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International Journal of Education Teaching and Learning which has been established for the dissemination of theories and practices of the 21st century curriculum, metacognitive teaching and learning, assessment, education technology and artificial intelligence in education. The Journal aims to provide a forum for researchers, educators, practitioners and policy makers in the early childhoods, primary, secondary and tertiary sectors to communicate their teaching and learning outcomes in a scholarly way.

The purpose of the Journal is to report new insight and foster critical debate about education and learning. The aspects of education focus on education in its broadest sense, including formal modes, from preschool to higher education, contemporary issues, curriculum development, education management, and education policy. The aspects of learning with which the journal is concerned include perspectives across a wide range of teaching, development, curriculum, instruction, innovations, methodology, and technology in education or situated at the convergence of two or more disciplines.

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A Study of Divergent Production Abilities and Problem-Solving Abilities of Secondary School Students

Dr. Amit Ahuja*

ABSTRACT

The descriptive study explored the divergent production abilities and problem-solving abilities among secondary school students. From the four Government schools of Directorate of Education, Delhi 118 boy students and 116 girl students of IX were randomly selected. The standardized tools to measure the divergent production abilities and problem-solving abilities of secondary school students were administered for data collection. Parametric techniques for the data analysis showed that there was no significant difference between the boy and girl students for the divergent production abilities. The girl students had significantly higher problem-solving abilities scores than the boy students. The divergent production abilities and problem-solving abilities of secondary school students had significantly positive correlation with each other. The study had educational implications for the teachers, students and parents.

Keywords: Divergent production abilities, Problem-solving abilities, Secondary school level.

INTRODUCTION

Creativity is the ability of a person that reflects his/her tendency to generate the idea(s) (Guilford, 1950). It is a necessity of the modern age and divergent thinking is a form of creativity (Roue, 2011). Creativity is an important variable of the learners' personality that must be subjected to educational assessment. The divergent thinking enhances the learning in economical ways as it is associated with the highest level of achievements in a discipline (Roue, 2011). It has been observed that the inculcation of divergent thinking abilities is neglected in a classroom scenario as the teachers have to complete the syllabus timely and prepare the learners for the conventional examinations (Rabari et al, 2011).

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So, how do the divergent production abilities and problem-solving abilities differ among boy and girl students at secondary school level? and how are divergent production abilities and problem-solving abilities correlated with each other? motivated the investigator to conduct this study. Another variable that influences the learning and the academic achievement of the learners is the problem-solving (**Kousar, 2011**). The process of problem-solving is executed for some problem when it does not have any obvious solution (**Polya, 1945**). As an ability, the problem-solving refers to the skills/potentials that support a learner to arrive at a state of solution in which the problem does not exist anymore (**Mayer & Wittrock, 2006**). Even for the teachers (**Gupta et al, 2015**) and educational psychologists (**Mayer & Wittrock, 2006**) problem-solving ability is a crucial cognitive factor for promoting the learning. In classrooms, the problem-based learning, as an instructional method, motivates the learners to learn (**Marra et al, 2014**). Unstructured problems, rather than structured problems, require the learners to exercise greater cognitive skills (**Hong, 1998**). The cognitive styles of the learners have a great influence on their problem-solving abilities (**Keefe, 1987**). So, how do the divergent thinking abilities and problem-solving abilities differ with gender? How are the divergent thinking abilities of students correlated with their problem-solving abilities? were some prime concern of this study that were explored.

LITERATURE REVIEW

For this study, the literature reviewed showed that there is no significant difference between the male and female students on the divergent thinking abilities scores (**Ayyildiz-Potur & Barkul, 2009** and **Bart et al, 2015**). Co-relational studies found positive correlation between divergent thinking and critical thinking (**Rabari et al, 2011**). The researches in domain of problem-solving have shown that the problem-solving had a significant effect on the academic achievement of secondary school students (**Gupta et al, 2015, Kumar & Singhal, 2014** and **Perveen, 2010**). There is no interaction between the problem-solving abilities and gender to influence the academic achievement (**Gupta et al, 2015**). It was also reported that the male students performed significantly better than female students in mathematical problem solving (**Gallagher et al, 2000**) but some other study reported that there was no significant difference between the problem-solving skills of boy and girl students in physics problem -solving (**Harskamp et al, 2008**). A significantly positive correlation was reported between the problem-solving and working memory of secondary school students (**Kalaimathi, 2015**).

For the present study, the review of related literature revealed no significant difference between the girl and boys students for the divergent production abilities (**Ayyildiz-Potur & Barkul, 2009** and **Bart et al, 2015**) and also some other studies have reported no significant difference between the male and female students for the problem -solving abilities scores (**Harskamp et al, 2008**). The investigator could not find any exclusive research work pertaining to correlation between divergent thinking abilities and problem-solving abilities at any level of schooling. Following were the null hypotheses that were formulated by the investigator for the concerned research objectives.

- H_{01} = The boy and girl students at secondary school level do not differ with respect to the divergent production abilities.
- H_{02} = The boy and girl students at secondary school level do not differ with respect to the problem -solving abilities.
- H_{03} = For secondary school students there is no significant corelation between their divergent production abilities and problem-solving abilities.

Research Objectives

Following research objectives were formulated by the investigator to test the research hypotheses:

- To compare the divergent production abilities of boy and girl students at secondary school level.
- To compare the problem-solving abilities of boy and girl students at secondary school level.
- To explore the correlation between divergent production abilities and problem-solving abilities of secondary school students.

Methodology

The investigator employed the descriptive survey research design for the data collection and compared divergent production abilities and problem-solving abilities of girl and boy students of class IX. The co-relation between the divergent production abilities and problem-solving abilities of these students was also explored.

Sample

Two Government girls and two boys senior secondary schools were randomly selected from Directorate of Education, Delhi. The students of the selected sample were of class IX (age group 13+ years).

Research Variables

- **Independent variable:** In this study, gender was the independent variable and had two levels that is girl and boys students.
- **Dependent variable:** the divergent production abilities and problem-solving abilities were explored as the dependent variable in this study.

Research Tools

Following were the standardized tools that were employed for the data collection:

- To measure the divergent production abilities of the students, the Divergent Production Abilities test by Sharma (2017) was used for the data collection. This test battery had six sets of divergent production abilities namely word fluency, ideational fluency, association fluency, expressional fluency, spontaneous fluency, adaptive fluency, originality and elaboration.
- To measure the problem-solving abilities of the students, the Problem-Solving Ability Test developed by Dubey (2006) was administered by the investigator. The test had twenty items.

Procedure

The standardized tools were administered for data collection and as per manual, the scoring was done.

RESULTS & DISCUSSION

Table 1: t-test for the Divergent Production Abilities and Problem-Solving Abilities of Secondary School Students

Research Variable	Gender	N	M	S.D.	σ_d	D	t-value
Divergent production abilities	Boys	118	62.09	8.45	1.14	1.69	1.48
	Girls	116	63.78	9.12			
Problem-solving abilities	Boys	118	9.33	3.94	0.435	7.63	17.54 #
	Girls	116	16.96	2.55			

(# = .01 level of significance; * = .05 level of significance; M = mean; N = Number of students; S.D. = Standard deviation; σ_d = Standard Error of difference between the means, D = difference between two-independent means)

The table 1 shows that for the divergent production abilities, the t value 1.48 is not significant at .05 and .01 levels of significance. This finding supports the research work of Ayyildiz-Potur & Barkul (2009) and Bart et al (2015) who also reported no significant difference between the divergent production abilities of male and female students. So, the null hypothesis H_{01} , the boy and girl students at secondary school level do not differ with respect to the divergent production abilities, is accepted.

The table 1 also shows that for the problem-solving abilities, the t value 7.63 is significant at .01 level. There is a statistically significant difference between the problem-solving abilities of boy and girl students at secondary school level and it is in the favour of girl students. So, the null hypothesis H_{02} , the boy and girl students at secondary school level do not differ with respect to the problem -solving abilities. is rejected.

Table 2: The Correlation between Divergent Production Abilities and Problem-Solving Abilities of Secondary School Students

Research Variables	r value	t value
Divergent production abilities and problem-solving abilities	0.52	9.27 #

Table 2 shows that for the Karl Pearson coefficient of correlation ($r=0.52$) between the divergent production abilities and problem-solving abilities the corresponding t-value is 9.27 that is significant at 0.01 level. The null hypothesis H_{03} , for secondary school students there is no significant correlation between their divergent production abilities and problem-solving abilities, is rejected.

Educational Implications

The teachers may organize the classroom learning situations in such a manner that motivates the students to think and reflect out of box.

The students may try to think what, why and how aspects pertaining to a concept, principle or laws etc. The students may be motivated to think in some non-conventional manner about some academic aspect, being deliberated, because such efforts may stimulate divergent thinking among them.

The parents may pay attention towards their wards in motivating and rewarding them when they bring out something new and innovative. Their parenting style should focus on motivating their wards intrinsically so that they work towards academics enthusiastically.

CONCLUSION

The boy and girl secondary school students had almost similar divergent production abilities. The girl students had significantly higher problem -solving abilities than boy students at secondary school level. The divergent production abilities and the problem -solving abilities had significantly positive correlation.

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A Study on Personality Traits of Prospective Teachers in Relation to Mental Health

Dr. R. Periasamy*

INTRODUCTION

Personality refers to our efforts to capture or summarize an individual's essence. Personality is the science of describing and understanding persons. Personality is one of the most dominating factors in human life as everybody is continuously striving for good personality. Personality is the key stone of teacher effectiveness. Teacher's personality affects their own and the pupil's behavior, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as effective teacher and of children as learners. Together with intelligence, the topic of personality constitutes the most significant area of individual difference study. Allport (1966) defined personality as the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Whereas Fernald et al. (1978) opined that personality is generally defined as the unique and characteristic ways in which an individual reacts to his or her surroundings; it is composed of relatively consistent patterns of behaviors. Something is being common to other individuals and other being distinct from all other individuals.

Personality is the supreme realization of the innate idiosyncrasy of a living being. As Jung (1971) viewed personality the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self– determination. Jung also developed a theory of personality, which defines eight personality types based on the opposing attitudes of introversion and extroversion. According to him, attitudes refer to a predisposition to behave in a certain manner. People who are classified as introverts place importance on their subjective view of the world, while extroverts place more emphasis on objectivity and surrounding influences. Morrison et al. (1972) stated that each individual has characteristic attributes of personality which influence both the manner in which he behaves toward others and the ways in which they

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respond to him Carver et al. (2000) stated that personality is a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behaviour, thoughts, and feelings. Moynihan et al. (2001) also stated that personality traits are the key antecedent of an individual's cognitions and affective states that may influence his or her task and interpersonal or socio- emotional rude behavior whereas Barbian (2001) emphasized that personality identification has been used for many purposes in various organizations: to forecast a worker's ability to fill certain roles, to establish harmonious relationships, to determine team effectiveness and to predict future behavior. Kasinath (2000) in his study entitled "Interaction effect of institutional climate, personality and home climate on burnout among teacher educators" had discovered that introvert teacher educators were more prone to burnout on depersonalisation as well as on personal accomplishment dimensions than extrovert teacher educators; introvert teacher educators working in closed institutional climate with unhappy home climate were more prone to burnout on emotional exhaustion and personal accomplishment dimensions. Singh et al. (2000) in their study entitled "Personality patterns of secondary female teachers" indicates that urban teachers were more pure, diligent, studious, intelligent and patient; rural teachers were more truthful, non-violent, continent, unvarnished, restrained from theft, complacent and theist; urban and rural female teachers differed in their personality patterns. Kwan et al. (2002) opined that personality aspects and traits arise from biological causes i.e. genes and important influence on traits is exercised from the individual's social environment whereas Gilmore et al. (2003) viewed that accurate knowledge and positive but realistic, expectations are important for enhancing the acceptance of individual is as good personality person. Singh et al. (2004) stated that several traits together constitute a dimension of personality, which helps us in making distinction among persons. Trait theory studies personality by its location or position on a number of scales, each of which represents a trait. Personality is the integration of those systems or habits that represent an individual's characteristic adjustment to the environment.

Easwari (2004) emphasized those three factors representing the personality as body, ego or self and social or the influence of culture. Whereas Cholmondeley (2004) stated that the influence of the teacher is often a conscious one, a fact that implies the possession of a pre-conceived idea of the person under his charge. This influence is prized by many, it is a force which is admired in class work, it adds power to the efficient teacher, who explains, questions, introduces, summarizes,

or connects ideas before her class. Varvel et al. (2004) expressed that individuals who were trained on the type of personality of team members were helped to improve communication, trust, and interdependence in spite of differences whereas Jayanthi et al. (2006) emphasized that teacher plays an important role in shaping and molding the habits, manners and strong character of the students. Briggs et al. (2006) expressed that a heterogeneous mix is actually preferable in most organizations. In their study of accountants, they suggest that many corporate collapses can be traced to a skill/personality mismatch of workers. Application of personality type knowledge has been used in many areas in society such as in career guidance, managing employees, counseling and in teacher education. Afsaneh (2005) in his study entitled "The Role of Personality and Identify Factors in Stress Perception" suggests that there was a negative, significant relation between the stress and extraversion of individuals and positive, significant relation between stress and neuroticism; analysis of the personality variables indicated that the groups i.e., males and females did not show a significant difference based on sexuality, marital status, employment status, birth place, father's education, number of household members, order or birth, education level and field of study; the findings also indicated that the experience of stress is related more to the individual personality and that the identity variables did not create an effective role in the perception of stress.

Friend et al. (2007) revealed that in many instances, compatibility between individuals is frequently hindered by various barriers such as personality conflicts caused by faulty perceptions of each other. A personality assessment can be used to assist educators to be more successful in the classroom and beyond. This knowledge of personality types can be useful in developing strategies for more effective interactions, smoother communications, and more successful relationships. Compatibility can be achieved when colleagues are willing to negotiate and accommodate to differences, in philosophies, values, and behavior. Through an understanding of differences, diversity can be appreciated instead of posing a threat. Assessing personality types however should be considered as a method towards establishing compatibility rather than as a tool to stereotype people or as a justification for certain behaviors whereas Mairesse et al. (2007) stated that personality is typically assessed along five dimensions known as the Big Five: extraversion vs. introversion, emotional stability vs. neuroticism, agreeableness vs. disagreeable, conscientiousness vs. unconscientiously and openness to experience.

Al-Qaisy, and Khuffash (2012) in their study entitled "Relation between personality traits and academic achievement among university students" indicated that high achievers were affect to thyme than the low achiever; high more intelligent and bright than the low achievers; high achieving females showed the highest scholastic capacity than the high achieving males, low achieving males and the low achieving females; high achievers were more emotionally calm, stable and that face reality appropriately than low achievers; no difference was found between high and low achievers in excitability. Kavabari et al. (2013) in their study entitled "The study of the relationship between the personality types (extroversion, neurotic, psychotic) & job satisfaction in teachers of secondary school in Rasht district I" states that the relationship between personality types (extroverts, Neurotic, psychotic) and job satisfaction of teachers at the secondary school. Results revealed that there was no significant relationship between neurotic and psychotic personality types and job satisfaction of male and female teachers, also a significant relationship between extrovert personality type and job satisfaction among male and female teachers was found.

So, teachers personality appears to be consistently associated with teacher self-image in regard to being friendly, helpful and giving freedom, responsibility and opportunity for independent work in class. Teachers personality also seems to be related to self-perceptions of uncertainty in the classroom, of maintaining a low profile and being passive. In conclusion personality may be valued as the dynamic organization of individual characteristics Personality is purely a matter of social perception. Personality influences the behavior of the teacher such as interaction with students and learning experiences chosen. Personality is a sense, self-expression of one to the outer world. Learner's attitude toward a teacher is a function of the teacher's personality. Personality is the total psychological and serial reactions of an individual. Personality is one's habits and usual style. Personality of a person has personality traits. Personality is a person's characteristic patterns of behavior, thoughts and feelings. Teachers attitude toward knowledge and grading can be explained by personality factors.

NEED AND SIGNIFICANCE OF THE STUDY

The destiny of a nation lies in the hands of the teachers teaching in classrooms. Teacher Education is meant for professional preparations of quality teachers, who are responsible for the all-round development of their students, that is, bring out

the inborn potentials of the younger generation and ultimately helping the national development as well as the higher developments of human beings in the next level. The psychological concept personality is considered very important for personal and professional success and well-being of individuals. It is widely applied in various fields of management, psychology and education. It is a very essential requirement for teachers to perform their roles in the teaching profession. The personality traits of the teachers also play very important role in moulding and shaping the behaviour of their students. Teaching competency is an important criterion for of the prospective teachers to get selected into the teaching profession and also for pursuing further higher studies in the field of teacher education. Now, the tremendous increase in the number of private colleges of education and teacher education Institutes in all over India has paved the way for the rampant commercialization of teacher education and deterioration of the quality of teacher education. These essential qualities for like aptitude, attitude, interest and competence for teaching profession are never considered while choosing the prospective teachers into the Teacher Education programme. There is a tendency that any graduates having minimum marks can enter into the teacher education programme because of the availability of number of colleges of education. So, the investigator gets interested to study the level of personality and teaching competency of the prospective teachers studying in colleges of education. Hence, the problem of the present study is selected and entitled as “A Study on Personality Traits of Prospective Teachers in relation to Mental Health”.

Title of the Study

The present study entitled as “A Study on Personality Traits of Prospective Teachers in relation to Mental Health”.

Objectives of the Study

The following are the objectives of the study.

1.	To find out the personality traits of prospective teachers.
2.	To find out the significant difference between the personality traits and demographic variables of prospective teachers.
3.	To find out the significant correlation between personality traits and mental health of prospective teachers.

Hypotheses of the Study

The following are the hypotheses of the study.

1.	There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to gender.
2.	There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to educational qualification.
3.	There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to marital status.
4.	There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to type of family.
5.	There is no significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to father's educational qualification.
6.	There is no significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to father's occupation.
7.	There is no significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to mother's educational qualification.
8.	There is no significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to mother's occupation.
9.	There is no significant correlation between the personality traits and mental health of prospective teachers

Limitation of the Study

Even though every attempt has been made to make the study more precise & objective as possible, the investigator in the present study noted a few limitations. The following are the important limitation. 1. The present study was restricted to Prospective Teachers of Tiruchirappalli District only. 2. The present study was restricted to self-finance college of education only. 3. The investigator has attempted to collect data from a representative and manageable sample of 400 B.Ed. trainees only. 4. Questionnaire was the only tool used in the study.

Research Methodology

The study was conducted through descriptive survey method of research. The main objective of the present study is to investigate the personality traits of prospective teachers. The investigator has implemented survey method in view of realizing the objectives of the study. The population meant for the study is the prospective teachers of colleges of education. The investigator decided to collect data from the prospective teachers undergoing B.Ed. course from various colleges of education in Tiruchirappalli district under Tamil Nadu Teacher Education University representatives of sample of population, the investigator collected to a simple random sample of 400 prospective teachers from different colleges of education affiliated to Tamilnadu Teacher Education University. The main study consisted of 400 prospective teachers from different college of education in Tamilnadu Teacher Education University was selected by simple random sampling technique, the researcher after obtaining prior permission from the principles of the colleges and personally administered the tool to B.Ed. trainees. During the time of answering the questionnaire by the B.Ed. trainees the investigator gave proper instructions to the respondents. There was a good between the researcher and the respondents.

Tools Used for the Study

The following tool were selected and used by the investigator in the present study: 1) The tool on personality traits was developed and validated by investigator. 2) mental health inventory developed and validated by the investigator.

Procedure of Data Collection

The investigator with the permission of the principal of college of education and the cooperation of the concerned prospective teachers administered the tool. The area of investigation is Tiruchirappalli district. The investigator approached the principals of the institutions and got their co-operations insured. First, the investigator explained the aim and purpose of the study and then administered the tool to prospective teachers. The prospective teachers responded freely for each and every item of the statement that is given in the scale. Then their responses were recorded in it, and the filled personality traits and mental health inventory were compiled and taken into account for final analysis data.

Analysis and Interpretation of Data

The analysis and interpretations of the data collected using different types of statistical techniques based on the prescribed authors and the collected data were processed with the help of software namely the Statistical Package for the Social Sciences (**SPSS**) version 26.0 was used to analyse the collected data and all the hypotheses were tested at 0.05 and 0.01 levels of significance.

Hypothesis – 1

There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to gender.

Table 1: Test of Significant Difference in the mean Scores of Personality Traits between the Groups of Prospective Teachers with Regard to Gender

Background Variables		N	Mean	SD	t – value	Level of Significance
Gender	Male	139	211.5396	22.24966	2.417	Significant
	Female	261	217.0192	20.29825		

From the table 2, the obtained 't' value (2.417) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the male and female prospective teachers in their personality traits. Hence, the stated null hypothesis "There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to gender" is rejected. The personality traits mean score is higher in female prospective teachers than the male prospective teachers.

Hypothesis – 2

There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to educational qualification.

Table 2: Test of Significant Difference in the mean Scores of Personality Traits between the Groups of Prospective Teachers with Regard to Educational Qualification

Background Variables		N	Mean	SD	t – value	Level of Significance
Educational Qualification	Under Graduate	232	216.1810	20.95392	1.183	Not Significant
	Post Graduate	168	213.6429	21.34863		

From the table 2, the obtained 't' value (1.183) is less than the table value (1.97) at 0.05 level. It is clear that there is no significant difference between the under graduate and post graduate prospective teachers in their personality traits. Hence, the stated null hypothesis "There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to educational qualification" is accepted. The personality traits mean score is higher in under graduate prospective teachers than the post graduate prospective teachers.

Hypothesis – 3

There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to marital status.

Table 3: Test of Significant Difference in the mean Scores of Personality Traits between the Groups of Prospective Teachers with Regard to Marital Status

Background Variables		N	Mean	SD	t – value	Level of Significance
Marital Status	Married	124	205.7823	21.27006	6.015	Significant
	Unmarried	276	219.3080	19.71292		

From the table 3, the obtained 't' value (6.015) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the married and unmarried prospective teachers in their personality traits. Hence, the stated null hypothesis "There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to marital status" is rejected. The personality traits mean score is higher in unmarried prospective teachers than the married prospective teachers.

Hypothesis – 4

There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to type of family.

Table 4: Test of Significant Difference in the mean Scores of Personality Traits between the Groups of Prospective Teachers with Regard to type of Family

Background Variables		N	Mean	SD	t – value	Level of Significance
Type of Family	Nuclear Family	262	216.6489	21.03506	2.007	Significant
	Joint Family	138	212.2029	21.08244		

From the table 4, the obtained 't' value (2.007) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the nuclear family and joint family of prospective teachers in their personality traits. Hence, the stated null hypothesis "There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to type of family" is rejected. The nuclear family perspective teacher's personality traits mean score is higher than the joint family prospective teachers.

Hypothesis – 5

There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to father's educational qualification.

Table 5: Test of Significant Difference in the mean Scores of Personality Traits among the Groups of Prospective Teachers with Regard to Father's Educational Qualification

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	2808.331	2	1404.166	3.179	Significant
Within Group	175356.379	397	441.704		
Total	178164.710	399			

From the table 5, it indicates that the obtained 'F' is 3.179 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among illiterate, school education and higher education qualified fathers in their personality traits. Hence the hypothesis stated that "There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to father's educational qualification" is rejected. The means scores personality traits is higher in higher education qualified father than the illiterate and school education fathers.

Hypothesis – 6

There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to father's occupation.

Table 6: Test of Significant Difference in the mean Scores of Personality Traits among the Groups of Prospective Teachers with Regard To Father's Occupation

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	18301.705	4	4575.426	11.305	Significant
Within Group	159863.005	395	404.716		
Total	178164.710	399			

From the table 6, it is indicates that the obtained 'F' is 11.305 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among farmers, coolie, government employee, private employee and self employee fathers in their personality traits. Hence the hypothesis stated that "There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to father's occupation" is rejected. The means scores personality traits is higher in coolie fathers than the other groups.

Hypothesis –7

There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to mother's educational qualification.

Table 5: Test of Significant Difference in the mean Scores of Personality Traits among the Groups of Prospective Teachers with Regard to Mother's Educational Qualification

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	7542.115	2	3771.058	8.774	Significant
Within Group	170622.595	397	429.780		
Total	178164.710	399			

From the table 5, it indicates that the obtained 'F' is 8.774 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among illiterate, school education and higher education qualified mothers in their personality traits. Hence the hypothesis stated that "There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to mother's educational qualification" is rejected. The mean scores of personality traits is higher in illiterate mother than the higher education and school education mothers.

Hypothesis –8

There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to mother's occupation.

Table 6: Test of Significant Difference in the mean Scores of Personality Traits among the Groups of Prospective Teachers with Regard to Mother's Occupation

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	15545.128	4	3886.282	9.440	Significant
Within Group	162619.582	395	411.695		
Total	178164.710	399			

From the table 6, it indicates that the obtained 'F' is 9.440 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among farmers, coolie, government employee, private employee and self employee mothers in their personality traits. Hence the hypothesis stated that "There is no significant difference in the mean scores of personality traits among the groups of prospective teachers with regard to mother's occupation" is rejected. The mean scores of personality traits is higher in self employee mothers than the other groups.

Hypothesis – 9

There is no significant correlation between the personality traits and mental health of prospective teachers.

Table 8: Test of Significant Correlation between the Personality Traits and Mental Health of Prospective Teachers

Variables		Personality Traits	Mental Health
Personality Traits	Pearson Correlation	1	.364**
	Sig. (2-tailed)		.000
	N	400	400
Mental Health	Pearson Correlation	.364**	1
	Sig. (2-tailed)	.000	
	N	400	400

The above table shows that there is a positive correlation between personality traits and achievement among prospective teachers. Hence the stated hypothesis “There is no significant correlation between the personality traits and mental health of prospective teachers” is rejected.

Major Findings of the Study

1.	There is a significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to gender.
2.	There is no significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to educational qualification.
3.	There is a significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to marital status.
4.	There is a significant difference in the mean scores of personality traits between the groups of prospective teachers with regard to type of family.
5.	There is a significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to fathers educational qualification.
6.	There is a significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to father’s occupation.
7.	There is a significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to mother’s educational qualification.
8.	There is a significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to mother’s occupation.
9.	There is a significant correlation between the personality traits and mental health of prospective teachers.

Recommendations of the Study

On the basis of findings, the investigator has given the following recommendations.

Findings of the present study reveal that there is a significant difference in the mean scores of personality traits among the various groups of prospective teachers with regard to gender, marital status, father's educational qualification, father's occupation, mother's education and mother's occupation. Most effective teachers tend to have higher decisiveness, responsibility, emotional stability, hetero sexuality, ego-strength, curiosity, dominance and self-concept to the least effective teachers. Therefore personal and social personality characteristics of teachers should be examined before their selection and recruitment to different institutions. Tendencies and characteristics should be nurtured by the principals, policy planners and well wisher of the society for the professional growth and development. It will help in increasing the teacher effectiveness of teachers.

Findings of the present study reveal that there is a significant correlation between the personality traits and mental health of prospective teachers. These teachers should be properly guided. The principal should talk to the teacher and know the causes of tension, headache, hopelessness etc. He can mitigate the problems through his leadership qualities. Teachers should be exempted from duties other than teaching like: census duties, election duties, social surveys etc. salaries should be paid regularly. Members of the staff and heads of the schools should be motivation to create cooperative, academic and conducting environment among schools. Undue political and community interfering should be curbed. Another important spectacle, which is of recent origin, is that public and also the education officers condemn the teachers more than to encourage them. It should be avoided because this causes mental strain among teachers. To maintain the physiological and psychological fitness of teachers, it is recommended that yoga and meditation camps should be organized time to time in schools. So that teachers may get the training of stress management and learn stress coping strategies to deal with environmental demands –social, emotional and physical.

CONCLUSION

The investigator of the present study concluded that there are average levels of self - concept and academic achievement found in the higher secondary school students. The differential analysis revealed that there is a significant difference in

the mean scores of self - concept between the groups of higher secondary school students with regard to gender, medium of instruction, locality of the school, type of family and type of school. The correlation analysis also revealed that there is a significant positive correlation between the self - concept and academic achievement. It is therefore recommended that teachers, parents, and indeed all stakeholders should see it as a duty to consider this self-concept of students since they impact the development of positive self-concept among higher secondary students when interacting with them. Also, they must help, monitor and supervise students to have private time table for learning and to guide them in their day-to-day learning since such effort increase students' academic achievement significantly.

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A Study on the Impact of Education on the Earnings of People Engaged in Different Occupations

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ABSTRACT

Education is widely considered as an important means for the development of an individual and society. It is a pre-requisite for the progress and development of countries. There exists difference of opinion among educationists and economists regarding the role of education in determining the economic status of people and nations. A good number of research studies have been carried out to analyse the economic value of education. The present investigation is to assess the contribution of education to the earnings of people engaged in various occupations. The sample for the study consisted of 2254 earning members from 1500 households selected from an educationally backward, but economically advanced district of Idukki, in the state of Kerala. The study revealed that education has a significant role to play in determining the earnings of people engaged in various occupations with certain exceptions. Generally the earnings of more educated will be higher than the earnings of less educated.

Keywords: Education, Earnings, Level of Education, Educational Category, Occupational Groups, Agriculturalists, Businessmen, Daily Wage Earners, Monthly Wage Earners.

INTRODUCTION

Education is the supreme form of wealth and is the fulcrum of every kind of development. It is the process of human enrichment for the achievement of higher and better quality of life. It transforms the raw human beings into human resources, other wise known as human capital and prepares them to be capable of utilizing the resources economically. It is a means of social improvement and material well-being, especially for the economically and socially backward people. It provides

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them the capacity of acquiring new skills and develops in them the right attitude to wealth, savings and work.

NEED FOR THE STUDY

In India considerable progress has been achieved in terms of literacy, school enrolment, network of schools and spread of higher education institutions including technical and professional education. Expenditure on education, both governmental and parental is on the increase. But this rise in expenditures is justifiable, if it provides higher productivity in terms of higher earnings and security to households. Many economists believe that there exists a positive relationship between education and earnings of individuals irrespective of the sector of employment. But there exists alternate views among economists and educationists regarding the contribution of education to earnings. This broken relationship demands further investigation. The present investigation is aimed to study the role of education in determining the earnings of people engaged in different occupations. The influence of occupation in which people engaged on earnings also require special attention.

OBJECTIVES OF THE STUDY

The objectives of the study are the following:

1. To find out whether there exists any significant difference in the earnings of Agriculturists having different levels of Education.
2. To find out whether there exists any significant difference in the earnings of Businessmen having different levels of Education.
3. To find out whether there exists any significant difference in the earnings of Daily Wage Earners having different levels of Education.
4. To find out whether there exists any significant difference in the earnings of Monthly Wage Earners having different levels of Education.

METHODOLOGY

The present investigation is aimed to study the role of education in determining the earnings of people engaged in various occupations- Agriculturalists, Businessmen, Daily Wage Earners and Monthly Wage Earners. Hence the investigator adopted Normative Survey method for the study. The independent variable selected for the study is the level of education attained by the people. The dependent variable is the

earnings of people which denote the average monthly earnings of people engaged in various occupations. The sample for the present study consisted of 2254 earning members, from 1500 households selected by Stratified Random Sampling Technique from Idukki District. Of the total 2254 earning members, 494 are Agriculturalists, 212 are Businessmen, 572 are Daily Wage Earners and 976 are Monthly Wage Earners. The important statistical techniques employed for the analysis of data are Analysis of Variance (ANOVA) and Duncan's Test.

PROCEDURE OF THE STUDY

The sample earning members in each occupational groups were divided into four categories according to their level of education. The four levels of education are School Educated (E1), Certificate Holders (E2), Degree/Diploma holders (E3), Post Graduates and above (E4). The difference in the mean earnings of each of these educational categories were computed with respect to each occupational group.

ANALYSIS AND INTERPRETATION

The difference in the mean earnings of the four Educational categories (E1, E2, E3, E4) in each occupational group- Agriculturalists, Businessmen, Daily Wage Earners and Monthly Wage Earners is found out and are summarised as follows:

Agriculturists

Total sum of squares, mean sum of squares and F value for the mean earnings of different Educational categories of Agriculturalists were computed. The data and results are given in Table 1

Table 1: Summary of Analysis of Variance (ANOVA) of mean Earnings of Educational Category – Agriculturalists

Source	Sum of Squares	df	Mean Square	F
Between Groups	48262109.47	3	16087369.82	1.39
Within Groups	5668253744.18	488	11615274.06	
Total	5716515853.65	491		

From table it is obvious that the value of the F statistic is 1.39, which is not significant. It can be concluded that there is no significant difference in the earnings of Agriculturists belonging to different Educational categories.

Businessmen

Total sum of squares, mean sum of squares and F value for the mean earnings of different Educational categories of Businessmen are given in Table 2

Table 2: Summary of Analysis of Variance (ANOVA) of mean Earnings of Educational Categories – Businessmen

Source	Sum of Squares	df	Mean Square	F
Between Groups	740940748.92	3	246980249.64	7.05**
Within Groups	7285139439.75	208	35024708.84	
Total	8026080188.67	211		

** Significant at 0.01 level

From table it is obvious that the value of the F statistic is 7.05 which is significant (0.01 level). It can be concluded that there is significant difference in the earnings of Businessmen belonging to different Educational categories. Duncan's Test shows that :

1. There is significant difference between the earnings of E_1 and E_3 categories. The earning of E_3 (9956) category is significantly higher than that of E_1 (5936) category.
2. There is significant difference between the earnings of E_1 and E_4 categories. The earning of E_4 (12500) category is significantly higher than that of E_1 (5936) category.
3. There is significant difference between the earnings of E_4 and E_2 categories. The earning of E_4 (12500) category is significantly higher than that of E_2 (6672) category.
4. There is no significant difference between the earnings of E_1 and E_2 , E_3 and E_2 and between E_3 and E_4 categories.

Daily Wage Earners

Total sum of squares, mean sum of squares and F value for the mean earnings of different Educational categories in the Daily Wage Earners are given in Table 3.

Table 3: Summary of Analysis of Variance (ANOVA) of mean Earnings of Educational Categories - Daily Wage Earners

Source	Sum of Squares	df	Mean Square	F
Between Groups	778823119.16	3	259607706.38	45.91**
Within Groups	5336683722.94	566	9428769.82	
Total	6115506842.10	569		

** Significant at 0.01 level

From table it is obvious that the value of the F statistic is 45.91, which is highly significant (0.01 level). It can be concluded that there is significant difference in the earnings of Daily Wage Earners belonging to different Educational categories. Duncan's Test shows that :

1. There is significant difference between the earnings of E_1 and E_3 categories. The earning of E_3 (9250) category is significantly higher than that of E_1 (3047) category.
2. There is significant difference between the earnings of E_3 and E_2 categories. The earning of E_3 (9250) category is significantly higher than that of E_2 (2610) category.
3. There is significant difference between the earnings of E_3 and E_4 categories. The earning of E_3 (9250) category is significantly higher than that of E_4 (4500) category.
4. There is no significant difference between the earnings of E_1 and E_2 , E_1 and E_4 and between E_3 and E_4 categories.

Monthly Wage Earners

Total sum of squares, mean sum of squares and F value for the mean earnings of different Educational categories of Monthly Wage Earners were computed. The data and results are given in Table 4.

Table 4: Summary of Analysis of Variance (ANOVA) of mean Earnings of Educational Categories- Monthly Wage Earners

Source	Sum of Squares	df	Mean Square	F
Between Groups	3181715576.63	3	1060571858.87	45.28**
Within Groups	22765331144.67	972	23421122.57	
Total	25947046721.31	975		

** Significant at 0.01 level

From table it is obvious that the value of the F statistic is 45.28, which is highly significant (0.01 level). It can be concluded that there is significant difference in the earnings of Monthly Wage Earners belonging to different Educational categories. Duncan's Test shows that :

1. There is significant difference between the earnings of E_1 and E_2 categories. The earning of E_2 (6570) category is significantly higher than that of E_1 (2744) category.
2. There is significant difference between the earnings of E_1 and E_3 categories. The earning of E_3 (9158) category is significantly higher than that of E_1 (2744) category.
3. There is significant difference between the earnings of E_1 and E_4 categories. The earning of E_4 (9824) category is significantly higher than that of E_1 (2744) category.
4. There is significant difference between the earnings of E_2 and E_3 categories. The earning of E_3 (9158) category is significantly higher than that of E_2 (6570) category.
5. There is significant difference between the earnings of E_2 and E_4 categories. The earning of E_4 (9824) category is significantly higher than that of E_2 (6570) category.
6. There is no significant difference between the earnings of E_3 and E_4 categories.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are the following;

1. There is no significant difference in the earnings of Agriculturists having different levels of Education (E_1 , E_2 , E_3 , E_4).
2. There is significant difference in the earnings of Businessmen having different levels of Education (E_1 , E_2 , E_3 , E_4) except a few cases. The more educated have more earnings.
3. There is significant difference in the earnings of Daily Wage Earners having different levels of Education (E_1 , E_2 , E_3 , E_4). The more educated have more earnings.
4. There is significant difference in the earnings of Monthly Wage Earners having different levels of Education (E_1 , E_2 , E_3 , E_4) except a few cases. The more educated have more earnings.

CONCLUSION

The present study is to study the contribution of Education towards the earnings of people engaged in different occupations. The results shows that there is significant difference in the mean earnings of the four Educational categories (E1, E2, E3, E4) in the occupational groups- Businessmen, Daily Wage Earners and Monthly Wage Earners, except in the case of Agriculturalists. The study reveals that Education is an important factor determining the Earnings of various occupational groups. Generally the earnings of more educated people will be higher than the earnings of less educated.

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Academic Achievement of Adolescents in Relation to their Home Environment

Mrs. Kavita*

ABSTRACT

Home environment has a huge influence on the development of adolescent. If a sense of security is infused, it will lead to his overall wellbeing. It is a system in which the behaviour and relationships of all the family members are dependent upon each other. A home environment which stimulates the adolescent from time to time helps him to be a better person. The sample of a present study consisted of 100 adolescents. Random sampling technique was adopted while collecting the sample. The Pearson product-moment correlation coefficient was used to analyse the data. Findings revealed that if the home environment of the adolescent is favourable than his self-esteem is better and he will be confident enough to solve the problems and to face the hardships and challenges of life in an easy go

INTRODUCTION

Adolescent is an age of impressions which can be shaped and refined by many artists like his parents, peers, siblings, guides and most importantly his society and environment in which he is brought up. Once his behaviour is modified positively and effectively then he can be an asset to his society. On the contrary, if we are unable to modify his behaviour then he can be irresponsible to his society. The society or the home environment in which the child is grown has a huge impact on his personality. He can move towards the path of progress, if he has a congenial environment to breathe. Hence, in general the role of family becomes evident. In recent years the psychologist and educationist both gave priority to the environment of adolescent in which he is blossoming into a young adult.

ACADEMIC ACHIEVEMENT

Academic achievement is an attainment of a student which he earns in his educational journey. In general sense, it is the current level of learning of a student.

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Successful completion of a class or diploma gives a student his academic performance and it depicts present learning outcome of a student. According to Crow and Crow (1969), “Academic achievement” means the extent to which the learner is profiting from instruction in the given area of learning. Achievement is reflected by the extent to which skill of knowledge has been acquired by a person through the training imparted to him”. So, it can be said that it is the total of information which is achieved from his completion of course or instruction for a particular grade achieved on an achievement test.

To be more specific, academic achievement refers to the marks or grades of a student at a school. A good education system provides student basic knowledge and learning skills to all the students regardless of their age, sex, class, caste, religion or region. It helps us to know the student’s performance and the challenges which he is facing during his educational course. It is done so that meaningful solutions can be provided to the hardships and challenges he is facing while the course of learning. It focuses on academic and co-curricular activities in an educational environment. It works on cognitive domain of students. Academic achievement of a student decides whether he can be promoted for further higher education or not. Teacher or an educational institution helps to achieve long term or short term educational goal of a student. Completion of academic course or bachelor’s degree represents academic achievement. The learners are placed in similar situations but in spite that their academic achievement varies. It is due to the fact that there exists number of factors which are operating inside or outside an individual. These factors may be categorised into mainly three categories-environmental, emotional and intellectual.

HOME ENVIRONMENT

Home environment consists of two words- ‘Home’ and ‘environment’. Home is a place where a child is nourished with love and care. The love of parents provides warmth and nourishes him psychologically for his optimum growth and development. The child feels security, acceptance and protection. The way the plants are nourished and grow in a nursery same is the home for the child. Home is considered to be a smallest part of society which imbibes the values and traditions in each generation. Just as the way a grown up tree provides shade and shelter, home also provides same to children. A home trains its children to face challenges and problems in life with a positive attitude. A healthy home environment provides

foresightedness and vision. It equips the adolescents with skills and knowledge. Home environment has a huge influence on the development of adolescent. If a sense of security is infused, it will lead to his overall wellbeing. It is a system in which the behaviour and relationships of all the family members are dependent upon each other. A home environment which stimulates the adolescent from time to time helps him to be a better person. It plays a crucial role in making adolescent a responsible member of the society as it teaches him the norms and values of the society. It is necessary that an adolescent learns good values and norms at this age. A congenial home environment is very helpful in managing the adolescents' emotions and feelings. It also proves helpful in dealing with adolescent's own bodily changes. So, home environment helps the adolescent to adjust and have positive mental health. The adolescent experiences their world in the way they experience their home environment.

In a nutshell, it can be said that today's adolescent is tomorrow's future and their today's development is tomorrow's development of the nation. Whatever child learns at home, it becomes part of his life and good habits formed at this gentle age becomes permanent in his life.

Need of the Study

Adolescence is a critical phase of life in which many physical, behavioral and emotional changes takes place in children. Also it is very important phase regarding their academic studies. Today is the age of great competition in every field is it studies, career professional or personal front so everyone has great expectations from adolescents. Adolescents are in age of stress and strain and student have to cope with many types of stressful situation, affects the achievement of the student the most. Academic achievement is often referred to as the success or proficiency gained in some academic work. It may imply, the sum total of information, a student has gained when he has completed a course of instruction, a particular grade that he has obtained on an achievement test. Teaching staff and environment of home are also participate in the student. Good environment helps the student to achieve their academic gals. The present study will try to find the difference in the achievement of males and females. Through this study the investigation wishes to draw the attention of parents towards the importance of parental guidance and parental aspiration and involvement with the child for his better performance. The success of an individual child in school or college depends on the Home Environment. In the light of such a

situation, the investigation was to take up the present study and to study the relation of academic achievement with home environment.

Objectives of the Study

1. To study the relationship between academic achievement and home environment of adolescents.
2. To study the Home environment of male and female adolescents.
3. To study the academic achievement of male and female adolescents.

Hypotheses of the Study

1. There is no significant relationship between Academic Achievement and Home Environment of adolescents.
2. There is no significant difference in Home Environment of male and female adolescents
3. There is no significant difference in Academic Achievement of male and female adolescents

Methodology

Descriptive survey method is employed in this study. It is descriptive in nature in order to find relation between academic achievement and home environment. Descriptive survey method is structured to obtain the facts of the present phenomena. It is a kind of assessment which is basic in nature and primary step to solve many social problems. It obtains the information of current phenomenon and is focused to investigate what exists in relation to the conditions in present situation.

The sample of a present study consisted of 100 adolescents. Random sampling technique was adopted while collecting the sample. The questionnaires were distributed among the sample and statistical tools were employed carefully. The researcher followed guidelines mentioned in the tool manual. The questionnaires were filled up by the adolescents and further the scoring and analyses of the sample was done.

Tools Used

1. Home Environment Inventory by **Karuna Shankar Mishra (1989).**

2. To assess the academic achievement marks obtained by the students in their previous annual examination will be take.

Statistical Techniques

Mean, standard deviation, t-test, Pearson's product moment co-efficient of correlation was applied to analyze the data.

Analysis and Interpretation

Table 1: The value of Co-efficient of Correlation between Home Environment and Academic Achievement of Adolescents

Sr. No.	Variables	N	r	Level of Significance
1.	Home Environment	100	0.48	Not significant at 0.05 and 0.01 level
2.	Academic Achievement			

Pearson's product Co-efficient correlation is worked out to find out the relationship between home environment and academic achievement of adolescents. Low positive correlation was found to be 0.48 which is not significant at 0.05(0.195) and 0.01(0.245) levels. This confirms the hypothesis that there is no significant relationship between home environment and academic achievement of adolescents.

Table 2: Comparison of Home Environment of Male and Female Adolescents

Sr. No.	Variable	N	Mean	S.D	SE _d	t –ratio	df	Level of Significance
1.	Male	50	275.4	43.67	8.90	0.94	98	Not significant at 0.05 and 0.01 level I
2.	Female	50	283.9	45.34				

Table 2 shows that t-ratio between Home Environment of male and female is 0.94 which is less than the table value at 0.05(1.98) level. The obtained t-value is not significant at both levels showing no significant difference in home environment of male and female adolescents. Hence the null hypothesis that there is no significant difference in home environment of male and female adolescents is accepted.

Table 3: Gender – Wise Comparison of Academic Achievement of Male and Female Adolescents

Sr. No.	Variable	N	Mean	S.D	SE _d	df	t - ratio	Level of significance
1.	Male	50	66.1	4.59	1.08	98	0.99	Not Significant at 0.05 and 0.01 level
2.	Female	50	65.02	6.15				

To see whether the significant difference between academic achievement of male and female the t-ratio is calculated which was found to be 0.99. This value is less than the table value of t-ratio at 0.05 (1.98) and at 0.01 level (2.63). Thus the difference between mean scores is not significant at both the levels of significance. This shows that there is no significant difference in the academic achievement of male and female adolescents. Hence the null hypothesis that there is no significant difference in academic achievement of male and female adolescents is accepted.

CONCLUSION

The conclusion of the study is that there is no significant relation between the academic achievement and home environment of adolescents. Results also shows that there is no significant difference in academic achievement and home environment of male and female adolescents.

EDUCATIONAL IMPLICATIONS

For the sustainable development, environment is not only important but also urgent. A special care, supportive home environment encouragement affection etc. helps the adolescents for the development of their potentialities. Therefore, all the family members should have to maintain a meaningful relationship in their home. The child first attachment is with parents than others. This attachment has strong influence on their child feeling, thinking, living styles and finally on academic achievement. Academic achievement, home environment and abilities of male and female helps the teacher in the selection of student.

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Behavioural Problems Affecting Practice Teaching of Student Teachers of B.Ed. Programme with Special Reference to Locality

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ABSTRACT

This study was conducted to find out Behavioural problems affecting Practice teaching of Student Teachers of B.Ed., Programme with special reference to locality. The present study consists of 1000 B.Ed., student Teachers undergoing Teacher training in B.Ed., Colleges in Chennai, Cuddalore, Thanjavur and Vellore Districts of Tamil Nadu State. The sample was selected by using simple random sampling technique. Findings show, moderate level of Teaching competency and B.Ed., Student Teachers have moderate level of Behavioural problems. There is a significant difference between rural and urban with respect to their Teaching Competency and behavioural problems. Further the r-value indicates significant and negative relationship between the variables- Teaching Competency and behavioural problems.

Keywords: Student teachers, behavioural problems, teaching practice

INTRODUCTION

Teacher-education lays emphasis on practice teaching. Practice teaching is an obligatory requirement in the B.Ed. curriculum. It occupies a key position in the programme of teacher education and is a culminating experience in teacher preparation. Problems related to any or all the external activities of a person. Behavioural problems of student teachers can be identified by knowing their state with respect to their happiness while in teaching practice, confidence of the society for living, their relationships with friends, confidence in expressing his/her ideas, fear about their teaching skills, relationships with others, level of enjoyment, faith in the students, their nearby commitments, positive judgement about his own life, accessibility to students, level of obedience to the authorities, obeying rules and

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regulations in the school and the level of students' like towards the student teacher etc.

NEED FOR THE STUDY

During practice teaching, they feel engaged, challenged and even empowered. College life is the most enjoyable time as well as time for psychosocial development in every person. Because of tight schedules, most of the students are facing some behavioural problems such as anxiety, depression, and lack interest in studies. So, it is very important to assess and analyze to what extent these behavioural problems are affecting the students and how they vary by their locality differences. Hence, in this study, the investigator is attempting to trace out this information.

OBJECTIVES OF THE STUDY

The following objectives were framed for the present study:

1. To find out the level of teaching competency of B.Ed., student teachers.
2. To find out the level of behavioural problems of the B.Ed., student teachers
3. To find out whether there is any significant difference between rural and urban college students with respect to their teaching competency and behavioural problems of B.Ed., student teachers.
4. To find out whether there is any significant relationship among teaching competency and behavioural problems of B.Ed., student teachers with respect to their locality.

HYPOTHESES OF THE STUDY

On the basis of the objectives the following hypotheses were framed:

1. The level of teaching competency of the B.Ed., student teachers is average
2. The level of behavioural problems of the B.Ed., student teachers is low.
3. There is a significant difference between rural and urban college student teachers with respect to their teaching competency and behavioural problems.
4. There is a significant relationship exists among teaching competency and behavioural problems of B.Ed. student teachers.

METHODOLOGY

The present investigation was undertaken by using normative survey method

Sample of the Study

The present study consists of 1000 B.Ed., student teachers undergoing Teacher training in B.Ed., Colleges in Chennai, Cuddalore, Thanjavur and Vellore Districts of Tamilnadu State. The sample was selected by using simple random sampling technique.

Tools Used

1. Teaching Competency measurement Schedule followed by the Tamilnadu Teachers Education University, Tamilnadu.
2. To find out the Behavioural problems of B.Ed., Student Teachers scales have been constructed and validated by the investigator,

Table No. 1: The mean and Standard Deviation of Teaching Competency Scores of B.Ed., Student Teachers

Variable	Subsamples	N	Mean	S.D
Teaching Competency	Rural	461	62.72	8.464
	Urban	539	59.19	7.421

From the above table1, this indicates that B.Ed., Student Teachers have moderate level of Teaching Competency with respect their locality.

Table No. 2: The mean and SD of Behavioural Problems Scores of B.Ed., Student Teachers

Variable	Subsamples	N	Mean	S.D
behavioural problems	Rural	461	59.92	12.486
	Urban	539	63.82	13.789

From the Table 2, the calculated mean value indicates that B.Ed. student teachers have moderate level of behavioural problems with respect their locality.

Table No. 3: The Significance of Difference between Rural and Urban B.Ed., Student Teachers with respect to their Teaching Competency and behavioural Problems Scores

Variable	Locality	N	Mean	S.D	t-values	Significance at 0.05 level
Teaching Competency	Rural	461	62.72	8.466	6.952	Significant
	Urban	539	59.19	7.421		
Behavioural problems	Rural	461	59.92	12.486	4.693	Significant
	Urban	539	63.82			

The above calculated t values are greater than the table value, the null hypothesis. Hence there is a significant difference between rural and urban college students with respect to their Teaching Competency and behavioural problems.

Table No. 4: Correlation between the Teaching Competency & Behavioural Problems of B.Ed., Student Teachers with Respect to their Locality

Dependent Variable	Independent Variables	Locality	N	'r' value	Significance at 0.05 level
Teaching Competency	Behavioural Problems	Rural	461	-0.570	Negative and Significant
		Urban	539	-0.536	

The correlation between the teaching competency and behavioural problems of B.Ed. student teachers with respect to their locality were calculated and the values are found to be negative and significant. Hence it is concluded that there is a negative significant relationship between the teaching competency and behavioural problems of B.Ed. student teachers with respect to their locality.

FINDINGS

1. B.Ed. student teachers have moderate level of teaching competency
2. B.Ed. student teachers have moderate level of behavioural problems.
3. There is a significant difference between rural and urban college students with respect to their teaching competency and behavioural problems.
4. There is a significant relationship exists among teaching competency and behavioural problems of B.Ed. student teachers

CONCLUSIONS

The present study reveals that B.Ed. student teachers have moderate level of teaching competency and behavioural problems. Hence, to increase the teaching competency, these psycho social problems should be lowered by giving them special concentration over them. Further Rural and urban students also differ significantly in teaching competency and behavioural problems also. This shows the need for difference in approach between rural and urban student teachers. So we need for restructure of practice teaching is sought to be addressed by the present study. The negative significant relationship between the dependent variable and independent variables revealed by this study shows the reality of the practice teaching in the B.Ed. programmes, which opens way for modifications

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Challenges of E-Resources In 21st Century

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ABSTRACT

This article explain the current scenario of ICT application in library and information science. The changes occurring due to ICT in the library environment. In this article we will study the different types of collection of e-resources and their mechanism. The advantages and disadvantages of e-resources are mentioned with the role of library professionals in the 21st century.

Keywords: ICT applications, e-resources, life cycle, information services.

INTRODUCTION

The dawn of information revolution is considered to be one of the marvels of 21st century. The new technology has not only created and developed some modern libraries but also transformed many existing libraries on modern lines. We are living in an information society. Digital library is a global virtual library. It is also called network of electronic libraries. The 21st century is witnessing revolutionary impact on the publishing and information delivery systems due to the emergence of internet, particularly there was a new medium of information storage and delivery. A significant change in the global information process has been noticed in the publication of journals and other important information resources in electronic form.

ICT Application

Libraries Provides the following services like reference service, CAS, SDI, OPAC, Table of contents, Document delivery service, Inter library loan service, Internet service, and photocopying services. There are the challenges posed by advances in the field of information and communication technology. The remarkable growth of electronic information in the last few decades has changed the scenarionand has solved the problem of space, as they are available on CDs, audio cassettes, video cassettes etc., as well as on the internet. Electronic resources play a vital role in the field of science and engineering studies, Electronic access to technology journals has

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become important and valuable tool for researchers, students and faculty. The user community is becoming more and more familiar with these tools and they have started using them very regularly.

E-Resources and Types

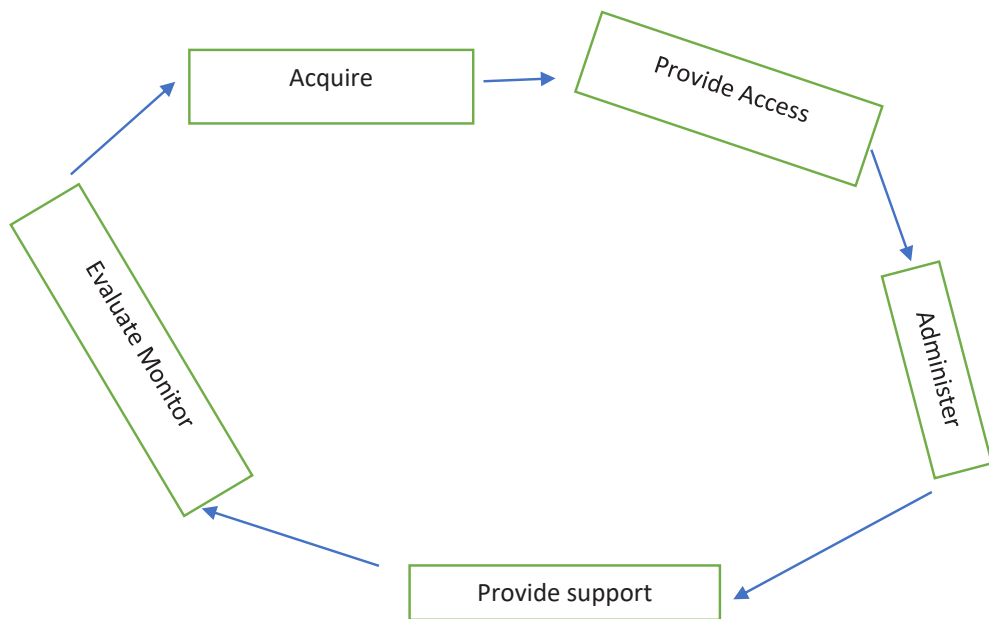
Electronic resources are regarded as the mines of information that are explored through ICT devices, refined and redesigned and more often stored in the cyber space in the most concrete and compact form and can be accessed simultaneously from infinite points by a great number of audience. Moreover, e-resources refer to that kind of the documents in digital formats which are made available to library users through a computer based information retrieval system. The internet is said to be the right and most extensively used channel to catch hold of the majority of e-resources through different search engines (e.g. Google, Alta vista, MSN, Yahoo, etc.) and webOPAC and of course, some offline databases in CD/DVD formats that can even be accessed without the help of internet. Therefore, it is perceptible that e-resources include online databases, sources from web pages, e-journal articles, electronic personal papers, e-mail messages, newsgroup postings, newsletters, government publications, e-theses and dissertations, e-news paper, CDS/DVDs, e-books, e-databases, HTML links, digital library materials, institutional repositories, social networks, open access materials etc.

Due to ICT development and applications. The contents are made available in e-formats now a days mostly. Therefore there are different variety of e-resources are available for library professionals to select, access, organize for retrieval and make them aware and use of the resources by the users. The different types of e-resources are like:

- e-books
- e-journals
- e-theses/dissertations
- e-conference proceeding
- e-standards
- e-patents
- online databases
- publishers website
- weblinks

THE E-RESOURCE LIFE CYCLE

The challenges faced by the librarians have to be examined in the management of e-resources due to the large volume of e-resources for which Electronic Management has become necessary. The following figure presents five basic phases of the e-resource life cycle



Each stage of the e-resource life cycle presents unique challenges for library staff

Acquire

To acquire an e-resource often involves arranging trials, reviewing and negotiating a license agreement and understanding and agreeing to complex pricing models,

Provide Access

Unlike print where providing access involved cataloguing the resource and putting it on the shelf, providing access to e-resources can be much more complex. Content usually is not stored at the library; therefore, much work goes into managing links to the content, helping end users discover the content through A to Z lists, link resolvers or the library catalog as well as managing the authentication to ensure that authorized patrons can actually get to the content. This may be done by

registering IP addresses with the publisher or through campus authentication and proxy servers.

Administer

Most e-resources are hosted on a site other than the library's web site and these sites have administrative modules, one challenge is simply keeping track of where administrative modules are located and how to log into them. It is also a good idea to keep track of the settings that were made for each site along with the reasons why those settings were established. Some sites require the library to update its holdings information to ensure accurate linking. For full text resources, library staff often answers questions relating to the right to use articles for interlibrary loan, electronic reserves, etc. This information is normally found in the signed license agreement or the terms and conditions pages on the content hosting site,

Provide Support

Access to e-resource may be interrupted for many different reasons. One challenge for the library is to determine what the problem is: Is the site down? Is there a problem with the campus proxy? Is there a problem with the subscription? As well as how to fix it.

Evaluation

When considering whether or not an e-resource is providing value, the library would likely view any problem logs, obtain usage statistics and acquire input from faculty, staff and end users.

Advantages of e-resources

1. **Access:** It can be accessed from any computer on campus and usually any computer off campus any time of the day or night, so there is no need to make a trip to the library,
2. **Easily searchable:** Each journal can be searched quickly and easily often through the complete full text of articles and via online index.
3. **Speed:** Articles appear online before the printed version is available.

4. Links: Hypertext format should be explained and links to related articles, information on other web sites, stable URLs for individual articles and email alerts when latest issue loaded.
5. Flexibility: E-journals evolved quickly. They are not tied to a format, printer and distribution network.

Disadvantages of e-resources

1. Difficulty reading computer screens
2. Limitations of computer monitor
3. Read information in the screen
4. Search engines ignore PDF files

Challenges for Librarians

In the knowledge dissemination context, librarians' roles will become more prominent as educators, information managers, information management consultants, custodians of information, information providers and publishers' change agents and custodians of public library facilities.

As information providers, librarians can make available much more widely collections which now can be used only within a single physical library location. A wide range of publications and access formats can be accommodated from remote login catalogues and indexes, to provision of e-copies of entire collection in print or other formats.

Future Challenges

All college libraries should improve internal communication and knowledge sharing. LIS Professionals should support the users' tools such as blogs, wikis, RSS feeds, podcasts, photo sharing on Flickr, instant messaging via Meebo and Twitter.

CONCLUSION

Libraries are operating under a new mode of library automation than existed at the turn of 21st century, so many numbers of applications have added to new dimension to information dissemination and have made searching for and retrieving of information simple and easy. Lateral thinking and innovative library and information

professionals have opportunities to demonstrate their value by developing these new skills and entering new kinds of work such as knowledge management.

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Challenges of Online Learning in Mathematics in Recent Secenario

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ABSTRACT

The ongoing Pandemic-COVID-19 due to its constraints have educational institutions to move from face to face delivery to online delivery of the content.

There is an opinion that with the implementation of online learning, especially is mathematics many obstacles when learning takes place. This study aim to determine the obstacles that arise after the implementation of online learning in mathematics learning in Higher Education. This research is a qualitative case study, assisted by a survey. The data source used comes from secondary data.

The survey is aimed at Teachers who teach in Mathematics Education study programs in Garhwal (Uttarakhand). The results of this study reveal that all teachers affected by the pandemic use learning management system (LMS) based website as a means of online learning.

Keywords: Online learning, Pandemic, Mathematics learning, COVID-19.

INTRODUCTION

Mathematics is promotes Wisdom, Quickens the mind, Develops reasing and prepares students for facing challenges by developing problem solving abilities. Teachers expand mathematics knowledge for their students by implementing pedagogical strategies, such as problem posing/solving, inquiry based teaching, using manipulative, and collaborative work.

Mathematics curriculum aim is to educate students to be active, thinking citizens, interpreting the world mathematically, and using mathematics to helps form their predictions and decisions about personal and financial priorities. Problem solving is recognized as an important life skill involving a range of processes including analyzing, interpreting, and reasoning, predicting, evaluating and reflecting, now we need new ways of thinking and doing things for us to survive. We need Research

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to fashion out solutions to the emerging problems confronting man and to design a new society with new ways of doing things in the right way.

This ongoing Pandemic has posed challenges to all the stakeholders and especially the mathematics teachers. To achieve these goals, this study aspires to answer the following questions

- What are the challenges faced by mathematics teachers while teaching online?
- What are the online tools being used for teaching mathematics?

A research study was carried out to find out the answers to the above questions with the objective to identify some of the major challenges faced by the teachers teaching mathematics and about the awareness related to the online tools used for teaching.

OBJECTIVES, LIMLTATIONS, METHODOLOGYOF THE STUDY

Objectives

- To study the challenges faced by teachers for teaching mathematics through online mode.
- To study about the various tools the teachers are using while teaching online.

Limitations of the Study

The teachers of Govt. Colleges in Garhwal (Uttarakhand) were studied.

Methodology of Study

The “Survey Method” was used 58 mathematics teachers by administering a questionnaire which had a set of 21 close ended and 1 open ended questions. Random sampling was used in this study.

FINDINGS

- Only 58% teachers feel they have the knowledge about online teaching but 40% of teachers still feel they either don't have the knowledge of online teaching still feel they have some what the knowledge and they are managing.

- 71% feel that they are confident to teach online. This may be due to the fact that the pandemic is for one year now and they are getting used to the New Normal.
- 73% of teachers had no knowledge of online teaching before the Pandemic but have taken up the challenge.
- 30% teachers still feel that online platform is not suitable for teaching mathematics.
- 70% teachers have not got any training or online support for online teaching.
- 80% teachers feel that there are no proper learning and teaching resources available online. This is because teachers are not aware of online resources.
- 53% teachers feel Math's cannot be taught online.
- 80% of the students are in the category of having the devices to study online or somehow, they manage with whatever resources they have.
- 60% students not having the internet connection is challenging.
- 61% of the teachers have reported that they are aware of the websites and use the websites for teaching.
- Teachers have also felt that more than 50% of the student are not interested in learning online.
- About the students progress teachers have reported that 44% of the students have not fared well in mathematics.
- Most of the teachers did not know about the tools and learning platforms.

RESULT AND DISCUSSION

As soon as the pandemic began, the government took immediate decision of closure of schools and colleges shifted to online teaching in order to make sure that students do not miss the learning aspect, colleges have moved to online classrooms, where teachers are conducting their classroom through apps like Google classroom, Zoom, etc. However, these facilities are not available universally.

Many challenges faced in online teaching, Lack of knowledge about online learning, Non availability of computers, Smartphone's at home and Internet connectivity issues. In spite of these challenges teachers are trying their level best to impart education. Mathematics requires using correct techniques reducing the error and inculcates more confidence to move on successfully to higher level with more clarity in the basic concepts.

The online mode poses challenges in achieving these objectives. Individual difference cannot be catered to the properly in the online mode. More and more technology has to be used so that the students are attracted to the subject and their interest is sustained. For using technology, the teachers need to be trained well to use the various online tools. GeoGebra, Desmos and Virtual manipulatives can help in learning as students will be learning on their own through use of technology. Helps for learning mathematics in a very interesting manner. Conferences, Seminars and Workshops should be organized for the teachers continuously so as to become more proficient and confident.

CONCLUSION

In this study, it shows that the challenges faced by the teachers in implementing online learning include: limitations in presenting material, especially when courses have many mathematical equations and programming languages. They are limited to presenting material using power point and text. Overall, to use online learning, teachers must at least master presentation software, text processing, assessment, and video conferencing. This study proves that higher education policies by implementing online learning are not accompanied by the ability to use platforms that can support online learning. This research can be used as a reference to explore further the obstacles faced by students when online learning is implemented.

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Challenges with Teaching in Smart Classrooms

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ABSTRACT

Technology plays a critical role in defining today's educational scene. Smart/ high-tech classrooms featuring advanced equipment, such as computers and multi-media projectors, are rapidly becoming the norm in schools. Smart classrooms provide a more engaging and dynamic environment in which to learn. Many schools are supporting higher levels of technology in the classroom by providing tablets and PCs, improving internet connectivity, and creating computer literacy programmes for both instructors and students. Although most instructors recognize the value of instructional technology, they often have difficulty integrating it into their classrooms. The present study is an attempt to analyse the problems of teaching in smart classrooms with special reference to schools in Kerala.

INTRODUCTION

In shaping the educational landscape today, Technology plays a very crucial role. Schools are fast becoming digital with smart/ hi-tech classrooms equipped with advanced gadgets, including laptops and multi-media projectors. As part of the KITE (Kerala Infrastructure and Technology for Education) initiative of the Kerala Government, more than 40,000 classrooms have turned hi-tech. In today's digital world, the students are considered digital natives in digital environment. Huang et al.(2012) defined *smart classroom* as a physical classroom space that was effective for showing teaching content, easy for class management, convenient for accessing learning resources, easy for instructional interaction, and combined with contextual awareness. Smart classrooms provide modern, innovative and interactive teaching and learning environment to enhance the students' all round development. Smart classrooms give a better and dynamic ambiance to the student to learn in a smart way. Learning is fun when subjects are interesting, and smart classrooms are doing well in creating interest of a student in the particular subject, which the kid used to hate the most. Many schools are showing support for increased levels of technology

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in the classroom by providing hardware such as tablets and computers, enhancing internet connectivity, and implementing programs designed to improve computer literacy for both teachers and students. Although teachers generally appreciate the benefits of educational technologies, they often find smooth and effective integration of new educational technologies challenging.

NEED AND SIGNIFICANCE OF THE STUDY

With the support of technologies, the smart classrooms become the places where teachers and students could practice rich and immersive teaching and learning experiences. Government has increased investments in educational technologies, with the assumption that use of technology in schools could enhance teaching and promote learning outcomes. However, we can see the modest use of technologies without significant influence on teaching and learning in most schools and classrooms. Teachers' ability to effectively use these technologies in teaching-learning processes may be influenced by a variety of factors, including cost, physical conditions, student perspectives, school management, and instruction. The present study aimed at investigating the problems of teaching in smart classrooms.

STATEMENT OF THE PROBLEM

In this digital era, use of ICT in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. Students today are apt at using technology, and tools such as laptops, smartphones, and tablets are already second nature to them. Taking technology out of the learning equation would be removing an integral part of the students' abilities. In this context studying the issues and challenges related to smart classroom use in teaching and learning can assist teachers in overcoming the obstacles and become successful technology users. Hence the present study is titled as **CHALLENGES WITH TEACHING IN SMART CLASSROOMS**

OBJECTIVES OF THE STUDY

1. To get a general idea regarding the existing conditions in smart classrooms.
2. To analyse the problems faced by teachers in smart classrooms.
3. To suggest solutions to those problems.

METHODOLOGY

Method

For the conduct of the present study Survey method is used.

Sample

Data is collected from a sample of 75 secondary school teachers in Thiruvananthapuram District.

Tool

A questionnaire having 22 items was self-developed and finalized by the investigator before being distributed to the targeted group of respondents. The items in the questionnaire were related to the access, training and support regarding the smart classroom facilities.

Statistical Technique Adopted

The data collected from the respondents were gathered together to be analyzed using Percentage analysis.

ANALYSIS

The collected data were analysed making use of percentage analysis. From the data it can be seen that 70% of teachers are of the opinion that there are enough number of smart classrooms in their school. Only 40% of the respondents are satisfied with the available number of computers in their classrooms. It is clear that the lack of proper number of computers deny access to technology in classroom learning. Majority of the teachers find it difficult to manage the time in smart classrooms. Due to the small duration of the periods most of the teachers cannot use the ICT facilities to a great extent. 40% responded positively when they are asked about the availability of connectivity. The network problems in schools acts as major barrier in e-learning. 40% of teachers considered their smart classrooms as technology rich. Since no timely maintenance of equipments in smart classrooms are done, the available facilities were poor in quality quantity. A good number of teachers opined that there is no provision for the students to use the computers individually.

72% of the respondents are of the opinion that they are getting proper training from educational department regarding the teaching in smart classrooms. Only a few percentage of teachers are up-to-date with their technological skills. 57% of teachers are satisfied with their technological skills. All of them are having awareness regarding the educational softwares that are prepared by educational department for teachers and students. Majority of teachers showed confidence in the use of technology in classroom. 71% of teachers are ready to use the innovations of technology in their classroom. 75% of the respondents are of the opinion that students can learn with more interest and motivation in smart classrooms. From this data it is evident that majority of the teachers are having a favourable attitude towards the use of smart classrooms.

Majority of the teachers are not satisfied with support they got from the authorities in technology integration in teaching-learning process. 68% agreed to the support given by the school authorities. 50% of teachers are satisfied with the layout of their smart classrooms. 75% consider the experience provided through smart classrooms make the teaching more easier and enjoyable. A good number of teachers are getting proper support from their peer teachers in using the resources in smart classrooms. 61% of the respondents are of the opinion that smart classrooms help in accessing the teaching-learning resources more easily. Most of them are not satisfied with the technical support from the school. In most cases the school authorities neglect the problems in technology integration due to poor funding provisions. 90% of the teachers agreed that there is great pressure to prepare students for examination. 70% of the respondents are of the view that using ICT in teaching and learning is a goal in their school.

MAJOR FINDINGS

The major problems of teaching in smart classrooms include lack of resources, time, access and technical support.

- Most of the schools are having limited accessibility to network connection.
- Limited technical support is provided to teachers
- Lack of effective training contribute to the poor use of smart classrooms.
- The duration of the period acts as a barrier for instructors to integrate technology into existing lesson plans.
- Limitation of infrastructure, such as computer labs lead to ineffectiveness of technology supported teaching and learning.
- Lack of proper funding facilities decreases the quality and quantity of the available IT resources.

SUGGESTIONS

- Proper guidance should be given by the authorities for the professional development of teachers with regard to technology integration.
- Ensure that adequate technical, administrative, and peer support is available to teachers in ICT integration.
- Provide teacher training that highlights the importance and added advantages of smart classrooms.
- Involve teachers in the decision-making process when adopting new technologies.
- Seek proper funding resources for maintain the technologies.

CONCLUSION

Technology has become an integral part of our daily lives. In this digital era, Smart classroom is important for giving students opportunities to learn and apply the required 21st century skills. To meet the needs of the digital natives in the digital environment teachers must be up-to-date in their technological skills and should try to integrate technology in the teaching-learning process to a great extent. Technology integration in the classroom will require the ongoing collaborative efforts of teachers, educational technology professionals, school administrators, researchers, and educational software personnel. To sum up, teachers need to get out of the problems in smart classrooms and work towards making education more accessible and feasible to all.

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Implementation of Right to Education Act- 2010 and Obstacles

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ABSTRACT

Education is a basic Human Right. It is an essential tool for the development of humans According to the Constitution of India education is a fundamental right. To access education Government of India passed the Right of Children to Free and Compulsory Education Act, 2010. The Act promises to ensure education for all children between 6 and 14. The question which arises is, has the government succeeded in its motive by passing the Right to Education Act or has failed in providing the right to education. There are several issues and challenges to accessing free and compulsory education in India. The main aim of this article is to highlight the obstacles in the implementation process with special reference to rural areas.

Keywords: Right to Education Act-2010, Implementation, Obstacles.

INTRODUCTION

Education is recognized as a major component of human development. A certain minimum level of education is essential for the development of human resources. At the global level, the United Nations' International Covenant on Economic, Social and Cultural Rights 1966 recognizes the right of everyone to an education

In the Indian context, impotent education was recognized long back. In the Indian Constitution, Article 45 gives direction to the Central and State Government to provide free and compulsory education up to the age of 14 years. Being directives this Article was not implemented properly that's why, The Constitution (86th Amendment) Act, 2002 inserted Article 21A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right. To implement this Article the Parliament of India passed The Right of Children to Free and Compulsory Education (RTE) Act, 2009. This law came into force from 1st April 2010.

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RIGHT TO EDUCATION ACT 2010 AND SALIENT FEATURES

Right to education means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school that satisfies certain essential norms and standards. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups.

The RTE Act comes up with

1. Right of children to free and compulsory education till completion of elementary education in a neighborhood school.
2. It makes provisions for a non-admitted child to be admitted to an age-appropriate class.
3. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
4. It lays down the norms and standards relating internal to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
5. It provides for rational deployment of teachers by ensuring that the specified pupil-teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for the prohibition of deployment of teachers for non-educational work, other than decennial census, elections to the local authority, state legislatures and parliament, and disaster relief.
6. It provides for the appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
7. It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) Private tuition by teachers and (e) running of schools without recognition,

8. It provides for the development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child-friendly and child-centered learning.

Obstacles in Implementation of Right to Education Act

Unclear Administrative Procedure

Section 13(1) of RTE Act 2009 provides that while admitting a child, no school or person shall subject the child or his/her parents to any 'screening procedure'. Further, section

12(1)(c) of the Act provides that unaided schools and specified category schools shall admit at least 25% of the strength of class I, children belonging to weaker section and children belonging to disadvantaged group from the neighborhood and provide them free and compulsory education till completion of elementary education. Further, where the school admits children at pre-primary level, such admissions shall be made at that level. The RTE Act was challenged by private unaided schools before the Supreme Court of India as unconstitutional. But the Supreme Court upheld the constitutional validity of the Right of Children to Free and Compulsory Education Act, 2009, and directed every school, including privately-run ones, to give immediately free education to students from socially and economically backward classes from class-I till they reach the age of 14 years. Chief Justice of India S. H. Kapadia and Justices K. S. Radhakrishnan and Swatanter Kumar threw out the challenge by private unaided schools to Section 12 (1) (c) of the RTE Act that says every recognized school imparting elementary education, even if it is an unaided school not receiving any kind of aid or grant to meet its expenses, is obliged to admit disadvantaged boys and girls from their neighborhood. But recently a five-judge constitution bench headed by Chief Justice of India R.M. Lodha clarified that a 2010 judgment, which held that the RTE applied to aided minority schools was "not correct". Minority-run schools cannot be forced to implement the RTE Act, 2009, which mandates 25% reservation for economically disadvantaged children in all schools. The bench however rejected the contention of non-minority private unaided educational institutions that Article 15 (5) violates the fundamental right to life and personal liberty under Article 21 and duty under Article 51A (j) to strive towards

excellence in all spheres of individual and collective activity. Thus presently the 25% reservation for economically disadvantaged children under RTE Act applies to all the private schools whether aided or unaided, but not to the minority educational institution.

Out-of-School Children: According to the latest figures from the Ministry of Human Resource Development approximately more than 80 lakh children are out of school. These children can be classified into 3 categories

1. Victims of trafficking- According to the National Crime Records Bureau, every year around 65,000 children fall victim to trafficking. Only 10% of such cases are registered with the police. Trafficking in female children is for begging and prostitution and male children are used for begging as well as laborers.
2. Not enrolled in the schools- These children have never been enrolled in school for several reasons like religion, poverty, social and gender discrimination. The parents also do not show much interest in enrolling children.
3. Dropped out of schools- Though these children are enrolled in the school, they may not complete their free and compulsory education level. After completing the primary level of education, they may be able to read and write. So the children and parents will think about earning money through work and not about their studies.

Availability of Infrastructure Facilities: The establishment of Primary Schools within 1 Km and Upper Primary Schools within 3 Kms distance is compulsory for the government. Such a school should provide well-equipped classrooms, library, laboratory, playground drinking water and toilet facilities. But in the rural area even though school facilities provide other infrastructure facilities are not provided. The insufficient fund is the common reason given by the government for not providing all these facilities.

Gender Discrimination: Discrimination between boys and girls is found even today in India. Many parents think that education is not important for the girl that is why fewer girls are enrolled in the schools. Even if they are enrolled before completing 14 years they are dropped out of the school for many reasons. The government provides various incentives to promote girl's education. Still, like a boy, a girl may not get equal support for her education in the family, especially in the rural area.

Lack of Advocate Pupil-Teacher Ratio: The Pupil-Teacher Ratio is 60:1. apart from this the appointed teachers may not ready to work in some of the rural areas.

Lack of Proper Disciplinary Action If there is no punishment then laws may not be useful. There is no severe Disciplinary Action under RTE Act for some of the violations. For example, physical disciplinary action against the children is prohibited under RTE Act. But even today in many schools physical disciplinary actions are given. The teacher who uses such physical disciplinary action may not be punished. Just a disciplinary action may be initiated according to the service rules and finally, if it is proved, then the teacher may be transferred to another school.

Poverty: In rural areas, education is not prioritized. In this agricultural society, most families are farmers and their children serve as manpower. A family that needs to feed itself with the meager profits from their harvest cannot afford to free their child to go to school a hungry man thinks about earning food and not about education. The government provides free education, mid-day meal and other nutrients to the children. But the Poverty faced by the family members compels the children to go to work. If they go to school they alone are supported and if they go for earning jobs along with them their family is supported!

Quality of Education and Teachers: Section 23 of the RTE Act gives power to the Central Government to prescribe qualifications for the teachers to various levels of education. In pursuance of this power Department of School Education and Literacy, Ministry of Human Resources Development, issued a notification dated 23rd August 2010 which prescribes minimum qualification for a person to be eligible for appointment as a teacher in class I to VIII in all the school to which this Act applies. But the RTE Act or Notification is not clear about the implementation of these provisions. If the qualification of a teacher is good then qualified education can be provided. Even though qualified teachers are appointed they may not be ready to work in the rural area. In some of the Schools in the rural area consists of a single teacher to the whole school. Lack of proper infrastructure facility is another reason for the teachers to refuse rural areas.

State Governments' Unconcern Attitude: There should be promptness or commitment on the part of the government to implement these laws. The poor uneducated parents may not know the importance of education. So it is the duty of government departments, NGO's and other social organizations to conduct various programs and activities through which they can educate the people and parents.

Twenty-Five percent Reservations in the Private School: According to RTE Act, every private unaided school must admit at least 25% of its entry-level class from children belonging to weaker and disadvantaged groups. For this category of

students, the state government shall reimburse schools an amount equal to either the fees charged by the school or the per-child expenditure in state schools, whichever is lower. The per-child expenditure for reimbursement concerning the 25% quota has been defined as the total annual recurring expenditure of the government on its schools divided by the number of students enrolled in such schools. This amount may not be enough to cover the cost that the private schools incur. Apart from this, a higher reimbursement amount would probably engender less resistance to the 25% quota from the private unaided schools. In the current scenario, schools may have to raise their fees to cover the increased expenses. This in turn would impose an inequitable burden on the parents of the non-quota students. Normally in rural areas, there will be relatively fewer number of and poor quality of private schools. In other words, private schools are not encouraged. So 25% reservation may not be useful for such people. Recently there is a proposal for introducing online booking of seats under reservation quota. But RTE Act is one of the recent laws and was not there in the olden days. So many parents from rural areas are illiterate and cannot expect those using online services.

CONCLUSION

Education level is a foundation in the development of the nation. India wants to be recognized as a developed country in the world. Education or educated people are the first steps to achieve this goal. The Government of India recognized this factor and made the right to education a fundamental right as well as the Right to Education Act is passed. This Act ensures the citizens that no child will be left behind and every child will have access to free and compulsory education. But it is very difficult to implement this law, especially in rural areas. After mid-term vacation, most of the children will go for work in the agriculture field instead of coming to school. The teachers and Head Masters visit the house of such children and request the parents to send them back. But parents want their children to go for income-generating work. So it is better to educate the parents first! Government officials are now beginning to understand the challenges they face in implementing it. They are searching for resources and partnerships to support the goals of the Act. Teacher training and development are being investigated and pursued. The future is bright in India in many areas and education can certainly be one of them. Thus awareness should be created.

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ICT for Teacher Education

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ABSTRACT

Education and Technology are inseparable in modern times. Education needs technology and technology needs educated people. The world is changing very fast; new frontiers of knowledge are being added with passage of time. Few years ago technology has become an important part of education and providing fruitful base to make teaching learning process joyful but still a huge gap between curricular stipulations and their implementation. Now the time has come when the teacher educators will have to learn how to be co-learner with the trainees. ICT stands for Information and Technologies. ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT in education is the mode of education that use information and communications technology to support, enhance, and optimize the delivery of information. Teachers, Students and Administrators and every people related to education are using ICT. Teachers use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. Now- a -days ICT's are transforming schools and classroom in a new look by bringing in new curriculum based on real world problems, projects, providing tools for enhancing learning, providing teachers and students more facilities and opportunities for feedback. ICT also helps teachers, students and parents to come together. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively. So, the knowledge of ICT is very much essential for the both prospective teachers as well as in-service teachers also.

Keywords: Teacher Education, ICT, Pre-service, In-service, Student Teacher, Teacher Training.s

INTRODUCTION

Teacher Education is an important area of concern in our education system. Many committees, commissions were established to improve and change the

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status of teacher education. As teacher education is an important area of concern a comprehensive, dynamic and responsive system in the contexts of teacher general. Thus, education In order to enable the teachers to act as catalyst in the process of developing the future citizens, the teachers' education programme needs to be revised and revamp from the 21st century. It is the age of liberalization, privatization and globalization. In this context, quality assurance that is demanded everywhere and quality comes from quality education. A teacher forms an education system. Therefore, this fact should take the responsibility of quality reforms at the grassroots and it is only the ICT based education which ensures quality reforms by the teacher educators because human resource are most kind of development as compared to other resources. Modern world is a world of technological revolution and as every revolution reflects every aspect of human life and affects it immensely, It is needless to say that education has also been influenced by these technological advances as the object of the study and as a planning and management tool for teachers or school administrators. The training of teachers is a major area of concern at present as both pre-service and in- service training. Training of teachers is extremely inadequate and poorly managed in most states. The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the education system and the country is already facing a severe shortage of qualified and motivated teachers at different levels. Effective use of technology can motivate students, make our classes more dynamic and interesting, and renew teacher enthusiasm as they learn new skills and techniques. Technology is also helping the students to understand any concepts clearly. Countries across the world are using ICT in facilitating information dissemination and communication in all areas of education and training. ICT has become an integral part of today's teaching learning process.

NEED AND IMPORTANT OF THE STUDY

Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. The face of classroom is changing. The teachers should prepare to keep up with technology utility in the classroom. ICT is

not only an essential tool for teachers in their day-to-day work, but also offers them opportunities for their own professional development. There is a technological gap between the progress of the society and instructional activities of the teacher in the classroom. If we see in our society on the one hand technology has revolutionized our society and on the other hand the teaching learning activities at school level have remained so far away from technology. In our classroom the knowledge is imparted by the teacher in an ancient way, a teacher centric mode which is most of the time boring and not to gain interest to the student. Students learn from multi sources and for this reason use of ICT & Multimedia are very much essential in educational field and simultaneously teacher's knowledge of ICT and Multimedia also required. So present study has great need today.

RECENT TRENDS IN EDUCATION

Teaching has come a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; and students are not just listeners, but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use significance because this study shows roles of ICT in teacher education. Based on various changing needs of our society now emphasis is also given to the various educational theory and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teachers should also know the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee to acquire the basic skills and competencies of a good teacher. Now-a-days new trends in teacher education are Inter-disciplinary Approach, Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

Different Strategies for applying ICT in Teacher Education

- (i) Providing adequate infrastructure and technical support.

- (ii) Applying ICT in all subjects.
- (iii) Applying new Pre-service teacher Education curriculum.
- (iv) By using application software, using multimedia, Internet e-mail, communities, understanding system software.

Key issues to remember in relation to the importance of ICT in Education are that:

1. **New ways of learning for students and teachers;** E-learning or online learning is becoming increasingly popular and with various unprecedented events taking place in our lives, this does not only open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom but also allows them to ensure students outside the classroom such as at home or even in hospitals can learn.
2. **ICT brings inclusion:** The benefits of ICT in education are of such that students in the classroom can all learn from the curriculum material. Students with **E-learning or online Learning:** The presence of ICT in education allows special needs are no longer at a disadvantage as they have access to essential material and special ICT tools can be used by students to make use of ICT for their own educational needs. Despite this, it opens up new issues related to the 'digital divide' and providing access to ICT tools and resources for those who are less fortunate.
3. **ICT promotes higher-order thinking skills:** One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test, and conjecture the various strategies that they will use.
4. **ICT enhances subject learning:** It is well known these days that the use of ICT in education adds a lot of value to key learning areas like **literacy** and numeracy.
5. **ICT use develops ICT literacy and ICT Capability:** Both are 21st-century skills that are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts.
6. **ICT use encourages collaboration:** You just have to put a laptop, iPod or computer in the classroom to understand how this works. ICT naturally

brings children together where they can talk and discuss what they are doing for their work and this in turn, opens up avenues for communication thus leading to language development.

7. **ICT use motivates learning:** Society's demands for new technology have not left out children and their needs. Children are fascinated with technology and it encourages and motivates them to learn in the classroom.
8. **ICT in education improves engagement and knowledge retention:** When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. As a consequence of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently.
9. **ICT use allows for effective differentiation instruction with technology;:** We all learn differently at different rates and styles and technology provide opportunities for this to occur.

Role of ICT in Teacher Education

ICT represents one of the current applications of technology in Teacher Education. "Information and Communication Technology (ICT) is the scientific, technological and engineering discipline and management techniques used in information handling and processing, their application; computers and their interaction with men and machines and associated social, economical and cultural matters" (UNESCO). According to Toomey, "ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information".

- ICT helps teachers to interact with students.
- It helps them in preparation their teaching, provide feedback.
- ICT also helps teachers to access with institutions and Universities, NCERT, NAAC, NCTE and UGC etc.
- It also helps in effective use of ICT software and hardware for teaching – learning process.
- In order to introduce ICT in pre-service teacher education different methods and strategies are applied. Different tools are used such as word processing, Database, Spreadsheet etc. Various technology based plans are used to help the teachers for their practice teaching.

- ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
- ICT is used as an “assisting tool” for example while making assignments, communicating, collecting data & documentation, and conducting research. Typically, ICT is used independently from the subject matter.
- ICT is used as a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
- ICT as a popular tool for organization and management in Institutions.
- ICT helps teachers in both pre-service and in-Service teachers training.
- ICT is plays an important role in student evaluation.
- ICT is store house of educational institution because all educational information can safely store through ICT.
- ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students.
- ICT helps Teacher to pass information to students within a very little time.
- ICT helps Teacher to design educational environment.
- ICT helps Teacher to identify creative child in educational institute.
- Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology.
- It removes the traditional method of teaching and prepare teacher to apply modern method of teachings
- ICT is helpful for technical preconditions (infrastructure).
- ICT is helpful for designed learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes).
- Teacher training institutes can develop their curriculum using ICT.
- With the help of ICT Teacher training institutes can develop communication network.
- Teachers learn most from their own networks (learning from others) with the help of ICT.
- ICT helps Teacher to motivate students and growing interest in learning.

- ICT helps Teacher for organizational preconditions (vision, policy and culture). It is also helps Teacher for their personnel support (knowledge, attitude, skills).

CONCLUSIONS

The emergence of technology has been further applied to information, which has revolutionized the process of the transmission of information. Sharing and interchanging information such as knowledge, mental skills, motor skills and attitudes through the use of mass media especially electronics. Achieving success in this sharing and interchanging through communication which consist of Receiving, i.e., hearing or seeing; Accepting as nothing can change unless information is accepted and Getting some Action, i.e., changing performance or behavior. ICT is very much helpful to teachers and students. Due to these tools teaching-learning process become easier. In education, ICT play vital roles in facilitating teaching and learning. They have transformed classroom communication methods and modified instruction strategies. ICTs have made teaching and learning interactive and collaborative instead of the traditional teacher- talking and students listening approach. The development of ICT is seen as a better way of teaching and learning a certain language compared to the existing method. The purpose of this paper is to see how we can use ICT for obtaining teaching learning process more effective in today's situation. ICT will be useful for enhancing skills as listening, speaking, reading and writing. Although technology will never replace the existence of a physical classroom, there is still a need to develop a more child-centric education model mixed with textbook and technology. If we see from teachers' perspective, ICT tools are empowering them and helping them even in this time of epidemic to connect with fellow teachers virtually and to continue their teaching to reduce the loss of education to children and improve the things further. Usage of ICT tools gives access to students to do any course, at any time by connecting themselves with the best of faculty.

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Learner Unrest and Indiscipline: Challenges and Remedial Measures in the Contemporary Context

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Various researches in recent times have recorded a growth in unrest and indiscipline among today's school going youth. The reasons for this could be manifold including a general unrest in the society, socialization process of the learner, a defective educational system, malpractices in the environment surrounding the learner etc. This research article aims to explore measures, at various fronts, to deal with growing cases of indiscipline among our learners. There are no simple and instant solutions for this. The problem has grown over the years and the remedy will have to be a long drawn out process. Also, there is room for difference of opinion about the order of priorities among remedial measures but a beginning must be made with the role of teachers. This is specifically a problem of education, while the other major causes demand action at many levels, this research article delimits itself at the following fronts in detail:

1. *MEASURES FOR STRENGTHENING THE TEACHERS AND THE SYSTEM*
2. *MEASURES FOR DEALING WITH DIFFICULTIES FACED BY THE STUDENTS*
3. *MODIFYING THE EXISTING SYSTEM OF EDUCATION*
4. *MEASURES TO REVIVE A SENSE OF VALUES AMONG STUDENTS*

The author envisions these factors as follows

MEASURES FOR STRENGTHENING THE TEACHERS AND THE SYSTEM

The respect and influence of the teacher needs to be restored, this would in itself pave the way towards solving the problem. A respected and competent teacher can help to check the demoralization and cynicism which prevails among students. The following measures shall prove effective in this regards

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a. *Stop condemnation of the existing system of education*

Our first measures must therefore be directed to strengthen the teachers at various levels. While recognizing the need for constant reform, sweeping condemnation of the existing system of education must cease. As already pointed out, such unqualified condemnation has no effect other than to demoralize the teacher and create a sense of frustration among the students. Measures for educational reform can and must be carried on unceasingly but without exaggerating the defects of the existing system. We must also see that there is no sharp cleavage between teachers, old and new. The new teachers must have faith and enthusiasm in their work, but this should not express itself in the form of aggressive superiority nor must they regard old teachers as educational outcasts.

b. *Quality of teachers and Student-teacher ratio*

One of the other measures must be for improving the quality of recruited teachers. There must also be some relation between the numbers of teachers and the taught. Till better men are attracted to the profession, no real improvement can take place. At the same time, even the best of men cannot be fully effective so long as there is the present disparity between the teachers and students ratio. The numbers of teachers should be increased, not only in order to improve the quality in teaching but also because of the profound psychological effect it will have on the country. Unemployment among the educated is one of the main causes of the present sense of frustration among the youth. This would create an atmosphere of hope and progress among the youth and bring about the revolutionary change in the psychological climate of the country.

c. *Monitory benefits for the teachers*

Economic measures are essential but are not by themselves sufficient for improving quality of teachers and raising their status in society. There are some people who would place the entire emphasis on the improvement of scales. Others think that measures for increasing the professional competence of teachers will solve the problem. Still others hold that an appeal to the idealism of teachers will suffice. It is however only a combination of the three that can give us the desired results.

Of the many reasons why able people are not today attracted to the teaching profession two deserve special mention. On one hand, there is lack of a proper

academic atmosphere. On the other, the salaries paid are poor and compare unfavorably with salaries paid to persons of commensurate qualification in almost any other profession.

The salary scales must be raised, particularly at the initial stages. The national interest demands that a fair proportion of the ablest men and women in the fields of the humanities as well as science and technology should be retained in the school system. If the schools could offer an initial salary which is comparable to what young men and women can expect in Government service, commerce and industry, some of the best men in their early youth are bound to be attracted to the profession of teaching. The conditions of work and employment should be made so much pleasanter in the schools that once the major needs of life are met, higher pay in other spheres of life is not likely to tempt many away. There is no doubt that, some of the ablest among the students can be attracted to and retained in the teaching profession if the initial salary is higher or at least comparable to the other services.

d. Professional recognition for teachers

In addition to such general measures of improvement in salaries, there must be some special categories of posts for men and women of exceptional distinction. One suggestion is to institute a system of rewards that will carry not only higher salaries but also the recognition of high achievement. The existence of such posts would inspire teachers to greater efforts and assure them society's recognition for high achievement.

Teacher, if given adequate recognition, can do a great deal in restoring the respect for the teaching profession. They can also help in removing the sense of purposelessness and frustration from which a large number of students suffer.

An analogous step is to extend special recognition to the members of the staff who have a special flair for teaching. Each of us can remember some teachers who, even if they were not outstanding scholars or researchers in their own fields, possessed a special quality by which they were able to give the students a new enthusiasm in their studies. The power of communication is the most important element in teaching and is not always proportionate to the qualification of the teacher. If the aim of teacher is both to transmit to the younger generation the knowledge already in the possession of the community and to extend the boundaries of such knowledge, it is obvious that it must have on its staff both the pure researcher and the pure teacher. It may be difficult to suggest mechanical tests for judging

such competence but the judgment of students is often a fairly sure guide. In fact, sometimes the students are better judges of the capacity of the teacher than the teacher is of that of the students.

e. *Professional Growth*

There must also be provision for higher training of teachers by creating facilities for specialized study. The institution of special scholarships for the purpose would not only attract a number of able young men to the teaching profession but also help to improve the academic atmosphere of our schools by giving young teachers an opportunity to live in the more scholarly environment. We have to admit that with some honorable exceptions, a majority of teachers have lost a sense of dedication. Contact with learned men in their early youth is bound to have a profound influence on the future generation of our teachers.

f. *Improvement of the Social Status of Teachers*

Improvement in the academic atmosphere and increase in the emoluments of teachers at all levels are essential, but equally important is the need to improve the social status of teachers. It will take long before salary scales can be adequately raised because of financial and other reasons. There is, however, nothing to prevent special measures for increasing their social status. Normally in Government service, and elsewhere, the status of a person is linked up with his emoluments.

In the case of teachers, certain special measures would be required for increasing their standing in the community. We must try to recapture the ancient tradition where social prestige had no necessary relation to the economic standing of the individual. In ancient India, learned men were held in honor even if they were poor and it is only in recent times that social status has come to be so closely associated with the possession of wealth.

Of the various measures for improving the social status of teacher, one which has worked well in Turkey may be adapted to our use. Whenever the Turkish Government contemplate any important legislative measure, they appoint a committee of teachers to examine it from an academic and expert point of views. Though the Government is not bound to accept the advice of such a committee but the fact that teachers are first consulted helps to raise their status before the public. The practice is educationally beneficial and politically sound. Teachers are given concrete problems to study and deepen their understanding of reality. The analysis of a problem by an academic

body which is comparatively free from political prejudices is an advantage to the Government and enables them to avoid mistakes which might otherwise have been committed under the pressure of political and party passion.

What has been said regarding the need for improving the salaries, social status and professional competence of teachers applies with greater force to teachers at all levels. Their salaries are in many cases hardly adequate even for their basic needs. Their social status is a cause for constant concern to all who wish to preserve the prestige of the academic life. In many cases, their professional competence does not satisfy even the extremely low minimum prescribed today.

The need for revising the salaries of elementary and secondary teachers is the greatest and also difficult because of the numbers involved.

g. Recognition at Public Forums

Even more than teachers in colleges and universities, teachers in the elementary and secondary schools require special measures for increasing their status in the public eye. In such a context, special measures for increasing their social status become inescapable. The Government of India has recently initiated a step which can add to the status of the teacher at negligible cost to the State. Presidential receptions for primary school teachers were held in the RashtrapatiBhavan in New Delhi. They cost a nominal amount, but the very fact the invitations were issued to men and women whom the villagers have till now regarded as of little importance caused a stir in the countryside. Every State could organise similar receptions and other special functions for secondary and elementary school teachers attended by the Head of the State and its Chief Minister. If the Chief Minister of each State makes it a point to meet a number of secondary and elementary school teachers at every centre he visits, this would help to raise greatly the status of the teaching profession in the eyes of the general public, specially in the rural areas.

h. The Head of School

One other measure of great importance in this context is to raise the status of the Head of the School. A good Headmaster can make all the difference to a school. One of the secrets of the great success of the British Public School system is the status and quality of the Head of Schools. Thirty or forty years ago there were in India well known Headmasters with an all-India reputation. Today it is difficult to find Headmasters who are recognized even

throughout one State. One of our immediate measures must, therefore, be to raise the status of the Headmaster. He must not only be given a salary which will attract the right type of person but also allowed wider powers in the appointment and promotion of teachers in a school. In other words, the Headmaster must be the key man in the institution and made fully responsible for its progress and improvement. Once the responsibility for the welfare and reputation of the school is placed squarely on his shoulders, he can be expected to rise to the occasion.

i. In-service Teacher Training Programmes

A great enemy of the quality of teaching at the secondary and the elementary level is boredom and monotony. Teachers tend to lose interest by repeating the same lessons year in and year out. Measures must therefore be taken to break this monotony. The value of in-service training in improving the quality of teachers cannot be stressed too much. In recent years, it has demonstrated how even unqualified teachers have been transformed beyond recognition as a result of such training. We must, therefore, increase the provision for refresher courses and in-service training for teachers. One way of doing so is to organize seminars and study camps for teachers at all levels.

Refresher courses and in-service training offer welcome breaks in the monotony of the teachers' life. We must, in addition, offer them the opportunity of restoring spiritual and physical health through holiday camps and convalescent homes. Classroom work drains the energy and vitality of the teachers. Unless there are breaks which enable them to recuperate, their work tends to become dispirited, lifeless and mechanical. This may result in a permanent damage to the younger generations and must be avoided at all costs. Provision for holiday camps and convalescent homes even on a modest scale would have a most striking effect on the morale of teachers. Such measures would not only make them feel that the community has regard for their welfare but improve immediately the quality of their work.

j. Coaching of Students

The evils of the present practice of private tuition must be checked, but this can be done effectively only if the teachers are paid relevant wages. Even now, there are rules that a teacher cannot accept a private tuition without the knowledge and consent of the Headmaster. There are also rules which regulate the number of private tuitions a teacher is permitted

to accept. These rules are, however, more often violated than observed. The usual defence of the teacher is that he must live before he can teach and his wages are not enough to meet the minimum needs for himself and his family. With gradual improvement in the scales of salary, such rules may be more strictly enforced for regulating private tuition by teachers. Till such time as scales are sufficiently improved, it should at least be provided that tuitions must be arranged through and in the school. The Headmaster may be authorized to make arrangements for special coaching of children who are comparatively weak or backward and have the work carried out on the school premises by selected teachers under his supervision. Fees derived from such coaching classes should be divided among all teachers. It must all the same be ensured that there is no suggestion of favoritism or patronage by the Headmaster in the selection of teachers for the purpose. In this way, the present practice of uncontrolled private tuition could be checked and conditions created where teachers devote their entire energy and attention to their work in schools. One might go so far as to say that even without any other change in the present situation, this one measure – if effectively carried out – could bring about a revolutionary improvement in Indian education.

MEASURES FOR DEALING WITH DIFFICULTIES FACED BY THE STUDENTS

The economic difficulties which the students face cannot be removed overnight or in isolation from the rest of society. Conditions in academic institutions will remain unsatisfactory till there is general improvement in viewpoint of the community. Nevertheless, every attempt must be made to effect improvements and remove disabilities as far as possible. Some of the measures proposed will require assistance from public funds as well. The following specific measures are suggested.

a. Financial Help to Needy Students

Steps can and must be taken to increase facilities for meritorious students who are economically handicapped. Sometimes students in secondary schools also have to earn their living. There is at present provision for scholarships, stipends or other concessions for about 15 to 20 per cent of the students in schools and colleges.

The number of such beneficiaries from public revenues is much greater in a richer country. In a university like Oxford, over 80 per cent of the students are in receipt of public assistance in one form or another. Resources may not allow public assistance on such a scale, but some increase in the present provision is both necessary and possible. In view of the limited resources, we must also consider other methods for assisting students in maintaining themselves. One of these may be to enlist student labour on a much larger scale than has been done hitherto in providing some of the essential school and college services. The U.S.A. offers a shining example in this respect. Many of the students there work their way through school and college by working as bell-boys, waiters, janitors, newspapermen, library assistants and in other capacities. Another means of helping needy students would be to employ them in improving amenities in schools and colleges as described in a later paragraph.

b. Planning for Higher Education

While the educational institutions can and ought to help to ease the financial burden on students, they must also take steps to ensure that students are able to take advantage of the facilities offered. The lack of purpose which characterizes so many students today must be removed by better planning of education. To receive elementary education may be fundamental right of every citizen, but in our existing circumstances, the right to education beyond the secondary stage must be earned. There should be a fairly careful scrutiny at the end of the elementary and a much more severe one at the end of the secondary stage. Students who have special aptitude and interest should be persuaded to go to colleges and universities. The selection should be done largely by teachers and mainly in the form of advice to their students.

c. The Personal Touch of The Teacher

Teachers who have an opportunity of observing the child throughout the year and sometimes for several years continually are in a position to form a fair estimate of the child's aptitudes and tastes. What is needed is that teachers should establish personal contacts with their students. Quite obviously, the success of any such scheme would depend on close cooperation between teachers and parents. If the teachers take a greater interest in their students and establish contacts with the parents, then they can work out the best possible advice for the future career of the students. This may require the

introduction of a system analogous to the proctorial system in vogue in residential institutions by which each teacher is made responsible for a number of students placed in his charge. In existing circumstances, there is a risk that the system may at times degenerate into petty tyranny and/or surveillance by narrow-minded teachers, but the risk of such abuse of the system would be negligible if teachers work in close cooperation with parents and guardian.

If teachers play their role with vision and wisdom, adoption of such a system would have the double advantage of helping to restore the leadership of the teacher and of diminishing, if not eliminating, the present purposeless drift of adolescents into colleges and universities. By controlling the quality and number of entrants into higher education, it would also reduce the gap between expectation and capability which is responsible for much of the frustration among the youth of today.

d. Improvement of Amenities in Schools

The difficulties of students will not, however, be solved overnight. Nor will the institution of counseling and guidance by teachers and parents immediately succeed in diverting all students into channels of education or training for which they are specially suited. The improvement of amenities in schools is therefore an immediate *must*.

We may deal with self-help programmes first. Construction or improvement of play-grounds, stadiums, theatres and gardens and in the case of older students, the building of schoolrooms or hostels should, wherever possible, be undertaken under the leadership of teachers. That this is not impracticable is proved by the experience of voluntary organizations in different parts of the country.

The enlistment of student labour under the leadership of teachers for improving basic material amenities in educational institutions will have various advantages. It will help to ease the struggle for such students as have to maintain themselves by offering them the opportunity of earning at least part of their expenses. It will also help to improve the physical environment in which they live and which, as already pointed out, is a major factor in creating a sense of bitterness among them. It must be recognised that playgrounds and gardens, assembly halls, rest rooms and libraries and reading rooms are essential to a school if it is to serve as a centre of community life and contribute to the all-round development of the child and the adolescent. In addition, such programmes will enable the teachers to come into closer contact with their students and open to the student's creative channels for their energy.

Apart from such self-help programmes, schools and colleges may also initiate and assist projects where paid student labour can add to the wealth of the community. Examples which come readily to the mind are projects of local bodies or non-official organisations for the provision of social services like night schools and health centres or of amenities like public gardens and parks.

MODIFYING THE EXISTING SYSTEM OF EDUCATION

Large-scale reconstruction of the existing system is bound to take time. Besides, such reconstruction will be a continuing process, as there can be no finality in a living function like education. Some of the more obvious drawbacks can and must, however, be removed immediately in the light of our earlier analysis. The following points may be specially mentioned:

a Introduction of Vocational Courses

Both the National Curriculum Framework, 2005 (India) and the Secondary Education Commission have suggested reconstruction of secondary education in order to meet the requirements of adolescents of diverse tastes and aptitudes. Elementary education may be uniform in character, as the main purpose of education at this stage is to give the child an essential tools of learning and information and to develop in him certain habits of thought and action. With the coming of adolescence, differences in taste and aptitude begin to be clearly marked. Secondary education has therefore to be more diversified. It is expected that with greater variety of courses at the secondary stage, an increasing number of adolescents will be diverted from purely academic studies. This will help to relieve the pressure on the universities. It will also help to remove one of the chief causes of the sense of discontent and frustration among young men and women by providing gainful occupation after proper vocational training.

b. Provisions for Physical and Moral Education

Along with these changes in the structure of the curriculum, steps must be taken to provide for the physical and moral education of students. For students in schools, membership of bodies like the National Cadet Corps is important, not so much from the point of view of military training, as for its value in developing the physique and inculcating habits of regularity and discipline among young men and women. The ultimate aim should be to make such training available to all students who desire to have it. Facilities

should, however, be so enlarged that all such students get at least one year's membership of the National Cadet Corps.

Also, a simplified form of service and physical education for all students may be instituted. In addition, every student may be required to satisfy a minimum standard of efficiency in various types of physical tests. Insistence on better physique of students as part of their academic routine would help not only in improving discipline but also in giving them more buoyance of spirit and a better self image.

For school children, scouting and guiding offer excellent opportunities for developing character and initiative. They not only provide a healthy and useful outlet for the energies of the children but also make them more self-reliant and resourceful. They also help to develop in them a spirit of service to the community. Without making participation in such activities compulsory, facilities should be so expanded and membership made so attractive that hardly any children are left out.

c. Reconstruction of Existing System of Examination

Along with the diversification of courses and increase of co-curricular activities, it is necessary to reconstruct the existing system of examinations. At present, there is undue emphasis on the term-end examination with the result that the energies of the adolescents during the major part of the year are largely unutilized. Much of the present unrest and indiscipline among students will disappear if they are compelled to work steadily throughout the year. The demand of continuous application to work would drain superfluous energies and leave little scope for mischief. It would also instill in them habits of steady work and fostering of such habits is one of the major purposes of education. Reconstruction of the system of examination by which the merit of a student would be assessed after taking into consideration the record of his work throughout the year as well as his performance at the final examination. This would bring a new discipline into the life of the majority of the students.

d. Modifications in Class-room Interactions

It is also necessary to modify the prevailing modes of classroom teaching in schools. What generally happens now is lecture or discourse by the teachers with the students as mere passive listeners. Because students are not required to be active, their attention is prone to wander, particularly if the content of the subject is heavy or dull. From inattention to indifference is but

one step. Once this happens, the basis of discipline in the class is shaken and it is not long before there are outward manifestations of indiscipline. It is now universally recognised that children in elementary classes should be given activities which will keep them engaged and arouse their interest in classroom work. Similar results may be obtained by introducing tutorials, seminars and discussions in the case of older students. Where they have to participate actively in the work of the class, the discipline of work develops their character and makes them better members of school community.

The methods of teaching now commonly used entails more work for the teachers than for the students. If the burden of lectures and discourses is lightened, the teacher can supervise the work of students more effectively. A fully developed system of tutorials and seminars would demand an appreciable increase in the number of teachers and may not therefore be financially feasible in the near future. Two devices would, however, help in reducing, if not overcoming this difficulty. One is to cut down the number of hours given to lecture or discourse and use them for supervising the work of groups of students. The other is to use senior or abler students to supervise some of the work of younger students. These two measures, if used in judicious combination, would also reduce the size of a class and thus enable closer contacts between teachers and the taught. By calling for greater effort and initiative on the part of the students, it would also improve the quality of the education they receive. Simultaneously, it would enable the teacher to pay greater attention to students either individually or in small and manageable groups. A shift in the emphasis from lecture or discourse by the teacher to activity of the students would thus overcome one of the main weaknesses of the existing system of education.

e. *Providing Vocation and Training to Young People*

In Britain, recruitment at various levels of service is based on age. The result is that a fair proportion of young persons have already been absorbed in various professions and vocations by the time they are 19. They receive further training in their own special lines after they have been definitely fixed up with jobs. The small numbers who continue with their studies do so either with a view to higher learning or in order to qualify themselves for professions which require a higher degree of technical or scientific knowledge. The introduction of such a system in India would immediately draw away from universities and colleges large number who are there without any purpose and are often quite unfit for higher education.

f. Providing a Liberal Atmosphere at School

There must also be a greater democratization of the school atmosphere so that students have a greater sense of freedom and initiative. The mentality of defiance which has been on the rise in recent years among large sections of the youth is partly due to a reaction against their former blind acceptance of authority. If students are denied freedom within their own limited sphere, is it surprising that when the supervening forces are removed they should at times break out into violence. Where students find modes of self-expression in sports or academic activities, the revolt against authority is never so marked or serious. Where students are deprived of normal and healthy outlets for their various urges for freedom, they tend to resort to activities that are unsocial or anti-social. Discipline grows out of a sense of responsibility and the sense of responsibility grows only out of the exercise of responsibility.

g. Self-Governance by Students

Among measures offering greater self-government to students, special mention may be made of the system in which the school is divided into Houses. Each House is again divided into a number of classes, In each class 20 to 25 children are placed in charge of a teacher who is assisted by one or more monitors. In choosing monitors, abilities are given even greater importance than academic distinction. These monitors are given considerable responsibility in maintaining discipline in the classes. We should adopt the system with such modifications as local conditions may require. Further, the monitors of different classes should together constitute a Council of Monitors for maintenance of discipline in the school as a whole. The Principal should recognise these monitors as leaders in their respective classes and the Council as the collective leadership of the school. With some minor modifications, the system should work even better in a college or university.

The Council of Monitors may also constitute a Juvenile Court of Honour. It is common experience that if children are put on this honour, they refrain from indiscipline and other undesirable acts. The system of Honour should be developed from the earliest classes right up to the university stage.

There is another important reason why students must be given the opportunity of expressing themselves in diverse ways. Trial and error is the instrument through

which life teaches us its most important lessons. It is better that these experiments of trial and error should occur in a sphere where error may not result in grave danger to society. If students are given a greater share in the governance of their own affairs, it will have a three-fold influence in restoring the sense of discipline and responsibility. It will keep them busy and engaged and employ their energies in useful activities. It will train them in the art of citizenship and self-governance so that in later life they may avoid mistakes which would otherwise damage the structure of society. Most important of all, in carrying out tasks they impose upon themselves, it will bring to them the joy of self-realization.

MEASURES TO REVIVE A SENSE OF VALUES AMONG STUDENTS

We have already referred to the fact that student unrest and indiscipline is a part of the overall character of society in the modern world. If we complain of lack of idealism among large sections of the youth, this is a reflection of society's loss of the sense of values. Students are an integral and perhaps the most sensitive section of the community. It is obvious that we cannot expect a strong sense of values among them, if the general temper of society is sordid and mean. This only throws into sharper focus the fact that education is a social function and must improve or deteriorate with the improvement or deterioration of society in general. If we are to revive a spirit of idealism among students, we must create a social atmosphere where values are held in high respect and students feel an urge towards realising them. It is thus largely a question of restoring a sense of values in the community itself.

a. *Raising the Social Status of Teachers*

It cannot be reiterated too often that the lowering of the social status of teachers tends to warp our sense of values from infancy. This is in fact one of the major reasons for the loss of values among the younger generation. The actual plight of the teacher is a standing denial of what is theoretically accepted to be his due. The glaring discrepancy between theory and practice undermines the students' basis of faith. Even more damaging to their faith is the conduct of disgruntled teachers. Nowhere is it truer than in the case of the young that "example is better than precept". The example of disillusioned, disaffected and impoverished teachers serves to bring down the standards of conduct of students and therefore of society.

If the measures we have recommended for improving the status of the teacher are carried out, one of the major reasons for the decay of values among students will disappear.

b. *Duties Towards The Society*

Once the status of the teachers has been restored, it may be expected that the profession will regain its sense of values. We can then think of measures which will induce in the students a sense of their duties to the society. In all countries, students are maintained by the effort of others and draw their sustenance from the wealth of the community. In a country like India, where the per capita annual income is very low, a school student costs community much nearer a few thousand rupees. Since students contribute hardly anything to the production of social wealth during their tutelage, this means that the per capita income of three persons is required to maintain a school child. This fact imposes on all students a special obligation. On completion of their studies, they must seek to return to society more than they have consumed. If they cannot do this, they must at least compensate society for what society has spent on them.

One of the ways of inducing in students a sense of their obligation to society is to encourage them to associate with various types of projects for the upliftment of the community. With the advent of adolescence, they should learn to realize that education is a great privilege which society offer to them and they must, consistent with their primary duty of preparing for future citizenship, try to pay back some of their debt to the community. Various types of community services may be developed with active participation of students. In some countries, colleges and schools have adopted a neighboring village and worked for its improvement in various ways. In others, students and other young persons have contributed directly to programmes of national development and construction. Programmes of reconstruction of national life, whether in the form of community projects or national extension service or the provision of essential services like education and sanitation offer a splendid opportunity to the young.

We must remember that idealism is the most marked characteristic of adolescence. There is at this stage of life a sudden upsurge of emotions and young persons are prepared to face any risk for the sake of an ideal. Hardship and danger have a special appeal to the young and if the right ideals are placed before them, there are no heights to which they may not rise.

c. *Actual Meaning of Religion*

Before introducing any form of activity related to religion, it is imperative to understand the essence of all religions devoid of dogmas and rituals. The role of religion in creating a spirit of idealism among the youth is very important but must be approached with caution. Religion resolves many of the conflicts which paralyze trust and action. It releases energies that recognize neither difficulties nor defeat. Religion not only permits but encourages identification with forces greater than one's own self. It thus enables the individual to transcend the bounds of avarice and selfishness. It is only when religion gets entangled with dogma and ritual that it is a limiting factor and a cause of friction among people. In its wider aspect of liberation of the individual from the bondage of self, religion is one of the greatest forces for the upliftment of human beings.

Since it is during adolescence that the mind is most ready for identification with a higher cause and willing to sacrifice everything for its sake, it is necessary that students must not be denied the liberating influence of religion in this wider sense. Devoid of dogma and ritual, it will express the great human ideals which form a universal ethic for all men. Unless students are brought into contact with these great ideal of man, their lives will remain impoverished and meaningless.

d. *Role of Morning Assembly*

One way of doing this is to organise a daily Assembly in schools where all students may get an opportunity of sharing in the riches of man's common heritage. To gather together for a few minutes, even if it be in silence, reminds the students of their common membership in academic life. The Assembly is thus valuable in itself, as it imposes on all the discipline of participating in a common experience. In addition, through common worship or the reading of great texts, it offers them an opportunity of coming into contact with some of the higher values of life and recognising the basic unity of human ideals and aspirations. It is general experience that schools and colleges which have an Assembly are invariably marked by a better discipline and fellowship among their students. Spiritual uplifting and not the religious discourse should be the basis of assembly.

e. *Apprising Students of the Rich National Traditions*

Realisation of the basic unity of human ideals will also make it easier to carry out a programme of reorientation in the study of our history and national traditions. Much of the conflict and bitterness in the modern world is due to a wrong teaching of history. Till very recently history has been regarded as little else than a record of war and conquest. Men and nations have therefore been judged, not by their contribution to human welfare, but by their success on the battlefield. Even national traditions have been used as instruments of national chauvinism and national pride. Individuals and nations have taken inordinate pride in military victories and forgotten that wars invariably lead to a lowering of at first material and later ethical standards.

If wars have in the past retarded human progress and led to social deterioration, they threaten the very survival of man in the context of the modern age. It is therefore a matter of urgency that students today should get a better perspective of the world and realise that the history of man is an age-long march towards greater heights, freedom and spiritual struggle for equality in which men and women of different nations, countries and ages have cooperated. Man has been more aware of the struggle and competition on the surface than to the deep rooted cooperation which lies at the basis of human progress, but they must now learn that it is only a half truth that the struggle for existence and survival of the fittest is the law of life

f. *Co-operation as The Key to Survival*

If competition has at times furthered the cause of progress, cooperation has been basic to the survival of the species. This is particularly true in the case of man. With his weak sense and low physical powers, he has yet triumphed over the rest of creation only because he was able to cooperate on a scale unknown to any other animal. This he has been able to do because of language. Speech gave him the power to communicate with a precision and over an area of experience which is unique. Since language is a social heritage that is transmitted from one generation to another through education, teachers owe it to Society to emphasize the element of cooperation implicit in all communication through language.

We have already pointed out how cynicism and loss of ideals among the young is due to their sense of economic, social and psychological insecurity. We have also indicated some of the measures necessary to eradicate the sense of insecurity

from the minds of the young. Closer mutual contacts between teachers, students and parents will go a long way to develop a sense of community in the young and to make them feel that they belong. Once the young have this feeling, they would not suffer so much from the sense of purposelessness which today baffles them. Even if the system of joint family has decayed, cooperation between teachers and parents may be a safeguard for the child to imbibe some of the values which were formerly provided by that system. Emphasis on cooperation in society must not stop at abstract relations between groups, but cover also the day-to-day contacts between individuals of different age and relationship.

g. *Bridging the Generation Gap*

An essential condition for revivifying traditions is to recognize the inevitability of change. One of the major reasons for the youth's loss of social direction is the mental distance between different generations. Each generation clings to its own ideas and refuses to accept any growth or change. The younger generation with its different background and environment is out of tune with the ideals of the old. If, therefore, the older generation recognizes that its ideals must be adapted before they can be adopted by the coming generation, one of the major reasons for clash between parents and children will disappear. Along with this will disappear much of the restlessness and loss of values which characterise the younger generation of today.

The several measures suggested above will go long way to-wards solving the problem of indiscipline and unrest among students. It would, however, be unwise to expect immediate or magic results even if all the suggestions in this study are adopted. It is also unlikely that all the measures can be introduced measures not only of educational but social reform. If education trains the future citizen, it also determines the shape of future society. The value of such education depends on the character and competence of the teachers who impart it. That is why the fate of society depends on the quality of its teachers. It is no exaggeration to say that incompetent and dissatisfied teachers undermine the very foundation of society. Their incompetence and dissatisfaction affect the children and sow the seeds of revolution, disruption and decay. A band of teachers devoted to ideals and pledged to the continual recreation of traditions can on the other hand ensure conditions of unlimited progress and prosperity for mankind.

Thus, no doubt, the problem of students indiscipline and unrest is an alarming one, but with the right approach of the school, community, family and other stakeholders,

this issue can be scientifically handled as is envisioned in the National Policy of Education draft 2018.

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Nurturing Life Skills-based Health Education in Learners through out Door Activities

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INTRODUCTION

As Life Skills Education and Health Education have evolved during the past decade, there is growing recognition of the evidence for the role of psychosocial and interpersonal skills in the development of youth from their earliest years through childhood, adolescence, and young adulthood. These skills have an effect on the ability of the young people to protect themselves from health threats, build competencies, to accept and adopt positive behaviours and to foster healthy relationships.

According to World Health Organization, Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. That is, life skills are a group of psycho social competencies and interpersonal skills that help people make wise decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner.

Life Skills-based Health Education is an approach to creating/maintaining healthy lifestyles and conditions through the development of knowledge, attitudes and especially skills using a variety of learning experiences with an emphasis on participatory methods/physical activities.

There is a slight difference between Life skill education and Life skills based Health education. Life skills based health education focuses on “Health”, where as life skills education focuses on general skills which are needed for coping in successful life. But both approaches address real-life application of essential knowledge, skills and attitudes.

Importance of Physical Activities/Sports in Life Skill Education

We all know that children will develop skills mainly through taking part in group activities. Physical play/activities play a very significant role in the motor development of the learners. Children learn as they play. Most importantly, in play children learn

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how to learn. Play is the optimum learning resource for a child. The best learners at whatever age or stage of development are those that are best prepared to handle change. As they explore their world, children's play presents them with the fundamental relationships with which they acquire the basic feelings, ideas and capacities to effectively absorb from and adapt to the ever-changing world around them for the rest of their lives.

Sports are essential for healthy life. Participation in physical activities/sports is beneficial for youth because it promotes their capacity to deal with life's challenges. Research studies often show that physical activities can provide a wonderful forum for youth to learn about themselves and to acquire skills that can assist them throughout their life. The qualities of spontaneity, wonder, creativity, imagination, and trust, are best developed in early childhood play. Adults know from experience that it is very difficult to re-learn these skills later in life. But if we allow adequate time for these early skills to become firmly established, the child will be better prepared to acquire the later more sophisticated life skills. Most important in play is that the learning process is self-sustained because the natural love of learning is preserved and strengthened. The power of play also enhances self-esteem and interpersonal relationships. It also had a determinable effect on participant's self-esteem, self-confidence and self-efficacy.

For attaining personal growth and life skills, physical activities must be developed with the help of pre-determined objectives. There are many reasons why physical activity/sport forms a safe practice ground for teaching life skills based health education.

- There is a resemblance between performance excellence in physical activities/sports and in personal excellence in life.
- There is an apparent similarity between the mental skills needed for successful performance in sports/non sports domains.
- Many of the health based life skills developed through physical activities can be transferred to other learning domains also.
- Physical activity/sport is a context that emphasizes training and performance just as in other academic subjects.
- Life skills and sports/physical activity skills are learned in the same way-through demonstration, modeling and practice.
- Physical activities/play forms a significant factor in the development of youth's self-esteem and self-confidence.

Physical play is crucial to the child's development. "Virtually all constructive learning throughout childhood takes place through play, beginning almost from the moment of birth" (Chilton Pearce). Play is a powerful vehicle for helping young children develop health based life skills –it is how children learn about themselves and explore the world in which they live. Here comes the importance of outdoor playing. Rich outdoors are needed for providing experiences to learners. Outdoor play grounds are large enough and designed in a way adaptable to children. Then only it serves its actual function where the child run, jump and climb. But we need to consider a number of factors for this concept. This includes designing of play areas, safety issues, selection of play equipments, accessibility and full time adult scaffolding and supervision. There is a crucial need to develop a disposition of outdoor play activities in our young child in the present era, as it is very much helpful in imparting the needed life skills also in the child along with proper health and hygiene. Also it helps in attaining the developmental tasks that the child must achieve. It broadens their social circle by forming new relationships also. The time teachers spend in unstructured free play provides them with essential growth opportunities. Moreover, in organized, non competitive, healthy physical plays, the skills of sharing and compassion are learned. However, unstructured physical activities can be complemented with structured activities designed to offer learning experiences, which can contribute a lot in the development and nurture of life skills in the learners.

CONCLUSION

Life skills based Health education can be made a part of the school curriculum, as a core subject, or as a theme part in physical and health education. Regardless of its placement, teachers and school personnel form a wide range of subject activities need to be involved in life skill based health education in order to reinforce learning across the broader school environment.

Children need to develop their muscles properly for attaining sufficient motor skills, for leading a smooth and healthy life. Development of body muscles and movement skill acquisition of young children can be fostered only through natural environment. Extensive outdoor play and physical activities are also needed to address the new life style diseases like obesity and nature deficit disorders. More than sensory perceptions, it helps in the proper development of physical, emotional and cognitive aspects which leads to the needed physical and mental health. Fostering of Life skills also takes place during outdoor activities.

Curriculum planners, developers, program directors and teachers can learn how structured physical activities/play/sports can be made a powerful vehicle for helping learners to develop the needed life skills. So effective planning must be made to complement the time children spent in unstructured, free play/physical activities and gain essential growth opportunities, which help them in developing and nurturing the essential health related life skills.

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Philosophy and Education

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ABSTRACT

Philosophy of education, philosophical reflection on the nature, aims, and problems of education. The philosophy of education is Janus-faced, looking both inward to the parent discipline of philosophy and outward to educational practice. (In this respect it is like other areas of “applied” philosophy, such as the philosophy of law, the philosophy of science, and the philosophy of medicine, including bioethics.) This dual focus requires it to work on both sides of the traditional divide between theory and practice, taking as its subject matter both basic philosophical issues (e.g., the nature of knowledge) and more specific issues arising from educational practice (e.g., the desirability of standardized testing). These practical issues in turn have implications for a variety of long-standing philosophical problems in epistemology, metaphysics, ethics, and political philosophy. In addressing these many issues and problems, the philosopher of education strives for conceptual clarity, argumentative rigour, and informed valuation.

PRINCIPAL HISTORICAL FIGURES

The history of philosophy of education is an important source of concerns and issues—as is the history of education itself—for setting the intellectual agenda of contemporary philosophers of education. Equally relevant is the range of contemporary approaches to the subject. Although it is not possible here to review systematically either that history or those contemporary approaches, brief sketches of several key figures are offered next.

The Western philosophical tradition began in ancient Greece, and philosophy of education began with it. The major historical figures developed philosophical views of education that were embedded in their broader metaphysical, epistemological, ethical, and political theories. The introduction by Socrates of the “Socratic method” of questioning (see dialectic) began a tradition in which reasoning and the search

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for reasons that might justify beliefs, judgments, and actions was (and remains) fundamental; such questioning in turn eventually gave rise to the view that education should encourage in all students and persons, to the greatest extent possible, the pursuit of the life of reason. This view of the central place of reason in education has been shared by most of the major figures in the history of philosophy of education, despite the otherwise substantial differences in their other philosophical views.

Socrates' student Plato endorsed that view and held that a fundamental task of education is that of helping students to value reason and to be reasonable, which for him involved valuing wisdom above pleasure, honour, and other less-worthy pursuits. In his dialogue *Republic* he set out a vision of education in which different groups of students would receive different sorts of education, depending on their abilities, interests, and stations in life. His utopian vision has been seen by many to be a precursor of what has come to be called educational "sorting." Millennia later, the American pragmatist philosopher John Dewey (1859–1952) argued that education should be tailored to the individual child, though he rejected Plato's hierarchical sorting of students into categories.

Plato's student Aristotle also took the highest aim of education to be the fostering of good judgment or wisdom, but he was more optimistic than Plato about the ability of the typical student to achieve it. He also emphasized the fostering of moral virtue and the development of character; his emphasis on virtue and his insistence that virtues develop in the context of community-guided practice—and that the rights and interests of individual citizens do not always outweigh those of the community—are reflected in contemporary interest in "virtue theory" in ethics and "communitarianism" in political philosophy.

Jean-Jacques Rousseau (1712–78) famously insisted that formal education, like society itself, is inevitably corrupting; he argued that education should enable the "natural" and "free" development of children, a view that eventually led to the modern movement known as "open education." These ideas are in some ways reflected in 20th-century "progressivism," a movement often (but not always accurately) associated with Dewey. Unlike Plato, Rousseau also prescribed fundamentally distinct educations for boys and girls, and in doing so he raised issues concerning gender and its place in education that are of central concern today. Dewey emphasized the educational centrality of experience and held that experience is genuinely educational only when it leads to "growth." But the idea that the aim of education is growth has proved to be a problematic and controversial one, and even the meaning of the slogan is

unclear. Dewey also emphasized the importance of the student's own interests in determining appropriate educational activities and ends-in-view; in this respect he is usually seen as a proponent of "child-centred" education, though he also stressed the importance of students' understanding of traditional subject matter. While these Deweyan themes are strongly reminiscent of Rousseau, Dewey placed them in a far more sophisticated—albeit philosophically contentious—context. He emphasized the central importance of education for the health of democratic social and political institutions, and he developed his educational and political views from a foundation of systematic metaphysics and epistemology.

Of course, the history of philosophy of education includes many more figures than Socrates, Plato, Aristotle, Rousseau, and Dewey. Other major philosophers, including Thomas Aquinas, Augustine, Thomas Hobbes, René Descartes, John Locke, David Hume, Immanuel Kant, John Stuart Mill, Karl Marx, Bertrand Russell, and, more recently, R.S. Peters in Britain and Israel Scheffler in the United States, have also made substantial contributions to educational thought. It is worth noting again that virtually all these figures, despite their many philosophical differences and with various qualifications and differences of emphasis, take the fundamental aim of education to be the fostering of rationality (see reason). No other proposed aim of education has enjoyed the positive endorsement of so many historically important philosophers—although, as will be seen below, this aim has come under increasing scrutiny in recent decades.

PROBLEMS, ISSUES, AND TASKS

There are a number of basic philosophical problems and tasks that have occupied philosophers of education throughout the history of the subject.

The Aims of Education

The most basic problem of philosophy of education is that concerning aims: what are the proper aims and guiding ideals of education? What are the proper criteria for evaluating educational efforts, institutions, practices, and products? Many aims have been proposed by philosophers and other educational theorists; they include the cultivation of curiosity and the disposition to inquire; the fostering of creativity; the production of knowledge and of knowledgeable students; the enhancement of understanding; the promotion of moral thinking, feeling, and action; the enlargement

of the imagination; the fostering of growth, development, and self-realization; the fulfillment of potential; the cultivation of “liberally educated” persons; the overcoming of provincialism and close-mindedness; the development of sound judgment; the cultivation of docility and obedience to authority; the fostering of autonomy; the maximization of freedom, happiness, or self-esteem; the development of care, concern, and related attitudes and dispositions; the fostering of feelings of community, social solidarity, citizenship, and civic-mindedness; the production of good citizens; the “civilizing” of students; the protection of students from the deleterious effects of civilization; the development of piety, religious faith, and spiritual fulfillment; the fostering of ideological purity; the cultivation of political awareness and action; the integration or balancing of the needs and interests of the individual student and the larger society; and the fostering of skills and dispositions constitutive of rationality or critical thinking.

All such proposed aims require careful articulation and defense, and all have been subjected to sustained criticism. Both contemporary and historical philosophers of education have devoted themselves, at least in part, to defending a particular conception of the aims of education or to criticizing the conceptions of others. The great range of aims that have been proposed makes vivid the philosopher of education’s need to appeal to other areas of philosophy, to other disciplines (e.g., psychology, anthropology, sociology, and the physical sciences), and to educational practice itself. Given that consideration of education’s proper aims is of fundamental importance for the intelligent guidance of educational activities, it is unfortunate that contemporary discussions of educational policy rarely address the matter.

Clarification of Educational Concepts

A perennial conception of the nature of philosophy is that it is chiefly concerned with the clarification of concepts, such as knowledge, truth, justice, beauty, mind, meaning, and existence. One of the tasks of the philosophy of education, accordingly, has been the elucidation of key educational concepts, including the concept of education itself, as well as related concepts such as teaching, learning, schooling, child rearing, and indoctrination. Although this clarificatory task has sometimes been pursued overzealously—especially during the period of so-called ordinary language analysis in the 1960s and ’70s, when much work in the field seemed to lose sight of the basic normative issues to which these concepts were relevant—it

remains the case that work in the philosophy of education, as in other areas of philosophy, must rely at least in part on conceptual clarification. Such analysis seeks not necessarily, or only, to identify the particular meanings of charged or contested concepts but also to identify alternative meanings, render ambiguities explicit, reveal hidden metaphysical, normative, or cultural assumptions, illuminate the consequences of alternative interpretations, explore the semantic connections between related concepts, and elucidate the inferential relationships obtaining among the philosophical claims and theses in which they are embedded.

Rights, Power, and Authority

There are several issues that fall under this heading. What justifies the state in compelling children to attend school—in what does its authority to mandate attendance lie? What is the nature and justification of the authority that teachers exercise over their students? Is the freedom of students rightly curtailed by the state? Is the public school system rightly entitled to the power it exercises in establishing curricula that parents might find objectionable—e.g., science curricula that mandate the teaching of human evolution but not creationism or intelligent design and literature curricula that mandate the teaching of novels dealing with sexual themes? Should parents or their children have the right to opt out of material they think is inappropriate? Should schools encourage students to be reflective and critical generally—as urged by the American philosophers Israel Scheffler and Amy Gutmann, following Socrates and the tradition he established—or should they refrain from encouraging students to subject their own ways of life to critical scrutiny, as the American political scientist William Galston has recommended?

The issue of legitimate authority has been raised recently in the United States in connection with the practice of standardized testing, which some critics believe discriminates against the children of some racial, cultural, religious, or ethnic groups (because the test questions rely, implicitly or explicitly, on various culturally specific cues or assumptions that members of some groups may not understand or accept). In such controversial cases, what power should members of allegedly disadvantaged groups have to protect their children from discrimination or injustice? The answer to this question, as to the others raised above, may depend in part on the status of the particular school as public (state-supported) or private. But it can also be asked whether private schools should enjoy more authority with respect to curricular matters

than public schools do, particularly in cases where they receive state subsidies of one form or another.

These questions are primarily matters of ethics and political philosophy, but they also require attention to metaphysics (e.g., how are “groups” to be individuated and understood?), philosophy of science (e.g., is “intelligent design” a genuinely scientific theory?), psychology (e.g., do IQ tests discriminate against members of certain minority groups?), and other areas of philosophy, social science, and law.

Critical Thinking

Many educators and educational scholars have championed the educational aim of critical thinking. It is not obvious what critical thinking is, and philosophers of education accordingly have developed accounts of critical thinking that attempt to state what it is and why it is valuable—i.e., why educational systems should aim to cultivate it in students. These accounts generally (though not universally) agree that critical thinkers share at least the following two characteristics: (1) they are able to reason well—i.e., to construct and evaluate various reasons that have been or can be offered for or against candidate beliefs, judgments, and actions; and (2) they are disposed or inclined to be guided by reasons so evaluated—i.e., actually to believe, judge, and act in accordance with the results of such reasoned evaluations. Beyond this level of agreement lie a range of contentious issues.

One cluster of issues is epistemological in nature. What is it to reason well? What makes a reason, in this sense, good or bad? More generally, what epistemological assumptions underlie (or should underlie) the notion of critical thinking? Does critical thinking presuppose conceptions of truth, knowledge, or justification that are objective and “absolute,” or is it compatible with more “relativistic” accounts emphasizing culture, race, class, gender, or conceptual scheme?

These questions have given rise to other, more specific and hotly contested issues. Is critical thinking relevantly “neutral” with respect to the groups who use it, or is it in fact politically biased, unduly favouring a type of thinking once valued by white European males—the philosophers of the Enlightenment and later eras—while undervaluing or demeaning types of thinking sometimes associated with other groups, such as women, nonwhites, and non-Westerners—i.e., thinking that is collaborative rather than individual, cooperative rather than confrontational, intuitive or emotional rather than linear and impersonal? Do standard accounts of critical thinking in these ways favour and help to perpetuate the beliefs, values, and practices of

dominant groups in society and devalue those of marginalized or oppressed groups? Is reason itself, as some feminist and postmodern philosophers have claimed, a form of hegemony?

Other issues concern whether the skills, abilities, and dispositions that are constitutive of critical thinking are general or subject-specific. In addition, the dispositions of the critical thinker noted above suggest that the ideal of critical thinking can be extended beyond the bounds of the epistemic to the area of moral character, leading to questions regarding the nature of such character and the best means of instilling it.

Indoctrination

A much-debated question is whether and how education differs from indoctrination. Many theorists have assumed that the two are distinct and that indoctrination is undesirable, but others have argued that there is no difference in principle and that indoctrination is not intrinsically bad. Theories of indoctrination generally define it in terms of aim, method, or doctrine. Thus, indoctrination is either: (1) any form of teaching aimed at getting students to adopt beliefs independent of the evidential support those beliefs may have (or lack); (2) any form of teaching based on methods that instill beliefs in students in such a way that they are unwilling or unable to question or evaluate those beliefs independently; or (3) any form of teaching that causes students to embrace a specific set of beliefs—e.g., a certain political ideology or a religious doctrine—without regard for its evidential status. These ways of characterizing indoctrination emphasize its alleged contrast with critical thinking: the critical thinker (according to standard accounts) strives to base his beliefs, judgments, and actions on the competent assessment of relevant reasons and evidence, which is something the victim of indoctrination tends not to do. But this apparent contrast depends upon the alleged avoidability of indoctrination, which itself is a philosophically contested issue.

The Individual and Society

A number of interrelated problems and issues fall under this heading. What is the place of schools in a just or democratic society? Should they serve the needs of society by preparing students to fill specific social needs or roles, or should they rather strive to maximize the potential—or serve the interests—of each student? When

these goals conflict, as they appear inevitably to do, which set of interests—those of society or those of individuals—should take precedence? Should educational institutions strive to treat all students equally? If so, should they seek equality of opportunity or equality of outcome? Should individual autonomy be valued more highly than the character of society? More generally, should educational practice favour a more-liberal view of the relation between the individual and society, according to which the independence of the individual is of fundamental importance, or a more-communitarian view that emphasizes the individual's far-reaching dependence on the society in which she lives? These questions are basically moral and political in nature, though they have epistemological analogues, as noted above with respect to critical thinking.

Moral Education

Another set of problems and issues has to do with the proper educational approach to morality. Should education strive to instill particular moral beliefs and values in students? Or should it aim rather to enhance students' ability to think through moral issues for themselves? If the latter, how should educators distinguish between good and bad ways to think about moral issues? Should moral education focus on students' character—rather than on either the inculcation of particular beliefs and values or the development of the ability to think well about moral matters—and endeavour to produce particular traits, such as honesty and sensitivity? Or are all these approaches problematic in that they inevitably involve indoctrination (of an undesirable kind)? A related objection to the approaches mentioned is that moral beliefs and values are in some sense relative to culture or community; therefore, attempts to teach morality at least presuppose an indefensible moral absolutism and may even constitute a kind of moral "imperialism." These large and complex questions are intimately connected with metaethics and moral epistemology—i.e., the part of moral philosophy concerned with the epistemic status of moral claims and judgments. Moral psychology and developmental psychology are also highly relevant to the resolution of these questions.

Teaching, Learning, and Curriculum

Many problems of educational practice that raise philosophical issues fall under this heading. Which subjects are most worth teaching or learning?

What constitutes knowledge of them, and is such knowledge discovered or constructed? Should there be a single, common curriculum for all students, or should different students study different subjects, depending on their needs or interests, as Dewey thought? If the latter, should students be tracked according to ability? Should less-able students be directed to vocational studies? Is there even a legitimate distinction to be drawn between academic and vocational education? More broadly, should students be grouped together—according to age, ability, gender, race, culture, socioeconomic status, or some other characteristic—or should educators seek diversity in the classroom along any or all of these dimensions?

Whatever the curriculum, how should students be taught? Should they be regarded as “blank slates” and expected to absorb information passively, as Locke’s conception of the mind as a *tabula rasa* suggests, or should they rather be understood as active learners, encouraged to engage in self-directed discovery and learning, as Dewey and many psychologists and educators have held? How, more generally, should teaching be conceived and conducted? Should all students be expected to learn the same things from their studies? If not, as many argue, does it make sense to utilize standardized testing to measure educational outcome, attainment, or success? What are the effects of grading and evaluation in general and of high-stakes standardized testing in particular? Some have argued that any sort of grading or evaluation is educationally counterproductive because it inhibits cooperation and undermines any natural motivation to learn. More recently, critics of high-stakes testing have argued that the effects of such testing are largely negative—dilution (“dumbing down”) of the curriculum, teaching to the test, undue pressure on both students and teachers, and distraction from the real purposes of schooling. If these claims are correct, how should the seemingly legitimate demands of parents, administrators, and politicians for accountability from teachers and schools be met? These are complex matters, involving philosophical questions concerning the aims and legitimate means of education and the nature of the human mind, the psychology of learning (and of teaching), the organizational (and political) demands of schooling, and a host of other matters to which social-scientific research is relevant.

Finally, here fall questions concerning the aims of particular curriculum areas. For example, should science education aim at conveying to students merely the content of current theories or rather an understanding of scientific method, a grasp of the tentativeness and fallibility of scientific hypotheses, and an understanding of the criteria by which theories are evaluated? Should science classes focus solely

on current theories, or should they include attention to the history, philosophy, and sociology of the subject? Should they seek to impart only beliefs or also skills? Similar questions can be asked of nearly every curriculum area; they are at least partly philosophical and so are routinely addressed by philosophers of education as well as by curriculum theorists and subject-matter specialists.

Educational Research

A large amount of research in education is published every year; such research drives much educational policy and practice. But educational research raises many philosophical issues. How is it best conducted, and how are its results best interpreted and translated into policy? Should it be modeled on research in the natural sciences? In what ways (if any) does competent research in the social sciences differ from that in the natural sciences? Can educational research aim at objectivity and the production of objective results, or is it inevitably subjective? Should researchers utilize quantitative methods or qualitative ones? How is this distinction best understood? Are both legitimate modes of research, or is the first problematically scientific or positivistic, or the second problematically subjective, impressionistic, or unreliable? These and related issues are largely philosophical, involving philosophy of science (both natural and social) and epistemology, but they clearly involve the social sciences as well.

CONCLUSION

The list of problems, issues, and tasks presented above is necessarily partial, and for most of them the proposed solutions have been few or not widely agreed upon. This is in part a function of the inherent openness of philosophical inquiry. Nevertheless, some proposed resolutions are better than others, and philosophical argumentation and analysis have helped to reveal that difference. This is true of philosophy in general and of philosophy of education in particular.

All educational activities, from classroom practice to curriculum decisions to the setting of policies at the school, district, state, and federal levels, inevitably rest upon philosophical assumptions, claims, and positions. Consequently, thoughtful and defensible educational practice depends upon philosophical awareness and understanding. To that extent, the philosophy of education is essential to the proper guidance of educational practice. Knowledge of philosophy of education would benefit

not only teachers, administrators, and policy makers at all levels but also students, parents, and citizens generally. Societies that value education and desire that it be conducted in a thoughtful and informed way ignore the philosophy of education at their peril. Its relevance, reach, and potential impact make it perhaps the most fundamental and wide-ranging area of applied philosophy.

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Relation between Education and Society

Dr. Ashok Kumar Yadav*

ABSTRACT

In the process of understanding the nature and functions of social institutions you must have, by now realised that education is one of the major social institutions that influence human behaviour. **In common terminology education is associated with formal learning, but its scope extends far beyond classroom instruction.** Besides imparting curriculum based knowledge and training, education has multiple functions, all of which have a direct or indirect bearing on society. Formal training imparted in educational institutions forms only one component of education. In fact education involves life long learning and is the sum total of all the experiences that an individual obtains during his or her lifetime in different social institutions. Before taking you through the outline of this course that gives an idea of the diversity of themes and topics that it covers, this module introduces you to some of the basic features of the nature of relationship between education and society and the social aspects of education. We begin with the meaning of education, with a special focus on its sociological dimensions.

Keywords: Education, Social Functions, Sociology of Education, Theoretical Perspectives on Education

INTRODUCTION

John Dewey (1944) refers to education as the process by which **“Knowledge is transferred to other people through stories, discussions, training or research. Though learning takes place under the guidance of educators, learners also tend to educate themselves. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called Autodidactic Learning”**. To dewey education is a continuous reconstruction of experiences. Giddens (2009) looks at education as a **“Social institution which enables and promotes the acquisition of skills, knowledge**

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and broadening of personal horizons”. Education can take place in many social settings.

MEANING AND SOCIAL FUNCTIONS OF EDUCATION

No system of education can function in isolation from the social surroundings in which it exists. One of its fundamental aims is to build a bridge between one generation and another. The primary task of education is to socialize the young to understand the needs, goals and expectations of the society in which they live. Education is essentially a social system, and education and society are mutually interdependent institutions. Education shares the dynamic character of society and hence acts as the harbinger of change. However, as the institution entrusted with the responsibility of transforming values that sustain society from one generation to the other it has also has a conservation dimension to its functions. It is this sense that Durkheim (1956) referred to education as the methodical socialisation of the young.

Parsons however was of the view that the **“Central function of education was to instill in pupils the value of individual achievement. This value is crucial to the functioning of industrialized societies, but it could not be learned in the family. A child’s status in the family is ascribed-that is, fixed from birth. By contrast, a child’s status in schools is largely achieved, and in schools children are assessed according to universal standards, such as exams. The function of education is to enable children to move from the particularistic standards of the family to the universal standards needed in a Modern Society”**. Functionalists see education as a system that serves society by performing several supportive functions which help to maintain order. Conflict thinkers, on the other hand point out that in a society characterised by social inequalities education reinforces these inequalities by serving the interests of those in power. Conflict theory sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society.

SOCIOLOGY OF EDUCATION

Though the emergence of sociology of education as a specialised branch of sociology is of more recent origin its beginnings can be traced to the relation between education and society as enunciated by Emile Durkheim in early twentieth century. His approach to education was functional in nature as he maintained that that the

primary function of education is the maintenance of social order. Later theoretical approaches looked at the goals and functions of education from different points of view. But the essence of all these theories is that education is primarily a social institution which both impacts and is impacted by social factors. Sociology of education is that branch of sociology which studies, explains and critically interprets the different facets of the relationship between education and society. It analyses the process of education from a sociological perspective. It is the application of sociological theories, perspectives and research methods to an analysis of educational processes and practices. Broadly speaking sociology of education or educational sociology is interested in the study of the educational system in relation to the social system.

Sociologists of education argue that educational processes and practices are influenced by social phenomena. Education is not just about knowledge acquisition. It is the social set up that basically decides who gets, what type of education. Also, social conditions, societal needs and society's power structures determine educational content and the nature of pedagogical practices. Since most societies use education as a mechanism for retention of their dominant cultural points of view they try to control the institutions and individuals who are engaged in the process of knowledge creation and knowledge transfer. Sociology of education is interested in **“The power distribution in the larger community outside the school as far as the educational system is concerned it is interested in the power structure within the School System Also”**.

PERSPECTIVE OF THE COURSE

This module, which is also the introductory module in the Society and Education course provides a comprehensive view of the many facets of education as a social institution. The course content is divided into eleven units and each unit contains a certain number of modules ranging between one and ten. In the process of making you understand the social context in which education functions, this course takes you through some select theoretical perspectives on education as expounded by both Western and Indian thinkers, besides introducing you to the ways by which major social institutions function as agencies of education. The second unit of the paper sociological perspectives on education contains three modules that provide a theoretical perspective on the role of education in society. Since the emergence of the study of the field of education from a sociological dimension, sociologists have been discussing the relationship between education and society. In this background

the thoughts of Emile Durkheim, Karl Marx and Max Weber on education have been analysed.

The seventh unit titled Cultural Diversity and Education contains three modules that basically try to bring out the need for the education system to keep abreast of changes taking place in the world-at-large, while at the same time protecting those elements of indigenous modes of knowledge transfer which have contemporary relevance. Given the cultural diversity that characterises societies world over, education cannot remain insensitive to issues of language, indigeneity or local cultural needs. The first module in this unit which describes the different ways by which language is related to education also discusses how economic liberalisation necessitated the movement of people from a mono-lingual to multi-lingual space. Also, the debate surrounding the question of medium of instruction has been critically analysed. The second module in the seventh unit titled Indigenous modes of education traces the path of transformation that took place from indigenous modes of knowledge transfer to modern methods of teaching and learning. **The role of the colonial rule in weakening indigenous modes of education is discussed.** In this background the need to revisit methods of knowledge generation and knowledge transfer is brought forth. The third module in this unit looks at the new **Teaching Learning Methods** such as open and distance learning, virtual universities and multimedia that are gradually emerging as alternatives to traditional methods of knowledge transfer. In a world physical boundaries are closing due to the vast strides made in the field of information technology, both access and utilization of educational opportunities have widened. Education is no longer the prerogative of a select few but it has almost become an open access system because of innovations such as learning through the distance mode, internet driven pedagogies and the flexibility that these new modes of education has given both to teachers and learners. Unit number eight Human Rights Discourse and Education in India analyses the need to incorporate the human rights perspective in education. Though the Constitution and more recently the Right to Education Act have laid down very clearly that education is an inalienable right, in reality not all children in the country have the opportunity to access educational opportunities. It is only when education is seen as a human right that the barriers to equal utilisation of educational opportunities are removed. It is also equally important that both curriculum and pedagogy must instill in the learners a respect for human rights. Education is not just about knowledge acquisition, its fundamental objective is also to ensure that the rights of other human beings are

respected. By providing a conceptual understanding of human rights this module engages in a discussion on the relevance of human rights education. The ninth unit titled Educational Thinkers, which contains ten modules analyses the perspectives and visions of both Indian and western thinkers on how an ideal educational system must be conceived and operated.

These include Jyotiba Phule and Savitribai Phule, Gijubhai Badeka, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, Babasaheb Ambedkar, Jiddu Krishnamurti, John Dewey, Paulo Freire and Ivan Illich. Two points stand out in each of these modules. First, all these thinkers have critiqued the stereotypical notions of education, and second, each of these thinkers has proposed an alternate system of education that questions existing systems of education and sets us thinking about new pedagogical values and practices. The penultimate module of the course entitled Undoing Education-Learning Decolonising the Mind discusses the need to free knowledge from prejudices and biases that are symbolic of the colonial legacy. Society can be transformed only when the mind is decolonised. The importance of designing a curriculum incorporating indigenous knowledge systems, local cultures including native languages is brought out by the module.

The eleventh module titled Critical Pedagogy and Educational Challenge explains how decolonisation of the mind is a fundamental requirement for deconstructing the myths that were created by colonised knowledge. The central point that needs to be understood in the discourse on critical pedagogy is that knowledge is politicised and institutions are oppressed by those who hold the reins of power to toe the line. The proponents of critical pedagogy believe that academic institutions perform their role in a just and impartial manner. Such aspects of education as language learning, hiring of teachers and the kind of books got for the library are all determined by the agenda of powers that be. This module brings out the need to revisit the entire process of education and raise very fundamental questions about the goals of education itself.

CONCLUSION

The module introduces the reader to the need for understanding the institution of education from a **Sociological Perspective**. Since education is primarily a social institution and functions in a societal context, it cannot be analysed in a vacuum. The entire course brings to focus the different ways in which **Socio-Political-Economic**

Factors have a bearing on education. The module also gives a brief update on the contents of each of the thirty four modules covered under eleven units in this course.

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Past, Present and Future of Multidimensional Education

Jayarama Reddy*

ABSTRACT

The process of teaching-learning can ensue anytime and anywhere. It does not require any prescribed set-up or curriculum. It is a natural process in the lives of all organisms. The advancements in the pedagogical methods, establishment of educational institutions, technological improvements, industrial demands, and entrepreneurs, changes in lifestyles and need & greed for better knowledge have transformed the configuration of educational settings. The tools and techniques have helped to develop new learning approaches and teaching practices. Ever since from the beginning education has been multidimensional and it is constantly endeavouring for a poise of all-inclusive and specific learning, contextual and abstract learning, and discrete and interpersonal learning. It fundamentally requires that teachers have knowledge and understanding of the multiple dimensions in which students will naturally interact with the teacher and involve in the teaching-learning process. Some of these new learning approaches are now being designed specifically with the help of technology. Nevertheless, the older approaches are supporting the new approaches, allowing teachers and educationists across the world to reach new heights. Educators must train the youth for more rapid economic and social vicissitudes that are happening rapidly now than ever before, for professions that have not yet been known, to use technologies that have not yet been developed, and to resolve societal complications that we do not yet know will crop up in future. In essence, make use of technological advancements and prepare the youth to face the unforeseen problems of the future and beyond. The global education system is severely affected by the Covid-19 pandemic. This gridlock may continue for another year or so. Thanks to technological advancements, free online courses, free online universities like Uo People and availability of innumerable web-based apps, the education is continuing without much of a problem. The different dimensions, approaches, strategies and methods used in education are discussed in this article.

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INTRODUCTION

The new notions of competence in education encompass acquiring relevant knowledge, skills, personal qualities and the aptitude to accomplish effectively and amenably in both well-known and unknown circumstances (1, 2, 3). In order to meet the current demands, the principles of learning must be understood in the broad sense, and hence learning philosophies must be reviewed and revamped on a regular basis. The treasurable virtue of education is that no one can take it away from you. Benjamin Franklin once said “An investment in knowledge pays the best interest”. The term education is a derivative of the Latin word “educare”, meaning to bring up and to educate means to lead forth or “to extract out” the best in a man or a woman(4). Education covers many aspects of teaching, but pedagogy boils down to methods, strategies and techniques of teaching. Originally, Pedagogy is concerned with children learning and andragogy has to do with adults learning. However, the process of learning is essentially the same whether it is adults or children. One of the biggest differences between pedagogy and andragogy is motivation.

Especially as children become adults, their motivation for learning moves from peer pressure to being more self-motivated. The process of teaching-learning can ensue anytime and anywhere. It does not require any prescribed set-up or curriculum. It is a natural process in the lives all organisms. The advancements in the pedagogical methods, establishment of educational institutions, technological improvements, industrial demands, entrepreneurships, changes in lifestyles and need & greed for better knowledge has transformed the configuration of educational settings. Within the educational dominion, teachers are implementing new technological tools and using them within their teaching exercise. The tools and techniques have helped to adopt new learning approaches and teaching practices(5).According to Andreas Schleicher, Director for Education and Skills, Organization for Economic Co-operation and Development (OECD), educational institutions need to prepare students for more rapid economic and social change than ever before, for jobs that have not yet been created, to use technologies that have not yet been invented, and to solve social problems that we do not yet know will arise. The entire global education system is severely affected now for more than a year due because of Covid-19 pandemic(6). This gridlock may continue for another year so. Thanks to technological advancements and availability of innumerable online apps the education is continuing without much of problem. The educational goals cannot be achieved

by any single approach. It should be a multipronged strategy in order to accomplish the mission of education comprehensively.

Multidimensional education constantly attempts for a poise of all-inclusive and specific learning, contextual and abstract learning, and discrete and interpersonal learning(7). It fundamentally requires that teachers have knowledge and understanding of the multiple ways in which students will naturally interact with the teacher and involve in the teaching-learning process. The methods, tactics, strategies of assessing and implementing a complex task like teaching that consists of more than one feature or design are together called multidimensional approach in education(8) alternative assessment approaches are needed in assessing both learning process and learning product. Nowadays, one of the alternative assessment techniques used in various disciplines such as mathematics, science and social sciences so forth is portfolio. The purpose of this study was to introduce portfolio assessment method which is used commonly in educational contexts recently. To achieve this aim, some information of portfolio such as its definition, its developing process, selection of contexts, its advantage and disadvantage were presented. Also, portfolio assessment method is compared with traditional one in terms of different aspects. Further, to exploit portfolio assessment method effectively some suggestions were made.

,"author":[{"dropping-particle":"","family":"Birgin","given":"Osman","non-dropping-particle":"","parse-names":false,"suffix":""},{dropping-particle":"","family":"Baki","given":"Adnan","non-dropping-particle":"","parse-names":false,"suffix":""}],container-title":"Journal of Turkish Science Education",id:"ITEM-1",issue:"2",issued:{date-parts:[["2007"]]},page:"75-90",title:"The Use of Portfolio to Assess Student ' s Performance",type:"article-journal",volume:"4"},uris:["http://www.mendeley.com/documents/?uuid=d94dc049-8b0e-4421-91a6-b1ccdfd115c3"]}],mendeley:{formattedCitation:"(8. Because education is a mission that is considered complex and needs to be assessed from several points of view.

Panchatantra approach of teaching takes us into the deep education history of India(9). None can overlook the Vedic education system of India. In the Vedic age the tradition of oral education was in practice(10)of peoples a spirit of being pious and religious for glory of God and good of man. The pursuit of knowledge was a pursuit of religious values. The student had to observe strict regulations. Instruction was important, but was even more significant than teaching was discipline - discipline inculcated through strict obedience to laws and regulations of student life, discipline that was rooted in morality and religion A student was required to give up lust, anger,

greed, vanity, conceit and over joy. Education was free. It was free because no student was required to pay any fees. It was free also because no outside agency could interfere in the matters of education. There was perfect autonomy. No external authority no external beneficiary, no politics was permitted to enter the school or college system. A student had to pay nothing in return for education he received in a Gurukul. The inculcation of civic virtues and social values was an equally important objective of education in India. The Brahmachari after his education in the Gurukulas went back to the society to serve the rich and the poor, to relieve the diseased and the distressed. [ABSTRACT FROM AUTHOR], "author": [{"dropping-particle": "", "family": "KOKATANUR", "given": "R B", "non-dropping-particle": "", "parse-names": false, "suffix": ""}], "container-title": "Indian Streams Research Journal", "id": "ITEM-1", "issue": "4", "issued": {"date-parts": [[2013]]}, "page": "1-4", "title": "Education System in Vedic Period.", "type": "article-journal", "volume": "3", "uris": ["http://www.mendeley.com/documents/?uuid=0a2c9db1-95fd-41d6-8a51-ae2baeee1955"]], "mendeley": {"formattedCitation": "(10. Oral education means transferring the knowledge from one person to other through narration and Panchatantra was a method of teaching through stories. Then existed a Guru-Shishya mode of educational system, which lasted for thousands of years and was quite successful. Most of the ancient Indian scriptures were preserved like this, generations after generations. But with time the education has undergone transformation both in India and the rest of the world(11) which offers an opportunity for researching and rethinking how appropriate and successful educational practices may be. However, despite the role of transformation in higher education and particularly in sustainability learning, there is a paucity of studies which examine the extent to which transformation and learning on matters related to sustainable development may be integrated. Based on this perceived research need, the purpose of this article is to present how transformation in learning in education for sustainability requires the commitment of Faculty and the engagement of students. To do this, a set of qualitative case studies were used in higher education institutions across seven countries (Brazil, Serbia, Latvia, South Africa, Spain, Syria, UK.

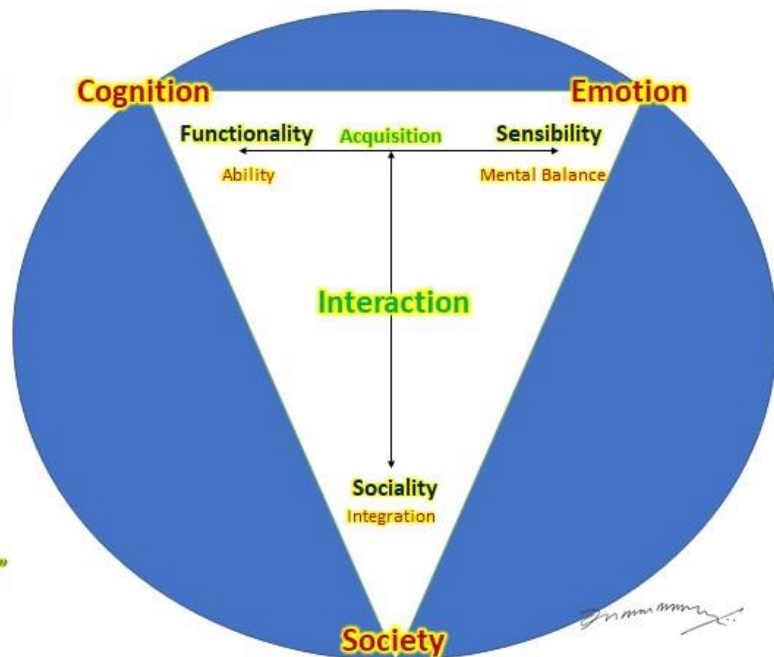
DIMENSIONS OF EDUCATION

According to Knud Illeris of Roskilde University, Denmark(2002) the multidimensional approach in pedagogy encompasses three dimensions, cognitive, emotional, and

social dimensions to learning(12). According to Martin and Reigeluth, there exist six dimensions for affective learning: emotional, social, esthetic, moral, spiritual and motivational. In addition to these there is something called, theatre pedagogy(13). It is an independent discipline combining both theatre and pedagogy. The other approach in pedagogy is the free school movement or new schools or alternative schools' movement(14). It was brought in to change the aims of formal schooling through alternative, independent community schools.

Knud Illeris's Three-Dimensional Education

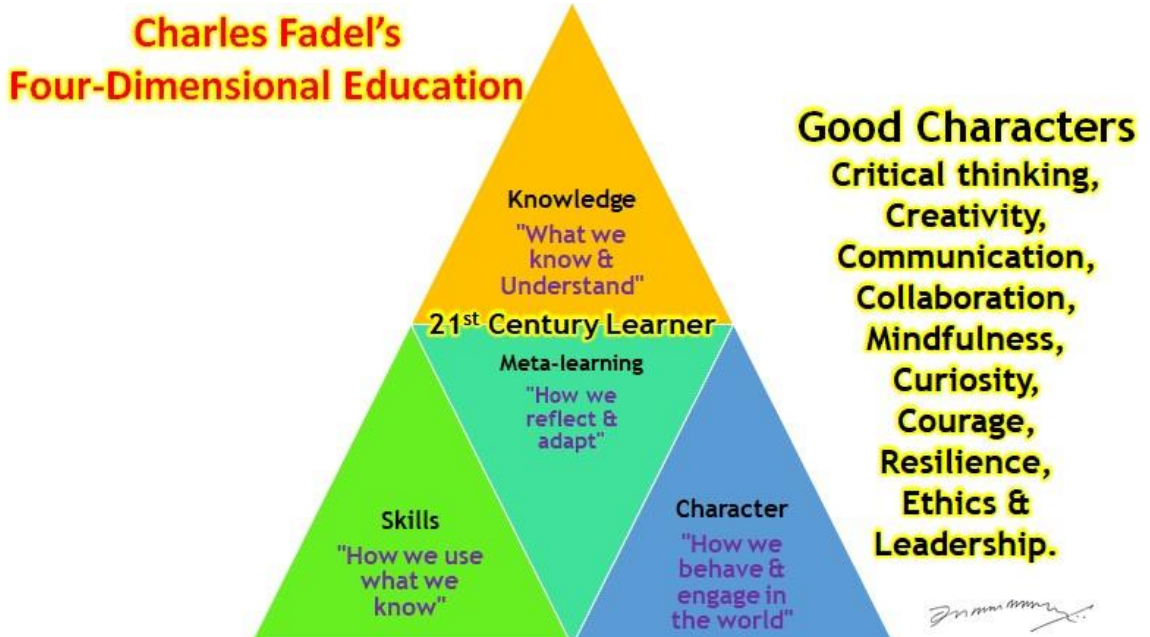
Adopted from the book,
"The Three Dimensions of Learning"
By Knud Illeris (2002)



The theoretical framework of Cognitive Emotional Pedagogy was created by Joni Mäkivirta and it is a method of teaching and learning based on cognitive psychology and constructivist learning theory(15). Creation and maintenance of new notions and skills is most operative if the content of learning is accompanying the inventiveness and passionately diverse in terms of experiences. Social pedagogy encompasses a holistic and relationship-centred way of working in educational settings with people across the passage of their lives(16). Social pedagogy is constructed on humanitarian values emphasizing human self-esteem, mutual respect, belief, unconditional gratitude and equivalence. Emotion has a considerable effect on the cognitive processes in humans, including discernment, attention, erudition, reminiscence, cognition, and problem solving(17). Emotions are important especially for learning of foreign

languages and attainment of new concepts. Hence, cognitive, social and emotional dimensions are very crucial in any type of educational system.

Charles Fadel, the director of the Centre for Curriculum Redesign discussed about multidimensional education in his book entitled “Four-Dimensional Education”. Knowledge, skills, character and metacognition are the four dimensions of education according to Charles Fadel(18). In the Knowledge domain. Fadel emphasizes the need for young people to become both specialists and generalists, learning a field of study in profundity and yet also appreciating and understanding how their specialty connects to other disciplines. He further adds that the educators must introduce students to interdisciplinary knowledge crucial to confront countless of the challenges facing humanity nowadays(19). With respect to the dimension of skills, he underlines the worth of four skill categories: critical thinking, creativity, communication and collaboration. He explains the importance of skills and stresses that students should exploit these skills to apply their knowledge to resolve new problems. Fadel argues that knowledge and skills are not just enough in today’s world(19). We must support students’ character development to ensure that they develop the qualities essential for shaping a better world. The important qualities that a good student should develop according to Fadel are, mindfulness, curiosity, courage, resilience, ethics and leadership.



Technology in Education

We are living in the world where technology is practically ubiquitous and the learners depend on it more than the teachers. Present genre is being upstretched in a web-based world. All things are Internet of Things now and IOT is the buzzword. Learners of all stages naturally use technology in all arenas. Digital technologies are becoming increasingly decisive in all sorts of educational settings(20). Technology helps in enhancing curiosity, boost the learners' engagement, learning, understanding and comprehending. Conventional methods of teaching-learning process have already undergone renovations to acclimate to the requirements of 21st-century learners and to augment the professional practice of educators. We are already on the threshold of a digital & virtual future. High-tech and low-tech approaches refer to how much technology a teacher uses to help teach the content(21). High-tech teaching is the use of educational apps like, Google classroom, Dreambox, Kahoot, Clickshare, Educreations, Texthelp, Starboard, Boardbuilder, Tricaster, Dyknow, Google suite, Personal devices, Webquests and many more. These are some the exciting outcomes of technological advancements. This is just the beginning of hi-tech education. There will be many more products like these that are being developed. A high-tech, teacher-centered approach include online quiz, tests via Google forms, Prezi presentation over the content, video sharing information and online presentations using diverse platforms(22). The more we know about the ways in which these hi-tech tools can progress the lives of pupils and educators, the faster they will be used across the globe. These novel methods are in bigger need and demand especially in the current Covid pandemic situation, when the entire education system is relying on the online apps(23)the current crisis of the COVID-19 pandemic forced the entire world to rely on it for education. Objectives To estimate the university medical staff perceptions, evaluate their experiences, recognize their barriers, challenges of e-learning during the COVID-19 pandemic, and investigate factors influencing the acceptance and use of e-learning as a tool teaching within higher education. Methods Data was collected using an electronic questionnaire with a validated Technology Acceptance Model (TAM. The conventional classroom teaching has taken the backseat now.

On the flipside the low-tech is used when teachers are either not ready for change or technology is inaccessible and unaffordable by the institutions. It includes learning modes like, paper-based, chalk & board and hands-on projects. Low-tech, teacher-centered method incorporates direct instruction and merges

worksheets and hands-on activities and projects(24). Low-tech teaching has its own advantages. It can build interpersonal relations, students and teachers get in to emotional bonding. It helps in developing the soft skills, which are lacking in today's high-tech genre(25).

Pedagogy

Conventionally pedagogical approach can either be teacher-centered or learner-centered with a low-tech or high-tech approach. Teacher-centered learning prominences on teaching via direct instruction, lecturing and sharing content(26). It is preoccupied on the acquaintance that the teacher has and communicating that to his scholars. Teacher-centered evaluations are cut and dry meant for students to show they know the knowledge that has been shared with them at the end of a unit. Student-centered learning directs the student to be an active participant in their own learning process(27). Teacher mainly plays the role of a facilitator besides delivering the contents, teachers take on more of a coaching or mentoring task to support students to learn. Student-centered assessments are given more frequently to assess knowledge and tend to be more objective(28).

Both teacher-centered and student-centered approaches within the classroom have their own advantages and disadvantages. The eventual way to help students learn is to use an amalgamation of these pedagogical boulevards to grasp the diversity of students within the education system. Pedagogy distillates on the different learning styles of students. Howard Gardner's(1983) theory of Multiple Intelligences statuses eight ways in which we all learn(29). They are as follows; 1. Visual-Spatial: This is ideal for the students good at puzzles, maps and directions. 2. Linguistic-Verbal: This is ideal for the students who are good in words, both spoken and written. 3. Interpersonal: This is ideal for the students who are very intuitive and good at relationships. 4. Intrapersonal: This is ideal for the students who are very reflective and self-evaluative. 5. Logical-Mathematical: This is ideal for the students who are good with numbers and problem solving. 6. Musical: This is ideal for the students who have a knack for rhythm and music. 7. Bodily-Kinesthetic: This is ideal for the students who are very good in hands-on and have great hand-eye coordination. 8. Naturalistic: This is for the student who is in tune with nature and their environment. A good teacher, whether high-tech or low-tech should understand the learning styles well as strengths and weaknesses for each type of learner is different.

VARK stands for visual, aural, reading/writing, and kinesthetic learning styles. Neil Fleming (1987) introduced this idea (30) auditory, kinesthetic and read write learners on the basis of individual differences bearing in mind the chief traits of each category of learners along with what strategies are imperative as far as effective and productive learning with respect to their need and essentialities are concerned. The study underlines the fact that all the learners can't learn in the same fashion. Each one has one or the other striking factor which dominates and directs their modes of learning that discrete them from others at one hand and unearths the mode and medium the instructors require getting them practice in a productive and systemic fashion. For the said intent, amalgam of skills and techniques are essential to keep in view as far as teaching learning process is concerned.

,"author":{"dropping-particle":"","family":"Imran Hussain","given":"","non-dropping-particle":"","parse-names":false,"suffix":""},"container-title":"Journal of Literature, Languages and Linguistics","id":"ITEM-1","issue":"11","issued":{"date-parts":[["2019"]]},"page":"33-37","title":"Pedagogical implications of VARK Model of Learning","type":"article-journal","volume":"38"},"uris":["http://www.mendeley.com/documents/?uuid=33363ea0-2cdb-4667-b005-c5d987e87539"]},"mendeley":{"formattedCitation":"(30. Visual (seeing) learners learn best by seeing someone else complete the task then endeavoring it themselves. They perform well with pictures, charts and diagrams. An aural (listening) learner requires to hear or listen the information for them to process it appropriately. These learners relish talks, lectures and reading audibly to themselves. A reading and writing learner prefer to read the textbook and take notes. They also prefer writing definitions and creating notecards. Lastly, a kinesthetic learner wishes to attempt the task for themselves. These pupils tend to recurrently try out the items in their hands.

The following are the diverse pedagogical approaches to teaching (31). 1. Constructivist: Scholars are enthusiastically involved in the process of learning. They create meaning and knowledge of content. Learners do not just passively ingest the content. 2. Collaborative: A group of students slog together to learn the material. Small group instruction is based in this concept where different students contribute and help each other learn. 3. Inquiry-Based: This is a problem-based approach, in this the scholars are given real life problems and the chance to disentangle them. They ask questions and research further while learning concepts and materials that they may not even realize they are learning. Project based learning will be suitable for this category. 4. Integrative: It comprises of cross-curricular and multiple academic

disciplines. Common language is used so that the students know what teachers are talking about as well as the expectations of the teachers. This is especially important for reading and writing skills. Based on common language, students can write in non-English classes more proficiently. It also shows students that content learned in one class is useful even outside the classroom walls. 5. Reflective: This is more for the teacher than the student. Teachers will be able to understand whether the students are learning or not. If learning is complete then, what needs to be done is to make it better. The teacher reflects upon lessons, projects, and assessments to see how they can be improved and upgraded in the future.

Each of these five approaches is slightly different and each teacher needs to decide which approach works best for them. Sometimes, a combination of these approaches can be used as well because the implementation of a blend of these pedagogical approaches profits both teachers and students. Multidimensional education constantly attempts for a poise of all-inclusive and specific learning, contextual and abstract learning, and discrete and interpersonal learning(32). It fundamentally requires that teachers have knowledge and understanding of the multiple ways in which students will naturally interact with the teacher and involve in the teaching-learning process. While the increasing number of new tools and technologies may seem overwhelming at first, educators should understand the benefits of instruction led by new technologies. Traditional methods of teaching are being left behind or complemented with new teaching practices(33), allowing students and teachers to become better equipped for the emerging, interconnected, and technologically-influenced world around us. But I strongly believe that educators will not achieve all the goals of education by only using the new technologies. Fundamental and conventional approaches have always been time-tested and successful. A healthy blend both new and old approaches is the need of the hour.

Approaches of Teaching

Some of the new learning approaches are now being designed specifically with the help of technology(34). Nevertheless, the older approaches are supporting the new approaches, allowing teachers and educationists across the world to reach new heights. The following are some of the approaches with the help of which we can work towards Charles Fadel's Four-Dimensional Education or do even better.

1. **Student-created Content:** This is akin to student-centred approach. Here, learning is more or less created by the students and for the students.

Modern tech-based approaches progressively offer chances for students to create content that may be shared among the connected group of learners, through the official educational portals of the institutions(33). There are a number of web-based tools that support the idea of self-creation and learning from one another(35)(36). Students not only recycle the acquired material, but they may offer diverse views on what they learned. The tools like, “Explainer engines- My simple show” are being used to support digital and effective student-created content. Since in this approach the content is created, managed, used and recycled by the students, there is a strong need for the stringent monitoring. The best way to ensure that the content created using online tech-based tools is understood by learners is to have the content reinforced by teachers(37). This strategy is slowly and steadily getting established in the educational system. It will be the leading approach in the future without any doubt. After all, the different paraphernalia of education are meant for the students only.

2. **Problem based learning:** Teaching practices are moving towards competency and skill development instead of just teaching facts and using assessment-based learning(38). They are also being excessively linked to individual capabilities. This approach of learning leads to the understanding of concepts, problem-solving, and communicating. Whether addressed as problem, project, or inquiry-based approach, the idea is to move towards student-centred designs that aim for a critical examination of problems(39). This style of learning prepares students to think creatively and find solutions to complex issues that will arise in the future. Now how lets the educators to set subjects and design course curricula in a universal context. It also helps in enabling communication and collaboration on a global scale. The best example for this approach is live projects in which scholars are assigned individual tasks. Evaluation is out-come based and individual’s strength & capabilities are put to the test(40).
3. **Collaborative learning:** Learning can take place at anyplace, anytime and anyways. It has been occurring naturally to all. With the aid of modern technology, we can take learning everywhere and learning can take place as per the choice of the learner. Now, online learning platforms can be accessed anywhere and anytime. Thanks to apps such as Skype, Google Meets, WebEx, MS Teams, Zoom (though controversial), WhatsApp, and FaceTime,

International communications are made simple. Collaborative learning is enabled through these technological communication systems, as well as through multi-modal learning environments(41). Learning approaches have changed dramatically in the recent past. This collaborative dimension goes beyond the four walls of a classroom, which aids in catering to diverse likings of learners and consolidating the areas such as intercultural understanding and creative thinking(42). It is only a beginning, just wait and watch the near future is likely to provide a paradigm shift. The classroom teaching could well become a thing of the past. Teaching will surely become virtual reality. Collaboration with people across the globe without any sort of barrier would expand views and upraise awareness. Web-based interactions will motivate students to reconnoitre & espouse to diverse cultures, different behaviours and global leitmotifs(43).

4. **Competency-based learning:** Another dimension of education that will develop through technology is competency-based education. The main objective of this alternative style is focused on effective learning, rather than time-based learning(44). In this dimension students learn effectively by using either in-person teaching, e-learning platforms or digital lecturing(45). This approach changes from credit-hour and teaching time limitations design towards a more individualistic and content bound design. The efficiency of the teaching is maintained while the time factor is taken out of the equation and replaced by open learning outcomes. Basically, it is a move towards meeting the way new generations work. It is often pointless spending hours on a subject when the receiver is not ready to take in the information. By loosening the ties between time and location, the stress factor is reduced and more efficient learning can occur. In this dimension the focus is on gaining mastery of subject knowledge rather than completing a time bound task. Free Online courses are being offered these days by several organisations like, Udacity, Coursera, MIT Open Course, edX, Udemy, Unacademy, Khan Academy, Codecademy, Skillshare and Alison. Even free Online Universities are coming up in the world now. The first and foremost free accredited online university is, UoPeople. This trend setting University offers degrees in Computer Science, Management and Health Science free on its online platform. These opportunities have opened up multitudes of avenues to the learners(46).

5. **Activity based learning:** Active learning or hands-on learning means that pupils learn from practice(47). They also learn from each other by trying out diverse learning methods, backing up each other's ideas and, most importantly, allowing space to think and act for themselves. A teacher's role is to be a chaperon rather than an active player, to help when required, to support when asked, and to be open for revisions and students' inputs(48). Letting students propose tech learning tools that support learning. Providing space for fun also as it is an important part of the active learning process. Students will learn with joy and enthusiasm and learning will not become a burden on them.
6. **Blended approach:** Blended learning is a combination of online digital media and traditional classroom methods. Teachers and students must be physically present, but the content and student tasks are completed digitally on computers(49). This multi-modal learning approach includes learning in the classroom and completing related tasks tests and assignments at home using digital tools, digital platforms, watching videos or completing an online activity. If blended efficiently, these learning practices & experiences complement and supplement each other very well. Normally a course in science contains two parts and they are practicals and theory. It is ideal to study the theory part online at home and complete the practicals in the labs with teacher's presence and guidance. Even assessments can also be completed in a blended mode.
7. **Flipped learning Dimension:** Flipped learning is actually a modified blended learning and it is the reverse of conventional teaching methodologies. It is about learning digitally and increasing the student/teacher interaction in the classroom as well(50). In this case learning a topic in class is replaced by students obtaining the content and information via digital mode. In addition to it, there exists some amount of occasional use of micro-learning techniques(51). Students also learn by watching short videos on a specific topic at home. The content of this homework is then explored and discussed in more detail in the classroom. In simple terms, the content is regained at home instead of being taught in the classroom, and the application of the information learned becomes the task in classroom later. This approach looks slightly tricky and hence needs to be used carefully.

8. **Integrated discipline Dimension:** This is the approach of next level where; students are made to create their own contents to use them in their learning. This approach moves learning away from targeted and subject-oriented approaches(52). It takes us to the new realm called integrated and cross-curricular study. It exemplifies the interconnected world we live in. Disciplines from different learning areas are
9. e combined in different tech tools. The students get the freedom of choosing subjects of their own choice without any restrictions. It is like a buffet or cafeteria system.UGC (University Grants Commission) in India has introduced a similar system called CBCS (Choice Based Credit System). Such systems are already being used in Europe and USA. A student with science background can select a discipline from humanities also.

CONCLUSION

Theoretically there has been a lot of progress and revolution in education. It has transformed and become multidimensional now. Ironically, the educational system is becoming one-dimensional in reality. The learners and educationists are becoming job oriented and money minded respectively. The students often take up a course just keeping in mind that it will fetch a good job. The institutions run only those courses which attract more students and thus more money. In India in the recent past many of the courses with basic disciplines like physics, botany, zoology, geology, ecology, philosophy etc, were closed and only job-oriented courses are continued. In my opinion education is making the scholars to “learn how to learn”. How you learn is more important than what you learn while you learn. We may have learnt about the history of kingdoms, dynasties, politics, plants, animals, etc. But we may not use this information at any point of our life. In the process of learning all these subjects we have understood, incorporated and integrated the skills of learning in to our cognitive dominion. If we can learn, understand and reflect on historical events, we can use the same skill of doing so with respect to any other discipline further in future. Information and data are available easily everywhere, the skill and cognitive ability that needs to be developed and honed primarily, is how to do data mining. Secondly scholars must acquire the skills to utilize the useful mined data by interpretation. Lastly the scholars should be able to invent new things, develop novel techniques, propose original concepts, discover unique pathways, and make

things that never existed before. All these should be achieved by the students with social, environmental and humanitarian concerns.

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 - * **Malik, A.P. (1998).** *Education Policy and Perspective*. New Delhi: Allied Publishers.
 - * **Majumdar, Ramesh (1997)** "The Role of the Society", *Journal of Educational Views*, 1 (3 & 4), July-October, pp. 1-11.
 - * **Ganeshan, P.R. (1989).** "Educational Finances in a Federal Government", Seminar on Mobilisation of Additional Resources for Education. New Delhi: National Institute of Economic Planning (mimeo).
 - * **Saley, Hans (1996).** "Perspective of Education: An Internal View", in Abdul Raza (ed.) *Educational Policy: A Long Terms Perspective*. New Delhi: Concept, for the National Institute of Law and Administration, pp. 70-92

