sup> grade but today he runs a ₹62 crore worth brand that sells packaged food, called ID Special Foods Pvt Ltd. Who doesn't know a National Award winning actor Akshay Kumar? But as a kid he failed an exam in school and was terrified of showing his report card to his parents. The most successful comedians in India today Vir Das was below average student who got underwhelming scores in his board exams. Another famous personality is Kamal Haasan. A writer, a producer, a director and a play back singer was once a school dropout. The National Award winning musician Gopi Sunder who has composed music for more than 5000 advertisements and set tunes for nearly 70 films had failed in 10<sup>th</sup> grade. If we have a close look at the lives of these heroes we find the positive energy which has made them reach success and fulfill their dreams.

Today's young generation who is caught in the whirlpool of stress can learn a lot from these live examples. Students of 21<sup>st</sup> century are undergoing a lot of pressure due to cut-throat competition, parental expectations and knowledge explosion. This has resulted in increasing cases of suicides due to challenges related to exam stress and poor grades.

Many minor and major challenges related to studies results in students losing their interest in academics. This was a major concern for the educationists and therefore a lot research was carried out in this area. The findings of the studies revealed the some of the qualities which above successful people possessed and are lacking in today's students. The quality of positivity. The quality of bouncing back despite facing minor or major academic obstacles. The traits which are responsible for students' academic growth were termed as 'Academic Buoyancy' and 'Academic Resilience'. This was the major contribution of psychologists to education which gave rise to another area now known as 'Positive Psychology'. Positive psychology fosters the development of positive qualities, for example, well-being, optimism, happiness, and determination, at both the individual level and within groups (Seligman & Csikszentmihalyi, 2000). In other words, psychology science does not deal with only diseases and treatment is not focused on only weaknesses and disorders, but the objective of psychology is creating and developing good and useful characteristics namely studying, identifying and developing capacities and virtues in man and human societies (Seligman, Steen, Park & Peterson, 2005). In this regard, AB (Academic Buoyancy) and AR (Academic Resilience) are some of the suggested constructs in the field of positive psychology.

What is an Academic Buoyancy? It is nothing but the capacity to effectively deal with and overcome minor educational challenges. In everyday school life the students face challenges with respect to language barrier, financial obstacles, co-curricular events, poor performance, competing deadlines, exam pressure, difficult schoolwork etc. It could be poor remarks on essay or mathematical problem going wrong. If these small situations are not handled with courage and positivity the students tend to lose their confidence in academics. It is therefore important to train students how to bounce back positively in these adverse conditions. Buoyancy is generally defined as an individual's ability to successfully overcome the setbacks and challenges that are typical of everyday life (Martin & Marsh, 2008a; 2008b). When applied to the context of an educational setting, it is referred to as a student's academic buoyancy (Martin & Marsh, 2008a). Academically buoyant students are more confident and believe in their capacities and self-worth. This results in better educational achievements. And thus according to many educationists, academic buoyancy is considered to be a factor which helps students in effectively dealing with ongoing difficulties of academic life.

What is an Academic Resilience? Resiliency, or resilience, is commonly explained and studied in context of a two dimensional construct concerning the exposure of adversity and the positive adjustment outcomes of that adversity (Luther & Cicchetti, 2000). The concept of resilience when applied to academics, called as academic resilience. Academic resilience in simple words can be defined as the capacity to positively overcome major challenges of academic life. Instead of looking at what goes wrong with students who function poorly after chronic academic adversity, we must ask about what goes right in students who function well and handles major academic adversities with calmness. Academic resilience includes certain traits such as self-efficacy, control, planning, persistence and low anxiety in order to effectively deal with chronic advertise of academic life which are seen as threats to a student's academic growth.

Thus one can gauge the importance of the academic buoyancy and the academic resilience for one's academic growth. How does academic resilience differ academic from buoyancy? Academic buoyancy is nothing but everyday resiliency

which is not the same as classic resilience. The classic academic resilience construct is generally applicable to those experiencing major threats (Luthar, 1991; Masten, 2001). By implication, academic buoyancy tends to apply to all students whereas academic resilience tends to apply to a relative minority of students (who are nonetheless vital to assist) (Martin & Marsh, 2009). Looking at the importance of the academic buoyancy and the academic resilience we can say that the teachers shoulder the maximum responsibility to build these qualities in their students so as to help them reach the highest level of achievements. And therefore the teachers must know the ways through which one can build the academic buoyancy and the academic resilience among his/her students. Following are some ways to help students build the academic buoyancy and the academic resilience:-



- **Motivational Assemblies:** A day with a positive note can feel students with positive energy. Thus teachers can use motivational videos and talks for morning assemblies. The students can be exposed to the examples of people who despite facing adversities have come a long way by crossing all odds. In this way teachers can boost the confidence of their students.
- **Meaningful Reflections:** A habit of writing reflections gives a good opportunity to learn from others as well as from own. A reflection is a meaning-making process which results in an individual growth in cognitive, affective and

psychomotor domains. It helps you in learning from failures. It develops the analytical and critical thinking and supports the application of knowledge in real life situation. Thus using reflections students can be trained to be ready and to face the problems effectively with confidence.

- **Yoga and Meditation:** This can be used to discipline the mind and to have self control on your thoughts. Yoga and meditation surround students with positive energy and thus keep them away from suicidal thoughts. It also boosts the confidence of students by helping them discover their self worth.
- **Exposure to meaningful activities:** Every student is unique and the teachers should nurture this individuality of their students. Thus exposing students to the meaningful activities and activities of their interest helps them to improve their strengths. It also leads them to search for the ways to overcome their weaknesses. Also this will enable the teachers to identify each student's abilities and talents.
- **Mentoring:** This is an effective way to help a child overcome his/her failures. Effective mentoring can benefit both the mentor and the mentee. It not only achieves the good educational outcomes but also helps in character building. It helps in raising the confidence of students. It also puts students in their comfort zone and gives them time and opportunity to do better.
- **Emotional Regulation:** Due to expectations from parents, teachers and the society, students go through lot of emotional turmoil. Pep talks on how to regulate self emotions can help students build positive attitude in life. Also timely counseling students who are in need can help them control and manage their emotions and to use them for a better purpose.
- **Positive Reinforcement:** A word of praise means a lot to our students. It acts as a motivator. A positive gesture or a good remark can develop interest in the subject. It encourages student to do his/her best by giving 100%. Positive reinforcement has a tremendous power to motivate, to encourage students. Thus the teachers should keep in mind to use constructive way of giving feedback which can help student develop further.
- **Managing Stress:** Nowadays stress has become an integral part of academic life due to number of factors. But if the stress is handled in a positive way it can lead students to highest heights of success. Thus it is very much necessary to train students as to how to cope up with and how to handle stress in a positive way.
- **Unlock Your Potential:** Introspecting oneself is the best way to know one's strengths and weaknesses. Introspection helps us to know where we are and where should we be reaching. It helps us in competing with own by overcoming our weaknesses. Thus the students should be taught as to how to introspect meaningfully. This will certainly enable them knowing themselves in a better way.

**Problem Solving Approach:** This is another way to prepare students face challenges of academics and real life. If students are taught to find out solutions to problems, they use or they apply same approach if come across any difficulty – be it related to the academics or real life.

Children are the future of nation. Each and every child is important for tomorrow's progress. And it is of utmost importance to protect and nurture this. Today's generation is facing lot of challenges with respect to their academics. Be

it because of competition or technology or rapid growth of knowledge. It is we as a teachers who needs to help our students by facilitating them on the right path. We play a great role in moulding our students. In an academic life each child is bound to face some kind of challenges – minor or major. It is we teachers who should help students in overcoming such challenges. Therefore let us train students how to handle the academic challenges using the concept of positive psychology. Let us make our students academically buoyant and resilient to reach the heights of excellence by crossing all obstacles with a positive attitude.

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## SCENARIO BASED LEARNING – FROM FIRING NEURONS TO WIRING KNOWLEDGE

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### **Abstract:**

*Scenario Based Learning (SBL) is a way of teaching problem-based context by exposing the learner to a given situation outlined in a scenario. SBL usually involves interactive stories that are realistic and completes with the goal of taking the learner through situations in which the characters' challenges are the learners' challenges. The purpose of the present study was to examine the effect of scenario-based learning approach on students' achievement in English. The sample for the present study comprised of English medium S.S.C. School students. The researchers divided the sample into 2 groups i.e., control group and experimental group. Where the experimental group was taught using the Scenario Based Learning approach the control group was taught the same content through lecture method. Post-tests tool for data collection comprised of researcher made achievement test. The results indicate that the treatment has a great impact on the achievement scores of the students.*

**Keywords:** *Scenario Based Learning, Experimental Group, Control Group.*

### **INTRODUCTION**

Scenario is a series of events that provides a situation where one has to run through all possible outcomes in one's head. Scenario-based learning (SBL) provides scenarios that support active learning such as problem-based learning. It provides an ill-structured storyline where students can work their own way and find all the possible results required to solve the problem. To get the desired outcome students have to apply their subject knowledge along with critical thinking and problem-solving skills. Scenario Based Learning is often non-linear and can provide numerous outcome opportunities to students, based on the decisions they make at each stage in the process.

Scenario Based Learning contributes to boost student's motivation, self-image, and self-esteem, highlight their sense of interest, purpose, satisfaction, responsibility, participation, and academic achievement, modify their negative attitudes and perception, help them get rid of their shyness, inhibition, fear of failure and language anxiety, and work in more communicative, collaborative and risk-free environment (Yetick et al, 2012).

### **NEED OF THE STUDY**

Subject knowledge plays a very important role in teaching-learning process but providing only subject knowledge to the learners is insufficient to make them a contributory citizen of a developing world. There is a need to enhance their cognitive skills by promoting critical and creative thinking along with subject knowledge. Scenario Based Learning is one of the methods where subject knowledge is merged with the real-world situation which encourages the learner to



think critically/creatively and solve the problem by themselves.

Life's approach towards learning is altogether different. It brings difficulties, struggles, experiences and innumerable tests to teach us the most important lessons. Life won't make one sit in the classroom and provide learning material to equip an individual to undertake the test of life. It's always a reverse process. Scenario-Based Learning (SBL) follows the same principle, that's why it looks more realistic in a sense and is the most effective.

### **THEORETICAL FOUNDATION**

There are millions of neurons in the brain but only a small fraction of them are involved in learning process. Each and every time we learn something new our brain forms new connections with neurons and makes existing neural pathways stronger or weaker. The expression "neurons that fire together, wire together" refers to the process by which the brain constructs neural networks. Neuroplasticity refers to the brain's continuous capacity to generate new neural networks in response to stimuli. Higher the stimulus larger the effect on learning.

Traditional method of teaching or rote memorization creates less stimuli which produces isolated neural networks. Such shallow memories only allow learners to give back what was taught, mirroring the way it was taught. This limits their ability to apply their learning in new situations beyond the original context in which it was learned whereas Scenario Based Learning (SBL) creates more stimuli by providing opportunities to work toward desirable goals at their individualized levels. In order to achieve the goal, brain invests more effort in the task, remains focused and more responsive and hence triggers the neuron to produce strong neural connections that can store the learned information permanently.

### **OPERATIONAL DEFINITIONS**

- **Scenario-based learning (SBL)** uses interactive scenarios where learners apply knowledge relevant to the situation by making choices and attempts to follow a desirable path that demonstrate their ability to achieve a successful outcome.
- **Experimental group** is the group that receives the treatment on the variable being tested.
- **Control group** is the group that does not receives the treatment on variable being tested in an experiment.
- **Secondary school** is an educational organization which provides secondary education to the children from Standard VII to Standard X

### **OBJECTIVE OF THE STUDY**

To study the impact of Scenario based learning approach on students' achievement in English.

### **HYPOTHESIS OF THE STUDY**

- There is no significant difference in the English achievement scores of Control Group and Experimental Group.
- There is no significant difference in the English achievement scores of male students of Control Group and Experimental Group.
- There is no significant difference in the English achievement scores of female students of Control Group and Experimental Group.

## **SAMPLE OF THE STUDY**

The sample for present study comprised of 80 students from standard V and VI of an English Medium SSC School from Suburban Mumbai. Both, the Controlled Group and Experimental Group consisted of 40 students. The sample was selected through convenient sampling technique.

## **METHODOLOGY OF THE STUDY**

The present study was experimental in nature. It was designed on the Static-Group Comparison Design. In static group comparison design, two groups are selected one of which receives treatment and the other does not. Difference between the post-test mean scores of the control group and the experimental group is analysed to measure the impact of the treatment.

It can be described as follows:

C O

X O

(C = Controlled group X= Experimental group; O = Result)

In the present study the sample was divided into 2 groups. Where Group A was Control group, Group B was the Experimental group. The researchers gave treatment to the experimental group i.e. Group B. They were taught the same English content as Group A but through the Scenario based learning.

## **TOOL OF THE STUDY**

After teaching for a period of 2 weeks the researchers administered a self-constructed achievement test to both the groups. The achievement test paper was of 25 marks. Each topic was distributed with equal scale of marks, 5 marks for Adjectives (1x5), 5 marks for Verbs (1x5), 5 marks for Conjunctions (1x5), 5 marks for Interjections (1x5), 5 marks for Simile (1x5). Validity of the achievement test was established with the help of experts.

## **INTERVENTION PROGRAM**

*“The challenge needs to be not too hard, not too easy, but just right”*

Keep this thought etched in mind the researchers gave to intervention program through Scenario Based Learning approach to the experimental group. The researchers developed two sets of plans to teach English grammar. The first set comprised of five scenarios to teach five different topics of English Grammar where the participants had to place themselves in the character’s situation and solve the problems. Thereby encouraging them to apply their subject knowledge and cognitive skills to find the possibilities/answer to solve the problem. The Experimental group (Group B) was exposed to this set. The second set comprised of the same topics but they were taught through traditional approach to the Control Group. The researchers were merely facilitators guiding the students to follow the instructions.

## **ANALYSIS OF DATA**

The researchers analysed the data using static-group comparison design. Data was analyzed by the researchers using t-test, to find the difference between the posttest mean scores of the experimental and control groups.

**TESTING OF HYPOTHESIS****Hypothesis 1:**

The Null hypothesis states that:

There is no significant difference in the English achievement scores of Control Group and Experimental Group.

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	I.o.s.
English Achievement Scores	A	40	18.9	4.0938	78	At 0.05 level = 1.990	7.13	S
	B	40	23.85	1.5941		At 0.01 level = 2.639		

Table 1: English Achievement scores of Control Group and Experimental Group

**Interpretation of 't' test:**

The obtained value of 't' ratio for English achievement scores of Control Group and Experimental Group is 7.13 which is more than the table value 2.639. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

**Conclusion:**

There is significant difference between the English achievement scores of Control Group and Experimental Group.

**Discussion:**

Thus, the alternate hypothesis is accepted which states that there is significant difference between the English achievement scores of Control Group and Experimental Group.

**Hypothesis 2:**

The Null hypothesis states that:

There is no significant difference in the English achievement scores of male students of Control Group and Experimental Group.

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	I.o.s.
English Achievement Scores	A	20	18.3	4.2686	38	At 0.05 level = 2.021	4.81	S
	B	20	23.35	1.9541		At 0.01 level = 2.704		

Table 2: English Achievement scores of male students of Control Group and Experimental Group

**Interpretation of 't' test:**

The obtained value of 't' ratio for English achievement scores of male students of Control Group and Experimental Group is 4.81 which is more than the table value 2.704. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

**Conclusion:**

There is significant difference between the English achievement scores of male students of Control Group and Experimental Group.

**Discussion:**

Thus, the alternate hypothesis is accepted which states that there is significant difference between the English achievement scores of male students of Control Group and Experimental Group.

**Hypothesis 3:**

The Null hypothesis states that:

There is no significant difference in the English achievement scores of female students of Control Group and Experimental Group.

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	I.o.s.
English Achievement Scores	A	20	19.5	3.927	38	At 0.05 level = 2.021	5.37	S
	B	20	24.35	0.9333		At 0.01 level = 2.704		

Table 3: English Achievement scores of female students of Control Group and Experimental Group

**Interpretation of 't' test:**

The obtained value of 't' ratio for English achievement scores of female students of Control Group and Experimental Group is 5.37 which is more than the table value 2.704. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

**Conclusion:**

There is significant difference between the English achievement scores of female students of Control Group and Experimental Group.

**Discussion:**

Thus, the alternate hypothesis is accepted which states that there is significant difference between the English achievement scores of female students of Control Group and Experimental Group.

**RISE OF NEW PARADIGM**

The coronavirus pandemic has resulted in the closure of schools across the nation. Education has changed with a rise of e-learning, whereby teaching is executed remotely and on digital platforms. In a physical classroom, interaction between teachers and students is more dynamic. Teachers can stimulate response from students more easily but with online classes, teachers need to find more creative ways to make the conversation interesting.

Online learning, which came as a panacea for the pandemic, is increasingly seen as a new paradigm in education. When Scenario Based Learning is taken in the context of online/eLearning, it can be described as Scenario-Based eLearning (SBeL). Virtual scenarios are online educational resources which supports real-life scenarios, help

learners explore world decisions, making both good judgements and errors however in a safe learning environment.

## CONCLUSION

The result shows that there is a vast difference between the achievement scores of the control group and the experimental group. Scenario Based Learning has had a positive impact also on the achievement scores of the male and female students.

Scenario-Based Learning, essentially, immerses the learners in real world or situational simulations or learning experiences that allow them to collect skills or information that they will recall for future use. Information offered within a contextual setting enables learners not only to simply manage it within their memory, but also to commit it to their long-term memory.

As rightly said by René Descartes, “Cogito, Ergo Sum; i.e. “I think, therefore, I am”; for him, the sole certainty lay in human reason or thinking. Today education has to follow the philosophy of rationalism where we need to encourage our students to think thereby making doubt and critical evaluation of the learning possible. Thus, through Scenario Based Learning education must can garnered towards the development of critical rationality.

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**DESCRIPTIVE CASE STUDY ON  
PERSONALIZED LEARNING AND EVALUATE  
ITS EFFECT ON AUTISM**

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**Abstract**

*"I blow your mind"-----this is the reply Special Educator got from a non-verbal child with Autism when this question was asked from him, how do you feel today?*

*The Special Educator asked this question when he could display his knowledge of numbers, tables, multiplication like-25+23. When asked which tables you know- he pointed at 2, 3, 4, 5 and 6, subtractions like 28-10, 75-40 etc. All this was conveyed through typing. He could not wait to share this with his father. He went home and conveyed his mother non-verbally to explain to his father what did he do with Gangi--that's how he sometimes pronounces Special Educator's name.*

*Personalized learning provided the Special Educator opportunities and scope to use varied teaching methodologies and learning materials with him. This versatility of these materials and pacing the teaching according to his speed not only enabled him to learn effectively but also instilled confidence in him to express this "I blow your mind".*

*The broad objective of this paper is to understand how Personalized learning enables and facilitates an individual's learning and monitor its progress keeping in mind his/her strengths, skills, interests etc. In order to do so, it explores into plethora of strategies, teaching materials, techniques and instructional approaches. A learning plan is formulated for each child that is based on his level of understanding. When it is adequately facilitated, planned, and executed along with the parental involvement and support, it can work wonders for child and family both.*

**Keywords:** - *Personalized learning, Individualized education plan, accommodation, parental support.*

Personalized learning is new pedagogy which has revolutionized the learning outcome for children with cognitive, learning, behavior and developmental deviations/concerns.

Parents and school play an indispensable role in facilitating their children to maximum learning outcome using personalized learning approach. Personalized learning plays a very significant role in maximizing the potential of children in various ways:

- 1) **It sets the pace instead of race:** - The personalized learning is paced according to the need of the child. He/she is not expected to win the race by rushing through the text books. The learning plan shared by school is implemented in collaboration with parents. The objective is equipping the child with necessary cognitive knowledge, skills and learning. Parents strategize and work by using specific materials, methodology, multisensory approach keeping in minds the needs and strengths of their children.
- 2) **Proactive support-** Parents work in partnership with school and teachers in personalized learning and vice-versa. They are deeply involved with resources, facilities, and learning outcome with respect to their children. They are

updated about the progress through direct observation as they both play a crucial role in the entire process of personalized learning. This automatically leads to build up of a proactive support from parents and school towards overall learning outcome.

- 3) Journey is more important than destination- In personalized learning, families' perspective change about learning with their kids. The emphasis is not on getting "All A's," Parents engage their children in conversations about what they are curious about, how they like to learn best, what their interests are, how they have learned from a recent failure, and so on. In other words, the emphasis is on the process of learning and not just the end grade.
- 4) Work Together-Personalized learning brings the school and parents in a very proximal relationship. The families do not need to wait for end of term to know how their children have progressed. Rather personalized learning facilitates them to know about their ward's progress on a very frequent basis. This is possible as school shares the new resources, materials etc with families to work with children at home. Families can also share about their ward's strengths, weaknesses, coping mechanisms with school so that a collaborative work can be ensured for most rich and healthy outcome. It is like sharing is caring. Information sharing is ultimately leading to the best results for children's learning.
- 5) Holistic development – Parents and school can enable their children in not just educational achievements but also in life skills through personalized learning. As a result of team work, the IEP (Individualized education Plan) is worked on proficiently and efficiently. The learning is paced according to the need of the child with the assistance of new resources, accommodations, and new methodologies. Parents work closely with their children and monitor their progress. The progress is monitored by school and target is shared by both parents and school.

All these features of personalized learning impacts a child's self-esteem and confidence directly and indirectly. On a long run, this indeed boosts the self-esteem of the child and his families. Thus Parents and school play a significant role in building a more confident, more independent and happier child.

### **Case Study:**

Name: XYZ

Age: 8 years

Location- Bangalore

Diagnosis: Autism Spectrum Disorder

Background Information:-

He is an 8 years old boy studying in a special school in Karnataka, Bangalore. His mother is a homemaker and father is working in IT industry. I met him first at a school two years back. He was referred to me by a friend of mine. I went to do an informal observation.

Significant inputs:

- He seems to derive a lot of satisfaction and happiness from jumping on the trampoline. He constantly wanted to be on trampoline.
- He was interested in humming and singing around.



- It was felt he had some sensory needs like vestibular needs and proprioceptive needs.
- He was found to be good with gross motor activities like jumping, running, hopping etc.
- He was found to have a lot of struggle in sitting at one place for more than 20 seconds.
- He was unable to understand any instructions.

For subsequent observations and case-intake, the family was called in Special Educator's therapy center, Enable Mind. Two weeks of observation, assessments and detailed case intake from family provided following strengths:

- He was observed to be good with cognitive tasks especially those which require visual perceptual and visual discrimination skills like matching, pairing, sorting, organizing, building blocks.
- He was found to relieve himself of any meltdown by resorting to jumping on trampoline, bouncing on ball, spinning himself, deep pressure, listening to soft music.
- It was understood that his receptive language was better than expressive language. This was discovered on various occasions like display of dismay when he was expected to respond to questions posed by his mother but he was unable to, display of sorry when he screamed on his mother through facial expressions and body language.
- His emotional quotient was good.

Areas which needed therapeutic and psychological support:

- Behavior Therapy and Special Education was needed to work on Pre-requisite Learning behavior viz. joint attention, sustained attention, sitting tolerance etc.
- He needed a lot of intervention to work on his attention deficits and hyperactivity.
- Occupational therapy was planned for him to channelize his energy in positive direction.
- Intense speech and language therapy was needed to work on his communication and comprehension of commands.
- Special education was needed on a consistent and intense basis to work on various educational and cognitive aspects.
- Modeling, reinforcement, chaining and other therapeutic approaches were used to foster in him ADL like brushing, spitting and toilet training.

Intervention process: - The family was oriented and briefed about the assessment outcomes and course of action to be taken to attain the planned objectives. An IEP (individualized Education Plan) was devised and was shared with family and other members (Psychologist, School teacher, Speech and Language pathologist, etc.) of the team.

With all the effective therapies and goal-oriented intervention, one significant factor which accelerated the pace of progress was **“Personalized Learning”**. The entire journey of working with child encompassed personalized learning at all settings whether at Home, School or Enable Mind.



Consistent collaborative interventions, multiple therapies of two years and ongoing facilitated a great amount of progress. It would not have been possible without implementing personalized learning approach. This approach complemented therapies in the following manner:

- It maintained the child's and his family's peace as objectives were planned based on the need and cognitive level of the child.
- Though the objective was planned as per need of the child, the ultimate goal was integration and mainstreaming. A lot of educational resources, learning materials, different modalities, and multisensory approach were adopted as part of personalized learning. This in turn provided him a good scope to comprehend cognitive concepts some at grade level too especially in number concepts and comprehension.
- Personalized learning has facilitated usage of multiple resources and dynamic teaching and learning materials. Some applications like "Happy Mongo, Story weaver, Star fall" etc. have helped him to comprehend long comprehension passages. Comprehension based materials on "Who, Why, Where, When" have facilitated understanding of lexical words as well as basic phrases.
- The best aspect of Personalized Learning in this context is that everyone is in loop. The child's family is shared with all the objectives and goal plan. A home plan is also shared with the family so that overall work can be done with the child to ensure adequate progress is attained with combined efforts.

#### **Current Status:**

- He is able to communicate fluently via typing.
- He is self-reliant with respect to Activities of Daily Living.
- He is confident to do visual motor activities.
- He is comfortable with his peers and enjoys being with peers, playing with them.
- He is able to sit through for duration of 30 to 45 minutes, watch and listen to a story, answer open ended and closed ended questions via typing. He sits with other activities also like puzzle, Lego blocks etc.
- He is able to understand commands and instructions.
- He is able to understand grade appropriate word problems based on the concept of addition, subtraction, multiplication and division.
- He is able to comprehend grade level comprehension passages and stories.
- He is able to understand grammatical concepts parts of speech.
- He needs to continue with remedial therapy to catch up concepts of science and few mathematical concepts.
- Some strategies of behavior therapy like positive reinforcement and negative reinforcement needs to be followed at home so that achieved attributes do not relapse.

Overall he is more confident, self-reliant and more aware personality. The role of parents in this ongoing journey has been remarkable. The level of cooperation extended by mother worked the most. Her consistent efforts, structured

planning, numerous strategies and most importantly trust on her child has produced a wonderful outcome- a child with high self-esteem.

However in several scenarios and situations Personalized Learning is resented by many families, community and educational institutions. The reasons vary from various perspectives. Some of them could be:

- **Infrastructure** – Personalized Learning largely depends on good infrastructure not just in terms of space and educational resources but also on resources responsible for planning & executing the learning programs for children. Teachers and educators are assigned with several responsibilities apart from delivering the curriculum. Amidst these other responsibilities like documentation, planning co-curricular activity, maintaining event records etc. sometimes it becomes very stressful for them to give quality time on developing learning plan and executing it for children who need it.
- **Parents' thoughts and concern**- Parents do not understand clearly need of their child better than anyone else. Though they are aware of their child's strength and needs, sometimes their own biases and societal pressure prevent them from visualizing how their child can be helped. They want the child to learn through conventional methods and prefer traditional learning setting. They fear that child will get used to and ultimately become dependent on exclusive attention, learn at his own pace thing, and various special tools, materials for learning. Having these anxiety and feeling, they show their reluctance to avail the resources and facilities for their child.
- **Peer influence**- A lot of times, everyone is ready to support through personalized learning. But the child himself /herself does not show willingness to avail this support. He /she fears being bullied and being ridiculed by his/her peers about taking this support for learning. The feeling of not learning as expected by the entire class and his peers leads to defense mechanisms. This defense mechanism is expressed by his/her reluctance to avail the support or denial of any learning gap.
- **Knowledge and interest** – The delivery of personalized learning require people with appropriate qualification, skill and experience. It requires people who know designing apt learning programs, making and manipulating various teaching & learning materials and most importantly can understand the psychological & emotional needs of the child. We lack such people with right amount of knowledge and passion and that hampers the learning outcome.

### **Conclusion**

Hitherto personalized learning approach is being followed religiously by some institutions while some are still struggling to set it up for various reasons. It requires disseminating information and spreading awareness about its advantages and benefits. Communities, families and educational institutions need to collaborate and join hands together to promote it as much as possible. The classroom teachers should be trained to identify the learning needs of children and alert the primary stakeholders of the child in case of any major or minor learning need observed. Multi-sensorial and activity based learning will enable them to comprehend better. Educational institutions should have preparedness to accommodate these children and families need to be convinced about its benefits. Schools may require peer sensitization and encourage inclusion as much as possible. Assigning a responsible & helpful buddy and frequent counseling focusing on his emotions

like fear, anxiety, and self-esteem will boost up his confidence. Personalized learning will not be effective if we as community, family, society do not have time for children who need it the most.

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**A STUDY ON EFFECTIVENESS OF  
SCAFFOLDING TECHNIQUE TO IMPROVE  
CREATIVE WRITING SKILLS OF GRADE 7TH  
STUDENTS IN ENGLISH**

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**Abstract**

*Creative Writing is an important aspect of the English language writing is related to the critical thinking skill of students. It also helps students in better retention of comprehension and improves the academic performance. Good writing skills are important as they are an important tool for expression of thoughts, ideas, effective communication and expressing their opinion. In the field of education, the term scaffolding refers to a process in which teacher model or demonstrate how to solve a problem, and then step back, offering support as needed. A study was conducted on the 7<sup>th</sup> grade students of Rizvi Springfield High School, in suburban Mumbai. The main objective was (i) To assess the effectiveness of scaffolding technique to improve creative writing skill in English and (ii) To compare the effectiveness of scaffolding techniques on creative writing skills of boys and girls in English. The study proved that scaffolding technique was effective in improving creative writing skill of boys than girls.*

**Keywords:** *expression, scaffolding, creative writing, ideas, thoughts*

**Introduction**

***“To know how to scaffold is to know how to teach”***

**By- Kathy Walker**

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing.

Writing is a form of communication. Writing is a complex activity since it covers several cognitive and linguistic abilities.

Writing in English as a foreign language is observed as a difficult skill which leads students feel hesitant to write willingly and consider it as a duty. In many cases students lack proper vocabulary. Knowledge of vocabulary is considered as demanding for secondary language learners as a result of a limited vocabulary can hinder successful communication.

Good writing skills are important than ever. Writing is a powerful tool and an essential part of a balanced literacy program. Writing is one of the important skills that a child can learn and nourish as a developmental habit. From a young age most, children are taught to engage in reading and writing. Writing includes descriptive, narrative, creative, free etc.

Creative writing is not just for fun but a tool to broaden a child's imagination and cognitive thinking. Writing skills mean that the writer has to express his/her thoughts, ideas, opinions, facts, stories etc. in written form which makes their thoughts clear and understandable to the reader. Writing skill is the ability to grasp the information present around and

present it in a written form with good vocabulary, grammar and coherent form. The purpose of creative writing is to both entertain and share human experience, like love or loss. Writers attempt to get at a truth about humanity through poetics and storytelling. Creative writing could include forms such as Poetry, Plays, and Movie and television scripts, Fiction (novels, novellas, and short stories), Songs etc. Non fictional writing is also a component of creative writing. Memoirs and personal essays are such two examples. Characters, setting, plot, conflict, point of view, and themes are six key elements for writing fiction. Short stories also include techniques such as Character development, Plot development, Vivid setting, Underlying theme, Point of view, Dialogue, Imaginative language, Emotional appeal, Heavy description. In education, scaffolding refers to a variety of instructional techniques used to move students with acceleration toward stronger understanding and greater independence in the learning process. It helps students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Scaffolding is widely considered to be an essential element of effective teaching. Scaffolding is often used to bridge learning gaps—i.e., the difference between what students have learned and what they are expected to know and be able to do at a certain point in their education. For example, if students are not at the reading level required to understand a text being taught in a course, the teacher might use instructional scaffolding to additionally improve their reading ability until they can read the required text independently and without assistance. A teaching strategy that boosts, encourages, and empowers learning and aids constructivism in the classroom is scaffolding. Scaffolding helps pupils to become self-determining and self-acting learners and problem solvers.

### **Need of study**

The study is needed because scaffolding plays an important role in enhancing student learning. Learners tend to lose interests to instructional activities that they can finish easily and feel frustrated with tasks too difficult for them. Ideally, they should be provided with challenging tasks that they cannot finish independently but can accomplish with help from more capable others or tools.

From another point of view, the fact that not all students can learn effectively indicates their incompetence and needs for help. Learning problems may result from lack of cognitive and metacognitive skills and these problems can be solved by providing students' appropriate support. It is found that effective learning and successful teachers often use scaffolding strategies to facilitate cognitive strategy learning. Similarly, scaffolding has been successfully used to help students monitor and regulate their own learning. Learning problems may also be the result of lack of encouragement or motivation, which can be solved through scaffolding as well. towards learning, which in turn improves students' engagement in similar activities.

In addition, the application of some learning philosophies makes scaffolding an essential component of instruction. Historically, the process of learning was perceived as information transmission from teacher to students, wherein students are only passive recipients. However, with the evolvement of diverse learning philosophies, students are not recognized as passive recipients anymore. They are actively engaged in instructional activities and also have more responsibility of their own learning.

**Importance of the study**

As a researcher, this study is important because a teacher, as the scaffolder, uses diverse ideas, notions, resources, tools and technologies to support pupils in their learning activities. A teaching approach that boosts, inspires, and empowers learning and helps pupils implement constructivism in the classroom is scaffolding. It facilitates students' ability to build on prior knowledge and supports them to internalize new information. It can be used at any point of interaction between teachers and students. Scaffolding is a new technique coming into existence and used by many teachers for meaningful teaching.

Scaffolding techniques helps students share understanding, responsibilities between scaffolding and it helps develop higher order thinking skill, boost their self-efficacy and helps create the feelings towards learning. It is seen that students become independent, problem solvers, and taken together. This study showcases students achieve through scaffolding as new technique of learning. It emphasizes on active participation of student's learning, making their learning much more effective and helping them in their cognitive development.

scaffolding techniques if applied correctly in teaching-learning activities in classroom helps students to become self-regulated, independent and a problem solver, which helps in upgrading the quality, learning outcome and cognitive development of students. This study will focus of how scaffolding instructions or strategies provide constructive and supportive learning environment for students.

**Operational definition**

"Scaffolding, is a teaching method that helps students learn more by working with a teacher or a more advanced student to achieve their learning goals." **Vygotsky**.

**Aim of the study**

To study the effectiveness of scaffolding technique to improve creative writing skills of grade 7th students in English.

**Objective of the study**

1. To study the effectiveness of scaffolding on creative writing in English.
2. To compare the effectiveness of scaffolding techniques on creative writing skills of boys and girls in English.

**Hypothesis**

1. There is no significant difference in the effectiveness of scaffolding on creative writing skills of students.
2. There is no significant difference of scaffolding techniques on creative writing skills between boys and girls.

**Variables of the study**

1. Dependent variables- creative writing
2. Independent variables- scaffolding techniques

**Scope of the study**

The study helps students to improve creative writing skills gradually, step by step to achieve knowledge, skillset so they may get a starting point to begin writing. Students are sometimes unable to present ideas and thoughts. Scaffolding helps students to focus on presentation of ideas and imaginative thinking.

Students mostly struggle to present their thought in a written form as they feel it might be wrong or what others will think. Scaffolding help ease anxiety of students by helping them to clear the wrong thought of what others might feel or judge about them.

Every student is encouraged to participate actively and given opportunity to progress faster. Weak students are given better attention together with the opportunity to progress at a slower pace. This helps build confidence of students, engage learner towards better learning experiences, reflect on the text they have written, summarize their own ideas, feelings and learn in an unthreatening environment.

### Limitations of the study

1. This study was only conducted in Mumbai secondary school, SSC board. The study does not include boards like CBSE, IB, or any other international school board.
2. This study can only be conducted in English medium school only.

### Sample

SAMPLE SIZE	INSTITUTE	GRADE
40	Rizvi Springfield HighSchool	7 <sup>th</sup>

### Tool Used for Data Collection

The researcher gave a common topic to students to assess their creative writing abilities. The criteria or parameters which were checked by the researcher was grammar, type of text, language, character building, critical thinking and creativity.

### Data Collection

In every research work, it is essential to collect accurate material or disclosed data or primary so far. They can be obtained from many sources, direct or indirect. It is necessary to adopt a systematic procedure to collect important data. Appropriate data, acceptable in quantity and quality should be collected. They should be sufficient, reliable and valid. The researcher used *Experimental research method* and took a pretest and then scaffolding strategies were implemented in class such as exposing them to creative writing, types of text, character building to name a few.

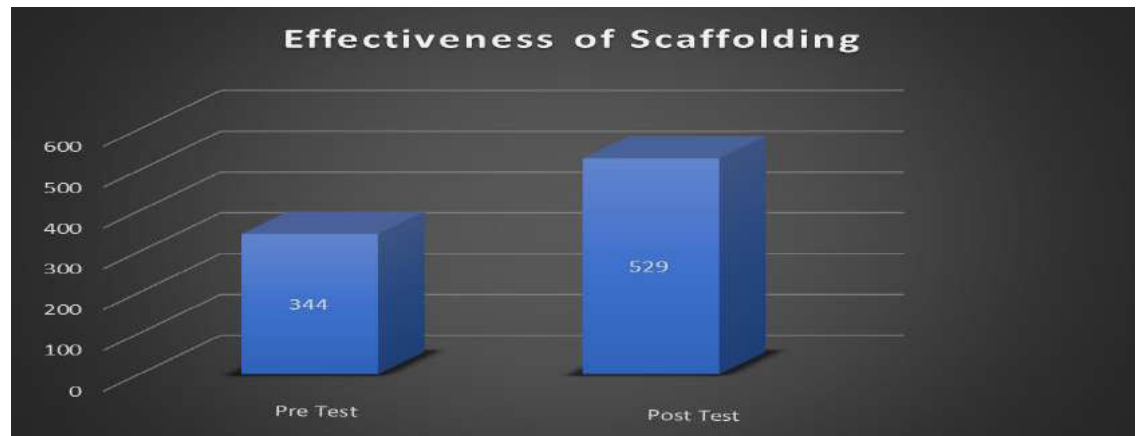
### Data Analysis

The present study aimed to assess the scaffolding technique to Improve creative writing skills of 7<sup>th</sup> grade students in English.

### Pre-Test and Post-Test Scores of 7<sup>th</sup> grade students-

Creative Writing	
Pre-Test Scores	Post-Test Scores
344	529

Table No.1



*Graphical representation.1*

### Interpretation

1. The table and the graph given above clearly indicates the scores of the students during the pre-test and the post-test.
2. The scores were based on the creative writing skills. The table clearly shows the difference between the scores of mean pre-test and mean post-test after the interventions.
3. The score of the students has increased after the scaffolding techniques. This indicates that scaffolding techniques has a positive effect on the creative writing on the students of grade 7<sup>th</sup> in English.

The given table below displays the effectiveness of scaffolding on creative writing skills of 7<sup>th</sup> grade students.

Creative Writing			
	A (Pre-Test)	B (Post-Test)	TOTAL
<b>n</b>	40	40	80
$\sum x$	344	529	873
$\sum x^2$	3168	7149	10317
<b>Mean</b>	8.6	13.225	10.9125
<b>SD</b>	2.3182	1.9805	4.2987
<b>Mean A- Mean B</b>	--	--	-4.625
<b>t</b>	--	--	-9.59
<b>df</b>	--	--	78
<b>P One tailed</b>	--	--	<0.0001
<b>P Two tailed</b>	--	--	<0.0001

*Table 1.1*

### Interpretation

1. The above table indicates that there are significant differences between level of the students in pre-test mean and post-test mean.



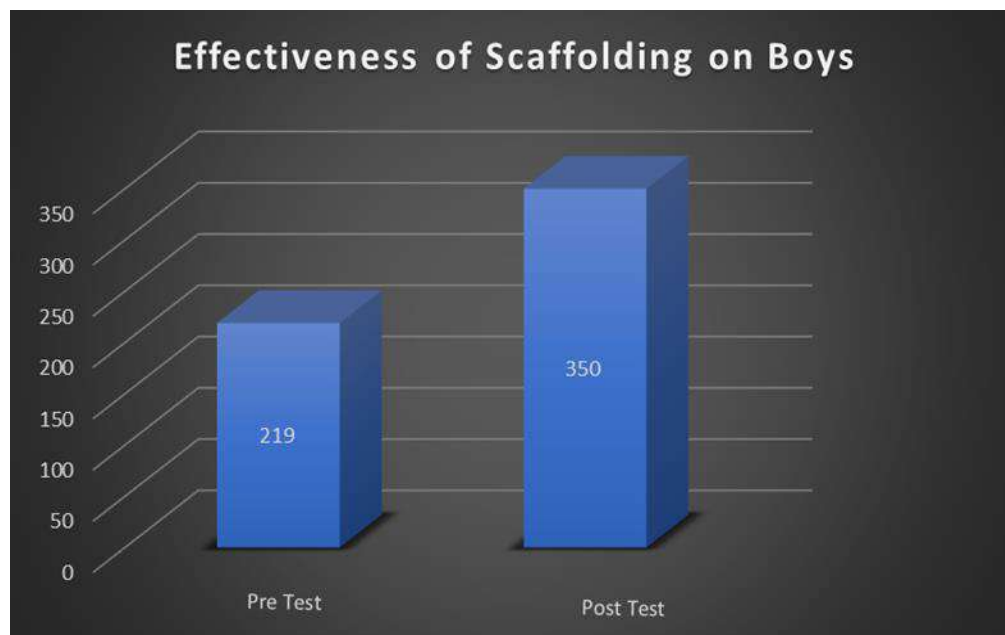
2. The pre-test mean creative writing mean is 8.6 and post-test mean creative writing session mean is 13.225 which clearly indicates that scaffolding techniques are effective to improve creative writing skill.
3. The obtained t-values is -9.59 which is significant on <0.0001 level of significance. Hence the first hypothesis, i.e. 'There is no significant difference in the effectiveness of scaffolding on creative writing skills of students' is rejected.

The given table below displays the difference between the effectiveness of scaffolding techniques to improve creative writing skill between boys and girls(on basis of gender)

#### EFFECTIVENESS OF SCAFFOLDING TECHNIQUES ON THE CREATIVE WRITING SKILLS OF BOYS

Creative Writing of Boys			
	A(Pre-Test)	B(Post-Test)	TOTAL
<b>n</b>	27	27	54
$\sum x$	219	350	569
$\sum x^2$	1913	4612	6525
<b>Mean</b>	8.111	12.963	10.537
<b>SD</b>	2.292	1.697	3.989
<b>Mean A- Mean B</b>	--	--	-4.8519
<b>t</b>	--	--	-8.84
<b>df</b>	--	--	52
<b>P One tailed</b>	--	--	<.0001
<b>P Two tailed</b>	--	--	<.0001

Table 2



Graphical Representation 2

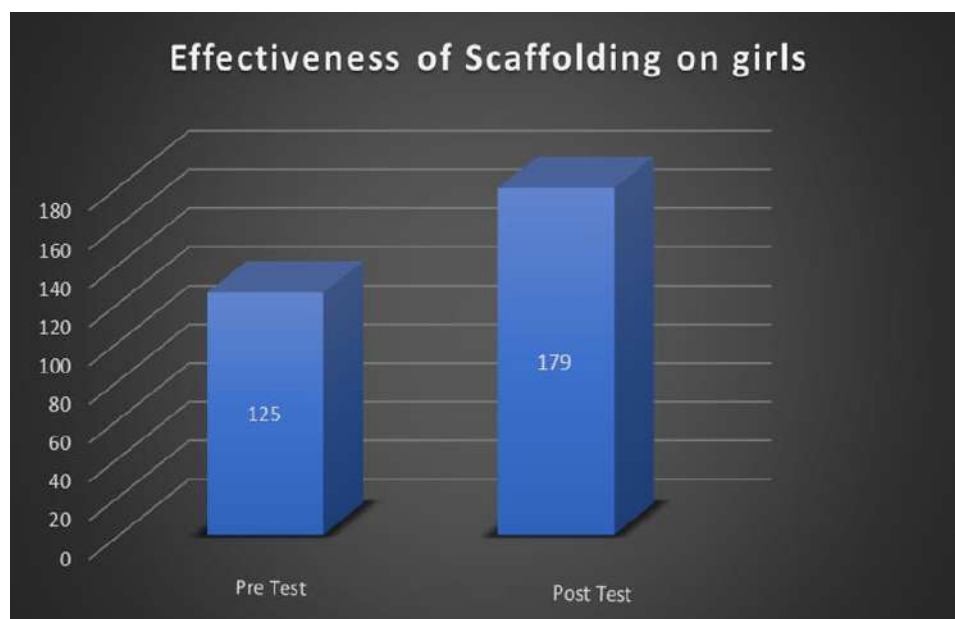
### Interpretation

1. The above table indicates that there are significant differences between creative writing skill of **boys** in pre-test mean scores and post-test mean scores.
2. The pre-test mean scores in case of boys of 7<sup>th</sup> grade is **8.111** and post-test mean is **12.963** which clearly indicates that scaffolding techniques are effective to improve creative writing skill in boys.
3. The obtained t-values -8.84 is greater than the table value of t at 0.01 level hence it is significant.

### EFFECTIVENESS OF SCAFFOLDING TECHNIQUES ON THE CREATIVE WRITING SKILLS OF GIRLS

Creative Writing of Girls			
	A	B	TOTAL
<b>n</b>	13	13	26
$\sum x$	125	179	304
$\sum x^2$	1255	2537	3729
<b>Mean</b>	9.6154	13.7692	237.5385
<b>SD</b>	2.103	2.454	4.557
<b>Mean A- Mean B</b>	--	--	-4.1538
<b>t</b>	--	--	-4.63
<b>df</b>	--	--	24
<b>P One tailed</b>	--	--	<.0001
<b>P Two tailed</b>	--	--	0.000106

Table 3



Graphical representation 3

### Interpretation

1. The above table indicates that there are significant differences between level of **girls** in pre-test mean scores and post-test mean scores.
2. The pre-test mean in case of girls of 7th grade is **9.6154** and post-test mean is **13.7692** which clearly indicates that scaffolding techniques are effective to improve creative writing skill in girls.
3. The obtained t-values -4.63 is greater than the table value of t at 0.01 level hence it is significant.

In the present study, the researcher found that the mean difference between the pre-test and the post-test in case of boys is higher than the mean difference observed between the pre-test and the post-test in case of girls. The researcher after implementing and conducting various scaffolding strategies found out that boys showed improvement in creative writing abilities which was evident in post-test mean scores. Thus, it is observed that the boys had a greater effect of scaffolding techniques than girls.

Hence, the second hypothesis “There is no significant difference of scaffolding techniques on creative writing skills between boys and girls” is rejected.

### Suggestions for Further Research

The research features a superabundance of findings conducted by the researchers. The statistical data delivers light on the effects of scaffolding techniques to improve the creative writing of students of 7<sup>th</sup> grade.

For future research the following suggestions must be taken into consideration:

1. Wider geographical range: the research could have been conducted in a more wide-ranging manner. Extended areas of suburban Mumbai could have been covered for a categorial study, showcasing a clear image of scaffolding techniques to improve creative writing
2. Opting different boards and different medium of school: The research was conducted on students belonging to a school following State board only. To obtain a better research, the future researchers may consider the students from vernacular mediums or other boards than SSC.
3. Avoiding time restraints: It has been found that the present research would have been better if more time was devoted to the research would have shown better result. The future researchers must avoid time restraints and collect data in an early stage as it will help them to conduct the research peacefully.
4. Different aspects or levels in English: This study was conducted to improve creative writing skill of 7<sup>th</sup> grade students in English. Therefore, the further researchers can try to find out the effect of scaffolding technique on a different level or different skills.
5. Use scaffolding technique to teach different concept of English: In an English Language Class, to ensure a learning progression, the researcher may apply strategies like explaining lessons to simplify them or by providing them with simpler versions of the lesson to facilitate their understanding. The researcher then may give examples from real life scenarios or from different contexts to support their learning.

## Conclusion

Scaffolding is considered to be an essential element of effective teaching in education, as variety of techniques are used to help students move towards stronger understanding and have independence in the learning process. Scaffolding helps in teaching strategy that enhance, encourage and enables learning and also implements constructivism in the classroom. Scaffolding techniques make students self-regulate, independent and also problem solvers.

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**STUDY OF ANTHROPOMETRIC  
MEASUREMENTS (WEIGHT) AND PHYSICAL  
FITNESS VARIABLES (SPEED) AMONGST  
EARLY ADOLESCENT BOYS IN RURAL AND  
URBAN AREAS OF JAMMU AND KASHMIR**

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**Abstract**

*Anthropometry has played a determining role in sports counseling, talent selection, talent identification, and guidance for nutritional intake in determining parameters for health related physical fitness. The developmental stages comprises of infancy, childhood, puberty, adolescence and adulthood. There are four characteristics stages of growth from birth to adult: Rapid growth in infancy and early childhood, slow steady growth in middle childhood, rapid growth during puberty, gradual slowing down of growth in adolescence until adult height is reached. Physical fitness helps in developing a positive attitude towards body and helps the child to remain concerned and highly motivated to maintain or improve his individual fitness. For identification of places which would qualify to be classified as 'urban' all villages, which, as per the 2001 Census had a population of 4,000 and above, a population density of 400 persons per sq. km. and having at least 75 per cent of male working population engaged in non-agricultural activity were considered. An area is considered 'Rural' if it is not classified as 'Urban' as per the above definition. The Researcher has undertaken a comprehensive survey comparing the anthropometric measurements and physical fitness levels amongst the Early Adolescent age, 50 students each from rural and urban areas of different districts of Jammu and Kashmir. The data was analyzed using independent t-test. In the early adolescent age group the rural adolescent age group seems to have significant advantage in the anthropometric measurements and physical fitness over the urban adolescent age group. The Weight variance of the Anthropometric measurement between rural and urban areas of early adolescent boys is 0.875% due to urban/rural differences. The Speed variance of Physical Fitness between rural and urban areas of early adolescent boys is 2.503% due to urban/rural differences.*

**Key words:** *Anthropometry, Physical fitness variables, Rural, Urban, Early Adolescent age*

**Background of the study**

The society in modern times provides a number of challenges that test the knowledge acquired by human beings. The human race comprises of different ethnic groups, each ethnic group provides unique features that differ with ethnicity and geographical location. The geographical location is an indicator that influences the general environmental conditions in which the humans are structured and develops. The development of the human being is the result of the type of diet, socio-cultural and political environment. Different groups of people become more or less important as children grow. These groups and individuals are sometimes called 'significant others' because of the powerful influence they can have on children. Significant others include parents, teachers, and other children, all of whom may have different attitudes towards a child. Changing situations and information from these different sources means that children frequently have

to adapt their image of themselves. When they become exposed to different adults and other children the need to fit in with them becomes important. As they mature they understand better how to get on with others.

The word Anthropometry is derived from the Greek word “Anthropo” meaning “Human” and “Metron” meaning “Measurement”. It includes a range of human body measurement such as Weight, Height, Skin fold thickness, Circumferences, Diameters, and Length measurements of the body segments. It has played a determining role in sports counseling, talent selection, talent identification, and guidance for nutritional intake in determining parameters for health related physical fitness.

“Fitness is that state which characterizes the degree to which the person is able to function. Fitness is an individual matter. It implies the ability of each person to live most effectively with his potential. Ability to function depends up on physical, mental, emotional and social components of fitness, all of which are related to each other and mutually interdependent.” –Kirchner.

Play and sport is not necessarily the same thing and play has different functions for adults and children. For adults, playing means relaxing away from work and possibly taking some recreation. For children, play provides opportunities for interesting learning experiences. The world of play for children is the world in which they should live for long periods. It provides a path for stepping upward from childhood to adulthood. Competition is a form of comparison and means different things to the child than to the adult.

Jammu and Kashmir is the northern most state of India. Situated mostly in the Himalayan mountains, Jammu and Kashmir shares a border with the Indian states of Himachal Pradesh and Punjab to the south, Pakistan to the west, Afghanistan to the North and China to the North -East. Some of its territory was forcibly captured by Pakistan, which is called Pakistan occupied Kashmir (PoK). The Jammu and Kashmir state is situated between 32° 15” and 37° 05” north latitudes and 72° 35” and 83° 20” east longitudes geographically. The total area of the state of Jammu and Kashmir is about 2,22,236 sq. km, the urban population of the state of Jammu and Kashmir is 27.21% and the rural population is 72.79%.

**Rural - Urban Areas:** For identification of places which would qualify to be classified as 'urban' all villages, which, as per the 2001 Census had a population of 4,000 and above, a population density of 400 persons per sq. km. and having at least 75 per cent of male working population engaged in non-agricultural activity were considered. An area is considered 'Rural' if it is not classified as 'Urban' as per the given definition below:

- a) All statutory places with a municipality, corporation, cantonment board or notified town area committee, etc.
- b) A place satisfying the following three criteria simultaneously: A minimum population of 5,000; At least 75 per cent of male working population engaged in non-agricultural pursuits;
- c) A density of population of at least 400 per sq. km. (1,000 per sq .mile).

**RATIONALE OF THE STUDY:** Physical fitness is the capacity of an individual to do work effectively with joy and pleasure. Human beings come in all shapes and sizes and have different skin colors, but their bodies all work in exactly the same way. In children, the anthropometric measurements shows the health status of child and can act as an indicator



to assess the health, work capacity and cognitive function of children. These measurements help in the early stage of children, as this period experiences physical, mental, emotional and social change in a child. Physical fitness at the childhood stage has important benefits, as it is reflected in the later stage of adulthood. The developmental stages comprises of infancy, childhood, puberty, adolescence and adulthood. There are four characteristics stages of growth from birth to adult: Rapid growth in infancy and early childhood, slow steady growth in middle childhood, rapid growth during puberty, gradual slowing down of growth in adolescence until adult height is reached. Throughout the world, anthropometric characteristics and physical fitness levels are considered to guide any individual to take up any physical activity or sports.

### **AIMS AND OBJECTIVES OF THE STUDY**

1. To find out the differences in anthropometric measurements between the rural and urban Early Adolescent boys of Jammu and Kashmir.
2. To find out the differences in anthropometric measurements between the rural and urban Middle Adolescent boys of Jammu and Kashmir.
3. To examine the differences in the physical fitness between the rural and urban Early Adolescent boys of Jammu and Kashmir.
4. To examine the differences in the physical fitness between the rural and urban Middle Adolescent boys of Jammu and Kashmir.

### **SIGNIFICANCE OF THE STUDY**

The study has the significance in following ways

- The finding of this study might help in selecting the anthropometric variables for sports amongst rural and urban adolescent boys.
- The study may also help in comparing anthropometric characteristics and physical fitness standard of rural and urban adolescent boys.
- The findings of this study are likely to provide criteria for selecting potential beginners for different sports from rural and urban areas.
- The results of the study would add new objectives and interpretations to the literature, which would be helpful to physical educators, trainers, and coaches.
- The findings of the study would be helpful for government while making policies regarding sports promotion, health and fitness programs.

### **HYPOTHESIS OF THE STUDY**

**H<sub>01</sub>:** There is no significant difference in the following dimensions of anthropometric measurements of early adolescent boys between the rural and urban areas of Jammu and Kashmir: Gross Body measurement, Length of Body Parts, Circumference of Body Parts, Diameter of Body Parts, Skinfold Thickness

**H<sub>11</sub>:** There is significant difference in the following dimensions of anthropometric measurements of early adolescent



boys between the rural and urban areas of Jammu and Kashmir: Gross Body measurement, Length of Body Parts, Circumference of Body Parts, Diameter of Body Parts, Skinfold Thickness

**H<sub>02</sub>:** There is no significant difference in the following dimensions of physical fitness variables of early adolescent boys between the rural and urban areas of Jammu and Kashmir: Speed, Flexibility, Explosive power, Arm & Shoulder Strength, Grip Strength

**H<sub>12</sub>:** There is significant difference in the following dimensions of physical fitness variables of early adolescent boys between the rural and urban areas of Jammu and Kashmir: Speed, Flexibility, Explosive power, Arm & Shoulder Strength, Grip Strength

## **METHODOLOGY**

In this work, the Researcher has tried to collect the Anthropometric Measurements and Physical fitness levels of Adolescent Boys in Rural and Urban Areas of Jammu and Kashmir. The Researcher visited (3) Districts each of Jammu Division and Kashmir Division respectively. In total six (6) districts were covered for collecting the required data from the State of Jammu and Kashmir, that are mentioned below:

- Jammu Division: Doda, Kishtwar, Kathua.
- Kashmir Division: Kulgam, Srinagar, Ganderbal.

The sample collected from the six districts of Jammu and Kashmir has been categorized into two groups.

- Early Adolescent age (E.A.A) 10 to 14 Years.
- Middle Adolescent age (M.A.A) 15 to 17 Years.

## **TOOLS OF DATA COLLECTION**

The Anthropometric measurements and Physical fitness variables were taken up for the investigation, keeping in view the availability of equipment, acceptability to the subjects, feasibility of tests, the legitimate time that could be devoted for tests and after consultation with experts. The following Anthropometric Measurements (Weight) was collected by using Portable Weighing Machine in Kgs. The subject stands erect on the platform of the balance with equal weight on both feet. The zero error (alignment) of the machine is checked before asking the subject to stand on its platform and after the subject get down. For Physical fitness variable (Speed), 50 m Dash tests were conducted using Digital Stop Watch. The subject is asked to start from a stationary standing position (Hands cannot touch the grounds), with one foot in front of the other, the front foot must be behind the starting line. The subject is ready and the starter gives the instructions "Set" then "go".

## **STATISTICAL TECHNIQUE**

- The data has been analyzed using independent t-test with online Vassar stats Computational package. The technique used to test this hypothesis is the t-test as shown in the following table.

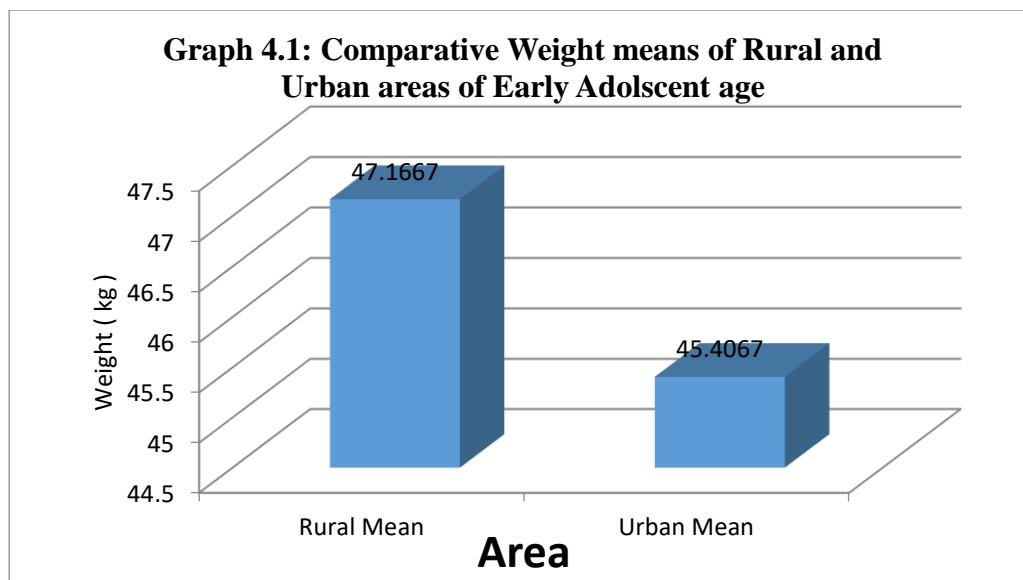
**TABLE 4.1****COMPARISON OF GROSS BODY MEASUREMENT (WEIGHT) DIMENSION OF ANTHROPOMETRIC MEASUREMENTS OF EARLY ADOLESCENT BOYS BY RURAL AND URBAN AREAS**

Group	Mean	SD	t	LoS	100 $\omega^2$
Rural	47.1667	6.6703	1.91	0.057093	<b>0.875</b>
Urban	45.4067	9.8544			

**Observation:** It can be seen from the preceding table the following:

The Observed t value is 1.91 which is significant (P = 0.057093). Hence the null hypothesis is rejected. Thus, there is significant difference in the Weight between rural and urban areas. In other words, the rural early adolescent boys weigh more than urban early adolescent boys. 0.875% of the variance in the Weight of the adolescents is due to urban/rural differences.

The following figure shows the comparative weight means of rural and urban areas of early adolescent age.

**TABLE 4.23****COMPARISON OF PHYSICAL FITNESS VARIABLES (SPEED) OF EARLY ADOLESCENT BOYS BY RURAL AND URBAN AREAS**

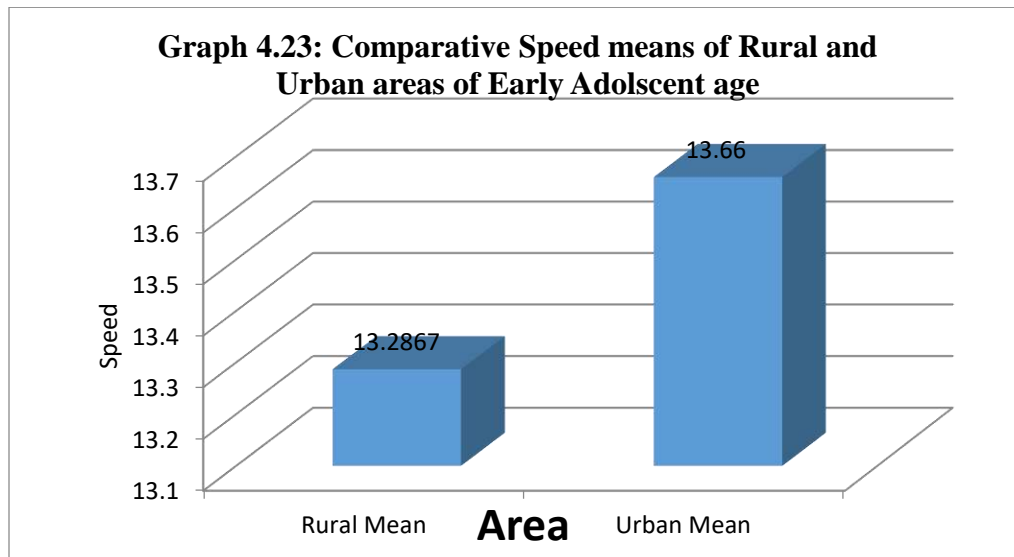
Group	Mean	SD	t	LoS	100 $\omega^2$
Rural	13.2867	0.816497	2.95	0.003430	<b>2.503</b>
Urban	13.66	1.505545			

**Observation:** It can be seen from the preceding table the following:

The Observed t value is 2.95 which is significant (P = 0.003430). Hence the null hypothesis is rejected. Thus, there is significant difference in the Speed variable of Physical Fitness between rural and urban areas. In other words, the Speed

of rural early adolescent boys is more than urban early adolescent boys. 2.503% of the variance in the Speed of the adolescents is due to urban/rural differences.

The following figure shows the comparative Speed means of rural and urban areas of early adolescent age.



#### CONCLUSIONS:

- The Weight variance of the Anthropometric measurement between rural and urban areas of early adolescent boys is 0.875% due to urban/rural differences.
- The Speed variance of Physical Fitness between rural and urban areas of early adolescent boys is 2.503% due to urban/rural differences.

#### DISCUSSION ON THE FINDINGS

The growth trend observed in their study is similar to our findings from a study on relative height and weight in rural south-west Nigeria (Ayoola et al., 2009). Similar heights, weights and BMIs among males and females in early adolescence, a greater height of females compared with males in mid-adolescence and males surpassing the height of females in late adolescence were also observed in their study. However, the heights, weights and BMIs in this study at the start of adolescence at ages 10–11 years were higher than in the south-west Nigeria rural study, but by the end of adolescence at 19 years, anthropometric measurements were similar, revealing the very important catch-up growth period in late adolescence (Ayoola et al., 2009). A study of 11- to 14-year-old urban adolescents in West Bengal, India, revealed similar growth trends but mean heights were much lower than those found in this study. Boys and girls at ages 10 and 11 years in this study had mean heights of 1.41 m and 1.44 m respectively compared with West Bengal boys (1.32 m) and girls (1.42 m) of a similar age (Mukhopadhyay et al., 2005). Olayinka O. Omigbodun, Kofoworola I. Adediran, Joshua O. Akinyemi, Akinyinka O. Omigbodun, Babatunde O. Adedokun and Oluyomi Esan (2010).

Elite players scored significantly better on strength, speed and agility, and cardio respiratory endurance but not on balance, upper limb speed, and flexibility or upper body muscular endurance. Maturation was a significant covariate in anthropometric measures but not in physical performance. Discriminant analysis between elite and non-elite players

revealed that height, running speed, and agility are important parameters for talent identification. Specific anthropometric measures, in addition to some performance measures, are useful for talent identification in youth handball. Hasan Mohamed ,RoelVaeyens, StijnMatthys, Marc Multael , Johan Lefevre , Matthieu Lenoir & Renaat Philippaerts (2009).During adolescence, it is essential that the effects of maturation be controlled for both in context of youth sport classification and research investigations.

**Suggestions:** The weight of any individual depends upon the dietary intake as discussed above, though the urban early adolescent boys can avoid using junk food and depend more on traditional foods, as prescribed by the elders of the given region. The role of education in development of anthropometric measurement can be done by creating an awareness about optimum dietary intakes as well as incorporating the compulsory physical fitness regime in the school curriculum.

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**SELF – ESTEEM, BODY IMAGE  
CONNECTIONS AMONG SECONDARY  
SCHOOL STUDENTS**

**Priti Sivaramakrishnan**

**It's not what you are that's holding you back it's what you think you are"**

**Abstract**

*Self – esteem is what one thinks about oneself. A lot of factors are responsible to build positive self -esteem about oneself. Body Image satisfaction is one such factor. A person's body image is the mental make one think's about oneself. In the present study the researcher has tried to study the relationship between body image and self – esteem of secondary school students of standard VIII. The findings of the study indicate no relationship between body image and self – esteem of secondary school students. The study is conducted on a limited sample, with a larger sample the relationship between body image and self – esteem needs to be studied. The study also suggests that teachers should be aware and mindful about their students who are the future torch bearers of the country. Helping students build a better self – esteem is a sure way to help students reach and achieve great potentials in one's professional and academic life.*

**Introduction**

Parents our first God, teachers, friends and society play a great role in helping us think good about ourselves. But our we not responsible and important to form a better image about ourselves. Self -esteem refers to person's overall self – evaluation or sense of self – worth (Myers; Jean). According to the (James,) self-esteem refers to the success received by one person divided by one's expectation of success. For example, if only I can get a new/car I will be happy. According to Rosenberg self – esteem is built on the evaluation of the self in comparison with other. This means adolescents compare themselves to the peers around them. According to the Sociometer Theory given by Larny, M self-esteem for some people refers to status and acceptance in one's social group. Every individual need to possess some amount of self – esteem but having too high self – esteem is also harmful. According to the Terror Management Theory Self – esteem serves as a protective function and reduces anxiety about life and death.

Self – esteem develops right from the childhood stage and equally develops during middle childhood and adolescent stage. A child spends his or her initial years at home surrounded by family especially parents and so the attitude and behavior of the parents greatly influences the child's self-esteem for example supportive parental behavior, constant encouragement and praise for their accomplishments are the most factors in the development of self-esteem in early childhood. As children get older their experiences outside the home i.e. in school, and with peers, become increasingly important in determining their self-esteem. However, as children progress into the middle child-hood years, their self-esteem is higher for some areas and lower in others. For instance, a boy's overall self-esteem may be composed of positive self-esteem in some areas such as positive feelings he gets from his artistic ability and more negative self-esteem in others such as unhappiness he feels over his athletic skills.

With age comes maturity and as the child develops his ideas about self-keep changing and emerging. Mainly his physical self, thinking self and social self mould as the child matures with increase in age.

A child with successful physical-self experiences might make statements like; ‘everyone says I look nice in my new outfit,’ ‘I don’t want to take my coat off; I’m too ugly.’ At adolescent stage the adolescents care a lot about their personal looks and feel the need to impress their peers and opposite sex. Even at the home environment they would like to be appreciated about their looks and style of dressing. Hence for adolescent body image is very important. For few people body image does not matter only during adolescents but continues lifelong even as adults and hence few people are very conscious about their eating pattern and weight gains. Body image is one aspect which reveals a close connection to the way one think about oneself. Body image is how one see’s oneself when one looks into the mirror or the mental picture one frames in mind. Body image is a person’s perception of the aesthetics or sexual attractiveness of their own body. It involves how a person sees oneself. Australian neurologist and psychoanalyst Paul Schilder coined the phrase body – image in his book. *The Image and Appearance of the Human Body* (1935). Human society has at all times placed great value on beauty of the human body, but a person's perception of their own body may not correspond to society's standards. The concept of body image is used in a number of disciplines, including psychology, medicine, psychiatry, psychoanalysis, philosophy, cultural and feminist studies; the media also often uses the term. Across these disciplines and media there is no consensus definition, but body image may be expressed as how people view themselves in the mirror, or in their minds. According to Merriam Webster Medical Dictionary body image is a subjective picture of one's own physical appearance established both by self-observation and by noting the reactions of others. It incorporates the memories, experiences, assumptions, and comparisons of one's own appearance, and overall attitudes towards one's height, shape, and weight. An individual's impression of their body is also assumed to be a product of ideals cultivated by various social and cultural ideals. The issues surrounding body image can be examined through body negativity and through body positivity. Negative body image consists of a disoriented view of one's shape; whereby one may often feel self-conscious or feel ashamed, and assume others are more attractive. Aside from having low self-esteem, sufferers typically fixate on altering their physical appearances. Long-term behavior could thus potentially lead to higher risks of eating disorders, isolation, and mental illnesses. Whereas Positive body image on the other hand, is described as a clear true perception of one's figure. In addition to celebrating and appreciating the body, it also requires an understanding that an individual's appearance does not reflect their character or self-worth.

### **Need for the Study**

With social media influencing the students heavily, the young adolescents at times take extreme steps to maintain their body image which may have an impact on the adolescent’s self -esteem. Hence this study is very important in the present times to understand the relationship between body image on the self-esteem of secondary school students.

**Review of Related Literature** In a study conducted by (Furnham et al, 2002), the researcher aimed to investigate whether a relationship exists between body image and self – esteem among adolescent girls. The findings of the study revealed that very few girls desired to be heavier and associated lighter weight to better self – esteem about oneself. In

a similar study conducted by (Ogen,Evans 1996) the researches aimed to examine the effect of weighing and comparison with social norms on self -esteem, mood, body and dissatisfaction. The findings of the study revealed that students who were overweight showed an increase in depression and decrease in self- esteem. In a study conducted by (Sing, et.al, 2015) the study aimed to study adolescence perceiving their body image as normal and to study the association between body shape, self-esteem and body mass index. The study suggested that education institutes play a major role in the lives of adolescent's and the body image perception should be taken into consideration and appropriate educational efforts should be incorporated in the routine curriculum.

### **Significance of the Study**

The reviews discussed above clearly indicate that self- esteem and body image play a significant role in the lives of the adolescents. The review also indicates the role played by educational Institutions in indulging adolescents to maintain the desired boy image. The study will be useful as it will help to understand the extent of importance given by secondary school students to their body image. The study will also help understand if secondary schools' students are influenced by their body image, and if influenced how much body image influences self – esteem of secondary school students.

### **Statement of the Problem**

Study to find the relationship between body image and self – esteem of secondary school students of standard VIII.

### **Operational Definition of the Variables**

**Secondary School Students:** For the present study Secondary School Students is defined as students of standard 8 belonging to the age group of 12 to 13 years.

**Self-Esteem:** In the present study Self-Esteem is defined as secondary school student's perception towards oneself.

**Body Image:** Body Image may be conceptualized as a multidimensional construct that represents how Individuals think, feel, and behave with regard to their own physical attributes.

### **Objectives of the Study**

1. To study the relationship between body image and self -esteem of secondary school students of standard VIII.

### **Hypotheses of the Study**

1. There is no relationship between body image and self – esteem of secondary school students of standard VIII.

### **Methodology of the Study**

Descriptive Survey Method was used for the present study

### **Sample for the study**

The sample for the study consisted of 193 boys from four SSC schools in Mumbai. Random sampling technique was used for the present study.

### **Tools for the study**

The researcher used two tools for the study. Self – Esteem questionnaire on self-esteem consisting of 10 items was used to measure the self – esteem of secondary school students. Body Image Satisfaction questionnaire was used to collect student's perception of one's own Body Image. Student's personal data focusing on the preliminary details was also



collected along with the two questionnaires.

### Data Analysis

#### Relationship between Body Image and Self – Esteem of Secondary School Students of Standard VIII

Table No 1

Group	N	Df	R	Tabulated Value	I.o.s
Perception of Body Image Satisfaction & Self – Esteem	193	191	-0.10	At 0.05 level =0.19 At 0.01 level =0.25	The r value is less than the table value, hence no relationship exists between the two variables.

### Interpretation

Since the r-value is less than the tabulated value there exists no relationship between the two variables.

### Discussion of the Findings

The findings indicate no relationship between body image satisfaction and self – esteem of secondary school students. The probable reason would be that students are now a days too matured to handle situations themselves. They do not associate themselves with body image or it may be possible that they already feel positive with a very good body image about themselves and hence their self – esteem too is in place. Also, the students are not influenced by their peers or marketing gimmicks and advertisement. The study indicates the bold nature of secondary school students who are conscious about their own self and take proactive steps and measures beforehand to ensure that nothing comes in the way of their self – esteem.

### Conclusion & Recommendations

Though the study shows no relationship between the body image satisfaction and self – esteem of secondary school students, it is essential that body image and self – esteem of secondary school students should not be ignored.

### Recommendations

1. Essential for teachers to guide and educate the secondary school children towards education and forming a better self – esteem.
2. Teachers should be vigilant about changes in student's behavior during their interactions with secondary school students during the class hours.
3. School as an institution should conduct sessions on orienting students about effective practices for being healthy.
4. Workshops should be conducted by school on how students can think positive and better among themselves to help students to have a better and enriched professional and personal life.
5. Schools should avoid selling junk food and adopt and follow a healthy eating pattern among school students through their canteen facilities.
6. Textbooks should focus on lessons covering on topics of body image and self-esteem in subjects like Science and English.



7. Students should be asked to make assignments with sufficient reflective questions on body image and self – esteem.

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**STUDY OF EMOTIONAL INTELLIGENCE OF  
DEGREE COLLEGE STUDENTS AT RIZVI  
COLLEGE OF ARTS, SCIENCE AND  
COMMERCE, BANDRA MUMBAI**

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**Abstract**

*The study is about accurately understanding the emotions of oneself and others as well as expressing emotions in a way that is accessible. The study has conducted on a sample of 80 students in ratio 40:40 of std F.Y.B.Com and S.Y.B.Com Degree college students with division A & B where 40 students were male and 40 were female. The study was done through survey method. The questionnaire has 34 statements. The percentage calculation done on using average score and data presented on sample bar graph. The finding shows in the result say that degree college student has various levels of emotions and have different ways to let out their emotions. The emotional health of students can be improved by using different strategies while teaching.*

**Keywords:** *Self-Awareness, Empathy, Integrity, Self-Motivation, Managing relations, Self-development, Value Orientation, Commitment, Altruistic Behaviour.....*

**Introduction**

Although a person's feelings cannot be observed directly by others, they can be inferred from his overt behaviour and verbal report of his introspection, as one can doubt the reality of emotions as conscious experience. To produce an emotion, a stimulus situation must be related; the employee feels the presence of a threatening situation, he may handle the situation and may see it as a challenging opportunity to prove himself or experience fear or dread. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend not so much on the events themselves, as on how they are appraised.

Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy, and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success, and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later in life.

**Need of the Study**

Emotional intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them for, things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work.

**Self-awareness (SA):** Identify your emotions; ask “How am I feeling today”. Put a name to that emotion. Taking an identifying thought led to this emotion will help us to understand the reason for the way we feel.

**Empathy(E):** Start observing other emotions, respond to others in a way that you would want someone to respond to you. Try to put yourself in other shoes and understand their perspective. Being empathetic will help you handle the

situations well.

**Self-Motivation (SM):** Self-motivation is the ability to satisfy a desire, expectation, or goal without being influenced to do so by another person. Self-motivation is the key to a paradigm shift or behaviour changes amongst individuals. Many motivation courses or peak performance training mainly address this aspect, but the cumulative effect is temporary, and the key factor always is the presence of a constant reminder.

**Emotional Stability (ES):** Refers to a person's ability to remain stable and balanced. At the other end of the scale, a person who is high in neuroticism tends to easily experience negative emotions.

**Managing Relations (MR):** Managing relations is a strategy in which an organization maintains a continuous level of engagement with its audience. This management can happen between a business and its customers or between a business and other businesses. Relationship management aims to create a partnership between the organization and its audience, either customer or business, rather than consider the relationship merely transactional.

**Integrity(I):** Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions.

**Self-development(S-D):** Self-development is taking steps to better yourself, such as by learning new skills or overcoming bad habits. An example of self-development is taking courses at the university to learn new skills and interesting things.

**Value orientation (VO):** Value orientation is a person's preference about how to allocate resources (e.g. money) between the self and another person. SVO corresponds to how much weight a person attaches to the welfare of others in relation to the own. Since people are assumed to vary in the weight, they attach to other peoples' outcomes in relation to their own

**Commitment(C):** Commitment can mean several different things. It can mean a dedication or obligation to a cause or other people. A person may describe their work commitments which are obligatory duties they must perform for their job.

**Altruistic Behaviour (AB):** Altruism is the belief that the well-being of others is equally, if not more, important than the well-being or survival of the self. Further, altruism involves selfless acts or undertakings that put the welfare of others before one's own.

### **Operational Definitions**

Salovey and Mayer define emotional intelligence as “the ability or tendency to perceive, understand, regulate, and harness emotions adaptively in the self and in others.” (Schutte, et al. 2001 pg.1)

Goleman’s (1995) definition encompasses “being able to rein in emotional impulse; to read another’s innermost feelings; to handle relationships smoothly.”

EI is defined as "a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotion in oneself and others, and the use of feelings to motivate, plan, and achieve

in one's life." (Salovey & Mayer, 1990)

### **Aim of the Study**

Study the emotional intelligence of Degree college students at Rizvi College of Arts, Science and Commerce, Bandra Mumbai.

### **Objectives of the Study**

The following are the objectives of the present study:

Obj:1- To study the Emotional Intelligence of total sample Degree College Students.

Obj:2- To study the Emotional Intelligence of Degree College Students based on Gender.

Obj:3- To study the Emotional Intelligence of Degree College Students based on Classes.

Obj:4- To study the Emotional Intelligence of Degree College Students based on F.Y. B. Com Division.

Obj:5- To study the Emotional Intelligence of Degree College Students based on S.Y. B. Com Division.

### **Scope of the Study**

Emotional intelligence is different from general or common intelligence. It is the ability of an individual to monitor their own emotions, to monitor the emotions of others, to understand the differences between them, and to use all this information to guide their actions. This is about accurately understanding the emotions of oneself and others, as well as expressing emotions in a way that is accessible. A high level of emotional intelligence is an essential aspect of learning. The ability to develop the skill of emotional understanding is a driver not only in the realm of relationships but also in the realm of education. The following four dimensions of emotional intelligence can help teachers and administrators to better understand and support student learning.

### **Understanding**

This is the foundation of emotional intelligence, understanding one's own emotions. Understanding is the beginning point of any emotional process, and in fact of any endeavour at all. For students to be able to focus on their academic work, they must be able to see where their emotions even are. Often children do not have the self-awareness to know what they are feeling, and do not see the drivers of their actions. It takes time and practice to take apart the emotions and to learn to make sense of what one is feeling, particularly during adolescence when emotional lives are especially complex. This first step of understanding their own emotions is what allows all the other dimensions to be built upon. Discerning what they are feeling steps them onto the right path for emotional growth and development, which will lead to better behaviour, more focus, and better academic outcomes. Kids must learn that emotions come and go like the waves of the ocean, and that they can observe this ebb and flow just by stepping back from it.

### **Management**

The next dimension is a much more difficult one to come to terms with, particularly for students who have never had the skill of emotional management fostered. It is this learning how to manage one's own emotions will allow students to not only see the ebb and flow of their emotions, but to alter their reactions to it. Management of emotions is tied closely to self-control, in which a child learns to delay their own gratification in support of their future success. Emotional

management is challenging for all of us, not just for children. But the waves of emotion can be, if not controlled completely, then at least tamed. The ability to manage emotions is essential for classroom success, where students must learn how to interact reasonably within the academic environment while focusing on learning. Students with low emotional control react in a negative toward proposed changes, as they are not equipped to deal effectively with emotionally stressful events, like testing or projects. On the other hand, students who can effectively manage their emotions tend to be optimistic and to take the initiative, reframing their understanding of stressful events as exciting.

### **Empathy**

Perhaps the key to happiness and to lifelong success is understanding others' emotions, or empathy. The application of empathy in the educational environment is tremendous. Empathy extends to an understanding of history and literature, music, and art, and even science and math. That ability to put oneself into the emotional body of another person is how children can become excited about the possibility of making a new discovery in science, or why a historical figure did the things that they did. This is particularly applicable for children who come from a disadvantaged background and need to learn the skill of empathy to become emotionally driven toward success. Empathy can be built through the observation of others, then thinking deeply about why people behave and react in the ways that they do, and finally identifying the behaviours that are either helpful or detrimental in challenging situations. The ability to understand other people's emotions, persuasions, motivation, conflict resolution mechanisms, and reasons for cooperation are probably the skills most essential for success in education and in the life that will come beyond the classroom.

### **Relationship**

There are so many dimensions to relationships in the school environment. Once a child develops the skill of empathy, they then need to channel that into positive relationships with other students, with teachers, with administrators, with parents and finally with themselves. Trust is an essential component of healthy relationships, as it allows students to see where they can improve without becoming self-critical or defensive. Trust fosters smooth and productive relationships with teachers and with peers. Emotional elements are the driving forces behind so much of the modern educational environment, and the role of relationships should be considered when creating policies, processes, and procedures within the school environment. Relationship building enables schools to boost their performance and is essential to making schools work. The positive reinforcement of an emotionally intelligent environment enhances the school environment, helping students to find not only academic success, but also life success outside of the classroom.

### **Data Collection**

The tool was administered at Rizvi College of Arts, Science and Commerce among students of Std F.Y.B.Com and std S.Y.B.Com in one of their free lectures. The Researcher distributed the questionnaires and explained how it had to be filled. Since the students only had to read the questions, understand it and put a pick against the option, they felt it suited the answer, the researcher only gave the students the questions to fill in the questionnaire. In the meanwhile, the researcher monitored whether the students were filling it correctly or no, if they were answering the questions, if they had any doubts regarding any questions. All this was clarified for the students at the same time. After the given time, the

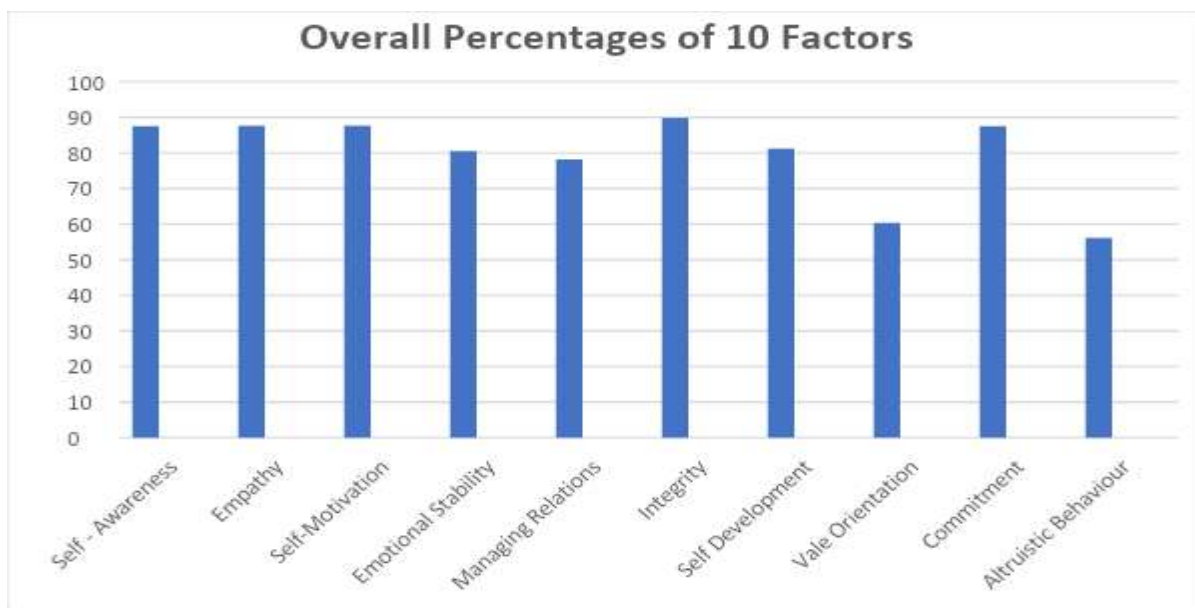
researcher collected all the questionnaires and checked whether the details were filled in properly and whether each question was answered or not. The size of the sample was students, which consisted of both males and females. 40: 40

### Data Analysis and Interpretations: Testing of Objectives

**O1: - To study the Emotional Intelligence of total sample Degree College Students.**

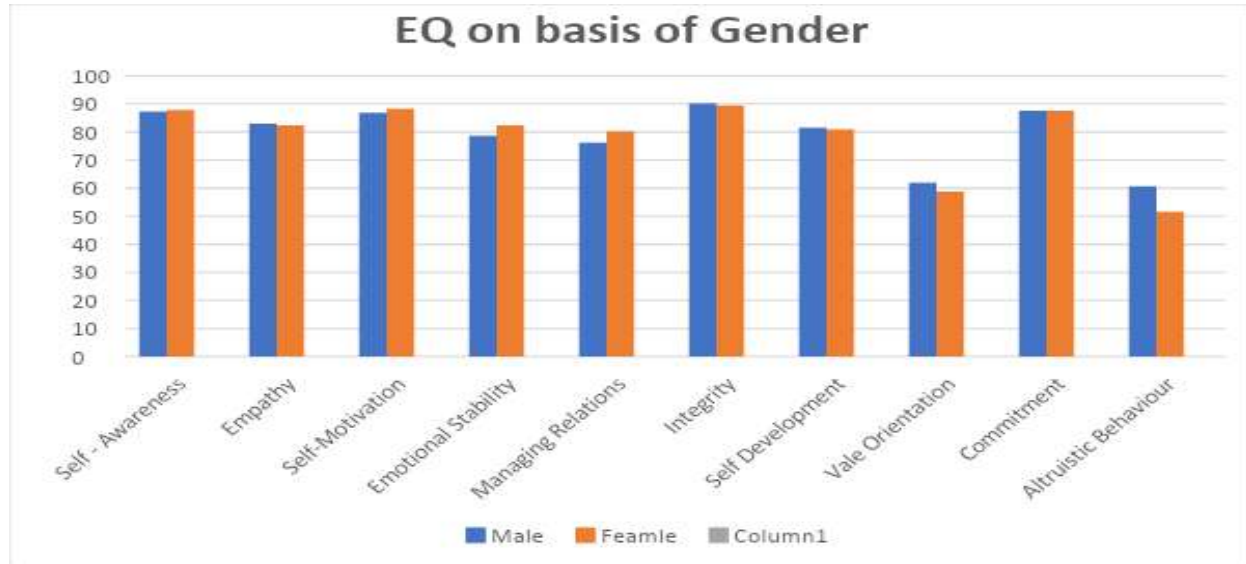
OVERALL PERCENTAGE OF 10 FACTORS											
OVER	Factors	SA	E	SM	ES	MR	I	SD	VO	C	AB
ALL	%	87	82	87	80	78	89	81	60	87	56

**Data Interpretation:** - From the above table and Graph we can interpret that students rate overall EI with highest level of Integrity then self-Motivation and self-awareness. Value orientation has the lowest level among all the students. This may be due to high confidence in them and somewhere to trigger their self-Value.



**O2: -To study the Emotional Intelligence of Degree College students based on Gender.**

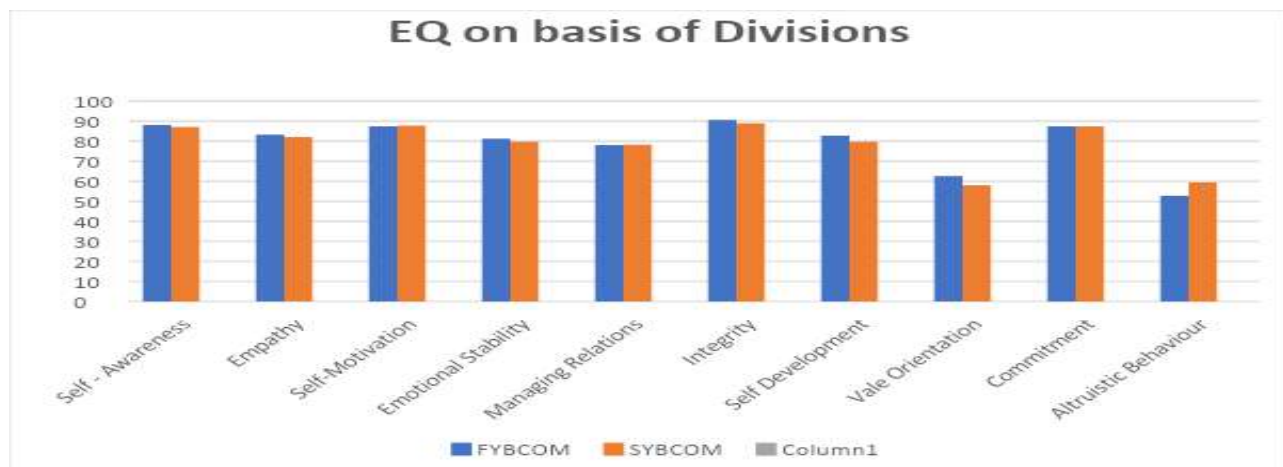
GENDER-WISE PERCENTAGE OF 10 FACTORS											
GENDER	Factors	SA	E	SM	ES	MR	I	SD	VO	C	AB
MALE	%	87	83	86	78	76	90	81	62	87	61
FEMALE	%	88	82	88	82	80	89	81	59	87	51



**Data Interpretation:-** From the above table and Graph we can interpret that male (ES) and (MR) and mainly high as compared to female whereas we can see that females have highest level of EQ in (VO) and (AB) as compared to males. (SA), (SM), (I) and (C) are in equal proportion of both males and females. As we can see that females are more understanding and are forced to drive better than females.

**O3: -To study the Emotional Intelligence of Degree College students based on Classes.**

CLASS-WISE PERCENTAGE OF 10 FACTORS											
CLASS	Factors	SA	E	SM	ES	MR	I	SD	VO	C	AB
FYBCOM	%	88	83	87	81	78	91	83	62	87	53
SYBCOM	%	87	82	88	80	78	89	80	58	87	59

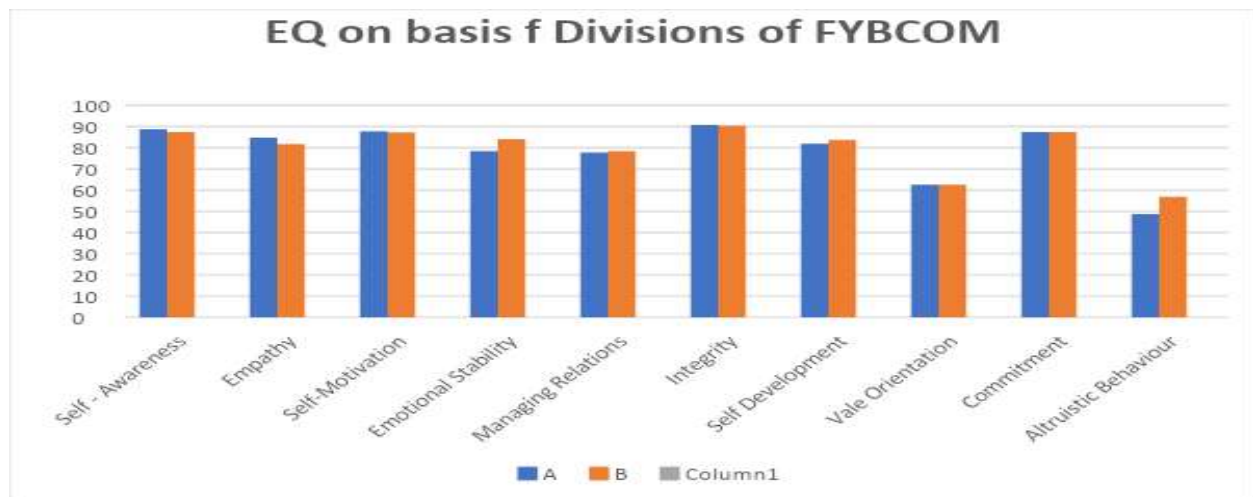




**Data Interpretations:-** From the above table and Graph we can interpret that (SA),(SM),(I) and (C) have the same equal proportion of both the standards whereas (VO) and (SD) of F.Y.B.Com has been little higher as compared to S.Y.B.Com. This states that both the std are not the same considering different rates of levels. This may be due to high competition and Intelligence.

**O4: -To study the Emotional Intelligence of Degree College students based on the divisions of F.Y.B.Com.**

FYBCOM DIVISION-WISE MEAN AND PERCENTAGE OF 10 FACTORS											
Division	Factors	SA	E	SM	ES	MR	I	SD	VO	C	AB
A	%	89	85	88	78	78	91	82	62	87	49
B	%	87	82	87	84	78	90	84	62	87	57

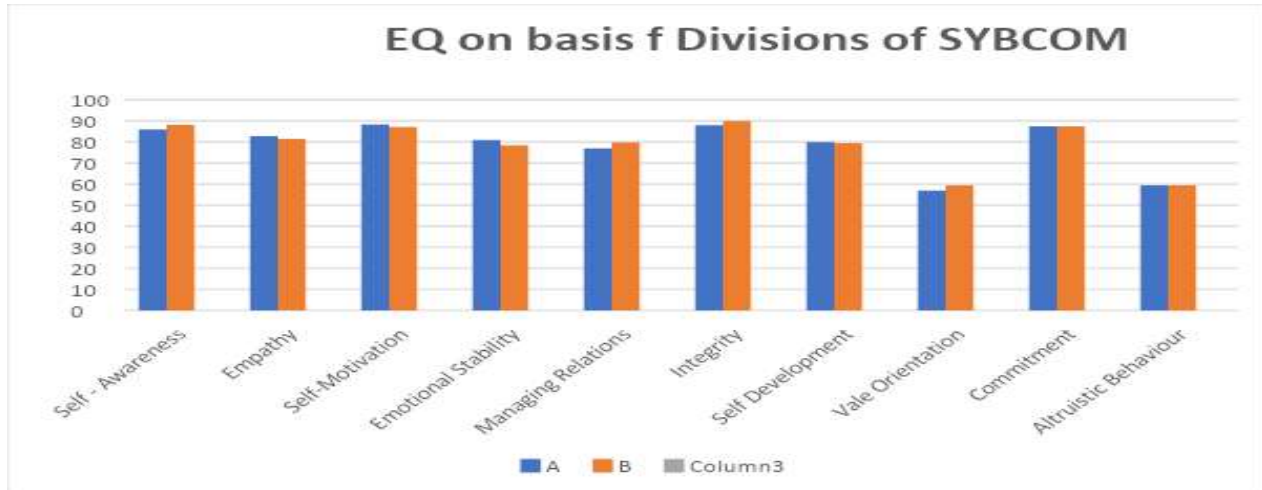


**Data Interpretations:-** From the above table and Graph we can interpret that (I) is highest in the std F Y B Com and both the divisions A and B. (SM),(SA), (E) and (C)is high in division A than B, amongst all division B is high in (AB) as compared to A.

**O5: -To study the Emotional Intelligence of Degree College students based on the divisions of S.Y.B.Com.**

SYBCOM DIVISION-WISE PERCENTAGE OF 10 FACTORS											
Division	Factors	SA	E	SM	ES	MR	I	SD	VO	C	AB
A	%	86	83	88	81	77	88	80	57	87	59
B	%	88	81	87	78	79	90	79	59	87	59





**Data Interpretations:-** From the above table and Graph we can interpret that in std S.Y B Com (I) and (MR) is high in division B as compared to div A and all other are in proportion of equal EQ.(VO) is lowest in division A as compared to div B.

### Major Findings and Solutions

This research paper has focused on the Emotional Intelligence of Degree College students. Following are the major findings in this paper:

#### Understanding the emotional intelligence of students

Emotional intelligence allows one to understand and manage one's emotions to self-motivate and to create positive social interactions; it's the first step in realizing one's true potential. The value and benefits of EI are vast in terms of personal, academic, and professional success. Students at Degree College have various levels of emotions and have different ways to let out their emotions. Hence, understanding their emotions seems very vital and useful in improving ways to deal with them.

#### Educational Implications

Education gives us the knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. Information cannot be converted into knowledge without education. Education makes us capable of interpreting things, among other things. It is not just about lessons in textbooks. It is about the lessons of life. Education plays a major role in the overall development of an individual making them stronger mentally, and emotionally.

With a disturbed or a distracted mind no one can perform well. In adolescence stage, a boy/girl gets gradually exposed to his/her peer groups, school environment and society. Where he/she finds difficulty in adjustment. Teachers and parents are to be affectionate to take immediate and appropriate steps to save the child from emotional complications. There must be a welcome ceremony at the beginning of the school session to introduce newcomers with senior students, teachers, and physical facilities available there.

Teachers should make students familiar among the teaching and non-teaching staff of the school. Game and sports are to be organized and picnics, study tours and field trips are arranged to develop healthy habits and pacify mental problems. Stress,

anxiety, depression, fear, anger, can overcome through the organization and participation in curricular and co-curricular activities. School authority should be careful at the time of curriculum design to give due weightage to different aspects of curriculum.

The emotional health of students can be improved by using different strategies while teaching. Methods and techniques of teaching like through activities should be used to make the teaching-learning situation joyful and democratic. Guidance and counselling services should be made available to all students to ensure sound emotional health and personality.

### **Suggestions for Further Research**

The research highlights a plethora of findings conducted by the researchers. The statistical data throws light on the effects of recreational activities on emotional health of the specified age group. For a better future research, the following suggestions must be taken into consideration:

- **Wider geographical location:** The research could have been conducted in a more expansive manner. More areas of suburban Mumbai could have been covered for a precise study, giving a clearer picture of the emotional intelligence health of Degree College students.
- **Flexibility in selecting age groups:** The researcher has specifically tested the emotional intelligence health of Degree College students aged 18-21 only. The future researchers may extend their research on testing the emotional health of teenagers as well as of students in their early twenties to understand the emotional health status of adulthood.
- **Covering students from other college areas:** The research was conducted on students belonging to a college following the State board only. To obtain better research, the future researchers must consider the students from vernacular mediums or other boards too.
- **Extending the research to students from different fields:** For students studying at the college level, the research has only covered the responses of the pupils in the field of commerce. The future researchers may conduct their research based on the responses of students from other streams like humanities, science etc.
- **Avoiding time constraints:** It has been found that the more time devoted to the research the better is the result of the study. The future researchers must avoid time constraints and begin the collection of data early thus it will help them to conduct the research peacefully.
- **Using different strategies for studying the effects on emotional intelligence:** In this research, the researcher focused only on the survey method as a strategy and effort to better the emotional intelligence health of Degree College students. Various other strategies like, music, drama, physical activities, and many more can be used for further research.
- **Reach out to other aspects of development in adolescence:** It was seen that during the research only emotional intelligence was covered. This must not be the case for further researchers. Other aspects like social development, academic performance, self-esteem, peer pressure, mental health etc. could be covered for a defining result.

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## STUDY OF THE IMPACT OF COVID-19 ON EDUCATION SYSTEM IN INDIA

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### Abstract

*On 11 March 2020, WHO declared Novel Coronavirus Disease (COVID-19) outbreak as a pandemic and reiterated the call for countries to take immediate actions and scale up response to treat, detect and reduce transmission to save people's lives. On 24 March 2020, the Government of India under Prime Minister Narendra Modi ordered a nationwide lockdown for 21 days, limiting movement of the entire 1.3 billion population of India as a preventive measure against the COVID-19 pandemic. The lockdown have interrupted conventional schooling with nationwide school closures. Globally, over 1.2 billion children are out of the classroom. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown. In response to school closures, UNESCO recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. Initially perceived difficult both the teachers as well as the students adapted. The aim of this study is to enlighten various measures taken by the government of India for education sector during the pandemic as well as to highlight the impact of COVID-19 on the economy, teachers and students. What has been made clear through this pandemic is the importance of disseminating knowledge across the globe, virtual learning allowed students to access lessons and exercises and interact with teachers in ways that would have been impossible due to the ongoing pandemic COVID-19.*

**Key Words:** *Education, Internet, Digital education, COVID-19, Impact, Remote Learning*

### Introduction

*“One of the most important areas we can develop as professionals is competence in accessing and sharing knowledge.” -  
Connie Malamed*

On 11 March 2020, WHO declared Novel Coronavirus Disease (COVID-19) outbreak as a pandemic and reiterated the call for countries to take immediate actions and scale up response to treat, detect and reduce transmission to save people's lives. In India, more than 32 crore students have been affected by the various restrictions and the nationwide lockdown, which was imposed by Prime Minister Narendra Modi on 25 March. Universities and schools across the region were closed down, and these restrictions have largely remained in place affecting academic activities at various levels. With schools being shut, educators across the country embraced live online classes using platforms like Google Classroom, Zoom, etc. to ensure learning never stops. Online learning not only enabled teachers and students to connect over video-enabled remote classrooms but also provided a host of interactive and collaborative tools on a single platform. Digital education appears to be a viable solution to fill in the void for classroom education for a period of few months while minimizing the chances of any infection to students until classes resume.

## Meaning of Remote Learning

**Remote learning** is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. Remote Learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

## Measures taken by the government of India for education sector during the pandemic

When the Government of India declared a nation-wide lockdown on 23rd March 2020 to contain the spread of COVID 19, immediate action was taken to intensify digital learning with equity so that students across the country could continue their learning even during the lockdown. The Ministry has, over the last few years, developed a rich variety of online resources that are available on a variety of platforms. While students and teachers can access these through their laptops, desktops and mobile phones, these resources are being reached to learners in remote areas through Television and Radio.

## Online Learning Resources

The following are some of the online resources developed by the Government

- 1. DIKSHA** – This is an online platform for school education . It offers teachers, parents and students engaging learning material relevant to the prescribed school curriculum. It has over 80,000 e-content items in multiple Indian languages, catering to Grades 1-12. During the lockdown period these contents have been accessed nearly 215 million times. This app can be downloaded from iOS and Google Play Store: Website: <https://diksha.gov.in> or <https://seshagun.gov.in/shagun>
- 2. e-PATHSHALA** - A web portal and mobile app designed and deployed by the National Council for Educational Research and Training. It has 1886 audios, 2000 videos, 696 e- ebooks (e-Pubs) and 504 Flip Books for classes 1st to 12th in different languages. Website: <http://epathshala.nic.in> or <http://epathshala.gov.in>
- 3. NATIONAL REPOSITORY OF OPEN EDUCATIONAL RESOURCES (NROER):** A portal equipped with best quality informational content on diverse topics in multiple languages a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages. Website: <http://nroer.gov.in/welcome>
- 4. SWAYAM:** This is the national online education platform hosting 1900 courses covering both school (class IX to XII) And Higher Education (both UG and PG) in all subjects including engineering, humanities and social sciences, law and management courses. A unique feature of SWAYAM is that, it is integrated with the conventional education . The courses are interactive and prepared by the best teachers in the country, and are available free of cost to any learner in the country. Credit transfers are possible for SWAYAM courses (max 20%). There has been a three time increase in access to the platform during the lock down period. Website: <https://www.swayam.gov.in>
- 5. SWAYAM PRABHA** -. Has 32 DTH TV channels transmitting educational contents on 24/7 basis. These channels are available for viewing all across the country using DD free Dish set top box and antenna. Now even the private DTH operators are telecasting these courses through their channels. The channels cover both school education (class IX to

XII) And Higher Education in a wide range of subjects like engineering, vocational courses, teacher training, performing arts, social sciences and humanities subjects, law, medicine, agriculture and many more. Website: <https://www.swayamprabha.gov.in>

**6. NISHTHA** –An integrated Teacher Training Portal and Mobile App Website : [nishtha.ncert.gov.in](http://nishtha.ncert.gov.in)

**7. NATIONAL DIGITAL LIBRARY:** This is a digital repository of a vast amount of academic content in different formats and provides interface support for leading Indian languages for all academic levels including researchers and life-long learners, all disciplines, all popular form of access devices and differently-abled learners. Website : <https://ndl.iitkgp.ac.in/>

### **Significance of the study**

This study will help in finding out the impact of pandemic COVID-19 on teachers, families and students. The study was undertaken in order to gain an insight regarding the contribution of online learning during the on going pandemic. It could be considered a learning paradigm in educational institutions to enhance the knowledge and skills through digital technologies.

### **Aim of the study**

To study the impact of COVID-19 on Education system in India.

### **Objectives of the study**

The present research paper focused on the following objectives:

1. To enlighten various measures taken by the government of India for education sector during the pandemic.
2. To highlight the impact of COVID-19 on teachers and students.
3. To put some effective suggestions for continuing education during the pandemic situation.

### **Hypothesis of the study**

Effective only if teachers and students have consistent access to the internet and computers and if teachers have received targeted training and supports for online instructions.

### **Limitations of study**

The study is confined to families, teachers and students of Mumbai city.

### **Data collection**

Data have been collected from teachers, families and students (currently pursuing their undergraduate degrees) using Google Forms prepared by the investigator. Due care was taken to ensure the validity and reliability. Three questionnaires to study the perception of teachers, families and students separately on online teaching-learning mode were developed to get the opinion and detailed information during the said lockdown period. Their experiences, perceptions and reflections regarding the ongoing online teaching-learning process were consolidated. All the sample respondents extended their full co-operation by responding to the questionnaire.

**Data analysis**

1. Does e-learning make your time at home during the on-going pandemic a useful one?	<b>Yes</b>	<b>No</b>	<b>Maybe</b>		
2. Do you agree that online sessions at the comfort of home results in more distractions than traditional classes?	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
3. Do you face any problems in terms of internet connectivity while attending online sessions?	<b>Yes</b>	<b>No</b>	<b>Maybe</b>		
4. Do you find e-learning as effective as traditional learning?	<b>Yes</b>	<b>No</b>	<b>Maybe</b>		
5. Do you agree that face to face learning is important for understanding practical problems?	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
6. Do you feel more confident while communicating doubts during the online sessions?	<b>Yes</b>	<b>No</b>	<b>Maybe</b>		
7. How would you rate overall interaction with teacher and peers during online session?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8. According to you, which application/tool is more preferable for e-learning?	<b>Zoom</b>	<b>Google Meet</b>	<b>Google Classroom</b>	<b>Youtube</b>	
9. How would you rate the level of difficulty faced in understanding the use of your preferred application?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10. Do you agree that formative evaluation is much more effective as compared to test conducted using google forms?	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>

**Conclusion**

A complete revolution in the way we learn today has been brought about by Technology. Each student gets in contact with a world-class education, which is not easy to impart by the traditional white chalk and blackboard method of



teaching. This new learning is more interesting, personalized and enjoyable. Online distant learning programs give a great opportunity to avail high-quality learning with the help of internet connectivity. Digital learning has many advantages in itself like digital learning has no physical boundaries, it has more learning engagement experience rather than the traditional learning, it is also cost-effective and students get to learn in the confines of their comfort zone. However, digital learning is not without its limitations and challenges, since face-to-face interaction is usually perceived as the best form of communication as compared to the rather impersonalized nature of remote learning. Globally, online education has met with some success. In the case of India, we still have a long way to go before digital learning is seen as mainstream education, because students living in urban area have the facilities to opt for digital education, however, rural area students do not have the required infrastructure nor are financially strong to avail the resources required for digital education. Building of the digital education infrastructure by the Government of India presently appears to be difficult due to lack of budget. Further, even if the digital infrastructure is built, training has to be given to the teachers to use the digital system to provide authentic and proper, uninterrupted and seamless education to the students. Remote learning increasingly relies on the reliable power supply and ubiquitous Internet connectivity which might be a far-fetched thing for Tier 2 and Tier 3 cities in India.

Another challenge is that e-learning comes across as somewhat patchy and impersonal experience. Also, e-learning is likely to witness a high dropout rate due to the lack of atmosphere for studying. Students might tend to get distracted by gaming consoles, social media at home and might not feel a sense of community while taking online classes. Successful delivery of education is also in question because learning at the level of higher education and learning at the kindergarten/school level can be different. Digital education cannot be applied the same at every level of the education.



## KNOWLEDGE OF HUMAN RIGHTS OF STUDENTS IN SECONDARY SCHOOL

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### Abstract

*The study has been conducted on a sample of 96 school students of std 9th at Air India Modern high School. I have selected 26 students from division A, 42 from division B and 28 From division C, where 56 are girls and 40 are boys. This study helps in deciding the knowledge of Human Rights amongst in students. A Manavadhikar-Moolya-Vikash-Prashnavali (MMVP) standard scale constructed by Prof. Paramanand Singh and Dr. Lal Dhari Yadav. The scale consists of 48 items which was based on Economical, Civil, Political, Social and Cultural rights. The percentage calculation done on using average score and data presented on simple bar graph. The findings shows that the overall knowledge regarding Human Rights in boys are better than girls and most of students score D grade and not a single student score A grade rest of comes in B,C,E,F,G grade. Out of five criteria of Human Rights students score high marks in Political value and least marks in Cultural value.*

**Keywords:** Human Rights, Economical Rights, Civil Rights, Political Rights, Social Rights, Cultural Rights.....

### INTRODUCTION

Human rights are rights inherent to all human beings, regardless of gender, nationality, place of residency, sex, ethnicity, religion, color or and other categorization. Thus, human rights are non-discriminatory, meaning that all human beings are entitled to them and cannot be excluded from them. Of course, while all human beings are entitled to human rights, not all human beings experience them equally throughout the world. Many governments and individuals ignore human rights and grossly exploit other human beings.

There are a variety of human rights, including:

- Economic rights (including rights to work, to own property and to receive equal pay),
- Civil rights (such as the rights to life, liberty, and security),
- Political rights (like rights to the protection of the law and equality before the law),
- Social rights (like rights to education and consenting marriages),
- Cultural rights (including the right to freely participate in their cultural community), and

Human rights are rights inherent to all human beings, regardless of gender, nationality, place of residency, sex, ethnicity, religion, color or and other categorization. Thus, human rights are non-discriminatory, meaning that all human beings are entitled to them and cannot be excluded from them. Of course, while all human beings are entitled to human rights, not all human beings experience them equally throughout the world. Many governments and individuals ignore human rights and grossly exploit other human beings.

**MEANING**

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law. In Britain our human rights are protected by the Human Rights Act 1998.

Human rights are relevant to all of us, not just those who face repression or mistreatment.

- your right to an education
- your right to a private and family life
- your right not to be mistreated or wrongly punished by the state
- your right to have and express your own opinions

**NEED OF THE STUDY**

The knowledge and respect of rights that students gain from this, combined with understanding, respect, and tolerance for difference, can empower them to tackle prejudice, improve relationships and make the most of their lives. Human rights also guarantee people the means necessary to satisfy their basic needs, such as food, housing, and education, so they can take full advantage of all opportunities. Finally, by guaranteeing life, liberty, equality, and security, human rights protect people against abuse by those who are more powerful. The principles are: Universal and inalienable, Interdependent, and indivisible, Equal, and non-discriminatory, and Both Rights and Obligations. Crucially, a society that is fair and equal also helps improve all other public value outcomes. For example: Livability – people feel socially connected to their community and can participate in social economic and educational activities

**AIM THE OF STUDY**

Knowledge of Human Rights of Students in Secondary School

**OBJECTIVES OF STUDY**

- O1- To study the Score of Human Rights based on Gender
- O2- To study the Criteria of Human Rights based on Divisions
- O3 - To compare Human Right Grade vs. Number of Students

**STUDIES CONDUCTED IN INDIA**

**Abdulrahim P. Vikipuri, (2007) studied the Plight of Human Rights Education in Indian Schools and found:**

The students from these communities have been facing discrimination of various kinds, despite the fact that such forms of discrimination are outlawed both in national law and the international law of human rights the perpetrators of atrocities against Dalits and offences of Untouchability are rarely punished. There is a big gap in the registration of cases of crimes against Dalits in police stations and the rate of acquittals by the judiciary

**REVIEWS OF STUDIES IN ABROAD:**

**Laskaris Fernando Colombo, (1998), in study conducted in Sri Lanka on ‘Human Rights Education in Schools’**

**found:**

The Sri Lankan Foundation evaluation report stated " ... the analysis of results reveals that the students' knowledge on human rights are satisfactory, yet the questions designed were limited to measure cognitive abilities, paying more attention to recall."

Recent investigations and observations by the Sri Lanka Foundation further reveal that less attention is paid to learning for human rights and the atmosphere within which this learning processes take place.

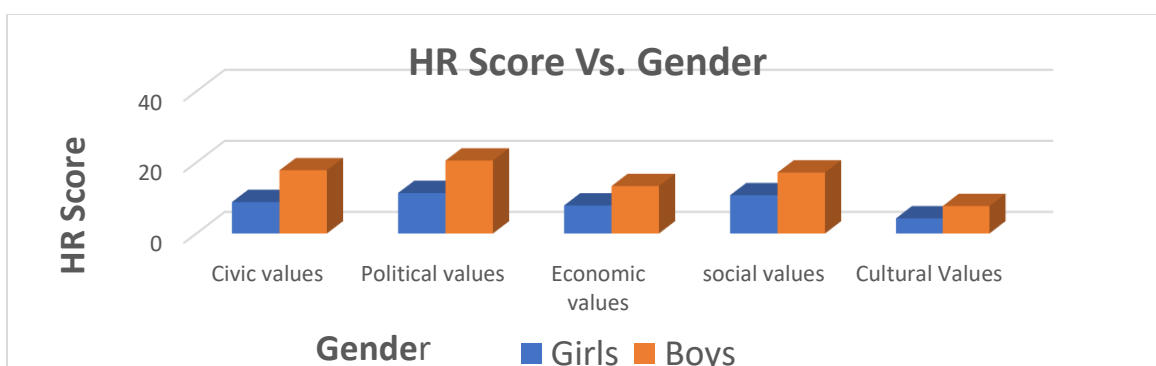
Human rights teaching was not introduced to primary schools and did not continue in upper secondary (year 12 and 13). It is believed that teaching for human rights, to be effective, should start from primary and pre-school level. This was the method adopted by the Australian Human Rights Commission when it introduced human rights teaching into schools in 1985.<sup>4</sup> this was also the method prescribed by the UN Centre for Human Rights when it formulated guidelines for human rights teaching in 1989.

**SAMPLE AND SAMPLING TECHNIQUES**

The study was conducted at Air India Modern high school, Kalina, Santacruz East, Mumbai. The tool was administered among 9 students. Here the researcher has used convenience sampling procedures for the study. Researcher collected sample from division A, B and C. The tool was administered at Air India Modern high school among students of 9<sup>th</sup> STD in one of their free lectures. The Researcher distributed the questionnaires and explained how it must be filled. After the given time, the researcher collected all the questionnaires and checked whether the details were filled in properly and whether each question was answered or not.

**TESTING OF OBJECTIVES****O1- To study the Score of Human Rights based on Gender.****Table No. 1: Average Score of Human Right Vs. Gender**

Criteria of HR	Number of Sample	Civic values	Political values	Economic values	social values	Cultural Values
Girls	56	8.85	11.39	7.89	10.76	4.26
Boys	40	<b>17.77</b>	<b>20.52</b>	<b>13.34</b>	<b>17.15</b>	<b>7.72</b>
Total	96	12.57	15.19	10.16	13.42	5.7

**Graph No. 1: Average Score of Human Right Vs. Gender**

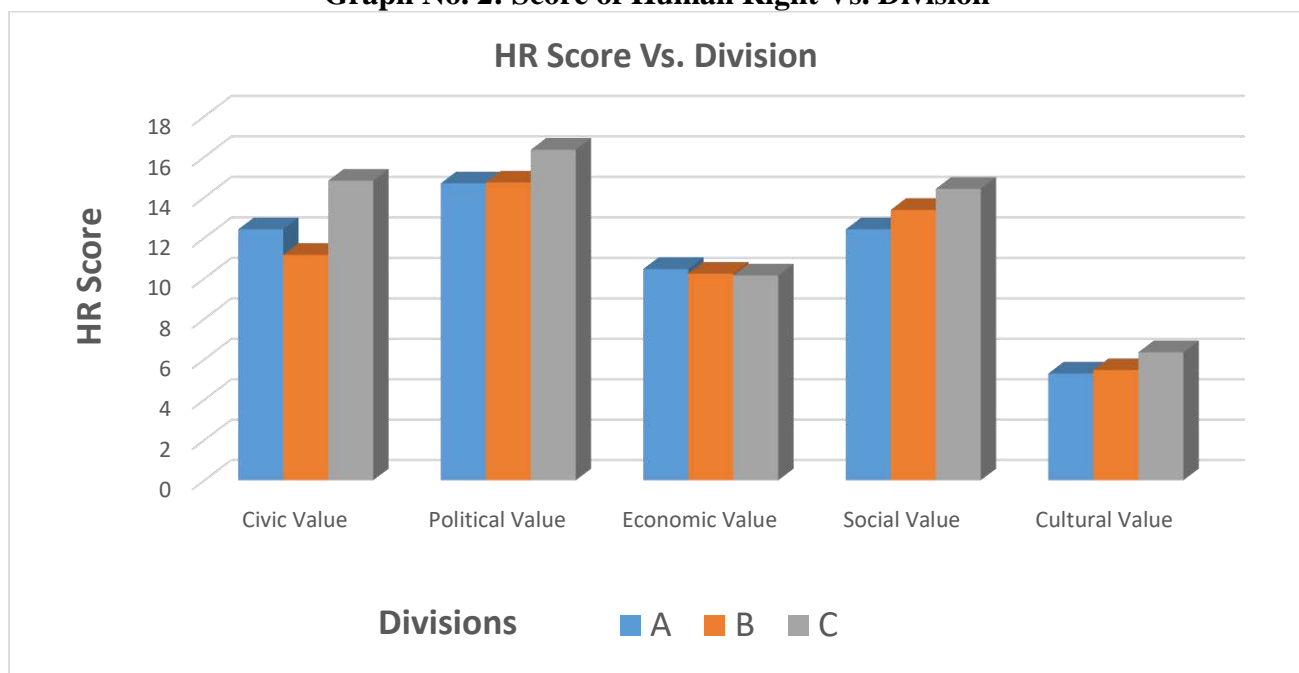
**Data Interpretation:** From the above table and graph, we can conclude that the Boys have score better than girls not only in one criteria of Human Rights but in all criteria i.e. Civic value, Political value, Economical value, Social value, Cultural.

**O2 -To study the Criteria of Human Rights based on Divisions.**

**Table No. 2: Score of Human Right Vs. Division**

Division	No of Sample	Civic Value	Political Value	Economic Value	Social Value	Cultural Value
A	26	12.42	14.69	<b>10.46</b>	12.42	5.3
B	42	11.16	14.73	10.23	13.38	5.47
C	28	<b>14.82</b>	<b>16.35</b>	10.14	<b>14.42</b>	<b>6.35</b>
Total	96	38.4	44.77	30.83	40.22	17.12

**Graph No. 2: Score of Human Right Vs. Division**

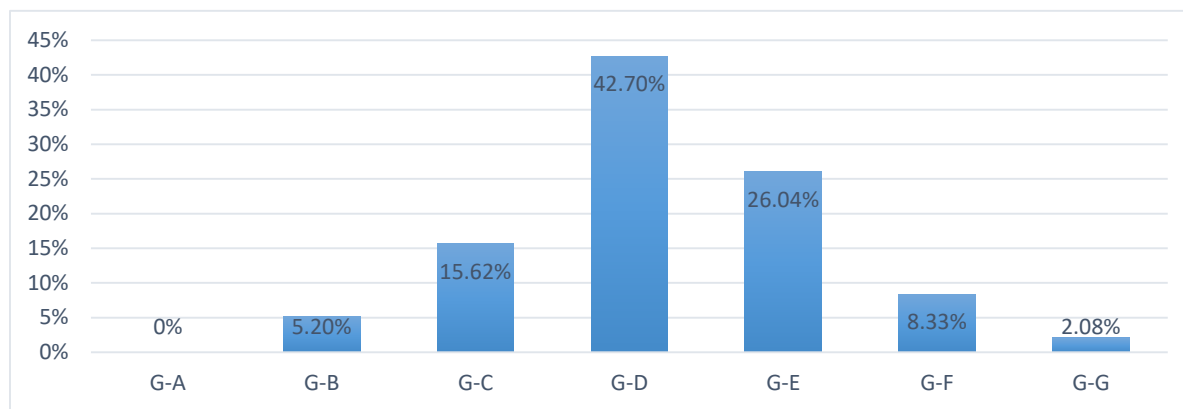


**Data Interpretation:**

From the above table and graph, we have 26 students in div A, 42 in div B and 28 in div C, total we have 96 students. Through this graph comparing it shows that in civic value, political value, social value, and cultural value the mean score is more div “C” then “B”, “A”. The economic value is approximately the same in div A, B, C. Student score highest in political value and lest in cultural value of Human Rights Criteria.

**O3- To compare Human Right Grade Vs. Number of Students****Table No. 3: Human Right Grade Vs. No. of Students**

Grade based on HR Score	A	B	C	D	E	F	G	Total Students
No. of Grade	0	5	15	41	25	8	2	96
Percentage of Grade	0%	5.20%	15.62%	42.70%	26.04%	8.33%	2.08%	100%

**Table No. 3: Human Right Grade Vs. No. of Students**

**Data Interpretation:** According to the scores obtained from data collection, most of students fall in D grade than grade B, C, E, F, G. and not a single student had bought A grade.

**MAJOR FINDINGS AND DISCUSSIONS**

- There were 96 student's data collected in 9<sup>th</sup> STD where 56 girls and 40 boys among them, also have been taken in A, B, C division in that STD.
- There was Human Rights checked among the girls and boys. Boys civic value, political value, economical value, social value, cultural value more than of girls.
- There were the scores obtained from data collection in all the Grade. Through this graph comparing it shows that most children have got "D" Grade then "B", "C", "E", "F", "G". Not a single child had brought a grade "A" mark.
- We have 26 students in Div. A, 42 in Div. B and 28 in Div. C, total we have 96 students.

Through comparing values of Human Rights, it shows that in civic value, political value, social value, and cultural value mean score is more div "C" than "B" than "A". The economic value is approximately the same in div A, B, C. Student score highest in Political value and lest in Cultural value of Human Rights Criteria.

**EDUCATIONAL IMPLICATIONS**

Human values are related to the dignity of individuals. The existence of any society depends on human values. They are

symbols of hope, the need of the hour. Without these values no one can think of civilized society. Creating a safe, secured and harmonious environment for the neo-literate is the task of the family, the community, the society and the government at large. It cannot be possible without development of human values. Present study is an effort to know the human values pattern among higher secondary students. 179 The findings of this study are useful for those devoted to higher secondary education, which are keen in their profession. They can utilize this information in cultivating the desirable values in their students. The findings of the study might be helpful to teachers, teacher educators, students, social workers, Governmental Bodies (Legislative, Executive and Judiciary) and for all who play the significant role in educative processes in the following ways: -

1. The developmental tasks pertaining to the development of human values could be determined.
2. All dimensions of human values should be incorporated in curriculum as to mold the personality of students in a humane way.
3. Hence sex variable plays a neutral role in the development of human of values so all male and female students should be given equal educational treatment to avoid the gender discrimination in all the periphery of life.
4. To ascertain the status of human values among students the HVS could be used so that the proper orientation program could be run for them.
5. As the result indicates, the grade variable affects the development of human values. So educational endeavors pertaining to the development of human values should be organized as per grade level. As grade is directly related to the age of learners, so when it increases, the cognitive and affective maturity increase. It would be beneficiary if appropriate educational exposure pertaining to human values should be given to learners as per grade level.
6. Teachers play the pivotal role in the teaching- learning process, so the findings might be utilized in inculcating the essence of human values among students by them.

### **SUGGESTIONS FOR FURTHER**

All human beings must be aware of human values because they are the essentialities of society. Hence by education and research program me, we must teach and make aware of these values to all people. For this, the study of human values and other relevant variables are necessary. The problem of the present study itself is an area, which needs thorough evaluation and careful probing. Each study has its own limitations and delimitations. These can be overcome by further studies. For further studies following efforts might be carried down by researchers: -

1. The psychological factors like intelligence, personality and motivation play a significant role in human development in a harmonious way. Therefore, studies should be conducted pertaining to human values and aforesaid factors.
2. The sociological factors such as socio-economic status, social deprivation, social relations etc. contribute to human development. So, studies should be carried down between value development and aforesaid sociological correlates.
3. The cultural factors like rituals, law, folkways, traditions and religion contribute to the development of human beings. Therefore, studies should be conducted between value development and aforesaid cultural factors.
4. Studies of values should also be carried out in relation to home background, parental education, and mode of nurturing.

5. Studies of values should also be carried down in relation to educational correlates like scholastic achievement, courses of studies, level of education (primary and tertiary) and streams so the evolutionary pattern of human values and its relation with educational variables could be understood..
6. This study may be undertaken on a large sample and a norm for general human values of higher secondary students may be prepared to understand the developmental dynamics of human values.
7. Content analysis of the Constitution of India regarding human values should be carried out in a more rigorous way so the classification reflects all the dimensions of human values.
8. The longitudinal studies may be undertaken so that the accurate developmental pattern of human values could be known.
9. The comparative studies of human values may be undertaken region and nation wise to. Know the comparative status of human values.

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संचार तकनीकी द्वारा भारत में दूरस्थ में शिक्षा में प्रयोग

डा० वन्दना वर्मा,  
असिस्टेंट प्रोफेसर,  
मनोविज्ञान विभाग,  
राजदीप महिला महाविद्यालयए कैलहट  
चुनार मीरजापुर।

परिचय:-

भारत में दूरस्थ शिक्षा का विकास 20 वीं शताब्दी में हुआ। डा० श्रीमाली ने भारत में उच्च शिक्षा के विकास में दूरस्थ अथवा पत्राचार शिक्षा को महत्वपूर्ण माना। दूरस्थ शिक्षा की शिक्षण अधिगम प्रक्रिया में सम्प्रेषण अथवा संचार माध्यम की सबसे महत्वपूर्ण भूमिका होती है। आधुनिक समय में विद्यार्थी तक अध्ययन सामग्री पहुँचाने के लिए अति उन्नत संचार माध्यमों का प्रयोग किया जाता है। वर्तमान समय में दूरस्थ शिक्षा को काफी प्राथमिकता दी जा रही है इस कोरोना वाइरस इस महामारी के कारण विभिन्न स्कूल व कालेज के शिक्षक अपनी विषय सामग्री को संचार माध्यम द्वारा जैसे स्मार्ट फोन के माध्यम से बच्चों को पाठ्य सामग्री उपलब्ध करा रहे हैं दिन-प्रतिदिन की कक्षाएँ स्मार्ट फोन के जरिए संचालित की जा रही हैं। कोरोना वाइरस से बचने के लिए दूरस्थ शिक्षा द्वारा इस तकनीकी को अपनाकर हम अपने विद्यार्थियों एवम् समाज में रहने वाले सभी व्यक्तियों को इस महामारी से सुरक्षित रख सकते हैं। पीटर्स (1973) ने दूरस्थ शिक्षा को "ज्ञान कौशल एवं अभिवृत्ति प्रदान करने की एक विधि के रूप में परिभाषित किया जिसे तकनीकी संचार माध्यमों के व्यापक प्रयोग के साथ-साथ श्रम विभाजन तथा संगठनात्मक सिद्धान्तों के प्रयोग द्वारा तर्क संगत बनाया जाता है। इसमें विशेष रूप से उच्चस्तरीय शिक्षण अधिगम सामग्री के पुनःनिर्माण का उद्देश्य निहित होता है, जिससे छात्रों की बहुत संख्या को एक ही समय में अनुदेशन प्रदान करना सम्भव होता है। मूरे 1972-73 ने दूरस्थ शिक्षा को एक व्यवस्थित स्वअधिगम की प्रक्रिया के रूप में परिभाषित किया कि "दूरस्थ शिक्षण को अनुदेशन विधियों के परिवार के रूप में परिभाषित किया जा सकता है जिसमें शिक्षण व्यवहार अधिगम व्यवहार प्रक्रिया से अलग अर्थात् कही दूर पर सम्पन्न भी किये जाते हैं। अतः शिक्षक एवं शिक्षार्थी के मध्य सम्प्रेषण को मुद्रित सामग्री इलेक्ट्रॉनिक यांत्रिक एवं अन्य साधनों से सुगम बनाया जा सकता है।

दूरस्थ शिक्षा वस्तुतः

बहुमाध्यम वाली प्रक्रिया है। अधिकांश दूरस्थ शिक्षा की संस्थाएँ वर्तमान में भी इसके मुद्रित माध्यम का ही अधिक प्रयोग करती हैं किन्तु जो संस्था अपनी शिक्षा व्यवस्था की अधिक सफल तथा प्रभावपूर्ण बनाना चाहती हैं वह अमुद्रित माध्यमों का भी पर्याप्त प्रयोग करती हैं। अमुद्रित अनुदेशात्मक उपकरण अथवा माध्यम इसमें



मुख्य रूप से रेडियो, टी0वी0, कम्प्यूटर, तार तथा टेली कान्फेसिंग इत्यादि को सम्मिलित किया जाता है शिक्षण अधिगम में पर्याप्त सुधार आता है संक्षेप में दूरस्थ शिक्षा में अनुदेश अथवा विद्यार्थी तक सूचना-सम्प्रेषण के दो माध्यम है

1. मुद्रित अनुदेशात्मक माध्यम

2. अमुद्रित अनुदेशात्मक माध्यम

1. मुद्रित अनुदेशात्मक माध्यम :-

इस माध्यम में शिक्षक तथा छात्र के माध्यम परस्पर मौखिक सम्वाद के अतिरिक्त पाठ्य-सामग्री का प्रयोग किया जाता है। वर्तमान समय में भी औपचारिक शिक्षा में अमुद्रित अनुदेशात्मक सामग्री का अत्यधिक उपयोग होता है औपचारिक शिक्षा के अतिरिक्त मुद्रित सामग्री का प्रयोग दूरस्थ शिक्षा में भी बहुतायत के साथ होता है। मुख्य रूप से मुद्रित सामग्री में निम्नलिखित सामग्रियों का प्रयोग होता है। पाठ्य पुस्तके, विभिन्न आलेख विभिन्न सूचनात्मक पत्रिकाएँ, समाचार-पत्र विभिन्न प्रतिवेदन आदि।

2. अमुद्रित अनुदेशात्मक माध्यम:-

वर्तमान समय में सूचना तथा संचार तकनीकी का अति तीव्र गति से विकास हो रहा है। सूचना तथा सम्प्रेषण के क्षेत्र में इलेक्टानिक उपकरणों ने अपनी उच्च स्थिति प्राप्त कर ली है। इन अमुद्रित माध्यमों की व्यापकता तथा प्रभावशीलता इतनी अधिक हो चुका है कि शिक्षा अथवा दूरस्थ शिक्षा तो क्या मानव जीवन का कोई भी पक्ष इससे अछूता नहीं रहा है अतः शिक्षा अधिगम को उपयोगी मितव्ययी तथा सर्वसुलभ इत्यादि बनाने के लिए इलेक्ट्रॉनिक माध्यमों (अमुद्रित उपकरण जैसे-रेडियो, टी0वी0, फ़ैक्स, तार तथा इण्टरनेट इत्यादि) का प्रमुखतः प्रयोग हो रहा है। अमुद्रिक माध्यमों की अन्तर्निहित शक्तियों सम्भावनाओं आदिको हम निम्नलिखित बिन्दुओं के माध्यम से भी समझ सकते हैं विशेष अधिगम क्रियाओं में योगदान जैसे- गणित एवं भाषा अधिगम के लिए ओडियो-विडियो टेप तथा कम्प्यूटर का प्रयोग हो। विद्यार्थी की प्रतिभागिता को प्रोत्साहन प्रदान करना जैसे अधिक रुचिकर माध्यम के प्रयोग से विद्यार्थी सक्रियता के साथ प्रतिभागी बनता है।

सूचना एवंम् सम्प्रेषण का उद्देश्य:- शिक्षा के वर्तमान स्वरूप में (जैसे कि दूरस्थ शिक्षा में) सीखने के स्वरूप का ही अधिक महत्व होता है। मूल रूप से दूरस्थ शिक्षा के उद्देश्यों को राबर्ट गेने ने प्रदान किया है। गेने ने विभिन्न अधिगम स्थितियों को ज्ञात किया तथा उन्हें ब्लूम की टैक्सोनामी की भाँती एक कुल में व्यवस्थित किया। गेने ने अधिगम की आठ परिस्थितियों का वर्णन किया है किन्तु डेवीज ने उनका पाँच परिस्थितियों में संक्षिप्तीकरण कर दिया है।

1. संकेत अधिगम 2. श्रृंखला अधिगम 3. सिद्धान्त अधिगम 4. प्रत्यय अधिगम 5. बहु-भेदीय अधिगम, इन विभिन्न प्रकार के अधिगमों को अपनाकर शिक्षा को भविष्य में और भी उन्नत बनाने का लक्ष्य रखा गया है।

शिक्षा में सूचना सम्प्रेषण तकनीकी आवश्यकता एवं महत्व:-

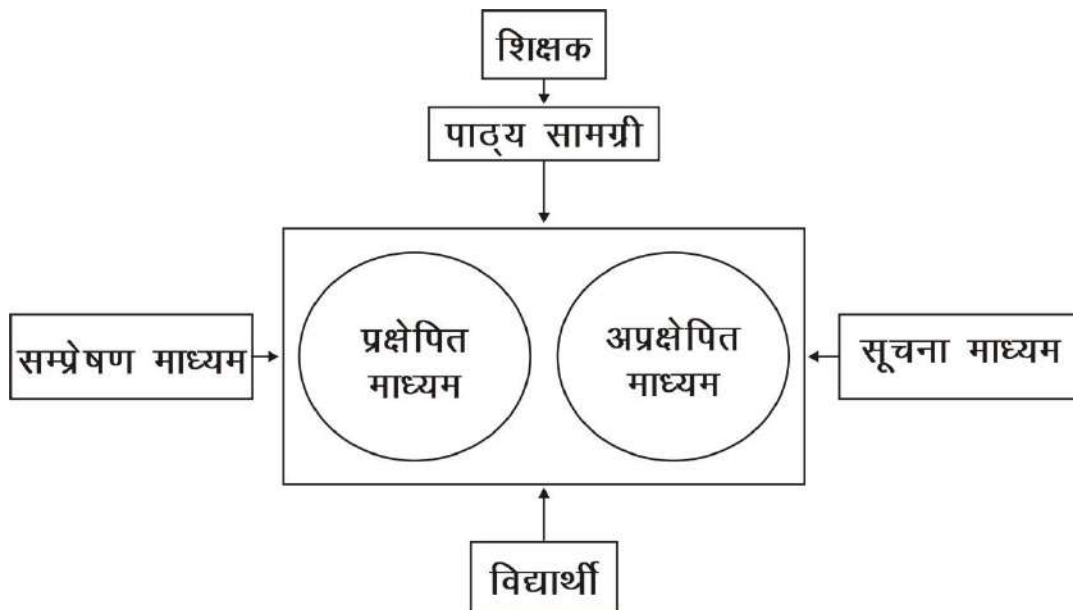
सूचना एवं सम्प्रेषण विचार धाराओं का एक संग्रह है जिसमें कहने सुनने ही नहीं अपितु समझने की व्यवस्थित एवं निरन्त प्रक्रिया रहती है। सूचना सम्प्रेषण तकनीकी विद्यार्थियों के लिए ध्यान केन्द्रित करने का उत्तम साधन है। सूचना सम्प्रेषण तकनीकी का उपयोग से शिक्षण को रोचक अत्यधिक सक्रिय जिज्ञासु और अच्छे तरीके से सम्पन्न कराया जाने वाला बना सकते हैं हम अपने रोजमर्रा के कामों में भी सूचना सम्प्रेषण तकनीकी का प्रयोग करते हैं भारत की अगर हम बात करें तो भारत में सूचना सम्प्रेषण तकनीकी को राष्ट्रीय माध्यमिक शिक्षा अभियान के अन्तर्गत शुरू किया गया था जो दिसम्बर 2004 में शुरू किया गया।

सम्प्रेषण तकनीकी द्वारा शिक्षा में बहुमाध्यम उपागमः—

सम्प्रेषण के लिए मुद्रित तथा अमुद्रित माध्यमों का प्रयोग किया जाता है। अमुद्रित माध्यम को हम दो भागों में विभाजित कर सकते हैं।

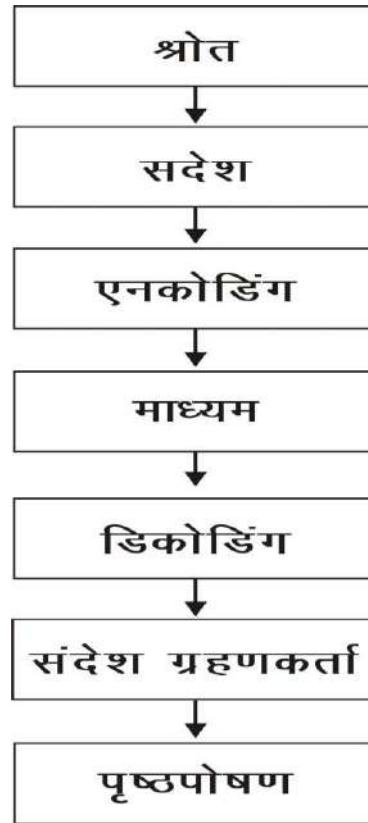
1. प्रक्षेपित माध्यम
2. अप्रक्षेपित माध्यम

उपरोक्त माध्यम से अध्यापक तथा विद्यार्थियों के मध्य पारस्परिक अन्त क्रियाओं में सहायता प्राप्त होती है। इसे रेखाचित्र के माध्यम से समझ सकते हैं।



सूचना तथा सम्प्रेषण की प्रक्रियाः—

सम्प्रेषण हमारे बात चीत करने की प्रक्रिया है हम अपने रोजमर्रा के जीवन में सम्प्रेषण प्रक्रिया को सम्पन्न करते हैं और इसका उपयोग करते हैं इसकी प्रक्रिया इस प्रकार है।



#### निष्कर्ष—

उपर्युक्त तकनीको के आधार पर दूरस्थ शिक्षा व्यवस्था वर्तमान शिक्षा व्यवस्था का पर्याय बन चुकी है। 21 वीं सदी में दूरस्थ शिक्षा अपने स्वतंत्र एवं महत्वपूर्ण अनुशासन अस्तित्व के साथ शिक्षा जगत में नया इतिहास रच रही है।

1. दूरस्थ शिक्षा प्रणाली देश के 75: गाँवों में बस रही जनसंख्या को भी शिक्षा प्रदान करने में सक्षम है।
2. यह प्रणाली सामाजिक व अर्थिक रूप में पिछड़े लोगों को समाज के उपयोगी नागरिक बनने में सहायता करती है।
3. दूरस्थ शिक्षा सभी शैक्षिक उपलब्धि वाले विद्यार्थियों को आगे की शिक्षा प्राप्त करने व निरन्तरता रखने का आधार प्रदान करती है।

#### सन्दर्भ:—

अग्रवाल जे० सी०, एस०पी० कुल श्रेष्ठ (देहरादून) शैक्षिक तकनीकी एवं कम्प्यूटर सह-अनुदेशन: अग्रवाल पब्लिकेशन 150 :9001 :2008

अग्रवाल डा० संध्या शिक्षा के सिद्धान्त (शिक्षा शास्त्र विभाग) श्री अग्रसेन कन्या पी०जी० कालेज वाराणसी उत्तर प्रदेश, विजय प्रकाशन मन्दिर (प्रा०) लिमिटेड 2016

हिल्टज एस (1990) आभासी कक्षा का मूल्यांकन एल। हैरासिम (संस्कीण) में आनलाइन शिक्षा एक नए वातावरण नयूयार्क के संदर्भ: प्रेजर, पीपी। 133–169

बेट्स एवं जी। मूल: उच्च शिक्षा में प्रौद्योगिकी के साथ प्रभावशाली अध्यापन सेन फ्रांसिस्को: जोसे बास। जॉन विले, 2003

जे। सी। डनलप एवं पी। आर। लोवेंथल (2009)। होर्टन हियर्स

आर। मेसन एवं ए। काय (1989) माइंडवेव संचार कंप्यूटर एवं दूरस्थ शिक्षा, आक्सफोर्ड, ब्रिटेन पर्गमन प्रेस  
द्विवेदे गोविन्द इन जर्नल (ई-पब्लिकेशन्स) एबवाश एण्ड स्कालरी रिसर्च इन एलाइ एजुकेशन।

डा० वन्दना वर्मा, असिस्टेन्ट प्रोफेसर, मनोविज्ञान विभाग, राजदीप महिला महाविद्यालय कैंलहट चुनार मीरजापुर।

**A STUDY ON SELF-ESTEEM OF TRAINEE  
TEACHERS AND DETERMINE THE  
INFLUENCE OF YOGIC ACTIVITIES ON IT.**

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**Abstract**

*The purpose of this study was to examine the perceived benefits of incorporating yoga activities on the self-esteem of trainee teachers. The sample comprised of 31 trainee teachers, from Rizvi College of Education Bandra West, Mumbai. Yoga, as an earliest system of application, is being used more and more by people of all ages to promote complete health and well-being. For trainee teachers' yoga is greeted as a mindfulness exercise it enhances their self-esteem level and confidence. Present research with trainee teachers include 32 trainee teachers where researchers wants to see the effect of 12 Yogic sessions (one hour) as interventional strategy on the self-esteem of mental health of trainee teachers. These trainee teachers, in turn, implemented the yoga-based activities for 1 hour in week for 3 months. Self-esteem test was used to compare before and after to assess the effect of yoga on trainee teachers level of self-esteem. The data thus collected was analyzed statistically by using mean, S.D and t-test. The results revealed that there is significant effect of yoga in enhancing the level of self-esteem among the trainee teachers.*

**Keywords :** *Yoga, self-esteem and self-confidence.*

**INTRODUCTION**

The purpose of this phenomenological study is to explore the effect of yoga practice on the self-esteem of trainee teachers. The word 'Yoga' is derived from Sanskrit root *yuj* which means 'join' or 'unite'. This may be taken as the union of body, mind and soul, and is used in the literature both as an end as well as means. As an end, 'integration of personality' at the highest level. Education is the spine of a nation. It gets rid of the darkness of ignorance. It purifies our idea and broadens our outlook. It helps us distinguish between right and wrong. It paves the way to development at all walks of life. It also makes us aware of our obligations and responsibilities. This venture is carried out by using a teacher. Teacher is the pivot of any training system. In fact, instructors are the strength of a nation. Teacher spreads expertise among pupils, and that's why it is regarded as a noble profession.

Self-esteem is associated with depression, anxiety, motivation and normal satisfactions with one's lifestyles (Harter 1990; Rosenberg 1979). Rosenberg et.al (1995) described self-esteem in phrases of a stable experience of private worth or worthiness.

The term "self-esteem" defines the way in which we perceive ourselves. People with high self-esteem have a very healthy opinion of themselves, and they tend to focus on their growth and achievements. On the other hand, individuals with low self-esteem lack confidence, feel unhappy, dissatisfied, or full of inferiority complexes, and might exhibit negative behavior the majority of the time. We all have our share of highs and lows, and everyone feels low on confidence at times. However, when low-self-esteem becomes a prolonged problem it can lead to serious health consequences, on both physical and mental levels. Low self-confidence puts us at risk of not living our lives to our full potential and developing a fragile sense of the Self.

**Kyriacou** (2000) mentioned that the level of teaching stress led to teaching being categorized as one of high stress occupation parallel to other stressful jobs like the police, the prison service, air traffic controllers, doctors and nurses. All types of stressors are considered as barriers or difficulties perceived by teachers that interfere with or hinder the instructional process carried out to achieve learning objectives and which would explain a high level of burnout (Schwarzer & Greenglass, 1999; Blasé, 1982).

Several times teachers feels hopeless and unhappy; equally preserve is loss of gratification or pleasure in life. Activities that used to bring satisfaction become dull and joyless; the depressed teachers gradually loss interest in teaching and learning, hobbies, recreation, and family activities. Depression is associated with a constellation of psychological, behavioral and physical symptoms as well (Cassano & Fava, 2002). The depressed teachers has negative thoughts, low self-esteem and low motivation for progress. In present study to enhance the self-esteem of trainee teachers researcher had been used different postures or *asanas* form. Though, other yogic activities have also been included in the same program which were eight limbed path of yoga: Yama (moral codes), niyama (self-discipline), asana (postures), pranyama (breath practices promoting life force), pratyahara (sensory transcendence), dharana (concentration), dhyana (meditation), samadhi (state of bliss). Yoga is an individual activity that has social educational implications. Those teachers who regularly participate in yoga typically interact with the world in calmer and more reasonable ways. More positive social interactions and relationships are one of the ripple effects of yoga practice.

Teachers experience the benefits of inner peace and healthier body. When practices such as yoga are accessible to all students and teachers, larger effects are possible, like other therapies, yoga is not a complete solution to mental health concerns for teacher's mental health. In conjunction with other approaches, yoga has great potential to lead them towards greater mental well-being. In this paper, researcher provides evidence for yoga as an intervention strategy for promoting self-esteem. Researcher had been selected self-esteem as dependent variable and planned 12 days' workshop as interventional strategy for promoting it. This research paper gives radiance that like other methods, yoga is not a complete solution to enhance self-esteem but in conjunction with other approaches, yoga has great potential to lead teachers towards greater mental well-being and higher self-esteem.

#### **Causes of low-self-esteem:**

- People of all age and gender can have low-self-esteem including teachers having issues. Here are some of the common causes of low confidence or self esteem levels:
- **Negative authority:** When the authoritative figures like parents, guardians, seniors, or teachers are overly harsh, critical, and cruel, it can negatively impact children and can develop feelings of fear and inferiority in them.
- **Stressful events:** Bereavement, physical or mental trauma, stressful events impact the self-esteem of people in bad ways.
- **Bullying:** Bullying and other cruelties harshly impact one's confidence, courage, and self-esteem levels.
- **Negative relationships:** Divorce and unhealthy relationships between parents can affect children, and being brought up in an unloving environment can have a lasting impact on a child's life.

- **Negative personality:** Some people are simply prone to negative thinking.

### **How self-esteem impacts the teacher's life**

Poor self-esteem can hamper the life of a person in many ways:

- **Depression:** People with low-confidence levels are often prone to pessimism, which can contribute to feelings of constant dissatisfaction, sadness, anxiety, and more. These form the symptoms of depression, a mental disease that is highly harmful and increasingly common.
- **Lack of self-love and care:** People with low-self-esteem tend to develop a negligent attitude towards themselves, and often indulge in damaging habits like binge drinking, overeating, and even self-harm.
- **Eating disorders:** Low self-esteem affects a person's relationship with food. Either they eat too much or too little-- both forms of eating disorders. There are several who struggle with the very act of eating.
- **Poor body image:** It has been observed that girls with low self-esteem are highly vulnerable to the perceptions of an ideal body image.

### **OBJECTIVES FOR THE PRESENT STUDY**

The main objectives of this study are as following:

- To measure the level of self-esteem of trainee teachers.
- To study the effectiveness of the yogic intervention program in enhancing the self-esteem level of trainee teachers.

### **HYPOTHESIS**

- There is no significant effect of yoga in improving the self-esteem level of trainee teachers

### **METHODOLOGY**

#### **Population and Sample**

For the present study researcher selected 32 trainee teachers' trainee teachers from Rizvi College of Education, Banda, (Mumbai) as population.

#### **TOOLS USED**

Self-Esteem Rating Scale

#### **PROCEDURE**

Experimental method of research was employed for the present study. The tools employed in the study were administered on the trainee teachers before and after the yogic intervention. The response received on self-esteem tool were analyzed through statistical applications using Mean, S.D., and T test to analyze the effect of yoga intervention program on the self-esteem of trainee teachers

#### **RESULTS**

Descriptive method of study was employed for the present study. Self-esteem rating scale were employed to assess the self-esteem of trainee teachers and as an intervention Yogic activities implemented on them. After the intervention same tool were employed to them and post test data were collected. The results are as following;

**Table no. 1**

<b>Depression Scale</b>			
	<b>A</b>	<b>B</b>	<b>TOTAL</b>
<b>n</b>	<b>31</b>	<b>31</b>	<b>62</b>
$\sum x$	<b>5842</b>	<b>6444</b>	<b>12286</b>
$\sum x^2$	<b>1137782</b>	<b>1362342</b>	<b>2500124</b>
<b>Mean</b>	<b>188.4516</b>	<b>207.871</b>	<b>198.1613</b>
<b>SS</b>	<b>36847.677</b>	<b>22821.4839</b>	<b>65514.38</b>

<b>Mean A – Mean B</b>	<b>t</b>	<b>df</b>		<b>one tailed</b>	<b>&lt;.001</b>
<b>19.4194</b>	<b>-2.42</b>	<b>60</b>	<b>p</b>	<b>two tailed</b>	<b>&lt;.001</b>

**Table 1.** Shows that there are significant differences between the trainee teacher's self-esteem level in pre and post mean. The pre self-esteem mean is 188.4516 and post intervention self-esteem mean is 207.871 which clearly indicated that yogic intervention increased or enhanced the level on self-esteem of trainee teachers. The obtained t-values on, is 2.42 which is significant on .001 level of significant. Hence the hypothesis, i.e. "There is no significant effect of yoga in improving the self-esteem level of trainee teachers" is rejected.

## **RESULT AND DISCUSSION**

The practice of yoga shows promise for promoting better population mental health. It is acceptable, accessible, and cost-effective and encourages self-esteem and confidence level of teachers. Practicing yoga together, in workplaces, schools and other group settings have shown to promote population mental health. Low self-esteem comes in all shapes and sizes. The science of yoga and meditation are two trusted and natural ways of building self-esteem, boosting confidence, and treating the diverse problems that can come with low self-worth.

Yogic practices help combat feelings of stress and depression. Diverse yoga postures activate the parasympathetic nervous system, and meditation practices foster overall goodness. Yoga is an art that enhances the self-image and self-worth of practitioners. The spiritual aspect of yoga focuses on an inward connection that makes teachers more in tune with their body and feelings. The connection to the self makes us feel good in our own skin.

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**ON-DEMAND EXAMINATION: AN OUTLOOK  
TOWARDS SELF-DIRECTED LEARNING  
EVALUATION.**

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**Abstract:**

*Higher education in India needs a reform in its evaluation system. Most of the students in higher education are self-motivated. Higher education should aim to cater to the adult learners who prefer to learn at their own pace. Adult learners are already equipped with vast information from the World Wide Web. Self-directed learning needs to be supported by appropriate evaluations to truly embrace the spirit in which the self-directed learning methods would thrive. On-demand Examination is a promising outlook of evaluation which supports the self-directed learning paradigm by enabling both the online and the offline systems of examinations. It has many benefits to offer which can help learners set the pace for their examinations and give them the space they need to decide the correct time of examination for themselves. An example which embodies this system of examination is the prestigious open schooling system – National Institute of Open Schooling (NIOS). It sets a benchmark for using on-demand examinations with careful planning and integration of technology. An in-depth analysis on the outlook of the on-demand examination should be conducted for understanding the needs and the benefits it has to offer for adult learners. One such area which has the adult learner who is self-motivated towards his/her own learning is the teacher education field. Teacher education looks into the practical aspects and the theoretical aspects of learning and examinations of the adult learner and needs to be given the autonomy to decide the best time to attempt their examinations. Evaluation reforms are the need of the hour and the best practices which have worked successfully need to be integrated into higher education for giving the future generations a kick start to empower themselves for the futuristic technological advances in the learning that they are headed towards.*

**Keywords:** *On-demand Examination, Self-Directed Learning, adult learners, teacher education.*

In the current scenario of fast paced changes taking place globally, the demands that need to be met are sought by the education sector. This sector needs to undergo reforms to keep up with the pace of changes taking place. From many aspects of higher education, the evaluation system needs an urgent reformation. Historically, not much has changed in terms of the evaluation system; India still follows the mass examination system which decides the fate of the learners to earn their degrees. Society still looks upon the evaluation system as a means to decide which individual is best suited for the role they play based on the marks obtained in the exam. The need to get a certain percentage of marks instead of the skills needed for the jobs is still prevalent deciding factor in measuring success of getting a job. Higher education bears a large cost towards examinations which in turns increases the fees. This increases the divide between the haves and the have-nots. The current trends of examination have set the psychological idea that marks can be obtained by rote learning and this has been the reason why many new methods of teaching and learning processes failed as students eventually only focus on how they can obtain marks and not achieve the skills. Keeping the same in mind the governing bodies, namely University Grants Commission suggested many reforms in the evaluation system and urged the universities to adopt them. Higher education in India, during the recent times has seen many changes; one such being that the number of enrolments has increased. To meet the needs of the new age adult learners is the need of the hour starting with understanding how they learn and how they want to be assessed.

Higher education caters to the adult learners who are goal oriented and have a practical outlook towards learning. These individuals have a wealth of knowledge from their prior experiences and are looking forward to gaining competency and mastery over new areas of expertise. Higher education should take advantage of the adult learners' readiness to learn and self-responsibility towards learning. Higher education needs to come up with programs which are meaningful for them, result oriented and which can be supported by learning with experience. The biggest characteristic of the adult learner is autonomy, as they like to decide the best-way they can learn which also implies, they know best when they are ready to give their examinations.

Different types of students, who are all adult learners, enroll into the higher education institutes. A vast majority of them are self-motivated individuals. Self-motivated learners are keen on learning and are aware of their strengths and weaknesses as learners. Self-motivated individuals are highly driven to achieve the goals they have set for themselves. Their growth mindset is an asset which should be utilized to the maximum benefit in the teaching-learning process. These individuals are highly committed and set goals for themselves. Education should be the medium which helps them best to achieve these goals. Self-motivated learners are ready to take ownership of their learning and therefore are ready to take initiatives. To this end, institutes should provide them with a platform to do so. They are always looking out for new means to learn and that's where technology as a tool comes in handy to get huge amounts of information on endless topics. Higher education institutes should use technology to their advantage to cater to these self-motivated individuals. Technology has played a major role in how the adult learners wish to learn. Easy access to information has led the students to take charge of their own learning. There are many forms of media available to them for gathering information about various topics. Technology if used effectively can be the greatest asset the educator can use for facilitating the learning of the students. The role of technology is not limited to only information collection, it can be used as an effective tool for timely and effective evaluations. New trends of evaluation should be looked into to give the autonomy to the learner to decide the right time to be able to take their examination.

Keeping in mind the above points in regard to self-motivated adult learners and technology, a form of learning has evolved namely the self-directed learning. Self-direction exists in varying degrees for all adult learners. Self-directed learning empowers the individual learner to take more An important aspect of empowering responsibility for their learning and learning most definitely does not take place in isolation. Self-directed learning helps to gain both knowledge and skills based on situations presented by the educator to enrich the teaching learning process. Since self-directed learning is not an isolation technique, educators need to create a space which promotes this type of learning by adopting various methods such as self-guided reading sessions, internship periods, encouraging group discussions with equal participation, reflective journals and may be even supplementing learning via electronic means for dialogue in off-campus scenarios. The educator has to play an effective role in self-directed learning by evaluating learning outcomes. To support this outcome the learner needs to be given autonomy to decide their pace of learning and eventually decide their own readiness for evaluation of the topic. The learner should be granted the opportunity to decide when they want to appear for their examination.

An important aspect of empowering the adult learners for their choice of time for examination is the on-demand examination system. An evaluation system where students decide the day when they would like to take the exam, implying that they are ready to be evaluated, is the on-demand examination system. In this system, the student is given the autonomy to select which period is best suited for the student to take the assessments designed by the educator. This promotes the self-directed learning of the adult learner. A pre-prepared question bank along with the blueprint of the examination system is preinstalled in the software or the website, i.e. whichever means of technology the institute would like to adopt. Each question paper thus made for the individual learner will be different and coded so as to keep track of which question paper will belong to which student. The examination period should be decided by the institute and the flexibility to select the dates within the given time frame should be provided to the learner. This system can also be taken to another level where the student is allowed to attempt more chances to have a satisfactory score of the subject matter. The answer can be written with the help of the paper-pen format in the assigned center or can be attempted online on a computer, based on the technology the institute is ready to adopt. This kind of system can further be used to analyze the level of difficulty of the questions asked, it can also be used to gather information on which areas the students scored well and in which they lacked, which would act like a feedback system to the educator to analyze which topics were successful to fulfil the objectives of the learning outcomes. On-demand examination system will also provide the educator with the autonomy to decide the blue print and questions for the exam which will enable the educator to adopt different forms of exams like, short questions, multiple choice-based questions, open books tests, etc. The list is endless. Higher education institutes need to adopt this outlook of the evaluation system to supplement the self-directed learning and empower adult learners.

India has its own example of a successful practice of an on-demand examination system in the open and distance learning centre, namely, National Institute of Open Schooling. NIOS gives the flexibility to a student to decide when they are ready to give the exam from within the available dates. It follows the open schooling system to adopt the self-paced learning format. Advantages of the self-paced learning format are that the stress level of examination is reduced, the readiness of the student is factored in, the fear of failure is removed and also, reappearance is allowed till the student is satisfied thereby providing autonomy to the learner. NIOS effectively uses technology to keep a record of each student examination and creates a unique paper for each student. A question bank and a blue print of the same, for each subject is provided to the learner for them to

use them as a guide. It truly adopts the spirit of self-directed learning for young learners and can easily be adopted for the adult learners as well. NIOS is one of the best practices of on-demand examination system.

On-demand examination system can prove to be beneficial in many ways. Following are the needs and benefits of the system:

- There is an immediate need to have a better examination system that provides learners the autonomy to pace their own evaluation. It will benefit learners by providing them the space and time to take ownership of their own learning.

- The learners' level of stress will be reduced tremendously and true results of the learning outcomes can be measured by this system of evaluation. It will be helpful to the educators to evaluate their own teaching process with the help of the feedback system.
- The need to remove the fear of examination can be met by the on-demand examination system. It will benefit the learners to see the examination as a tool to gauge their learning outcomes rather than be a mere source of stress.
- The need to cater to all learning styles can be met with this examination system as each learning style will get a fair chance to decide their level of preparedness. It will benefit learners to take the exam when they are ready and not when the institution is ready.
- On-demand examination curbs malpractices of examination as each question paper is unique and there can be no scope to copy. It will benefit the learners as they have to be prepared for all topics of the subjects as there is no common question paper.
- The need to remove evaluation systems which promote rote learning can be fulfilled effectively by on-demand examination. It will benefit student-centered learning methods and help the educator to facilitate more opportunities to achieve learning outcomes.
- The student needs to gain competency and mastery over the subject matter before appearing for examination; this flexibility to appear when ready can be provided by the on-demand examination system. It will benefit learners as it will be a confidence booster for them to appear when they are truly prepared.
- The students create their own timeline for examination and hence are more committed to their own goals. The motivation of the learners increases when they take ownership of their own learning which is a tremendous advantage to them.
- The students need to understand and learn the material from the perspective of growth and pace their own learning. Inculcating such a mindset has the potential of turning them into lifelong learners.
- Students become better planners or managers of their own time and learning. It makes them aware of their own strengths and weaknesses in the given subject matter.
- Students practice reflection more and their metacognition towards their own learning increases. They become keen observers of their own learning patterns and are able to adopt learning practices that best suit their learning style.

On-demand examination will surely be of benefit for teacher education institutions as lot of activities take place simultaneously and self-directed learning becomes the best choice for this adult learner. In teacher education, the practical aspects are as important as the theoretical aspects of the course. Practical aspects of the coursework consume the majority of the time of student teachers and thus they are left with very little time to prepare for their theoretical examinations.

On-demand examinations will give them that chance to ease out and decide the best time for them to attempt the examinations when they feel they are prepared to attempt them. The practice of self-directed learning will help them to become lifelong learners, which is an essential trait of a good teacher. It is important to adopt such a system in teacher

education institutions as the educators need to constantly know which areas of the subjects the student teachers have grasped and feel are relevant to help them evaluate the overall curriculum of the teacher education course.

All courses of a higher education institute will surely benefit from the usage of the on-demand examination system as it will help the whole process of evaluation and assessment as well as deliver the best course content to the students. Curriculum can be best tweaked with analysed data based on the feedback system provided by the on-demand examination. It empowers the adult learner and helps to inculcate self-directed learning in the students and truly improves the learning outcomes of the courses designed for them. Higher education institutes need to adopt on-demand examination system in all fulltime courses and not let the system focus only on part time or open and distance learning courses. Evaluation reforms are the need of the hour and should be adopted from the best practices that have thrived in the diverse student pool in a country like India. Higher education needs to empower the adult learner to keep at par with the high-speed technological changes and innovations that are propelling this generation forward. Higher education needs to equip the students to become lifelong learners and be a contributing factor to an equitable society, which can be done by such evaluation reforms.

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**A STUDY OF EFFECTIVENESS OF CONCEPT  
MAPPING STRATEGY ON GRADE 8  
STUDENT'S LEARNING ACHIEVEMENT IN  
SCIENCE SUBJECT**

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***Abstract***

Concept mapping technique or concept maps are used to explain systematic relationships between concepts and ideas . Concept mapping is a visual representations of information and concept maps are also known as graphic organizer which may be in the form of charts, graphic tables, flowcharts, Venn Diagrams, timelines. Concept maps are especially useful for students who are visual learners but can be useful and suitable to any type of learner. Concept maps give students an opportunity to: (1) think about the connections between the science terms being learned, (2) organize their thoughts and visualize the relationships between key concepts in a systematic way, and (3) reflect on their understanding. Concept maps allow students to think deeply about science by helping them to better understand and organize what they learn, and to store and retrieve information more efficiently. Students also articulate and challenge their thoughts about science when they discuss their maps with each other. For the present research the researcher has taken students from Rizvi Springfield High School in Mumbai. The sample size is 40 students and the objective of the research is to a) To access the effect of concept mapping on learning achievement of science students and b) To compare the learning achievement of students in science on the basis of gender. The researcher found that the concept maps were highly effective and there was a vast difference in the pretest and post test scores of boys and girls on understanding of science concepts and subject

**Keywords:** *visual representation, systematic relationships, understanding, learning achievement*

**I. INTRODUCTION**

In the present era which is the age of the scientific and technological age , the traditional methods are not sufficient to evoke interest among the students so that they can meet up to the intellectual, psychological and emotional needs of the students in the silver age. The way of teaching needs a change. The study of science depends on ways of evaluating scientific claims, continued re assessment, periodical review of the contents and the way of teaching rather than relying on one or several rote methods.

Learning that is meaningful should involve reorganization of existing knowledge or integration of new information with the existing information with concept meanings being subsumed under broader, more inclusive concepts. It is belief of the constructivist that learning is a process of meaning making where the learners explore their worlds, reflect upon their experience, and articulate their thoughts. While reconciling their conflicts, the learners are able to make meaning of the task, the concepts, the procedures and the strategies employed.

So, it can be clearly said that concept mapping fits well with the constructivist approach. Using concept maps the students can take away the major concepts and an understanding of how these concepts are interrelated. A teacher can use concept maps in designing his/her course which will guide the students to learn the relevant concepts rather than trivial facts. Concept maps helps in developing long term memory. Concept mapping can be presented in circles or boxes and the relationship among the concepts can be displayed using connecting link. Appropriate words and symbols are associated



with linking lines to explain the specific relationships among the concepts.

## **II. Meaning of Science and Concept Mapping**

### **Meaning of Science:**

Science has been derived from the latin word “Scientia”, which means knowledge. Therefore we can say that all knowledge is not science. But science is knowledge acquired in a particular way. Therefore, science is truth and search for truth.

### **Meaning of concept mapping**

A concept is, basically an idea. A map is an image that shows part or the whole of something. Based on these definitions, we can gather that a concept map probably shows the different parts of an idea. More specifically, a concept map is a diagram that goes from top to bottom of a page with the core concept at the top and associated concepts below it in bubbles, circles or boxes, with lines or arrows illustrating the relationships between the concepts.

### **History of concept mapping:**

Concept mapping was developed by Joseph D. Novak and his team at Cornell University in the 1970’s to be used as a tool to increase meaningful learning in the sciences and other subjects as well as to represent the expert knowledge of individuals and teams in education, government and business. Novak’s work is based on the cognitive theories of David Ausubel who stressed the importance of prior knowledge in being able to learn new concepts.

### **Steps of concept mapping:**

- i) Brainstorming Phase:** In this phase the topic for which concept map is to be prepared is identified. A teacher can conduct the brainstorming session for the students to identify facts, terms, and ideas that are in some way associated with the topic.
- ii) Organizing Phase:** In this phase groups and sub-groups of related items are created to emphasize hierarchies. It also involves identifying the terms that represent the higher categories.
- iii) Layout Phase:** In this phase a teacher with the help of students can try to come up with an arrangement that best represents collective understanding of the interrelationships among the groupings. Here the most important concepts are placed in the center or at the top and within sub-groupings, closely related items are placed near to each other.
- iv) Linking Phase:** Here the teacher can show the relation between the items with the help of lines and arrows and also writes a word or a phrase on each arrow to specify the relationship.
- v) Finalizing the concept map:** In this phase the concept map is converted into a permanent form that others can view and discuss.

## **III. NEED OF THE STUDY**

Concept map is a vehicle for testing both theoretical and procedural knowledge of science. Concept map checks out the progress of the student’s learning outcome as the teaching learning strategy through concept mapping keeps more emphasis on shift from basic to higher levels of performance.

Studies from the researchers have shown that concept map extend student’s learning in science and technology in



significant ways. Also concept map tools help students to retain the information for longer period of time. It is important that teachers spend time introducing younger students to charts and diagrams instead of using traditional way of teaching. When the students see the smart way of learning they will follow the taught content more easily and interestingly.

Concept mapping helps in collaboration and enhances learning, a picture of a graphical representation is easier to retain as a picture is easily used in a large classroom or a small classroom. It can be provided to an individual student or a large group as well. A concept map can be given to students to fill a few pointers or a partially filled concept map can be used to involve students which will make them use their minds and try understanding and building a full fledged concept. Thus the investigator, in her present research wants to study the effect of concept maps as compared to traditional methods which limits the critical and creative thinking of the students.

#### **IV. IMPORTANCE OF THE STUDY**

Concept mapping is a way to present changes in the student's interpretations of scientific concepts. It allows students to acknowledge what they know and have learned for specific discipline. It helps students to orderly portray their understandings and ideas, analyze what they know and don't know and consequently broaden their existing knowledge. With the help of concept mapping information can be represented in a structured and hierarchical way. It is a practical technique which helps the students with interpreting and understanding a key concept by viewing a visual illustration of concepts and sub-concepts that link back to the central idea and cross-link themselves. Hence it is necessary for the teachers to put in use this modern method of teaching and learning science topics. Concept mapping can be brought in to use when people know its effect and its importance in science learning. Therefore the researchers want to study the effect of concept mapping in science achievement of students.

#### **V. OBJECTIVES OF THE STUDY**

- a) To access the effect of concept mapping on learning achievement of science students.
- b) To compare the learning achievement of students in science on the basis of gender.

#### **VI. HYPOTHESIS**

- a) There is no significant difference in learning achievement of science students.
- b) There is no significant difference in learning achievement of students in science on the basis of gender.

#### **VII. SCOPE OF THE STUDY**

Concept maps can have different forms of charts, graphic organizers, tables, and flowcharts, Venn Diagrams or T-charts. Although concept maps can benefit learners of different learning styles, they are especially useful for the learners preferring visual learning. Concept mapping is a powerful tool as it helps to see the big picture. Concept mapping makes details more significant and easier to recall. Concept maps are used to analyze information and compare and contrast. The use of concept mapping enhances development of positive attitudes towards learning science and it also improves the text comprehension. Concept map encourages students to think creatively about the science subject. It allows the students to do self-evaluation of beliefs, values, critical thinking and creative thinking.

Thus we can see how important and useful concept maps are in understanding and learning science. In this research the

researcher wants to explore more facts about concept mapping by getting an experience with students. This study will help the researcher and the students to have a different perspective towards science subject.

### VIII. SIZE AND COMPOSITION OF THE SAMPLE

Sample Size	Name of the Institute	Grade
40	Rizvi Springfield High School	8

### IX. TOOL FOR DATA COLLECTION

The tools used in the present study are questionnaires prepared by the researcher. The questionnaire was a Basic Science Achievement Test (BSAT) which contained different types of questions. The researcher developed the questions and included a variety of questions such as fill in the blanks , Who Am I?, Match the column, Answer the following and a variety of open ended questions. These questions were asked from the topics taught by the researcher through concept mapping. The researcher developed the Basic Science Achievement Test in which the questions were designed keeping in mind the six levels of Bloom's Taxonomy to measure how well the classroom and concept mapping objectives have been met.

The scoring was given in following manner:

Types of question	No. of questions	Marks allotted for each question
Fill in blanks	5	1
Who Am I?	5	1
Match the column	4	1
Answer the following	3	2

the researcher has chosen a systematic approach for conducting the research. Initially the researcher had taken a pre test of the students. Then followed 6 days intervention on the students by teaching the science concepts through concept mapping. Then a post test of the same content was taken.

### X. TESTING OF HYPOTHESIS:

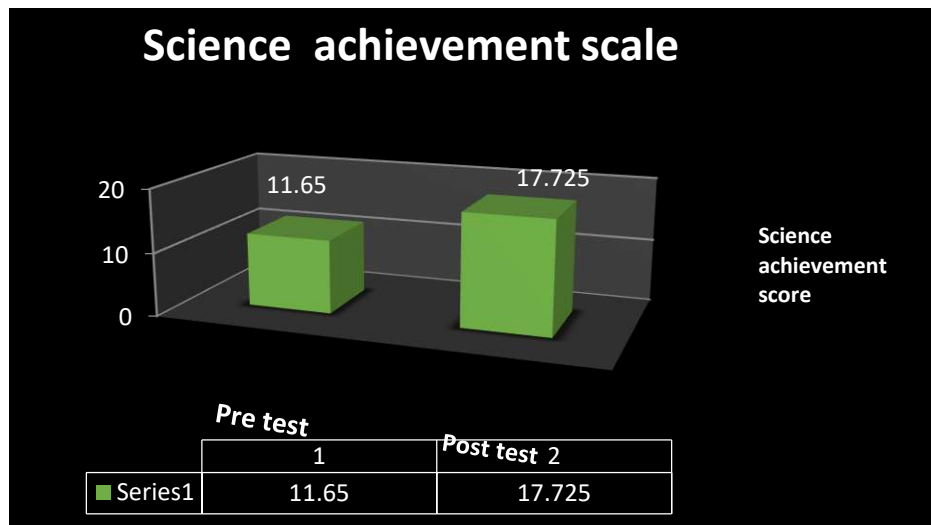
**Hypothesis 1:** There is no significant difference in learning achievement of science students.

The following table indicates the scores of science achievement of the students obtained in the pre test and post test period.

Science achievement scale			
	A (Pretest)	B ( Posttest)	Total
N	40	40	80
$\sum x$	466	709	1175
$\sum x^2$	5782	12635	18417
Mean	11.65	17.725	14.6875
SD	3.00	1.32	4.32

Mean A – Mean B	–	–	-6.075
T	–	–	-11.69
Df	–	–	78
P one tailed	–	–	<.0001
P two tailed	–	–	<.0001

Table 1.1



Graph 1.1

### Interpretation of table 1.1 and graph 1.1

- 1) The pre test mean score is 11.65 and the post tests score is 17.25.
- 2) The pre test mean score 11.65 and post test score 17.25 clearly indicate that the concept mapping technique was effective to increase the achievement in science of grade eight students.
- 3) The obtained t-value is 11.69, which is greater than the table value of t at 0.01 level of significance. Hence the first hypothesis is rejected.

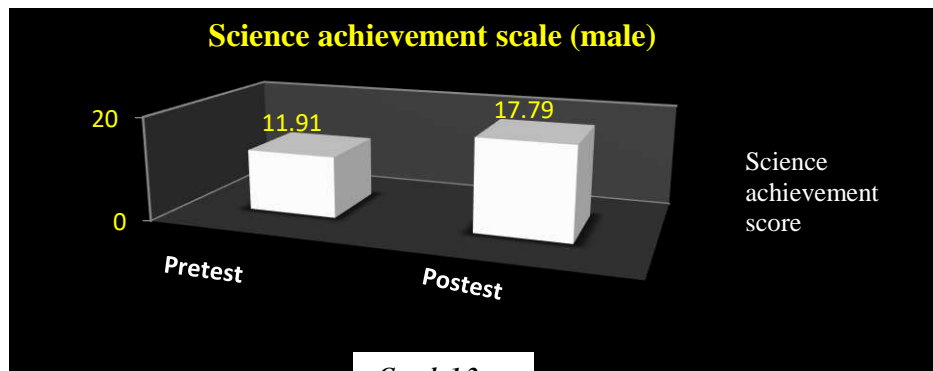
**Hypothesis 2:** There is no significant difference in learning achievement of students in science on the basis of gender.

### SCIENCE ACHIEVEMENT SCORES OF MALE STUDENTS

Science achievement scale (male)			
	A	B	Total
N	34	34	68
$\sum x$	405	605	1010
$\sum x^2$	5103	10809	15912
Mean	11.91	17.79	14.8529
SD	2.91	1.15	4.06

<b>Mean A-Mean B</b>	–	–	-5.8824
<b>T</b>	–	–	-10.98
<b>Df</b>	–	–	66
<b>P one tailed</b>	–	–	<0.0001
<b>P two tailed</b>	–	–	<0.0001

Table 1.2



Graph 1.2

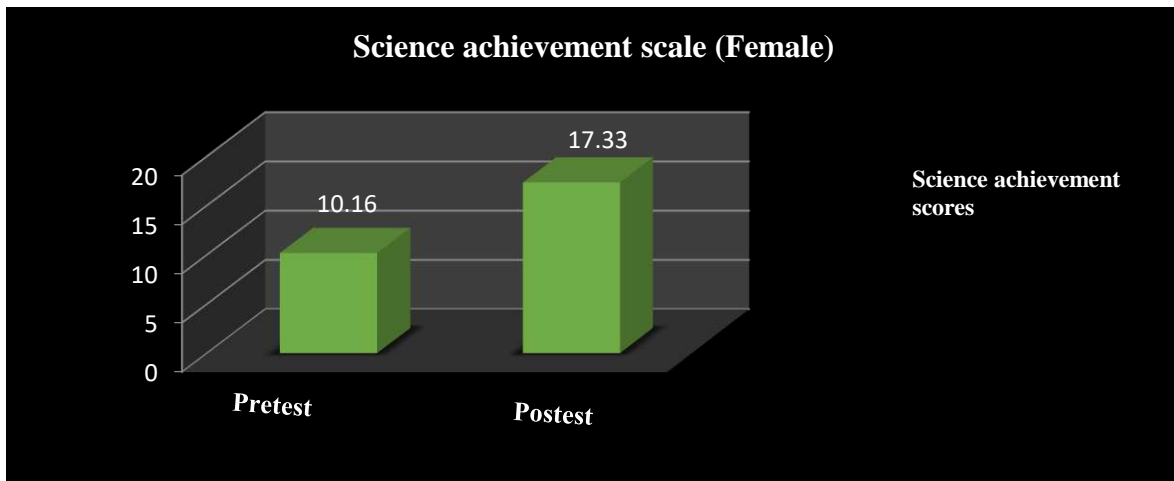
### Interpretation of table 1.2 and graph 1.2

- 1) Table 1.2 and graph 1.2 indicate that there are significant differences between the science achievement level of male students in pre and post test mean.
- 2) The mean of the pre test of science achievement is 11.91 and the mean of the post test of science achievement is 17.79 which clearly indicate that concept mapping increased science achievement of male students of grade 8.
- 3) The obtained t-value is -10.98, which is greater than the table value of t at 0.01 level. Hence it is highly significant.

### SCIENCE ACHIEVEMENT SCORES OF FEMALE STUDENTS

Science achievement scale			
	A	B	Total
<b>N</b>	6	6	12
$\sum x$	61	104	165
$\sum x^2$	675	1826	2505
<b>Mean</b>	10.1667	17.3333	13.75
<b>SD</b>	3.43	2.16	5.59
<b>Mean A- Mean B</b>	–	–	-7.1667
<b>t</b>	–	–	-4.33
<b>df</b>	–	–	10
<b>P one tailed</b>	–	–	0.0012555
<b>P two tailed</b>	–	–	0.002511

Table 1.3



Graph 1.3

### Interpretation of table 1.3 and graph 1.3

- 1) Table 1.3 and graph 1.3 indicate that there are significant differences between the science achievement level of female students in pre and post test mean.
- 2) The mean of the pre test of science achievement is 10.16 and the mean of the post test of science achievement is 17.33 which clearly indicate that concept mapping increased science achievement of female students of grade 8.
- 3) The obtained t-value is -4.33, which is greater than the table value of t at 0.01 level. Hence it is significant. The mean difference observed between the pre and the post-test in case of female students is higher than the mean difference observed between the pre and the post-test in case of male students. Thus, it is learned that the female students had a greater effect of concept mapping on their science achievement than male students. Thus the second hypothesis, “There is no significant difference in learning achievement of students in science on the basis of gender” is rejected.

### XI. Educational Implications

In the field of education the key advantages of concept mapping are many. To begin with, such a visual representation makes the information easy to recollect. The idea comes across more clearly, and it also helps in making our notes less text heavy. Besides, the human eye loves to see structures and figures, and that is where a concept map can play a major part. It is an essential tool for any presentation.

As for the pedagogical strengths of concept maps, we can state that they:

- Provide students with different graphical representation to understand, produce, and represent knowledge.
- Help develop higher-order thinking skills
- Facilitate the recall and processing of information.
- Help students externalize their knowledge and show their understanding.
- Make explicit relationships between concepts and therefore enhance student’s understanding of concepts in a better way

- They cater to all types of learners and their learning styles
- They engage students in meaningful learning activities.
- They are effective presentation tools which students can use to present and organize their content
- Visual representations of knowledge are proved to both stimulate and increase brain activity Boost social interaction, communication and collaborative team work.
- They can be used in different streams and subjects taught.

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## ROLE OF EDUCATIONAL INSTITUTIONS IN PROMOTING SOCIAL AWARENESS

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### **Abstract**

*Social awareness is a crucial element of a child's education. It enables a student to consider the perspective of other people and understand their needs. Social awareness is defined as being aware of the problems that different societies and communities face on a day to day basis and to be conscious of the difficulties and hardships of society. Social awareness helps children in improving their social skills by interacting with people from diverse backgrounds.*

*It plays a significant role in the way students behave. It also impacts their performance in academics. It allows them to form strong friendships and relationships. It promotes compassion and empathy when interacting with others. It helps them to understand strengths and weaknesses. It improves their social and emotional wellbeing. Students who are socially aware can recognize the resources available and use them to address the needs of society. It also reflects their behaviour in the classroom and creates an environment that is ideal for learning. Socially aware students are more open to engaging and communicating with other students in the school. Students who are able to adapt to new environments, understand the needs and perspectives of others, and know where to get support when they need it are less prone to emotional distress and less likely to engage in risk behaviors (such as drug use and aggression, that interfere with their success).*

*Social awareness teaches the skills of communication, collaboration, social responsibility, conflict resolution, peer learning, responsible decision-making, perspective-taking, empathy, an appreciation for diversity, and respect for others. When students demonstrate these skills, they maximize their learning potential.*

### **Introduction:**

Social awareness is a kind of abstract idea, It can be defined as being aware of the problems that different societies and communities face on a day-to-day basis and to be conscious of the difficulties and hardships of society. It enhances a person's ability to effectively read the criticality of a social situation and further react in the most appropriate manner. Students need to develop their social and cognitive skills through social interaction with others. They need to interact frequently on complex social issues including economy, peace, human right equality, and justice.

Students who develop views and dispositions associated with social awareness are better prepared to take decision of social change. They try to improve their ability to understand other people's emotional states and listen carefully to what they're saying and notice how they respond to external events. Being socially aware the response of students will affect people and situations.

### **Importance of social awareness:**

Awareness is knowledge and knowledge is power. This means when we create awareness among people. We are empowering them to face certain difficult situations and at the same time we are helping them to overcome these difficulties. Self-awareness is essential in order to understand the feelings and emotions of others. Open communication plays an essential role in managing diversity and building an awareness of social situations. As we improve social awareness we also improve our experience of life, create opportunities for better work life balance, become aware of other people's emotions, and improve our ability to respond to change. .

If students are aware of the ill-effects of global warming, they will be more responsible with fuel. If students are made aware of social behaviour, they will avoid actions that harm society and the environment. The youth categories in the young societies is considered the most precious wealth of society for its flexibility in dealing with life's rapid changes its efficiency in taking social responsibility and its expected role in serving the society.

### **Role of Institution:**

The educational institutions have a clear role in developing students social awareness, in order to enable them to behave well in different situations. Educational institutions build moral essence and ethical values to produce socially desirable behaviour, personality and character which promote innovation, peace, equal opportunities and justification among individuals, society and nation. There is necessity to reconsider the roles of colleges, curriculum and methods of teaching and evaluation in promoting the social awareness by preparing programs which promote the social awareness and to design courses that enrich the student's humanistic knowledge in different fields that suit their social status. Items of curricula and method of teaching and evaluation plays important role in promoting the social awareness. Innovative method of teaching involves dialogue, discussion and problem solving so as to develop the student's ability of analysing and criticizing issues of the society. Evaluation tools should be used to diagnose the student's point of weakness and strength. The updating curricula should suit the student's cultural, social and behavioral activities compatible with the requirement of present and future. The institution program should aim to deal directly with the student so as to strengthen their loyalty towards the society and activate the youth forums and utilize their free times through educational and cultural programs in order to meet the youth needs. . The institution should encourage number of social activities and provides enough time to practice them and supports the activities that assured the freedom of speech, thinking and constructive criticism. Institution should make students aware its of social problems in the society, and prepare them to face these problems. The institution should consider the courses to enrich the students' knowledge in the field of human, social, scientific and cultural knowledge and update these courses time to time to suit the student's social states.

The educational institutions should play their role in forming the ethical awareness as it is considered one of the most important aims of education, and should strengthen the relation between the knowledge and science in one side and the ethics on the other side. Encourage students to be curious about the world around him. It will go a long way in making theme responsible and mature member of society. Teachers are the important section of the society and are considered as an agent of social change. Teaching students about civic sense will have an immediate effect on not only at home but also in the city. Also, if a teacher does not teach students actively about social issues, he may not be able to take an appropriate decision when confronted by that issue in society. The educational institutions should play its role in this field through making the students aware of their health, identifying the health problems and ways of treating them, and providing regulations and healthy tips. Social awareness also encourages people to take care of their health. Infact when student know about the ill effects of certain habits, they will behave more responsibly and try to be more active. Eg: There is need to teach students about the ill effects of drugs and addiction. Institutions have the responsibility to provides health



care to its students by giving much more attention to the health programs and services. Counselling services are the first line of care for students struggling with serious mental health concerns. Teacher should promote awareness and understanding so that emotional well-being is achievable, mental illness is treatable and suicide is preventable

**Important factors that make social awareness vital for the students:**

1. **Constructive Classroom Environment:** By being more socially aware, students can understand the perspective of other students and become accustomed to the environment around them. It helps reduce disturbing behaviour in the classroom and maintain a conducive environment.
2. **Stronger Connections and Relationships:** Students with good social awareness skills can easily get involved in positive interaction with other people and find effective solutions to different social problems. They can build strong relationships by connecting with people. Plus, they are also more open to learning from others, which is one of the most important life skills.
3. **Fewer Chances of Negative Behaviour:** With high adaptability to diverse situations and a good level of understanding of other's opinions, socially-aware students are less likely to indulge in negative behaviour. They are also less vulnerable to stressful situations and have fewer chances of getting involved in undisciplined behaviour. These students also have a more positive outlook on life.

Developing the core skills of social awareness is valuable and allows for increased control of their social and emotional wellbeing. This development is most successful at a young age through a combination of traditional school-based education and curriculum-aligned programs designed to supplement the learning of children through various activities and exercises. Children are experiencing situations on a daily basis where they don't have coping skills to deal with whatever is thrown their way and that's why it's even more important for us to put an effort into instilling these skills in them.

**Strategies to improve children's social awareness:**

**1. Challenge your child to understand everyday situations**

When your child has witnessed you having a conversation with another person or family member, discuss it with them. Then ask what they noticed in terms of language, body language, and facial expressions which were exchanged over the course of the conversation. This can be a good exercise to show children how when you treat people with respect it is likely reciprocated.

Teaching a child to understand nonverbal cues can give them an idea of how certain words and reactions can make others feel. By developing this sense of empathy, it becomes easier to form social interactions between peers as well as friendships more successfully.

**2. Encourage children to participate in group physical activity**

Giving your children access to yoga classes is a great start, whether it be at school or at home with others. Yoga provides fundamental movement, flexibility as well as improving coordination and energy levels. Being a non-competitive exercise, it creates an environment where confidence can be built, independent of others. These ideas of self-acceptance and spatial awareness give children the skills to manage stress and anxiety, while also being compassionate towards

their peer's strengths and weaknesses.

### **3.Be a Role Model:**

When demonstrating that you can show compassion and empathy towards others as a respected caregiver, this is the best possible reason for a child to follow suit. In their formative years, such a strong example can not only positively reinforce emotional intelligence but also help children understand that adults too make mistakes. No one is perfect and when children know this, they can then learn to develop this empathy with parents and teachers as well as peers - which is invaluable.

### **4.Role of Cinema:**

Cinema has the power to influence the people in several ways. It has changed the society and social trends and has rather introduced new fashions in society. Films can go a long way in arousing national consciousness and also in utilising the energy of the youth in social reconstruction and nation-building. Cinema has not only released the feelings, insights and impulses possible but also employed and encouraged thoughts and ideas that help in transforming the society as a whole.

In this highly competitive world, it pays to be ahead of the game. Considering the speed of city life, there are many things occurring around us which we need to stay tuned to. Traditionally, one would just have to go through the local newspapers to get a gist of things happening around us. But today, there are media sources like television, Internet, local magazines, etc. that inform us of happenings around us. So why is it important to be aware? Because knowing more about society and its issues make you more efficient and responsible. If children are taught in school about social issues and problems, they will make a conscious effort to do something about it, and to improve society as a whole. Also, if kids are made aware of things such as social behaviour, actions that harm society and the environment, crimes, illegal etc, they will be more prone to avoiding those activities.

### **Here are 8 steps that will help you become more socially aware if you integrate them into your daily activities:**

1. Learn to identify which types of situations make you uncomfortable, and then alter your behaviour to make the best of your circumstances.
2. Learn to become aware of behaviours in other people that may cause you to respond negatively. As you are unlikely to be able to change the other person, you must be able to modify your own behaviour to turn the situation into a positive experience.
3. Take ownership for your behaviour and be willing to apologize for lapses or errors in judgment or insensitive actions.
4. Ask others for their honest feedback about the way you interact with them. Accept the negative feedback along with the positive (without getting defensive) and make changes accordingly.
5. Be aware of your body language. Non-verbal communication is more important than what you have to say. Positive body language will benefit your interactions with other people.
6. Learn to listen with genuine interest. Fight the urge to respond immediately and really listen to what the other person is trying to say.

7. Accept that improving your social skills is not an overnight process. Trying to improve or change too many things at once will be counter-productive as you will feel so uncomfortable that you may suffer an emotional hijacking.

**Benefits of effective social awareness are:**

- It allows you to form strong friendships and relationships.
- It promotes compassion and empathy when interacting with others.
- It helps to understand strengths and weaknesses.
- It improves social and emotional wellbeing.
- It helps them in administering the situation in the best possible way.
- It maximizes your positive personality traits and use them to your advantage when interacting with others.
- It gives you the ability to understand and respond to the needs of others, to understand the other person's emotions, needs and concerns

**CONCLUSION:**

The role of the institution in developing the students social awareness becomes more important day after day, so there is a necessity that institution should develop their performance and increase their students efficiency according the variation of the society's demands locally and internationally through activating the students role in dealing with their social status, and facing different challenges that stop their civilised progress. Thus, encourage your child to be curious about the world around him. It will go a long way in making him a responsible and mature member of society. Being socially aware means that you understand how you react to different social situations, and effectively modify your interactions with other people so that you achieve the best results. The net result of social awareness is the ongoing development of social skills.

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## THE EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGY ON UNDERSTANDING OF SCIENCE SUBJECT OF GRADE 7 STUDENTS

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### Abstract

The main purpose of the research was to study the effectiveness of cooperative learning strategy on understanding of science subject among the students. The sample of the research was 40 students belonging to the age group between 12-13 years from Rizvi Springfield high school (SSC). An experimental research methodology was used to study the effectiveness of the cooperative learning approach to teaching. The group undertook was taught using 5 different cooperative learning strategies/technique such as JIGSAW, POPCORN SHARE, CORNER CALL, THINK-PAIR-SHARE, and ROUND ROBIN BRAINSTROMING. The concept was though very evidently by the teacher and cooperative situations achieved greater academic, social and psychological benefits by the students. Pre-test and Post-test was conducted for evaluating just how much students achieved from what has been taught. The study concluded with the consequence that students achievement scores were better in post-test as compare to pre-test, they showed better understanding of the concepts and progress.

**Keywords:** jigsaw, round robin brainstorming, cooperative learning , increased understanding .

### 1.1 INTRODUCTION

In today's time Co-operative learning is the instructional use of small group so that the students work together to maximize their own and each other's learning. In Co-operative learning students come together and work in a small group through collaboration with each other with the help of teachers. Cooperative learning involves more than one student working together on a lab or field project.

It requires teachers to *structure* cooperative interdependence between the students. The role the teacher plays in creating cooperative learning in the classroom is critically important for its success. This involves being aware of how to constructed cooperative learning in groups, with their size and arrangement the type of task set, expectations for student behaviour; individual experience.

Co-operative learning comprises of students functioning and group responsibilities, and the teacher's role in nursing both the process and the outcomes of the group together for single class period to several weeks, to achieve share learning goals and complete equally specific task and obligation. Cooperative learning requires individuals to take obligation for a specific section and then coordinate their respective parts together. Co-operative learning makes each student stronger in his or her rights through which they can develop their skills and how to interact with each other

Co-operative learning is an educational proposal or request which aims to arrange classroom activities into academic and social learning experience. The purpose of Co-operative learning is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals. In Cop-operative learning, all students would acquire how to work cooperatively with others, contribute for pleasurable satisfaction, and work spontaneously on their

own.

Co-operative learning is the instructional use of minor groups so that students work composed to exploit their specific and every other's learning. Co-operative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well.

In Co-operative learning students work in collaboration with each other, help themselves to achieve an academic goal and work by themselves to accomplish learning goal.

### **1.2 SIGNIFICANT OF CO-OPERATIVE LEARNING**

Cooperative learning, teaches an amount of social and emotional skills, but it also gives students the opportunity to learn from each other. Co-operative learning in which students clarify concepts and ideas to each other has the potential to improve knowledge significantly. Systematic and beneficial teamwork study groups can assist you with mastery of material, exam preparation and healthier presentation on test. Students are motivated to help one another learn.

Co-operative learning helps students to one another strengthen their own learning. In Co-operative learning partners can afford individual attention and assistance to one another. Face to face promote interaction takes place. Member promote each other's success. Co-operative learning also helps in develop of social skill that must be taught in order for successful Co-operative learning to occur.

Using co-operative learning strategies, students worked towards a common goal, academic work become an activity valued by pees. Students who explain to one another strengthen their own language.

Group processing occurs when group member reflect on which members action were helpful and making decision about which action to continue or change.

Students are given a time for analysing their group for how well the group has learned through which they acquire collaboration skills which are being used. Students acquire not only the subject matter, but interpersonal skills and how to work in teams. Students are taught skills of communication, leadership and conflict management.

### **1.3 OBJECTIVE OF STUDY**

To study the effectiveness of co-operative learning strategy in term of understanding of science between grade 7 boys and girls.

### **1.4 HYPOTHESIS**

- There is no significant effect of cooperative learning strategy on understanding of science subject.
- There is no significant effect of cooperative learning strategy on understanding of science subject between boys and girls

### **1.5 SAMPLE**

The Researcher selected 40 students as a sample from Rizvi Springfield high school (SSC)

### **1.6 SCOPE OF STUDY**

Co-operative learning shows variations among students and teacher's role in classrooms. Trainer who habitually have students work in group not only preserve material but also deliver opportunities for students to engage in more extensive

project or a large number of smaller projects than they could achieve individually. Co-operative learning has its extreme effects on students learning when group are standard or rewarded based on the learning of the group member. Cooperative learning is stress-free to implement and is not exclusive. Cooperative learning increases children's behaviour, their appearance and increases their liking of school. Co-operative learning increases relationships amongst students from diverse ethnic backgrounds.

### 1.7 TOOL FOR DATA COLLECTION

For the present study the researcher has used an experimental design and method. The researcher has conducted an intervention program of 7 days to know the impact of effectiveness of cooperative learning strategies. The researcher conducted a pre-test and thought a topic using cooperative learning strategies like JIG-SAW, POPCORN SHARE, CORNER CALL, THINK-PAIR-SHARE, and ROUND ROBIN BRAINSTROMING.

Then the researcher conducted a post-test after the intervention. The questionnaires in the paper was understanding level questions.

### 1.8 DATA COLLECTION

In every research work, it is important to accumulate realistic material or data unknown or untapped so far. They can be acquired from many sources, direct or indirect. It is compulsory to implement a systematic procedure to collect essential data. Appropriate data, satisfactory in quantity and quality should be collected. They should be appropriate, reliable and valid.

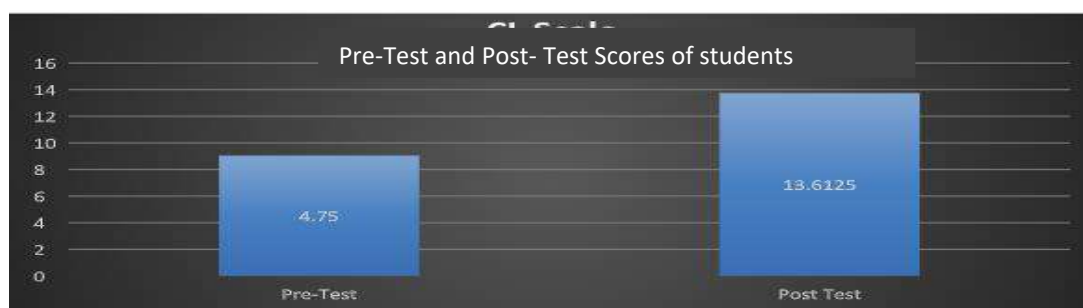
Data collection work in this action research was done in Rizvi Springfield High School. There were 40 sample of students. Test tool was done on these 40 sample of students. To know the impact or effectiveness of the students. A 7-day intervention programme was made. Two tests were conducted, one test was conducted before the intervention know as Pre-test and the other after intervention which is known as Pro-test. Both the test had same level of difficulty and easiness. The making scale was same at both the test.

### 1.9 TEST OF HYPOTHESIS

**1: There is no significant** effect of cooperative learning strategy on **understanding of science subject.**

Pre-test and Post-test scores of students	
Pre-test	Post-test
188	594.5

Table no. 1



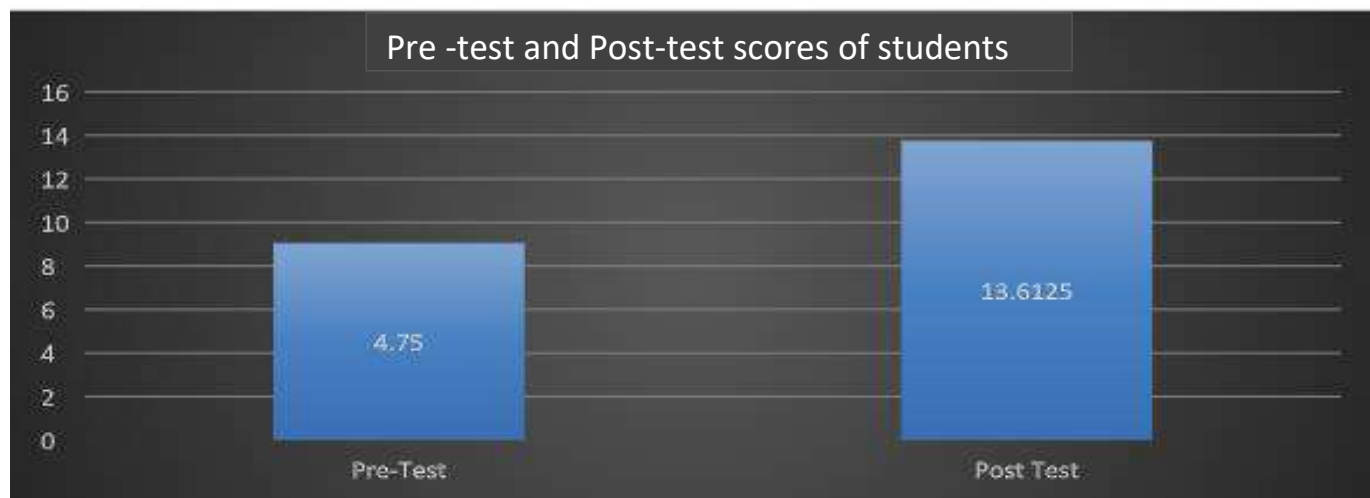
Graph no. 1

### Interpretation

- The pre-test mean is 4.75 and the post-test mean is 13.6125 which clearly indicates that there is increase in understanding level through cooperative learning strategies. The t value obtained is -20 which is significant on <math><0.0001</math> level of significant.
- Hence the hypothesis is “**There is no significant** effect of cooperative learning strategy on **understanding of science subject**”, is rejected.

Pre-test and Post-test scores of students			
	A	B	TOTAL
n	40	40	80
$\sum x$	190	544.5	734.5
$\sum x^2$	1008.5	7612.25	8620.75
Mean	4.75	13.6125	9.1813
SD	106	200.2437	1877.1219
Mean A- Mean B	--	--	-8.8625
t	--	--	-20
df	--	--	78
P One tailed	--	--	<math><0.0001</math>
P Two tailed	--	--	<math><0.0001</math>

Table no. 1.1



Graph no.1.1

### Interpretation

- The table and graph given above indicate the scores of students during the pre-test and the post-test
- The mean score has increased and shows the higher achievement and the Greater social support towards the students.



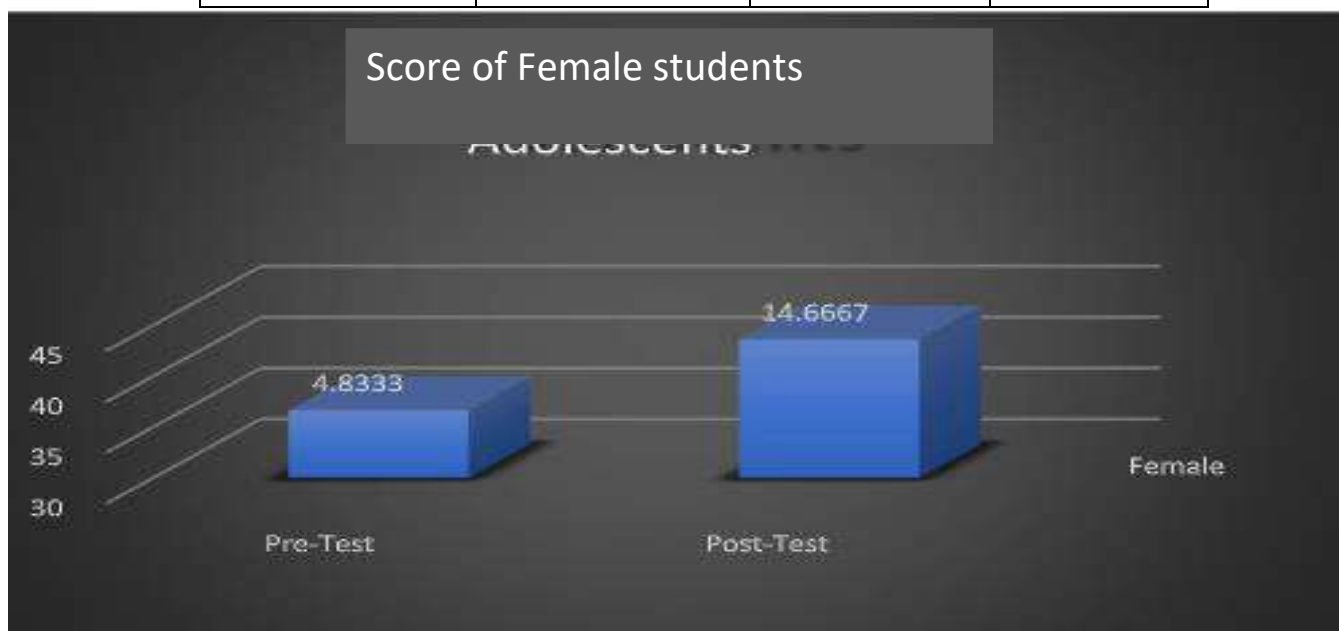
- The pre-test mean is 4.75 and post-test session mean is 13.6125 which clearly indicated that cooperative learning develops the skill of each child. The obtained t-values on, is -20 which is significant on <0.0001 level of significant.

**2: There is no significant effect of cooperative learning strategy on understanding of science subject between boys and girls**

### I. Cooperative learning strategies of female

Cooperative learning strategies scores of female			
	A PRE-TEST	B POST-TEST	TOTAL
n	12	12	24
$\sum x$	58	176	234
$\sum x^2$	312.5	2612.5	2925
Mean	4.8333	14.6667	9.75
SD	32.1667	31.1667	643.5
Mean A- Mean B	--	--	-9.8333
t	--	--	-14.2
df	--	--	22
P One tailed	--	--	<.0001
P Two tailed	--	--	<.0001

Table no.2



Graph no.2

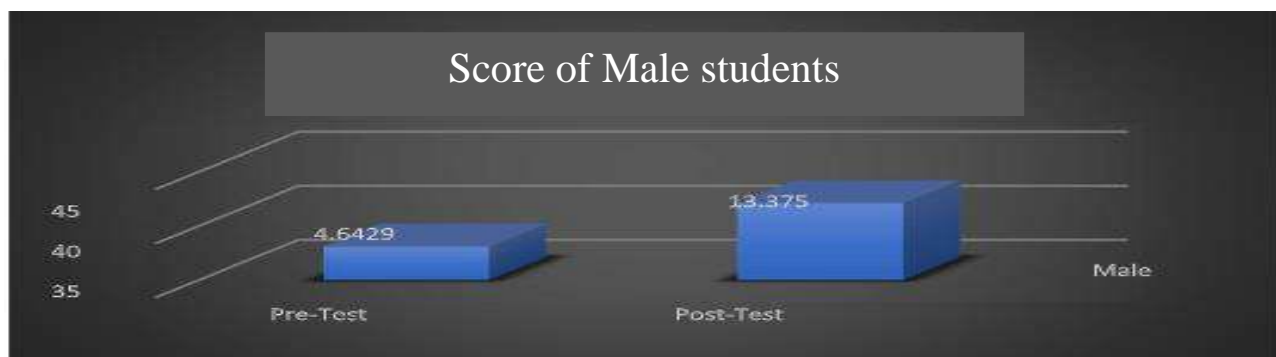
### Interpretation

- The table and graph indicates significant difference between the students pre-test and post-test scores after cooperative learning technique were conducted.
- The pre-test mean scores is 4.8333 and post-test mean is 14.6667, which clearly indicates that cooperative learning techniques such as Jig-saw, Popcorn share, Corner call, Think pair share, Round Robin Brainstorming have increased the understanding of science subject among female they obtained t value is -14.2 is significant at <.0001 level.
- Hence the hypothesis, i.e. “There is no significant effect of cooperative learning strategy on understanding of science subject between boys and girls ” is rejected

### II. Cooperative learning scores of male

III. Cooperative learning scores of male			
	A	B	TOTAL
	PRE-TEST	POST-TEST	
n	28	28	56
$\sum x$	130	374.5	504.5
$\sum x^2$	674.5	5147.75	5822.25
Mean	4.6429	13.375	9.0089
SD	70.9286	138.8125	1277.2455
Mean A- Mean B	--	--	-8.7321
t	--	--	-16.58
df	--	--	54
P One tailed	--	--	<.0001
P Two tailed	--	--	<.0001

Table no.3



Graph no. 3

### Interpretation

- The table and graph indicates significant difference between the students pre-test and post-test scores after cooperative learning technique were conducted.
- The pre-test mean scores is 4.6429 and post-test mean is 13.375 , which clearly indicates that cooperative learning techniques such as Jig-saw, Popcorn share, Corner call, Think pair share, Round Robin Brainstorming have increased the understanding of science subject among male they obtained t value is -16.58 is significant at <.0001 level.
- Hence, the hypothesis, i.e. There is no significant effect of cooperative learning strategy on understanding of science subject between boys and girls is rejected

Boys score was better as compared to girls as boys showed more interest as compared to girls. They did it systematically with they are groups and they showed self-esteem and *positive* attitudes towards they are *learning style*.

### 1.10 SUMMARY AND CONCLUSION

Data Analysis is the process of analytically applying statistical and/or logical techniques to describe and explain, summarize and recap, and evaluate data. There are a number of issues that researchers should be cognizant of with respect to data analysis like accurate data recording, analysing, following acceptable norms for disciplines, determining statistical significance, and many more. A researcher must ensure that the objectives and hypothesis are clearly defined provided honest and accurate analysis and the data is presented properly.

A measure of central tendency is a summary statistic that represents the center point or typical value of a dataset. These methods designate where most values in a circulation fall and are also raised to as the central location of a distribution. The greatest technique to present an exploration is to signify the data graphically. This makes it easier to view the statistics analysis. As per the theory of the study, there was no consequence of regular learning expected on the development of they are learning, but as per the data analysis there was a growth in the co-operative learning scale of the students.

During the pre-test, it was detected that the level of they are knowledge was low While in the post-test the CL level of male students had increased enormously than the female students. It is observed that the male students did better than the female students. Thus they are development increased after the learning strategies.

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## A STUDY ON EFFECTS OF SELF ASSESSMENT ON STUDENTS SELF ESTEEM

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### **Abstract:**

*Self Assessment is meaningful when it motivates to learn and is often perceived as the progress made by a student in the process of learning, which strengthens students' self-esteem. It focuses on individual learning needs of students and allocates the most significant attention to testing. Self-assessment motive will also prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time student using self-assessment to enhance their certainty of their own self-knowledge. Through self-assessment people are interested in improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's self-esteem to be increased. The purpose of the study was to determine how self assessment can affect student's self-esteem of growing children belonging to age the group of 12 to 13 years old. During the study, a set of students were given a questionnaire to evaluate their self-esteem and the aspects of it. This questionnaire was given before and after the session as a pre and post-test. Difference between the score in pre and post-test indicated whether self-assessing improved the self-esteem of the adolescents. During the session, the students were given self-assessment checklist, Weekly self-assessment for 8 days. This helped the students to self-evaluate their knowledge and have a better understanding to improve self-achievement. Apart from this study also helps to understand how much one knows about him/ herself. It also helps to identify the areas of relative strengths and areas with the potential for development.*

**Key words:** *assessment, self-assessment, self-esteem, self-achievement*

### **I. INTRODUCTION**

In social psychology, self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. Sedikides (1993) suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge.<sup>[1][2]</sup> However, the self-assessment motive could be seen as quite different from the other two self-evaluation motives. Unlike the other two motives, through self-assessment people are interested in the accuracy of their current self-view, and in improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's self-esteem to be increased.

Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can: identify their own skill gaps, where their knowledge is weak in educational psychology and education, self-assessment "involves a wide variety of mechanisms and techniques through which students describe (i.e., assess) and

possibly assign merit or worth to (i.e., evaluate) the qualities of their own learning processes and products" (Panadero, Brown & Strijbos, 2016 p. 804). The educational research has identified different types of self-assessment implementations, considering different features. Over the years, there has been a focus for "summative" purposes of self-assessment (e.g. students "guessing" their score that was compared to the teacher's or peer's). However, especially for the last two decades since the inception of formative assessment, more attention has been paid to formative purposes, where the focus is on using self-assessment to increase students' learning and self-regulated learning. Currently, two meta-analyses support the effect of self-assessment interventions in achievement and self-regulated learning and self-efficacy

## **II. MEANING**

Self-assessment is sometimes also considered as an exercise of power by the assessor over assesses. Student self-assessment involves students in evaluating their own work and learning progress. Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can: identify their own skill gaps, where their knowledge is weak, see where to focus their attention in learning, set realistic goals, revise their work, track their own progress, if online, decide when to move to the next level of the course. This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning. You should set clear expectations for student performance. As in peer assessment, you need to coach students on assessment criteria and how to apply them in grading their work. Give them practice assessing themselves. A valuable process on its own, self-assessment may be paired with peer assessment. Applying knowledge gained through peer assessment, students' self-assessment can be a potent next step in actively promoting their own learning and achievement.

## **III. IMPORTANCE OF STUDY**

This study develops important meta-cognitive skills that contribute to a range of important graduate capabilities. All professionals must be able to evaluate their own performance, so this practice should be embedded in higher education learning as early as possible. Increases self-awareness through reflective practice, making the criteria for self-evaluation explicit, and making performance improvement practices intrinsic to ongoing learning. Contributes to the development of critical reviewing skills, enabling the learner to more objectively evaluate their own performance—and others', when used in conjunction with peer assessment. With peer assessment they become more practised in giving constructive feedback, and receiving and acting on feedback received. Helps students to take control of their own learning and assessment, and giving them the chance to manage their own learning and development more independently. Gives students greater agency regarding assessment, thus enriching their learning.

Possibly, in the long run, reduces the teacher's assessment workload although on its own this benefit is not sufficient to introduce student self-assessment.

## **III. OBJECTIVES OF STUDY**

- To analyze the importance of self-assessment

- To analyze the effects of self-assessment on student's self esteem

## V. HYPOTHESIS

- There is no significant effect of self-assessment on students' self-esteem.

## VI. METHODOLOGY FOR THE PRESENT STUDY:

- **Sample:** In this study researcher considered students from a class belonging to age group 12-13 from Purushottam high school (SSC) the researcher selected standard VII with a total capacity of 40 students. To know the impact or effectiveness of the study with an experimental method. An 8 days intervention programmed was made.
- **Tools used:** The questionnaire used is purely based on the Goleman's Theory of Emotional Intelligence. The questionnaire is designed to evaluate the Emotional Intelligence (EI). It determines The Emotional Quotient (EQ), a competence based on measure relating to Emotional Intelligence. Emotional Intelligence is a term used to describe the way in which we handle both our own emotions and those of others and the impact they have on both ourselves and others. In this questionnaire the factors such as Self- Awareness, Self-Management, Social Awareness, and Social Skills are explored. In each factor, 10 questions are given. In the questionnaire, you have to rate yourself with regard to certain observable behaviors; as this is self-assessment you should clearly respond as honestly as possible. The object is to help you identify areas of relative strength and those areas with the potential for development. It is unlikely anyone will be strong in everything so one should try to be discerning in their use of the scale.

## VII. PROCEDURE FOR THE PRESENT DAY

Experimental method of research was employed for the present study. The same tool employed in the study was administered on the student before and after the session of concrete examples, elaboration, and space practice method. The response received on the tool was analyzed through statistical applications using Mean, S.D., and T test to analyse the effect of storytelling on the emotional development of the students.

The table given represents the procedure followed during the research work.

It shows the Pre-Test, the Intervention of 14 days that consisted of stories with different morals followed by the Post-Test at the end of the session.

## VIII. PROCEDURE TABLE

• Pre-test (X)	Questionnaire of SE	
• Intervention [14 days]	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Social skills</li> <li>• Emotional quotient</li> </ul>	<ul style="list-style-type: none"> <li>• Students were told to maintain a self –reflection dairy pertaining their academics</li> <li>• Discussions on how to study effectively</li> </ul>

		<ul style="list-style-type: none"> <li>• Explanation for your answer is just as important as having an answer. (Social Awareness)</li> <li>• Smallest contribution can make biggest differences. (Social Skills)</li> <li>• Failure is part of learning; we should never give up the struggle in life. (Self-Awareness)</li> <li>• Don't Try to Cheat. You will end up paying for it regardless of how smart you think you are. (Social Awareness)</li> </ul>
<ul style="list-style-type: none"> <li>• Post-test (Y)</li> </ul>	Questionnaire of SE	

## IX. RESULTS

### TESTING OF HYPOTHESIS:

- **Hypothesis 1:** There is no significant effect of self-assessment on students self-esteem.

SE Scale			
	A	B	TOTAL
<b>n</b>	40	40	80
$\sum x$	6177	6405	12582
$\sum x^2$	997325	1086295	2083620
<b>Mean</b>	154.425	160.125	157.275
<b>SD</b>	43441.775	60694.375	104785.95
<b>Mean A- Mean B</b>	--	--	-5.7
<b>t</b>	--	--	-0.7
<b>df</b>	--	--	78
<b>P One tailed</b>	--	--	<0.0001
<b>P Two tailed</b>	--	--	<0.0001

Table 1



*Table-1* and the *Chart-1* given indicates the significant differences between the conceptual learning of the students in pre and post mean. The pre-test mean is **154.425** and post-test mean is **160.125** which clearly indicated that it develops the conceptual learning in students through strategies such as concrete examples, elaboration and space practice method. The obtained t-values on, is -0.7 which is significant on <0.0001 level of significant.

Hence the first hypothesis, i.e “There is no significant effect of self-assessment such as self-reflection, discussions and interviews etc on their self-esteem” is rejected

## **X. CONCLUSION AND DISCUSSION**

We create a "socially constructed reality" in our classes by what we do and say and what we instruct our students to do and say. That reality has a profound influence on our students. In the short-term, the fruits of having success in students are often difficult to see, but over time, practices that promote self- esteem will produce more successful, hardworking, risk taking, ambitious, respectful, and self-directed students.

Whether the goal is increase their self-confidence , educating mentally healthy and functional students or students who perform well academically, we cannot afford not to make self-esteem development a primary focus. Talented people will not always succeed in life, but people with genuinely high self-esteems will find ways to.

Self-esteem is the "feeling of self-appreciation" and is an indispensable emotion for people to adapt to society and live their lives. For students, in particular, the environment contributes profoundly to the development of their self-esteem, which in turn helps them to adapt better to school and society. Students with damaged self-esteem are at risk of developing problems, which will eventually hinder recovery from low self-esteem. Self evaluation to identify and improve themselves can be an effective method for understanding their past and present circumstances, and useful to improve their students' self-esteem.

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## THE STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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### **Abstract:-**

A study was conducted on 45 -50 teachers through a questionnaire to test their effectiveness in teaching. The test was based on different parameters eg gender, subject of interest, education qualification, etc. The conclusion said that such parameters hardly make any difference in the effectiveness of teaching. Teachers should find more methods and ways to teach in order to build to activity based learning and the art of probing in children. Every child learns through their strong multiple intelligence parameter. Example- Visual learners, logical learners, etc. Thus teachers should focus on their type of learners and design their lessons which would make them more effective towards their work and help bring holistic development in them.

### **INTRODUCTION**

In the world of Education, Learning is useful and necessary for the students to realise the functionality of the World. However, it is also important for the teachers to self-realise the importance of how to improvise on teaching strategies. When we describe effectiveness, the layman meaning would be to use whatever resources available to us in the most efficient manner. I can simply restate by saying it to optimise the resources e.g. material, time available to the best of it. To be operative, to be advantageous, to be constructive, to be productive, to be successful, to be fruitful would be some of the other meaning of the word- effectiveness. The origin of the word 'effective' comes from the Latin word effectives, which means creative or effective.

### **CHARACTERISTICS ASSOCIATED WITH MORE EFFECTIVE TEACHERS**

**Professional Commitment:** Commitment to doing everything possible for each student possible and enabling all students to attain success.

**Confidence:** To have self-belief and learn to face challenges.

**Trustworthiness:** Keeping one's promises and staying true to oneself.

**Respect:** All of the people irrespective of the differences deserve respect.

**Thinking/Reasoning**

**Analytical thinking:** The skill of thinking logically for a certain concept.

**Conceptual thinking:** The skill of identifying the main point in a complex study.

**Drive for improvement:** The skill of continuous improvement while comparing to the targets mentioned.

**Information seeking:** The skill of inquiry and reasoning.

**Initiative:** Drive to act now to anticipate now and pre-empt events.

**Flexibility:** The skill of learning to adapt to situations and accommodate new changes.

**Accountability:** The skill of learning to delegate work and recognising it and keeping it credit.

**Passion for learning:** To help students learn on their own and help become confident and independent in their learning.

**NEED OF THE STUDY**

The need of this study is to help teachers identify the teachers of their competence and whether teacher's performance is improving and indirectly improving teacher's effectiveness by observing student's growth, achievement, and success. It is also a parameter to identify whether the teacher is abiding by all the standards of plan of actions required to be followed by them by the concerned authorities.

**OPERATIONAL DEFINITION: -**

Teaching effectiveness is a value added and a contested concept. It is understood that students, teachers, politicians and employers may all have different understandings of teaching excellence at any given moment in time within a particular system of higher education and that most of the policies which seek to promote teaching excellence may need to be more neutral, equal and value-free, they intentionally or unintentionally connect with particular values and interests.

An effective teacher is also a person who knows their learners and understands their mode of learning.

To be effective, a teacher has to learn various strategies and stimulation activities in order to bring holistic development in the children.

The term "teacher effectiveness" is used to involve all the different combinations of characteristics, competencies, plan of action and behaviours of teachers at all educational levels that enable students to reach the ultimate outcome, which may include the attainment of specific learning objectives as well as broader goals for a living such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

**AIM OF THE STUDY**

A Comparative Study of the Teacher's Effectiveness amongst Teachers across different schools.

**OBJECTIVES OF THE STUDY**

- 1) To find out the proportion of Teacher's Effectiveness scores of Teacher students based on Gender.
- 2) To study the difference in the Teacher Effectiveness score of the Teacher students based on Academic discipline.

**SCOPE OF THE STUDY**

The effectiveness of the teachers is very important in order to progress student achievement. The learning environment has involvement of the society, family and the peer groups of the student however the teacher is the most important personality in shaping the future of the student.

Effective teachers exhibit certain skills and qualifications. The skills of the teacher include verbal ability, pedagogy skill, knowledge of the special needs of the students, relevant certificate of the teacher's degree and the content knowledge of a subject. Instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, correctly sequencing instruction, questioning strategies, monitoring learning, and differentiating learning for individual students are all important characteristics of an effective teacher. Educators at the College of William and Mary have developed a chart of these characteristics that they use to help select teachers. This chart suggests what to look for in an applicant's portfolio, what questions to ask in an interview to measure each skill and what to listen for in the applicant's response.

We then describe the intervention and discuss its impact on students' performance and how it changed students' perceptions themselves as learners. We conclude by presenting the limitations of the study and implications for future research.

### **LIMITATIONS OF THE STUDY**

The present study is limited to check the teacher effectiveness scale of Secondary school teachers only. Moreover, the study is limited to Mumbai city only. The size, data and sample are limited and hence the study is limited to a small group of teachers.

### **REVIEW OF STUDIES IN INDIA**

Sharadha and Paremewaram (2008) in their study on "Teacher Characteristics and Learning in the Classroom", has explained how to adapt to changes and respond to different child behaviour in the classroom. The findings of the study revealed that the management of the institutions had significant impact on the behaviour variations in the level of their teaching effectiveness. Arockia Doss (2007) conducted a study on "Teacher Effectiveness of College Teachers". The findings of the study revealed that majority of college teachers are effective only at moderate level. Various institutions also conduct personality development sessions for their teachers every month in order to make them learn the upcoming changes and technical updates in the education industry.

### **REVIEW OF STUDIES IN ABROAD**

Allington and Johnston (2000) observed and interviewed fourth grade teachers in the United States who had been identified as excellent teachers, noting substantial convergence between their findings and several lists of characteristics of highly effective teachers. Their results highlighted the importance of the nature of classroom talk which was "personalized and personal". These excellent teachers used a variety of materials at different levels, including relevant and meaningful resources beyond textbooks—such as historical fiction, items from the Internet or materials developed in projects such as planning a class trip. Evaluation tended to be based on improvement, progress and effort.

Carnoy (2007) visited classrooms in Brazil, Chile and Cuba to try to learn why Cuba's performance on the tests given by UNESCO far surpassed those of all other Latin American countries. Carnoy developed the concept that Cuba has "social capital" making a strong contribution to the educational process. The results of the Cuban educational system." They found that principals in Cuba provided support and regular supervision to teachers, and that both teachers and principals felt responsible for the learning of their students. The interviews with children and teachers found a lower incidence of school fights in Cuba than in Brazil and Chile and the researchers found that virtually no students were working in Cuba. In Cuban classrooms, they found a higher incidence of time on task. The review of texts showed that Cuba focused on fewer objectives but taught them all with consistently high expectations for student learning. In Brazil, in contrast, there was a wide range of difficulty in the textbooks; while some teachers covered the more difficult topics, other teachers taught fewer topics.

### **POPULATION SIZE**

This study was intended to understand the Teacher's Effectiveness Scale of 45 Pre-service Secondary School Teachers.

Teachers who newly joined to the one who are experienced were also a part of this study and these all belonged to Mumbai.

### SAMPLE AND SAMPLING TECHNIQUES

The study was conducted at Rizvi College of Education located at Bandra West, Mumbai Suburbs. The tool was administered among the teacher students of all the three streams who have worked in different schools and colleges. Here the researcher has used the judgemental, systematic and convenient sampling procedures for the study. In Judgemental sampling procedure, the researcher chooses the sample based on who he/she thinks would be appropriate for the study. The main objective of purposive sampling is to arrive as at a sample that can adequately answer the research objectives. And convenience sampling is sometimes known as opportunity, accidental or haphazard sampling. It is a type of non-probability sampling which involves the sample being drawn from that part of the population, which is close to hand that is a population which is readily available and convenient.

### TOOL FOR DATA COLLECTION

Teacher's efficiency scale has total of 30 items under four categories given below:

Sr. No.	Areas	Total No. of Items
A	Behavioural Impact	10
B	Planning	5
C	Academic Discipline	10
D	Experience	5

EMS is a self-reporting five-point scale. Items of the scale are in the question form demanding information for each in the five options mention below:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
05	04	03	02	01

The items are so stated that the answer is Strongly agree, a score of 5 is given, for agree, a score of 4, the score for neutral the score is 3, for disagree the score is 2, and for strongly disagree the score of 1 is to be awarded therefore the total score on the indicative of Teacher's effectiveness whereas the greater the total score on the scale is the most Effective Teacher.

### TABLE OF INTERPRETATION OF SCORES

Scores	Interpretation (Level of Effectiveness)
30-80	Extremely Ineffective
80-100	Ineffective
100-130	Moderately Effective
130-150	Extremely Effective

## DATA COLLECTION

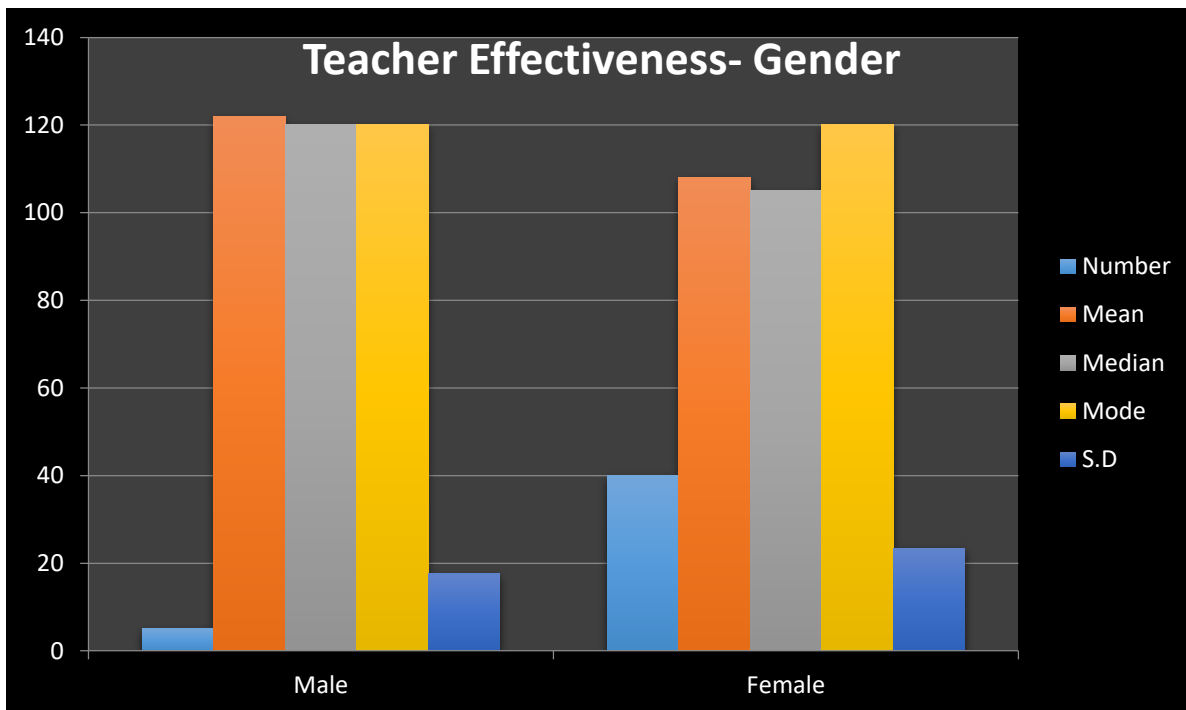
The tool was administered at Rizvi College of Education, among teacher students. The researcher distributed the questionnaire through the platform of Google forms and explained how it had to be filled. Since the teacher students only had to read the questions and put a tick against the option, they feel suits the answer, the researcher only gave the students 20 minutes to fill the questionnaire. All the doubts of the teacher students were dealt by the researcher. All the doubts were clarified for the students at the same time. After the given time, the researcher collected all the questionnaires and checked whether the details were filled in properly and whether each question was answered or not.

## TESTING OF OBJECTIVES

1) To find out the proportion of Teacher's Effectiveness scores of Teacher students based on Gender.

Variable	Groups	Number	Mean	Median	Mode	S. D.
Teacher Efficiency	Male	5	122	120	120	17.53568
	Female	40	108	105	100	23.44661

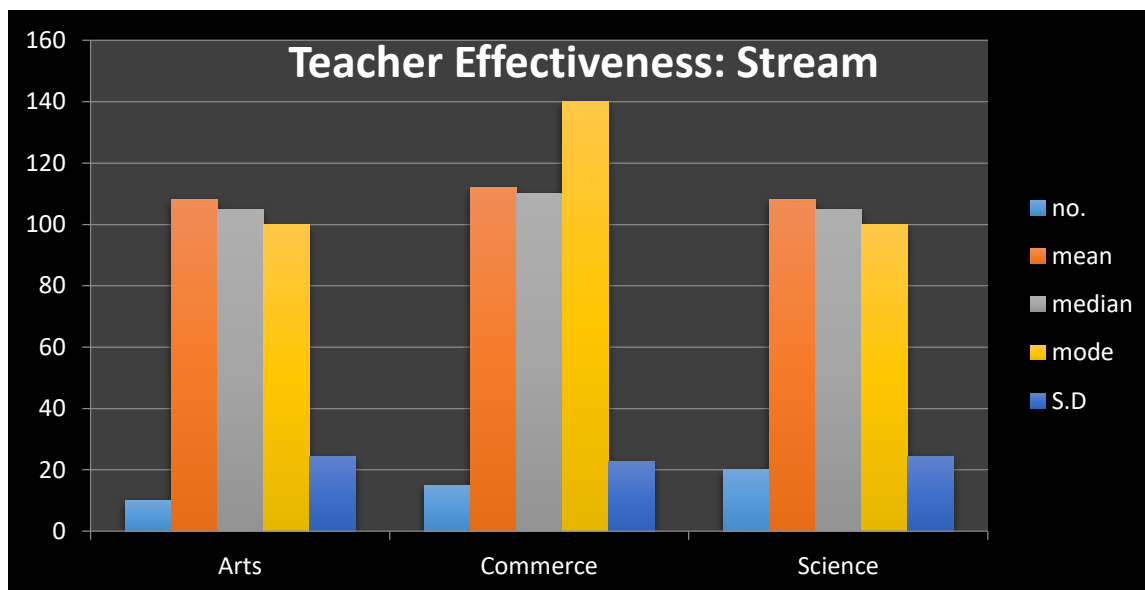
**Interpretations:** The mean of the male and female are not same. The mean values **122 and 108**, respectively. This may be because of the difference between the numbers of female teachers is higher than male teachers.



2) To study the difference in the Teacher Effectiveness score of the Teacher students based on Academic discipline.

Variables	Teacher Discipline	No.	Mean	Median	Mode	Standard Deviation
Teacher Efficiency scores	Arts	10	108	105	100	24.40401
	Commerce	15	112	110	140	22.66211
	Science	20	108	105	100	24.40401

**Interpretation:** The value of the mean of arts stream is as equal to the stream of science. The mean values are 108, 112 and 108, respectively. This may be because of exposure the teacher students of each stream get.



## DISCUSSION

The present study aimed to investigate the difference of teacher effectiveness scores and understand the nature of a teacher's virtue among the secondary school teachers. The result of the study shows that the teacher effectiveness among the secondary school teachers is insignificant. It is concluded that arts and science teachers are likely similar in their scores than commerce teachers.

Effective teachers cannot reliably identify based on where they went to school, whether they are licensed, or (after the first few years), how long they have taught. The best way to assess teacher effectiveness is to look at their job performance including what they do in the classroom and how much progress their students make on achievement tests. Teachers must help the students with key words and help the students construct their own knowledge and learn the concepts. There are also many things that require the teacher to teach in a more direct way. Students need to be exposed to opportunities where they construct knowledge on their own. Some students will learn these things quickly and with only minimal direct teaching and correction by the teacher before they master the teachers in the classroom play a



fundamental role in effective and efficient learning of the students. Teacher's effectiveness is vital for improving student learning and achievement. Students' academic achievement and outcomes depend on the effectiveness of their teachers. In fact, effectiveness and quality of the teachers are extremely complex and illustrate various characteristics like wide range of knowledge, skills, aptitudes, motivation, and personality characteristics. According to Clark (1993), Effective teachers can develop students' achievement by increasing students' knowledge.

### **MAJOR FINDINGS AND DISCUSSION**

After processing the data, obtaining, and interpreting the results in previous chapter, the findings have been delineated and discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study.

This chapter therefore is substituted to help students understand the findings, conclusions, discussion of results of the research study conducted and for indicating their implications and suggestions for further studies or research.

- A positive and significant correlation was found between teacher's effectiveness and experience which indicates that with the increase in experience there will be increase in teacher's effectiveness.
- A negative and significant correlation was found between teacher's effectiveness and rigid behavior which indicates that with the increase in strict and rigid behavioral pattern of the teacher there will be decrease in teacher effectiveness.
- A positive and significant correlation was found between teacher effectiveness and teacher's responsibility for learning which indicates that with the increase in the teacher's responsibility for learning there will be increase in teacher effectiveness.
- Appropriate classroom activities and proper assessment activities have a significant role in determining teacher effectiveness among secondary school teachers.
- No significant difference was found between rural and urban secondary school teachers as per secondary reports.
- A positive and significant correlation was found between teacher effectiveness and effective interaction between teachers and students which indicates that with the increase in effective interaction there will be increase in teacher effectiveness.

### **EDUCATIONAL IMPLICATIONS**

A teacher must motivate their students to work on their own and reduce authoritarian and permissive type of education as per Gordan's 2012 study for the same topic. In a study conducted in 2003, Koutsoulis (Scirner, 2009) found that students listed the qualities of effective teachers, features such as: friendly, forgiveness, respect, compassion, fairness, attitude comprehension. These features are preparation, positive sense of humour, respect for students, forgiving attitude and compassion. An effective teacher is a teacher who does things right at the right time. They plan their lesson well, prepare the learning environment for the children , create probing questions and reasoning for the topic to be introduced , ask questions and use instructional media material. Effectiveness in teaching is much more than just doing things right.

The effective teacher touches the lives of students. Effective teacher is the result of three factors and those are ability, personality, and knowledge as per the study of Anderson, 2004. It is very important as a teacher to develop, to become effective in the work. The behaviour of an ineffective teacher has a deleterious effect on the work of others and damages the school's reputation (Jones, Jenkin and Lord, 2006). Personality characteristics related to being a compassionate person and having the sensitivity to student differences, particularly with learners, is one of the qualities of effective teacher. The main qualities of effective teachers are discussed as under: -

### **Knowledge of learners**

This is a broad category which signifies the core elements i.e knowledge of the cognitive parameter, social factor and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs.

### **Dedication to teaching**

Dedication means continuous passion of teaching and helping kids to improve on their work. Learn to find new methods to make teaching more effective over the years. Continuous efforts towards helping children achieve their goal of learning.

### **Engaging students in learning**

One of the important features of effective teachers is that they always engage students in learning. Researchers talk about three types of engagement that are required for students to learn: cognitive, emotional, and behavioural. Great teachers are, "motivating students to succeed in and out of school."

### **The ability to develop relationships with their students**

Teachers need to be able to build trusting relationships with students to create a safe, positive and productive learning environment. Effective teachers are "willing to listen to students where there is a problem".

### **SUGGESTIONS FOR FURTHER RESEACHER**

The study may be extended to primary school teachers and higher secondary school teachers of other districts of the state of Maharashtra.

- A comparative study could be conducted on effectiveness of higher education teacher of Maharashtra.
- The study may be extended to primary school teachers and secondary school teachers of other states as well.
- The effective tools could be developed to measure the teacher competency, teacher evaluation by students, job satisfaction action of teachers and school organizational climate as well.
- A study may be undertaken to evaluate the effectiveness of the heads of the institutions.
- A study may be conducted to know the impact of in-service training programmes for secondary school teachers.
- A study on teacher personality and classroom behaviour can be undertaken.
- The study can be replicated on a large sample covering all the districts of Maharashtra state.

- The study may be extended to special school teachers of Maharashtra state.
- A study of teacher effectiveness and its relation to social factors may be conducted among secondary school teachers

### **SUMMARY**

Teacher effectiveness plays an important role in teaching – learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them by making any subject interesting through visual learning, by controlling the class and dealing with the inquiry of each child and by being fair with the students while dealing with them. Parihar (2011) explained that effective teachers are the avenues of effective teaching who consistently achieve their goals directly or indirectly related to student learning and the strategies adopted for achieving this purpose needs orientation and reorientation with changing needs and priorities in teacher education. Effective teachers are the most important factor contributing to student's performance and final achievement. Although curricula, reduced class size, district funding, family and the community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically a vital point for schools trying to improve their performance. Effective teachers show a certain style of skills and qualifications. These include verbal ability of a specific language, knowledge of special needs of children and content information of specific subjects to be taught. Instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, monitoring learning process and distinguishing individual needs of each child are all important characteristics of an effective teacher. Effective teachers focus on holistic development in the long run.

### **CONCLUSION**

Teacher effectiveness is the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his /her position. Teachers are the nature role models to the younger generation. Today's teachers are required to be more effective and truer to their profession. In order to be able to articulate teaching with new paradigm of learning, be adoptive and supportive in dealing with new set of students belonging to different age groups, diverse ethnicity and with a broad range of background and prior knowledge, teachers need to be lifelong learners themselves. It has become even more relevant as the emphasis on quality in higher education has increased in the past years. From the above discussion it becomes clear that teacher effectiveness is directly related to student success and their achievement. Moreover, the qualities of effective teacher have impact on students' activity and performance on their overall development. Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and destined to do poorly. Every student is smart in his or her own way as per the theory of multiple intelligence.

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**A STUDY ON IMPLEMENTATION OF  
CONCEPTUAL LEARNING IN SCIENCE  
THROUGH STUDENT PARTICIPATION**

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**Abstract:**

*Conceptual learning is a learning method which emphasizes on a child's grasping ability to perceive a subject or topic. Conceptual learning makes students recall their learning. It makes understanding exact, clear, and precise. It helps student connect the dots to arrive on a clear picture of a topic. In similar terms, conceptual learning can be defined as, the development of the ability to respond to common features or categories of objects or events. The study builds up in students the skills of appreciation, self-awareness, problem solving, etc. which will be useful for them in their lives in long run.*

*The purpose of the study was to determine how methods such as concrete examples, elaboration, and space practice enhances conceptual learning ability of the students in learning Science. Can affect the social life of growing children belonging to age group of 13 to 15 years old. During the study, a set of students were given a questionnaire to evaluate their understanding on conceptual learning and the aspects of their work. The factors such as ability, management, social activities and relationships were explored. This questionnaire was given before and after the session as a pre and post-test. Difference between the score in pre and post- test indicated whether concrete examples, elaboration, and space practice method improved the conceptual learning in the students while learning Science subject. During the session, the students were shown concrete examples such as parts of plants, and different bones of animals the students elaborated their understanding as they see these examples. After a few days through space practice method the students were made attempts to recall what they have learned. This helped the students to explore and think from different point of views. Apart from conceptual learning students were also developing their interest and love in gaining knowledge about the various concepts in Science.*

**Key words:** *Conceptual learning, concrete examples, elaboration, space practice method.*

**I. INTRODUCTION**

Conceptual learning is a learning method which emphasizes on a child's grasping ability to perceive a subject or topic. Conceptual learning makes students recall their learning. It makes understanding exact, clear, and precise. It helps student connect the dots to arrive on a clear picture of a topic.

In a subject like Science there are many concepts such as biology, chemistry, physics, etc. to understand these concepts conceptual learning is the most efficient and suitable method as it makes understanding clear. Conceptual learning makes difficult concepts easy to understand and remains in memory for a long time. It builds up the cognitive memory of the student. They can easily remember things which they have learned and can apply these learned things in real life. It can be done through experiments, storytelling, discussions, models, projects, maps, etc. Enabling the student to achieve the

objective to learn a concept in a short, clear and proper way. Through this student can categorize and organize or classify an idea or learning matter.

Conceptual Learning can be used in other subjects too such as-English, Mathematics, Geography, etc. Increasing conceptual learning in education gives a big-picture of idea and learning how to organize and categorize information. Unlike more traditional learning models which concentrate on the ability to recall specific facts (such as the dates of an event or the twenty possible causes of a particular illness), conceptual learning focuses on understanding broader principles or ideas (what we call “concepts”) that can later be applied to a variety of specific examples. When teaching in a concept-based curriculum, faculty become less concerned with "covering everything" and can provide more in-depth guidance to students. Additionally, students are able to focus on key, prevalent exemplars, and their interconnected nature. This, in turn, enables them to recognize features of a condition and begin to apply what they have learned to a variety of situations.

## **II. MEANING**

Conceptual learning is organizing an idea or thought or topic in a logical manner. It gives a big picture of a particular topic or subject. Conceptual learning is the key to successful education. It enables students to use what is familiar or what they have already experienced to better understand new subject matter.

## **III. IMPORTANCE OF STUDY**

The main objective of the study was to see if having the student’s present solutions to problems is beneficial to the classroom, considering the current state of the classroom, which needs to be more student-involved. It made it clear if students understood a concept. It also helped the students to be responsible for learning and explaining a solution to a problem. “As teachers begin to implement collaborative learning methods with demonstrated efficacy, such as cooperative learning..., reciprocal teaching..., and class wide peer tutoring..., they will likely introduce adaptations to meet the demands of their classrooms” (Fuchs, et al., 1997, p. 224). To identify forms and level of participation and to examine the factors influenced students to actively participate in classroom. The students are asked questions on the factors that motivate them to speak up or not to speak in the classroom.(Mohd. Yusof Abdullah, Noor Rahamah Abu Bakar &Maizatul Haizan Mahbob 2012). “Typically, in cognitive psychology, categorization is regarded as a process of determining what things belong together, and a category is a group or class of stimuli or events that so cohere. A concept is thought to be knowledge that facilitates the categorization process (e.g., Barsalou, 1991, 1992).”

## **IV. OBJECTIVES OF STUDY**

- To analyze the implementation of different types of conceptual learning strategies such as coding concrete examples, elaboration, space practice method for teaching concepts of Science in std VI.
- To analyze the impact of student participation through conceptual learning of teaching Science in std VI .

## **V. HYPOTHESIS**

The following null hypotheses were formulated keeping in view the objectives of the study:

- There is no significant effects of conceptual learning strategies such as concrete examples, elaboration, space practice method for teaching the concepts of Science on achievement scores of students/ students' performance in science.

## VI. METHODOLOGY FOR THE PRESENT STUDY:

- **Sample:** In this study researcher considered students from a class belonging to age group 11-13 (Grade: V and VIII) years from Rizvi Springfield High School (CBSE) the researcher selected standard VI with a total capacity of 32 students. To know the impact or effectiveness of the study with the an experimental method. A 14 days intervention programmed was made. The nature and size of sample is as follows:-
- ✓ **Tools used:** To know the impact or effectiveness on students from the study of implementation of conceptual learning on students in learning Science through students participation. A Science Performance Test tool was prepared for the data collection. Which had two parallel question papers of 20 marks. Both the tests had same level of difficulty and easiness. One paper was given as a pre-test and the other after intervention as post-test question paper. These papers includes objective, short answers and essay types of questions. These questions where based on understanding, application and skill. The researcher selected standard VI with a total capacity of 32 students to conduct the study.

## VII. PROCEDURE FOR THE PRESENT DAY

Experimental method of research was employed for the present study. The same tool employed in the study was administered on the student before and after the session of concrete examples, elaboration, and space practice method. The response received on the tool was analyzed through statistical applications using Mean, S.D., and T test to analyse the effect of storytelling on the emotional development of the students.

The table given represents the procedure followed during the research work.

It shows the Pre-Test, the Intervention of 14 days that consisted of stories with different morals followed by the Post-Test at the end of the session.

## VIII. PROCEDURE TABLE

• Pre-test(X)	Questionnaire of CL	
• Intervention [14 days]	(I) Concrete examples: <ul style="list-style-type: none"> <li>• Parts of Flowers</li> <li>• Parts of Leaves</li> <li>• Stem</li> <li>• Types of Leaf venation</li> <li>• Types of Roots</li> </ul>	• Among the students few groups were made wherein the groups where given samples of flowers, leaves, roots, etc.

	<ul style="list-style-type: none"> <li>• Types of Joints</li> <li>• Types of Bones</li> <li>• Movement of fish, snakes, birds, cockroach.</li> </ul> <p>(2) Elaboration:</p> <ul style="list-style-type: none"> <li>• Parts of Flowers</li> <li>• Parts of Leaves</li> <li>• Stem</li> <li>• Types of Leaf venation</li> <li>• Types of Roots</li> </ul> <ul style="list-style-type: none"> <li>• Types of Joints</li> <li>• Types of Bones</li> <li>• Movement of fish, snakes, birds, cockroach.</li> </ul> <p>(3) Spacing Practicing Method:</p> <ul style="list-style-type: none"> <li>• Parts of Flowers</li> <li>• Parts of Leaves</li> <li>• Stem</li> <li>• Types of Leaf venation</li> <li>• Types of Roots</li> <li>• Types of Joints</li> <li>• Types of Bones</li> <li>• Movements of fish, snakes, birds, cockroach.</li> </ul>	<ul style="list-style-type: none"> <li>• The students were asked to do various movement with their hands shoulders, neck, legs, etc.</li> <li>• The students where shown the movements of animals such as fish, snakes, birds cockroaches.</li> <li>• Each group was asked to carefully observe the specimen or sample in front of them and write few points on them. Then the students were asked to elaborate their points and understanding from the given examples.</li> <li>• Through the body movements activity the students were able to elaborate about the joints, and the bones which gives them a shame. Through this students understood the concept of skeleton.</li> <li>• After seeing the movements of fishes, snakes, cockroaches, etc. The students were able to elaborate the difference each of them has and also with the human body.</li> <li>• After learning one topic the students where given a 2 days space and after 2 days the same topic was revised. The students were able to recall what they've learned. Hence the students were able to have it in their memory for long time.</li> </ul>
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• Post-test (Y)	Questionnaire of CL	
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## IX. RESULTS

### TESTING OF HYPOTHESIS:

**Hypothesis 1:** There is no significant effects of conceptual learning strategies such as concrete examples, elaboration, and space practice method for teaching the concepts of Science.

CL Scale			
	A	B	TOTAL
N	32	32	64
$\sum x$	289.5	440	729.5
$\sum x^2$	2926.75	6239	9165.75
Mean	9.0469	13.75	11.3984
SD	307.6797	189	850.5898
Mean A- Mean B	--	--	-4.7031
T	--	--	-6.65
df	--	--	62
P One tailed	--	--	<0.0001
P Two tailed	--	--	<0.0001

Table 1

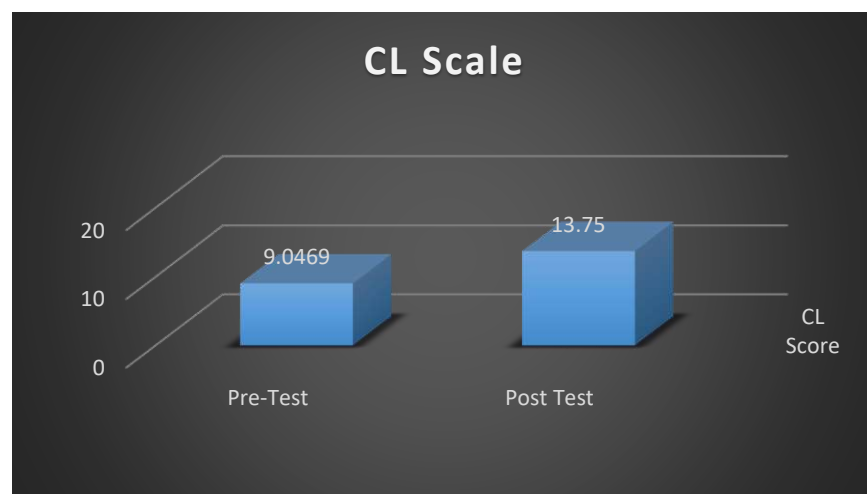


Chart-1

Table-1 and the Chart-1 given indicates the significant differences between the conceptual learning of the students in pre and post mean. The pre-test mean is **9.0469** and post-test mean is **13.75** which clearly indicated that it develops the

conceptual learning in students through strategies such as concrete examples, elaboration and space practice method. The obtained t-values on, is -6.65 which is significant on <0.0001 level of significant.

Hence the first hypothesis, i.e. “There is no significant effects of conceptual learning strategies such as concrete examples, elaboration, space practice method for teaching the concepts of Science” is rejected

**Hypothesis 2:** There is no significant impact of student participation through conceptual learning in teaching Science.

CL Scale			
	A	B	TOTAL
n	32	32	64
$\sum x$	289.5	440	729.5
$\sum x^2$	2926.75	6239	9165.75
Mean	9.0469	13.75	11.3984
SD	307.6797	189	850.5898
Mean A- Mean B	--	--	-4.7031
t	--	--	-6.65
df	--	--	62
P One tailed	--	--	<0.0001
P Two tailed	--	--	<0.0001

Table-2

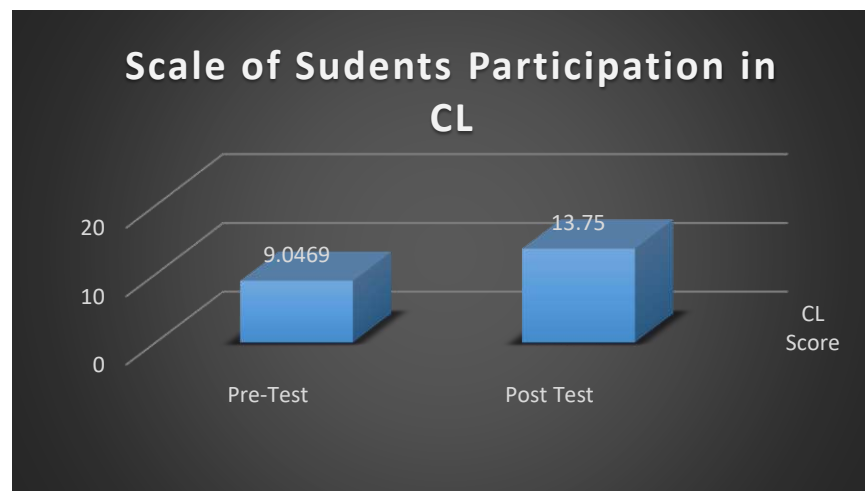


Chart-2

Table-2 and the Chart-2 given indicates the significant differences between the students participation in conceptual learning in pre and post mean. The pre-test mean is **9.0469** and post-test mean is **13.75** which clearly indicated that the students participation in conceptual learning has developed through strategies such as concrete examples, elaboration and space practice method in teaching Science. The obtained t-values on, is -6.65 which is significant on <0.0001 level of significant.

Hence the second hypothesis, i.e. “There is no significant impact of student participation through conceptual learning in teaching Science” is rejected.

## X. CONCLUSION AND DISCUSSION

It has been noted that Conceptual learning as a skill which can increase one's learning ability to understand a concept, idea, thought, object, etc. In other words, individuals who finds it difficult to understand matter of the concept from rote or traditional methods have the privilege to enhance their learning through the various strategies of conceptual learning such as concrete examples, elaboration, and space practice method.

Concrete examples, elaboration, space practice method are effective ways to develop critical thinking, problem solving skills in students. These strategies makes learning active and relatable to the daily life of the students. Hence, the students are able to keep in their mind whatever they learn for a long run in their life time and can apply their learning in various scenarios of life.

Thus, by applying these strategies of Conceptual learning in Science would make the learning fruitful and effective. Also, with this research and the experimental method to study the effects of conceptual learning on students through their involvement and participation , it is observed that a teacher can play an important role in every student’s life. A teacher can use different innovative ideas and unconventional methods to make their teaching more effective that can motivate students to work and socialize with others. This may keep the students more interested and attentive in the class. With new and different ideas, the students may be excited and welcoming to learn new knowledge. A positive attitude of a teacher motivates and encourages the students for better performance in academics and social life

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**A STUDY ON THE EFFECTIVENESS OF  
SCAFFOLDING TECHNIQUE TO IMPROVE  
CREATIVE WRITING SKILLS IN ENGLISH**

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**Abstract**

*The main objective of the research was to study the effectiveness of scaffolding technique on creative writing skills of the students in English. The sample of the research was 78 students belonging to the age group between 10-12 years from Purushottam high school. There were only one experimental group. The group underwent scaffolding technique in which the learners were provided with constant helps from the teacher at the beginning and this help faded along the course upon the learners' progress. Pre-test and post-test were conducted for assessing how much students achieved from what has been taught. The study concludes with the result that student's achievement in post-test compare to pre-test revealed significant improvement. From the research paper it was observed that the female students had a greater effect of the scaffolding technique than the male students and thus their creativity level increased at a higher rate. The scaffolding technique presented in this study has helped remedy the challenges faced by the target students by further developing their effectiveness in improving their creative writing skills.*

**Keywords-** *scaffolding, creative writing, learner progress.*

**1.1 INTRODUCTION OF SCAFFOLDING TECHNIQUE AND CREATIVE WRITING**

Language is nothing but a systematic means of communication by the use of words, symbols and sounds. In today's interconnected and globalized world, learning English language has been a very important factor. It is one of the most widely spoken languages. It is considered to be a common international language when it comes to field of education. Imparting proficiency in English language should begin right from the school level. As it is being said that English language is being accepted worldwide it is important for the students to master in this particular language. Writing is a major component of English language. Writing is one of the four language skills students need to master and one of the indicators of academic's success since it is an active and productive skills. Writing can be divided into two complementary roles. First it is a skill that needs the use of strategies (such as planning, evaluating and revising text) to accomplish a variety of goals such as writing a report or expressing an opinion with the support of evidence and second writing is a means of extending and depending student's knowledge it acts as a tool for learning a subject matter. Writing skill should also be practiced and mastered by experience starting from paragraph writing into essay writing in other words it takes some process to make the students writing skills develop.

Creative writing is generally defined as writing that is imaginative, created, productive and original. This generally covers all areas of fiction, such as novels, short stories, poetry etc. but can also include non-fiction, such as feature articles for

magazines. The key element of creative writing is, obviously, creativity. A writer is given free scope to create characters, places and scenarios to their liking. The beauty of creative writing is that you really are only limited by your imagination.

The term scaffolding comes from the works of Wood, Bruner and Ross the term scaffolding was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the students master a task or concept that the students are initially unable to grasp independently the teacher offer assistance with only those skills that are beyond the student's capability. Of great importance is allowing the student to complete as much of the task as possible, unassisted the teacher only attempts to help the students with tasks that are just beyond his current capability Student's errors are expected but, with the teacher's feedback and prompting the students is able to achieve the task or goal.

In the field of education, the term scaffolding refers to a process in which teachers' model or demonstrate how to solve a problem, and then step back offering support as needed. Psychologist and instructional designer Jerome Bruner first used the term in the context back in 1960s. The theory is that when students are given support they need while learning something new; they stand a better chance of using that knowledge independently.

Scaffolding in today's classroom, scaffolding is a process by which a teacher provides students with a temporary framework of learning, when scaffolding is done correctly students are encouraged to develop their own creativity, motivation, and resourcefulness, as students gather knowledge and increase their skills on their own, fundamental of framework are dismantled.

## **1.2 IMPORTANCE OF THE STUDY**

Scaffolding is important because teacher as a Scaffolder uses different tools, methods and helps students to enhance, encourages, and enables learning in the classroom and the study helps students to become independent and self-regulating learners and problem solvers. Scaffolding facilitates students' ability to build on prior knowledge and helps them to internalise new information. The study helps them to use different concepts, materials and tools and technologies to support students in their learning activities. Scaffolding helps them to participate actively and provide opportunity to progress faster. Weak students are given better attention through adequate support provided during the scaffolding process It emphasises active participation of students' and a greater degree of control from students over their learning, making their learning much more effective and helping them in their cognitive development. It helps students to become self-regulated, independent and problem solvers, which ultimately helps in upgrading the quality, learning outcome and cognitive development of students. It helps in creative writing aspects like organisation of thoughts and ideas. It provides a supportive and conducive learning environment to the students. Scaffolding process in classroom creates learning environment where students are not only free to ask questions but it provide feedback and support their peers in learning new material and make themselves more responsible and accountable towards their duties but equally make them to move beyond their current skills and knowledge levels. This study helps them to be more active in their own learning by sharing the responsibilities and become able to take ownership of the learning as well. The study helps the child to be confident, problem solver, imaginative and develop his creative abilities and higher order thinking skills thus building

their confidence while learning.

### **1.3 OBJECTIVES OF THE STUDY**

1. To study the effectiveness of scaffolding technique on creative writing skills in English
2. To compare the effectiveness of scaffolding technique on creative writing skills in English on the basis of gender

### **1.4 HYPOTHESIS**

1. There is no significant difference in the effectiveness of scaffolding technique on creative writing skills of students in English.
2. There is no significant difference in the scaffolding technique on creative skills in English between girls and boys.

### **1.5 SAMPLE**

In this study researcher considered students from a class belonging to age group 10-12 years from Purushottam high school (Suburban Mumbai) as population and the session was given to whole population. From the population researcher selected 78 students as a sample by convenient sampling.

### **1.6 SCOPE OF THE STUDY**

This study is widely considered to be an essential element of effective teaching as teachers use various forms of instructional scaffolding in their teaching. This study will help to bridge learning gaps in the study this study help the students to build their self-perceptions this study will help the learners to focus on more critical components within a task., the study will help the Scaffolder to provide a simplified versions of the task at the beginning and gradually increase the difficulty or divide a complex task into small manageable pieces that learners can handle. As students become more competent, it is important to gradually take away support and hand over more responsibility to students. Otherwise, they might either become overly rely on the help or not be able to tackle with the full version of a task. This study will also help the students to engage in learning. This study will help the instructors, peers, or technological agents often guide students through the learning process. Learners are more likely to focus on task in guided learning experience. Interaction with Scaffolder often requests learners to verify, elaborate, and summarize their own idea or thinking, and reflection issues that they will not likely consider by themselves. The study will be helpful because It Challenges students through deep learning and discovery. These Engage students in meaningful and dynamic discussions in small and large classes it will Motivates learners to become better students (learning how to learn). It Increases the likelihood for students to meet instructional objectives. This study provides individualized instruction (especially in smaller classrooms) and it provides a welcoming and caring learning environment.

### **1.7 VARIABLES**

In the given research study, the variables considered were creative writing as dependent variable and scaffolding as independent variables.

### **1.8 TOOL FOR DATA COLLECTION**

The Researcher gave a common topic to students to access their creative writing abilities. The criteria or parameters which were checked by the Researcher were Creativity, Grammar, Vocabulary, type of text, Character building and

Critical thinking.

### 1.9 DATA COLLECTION

In every research work, it is essential to collect factual material or data unknown or untapped so far. They can be obtained from many sources, direct or indirect. It is necessary to adopt a systematic procedure to collect essential data. Relevant data, adequate in quantity and quality should be collected. They should be sufficient, reliable and valid.

Data collection was done in Purushottam high school. Data was obtained from many sources direct and indirect, the researcher took a pre-test and then scaffolding strategies were implemented in class such as exposing them to creative writing, character building, and word formation.

### 1.10 DATA ANALYSIS AND FINDINGS

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. There are a number of issues that researchers should be cognizant of with respect to data analysis like accurate data recording, analysing, following acceptable norms for disciplines, determining statistical significance, and many more. A researcher must ensure that the objectives and hypothesis are clearly defined provided honest and accurate analysis and the data is presented properly.

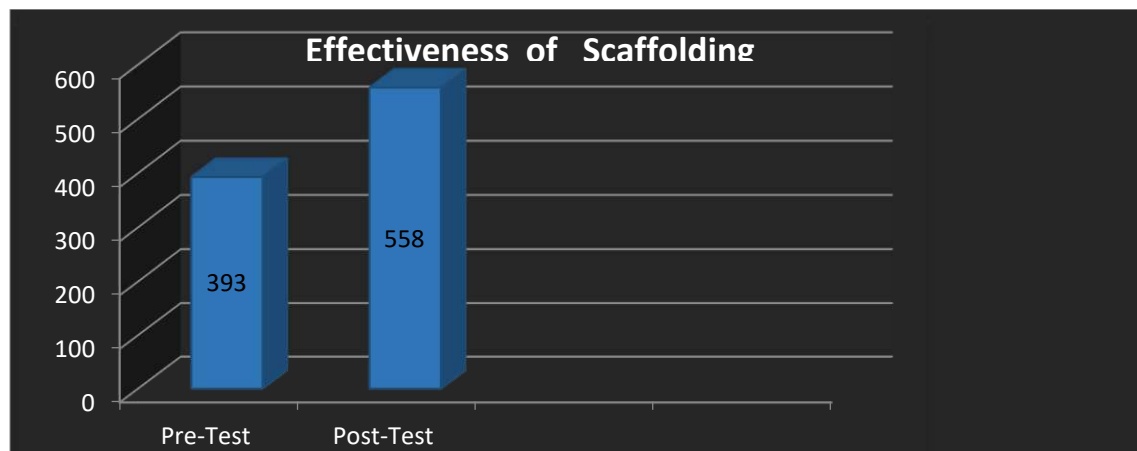
A measure of central tendency is a summary statistic that represents the centre point or typical value of a dataset. These measures indicate where most values in a distribution fall and are also referred to as the central location of a distribution.

The best way to present an analysis is to represent the data graphically. This makes it easier to view the data analysis.

*1. There is no significant difference in the effectiveness of scaffolding technique on creative writing skills of students in English*

<i>Creative Writing</i>	
<i>Pre-Test</i>	<i>Post- Test</i>
393	558

**TABLE- 1**



*Bar Graph No1*

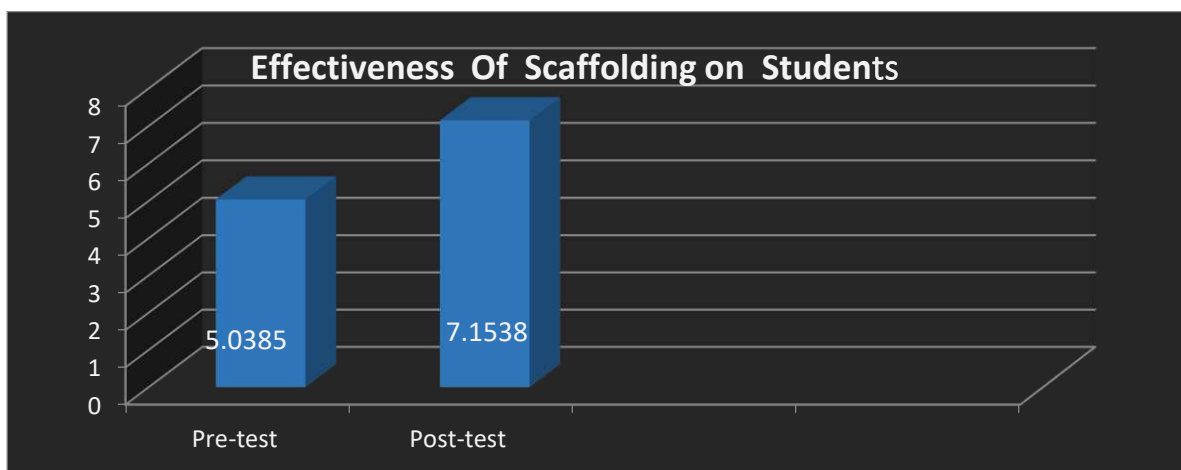


### Interpretation

- The Table and Graph indicate the pre- test and post- test scores of students.
- The scored were based on creative writing skills.
- The scores indicated that scaffolding technique had a positive effect on creative writing skills of students of grade 7 in English.

Scale of students			
	A	B	TOTAL
n	78	78	156
$\sum x$	393	558	951
$\sum x^2$	2159	4186	6345
Mean	5.0385	7.1538	6.0962
SD	178.8846	194.1538	547.5577
Mean A- Mean B	--	--	-2.1154
t	--	--	-8.49
df	--	--	154
P One tailed	--	--	<0.0001
P Two tailed	--	--	<0.0001

TABLE1.1



Bar graph no 1.1

### Interpretation

- Table 1.1 and graph 1.1 indicates the significant differences between level of students in pre-test mean and post- test mean scores

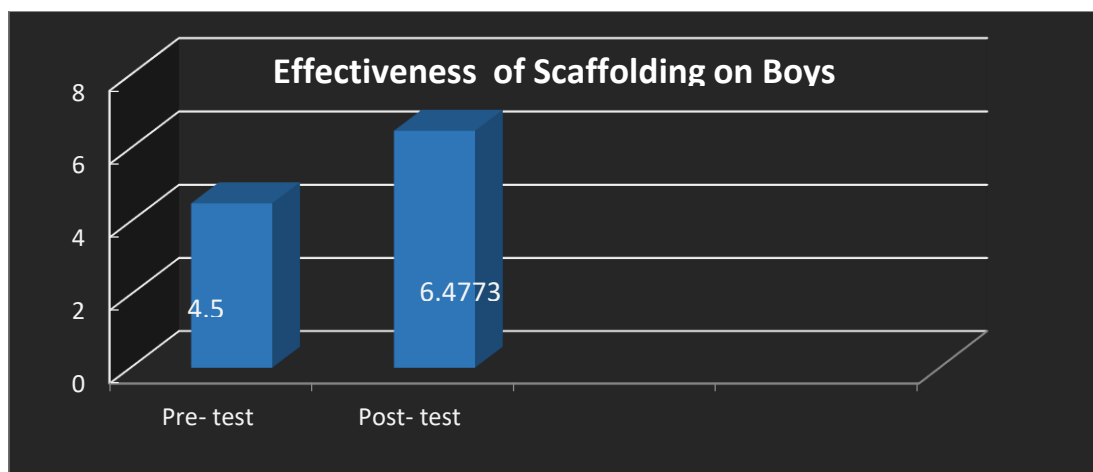
- The creative writing pre- test mean is **5.0385** and the creative writing post- test mean is **7.1538** which clearly indicates that scaffolding technique are effective to improve creative writing
- The obtained t-values is **-8.49** which is significant on **<0.0001** level of significant Hence the first hypothesis, i.e. “There is no significant difference in the effectiveness of scaffolding technique on creative writing skills of students in English” is rejected

2. There is no significant difference in the scaffolding technique on creative writing skills in English between girls and boys.

### Scores of Boys

Scale of Boys			
	A	B	TOTAL
n	44	44	88
$\sum x$	198	285	483
$\sum x^2$	984	1931	2915
Mean	4.5	6.4773	5.4886
SD	93	84.9773	263.9886
Mean A- Mean B	--	--	-1.9773
t	--	--	-6.45
df	--	--	86
P One tailed	--	--	<0.0001
P Two tailed	--	--	<0.0001

Table 2



Bar Graph No 2

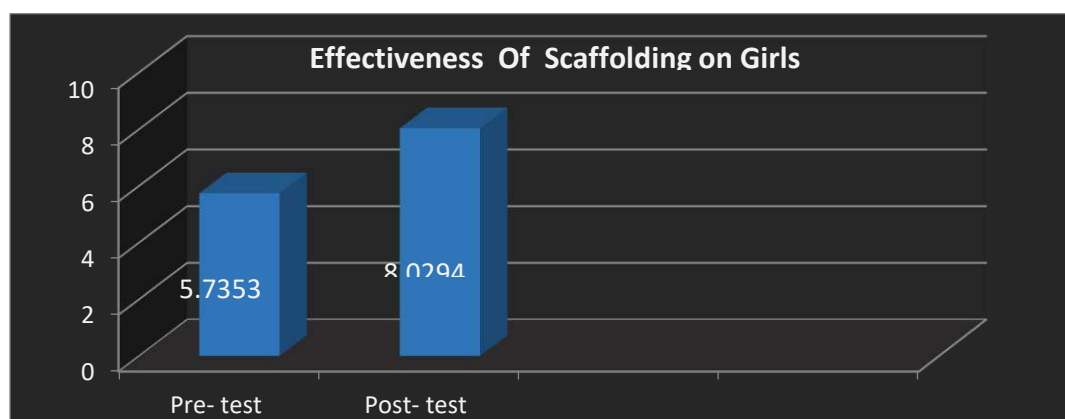
### Interpretation

- Table 2 and graph 2 indicates the significant differences between the level of boys in pre- test and post- test mean scores
- The creative writing pre-test mean in case of boys is **4.5** and post-test mean is **6.4773** which clearly indicate that scaffolding method develops creative writing skills of boys.
- The obtained t-values on, is **-6.45** which is significant on  $<0.0001$  level of significant.

### SCORES OF GIRLS

Scale of girls			
	A	B	TOTAL
n	34	34	68
$\sum x$	195	273	468
$\sum x^2$	1175	2255	3430
Mean	5.7353	8.0294	6.8824
SD	56.6176	62.9706	209.0588
Mean A- Mean B	--	--	-2.2941
t	--	--	-7.03
df	--	--	66
P One tailed	--	--	$<0.0001$
P Two tailed	--	--	$<0.0001$

Table No 3



Bar Graph No.3

### Interpretation

- Table 3 and graph 3 indicates the significant differences between the level of Girls in pre- test and post- test mean scores

- The creative writing pre-test mean in case of girls is **5.7353** and post-test mean is **8.0294** which clearly indicate that scaffolding technique develops creative writing skills of girls.
- The obtained t-values on, is **-7.03** which is significant on  $<0.0001$  level of significant.
- The mean difference observed between the pre and the post-test in case of girls is higher than the mean difference observed between the pre and the post-test in case of boys Thus, it is learned that the girls has a greater effect of scaffolding technique on their creative writing skills than boys .Thus the second hypothesis *There is no significant difference in the scaffolding technique on creative writing skills in English between girls and boys is rejected.*

### 1.11 SUMMARY AND CONCLUSION

The conclusion of this study supports that scaffolding technique would help students develop themselves and become autonomous learners. In sum, the scaffolding technique presented in this study has helped remedy the challenges faced by the target students by further developing the effectiveness of scaffolding technique to improve creative writing skills of the students. From the research it can be concluded that the scaffolding technique is very effective to improve creative writing skills of the students which can be seen from the result of the students. During the pre-test, it was observed that the performance of students was low. While in the post-test through the scaffolding technique the student performance increase tremendously. From this research paper it is observed that the female had a greater effect of the scaffolding technique than the male and thus their creativity level increased at a higher rate. With this research and the experimental method to study the effects of scaffolding technique on the creative writing skills of the students, it is observed that a teacher can play an important role in every student's life. A teacher can use different innovative ideas and different methods to make their teaching more effective. This may keep the students more interested and attentive in the class. A positive attitude of a teacher motivates and encourages the students for better performance in academics and social life.

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## A STUDY OF PREFERRED LEARNING STYLE ON JUNIOR COLLEGE STUDENTS

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### Abstract

*The study is about learning styles group, common ways in which people learn. Knowledge of one's learning styles can be used to increase self-awareness about their strengths & weaknesses as learners. The study has conducted on a sample of 80 students in ratio 50:30 ere female and male of std F.Y.J.C. In FYJC sample collected from Three divisions, div. A, B, And C in the 20:30:30 ratio. The study was done through survey method. The calculation of percentage done on using average score of sample and data presented on using simple bar graph. The finding shows that most of students preferred verbal constructive learning style.*

**Keywords:** *Enactive reproducing, Enactive constructive, Figural reproducing, Figural constructive, Verbal reproducing, Verbal constructive....*

### INTRODUCTION

#### What is meant by the term learning?

Learning is a natural phenomenon which is natural to all organisms including both humans and animals. Learning affects a child's development. A child learns new habits only through the process of learning and through imitated traditions and customs. Intellectual skills are also developed through learning. The decision of right and wrong, the concepts of justice and aesthetic sense, etc. develop through learning.

#### What is learning style?

The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For example, when learning how to build a clock, some students understand the process by following verbal instructions, while others must physically manipulate the clock themselves. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. In other words: everyone's different. Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

#### Some of the learning styles are as follows: -

1. **Enactive reproducing:** It indicates one's preference for action based concrete experiences. The emphasis is on imitation and practice. It is reproduction oriented.

2. **Enactive constructive:** It indicates preference for conceptualizing one's experiences based on the processing of enactive information.
3. **Figural reproducing:** It refers to one's preference for visual experiences related to making diagrams, charts, pictures, maps, and photographs. The emphasis is on imitation and practice. It is reproduction oriented
4. **Figural constructive:** It refers to the preference for processing of figural experiences which will lead to conceptualizations.
5. **Verbal reproducing:** It refers to written or spoken information related to subject matter communicated through words.
6. **Verbal constructive:** It refers to the preference for reflective accommodative, abstract thinking about subject matter to develop conceptualizations.

Some other learning styles which are seen among students are as follows: -

1. **Visual learning style:**

Visual learning is one of the three basic types of learning styles described in the Fleming VAK/VARK model in which a learner needs to *see* information to process it. Visual Learners can utilize graphs, charts, maps, diagrams, and other forms of visual stimulation to effectively acquire information. The Fleming VAK/VARK model also includes kinesthetic learning and auditory learning.

2. **Auditory learning style:**

Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on listening and speaking as a main way of learning.<sup>[1]</sup> Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are drawn but if the writing is in a logical order it can be easier to understand. They also use their listening and repeating skills to sort through the information that is sent to them. They are good listeners when people speak.

3. **Learning and writing learning style:**

Sometimes known as the second visual modality for learning, reading, and writing is a learning style where individuals can absorb and retain the most information through reading and writing text, versus imagery and symbolism.

4. **Kinesthetic learning style:**

Kinesthetic learning (American English), kinaesthetic learning (British English), or tactile learning is a learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations. As cited by Favre (2009), Dunn and Dunn define kinesthetic learners as students who require whole-body movement to process new and difficult information.

## NEED OF THE STUDY

The rapid changes that are continuing to occur in modern society, and in academia in particular suggests that learning must be a continuous process. A growing body of research on adult learners suggest that increased learning gains can be

achieved when instruction is designed with students learning styles in mind. Education have noted the importance of teaching with learning styles in mind. Attention to learning styles and learner diversity in the classroom has also been shown to increase student interest and motivation to learn. Increasing student interest and motivation to learn may lead to enhance learning.

### **IMPORTANCE OF STUDY**

This study is important for an educator to see the preferences of their student and understand as well as organize things accordingly for them. The study shows how learners are affected by different learning styles. The tool is designed to see the effectiveness of learning styles. The study will help to find differentiated learners and how can classes be arranged for them. And also, by recognizing and understanding your own learning style, you can use techniques better suited to you this improves the speed and quality of learning. The findings from this study will also benefit teachers as it will provide a platform to understand their students' learning style much better as it will make them conscious of various learning styles and learning preferences that exist in their classroom In addition, it will augment teachers "teaching styles" as they will approach their lessons differently by using appropriate instructional activities and material that will complement students learning style.

### **OPERATIONAL DEFINITIONS**

#### **Definition of learning styles:**

"Composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment."

**Keefe (1979)**

"Educational conditions under which a student is most likely to learn." Thus, learning styles are not really concerned with *what* learners learn, but rather *how* they prefer to learn.**Stewart and felecetti (1992)**

'Learning is a combination of experience, cognition, perception and behaviour, which lays the foundation of learning styles models" **Kolb (1984)**

'The approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning style theory implies that how much individual learn has more to do with whether the educational experience is geared toward their particular style of learning"**Donough (2005)**

### **AIMS OF STUDY**

The main aim of the study is:

To study the preferred learning style of junior college students

Here the researcher has tried to analyse the different learning styles of junior college students of Awami Junior College. This study aims to look at the different preferred learning styles of the students at junior college by survey method through a prepared questionnaire.

### **OBJECTIVES OF STUDY**

O1: To study the differences among junior college students based on their preferred learning style.

Q2: To study the differences among junior college students in preferred learning styles based on their streams.

Q3: To study the differences among junior college students on the bases of their Gender

Q4: To study the differences among junior college students on the bases of their division

### **SCOPE OF STUDY**

There is strong support from the theorists and proponents of adult learning that each adult has a particular style of learning and once known, it enables the individual to engage in learning activities that best suit their style. It also provides a source of information that enables them to understand what they can do to expand their personal repertoire of learning preferences. For the educator, having knowledge of these styles, assists them to structure the content and processes that they use in adult learning situations and customise individual learning activities to maximise the learning potential. The survey is conducted in a junior college to look at the preferred learning styles of the students in a given set of samples. This research is conducted to look at the differences among the students and how can these differences be considered in positive light in class. This study has its reach in the development of a student's learning through their own preference. We further look at the limitations of the study henceforth we summarise our study.

### **LIMITATIONS OF STUDY**

- The study is limited to the extent of preferred learning style.
- It does not look at the positive and negative impacts of the learning style.
- It does not look at the difference aspects such as intelligence, gender, class etc.
- The study is limited to a specific college.
- The study is not flexible.
- The size, data, and sample are limited to college and hence study is limited to a small group of students.

### **REVIEW OF STUDIES IN INDIA**

**TOPIC: Cognitive styles and learning styles a comparative study of delinquents and non-delinquents, Nirmala M.L (2016)**-The main aim of the research was to study the cognitive styles of delinquents and non-delinquents. The study was conducted by taking the sample as adjudicated delinquent girls were chosen. The sample belonged to the age ranging 14-16 years of age. The method of the study used was experimental method. The findings of the study showed that the delinquents and the non-delinquents did not differ from each other in their learning style.

**TOPIC: Study of Learning Styles and Process of Development of Professional Skills Among Students of Professional Courses of Open Universities, Subhash Chandra (2017)** - The main aim of the research is to find the learning styles and process of development of professional skills among students of professional courses of open universities. The method used for the study was a descriptive survey method. The sample of the study covered 200 final year B.Ed. trainees of IGNOU and 200 final year B.Ed. trainees of UPRTOU. 60 MBA final year students were selected from IGNOU and 60 MBA students from UPRTOU. The findings of the study showed that different professionalism had different styles of learning and detailed discussions are presented in the research.



## REVIEW OF STUDIES IN ABROAD

**TOPIC: Investigation of the Preferred Learning Styles of Persons Living with Dementia, Debra Stewart & Andree Swanson (2019)**- The purpose of this investigation was to determine the preferred learning styles of persons living with dementia using the learning styles inventory for persons with dementia. This research was done based on secondary data and it focuses on investigating the preferred learning styles of persons living with dementia. Although a great deal of research exists on preferred learning styles of children and adults, there appear to be limited studies conducted on persons living with dementia. The findings of the study showed that knowing the preferred learning styles of patients living with dementia helps foster cooperation during activities of daily living and increases unit productivity while maintaining or improving nursing assistant relationships with their residents.

**TOPIC: Verbal Learning Style as the Least Preferred Learning Style of Students in an Asian Country, Samuel.S. Poliden (2016)**-The main aim of the study was to determine the learning styles of freshmen students in the language class at Benguet State University, Philippines. The study used descriptive – survey method in which a questionnaire was used to gather data. It also used the Felder-Solomon Index of Learning Styles (FILS) which consisted of 44 questions designed to identify learning styles of learners. The findings of the study showed that their dominant learning style is Visual while Verbal is the least. The researcher recommends that teachers should devise classroom activities suited for the students' learning styles focusing more on their verbal learning style that will activate their communication skills.

## TOOL FOR THE PRESENT STUDY

A study on students at junior college of two different stream arts, commerce. The reliability of the research instrument was determined by using Questionnaire.in total 42 items were used. The Questionnaire consisted of the different types of preferred learning style, the questionnaire was submitted to the supervisor for vetting, correction, and approval before distributing it to the respondents. Hence, this tool was reliable and valid.

## PROCEDURE OF STUDY

The researcher obtained permission from the school principal to collect data from the students. Then the tool was administered to 80 students of standard XI. The respondent was assured of confidentiality of their identity by the researcher. The respondents filled the questionnaires and handed over the complete questionnaire to the researcher. The completed questionnaires were checked for completeness and appropriateness of the responses. Questionnaire were used because they are cheap to administer and convenient for collecting information from a large population within a short period of time.

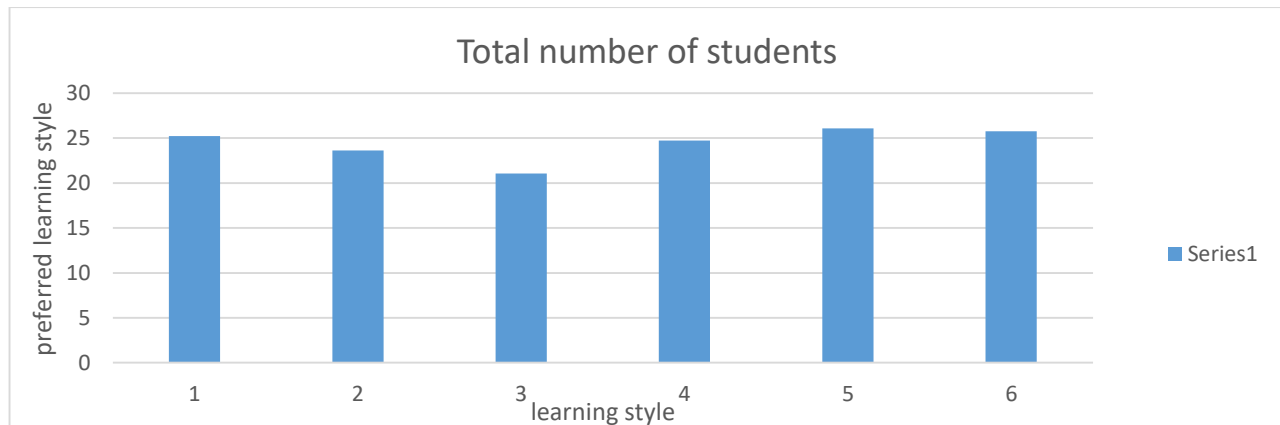
## TESTING OF OBJECTIVES

**To study the learning style of total number of junior college students**

**Table No 1**

Class	Total no of students	ER	EC	FR	FC	VR	VC	TOTAL
XI	80	25.25	23.61	24.73	21.06	26.06	25.75	146.4375

Graph No. 1



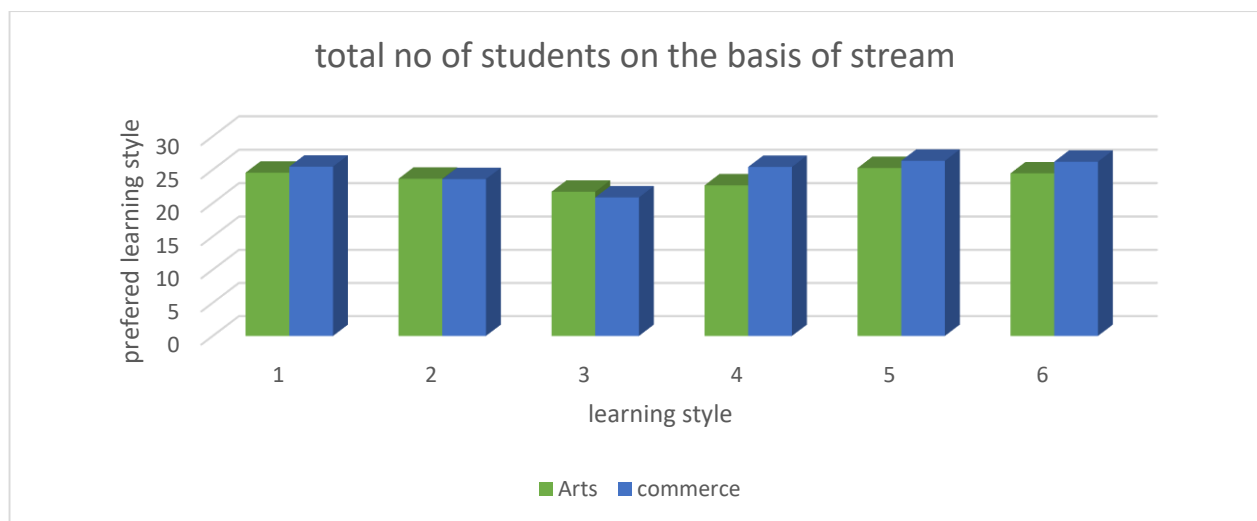
**Interpretation:** The above graph1 shows the total number of students and their learning style. The total number of students are 80 and the preferred learning style on an average is shown in the above graph. The graph predicts that the maximum number of students prefer verbal and constructive learning style. The graph shows that on an average the maximum people use verbal learning style. Verbal and constructive learning style is preferred here because the sample selected belongs to the higher classes where they can form abstracts in their mind and learn better. Therefore, on an average verbal constructive learning style is preferred.

#### To study the learning style based on arts and commerce stream

Table No.2

Class	Total no of students	ER	EC	FR	FC	VR	VC
XI Arts	20	24.55	23.65	21.7	22.65	<b>25.25</b>	24.45
XI Commerce	60	25.45	23.6	20.85	25.41	<b>26.33</b>	26.19

Graph No.2



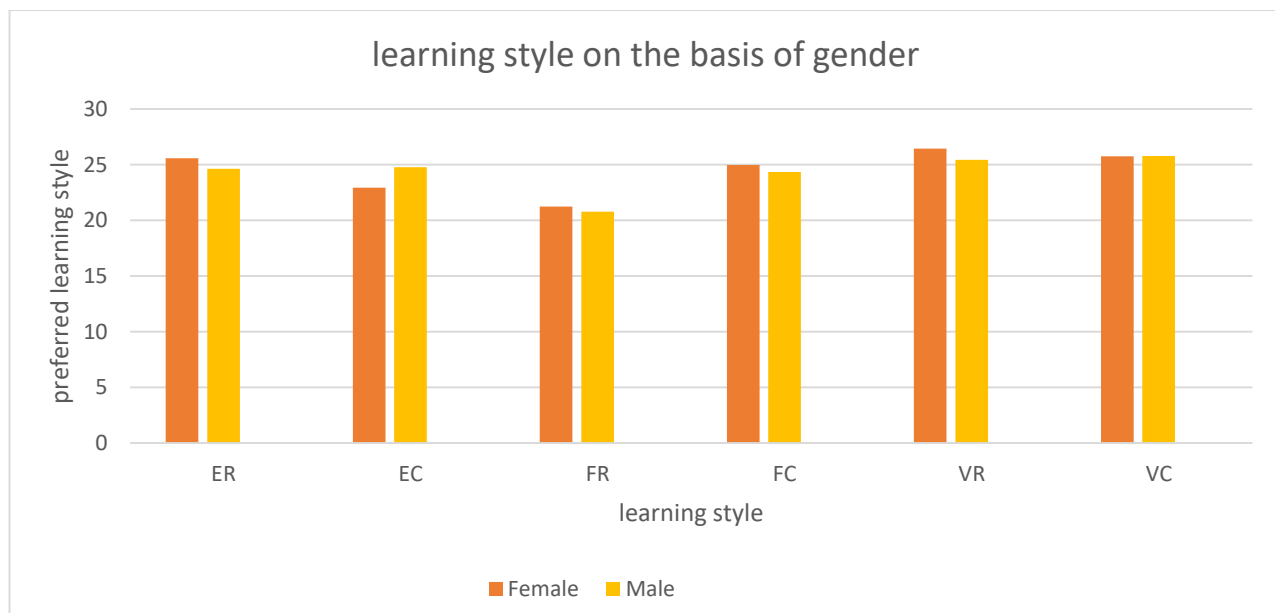
**Interpretation:**The above graph shows the depiction of preferred learning styles based on the stream or faculty. The researcher took in to account the students of commerce and arts, the results in the preference of learning style was hence showed that students based on their stream too prefer verbal reproducing and verbal constructive learning style. Least preference was given to figural reproductive style of learning. Through the above graph we can conclude that the most preferred learning style since the stream too was verbal reproducing and verbal constructive. Such a result was seen because the sample population belongs to the age group where they could think in abstract and form the idea into their minds.

**To study the different learning style based on Gender**

**Table No.3**

Class XI	Total no of students	ER	EC	FR	FC	VR	VC
Female	50	25.58	22.92	21.24	24.96	<b>26.44</b>	25.74
Male	30	24.63	24.76	20.76	24.33	25.43	<b>25.76</b>

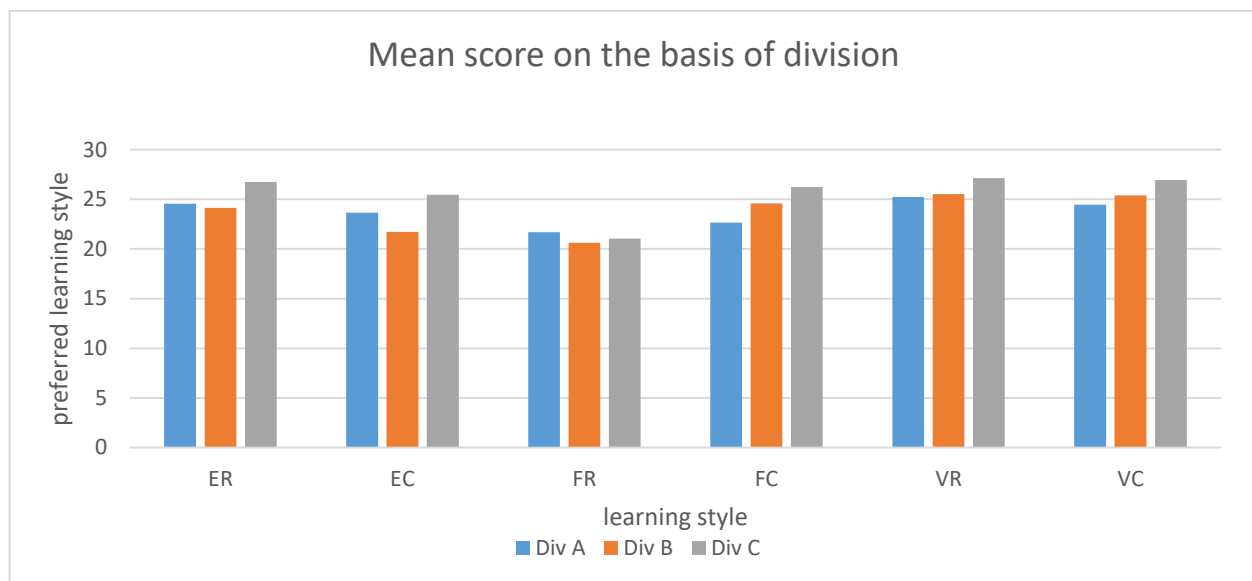
**Graph No.3**



**Interpretation:**The above graph shows the number of students' preferred learning style based on their Gender which shows that 26.44 female students prefer verbal reproducing learning style, and the male students prefer verbal constructive learning style. Although there is very little difference between the other preferred learning styles. The most preferred learning style among all the others were verbal constructive and verbal reproducing based on both male and female. From the above graph and table, we can conclude that the most preferred learning style among both the genders were verbal learning style in the form of VC and VR. It is because the students are keen listeners and would like to learn things verbally.

**To study the learning style based on Division****Table No.4**

Class XI	Total no of students	ER	EC	FR	FC	VR	VC
Div. A	20	24.55	23.65	21.7	22.65	25.25	24.45
Div.B	30	24.14	21.74	20.64	24.6	25.54	25.4
Div.C	30	<b>26.76</b>	<b>25.46</b>	<b>21.06</b>	<b>26.23</b>	<b>27.13</b>	<b>26.96</b>

**Graph No. 4**

**Interpretation:** Graph 4 shows the preferred learning styles based on the division. The classes were divided in to three divisions and the students in each division differed from each other. The students of division A on an average preferred Enactive and reproductive learning style. The students of division B preferred verbal reproductive learning style. The students of division C preferred verbal and constructive learning style. The students who preferred enactive and constructive learning had only 20 students in the classroom because of which they preferred enactive learning style because the students could come together and learn by doing and put in their efforts in the learning process.

**CONCLUSION**

Research in preferred learning style has demonstrated that all students have their own preferred learning styles. Some might learn through visuals and some might learn through audio and some students have the habit to write and learn. Some learn enactively they are called as enactive learners. Some students learn verbally. Some students learn through figural style. There are different learning styles and through these it was easier for the researcher to differentiate and understand the different learners through the survey tool created. The researcher has conducted the study to find the learning styles preferred by the students of arts stream and commerce stream. Overall, the study has placed significant Impact on the student's learning style.

## RESULT AND DISCUSSION

The researcher must discuss the results which she gets after data analysis. Under this the teacher gives the reasons as to why such results came. Discussion can also be done keeping in view the results of previous related researches. Apart from this discussion can also be done keeping in mind the activities conducted during treatment, duration of the treatment, group characteristics, etc. The research which was carried out by the researcher during her internship in Awami Junior College. The researcher looked for the learning styles of the students based on individuality, division, gender, and stream. The results that the researcher got had only slight differences and she was able to put it into data.

The researcher found out that the students prefer different types of learning style and it depends on the basis of the environment that the student is learning. From the research the researcher found out that the maximum weightage was given to verbal constructive and verbal reproducing style of learning. The students were of the age group 16-17 which made them prone to lecture methods and they have learned through lecture method which has been verbal but the teachers might have used some different styles to teach which made them stick to the learning style. In the research it was also seen that the classroom with limited number of students preferred learning through enactive reproducing learning style because of the population in the class and the keen interest the teacher takes towards teaching the students.

## EDUCATIONAL IMPLICATIONS:

Education gives us the knowledge of world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. Information cannot be converted into knowledge without education. Education makes us capable of interpreting things, among other things. It is not just about lessons in textbooks. It is about the lessons of life. Education plays a major role in the overall development of an individual making them stronger mentally, and emotionally.

The research was taken by considering education as the primary importance. This research was focussed mainly on the educational aspects of the student. If the learning styles of the students are clear to the teacher, it gets easy for the teacher to deliver a lesson even more effectively in the class by keeping in to consideration the different types of learners in the class and their preferred learning style.

- Information about style can help faculty become more sensitive to the difference's students bring to the classroom. It can also serve as a guide in designing learning experiences that match or mismatch students' styles, depending on the teacher's purpose.
- Identifying a student's style and then providing instruction consistent with that style contribute to more effective learning.
- Students can expand their repertoire of learning strategies
- Learning how to learn is thus an empowering experience th.t student need if they are to be successful lifelong learners.

## SUGGESTIONS FOR FURTHER RESEARCH

- Research is needed to clarify how much difference it makes if teaching methods are incongruent with a student's style. Studies that speak to the role and potency of style, seen in conjunction with other important variables, would help

teachers significantly.

- The age group of the sample should also be considered, because the preferred learning style of the students or any given individual differs from age.
- The research could have been taken on a larger scale, by taking in to consideration a larger population as sample.
- A comparative study of interaction effect of the selected variables among the different college students in different states can also be undertaken.
- Similar studies can be conducted at different levels such as pre-university and Degree level

### **SUMMARY AND CONCLUSION**

As a conclusion of the study, it can be said that knowing the preferred learning style of an individual matters the most because it is through the preferred learning style that the student tend to learn better and if the teachers can keep in mind the preferred learning style the classroom becomes a better pace to learn. Through the research it was seen that the students of Awami Junior College which was taken as sample for the research, on an average preferred verbal constructive and verbal reproducing learning style. Some students also preferred figural and enactive learning style, but they were less in number, the teacher cannot ignore the student's preference. Therefore, it was seen that on individual basis the maximum students prefer, enactive reproducing, enactive constructive, figural constructive and figural reproducing apart from verbal constructive and verbal reproductive. All learning styles are of equal importance and the since individuals differ from each other, their learning styles too differ from each other.

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## ENTREPRENEURSHIP: A JOURNEY FROM TEACHER TO TEACHERPRENEUR

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### **Abstract**

*Teacherpreneurs are teachers who teach in the classroom but also manage time to execute their ideas, teaching styles, resources, etc to earn just like Entrepreneurs. In this new normal life where teachers have to teach online and adapt different teaching technologies and styles many teachers are paving their way towards Teacherpreneurship. The present study aims to find out the Teacherpreneurship characteristics in teachers with regard to their age and teaching experiences. The sample for the present study comprised of teacher and professors. The researcher used a five point likert scale tool prepared by Catharyn Carissa Crane Shelton (2018). The results indicate that Teachers irrespective of their age are innovative in their educational practices, flexible in handling changes and good in networking. It is seen that young teachers are good networkers, flexible and innovative compared to the older teachers.*

**Keywords:** *Teacherpreneur, Entrepreneur, Teacher, innovative, flexible, networkers*

### **Introduction**

The year 2020 will be recorded in history as the year of change and adaptation. Due to COVID-19 pandemic many professions transformed and restyled the way they transacted their profession but not more than the teaching field. The COVID-19 pandemic has brought in not only unpredictable challenges but also has opened unexplored doors for teachers. Teachers and Educators are now teaching through online lectures. Google classroom and its various other tools were in use before as well but not as much as compared to now. Technology has been part of education as teachers have always encouraged their students to make use of technology to submit assignments or write assignments, introduced various online and technological platforms for their academic growth. This new trend of teaching-learning process has polished the skills of teachers and have made them aware of their capabilities which can lead them to Teacherpreneurship.

Teacherpreneurship remained an unexplored route for many teachers and now many teachers can be Teacherpreneurs. As Dr. Anthony Buckley and Kisito Nzembayie (2016) mentioned that ‘Learning is increasingly moving online and Teacherpreneurs with their knowledge and expertise of curriculum development, learning/teaching methodologies, assessment strategies and learning outcomes are seen as important conduits of innovation in these new landscape’. This is true of the teaching world in the present time. Teachers are knowingly or unknowingly moving towards Teacherpreneurship due to change in teaching-learning process. Teacherpreneurs are teachers who irrespective of their busy schedule make time to pursue their goals with entrepreneur skills. According to Barnett Berry (2011) one of the emergent reality was Teachers becoming Teacherpreneur and foster innovation as “the first wave of the Teacherpreneurs,



aided by new technology and evidence they assemble, will help make the case policy makers and the public alike for elevating experts from the classroom to solve problems ranging from how to ensure students can walk safely to their neighbourhood schools, to designing virtual reality games for second- language learning, to advocating for ‘fourth way’.” Teachers and Educators working with different online educational ventures are indulged in creating virtual games for teaching and learning process. These Teacherpreneurs aids themselves with new technological techniques in-order to keep up with the trend just as Barnett Berry mentioned. In this pandemic even teachers have learnt and are learning various creative techniques and technologies for their educational practices just as Teacherpreneurs. Teachers in present times have becoming good networkers as they are constantly in contact with each other either for motivation or support. These characteristics are attributed to Teacherpreneurs can be applicable on teachers too. Thus, in the present study the researchers intended to find out Teacherpreneurship characteristics in Teachers.

### **Need of the study**

In today’s new normal teachers are in forefront to adapt and mould themselves in the given challenges. They have been the risk-takers to try various technical skills for their teaching-learning sessions. Though teachers have proceeded from vocation to innovation through online teaching. Teachers with all this factors can easily become a teacherpreneur. A teacherpreneur is an active individual with innovative mind, flexible schedule, risk- taker to try new methodology and ideas, a collaborator to promote and help others. Many researchers have stated certain characteristics of Teacherpreneur and the researcher wanted to seek certain Teacherpreneurship characteristics in teacher. Teacherpreneurship characteristics are very similar to teachers especially with the new teaching trend.

Thus the researcher felt the need to study the characteristics of Teacherpreneurship in teachers.

### **Review of Related Literature of the Present Study**

A teacherpreneur is an active individual with innovative mind, flexible schedule, risk-taker to try new methodology and ideas, a collaborator to promote and help others. As Epler Pam (2019) mentions certain characteristics to be classified as teacherpreneur which includes- visionary, risk-taker, networker, Ethical, Flexible, innovative and passion for his/her work. Whereas Catharyn Carisa Crane Shelton (2018) researched on Online Teacherpreneurs and found that a teacherpreneur is helpful, hardworking, creative, organized and risk-taker. Teacherpreneurship characteristics are very similar to teachers especially with the new teaching trend.

Catharyn Shelton and Leanna Archambault studied how teachers build virtual relationship and develop as professionals through online teacherpreneurship. This study explored K-12 Spanish teacherpreneurs where they interacted on daily basis on social media platform to improve their business and learn from each other. The community inspired and empowered one and another to realise new achievements in entrepreneurship and teaching practice. The results indicated that the participants learned together, indulge in community practices and helped each other.

Catharyn Carisa Crane Shelton (2018) conducted a study on Online TeacherpreneurShip: found that teacherpreneurs have innumerable benefits on their experience. While examining the result, four themes emerged and they were active collaboration with teacherpreneurs on social media platforms, beneficial for teachers through resources creation,

collaborating, entrepreneurship, school support and lastly creating online teaching materials.

The researchers found that there is a dearth of literature on teacherpreneurship and this pandemic has certainly challenged the need to explore the qualities of a teacherpreneurs and to discover the innumerable benefits for the education of the youth of our nation.

### **Operational Definition**

**Teacherpreneur:** Teacherpreneur is an innovative teacher who works in a flexible schedule and supplements his/her income by creating a unique experience for students through plethora of ways including technology in her teaching learning process.

**Teacher:** A Teacher is a creative individual who helps students to acquire knowledge through innovative ideas.

**Online Teacherpreneur:** Teacherpreneurs who teach on online platforms with the help of various technologies and social media are Online Teacherpreneurs.

### **Aim of the Study**

The present research aimed to find the Teacherpreneurship characteristics in teachers and the difference of Teacherpreneurship characteristics with respect to age and years of experience

### **Objective of the Study**

Ob1: To study the Teacherpreneurship characteristics of teachers

Ob2: To compare the Teacherpreneurship characteristics score of teachers having less than 11 years and teachers having more than 11 years of teaching experience.

Ob3: To compare the Teacherpreneurship characteristics scores of teachers less than 40 years of age and teachers more than 40 years of age.

### **Hypotheses**

The present study is intended to find Teacherpreneurship characteristics and if there is any significant difference in the Teacherpreneurship characteristics of teachers with age and years of experience. Thus, the hypotheses framed were-

- There is no significant difference in the Teacherpreneurship characteristic scores of teachers having less than 11 years and teachers having more than 11 years of teaching experience.
- There is no significant difference in the Teacherpreneurship characteristics scores of teachers less than 40 years of age and teachers more than 40 years of age.

### **Methodology of the Study**

The present study was descriptive in nature. It was designed on Descriptive Survey method.

### **Sample of the Study**

The sample of the current study are of Teachers and Professors of various schools and colleges. The sample was selected through Convenient sampling technique. A total number of 144 teachers and professors comprised as the sample for the study.

### Tool of the Study

The tool adopted from Catharyn Carisa Crane Shelton and was modified by the researchers to make it relevant to the sample under study. The researchers conducted an online survey for data collection. The tool consisted of 25 items, each item was marked on a five-point likert scale:

<b>Completely true</b>	<b>Mostly true</b>	<b>Somewhat true</b>	<b>Not very true</b>	<b>Not at all true</b>
5	4	3	2	1

The tool was designed to find out Teacherpreneurship characteristics in a teacher which are innovation, flexibility and networking. The survey tool consist of 10 statements on innovation, 10 questions on flexibility and 5 questions on networking.

### Statistical Technique

The data from descriptive survey have been analyzed using t- test of difference between the mean scores of the Teacherpreneurship characteristics.

### Data Analysis

The researcher through the present study discovered that teachers below 40 years of age are innovative in their educational practices, have good network connections and are flexible compared to teachers above 40 years of age.

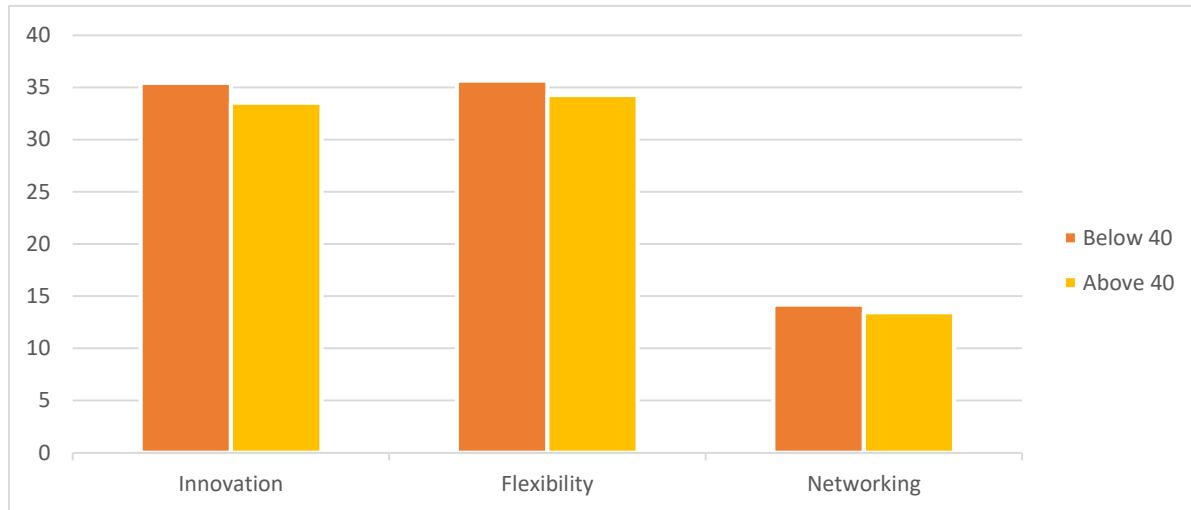
The table below shows mean scores of Teacherpreneurship Characteristics of Teachers below 40 years of age and Teachers above 40 years of age

<b>Teacherpreneurship Characteristics</b>	<b>Below 40 Years of age</b>	<b>Above 40 Years of age</b>
Innovation	35.4489	33.5434
Flexibility	35.6632	34.2826
Networking	14.18367	13.4565

*Table no 1: Mean scores of Teacherpreneurship characteristics of teachers below 40 years and above 40 years*

### Interpretation

Table 1 shows the mean scores of Teacherpreneurship characteristics of teachers below 40 years of age and teachers above 40 years of age. Teacher below 40 years of age are more creative than teachers above 40 years of age. Teachers less than 40 years from age are more flexible and are good networkers than teachers more than 40 years of age. There is slight difference in the mean scores due to the difference in the numbers of teachers below 40 years of age and teachers above 40 years of age but it also indicates that teachers irrespective of their age are innovative, flexible and good networkers.



**Fig1: Bar graph of mean scores of Teacherpreneurship characteristics of teachers below 40 years and teachers above 40 years.**

The researcher through the present study explored that teachers with less than 11 years of experience are creative to bring out innovative educational techniques, flexible to adapt changes and good networkers compared to teachers having more than 11 years of experience.

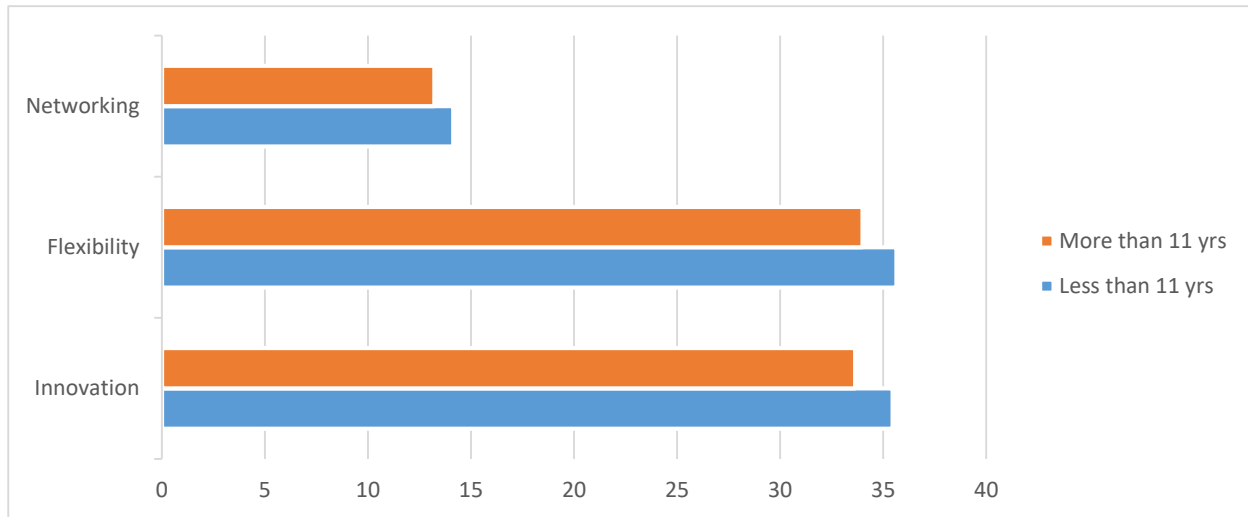
The below table shows mean scores of Teacherpreneurship characteristics of teachers less than 11 years experience and teachers more than 11 years of teaching experience

Teacherpreneurship Characteristics	Less than 11 years of experience	More than 11 years of experience
Innovation	35.4588	33.644
Flexibility	35.6470	34
Networking	14.1411	13.2203

*Table no 2 : Mean scores of Teacherpreneurship characteristics of teachers less than 11 years and teachers more than 11 years of teaching experience.*

### **Interpretation**

The mean scores of teachers with more than 11 years of teaching experience is less than the teachers with less than 11 years of teaching experience. Teachers with less than 11 years of teaching experience are flexible and innovative compared to teachers with more than 11 years of teaching experience. Teachers with less than 11 years of teaching experience are good in networking than Teachers with more than 11 years of teaching experience. There is a difference in the mean scores, this may be due to the difference between the number of teachers with less than 11 years of teaching experience and teachers more than 11 years of teaching experience.



**Fig2: Bar graph of mean scores of Teacherpreneurship characteristics of teachers less than 11 years experience and teachers with more than 11 years of teaching experience.**

### Testing of Hypotheses

#### Hypothesis 1

The Null Hypothesis states that:

There is no significant difference in the Teacherpreneurship characteristic scores of teachers having less than 11 years and teachers having more than 11 years of teaching experience. The statistical technique to test this hypothesis is 't' test. The following table shows the relevant statistics of the Teacherpreneurship characteristics scores of teachers having less than 11 years of experience and teachers having more than 11 years of experience.

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	l.o.s
Below 11 years experience	A	85	85.5529	13.38	142	At 0.05 level = 1.65	1.86	S
Above 11 years experience	B	59	81.7966	10.75		At 0.01 level = 2.326		

*Table 3: Teacherpreneurship characteristics of teachers having less than 11 years of teaching experience and more than 11 years of teaching experience.*

#### Interpretation of 't' test

The obtained value of 't' ratio for Teacherpreneurship characteristics scores of teachers having less than 11 years of teaching experience and teachers having more than 11 years of teaching experience is 1.86 which is more than the tabulated value 1.65 at 0.05 level. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

### Conclusion

There is significant difference in the Teacherpreneurship characteristics scores of teachers having less than 11 years of experience and teachers having more than 11 years of experience.

### Discussion

The alternate hypothesis is accepted which states that, there is significant difference in the scores of Teacherpreneurship characteristics of teachers having less than 11 years of teaching experience and teachers having more than 11 years of teaching experience. The mean scores of teachers having less than 11 years of teaching experience is 85.5529 which is higher than the Teacherpreneurship characteristics score of teachers having more than 11 years of teaching experience.

### Hypothesis 2

The Null Hypothesis states that:

There is no significant difference in the Teacherpreneurship characteristics scores of teachers below 40 years of age and teachers above 40 years of age. The statistical technique to test this hypothesis is 't' test.

The following table shows the relevant statistics of the Teacherpreneurship characteristics in teachers due to their age.

*Table 4: Teacherpreneurship characteristics of teachers below 40 years of age and teachers above 40 years of age.*

Variable	Group	N	Mean	S.D.	Df	Tabulated value	't' ratio	I.o.s
Teachers below 40yrs	A	98	85.0816	12.6080	142	At 0.05 level = 1.65	1.78	S
Teachers above 40 yrs	B	46	81.2826	11.5986		At 0.01 level = 2.326		

### Interpretation of 't' test

The obtained value of 't' ratio for Teacherpreneurship characteristics scores of teachers below 40 years of age and teachers above 40 years age is 1.78 which is more than the table value 1.65. Thus 't' ratio is significant. Hence the Null hypothesis is rejected.

### Conclusion

There is significant difference in the Teacherpreneurship characteristics scores of teachers below 40 years of age and teachers above 40 years of age.

### Discussion

Thus, the alternate hypothesis is accepted which states that the result shows that, there is significant difference in the Teacherpreneurship characteristics scores of teachers with below 40 years of age and teachers above 40 years of age. The mean of teachers below 40 years of age is 85.0816, which is higher than teachers above 40 years of age.

### Conclusion

The research results in the present study clearly indicates that teachers do have Teacherpreneurship characteristics in them. The minor differences in the scores and 't' ratio indicates than teachers have Teacherpreneurship characteristics

irrespective of their gender, age and experience. Teachers can easily shift from being mere teachers to being teacherpreneurs through the development of Teacherpreneurship characteristics as most teachers have already shown. This research found out that teachers are innovative and creative in their field, they are flexible to switch and adapt different settings, techniques and that they are good networkers finding their way to learn and help others. Teachers are paving their way towards Teacherpreneurship with all the characteristics. The results clearly shows that Teachers are innovative, flexible and network with another. And the present pandemic only has helped polish and enhance their skills. Teachers regardless of their age are learning new technologies for educational purposes. Teachers in this pandemic are really on a journey from teachers to Teacherpreneurs with the characteristics of Teacherpreneurship and zeal of teaching present in them.

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## COMPARING THE STUDY HABITS AND ATTITUDE OF SCHOOL STUDENTS

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### Abstract

*The study has been conducted on a sample of 150 school students of standard 8th at Air India Modern High School. I have selected 50 students from division A, 50 from division B and 50 From division C, where 75 are girls and 75 are boys. This study helps to understand the study habits and attitudes of school students. Test of study Habits and Attitudes (TSHA) standard tool constructed by Dr. C. P Mathur. The tool consists of 60 items under 9 areas of counselling. The percentage calculation done on using average score and data presented on a simple bar graph. The findings show that Study habits and attitudes of girl students are better than boy students and study habits and attitudes of students of division B was better than that of students of division A, and C. Maximum of students fall under a very high category indicating excellent study habits.*

**Keywords:** *Study Habits, Study Attitudes .....*

**Habit** is a second nature; it is routine of a person what he or she does in every condition. They are the product of experience and practice. A habit is something that is done on a regular scheduled, planned basis and that is not related to a second place or optional place in one's life. It is simply done with no reservations, no excuses, and no expectations. Habit according to 'Introduction to Psychology', means 'a learned, or fixed way of behaving to satisfy a given motive'. In the field of education, habits exercise a strong impact. Students are perpetually in search of academic success in every educational setting, the success of academic performance is their goal.

Academic performance can be expressed in the form of good scores and prizes because of hard work and exceptional performance in classroom tests, assignments, and examination. Habit saves time and saves effort. It is through the help of habits that we carry out daily routines. Therefore, good study habits are important ingredients in the life of a successful student. Since it helps students to accomplish tasks effectively and efficiently, inculcation of good desirable Study Habits can ensure success in academic performance.

**A Study habit** is buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it one does not grow and become self-limiting in life. Study habits tell a person how much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life.

**Attitude** is a manner of thinking, feeling, or behaving that reflects a state of mind or disposition which can be either positive or negative evaluation of people, objects, events, activities, or ideas. It can thus be concluded that Study Habit is the pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate study routines (example: reviews of material, frequency of studying sessions, etc.) occurring in an environment that is conducive to



studying. Study attitude, on the other hand, refers to a student's positive attitude toward the specific act of studying and the student's acceptance and approval of the broader goals of education. In short, Study Habits and Attitudes of students are determined through their time management ability, work methods, attitudes toward teachers and acceptance of education. Study attitude is a positive attitude towards education in general and studying.

### **NEED OF THE STUDY**

Study habits are very important characteristics of human beings who are being educated and are educated. The extent to which the student excels in his or her studies depends on the kind of the study habits and attitudes he or she develops and uses to a very large extent. A student who develops a positive attitude and good study habits is likely to perform better in his or her studies when compared to one who had bad study habits. In recent days students' attitudes towards the study is very lenient and some have a positive attitude towards the study. Also, the study habits of some students are bad compared to other students. However, one wonders to what extent the students in recent times develop and use their study habits as most of the students in secondary school hardly know how to study. Most students do not have a study plan to guide their studies. Some hardly attend their classes, to do their homework and prepare for their exams etc. Thus, study habits are very instrumental to the academic success of every student at all levels. So, to improve the study habits and develop a positive attitude towards study there is a need for the study of study habits and attitudes of school students.

### **IMPORTANCE OF THE STUDY**

Despite equal treatment of the teacher towards the students in the class, certain factors make them stand different in their achievement. The school also gives the equal treatment to all its enrolled students. But there are certain factors which influence their performance in the school and also in their real life. These factors as enumerated by different researchers and scholars are concentration, note-taking habits, meta-cognition, memorization, study habits and attitudes towards education etc. A study habit is one of the major reasons behind achievement of the students. It refers to the plan of the students to conduct his/ her studies throughout a period. It is found as an important factor that affects a student's achievements and performance. Thus, the investigators felt the need to conduct the present study. The importance of Study Habits in a student's life is that it plays a major role in their academic achievement because without studying no one can be successful. Effective Study Habits and positive Attitude help students to achieve good results. Efficient Study Habits are associated with a favourable attitude toward learning in general. Attitudes towards the value of intellectual pursuits and education are positively related to academic performance. The present study assumes that if students' study habits and attitudes are improved, the academic performance would also be improved.

### **OPERATIONAL DEFINITIONS**

Study Habits have been defined as the student's way of study whether systematic, efficient, or inefficient (Good, 1973).

**Study Habits** are the behaviours used when preparing for tests or learning academic material. (Dictionary)

**Study Habits** are regular practices that a person performs to maximize their productivity, efficiency, and retention in preparation for a particular evaluation. (Zach W. Mills).

**Study Habits**, "This is a behaviour style that is systematically formed by students towards learning". (Tope, 2011)

**Attitude**, A feeling or opinion about something or someone, or a way of behaving. (dictionary)

**Attitude**, it is a way of feeling or acting towards a person, thing, or situation.

### **AIM OF THE STUDY**

To Compare the Study Habits and Attitudes of School Students.

### **OBJECTIVES OF THE STUDY**

1. To study the samples, score on various categories based on score range.
2. To compare the level of Study Habits and attitudes between the boys and girl's students of 8<sup>th</sup> standard.
3. To compare the Study habits and attitudes among the 8<sup>th</sup> standard school's students with respect to their divisions (A, B, C)

### **SCOPE OF THE STUDY**

Study habit is different individual behaviour in relation to studying and is the combination and study material and skill. In other words, study habits include behaviours and skills that can increase the motivation and convert the study into an effective process with high returns, which ultimately increases the learning. Study habits are in fact the gateway to success and differ from person to person. Through the study habits and attitudes of school students towards the study we can improve the study habits and attitude of school students by providing them with properly planned study habits and developing positive attitude in them towards study, thus improving their academic performance.

### **LIMITATIONS OF THE STUDY**

- The present study is limited to check the study habits and attitudes of school students of standard 8<sup>th</sup> only. Moreover, the study is limited to Mumbai city only.
- The size, data and sample are limited to one school and hence the study is limited to a small group of students.
- It cannot be universally because of the reason stated above.

### **REVIEW OF STUDIES IN INDIA**

**Evans Atsiayasahi and Julius K. Maiyo<sup>2</sup> (2015)**, Study of the relationship between study habits and academic achievement of students. The researcher selected English medium Spicer Higher Secondary School. All boys and girls of Indian origin, who were present on the days of data collection, were included in the study. The study revealed the achievement of students. The study revealed the following facts: The mean of test scores was above average marks obtained in the school exams. It was 74.4%. Study Habits: Majority of students (48.2%) had average study habits, 25.9% unsatisfactory study habits, 16.5% good study habits and 9.4% very unsatisfactory, class mean was found to be 55.33 in study habits.

### **REVIEW OF STUDIES ABROAD**

**Mahwish Rabia, Naima Mubarak, Hira Tallat, Wajiha Nasir, (2017)**, A Study on study habits and academic performance of students. Study habits play a significant role in the development of knowledge and capacities. Study habits explains to a person how much he will learn how far he wants to go and how much he wants to earn and all this could be concluded with the help of one's study habits throughout the life. It is assumed that study habits are correlates

of scholastic and academic achievement. In this study, the association between study habits and academic performance of students is examined. Sample of 270 students were taken from two colleges Govt. Allama Iqbal College for Women, Sialkot and Govt. Technical College for boys, Sialkot. The results showed that there is a significant relationship between study habits and academic performance of the students.

### SAMPLE AND SAMPLING TECHNIQUES

The study was conducted at Air India Modern High School located at Kurla West. The tool was administered among standard 8<sup>th</sup> students. Here the researcher has used the simple random technique sampling procedures for the study. In simple random technique sampling procedure, all the members have the same chance (probability) of being selected. Random method provides an unbiased cross selection of the population. The researcher chooses the sample based on who he/she thinks would be appropriate for the study.

### SIZE AND COMPOSITION OF TOOLS

Sample Size	Institute
150	Air India Modern High School

This tool consists of 9 areas of counselling. This tool is for school, college, and university students, ranging from age 13+ years to adulthood. Study habit and attitude scale have 60 items under 9 categories. Study habit is a self-reporting three-point scale. Items of the scale are in the question form demanding information for each in the three options mention below:

Yes, Confused and No.

SN	Areas	Total No. of Items	Items Number
A	Attitude Towards Teacher	5	2,16,21,32,39
B	Home Environment	4	1,30,35,46
C	Attitude Towards Education	3	28,50,53
D	Study Habits	20	4,5,6,7,9,11,12,15,17,19,22,25,34,38,40,44,51,52,55,58
E	Mental Conflict	4	20,33,43,45
F	Concentration	9	8,13,18,24,26,36,41,47,49
G	Home Assignment	4	14,23,42,54
H	Self Confidence	3	3,29,48
I	Examination	8	10,27,31,37,56,57,59,60

### DATA COLLECTION

The tool was administered at Air India Modern High School in one of their free classes. The researcher distributed the questionnaire and explained how it had to be filled. Since the students only had to read the questions and put a tick

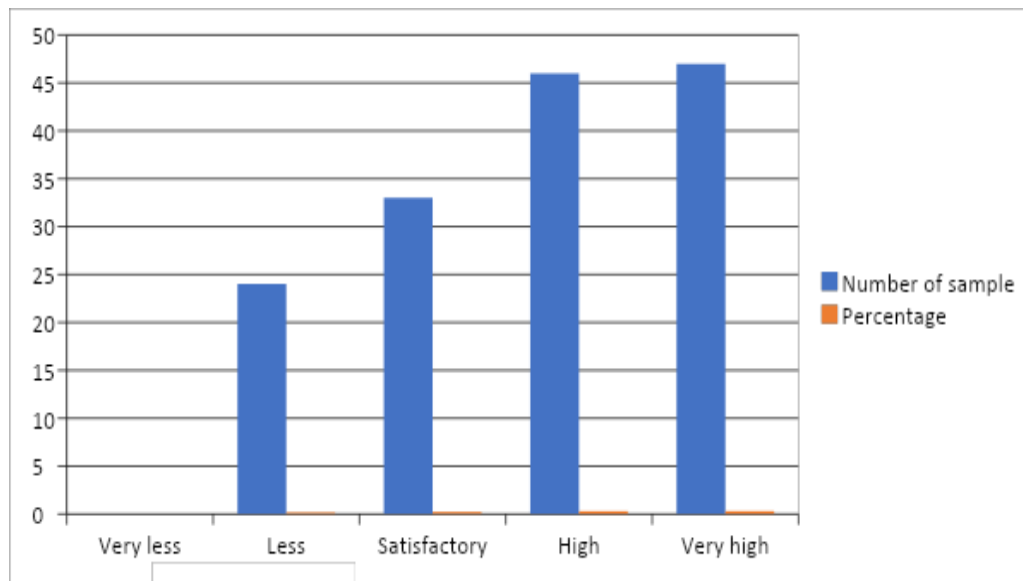
against the option, they felt it suited the answer, the researcher only gave the students 30 minutes to fill the questionnaire. In the meanwhile, the researcher monitored whether the students were filling it correctly or no, if they were answering all the questions, if they had any doubts regarding any questions. All this was clarified for the students at the same time. After the given time, the researcher collected all the questionnaires and checked whether the details were filled in properly and whether each question was answered or not.

**OBJECTIVE 1:** To study the samples score on various categories based on score range.

**Table no. 1: Classification of Total samples based on Score Category**

Range of Scores	Category	Number of samples	Percentage
0-12	Very less	0	0%
12- 24	Less	24	16%
24-36	Satisfactory	33	22%
36-48	High	46	30.66%
48-60	Very high	47	31.34%
	Total	150	100%

**Graph no. 1: Total Samples Vs.Score Category**



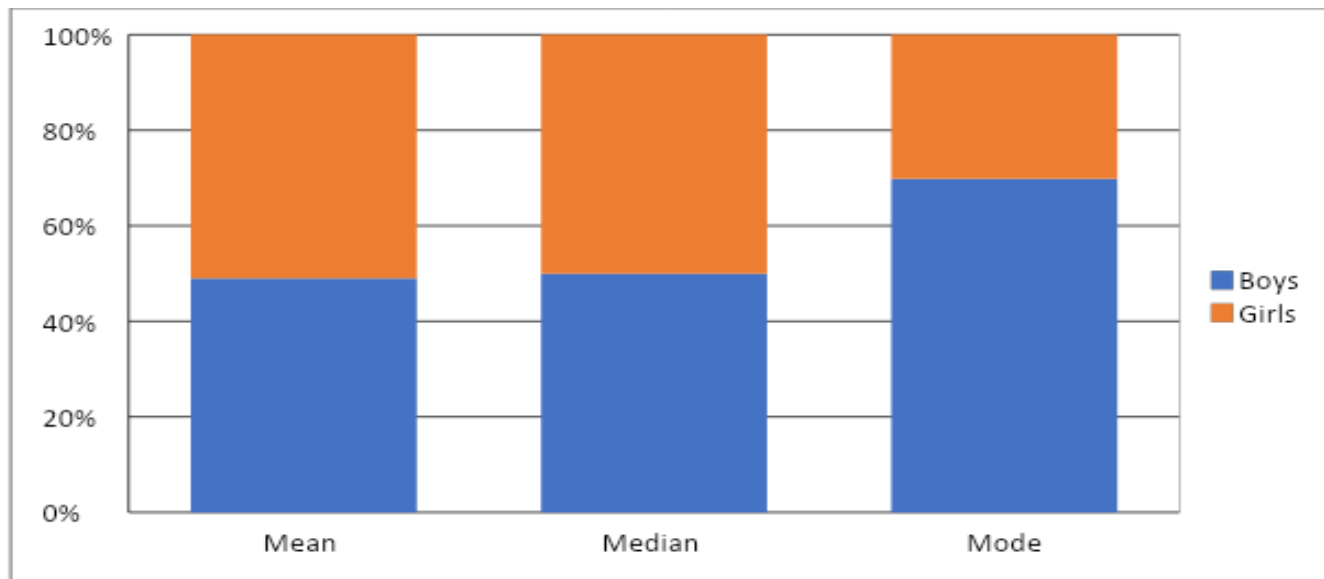
**Interpretation:** The table number no. 1 and the graph number 1 above clearly indicates the sample scores on various categories based on score range. 31.34% of samples score falls under very high category indicating excellent study habits. 30.66% of sample score falls under high category indicating very good study habits. 22% of the sample score falls under the satisfactory category indicating fair study habits. 16% of sample scores fall under the category indicating poor study habits. While 0% samples score fall under very less category which indicates very bad study habits.

**OBJECTIVE 2:** To compare the level of study habits and attitudes between boys' and girls' students of 8<sup>th</sup> standard.

**Table no. 2: Scores of samples with respect to Gender**

Standard	Gender	Number of samples	Total score	Mean	Median	Mode
8 (A, B, C)	Boys	75	2942	<b>39.22</b>	42	51
8 (A, B, C)	Girls	75	3068	<b>40.90</b>	42	22
Total		150				

**Graph no. 2: Level of Study Habits and Attitudes Vs. Gender**

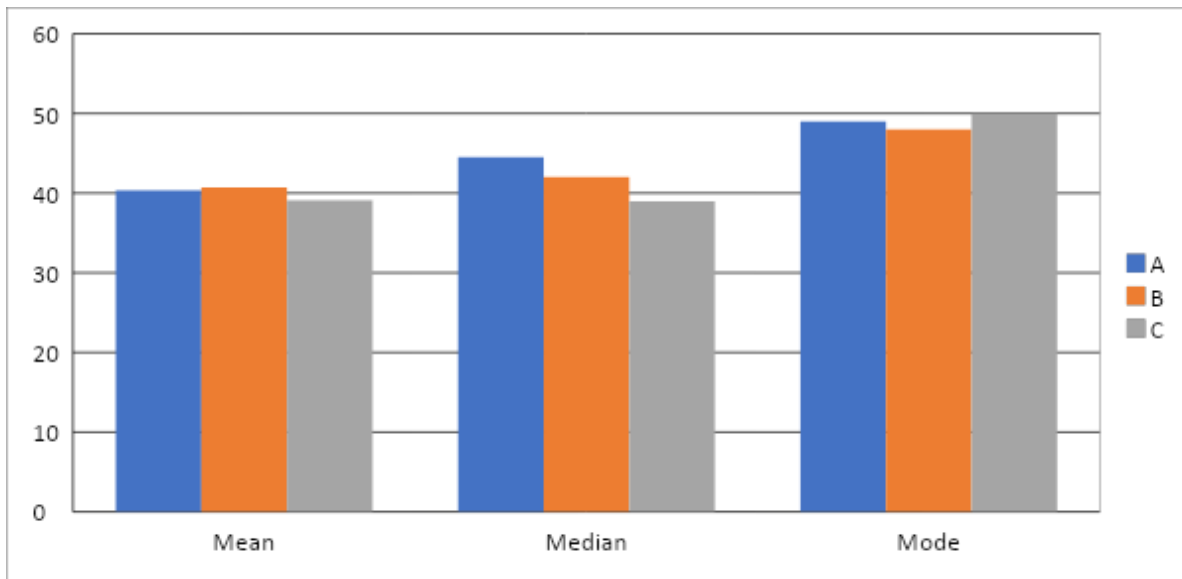


**Interpretation:** The above table and graph indicates that there is a significant difference between the level of study habits and attitudes of boys and girls of students of 8<sup>th</sup> standard. Performance of girls regarding the study habits and attitudes was better than boys. The mean of overall boys of 8<sup>th</sup> standard is 39.22 and the mean of overall girls of 8<sup>th</sup> standard is 40.90 which clearly indicated that the study habits and attitude of girls was better than boys.

**OBJECTIVE 3:** To compare the level of study habits and attitudes among the 8<sup>th</sup> standard school students with respect to their divisions (A, B, C).

**Table no. 3: Scores of samples with respect to their Divisions**

Standard	Division	Number of samples	Total score	Mean	Median	Mode
8 <sup>th</sup>	A	50	2017	40.34	44.5	49
	B	50	2037	40.74	42	48
	C	50	1956	39.12	39	50

**Graph no. 3: Study Habits and Attitudes of samples with respect to Division**

**Interpretation:** The above table and chart indicates that there are significant differences in the levels of study habits and attitudes of 8<sup>th</sup> standard school students with respect to their divisions. Performance of 8<sup>th</sup> standard students of division (B) was excellent compared to that of division(A and C).The mean of 8<sup>th</sup> standard students of division (A) is 40.34 and the mean of 8<sup>th</sup> standard students of division(B) is 40.74 and the mean of 8<sup>th</sup> standard students of division(C) is 39.12 which indicates that the study habits and attitude of 8<sup>th</sup> standard students of division(B) was better than that of division(A,C).

### MAJOR FINDINGS AND DISCUSSIONS

This research paper has mainly focused on the study habits and attitudes of school children.

Understanding the study habits and attitudes of school students of standard 8<sup>th</sup>. Studying helps us know a lot of information and facts about ourselves and the world in which we are living; facts which we had never known. Students' attitude towards study determines their ability and willingness to learn. Every student should follow the following positive attitude: Politeness and Patience. Correct knowledge can guide us through darkness and show the path of right and wrong. The key to becoming an effective student is learning how to study smarter, not harder. Study habit is the tendency of the student to learn in a systematic and efficient way. "Study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning, so as to attain mastery of the subject." There are various factors that affect the study habits and attitudes of school children, thus affecting their academic achievement. To excel in their academic performance students must make themselves disciplined, follow a good study habit plan and must keep a positive attitude towards the study. From the study it was revealed that maximum number of students of 8<sup>th</sup> standard have excellent study habits and positive attitude towards study and minimum number of students need to plan good study habits and need to have positive attitude towards the study.

Study habits and attitudes of 8<sup>th</sup> standard girl students are better than boy students. During the research it was observed that performance of girl students regarding the study habits and attitude was better than boys. This clearly indicates that

girl students of 8<sup>th</sup> standard have better study habits than boy students of 8<sup>th</sup> standard. This means that boys need to work on their study habits, they need to plan proper study habits and need to keep a positive attitude towards study.

Study habits and attitudes of 8<sup>th</sup> standard students of division(B) was better than that of students of division (A, C). During the research it was observed that there are significant differences in the level of study habits and attitudes of 8<sup>th</sup> standard students with respect to their divisions. The study revealed that performance of 8<sup>th</sup> standard students of division(B) was excellent as compared to that of students of division (A, C). which clearly indicates that 8<sup>th</sup> standard students of division (A, C) need to properly plan their study habits and need to have a positive attitude towards the study.

### **EDUCATIONAL IMPLICATIONS**

Education gives us the knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. Information cannot be converted into knowledge without education. Education makes us capable of interpreting things, among other things. It is not just about lessons in textbooks. It is about the lessons of life. Education plays a major role in the overall development of an individual making them stronger mentally, and emotionally. Education plays an important role in everyone's life. It helps human beings to transform their lives into a happy and progressive life. Through education, people get informed, inspired, motivated and become dedicated to progress further in life with the help of knowledge and information with respect to various fields. Life itself is the source of education through which human beings have lots of experiences and predictions and accordingly accept adaptations and transformation with the changing times. It helps the human beings to gather information and learn something from their life activities and experiences which then become a source of knowledge and a part of education. So, education helps human beings develop with respect to cognitive, physical, emotional, and social development. Bad grades are not always because the child doesn't understand the material. For many students, the problem of poor grades comes down to ineffective study habits. Whether it is waiting until the last minute to study or not properly understanding the material, poor study habits have a big impact on a student's performance.

Positivity prevents negative feelings or emotions. Students with a negative attitude towards studies cannot focus on the learning of concepts of the studies. This student also cannot plan their study habits properly. Students having a positive attitude towards studies helps prevent negative feelings causing fear, hate, anxiety, stress and make the students ready to gain education. As per the result maximum number of high school students had positive attitudes towards studies and had well planned study habits. This attitude can be developed more positively and stronger by implementing interactive sessions, STEM teaching techniques, story-telling methods and various other active and creative teaching-learning strategies, which will definitely help develop a more strong and efficient positive attitude towards studies. Teachers can have a great impact on helping students develop good study habits. As a teacher we can help kids develop good study habits. These habits will benefit them not only when they are in school, but when they enter the workforce, too. Teachers can work with students to improve their study habits during the school day and teach parents how to support those study habits at home.

Various teaching learning strategies and planned study habits help to prevent a negative sense of attitude towards studies and inculcate positive attitude and make their teaching learning sessions joyful and stress free.

### **SUGGESTIONS FOR FURTHER RESEARCH**

For a better future research following suggestions must be taken into consideration:

- **Flexibility in survey tool:** The survey questionnaire used for identifying the study habits and attitude of students towards study could have been more flexible so that it can be used for various age groups.
- **Wider geographical location:** The research could have been conducted with the students from various geographical locations so that the study habits and attitudes of many more students could have been taken under the research study.
- **Students from various Boards of education:** The research was conducted for the students from the state board. The research could have been taken under study with the students studying under the different boards of education such as CBSC, ICSE Board, IB Board and IGCSE Board.
- **Covering students from other schooling areas:** The research was conducted on students belonging to a school following the State board only. To obtain better research, the future researchers must consider the students from vernacular mediums or other boards too.
- **Avoiding time constraints:** It has been found that the more time devoted to the research the better is the result of the study. The future researchers must avoid time constraints and begin the collection of data early thus it will help them to conduct the research peacefully.
- **Reach out to other aspects of development in the study habits and attitudes:** It was seen during the research that only the study habits and attitude towards education was covered. This must not be the case for further researchers. Other aspects like academic achievement, solutions to poor study habits, self-esteem, solutions to develop a positive attitude towards education, etc. could be covered for defining results.

For a better and more precise research in the future, the above-mentioned suggestions must be kept in mind. These are a few suggestions, nevertheless, more changes can be made by other researchers.

### **SUMMARY AND CONCLUSION**

The attitude of students towards learning matters a lot in the teaching-learning process. Study habits and attitude means a willingness to learn, openness and receptivity. Every student has his own study habits. These provide them a medium for learning. Quality of education is reflected through the academic achievement which is the function of study habits and study attitudes of the students. Study habits can help you throughout your education. Developing good study habits by proper methods and guidelines a student can achieve their goals, success, and top rank in study very easily. Thus, to enhance the quality of education, it is necessary to improve the study habits and study attitudes of school students.

With this research and the survey method to test the level of study habits and attitudes of school students, it was observed that a teacher can play an important role in every student's life. It was observed that a maximum number of students have good study habits and positive attitude towards the study which help them to succeed in their academic



achievements. There are some students who have study habits but poor study habits. Those students are always having problems in the classroom, in examination, at home during study time, during lecture time. Students with poor study habits are failing to reach their average test results in examinations as well as very poor comprehension during lecture time. Such students need proper planned study habits and need to develop positive attitudes towards education. Thus, it is very important to encourage and motivate the students to learn and develop a positive attitude.

Students with poor study habits should be helped to plan the budget of time for studies. The place for students to study should be calm and quiet. The teachers should try to develop good vocabulary among the students. The teachers should develop a learning environment among the learners. Students should single out their weak subjects on the strength of their examination results. Students should revise the subject matter from time to time. Students should study the subject matter at home thoroughly before it is taught in the classroom. Guidance programmes in study habits should be arranged in schools and colleges.

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**SELF EFFICACY AND JOB SATISFACTION OF  
SECONDARY SCHOOL TEACHERS – THE  
PRIMARY DETERMINANTS OF  
PSYCHOLOGICAL WELLBEING**

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**Abstract**

*Teachers perform a very important function in their students' life they are the center of any educational structure. It is to an enormous degree, the teacher who decides the shape of student's being. The function teacher has to play these days is very diverse and she needs to comprehend her part towards creation of a good individual of each student.*

*Thus it is the accountability of a teacher to build up her students into reputable citizens of the future humanity. In order to handle this, the teacher herself has to have a excellent sense of self-efficacy, and good level of job satisfaction, so as to put in optimal efforts in the growth of her students.*

*Thus to determine the Psychological wellbeing of teachers, which is essential for the optimum level of education of students, a study was conducted on the Self-Efficacy and Job Satisfaction of Secondary school teachers.*

**Key words:** *Self Efficacy, Job Satisfaction, Secondary school teachers.*

*“A teacher affects eternity; he can never tell where his influence stops.”<sup>1</sup>*

Teachers perform a very important function in their students' life they are the center of any educational structure. It is to an enormous degree, the teacher who decides the shape of student's being. The function teacher has to play these days is very diverse and she needs to comprehend her part towards creation of a good individual of each student.

All through history, society has documented the need for tutoring and that each imminent generation has to be educated not only the skills essential to be lucratively employed but furthermore how the knowledge will permit them to be functioning members of their social order. While this facet of education has earned agreement all through the centuries, the role of the educator to accomplish this objective has changed significantly and continues to change.

Thus it is the accountability of a teacher to build up her students into reputable citizens of the future humanity. In order to handle this, the teacher herself has to have a excellent sense of self-efficacy, and good level of job satisfaction, so as to put in optimal efforts in the growth of her students.

People, who look upon themselves as extremely efficacious, act, believe and feel in a different way, from those who identify themselves as inefficacious. They create their own opportunity rather than predict it. They have a strong sense of efficacy and organize their awareness and efforts to the demands of the circumstances and are motivated by obstacle to better endeavor. Thus having a good sense of self-efficacy is essential for teachers.

Along with self-efficacy, a teacher also needs to have job satisfaction for better performance. Job satisfaction is the chief requirement for any teaching learning procedure. It is a multifaceted phenomenon concerning various private, institutional and societal aspects. Studies divulge that person content with his job is probable to profit by having elevated self-esteem in his general livelihood and the society profits in turn due to individual well being.

Progressive and empowered teachers lead community and nation in the walk toward enhanced and high quality of existence. They are torch bearers for creating communal unity, national integration and an educated society.

Thus to determine the Psychological wellbeing of teachers, which is essential for the optimum level of education of students, a study was conducted on the Self-Efficacy and Job Satisfaction of Secondary school teachers.

### **Methodology of the Research:**

In the present study, the researcher has adopted the descriptive method of causal-comparative type. Causal-comparative method was used to compare self-efficacy and job satisfaction on the basis of years of teaching experience and socio-economic status of secondary school teachers.

### **Sample:**

A sample of 150 teachers teaching in English medium secondary schools in Vasai Taluka was selected using two-stage stratified sampling technique.

### **Objectives of the Study:**

- 1) To compare the self-efficacy of secondary school teachers on the basis of their
  - a) Years of teaching experience
  - b) Socio-economic status.
- 2) To compare the job satisfaction of secondary school teachers on the basis of their
  - a) Years of teaching experience
  - b) Socio-economic status.

### **Hypotheses of the Study:**

- 1) There is no significant difference in the self-efficacy of secondary school teachers based on their
  - a) Years of teaching experience
  - b) Socio-economic status.
- 2) There is no significant difference in the job satisfaction of secondary school teachers based on their
  - a) Years of teaching experience
  - b) Socio-economic status.

### **Research Tools Used:**

The data was collected using following tools: Self Efficacy Scale , Job Satisfaction Scale and Socio-Economic Status Scale

### **Testing of Hypotheses**

#### **Hypothesis 1:**

- 1) There is no significant difference in the self-efficacy of secondary school teachers based on their
  - a) Years of teaching experience
  - b) Socio-economic status.

**TABLE 7****ANALYSIS OF VARIANCE OF SE OF SST ON THE BASIS OF THEIR YTE**

Source of Variance	SS (Sum of Squares)	df (Degrees of freedom)	MSS (Mean sum of squares)	F	LOS
Among means	401.11	2	200.55	12.31	0.01
Within groups	2133.73	131	16.29		
Total	2534.84	133			

The calculated value of  $F = 12.31$ , which is significant at 0.01 level of significance. Hence the null hypothesis is rejected at 0.01 level of significance.

**TABLE 8****NUMERICAL DATA AND LEVEL OF SIGNIFICANCE FOR DIFFERENCES IN SE OF SST DUE TO YTE**

Groups	N	df	Mean	SD	t-value	LOS
Low YTE	44	78	61.52	4.218	1.38	N.S.
Moderate YTE	36		60.25	4.031		
Low YTE	44	96	61.52	4.218	4.11	0.01
High YTE	54		64.33	3.885		
Moderate YTE	36	88	60.25	4.031	4.78	0.01
High YTE	54		64.33	3.885		

**Interpretation of t:**

- 1) **Low YTE and Moderate YTE:** 't' is not significant at 0.05 level, the null hypothesis is accepted.
- 2) **Low YTE and High YTE:** 't' is significant at 0.05 level, the null hypothesis is rejected.
- 3) **Moderate YTE and High YTE:** 't' is significant at 0.01 level, the null hypothesis is rejected.

**TABLE 9****ANALYSIS OF VARIANCE OF SE OF SST ON THE BASIS OF THEIR SES**

Source of Variance	SS (Sum of Squares)	df (Degrees of freedom)	MSS (Mean sum of squares)	F	LOS
Among means	457.64	2	228.22	14.43	0.01
Within groups	2077.2	131	15.856		
Total	2534.84	133			

The calculated value of  $F = 14.43$ , which is significant at 0.01 level of significance. Hence the null hypothesis is rejected at 0.01 level of significance.

Groups	N	df	Mean	SD	t-value	LOS
Low SES	42	80	59.73	4.439	3.47	0.01
Moderate SES	40		63.1	4.384		
Low SES	42	62	59.73	4.439	4.63	0.01
High SES	52		63.62	3.515		
Moderate SES	40	90	63.1	4.384	0.39	N.S.
High SES	52		63.62	3.515		

**TABLE 10**

**NUMERICAL DATA AND LEVEL OF SIGNIFICANCE FOR DIFFERENCES IN SE OF SST DUE TO SES**

**Interpretation of t:**

- 1) **Low SES and Moderate SES:** 't' is significant at 0.01 level, the null hypothesis is rejected.
- 2) **Low SES and High SES:** 't' is significant at 0.01 level, the null hypothesis is rejected.
- 3) **Moderate SES and High SES:** 't' is not significant at 0.05 level, the null hypothesis is accepted.

**Hypothesis 2:**

- 1) There is no significant difference in the job satisfaction of secondary school teachers based on their
  - a) Years of teaching experience
  - b) Socio-economic status.

**TABLE 11**

**ANALYSIS OF VARIANCE OF JS OF SST ON THE BASIS OF THEIR YTE**

Source of Variance	SS (Sum of Squares)	df (Degrees of freedom)	MSS (Mean sum of squares)	F	LOS
Among means	1478.36	2	739.18	9.69	0.01
Within groups	9986.72	131	76.23		
Total	11465.08	133			

The calculated value of  $F = 9.69$ , which is significant at 0.01 level of significance. Hence the null hypothesis is rejected at 0.01 level of significance.

**TABLE 12**

**NUMERICAL DATA AND LEVEL OF SIGNIFICANCE FOR DIFFERENCES IN JS OF SST DUE TO YTE**

Groups	N	df	Mean	SD	t-value	LOS
Low YTE	44		117.84	7.803		

Moderate YTE	36	78	112.19	9.067	2.95	0.01
Low YTE	44	96	117.84	7.803	4.39	0.01
High YTE	54		125.39	9.205		
Moderate YTE	36	88	112.19	9.067	6.72	0.01
High YTE	54		125.39	9.205		

**Interpretation of t:**

- 1) **Low YTE and Moderate YTE:** 't' is significant at 0.01 level, the null hypothesis is rejected.
- 2) **Low YTE and High YTE:** 't' is significant at 0.01 level, the null hypothesis is rejected.
- 3) **Moderate YTE and High YTE:** 't' is significant at 0.01 level, the null hypothesis is rejected.

**TABLE 13 ANALYSIS OF VARIANCE OF JS OF SST ON THE BASIS OF THEIR SES**

Source of Variance	SS (Sum of Squares)	df (Degrees of freedom)	MSS (Mean sum of squares)	F	LOS
Among means	4467.17	2	2233.59	41.81	0.01
Within groups	6997.91	131	53.42		
Total	11465.08	133			

The calculated value of  $F = 41.81$ , which is significant at 0.01 level of significance. Hence the null hypothesis is rejected at 0.01 level of significance.

**TABLE 14****NUMERICAL DATA AND LEVEL OF SIGNIFICANCE FOR DIFFERENCES IN JS OF SST DUE TO YTE**

Groups	N	df	Mean	SD	t-value	LOS
Low SES	42	80	109.32	7.367	5.29	0.01
Moderate SES	40		118.25	7.817		
Low SES	42	62	109.36	7.367	6.29	0.01
High SES	52		123.15	6.843		
Moderate SES	40	90	118.25	7.817	3.14	0.01
High SES	52		123.15	6.843		

**Interpretation of t:**

- 1) **Low SES and Moderate SES:** 't' is significant at 0.01 level, the null hypothesis is rejected.
- 2) **Low SES and High SES:** 't' is significant at 0.01 level, the null hypothesis is rejected.
- 3) **Moderate SES and High SES:** 't' is significant at 0.01 level, the null hypothesis is rejected.

**Findings and Conclusions:**

1. The findings show that higher the YTE, higher is the SE. this may be because SE is the person's belief in his or her capabilities to perform. As a person grows in experience, he becomes more confident of his abilities and talents as he

gains more experience. This may be the reason for the findings.

- 2) The findings show that teachers with low level of SES are lower on SE. this may be because SES also plays an important role in an individual's life. Low SES may lead to inferiority feelings in an individual which may lead him to doubt his capabilities to perform a particular task.
- 3) The findings show that lower the YTE, lower is the JS and as the YTE goes on increasing, the JS also increases. This may be because; human beings tend to adjust to the surroundings and teaching field and adapt themselves to existing conditions.

Thus as the teachers grow in teaching experience, they tend to adjust to their work conditions and work environment. They do not wait for encouragement to perform duties, may take active part in activities in school and are interested in personal development. The teacher also gets promotions, due to which her status and salary increases, which is also a contributing factor to teacher's JS.

- 4) The findings show that lower the SES, lower is the JS and greater the SES, greater is the JS. This may be because of the growing needs of the society in terms of status and economy. Low SES may result in dissatisfaction of needs and may reflect on job.

Due to dissatisfaction of needs, the teacher may not be able to give more time to students, implement new ideas and involve in activities of school. This leads to frustration and dissatisfaction.

Thus for better performance and educational outcomes, it is first and foremost important to ensure the optimum levels of Self-efficacy and Job satisfaction of teachers, so as to ensure optimum effort of satisfied and self-efficacious teachers to create students who are empowered and motivated to ensure a better future.

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