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Pedagogic Challenges in Indian Teacher Education Programmes: A Reflection on NCTE Regulations 2014

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Abstract

The paper seeks to draw a reflection on NCTE's New Curriculum Framework, 2014 for various Teacher Education Programmes in India. The paper starts with elaborating the historical background of the development of Teacher Education in India after independence in terms of duration of the programme, linking Teacher Education with School practices and practicing quality parameters in preparing skilled teachers.

Quoting the recommendations of various Education Committees and Commissions established in India for the need of revamping Teacher Education, the paper discusses the NCTE's New Norms and Standards, 2014, especially on three different Teacher Education programmes i.e. D.El.Ed., B.Ed., and M.Ed. The inclusiveness of the curriculum, contemporary issues, current pedagogical demands in teachers' preparation, perspectives on education, and School and Field Based practices have been substantially discussed for preparing quality teachers. The paper concludes with the remarks that the new era of Indian Teacher Education has been started with the New Teacher Education Resolution, 2014. It also reflects on the suggestions for reviving various Teacher Education Programmes in ODL and the need of immediate orientation to the teacher educators for effectively implementing the New Curriculum Framework.

The Background:

The Teacher and the Teacher Education: Educating a teacher is always a challenge before any nation. Teachers are the back bone of a country. The future generation and leaders of acountry are being shapedin theclassroom by teachers. That's why; teachers are given a respectable position in the society. If we analyze the Committees and Commissions on Education set up in India since its independence, we find that teachers have been given a unique place for shaping and developing children.

The University Education Commission, 1948, has emphasized 'that a pupil gets a one-fourth of his education from his teacher, another one-fourth by his own intellectual effort, an one-fourth from his fellow students and the rest in course of time through life and experiences'. It means that children learn from teachers, by themselves, from one another

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(peers), and from their life experiences. It has also been highlighted by the Secondary Education Commission, 1952-53, that 'every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teacher'. The Secondary Education Commission, 1952-53, has prominently stressed on the quality and efficiency of teachers in shaping the intellectual abilities and the total personality of students. For preparing quality teachers, the Report of the Education Commission, 1964-66, has significantly provided many recommendations which are worthwhile to take note of and implement even in the present context of teacher education. Some of the recommendations are:

- Investment in teacher education to yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions;
- Removing the isolation of teacher education from the universities and schools;
- Improving the quality of training programmes and training institutions;
- Expanding training facilities;
- Making adequate provision for the continuing professional education of all teachers;
- Creating appropriate agencies, both at the Centre and in the States, for the maintenance of standards in teacher education; and
- Reorientation of subject knowledge of the teachers, duration of the training course, integrated courses of general and professional education, improving methods of teaching and evaluation, revision and improvement of the teacher education curriculum.

Several initiatives in teacher education have been taken for implementing the above recommendations, but still it requires a huge effort to achieve quality teacher education programmes. National Policy on Education, 1986, has also provided clear recommendations to make teachers and teacher education programmes qualitative. They are:

- The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.
- Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and the capabilities of and the concerns of the community.
- Teacher education is a continuous process, and its pre-service and in-service components are inseparable.
- The curricula for the teacher education should be properly taken care of by the National Council for Teacher Education.

The above recommendations indicate that the NPE, 1986 was very much concerned about the status of teachers in the society and reconstruction of teacher education programmes as well.

In its vision for teacher education, the National Curriculum Framework (2005), highlighted the need of preparing the teachers for the roles of being an:

- Encouraging, supportive and humane facilitator in teaching-learning situations to enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizens;
- Active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners.

Envisioning major paradigm shifts in Teacher Education Programme, NCF, 2005, emphasized on the active involvement of learners in the process of knowledge construction, active and shared context of learning, teacher as a facilitator of construction of knowledge, multi-disciplinary nature of knowledge of teacher education, multiple and divergent exposure of the teachers, and engagement with issues and concerns of contemporary Indian society from a critical perspective.

To realize the felt need of reviving teacher education programme, the National Council for Teacher Education (NCTE) came out with a vision document, National Curriculum Framework for Teacher Education (NCFTE), 2009, 'towards preparing Professional and Humane Teachers', to energize the entire teacher education programme. In the document, the aspects teacher education such as: context and vision of teacher education, curriculum for teacher education programmes, professional development of teachers and teacher educators, preparing teachers and teacher educators, and the implementation strategies have been included. NCFTE-2009, envisioned teacher education broadly on the following lines:

- Teachers need to be prepared to take care of the children, engaging them in learner-centered, participatory and active learning; and facilitate them to construct their own knowledge.
- Teachers need to be engaged with theory as well as practical-internship, and field experiences.
- Teachers need to critically examine the curriculum, syllabi, and the text books. Moreover, the curriculum of teacher education needs to be inclusive, inter-disciplinary, and multi-disciplinary in approach.
- To facilitate the teachers for developing self-directed and independent study beyond the training packages provided to them.

- To broaden the curriculum in the light of connecting school practices with community living and life outside the Schools.
- To help the teachers appreciating the potentials of hands-on experiences as a pedagogic medium both for the inside and outside the classroom activities.
- To enable the teachers practicing citizenship education in terms of human rights, promoting peace and democratic way of life, and constitutional values of equality, justice, liberty, fraternity, secularism and values.

The National Knowledge Commission (NKC) in its Report on Teacher Education in 2006-2009, mentioned that, 'most teacher education programmes are not based on a real assessment of needs of teachers. Thus, the entire teacher education system catering to pre-service and in-service training that exists today needs to be thoroughly reviewed'. The NKC, 2006-09 has also pointed out that the teacher education is the major area of concern because at present both the pre-service as well as the in-service system of teacher education are extremely inadequate and also poorly managed in most of the States. On curriculum and the examination system in school education, NKC, 2006-09, mentions that, 'school education has to be linked with the lives of the children, and shifting of knowledge and experiences should move from rote memorization to understand the concept of the content included in the curriculum, developing good comprehension and communication skills, and learning how to access learning independently''. To conclude, it can be said that the Commission has stressed on the constructivist approach to teaching-learning in the classroom; and accordingly suggested for preparing the teachers. Apart from this, the Right to Education Act (RTE Act, 2009), has also recommended for providing compulsory quality elementary education to the children in the age group of 6-14 years. It has also stressed upon screening teachers and appointing quality teachers by conducting National Level Teacher Eligibility Test.

Duration of Teacher Education Programmes:

Before the implementation of the NCTE Regulation, 2014, besides Teacher Education Institutes run by National Council of Educational Research and Training, all other Institutes on Teacher Education across the Country offered one-year teacher education programme. Since the Education Commission, (1964-66), a debate has been going on across the country to increase the duration of teacher education programmes to two years. The Education Commission, (1964-66), has rightly recommended that the teacher education programme at every stage needs to be of two years as it is not possible to provide the requisite knowledge and develop the needed skills through one-year teacher preparation programme. Realizing the feasibility of making duration of teacher education programmes two years, the Commission also recommended that if it is not possible to make duration two years, the working days in teacher education programmes may be raised to 230 days from the existing 180-190 days in a year. However, it has not been implemented so far. The Chattopadhyaya Committee (1983-85) recommended that 'the

length of training for a secondary teacher should be five years following completion of Class 12; it also suggested that colleges of Science and Arts should introduce an Education Department to allow students to opt for teacher education' (NCF, 2005).

Till 2014, NCTE did not come forward to implement the recommendations on teacher education provided the Education Commission, 1964-66. On the contrary, the Country experienced mushroom growth of private teacher education institutes across the country during the period 2000-2010. It was the need of the time as thousands of untrained teachers were working in the schools and the schools also required more teachers. Thousands of B.Ed. colleges have been set up during last two decades across the country. But colleges have failed to maintain quality in teacher education programmes. Dey (2013), highlighted that there was no uniform growth of teacher education institutes across India since last two decades. In some regions, there was mushroom growth of teacher education institutes whereas in the other regions, like the Eastern India including Odisha, West Bengal and the North Eastern States, there were a few teacher education institutes. As a result, there was huge migration of students from the Eastern region of the Country to other regions for obtaining teacher education degree'. The stake holders like the College managements, Affiliating Universities, State Council of Educational Research and Training (SCERT), School Education Departments of the concerned States, and the regulatory body of teacher education like NCTE and its regional committees are equally responsible for the deterioration of quality in teacher education programmes. It was also observed that the colleges did not maintain the minimum required working days in a teacher education programme fixed by the NCTE.

Finally, the Justice Verma Commission (JVC) on Teacher Education, 2013 submitted its report to the nation on teacher education programmes. The Justice Verma Commission recommended four year integrated teacher education programme and two year teacher education programmes. To implement the recommendations of JVC report, NCTE introduced four year integrated teacher education programme and extended the duration of from one year to two years for B.Ed., and M.Ed. programmes. D.El.Ed. was already having two years programme. Such initiatives have been appreciated across the country.

NCTE Regulations, 2014 on Teacher Education Programmes

In December, 2014, NCTE came out with detailed norms and standards for 15 programmes including Teacher Education and Physical Education from Diploma to Master level. Significantly, it introduced four-year integrated teacher education programmes and two-year teacher education programmes including the Diploma, Bachelor, and the Master programmes. It has also notified the norms and standards of two year Diploma and Bachelor programmes on Teacher Education in Open and Distance Learning mode.

NCTE has also made it mandatory for all the Universities to implement the new norms and standards from the academic session 2015-16. The Universities across the country

have seriously engaged to develop the curriculum for teacher education programmes based on NCTE Regulation, 2014 and till date three batches of two year B.Ed. programme have been completed. Still the Universities feel that it is very short time to change their teacher education programmes entirely in terms of duration, intakes, faculty and curriculum as per the New Norms and Standards.

The Curriculum Framework suggested by the NCTE no doubt covers almost all aspects of academic and co-academic experiences needed for learners and teacher educators. The implementation of New Curriculum Framework in terms of theoretical concepts and practical inputs in the learning and teaching process pose a challenging task before the teacher education fraternity. It is not wrong to say that a paradigm shift has been made in Indian teacher education in terms of maintaining quality by raising the duration of the programmes from one to two years; reducing the student intake from 100 to 50; recommending more teaching faculty and suggesting new dimensions to pedagogic treatment in curriculum. The success of the new resolution again depends upon all the stakeholders who are directly or indirectly responsible for maintaining quality in teacher education. The main stakeholder, NCTE, has organized national level workshops to sensitize the teacher educators to understand the new concepts included in the teacher education programmes. NCTE cannot be blamed in future in case the stakeholders fail to implement the resolution. State Education Departments, the SCERTs, and the Teacher Educators should come forward to implement the resolution and reconstruct teacher education system.

Teacher Education Curriculum, 2014 – A Reflection:

The psychologists and the educationists like Pavlov, Watson, Thorndike, and Skinner (from 1900 to 1960) had suggested that learning takes place through conditioning, this means the behaviouristic aspect of education. The changes or the modification of behavior occurs when there is bond between stimulus and response in the process of learning, which explains the principle of 'Behaviorism'. For few decades, the principles of behaviorism got approved by the educationist and the process of teaching-learning framed accordingly. With the passage of time another development took place in the name of redefining how learning takes place, this is called as 'Cognitivism'. The contemporary psychologists and the educationists responsible for developing the concept and the principle of cognitivism are Alfred Adler, Gordon Allport, Albert Bandura, Raymond Cattell, Erik Erikson, Hans Eysenck, Sigmund Freud, William James, Carl Jung, Kurt Lewin, Jean Piaget, Carl Rogers, and Wilhelm Wundt. According to them, learning does not take place in conditioning; rather it takes place by the mental functioning and the information processing system of the person by functioning of their mental faculties. According to them, the way the people think it converts to their behavior, so thinking process is the work of one's mental faculties. The concept of cognitive learning got familiarize in the teaching-learning process for quite a long time, say from 1950s and continued towards the end of 20th century. As per the cognitivist

principles, the curriculum in schools and in teacher education programmes had been designed accordingly.

The recent concept of teaching-learning pedagogy which has emerged across the world is the principle of 'Constructivism'. The group of psychologists and the educationists like; John Dewey, Jean Piaget, Jerome Bruner and Lev Vygotsky advocated that the experiences of the learners cannot be neglected/ignored while designing teaching-learning strategies for implementing classroom teaching. According to them, children can construct their own knowledge. No child comes to school without any experience. They acquire innumerable experiences when they come in contact with their social, cultural, and physical environment where they live. This has been observed that the children are able to construct new knowledge in the light of the experiences that they have already acquired. In the light of this Jia (2010), quoted ''students are the main body of learning activity and they construct knowledge on their own initiatives; teachers are the helpers and the drivers for students constructing knowledge''. Discussing Piaget's theory, Mussen (1983), pointed out, 'children do not simply mimic everything that is part of the external environment, but rather than that developing and learning is an on-going process and interchange between individuals and their surroundings''. O'Donnell, Reeve, & Smith (2012), have also defined that, 'constructivism encapsulates how a learner constructs knowledge via different concepts: complex, cognition, scaffolding, vicarious experiences, modelling, and observational learning''.

The National Curriculum Framework (NCF, 2005) and the National Curriculum Framework for Teacher Education (NCFTE, 2009) have also equally advocated the principle of constructivism for practicing in teaching-learning process at the school and the teacher education programmes as well. The NCERT text books have also been developed on pedagogic principles of constructivism. We can find many observations, experimen- tations, reflections, examples narrations, dialogues and discussions, thought provoking questions, communications, and activities included in the content of NCERT text books both in the form of verbal and pictorial expressions. With the growing popularity of constructivist pedagogy, it is worthwhile to note here that still the behaviourism and the cognitivism principles have not been ignored by the educationists.

The NCTE's New Curriculum Framework has been developed basically on constructivist pedagogy keeping in view the recent developments taking place in education and learning-teaching environment over the globe. The tasks to be performed by the teachers and the understandings, competencies, skills and attitudes required to perform tasks for dealing the students at various levels such as: Elementary, Secondary, and the Senior Secondary are the major base for designing the new curriculum framework. Let us analyse the major objectives of the teacher education programmes developed by the NCTE.

NCTE Regulations 2014 on Teacher Education Programmes - Some Observations:

The New Curriculum Framework for various teacher education programmes have been designed to cater the needs of the teachers and to prepare teachers who can take the responsibilities for providing true and quality education to the new generation. Any education reform proceeds through three components, say Content, Processes, and the Context. The curriculum provides an opportunity to the student teachers to understand the content of the curriculum, the pedagogy of learning and teaching, and the setting of an environment in which learning takes place. This has rightly focused in the New Curriculum Framework developed by NCTE in its various teacher education programmes.

Diploma in Elementary Education (DELED):

The curriculum of Diploma in Elementary Education (D.El.Ed.) has been organized in four different curricular areas such as: Child Studies; Education and Contemporary Studies; Curriculum and Pedagogy Studies; and the Value-added Courses for Holistic Development of the children. Specifically, when we discuss each curricular areas of the D.El.Ed., we find each area is having its own need and importance for preparing teachers.

Child studies have been designed to develop an understanding among the teachers to know how development and learning takes place at Early Elementary Stages (Ages, 7-8), Middle Elementary Stages (Ages, 9-11), and Upper Elementary Stages (Ages, 12-14) in different cultural, social, and educational contexts. We know that the psychological principles of development are well connected with the ability of acquisition of knowledge and experiences of the children. This has been reflected in the courses of child studies. The two courses which have been specifically designed under the child studies are: 'Childhood and the Development of Children', and 'Cognition, Learning and the Development of Children', that helps the student teachers to equip them with the background knowledge for understanding the child in view of their physical, social, emotional, intellectual, moral, and language development first before practicing any pedagogic process in the classroom.

Accordingly, the curricular area, 'Education and Contemporary Studies' aimed at enabling the student teachers to analyze the linkage between contemporary education practices of the learners and the society where they live. The area further comprises to make the student teachers understand critically:

- the interdisciplinary aspects of contents and concerns in education;
- diversities as strength not a weakness;
- the trends and issues, changes and challenges facing contemporary Indian society;
- the philosophical, sociological, and the historical foundations of education;
- the structures and processes of the Indian education system;
- to develop leadership qualities and to manage school;

- the relation between the language development at the early stages of life, mind, and the society;
- the issues of diversities of language and managing a multilingualism classroom;
- different language skills and how the skills develop;
- the importance of early childhood years, its developmental aspects, and how it lays a foundation stone for lifelong learning and development;
- the inclusion of education in terms of gender, children with special needs, marginalization, and the differently abled children; and
- the practices of developing discover, capacity building, attitude like a self-motivated learner, acquiring self-knowledge and reflection, developing peace and harmony in education, and acquiring good communication skills.

The third component in D.El.Ed., i.e. Curriculum and Pedagogic Studies is again composed in four aspects such as: compulsory value added courses, compulsory pedagogic courses, optional pedagogy courses, and teaching practice and school internship.

In compulsory value added courses, proficiency in English, Yoga Education, and integration of ICT across the curriculum have been included. The above courses clearly depict the inclusiveness of the teacher education curriculum which addresses the Language, Yoga and the ICT to be an integral part of teacher preparation. As we know, teacher's confidence in the classroom is determined by the command over the language and content that the teachers possess. It is therefore, teachers' need to acquire the skills of developing language proficiency in terms of grammar, lexical and discourse, and to link them in pedagogical terms. Again, introducing Yoga Education in the curriculum emphasizes to create future teachers of the nation having physically, mentally, socially, psychologically, and emotionally balanced personality. The progressive and futuristic teachers should be aware of the current ICT practices in the teaching-learning system. In this context, the course, 'Pedagogy and ICT Integration across the Curriculum', specifically sensitizes the prospective Elementary Teachers to practice ICT not as a single Course component but to establish its essentiality across the courses and also to use it in pedagogical process in terms of learning and teaching.

Under Curriculum and Pedagogic Studies, compulsory and optional pedagogic courses have been incorporated for enabling the teachers to transact the contents to the learners by using the techniques, methods, and strategies of learning-teaching in various subjects. At the Lower Primary stages, (Class-I to V), the subjects like the Regional Languages / Mother Tongue, English, Mathematics, and Environmental Studies have been included as compulsory courses. To deal the Lower Primary class students, teachers require skills and knowledge in Languages, Mathematics, and Environmental Studies. For dealing with the students at the Upper Primary Stage (Class VI-VIII), teachers are supposed to possess certain specific skills, styles, methodologies, techniques, and the strategies in their

respective subjects. Therefore an option has been given to make the trainees to select any one subject from the four areas of pedagogy Courses such as: Language, Mathematics, Science, and Social Science.

'Teaching Practice and School Internship' is one of the compulsory components in D.El.Ed. programme. This component provides an opportunity to the teachers to apply the training skills acquired from the theory and the pedagogic courses. In teaching practice, the student teachers need to teach in the way they are educated in this programme. During the period of School Internship, the student teachers are expected to observe classroom teaching of the mentors/peers, get an insight of the student's behavior, instructional practices, students learning, learning classroom environment and group dynamics, and classroom management. Moreover, under the School Based Activities (SBA), the student teachers need to perform various school related activities like maintenance of records, preparation of lesson and unit plans by using different artifacts, technology, classroom management, school-community-parent interface, and reflection on self-development and professionalization of teaching practice.

The fourth major aspect of D.El.Ed. programme is the value added courses for holistic development of the student teachers. This section of the curriculum addresses the holistic development of the learners in terms of their sound physical and emotional health, practices of arts, crafts, and work education. The above aspect makes the student teachers understand that health and education are reciprocally linked, and it works constructively to develop a sense of wellbeing, togetherness, respect to each other's feelings, emotions, ideas, opinions, and in long run it helps to create a conducive school climate.

Bachelor of Education (B.Ed.):

Like the D.EL.ED programme, NCTE has also made Bachelor of Education (B.Ed.) programme of two years. Keeping in mind to make the Secondary Graduate Teachers a reflective practitioner, the entire B.Ed. program covers the components of theoretical aspects as well as to engage the student teachers rigorous field experiences in school and community. The programme comprises of three broad curriculum components: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

'Perspectives in Education', provides a comprehensive understanding to the trainees on growth and development of the child, contemporary practices of education, understanding the curriculum, and designing teaching learning experiences in view of pedagogic and inclusive practices of education. It also provides space to the student teachers to practice the principles further required for the components like: 'Curriculum and Pedagogic Studies' and 'Engagement with Field'. It is expected that when the student teachers will go through the courses of this area, they will be acquainted with the understanding of philosophical, sociological, and psychological perspectives of educational practices in preparing teachers. This again provides a base to the student teachers to understand the

concept of a school, its inclusiveness, over all curriculum and teaching-learning pedagogies practices in the school.

'Curriculum and Pedagogic Studies', has been designed keeping in view to develop an understanding among the trainees about concept and pedagogy fit to understand the nature and philosophy of various disciplines and subjects and the way it practices in school curriculum. Accordingly, the concept of language across the curriculum is also another aspect of discussion in this area. Language is always a critical issue at every stage of educating the child. Besides this, language is also used as a tool to understand various concepts learn and teach across the subjects. Language is not only a matter of concern of the language teachers but also a teacher who teaches various subjects in school. However, teaching cannot take place in a language free environment irrespective of the subjects. Secondary School Teachers therefore need to be acquainted with the language of the subjects and its implications to make the students understand the philosophy of the concepts. Apart from the language and the discipline issues, other important courses included in this section are the 'Pedagogy of the School Subjects, Assessment for Learning, and Optional Courses'.

Like learning and teaching, assessment for learning etc. The challenge of integrating assessment as an inclusive part of teaching-learning process need to be understood and practiced by the student teachers. To quantify the qualitative indicators of learner's development and performance is a matter of concern and the critical role of assessment in enhancing learning is also the underlining spirit of developing this course. While understanding the concept of learning and teaching, teachers need to be acquainted with the techniques and methods of continuous practices of assessment strategies for learning. This section also provides a space to the student teachers to have advance learning in the areas of their interest in optional courses. The last and important component of this area is 'Pedagogy of a School Subject'. The essence what the learners gather from the foundation courses, and the courses of understanding disciplines and subjects, language across the curriculum, and assessment for learning, have been practiced in this course. The student teachers will be acquainted with the subject and content specific transaction methods, techniques, strategies, and assessment principles in the subject they select and practice it in classroom teaching.

The third component of the curriculum, 'Engagement with the Field', broadly covers the assignment activities in each course, school internship, and the courses on enhancing professional capacities. School internship engages the student teachers in practicing teaching, observing peers teaching, and follow up the comments and discussion with the supervisors and the mentors for modifying their teaching behaviour. Besides practice of teaching, the trainees perform other school activities during the internship period. Apart from this, the present section also includes courses like 'Reading and Reflecting on Texts', 'Drama and Art in Education', 'Critical Understanding of ICT', and 'Understanding the Self'. These courses help the student teachers develop a sense of all

round development of personality necessary to become a teacher. The above aspects reflect the broader framework of B.Ed.

It aims at :

- Making the student teachers read and reflect on variety of texts in different ways.
- Developing a sense of appreciation towards literature and skills of creative and critical writing on the theme the trainees like.
- Providing a platform to the student teachers to exhibit their talent in form of drama, art, music, and by practicing Yoga.
- Enabling the student teachers to make use of ICT not merely for computer literacy but also for broad strands like teaching-learning, administrative and academic support systems, and broader implications for the society.
- Developing the inner self as an individual and the professional identity of a teacher.

Master of Education (M.Ed.):

Like the two years B.Ed., NCTE has made its M.Ed. programme of two years duration. The entire curriculum for two years M.Ed. comprises of four major components, like; 'Common Core, Specialization, Internship/Field Attachment, and Research leading to Dissertation'.

The 'Common Core' component of the curriculum includes the perspective courses in the areas like 'Philosophy, Sociology, History, Economics, and Psychology of Education'. It also further adds 'Education and Curriculum Studies'. This section also includes 'Tool and Teacher Education courses'. Tool courses comprise basic and advanced level educational research, academic writing and communication skills, educational technology and ICT, and self-development. Teacher Education Courses are linked with the field internship/attachment in a teacher education institution.

The second component of M.Ed. curriculum is the branches of specialization. The branches of specialization cover the courses at the areas of Elementary/Secondary/Senior Secondary levels. Besides this, thematic specialization courses have also added in it. The courses within the Elementary, Secondary and Senior Secondary levels focus on the structure, administration, and general mapping of the school system. Moreover, the thematic specialization courses pertaining to this level are, 'curriculum, pedagogy and assessment; policy, economics, and planning; educational management and administration; education for differently-abled; and education technology' etc. The idea behind including both the level specific and thematic specialization courses is to encourage the trainees to learn and understand the developmental structure of education at a specific school stage and to empower the teachers to comprehend more about the contextual area of content, methodology, and transaction strategies.

'Internship/Field Attachment' in M.Ed. curriculum encompasses more about the strategic planning to make the student teachers involved in a Secondary Teacher Education

Institute and observe the activities undertaken there. This has been kept in the curriculum keeping in mind shaping internship experience of the student teachers and their behavior and personality needed to be a teacher educator.

The component, 'Research leading to Dissertation' incorporated in the programme serves two purposes of the student teachers like to make them acquainted with the process of conducting a research and develop the skills to write a report of the research that they have conducted. Besides that, the course also empowers the student teachers to conduct research independently on the important issues that occur in the field of education.

Discussion:

It will not be wrong to say that an era of rejuvenating Indian Teacher Education has been started with the NCTE's New Resolution on Norms and Standards and Curriculum Framework, 2014. By this resolution, the long awaited recommendations of the various Education Commissions to make teacher education programmes of two years have been finally implemented across the country. The contemporary global developments in education, pedagogical practices, and teacher preparation processes have been reflected in the new curriculum framework. It was observed that our teacher education programmes have been isolated from the school practices and the teachers were observed lacking with adequate content knowledge and pedagogical skills to deliver the contents. Besides this, it had also been realized that many traditional approaches were used to transact curriculum to the student teachers. The complete revamping of teacher education was the felt need of the current time. Finally, it got materialized in terms of raising duration of the teacher education programmes, cohesive development of an advanced curriculum framework judiciously aligning with the theory and practical components required at different stages of teacher education, implementing rigorous school internship and field based practices, and addressing most of the quality parameters of teacher preparation.

At one side, the current development of teacher education in India creates a feel good sign among the teachers and teacher educator's fraternity, but at the other side, it creates many questions and confusions in the minds of the intellectuals on the following issues:

- Teacher education in Open and Distance Learning (ODL) is a major concern in India. A sizable number of in-service teachers (around 18 Lakhs) teaching at the elementary, secondary, and senior secondary schools are still un-trained (DISE, 2015). For them the only opportunity for pursuing their training and to prepare them professionally is through ODL system. It is evident that the leading distance education institutes in this country like Indira Gandhi National Open University and other State Open Universities have contributed to this country by providing training to lakhs of teachers over the years. In the current New Teacher Education Regulation, NCTE has stopped M.Ed. programme in ODL and has also sealed the eligibility of in-service un-trained teachers for pursuing B.Ed. in ODL. It creates questions and

confusions among many teaching professionals, in-service teachers across the country who are aspirant to pursue B.Ed. and M.Ed. programme in ODL. As they are regular teachers in different government system, so on their part it is not possible to pursue B.Ed. and M.Ed. regular by leaving their job. It is therefore need of the time to revive all the Teacher Education Programme in ODL for the greater interest and career of lakhs of in-service teachers.

- Transacting the New Curriculum Framework is another major concern of the time. The teacher education curriculum will be transacted through the teacher educators serving at the University Department of Education and the Colleges of Teacher Education both at the government and the self-financing colleges. This is true to say that many new concepts which have been incorporated in the curriculum like; Language Across the Curriculum; Understanding Disciplines and Subjects; Understanding Language and Early Language Development; Gender and Inclusive Perspectives in Education; Reading and Reflecting on Texts; Understanding the Self; and Critical Understanding on ICT; etc. need to be oriented to the teacher educators. For that, at the National and State level; a complete implementation plan needs to be prepared and the teacher educators need to be oriented accordingly.
- It has been observed that most of the Universities have been currently engaged with designing the teacher education curriculum in the light of NCTE's New Curriculum Framework, 2014. This is a difficult task to unitize the entire curriculum from the concept notes what has been given in the New Curriculum Framework – 2014 specially for B.Ed. and M.Ed. Moreover, the curriculum framers also fail to understand for designing the Courses. Different Universities have interpreted the perspectives of the curriculum differently. It is therefore need of the time that, NCTE should come forward with a recommended model course wise curriculum details by utilizing the National and State level experts/resource persons.
- There is a need to effectively monitor the implementation of New Curriculum Framework – 2014 at the college level, by the NCTE and its Regional Committees. Regular visit should be made to the teacher education institutes to ensure that the new resolution has been implemented in its totality in the teacher education institutes.

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Student Politics, Social Media and Political Education in Indian Democracy

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Abstract

In today's digital era we can easily observe the erosion of boundaries and quick and easy flow of information. With internet penetration throughout the Globe, people are able to interact with each other and build up new connections with just a few clicks. One of the biggest Platforms making this possible is the social media Sites which is quick and easy to access. In today's time Platforms are not just being used for establishing contacts and staying in touch but are also playing an educative role. This study attempts to explore how in the current digital era the social media has a connection with student politics in Indian Democracy and how it promotes political education among the youth. Political Education is a process of making individuals understand how the power relations operate in a society and how they are maintained or altered. It is not only shaped in the four walls of the classroom but the informal means of education like the Media and the Civil Society also play an equally important role. In this study, the views of Political Science Experts, activists from university Students' Political wings and undergraduate students are taken into account to understand the interplay between social media, student politics and political education.

Keywords: Social Media, Student Politics, Political Education, Democracy

Introduction

A democratic system revolves around the principles of liberty, equality, justice and fraternity and the most vital element in a democratic system is its people, who form its core. Democracy gives importance to an individual's liberty, dignity and collective good. It is in a democracy where the rulers are accountable to the people they rule and the government gets its legitimacy on the basis of consensus.

In a democratic set up the individuals, who are part of it, get the freedom to bring out the best in themselves and are, also, encouraged to promote the well-being of their society.

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Amajority of the world's people live in countries with a democratic form of government, and many others desire democracy. (Patrick, 2006)

The acceptance of democracy by countries of diverse histories and cultures- such as Argentina, Germany, India, Italy, Japan, Mexico, the Philippines, Poland, Portugal, South Africa, and Sweden- indicates a pervasive desire for freedom and self-government throughout the world. Democracy cannot exist without active and conscious citizens. An active citizen means-one who is able to exercise one's social and political rights and influence the decision-making process. To be a conscious citizen means to understand the social and political reality, to develop one's own opinions critically and to analytically understand political processes, in the modern democratic systems (Wojik, 2009).The citizens of a democratic state are required to critically understand, how a democracy functions and what their significant roles in a democratic state are. To achieve this aim of making individuals understand the governmental and political processes, the concept of "political education" came into being.

Political education can be described as the process of imparting knowledge and understanding about how the power relations are formed and maintained in a society. It helps an individual in understanding how the system of governance operates in a society and what role the individual plays in it. In today's time, political education is not only promoted in the four walls of a classroom but also through various informal means of education, political activism, socio-political movements and protests and through the traditional as well as the New Media.

When individuals take part in various socio-political events, they get a chance to observe, question, debate, discuss and seek clarifications. This becomes an educative journey for them as in the process they get to learn about the functioning of the government and about various socio-political processes.

In current times Socio- Political events, movements and protests have become rampant and with the advent of technology and mass communication these movements are becoming widespread and popular. The massive use of internet technology involving the masses was clearly visible during the Anna Hazare anti-corruption movement, a famous movement led by a social activist to increase government transparency and investigate and punish corruption in public life. Similarly, there have been protests for Arushi Talwar case a mysterious double murder case, the Nirbhaya case which was a gang rape case involving a fatal assault, and Rohit Vemula suicide which was backed by caste discrimination, the LGBTQ marches and parades etc.

It is observed that strikes and protest movements have become widespread in our educational institutions and students are actively taking part in these for highlighting various significant socio-political issues. Some student movements also have political affiliations and backing from political parties. These movements run on ideological basis and aim at spreading their own ideology.

Recently institutions like Jawaharlal Nehru University, University of Delhi, Film and Television Institute of India, Hyderabad University etc. were in the limelight for student activism. Debates have since been going on regarding the spread of the movements run by the students of educational institutions. Some see these movements and student activism as mere hurdles of societal order, peace and harmony and some favour them on the ground that such activities keep the spirit of democracy alive by giving individuals the chance to question and to fight for justice and protection of rights.

With the advancement of technology, ways of working and communication are undergoing changes. Educators are making use of creative and productive ways to restructure education, to respond constructively and progressively to the technological and social changes, now encompassing the globe. social media and internet technology are playing significant roles in promoting education and awareness, concerned with socio-political issues.

Technological advancement and mass communication ishelping shrink the gap between the digitally connected citizens and the authorities as now citizens are able to convey their demands and suggestions to the with the help of the social media

Keeping in mind the background knowledge associated with the growth, sources and the role of political education in a democracy operating in a digital era, a small exploratory study which was largely qualitative in nature was undertaken. This was done with the aim to explore how in the present digital era the political education of the youth is taking shape by their participation in socio-political processes and how social media is providing a platform where they are able to come together and collectively work for a cause, raise questions and demand for change or continuity.

The broad Objectives of the study were as follows:

1. To understand the growth and development of political education with the help of discussion with experts in the field of Political Science Education.
2. To get a sense of the views and experiences related to student politics, social media and political education of various students' political body leaders.
3. To explore the views of undergraduate students regarding the role of social media in student politics and political education.
4. To understand the Pros and Cons of social media for sharing and posting matter on socio-political issues.

In order to fulfil the objectives of the study and have a holistic understanding of the relationship between student politics, social media and political education, data was collected from Political Science Experts, Leaders of Student Political bodies and undergraduate students.

Detailed semi structured interviews were conducted with-

- 6 Political Science Experts (educators at University level) from 2 government universities of Delhi, one government university from Jammu and a private university of Delhi.
- 3Leaders/Activists of Student Political bodies (affiliated with different political parties).

  As the questions were intended to record the responses, based on the respondents' reflective understanding and observation, the questionnaire contained both open ended, as well as closed ended questions.

Also focused group discussions were conducted with 50 undergraduate students from 2 government universities and one private university of Delhi.

The focused group discussions involved bringing a group of participants together to discuss a specific topic. The participants were allowed to agree or disagree with each other, so that the discussion provided an insight into how a group thinks about an issue and about the range of opinions and ideas.

This helped in sharing of knowledge, experiences and insights on the growth and development of social media, role of social media in socio-political processes like elections and social protests and movements. This also helped in understanding how political education is imparted in the age of social media and student activism.

For the analysis of the responses gathered, through the group discussion, the recordings were transcribed and detailed notes prepared. The notes were, then, analyzed in the light of the data gathered from the questionnaires and, after examining the entire data, the final results were drawn.

The result of the data analyses revealed the following-

Engagement of Youth with Social Media

With the help of focused group discussion with the students, where pertinent questions were put forward to the students, it was highlighted that the use of social media is on an increase these days as all the students had agreed of having their own personal social media accounts. The analysis of the data revealed that in today's time, social media Platforms are being accessed not only through computers, laptops and tablets but are, also, being widely accessed through mobile phones with internet connection. The inbuilt/preinstalled Facebook application and free download of Facebook, Twitter, Instagram, YouTube and various other social media Platforms on all the smart phones available these days, has made the access easier and popular.

The discussion also helped in understanding the views of the students regarding the reasons for using social media platforms, which included –

- Keeping in touch with friends, family and acquaintances and establishing new connections was the most significant reason of using social media.
- The second most popular use of social media is to exchange media, particularly

pictures, music videos and to conduct video chats.

- This is followed by sharing content, engaging in self-expression and exploring identity with the help of updating and sharing status updates, to get rid of boredom, passing time, getting aware of alternative voices or alternative ideologies.
- It also became clear with the help of the focus group discussion that the social media is also helping the youth in formation of public opinion. It's a platform for expressing multiple views, increasing awareness related to several issues.
- The young people are using social media to become members of several groups and Facebook pages. They are being used for accessing all sorts of information be it social, political, related to sports and entertainment or academic.

In order to find out what is the relationship between education and technology students were asked to explain their views. They came up with interesting and relevant answers elaborating how the online courses, Google classrooms, power point presentations, blogging, e-books, etc. are playing a major role in education. Students were of the view that in today's time technology helps not only the students but also the teachers in preparing lessons, circulating material and also in more accurate assessment of students' performance. The groups made for academic purposes are being used for communicating with peers and teachers and for circulating videos on academic lectures and interviews, sharing assignments and getting feedback, posting and sharing relevant Power point presentations, readings and links to access several e-books and getting updates related to important examination dates and syllabus.

Students were then asked to answer if social media plays a role in social movements or protests. They elaborated the wide role played by social media in the organization, mass mobilization, mass support and awareness of people regarding social movements and protests.

Students also explained the role of social media in promoting awareness and education of socio-political processes. They stated:

"*It plays a positive role in the sense that now people have started believing that even they have a voice in a democratic set up and it is not completely governed by political parties or the people in power. It also leads to more credibility of information and fact verification as there is a space and scope to ask questions and seek clarifications."*

"A large number of the youth is making use of social media to ask questions, access information and participate in discussions related to political leaders and political parties. With the active use of social media, various politicians, political party candidates, supporters and social activists, social media platforms are providing easy access to information. The posts, links, blogs, and so on, posted on Facebook, videos on Youtube and the tweets on Twitter and so on, help the youth to get educated about

various political processes such as elections, election campaigning, the significance of voting and the working of the government."

The discussion also highlighted the negative impact of social media in the sense that it can sometimes lead to the misuse of freedom of expression. One of the participants commented:

"The sensitivity and thinking of individuals gets bound to 'likes and dislikes' and their privacy is threatened. Media delivers information and sometimes produces it, here fake news, photo shopped images do the trick."

Another mentioned *"Internet addiction, increase in the rate of Cyber Crime, Trolling, etc Plays with human Psyche and mental health and also leads to dividing people or keeping them divided."*

Through the focused group discussion, it was also highlighted that a digital gap gets created when due to lack of digital literacy, resources, access to technology and lack of awareness leads to inability of a section of population to make use of internet technology and social media platforms.

Social Medias Credibility

With the analysis of data gathered through interviews with Political Science experts (educators at University level) the growing impact of social media in youth politics got highlighted.

One of the participants stated that *"engagement of youth in politics is important for the formulation and visualization of policies and media should help to bring more transparency."*

Another participant remarked that *"social media should be applauded for its role in turning people to overnight internet sensation".* He also raised the issue of the propagation of fake news by social media sources that can create massive uproar in any country. To establish the credibility of such news, he introduced the concept of *Gate keeping*. The concept of gate keeping is something similar to the filtration process that is followed by other sources of mass communication like Newspapers wherein, there are various Editors working under the Editorial board to cull out sensitive data. He stated that he believes it is very important to understand that information that is being transmitted needs to be edited and that not everything can be made a part of communication.

Further, he said that although social media has occupied a big space now when it comes to transmission of information due to its growing independence, expanding reach and the high speed yet, its credibility is a big issue and he substantiated this by stating *that "even Supreme Court of India has now started realizing the power social media has and has raised concerns over the destructive capacity it holds over our lives".*

This participant had explained *how in today's time individuals and groups are trained to frame fake news and information which is to be floated on platforms like Whatsapp and*

Twitter. So, in order to make a proper use of social media for the benefit of Indian Democracy regulatory actions should be taken and the RTE act laws should be altered so as to bring in more transparency and develop more faith in the New Media.

Another participant also stressed on the low credibility of the material circulated through social media and had also vouched for the fact that there is a dire need for keeping a check. She said that, *"social media has its pros as well as cons. And this rising trend of the transmission of fake news is one of its biggest cons and that's why, social media needs to be regulated as fake news can do irreversible harm to individuals and society."* Although she stressed on the need of a mechanism for the verification of information on social media, she also laid a great emphasis on *self-ethic*. She was of the view that it is important to be a good human being and no one can teach us ethics, we have to segregate the good from the bad ourselves. As a responsible citizen it is our duty to self-regulate our actions and in order to make the most of the information that we receive through social media self-research should be done so as to cross check the information before absorbing it.

Role of Students Political Wing in promotion of Political Education among Youth

With the help of interviews of 3student leaders/activists belonging to the three major student political wings active in the University system (of Delhi) the role of student political wing in promoting political education among the youth was studied.

One of the activists helped us to understand that formal political education is different from informal political education and that his focus is on informal political education. Informal political education is the one which is promoted by the family and the formal takes shape in the school.

He stated *that "individuals attain biased and stereotyped political education in their families and this education is further reinforced in school and universities. Soin order to deal with this problem, Social Media has come up to help individuals get free from these biases and stereotypes".* He feels that Social Media plays an important role by mobilizing youth for real issues and helping them understand the difference between right and wrong. He explained that although social media has a positive role but it can also have a flip side to it. He said that technology is both good and bad but it depends on who uses it and for what purpose. According to him his political parties' social media wing plays a role in making the youth aware of their own issues and urging them to take collective action with the help of pages, posts, media etc. on the social networking sites.

Another activist argued that today there is a trend of just opposing the ideology of others but focus should be on accepting and celebrating different ideologies. He said that political learning starts from home and continues further with education with the help of teachers and students. He further explained how in today's time social media is becoming another powerful source of political education and how the youth are engaging with it for this.

In his words- *"Youth plays an important role in politics as they can bring about mass mobilization and are proactive in protests and discussions. These days social Media Wings are helpful in this. Every Political party has its own social Media wing which is operated by specialists; they know how to use social media as a tool to present the Parties' ideas and ideals and they also know how to use it as a tool against other parties.*

He elaborated that *if not used properly then social media Platforms can be misused for propaganda and telling one truth in a number of ways.* His views helped us to understand that how social media can be used to trace the "real" ideologies of politicians and their mode of working by surfing down on their Political Parties page or their different social media accounts like Facebook, Twitter, Instagram etc.

The third activist commented:

Everything in our lives has some political influence, right from the food we eat to the clothes we wear. This influence is getting stronger with social media as there the politics is being nicely advertised." He further argued that *"Politics is biased as it is in hands of some elites and these elites are making use of social media to maintain their political supremacy*. He also stated that *"students should be careful in believing what they are seeing on social media platforms and cross checking the credibility of the content. They should learn the art of using social media as a device to spread awareness and education on socio-political issues as it has an enormous potential to be used as an educative tool if used properly.*

Political Education and Social Media

The undergraduate students stated in the focused group discussion, that social media is playing an educative role and with the help of social media their understanding of Indian political system is getting strengthened. All the students unanimously agreed on the close connection between social media and political education in today's digital era. They also mentioned that *"with the help of social media posts they are able to understand their role in a democracy.*" With the help of social media, the students are getting encouraged to take up small yet significant steps like casting their votes and are also being able to find out the details of the candidates before voting.

In the interview with one of the Political Science experts, he stated when it comes to analyzing social media as a means of political education, we should keep in mind that *"social media is something for which we have a feeling of attraction and fear both."*

He stated, that "*the concept of nation state boundaries doesn't work in relation to the social media and we can have global access sitting in our homes, hence the attraction. social media empowers us as reading and responding becomes quick. Political education in his views is also value inculcation and dialogue plays a significant role in it. Social media helps in this dialogue*."

He further stated that *it is an instant medium, yet, it also has its share of flaws and that we have to be cautious.* One of the flaws which become an impediment in the process of

political education through social media is that it lacks deliberation which is core to political education. The restricted access is another problem which still prevents a mass engagement and exchange of views. Another issue as per his views was some amount of check and censorship on social media. In his own words *"we are not sovereign on social media as there is surveillance which we are not aware of. This surveillance many a times prevents us from speaking the truth against the exploitative forces and people in power or about how a political system actually works so this leads to the generation of an incomplete or flawed political education. So there is a need to make social media spaces more democratic so that it can become a viable medium to promote political education and solve the social issues and contradictions".*

Another respondent (political science expert) also elaborated the *'dual –role'* played by the social media which can be both positive and negative but the negative role can be curbed with careful and critical use of the social media. He explained how student politics gets a democratic platform with the help of social media. Many youths are attracted towards student politics with the help of social media. They come together and engage in discussions and clarification of doubts which helps them in upgrading their political education by becoming well versed with the various governmental and political processes.

The next participant explained the meaning of political education and said *"it can bifurcated into political efficacy with the help of which individual citizens play a part in the socio-political change and political knowledge which helps in transmission of actual political information which is stored in long term meaning not the short term ones, it is not ideology, not something that you believe in for a short period of time*". As per her views social media helps in both political efficacy and generation of political knowledge. She stated that for this, participation is extremely significant; it is when an individual's behavior can affect the government either directly or by influencing public policies that are implemented. Further, the social media with the advent of the internet has triggered off a kind of a user friendly platform for participation in discussion and generating public opinion which has an educative impact. She highlighted that social media plays a positive role but still caution needs to be maintained because the rules defining it are very ambiguous. social media makes access to unlimited information possible, it enables a diffusion of that information rapidly and at a very low cost so accessibility is very much there, but what is the most significant is that every information consumer i.e. all of us are also information producers on the net so individuals need to cross- check the information which is being available. But nowadays people use social media without thinking and much of recycling happens on social media. Also, she insisted on the point that no dissemination of information is apolitical in nature and same is the case with social media.

She focused on the ways in which flaws/demerits of social media can be tackled as social media is irreversible. So we can find positive ways to use social media that can help to foster critical thinking and political education in the youth.

To conclude, this study had helped us understand how Student activism is playing a vital role in shaping popular opinion and promoting awareness and education on political issues in the world's largest democracy. In the current digital era, the social media usage is on an increase and it is providing a platform for increasing student's interest, awareness and direct as well as indirect role in the socio-political activities. Their engagement with social media is impacting their awareness and education on political processes. A chain reaction is being established where Student activism and their political education is being fostered by social media. So, in order to make proper use of the social media the flip side of the social media should not be neglected. The information provided should be cross checked and people should make use of self-regulation before circulating things on the social media to prevent its educative role from being hampered and prevent it from becoming 'Anti-Social'.

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Children's talk in the Classroom: A Conceptualisation

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Abstract

This paper is based on the data collected for the purpose of my doctoral work. Talk within the classroom is loaded with the various contexts and aspects of the lives of children. Through the talk, concepts are explained, tasks demonstrated, questions posed, answers given and ideas discussed. Life in the classroom is full of adventurous expeditions, for some it is a place to wonder in the land of imagination, vocalise their dreams and aspirations, some are active participants and some not so impressed with whatever is being said within the classroom. For many, the voices within the classroom are chaotic but the chaos within the classroom has lot to offer if one aims to understand children and their development. There is rarely any significant school activity that does not involve talk in some way but talk's ubiquity in classroom is a rather weak argument for its importance. There is also limited research on children's talk in classrooms in Indian context. This research is an attempt to elaborate on the idea of conceptualising children's talk within the classroom to understand children and childhood. The paper offers to present the mapping of the life within the classroom with specific focus on what children talk and what is their perception about talking in the classroom.

Keywords: Talk, Children, Classroom

Introduction

Classrooms are designated place for students within school. Each student identifies himself/herself with their respective class and classmates. When spending 8-9 hours together everyday within the designated class, it is natural for children to talk with each other about each other or various other things which have some meaning in their life.Daniels (2001 cited in Alexander,2004:8) argues that classroom talk not only mediates teaching and learning but the wider culture. However perhaps because talking is impermanent and short-lived compared with written words, many people tend to be less reflective about spoken discourse than written in classrooms. This lower status of talking is constantly reinforced by the teachers and the parents.

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To list the successful measures of learning within the classrooms and beyond, it is rare to observe that talk is considered among one of the important measures. Looking carefully inside the classrooms in India, one can see the happenings within. The scenario depicts that the oral exchange as a medium of discussion or knowledge construction is most of the time not given due importance whereas written communication appears to be more prominent in playing the role towards knowledge construction among children. Learners are exposed to various teaching learning materials and to assess or induce learning, analysis of children's written work is conducted by their respective teachers. The purpose of these activities seems to be the permanent recording of these events whereas no importance is given to the children's talk in classroom. Talk can be one of the main sources for learning in classrooms.

In classrooms, much importance has been credited to the account of teachers talk whereas the effort should be to highlight the purpose and importance of children's talk in the classrooms. As the teacher controls the talk, researchers tend to focus on the teachers talk. It is observed as a pattern of research being done in classrooms that children play crucial role in their knowledge construction but still it is to be documented that talk plays the crucial and more functional role in making learning purposeful and constructive for children. In the paper the focus is on what children talk about within the classrooms in the presence or in absence of the teacher and what children's perceptions are about talk and talking within the classroom.

Talk means to speak in order to give information or express ideas or feelings; converse or communicate by spoken words. In the classroom setup, talk has two connotations attached to it. One, if someone is talking then she/he isn't paying attention to the teacher, they are engaged in something which is beyond the classroom context and thus, must be stopped from doing so. Also, talk brings up "indiscipline" in the class. In this case, talk is regarded as a negative activity. This view of 'talk' is prevalent in almost all the schools.

The second approach views function of talk as a useful model for learning as talk builds up our understanding about a concept through reshaping what we already "know". This model encourages children to get indulged in exploratory talk which can best happen in small-group discussions.The latter view is at the forefront of international dialogues around classroom discourses. Even, Vygotsky says that exploratory, playful, experimental uses of the speech can serve an important role in the development of new ideas. Kumar (1994) keeps a mention of, "Talk as a most freely available resource in the classroom" in his book '*The child language and teacher'.*

The presntresearch is focussed on understanding children's talk in the classrooms of a government school in Delhi. Limited to developing the understanding of talk within the classroom space, in presence or and in absence of the teacher. In both the situations the main aspects to be studied were content of the talk - what do children talk about, factors that influence or facilitates children's talk in the classroom, perceptions of teachers and

students on talk and about talking within the classroom space and to develop various themes or categories to identify several types of talk that take place in the classroom.

Related literature

Mercer &Wegerif R. (1999) carried outan experimental study in which sixty British primary school children aged 9-10 along with their teachers took part in an experimental teaching programme designed to improve the quality of children's reasoning and collaborative activity by developing their awareness of language use and talking together. Qualitative and quantitative analysis showed a marked shift in children's use of language in accord with the aim of the teaching programme. The findings of the research supported role of talk in making classroom environment conducive for learning and also to enhance meaningful relationship between learners and the teacher. Hence proving that if due importance is given to children's talk in the classroom it can have positive impact on the classroom environment and learners social dynamics.

Mercer (1996) conducted a research based on observational data of the talk of children working together on educational activities in primary school classrooms. It offered an analysis of the quality of observed talk, an analysis which emerges from a socio-cultural perspective on the process of teaching and learning. The research was organized around four main themes: (a) the role of oral language and joint activity in the construction of knowledge; (b) education in schools as a cultural and linguistic activity; (c) the role of a teacher in fostering certain kinds of discourse; and (d) the need for applied educational research to be based on close working relationships between teachers and researchers.

The findings established that quality of children's talk impact the socio-cultural perspective of the learners and also inturn has an influence n the process of teaching and learning.

Alexander (2006) noted that the evidence for the importance of talk for learning comes from five areas of research and these have significant implications for classroom practice. These are:

Neuro-scientific: Recent brain research indicates that during the early years of life talk performs the vital function of physically helping to shape the brain and expand its power, building cells, making new connections, developing the capacity for learning, memory, emotional response and language itself, all on a scale which decreases markedly as the child approaches adulthood.

Psychological: Language and thought are intimately related, and the extent and manner of children's cognitive development depend to a considerable degree on the forms and contexts of language which they encounter and use. Childhood learning is necessarily a social and interactive process: children construct meaning from the interplay of what they newly encounter and what they already know, and talk provides the most effective bridge or 'scaffold' between the two.

Social and cultural: Humans exist and function by relating to others, and talk provides the most universal means whereby relationships are established and sustained, solidarity is developed and confidence is built. It is by relating to others that children gain their sense of who they are and – no less important – who they might become; and thereby of the array of identities and world-views which go to make up their culture.

Political: The interactive skills which are necessary for learning – listening, asking and answering questions, presenting and evaluating ideas, arguing and justifying points of view – are also essential to the effective functioning of democratic societies. Democracies decline and autocracies flourish when their citizens listen rather than talk, and when they comply rather than debate.

Communicative: Talk is humankind's principal means of communication, even - or especially - in a culture in which people are becoming more familiar with computer screens than the printed page. The skills of conveying and exchanging meaning are of paramount importance in every aspect of life, from the privacy of domestic relationships to the more formal and public transactions of education and employment.

Bhatt (2000) undertook a study with the purpose of establishing a benchmark for the classroom process in different contexts of primary education in Kerala. Hence the study was planned to provide a descriptive picture of classroom processes and interactions in diverse school/community contexts in the form of comparative case studies. The study was expected to reflect the diverse contexts in each of the selected primary schools in the district of Palakkad. For representing the diverse contexts it was necessary to include different types of primary schools under the study. The study's findings were that the learning experiences provided in the primary classes of Palakkad are of three distinct types – individual, small group and whole class activities. By individual activity, it is meant, that every learner works by herself/himself without any interaction with another learner. The individual activities are generally organised in the form of writing work by the children and are found either at the consolidation stage of a lesson or, when a practice of the behaviour is thought necessary by the teacher. However, practice, drill and repetition do not form a part of the activity based approach where learning is more a 'construction' rather than 'a mechanical acquisition'. The study also reported that the teacher talk was the next used material in teaching learning. Its use was maximum in the urban government school land was minimum in the urban aided school. Teacher talk was the most used material in the tribal school, followed by the use of black board and the text book in that order. This only shows the conventional nature of the teaching learning process in this school where the teacher plays a dominant role.

This project is a part of a national project undertaken by the NCERT, New Delhi as one of its activity under the DPEP. The need of the study is stated that after the advent of the District Primary Education Project in Kerala, there has been an intense debate in the public discourse about the project. The culminating objective of the DPEP is the

improvement of classroom and school practices to ensure equity in educational outcomes especially in government schools serving common people. Most of the interventions aim at this over-riding objective and hence it is felt necessary to develop a benchmark of the processes at the initial stages of the project. This would not only provide inputs for designing appropriate interventions, but also be the basis for future evaluations of their efficacy.

Methodology

The data was collected through classroom observations over a period of one academic year throughfocussed group discussions and tasks on imagination and sociometry. Students talk for the substantial amount of time when they are in school. In the present study, data collection was limited to the talk that takes place in the classrooms in presence or in absence of the teacher. The classes selected for the purpose of research in Class III and Class VIII in a Government school in Delhi.It will be possible to explain how& in what ways children's talk facilitate the interaction with other students and their teacher in classroom. The data collected also might be able to establish the variation in the interaction among teacher-student and student-student.

The present study is qualitative in nature. The qualitative method in this study is derived with an orientation to develop a deep understanding on the explicit aspect of classroom which in the research is children's talk in the classroom. The goal for conducting this study is to provide examples of and empirical findings for how children's talk is an important aspect of classrooms and what is the view of teachers and students on talking in various situations. The aim is to evolve certain categories through the thematic analysis of the data collected for the study. Two broad approaches aligned with the procedure of data collection are:

- **Ethnographic Approach**

Maybin (2006) used radio microphones to capture all the talk of primary school children during their school days both in lessons and in lunch break periods over several months. This data enabled her to show how children took up and developed certain ideas, themes and ways of accounting for experience together as they interacted and to discern the influence of past experiences and of adults and parents in this meaning making. Some researchers using ethnographic methods have only taken field notes of what was said and done but nowadays it is a common practice to tape record talk, to transcribe those recordings and to report the analysis by including short illustrative extracts from transcriptions. Several studies confirm increasingly merging of ethnographic methods with sociolinguistic method. Ethnographers of communication study everyday life in ordinary places where people gather to live and work. They call these places 'speech communities' (Hymes, 1974). A classroom is a speech community and by close study of routine talk and activity there, socio linguists research what teachers and students need to know to participate in socially appropriate ways.

In present study ethnographic method was merged with socio-linguistic approach. Researcher sat in the selected classrooms taking notes of what all children talk in class in presence and in absence of the teacher. Voice recorders were also used to record the classroom talk which is later been transcribed and the gaps of the classroom observationsare filled by the transcripts from the classes.

- **Sociolinguistic Approach**

Sociolinguistics is an interdisciplinary effort to study language in the context of its use. Research that uses a socio linguistic approach considers classroom talk as a social activity. Talk is the account for the social experiences of the children. Malinowski (1936, cited in Hymes 1964,p 63) said that people who wanted to understand how language was learned should study "living speech in its actual context of situation. Hymes is the founder of sociolingistics and one of the first to apply it to the studies of schooling. This approach presents a view of classrooms as unique places in children's lives. . Viewing classroom talk and interaction as practical activity and local accomplishment has been influenced by the analytic interests of ethno methodology (e.g., Heap, 1985) and interactive sociolinguistics (e.g., Green and Harker, 1988).

Children's talk in the classroom

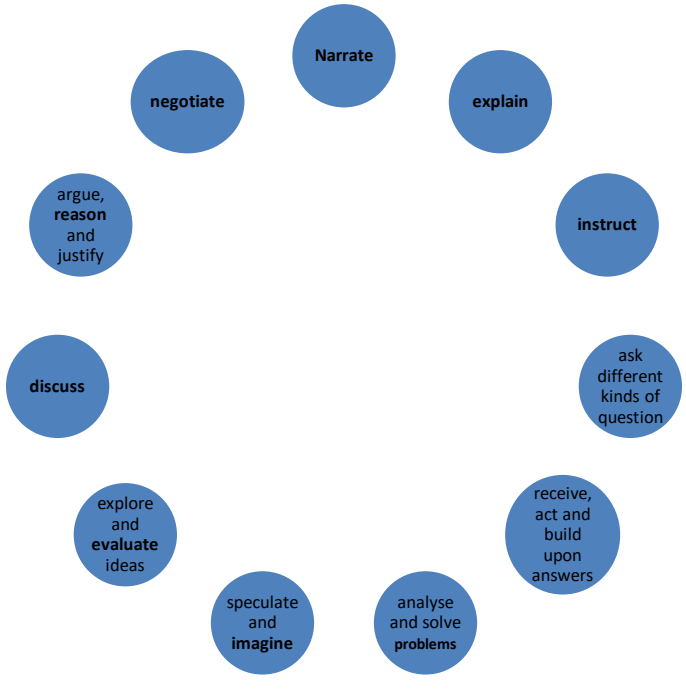
"Talk is considered to be more dialogic the more it represents the students' points of view and the discussion includes their and teachers' ideas" (Mercer, Dawes and KleineStaarman, 2009, p.354).Vygotsky's learning theory explains that allowing children to be active learners through talking is necessary to clarify what they have learnt, but also that children need to have good role models to learn from, defined as the 'Zone of Proximal Development' (Pound, 2006). As we have learnt talk is central to most of what happens in the classroom, from my study at the initial levels of data analysis I am able to say that children use talk mostly for the following purposes in presence and in absence of teachers. The table is made with an intention to broadly categorise children's talk within the classroom purely based on the observation and audio recordings, there is no black andwhite area rather there is certain amount of overlap specifically in the content of talk done during presence or absence of the teacher in the classroom.

Content of talk:

Presence of Teacher	Absence of Teacher
Sharing Notes	Family/Family Members
Class work	Love affairs/Attaractions
Homework	Media
Seeking help	Games/PUBG
Offering Help	Sports

Competition	Food/Lunch
Comparison	Politics
Argue, Reason, Justiy	Friendshisps
Ask types of questions	Body shaming
Health well being	Making fun
Appreciation	Slang/Abuses/Code language
Complains	Physical body/Beauty
Sarcasm	Monitor
Suggestions	Teachers

These categories appear to be strengthened through purposes illustrated by Robert Alexnder (2005) in his Five Nations study, where he says that in the classroom children use talk for the following purposes-



Here the researcher is able to establish coherence between the purpose and content of the talk, the purpose for which the talk is to be used or is used in the classroom decides the content of the talk. To state an example:

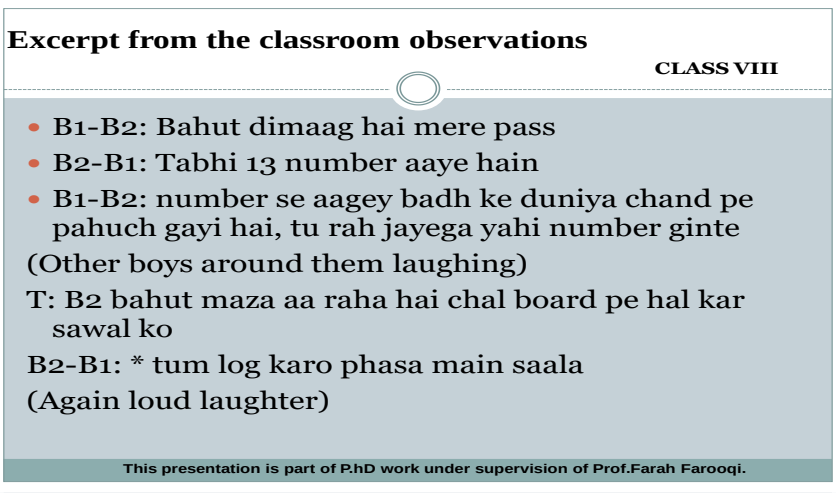
Boy 1- Abe moteykam bola kart thoda

Boy2- Sahibaathaimota bahut boltahai

Boy1- Bhai motey se dur raha karo girgaya toh mar hi jayega

Boy 2- Hathi jaisa gussa hai iska..dekha ha isko kabhi chingadte hue

The example stated above is a very brief conversation between two boys who are trying to make fun of each other. The purpose of this talk was to make fun or pick up a fight and thus content was as desired to fulfil the purpose.



Conclusion

I would like to conclude by saying that talk is no doubt one of the favourite tasks for most of the students to do and it also has several aspects attached which determine the climate of the classroom. Talk is utilised for academic as well as non academic purposes, total silence only happens under the environment of fear or threat of the teacher and in some cases by the monitor who writes the names on the slips of those talking and who will be punished by the teacher later. Children perceive that they cannot sustain school for a single day without talking and talk helps them survive the gloomiest days of their life.

An in-depth analysis of classroom observations, transcriptions of audio recordings, FGD's and sociometry data will help me identify the categories of students present in a classroom like minimal talker, who only respond when something is asked; over confident and over enthusiastic students who are always talking and most of the time not even paying attention to what the other people are saying than there are those who only talk to their preferred partners and do not engage in any kind of talk with anyone other than their talk-partner. When talk is such an essential part of students as well as teachers life within the classroom, it will not be foresighted to say that there should be some resonance established between Talk & Curriculum.

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Predictors of Career Choice among Students of Human Kinetics Education in University of Ilorin, Kwara State, Nigeria

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Abstract

This study examined predictors to the career choice of students in Human Kinetics Education, University of Ilorin in kwara state, Nigeria. The predictors investigated were; Family, Personality and Gender. The descriptive research design of survey method was used for the study. The population of the study comprised all undergraduate students of Human Kinetics Education in University of Ilorin. Stratified sampling technique was used to sort the population of Human Kinetics students into 100, 200, 300 and 400 levels. Proportionate sampling technique was used to select 60% of 392 respondents in which 235 respondents were used for this study. The research instrument of this study was critically examined and reviewed by three (3) experts in the field of Human Kinetics Education in University of Ilorin. A correlation coefficient 'r' of 0.75 was obtained through test re-test method using Pearson Product Moment Correlation. Data collection was conducted by the researcher and three research assistants. The three postulated null hypotheses were tested using the inferential statistics linear multiple regression at 0.05 alpha level. The findings from the study revealed that; 'Family' and 'personality' are significant predictors to career choice of students of Human Kinetics Education in University of Ilorin.Gender is not a significant predictor to career choice of students of Human Kinetics Education in University of Ilorin. In view of the findings, it was recommended that the students should be encouraged to know more about themselves, know what is important to them and their area of interest. University and secondary schools should employ career counsellors to guide students with regard to their abilities and talent.

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Introduction

Career is the sequential set of experiences and attitudes related to work that an individual has over the span of his/her work life. According to Granger, Dick, Jacobson and Van-Slyke (2007), career is used to describe the total composite of one's activity throughout life. In the same vein, Alika and Egbochuku (2009) define career as the sequence of occupation, job and position occupied during a person's working life. Career plays a very fundamental and significant role in the life of the individual not only because it determines the pattern of income but also because it affects individual's personality and concepts in life. Career, therefore, is a chosen pursuit, life work or success in one's profession. Frequently, it is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities (Akbulut& Looney, 2009).

Career choice is something very hard to enter especially as one's life will depend on it. Career selection is one of many important choices that students make in determining their future plans. Every student carries the unique history of his/herpast and this determines how they view the world (Salami & Salami 2013). Kerka (2000) reported that a career is a continuous life process consisting of many work experience and life roles. Your career consists of your life history, which not only includes your vocation but the time you spent in school, in your community and with your family. According to career theories, Sears and Gordon (2008), career is the imposition of direction in a person's vocational behaviour, subject to his or her comprehension and will. Therefore each decision one makes will have an impact on his or her life in the short run and in the future.

Kerka (2000), reported that career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and finances. This was also supported by the findings of Bandura, Barbaranelli, Caprara, and Pastorelli (2008), reported that individual career choice decision, process is influenced by various factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment.

Human Kinetics Education is aimed at producing adaptable, industrious, committed and professionally competent human kinetics education teachers, producing technical personnel such as coaches, sports psychologists, team managers and sports administrators who are in high demand in directing coaching programs in all sports coordinating and sponsoring institutions, develop in the students relevant skills that are needed to man tourist industries, conduct research in human movements and other aspects of human kinetics education and sports that will help to find solution to the various problems relating to exercise. A graduate of human kinetics education has available opportunities as sport and exercise scientists are expanding all the time and the expansion shows no sign of slowing down. Most sports now recognize sports science as an integral part of their sport's development and success and most athletes consider the

application of sports science as an important part of everyday training and competition. In this day and age athletes are monitored almost 24/7 to ensure they are in the best condition they can be.

Family involvement was found to be the most significant predictor of career choice in gender dominated occupations (Salami, 2006). Family involvement refers to the extent to which the parents or family members are involved in the career plans of children (Salami, 2006). Kniveton (2004) submitted that the family can provide information and guidance directly or indirectly, to influence a young person's career choice. For example, parents offer appropriate support for certain occupational choices which tend to follow their own (Small & McClean, 2002). Family involvement also includes the extent to which parents give encouragement, responsiveness, approval and financial support in matters concerned with the career plans of their children (Salami, 2006). Families treat boys and girls differently. Boys are shaped and groomed into stereotypic masculine careers and are given more status in the family (Grant, 2004). Teachers or counsellors cannot replace the influence parents have on their sons' and daughters' career plans. Research shows that parents and caregivers influence student's career choices (Muthukrishna and Sokoya, 2008)

Students have seen themselves in a role in which personality as a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, salespeople have to be outgoing. Hewitt, (2010) reported that career choice takes place in numerous steps or stages since every person is unique personality having his/her own characteristics, matures at a different pace and lives in a specific environment. Career decision making becomes an individual life journey. For example, salespeople have to be outgoing. Said "personality" plays an important role in the choosing of the right career (Wattles, 2009).

Peers or supportive friends have a crucial influence on the career planning of students and making key life decisions (Farmer, 2001). Stuart (2000) contends that peers' attitude toward gender and ethnicity may increase or decrease a person's confidence in pursuing a career. He further noted that adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices that they make including career decisions. Issa and Nwalo (2008) reported that boys and girls are positively influenced in equal measure by their friends' interest in computer science; boys seem not to be affected negatively by their friends' lack of interest in the discipline. Youth who perceive their parents, teachers and peers as supportive are more likely to consider work as an important part of their lives, to seek leadership positions in their chosen field and to expect that they will be successful in their chosen careers (Kenny, Blustein, Chaves, Grossman & Gallagher, 2003). Paa and McWhirter (2000) reported that peers and parental influence do significantly influence the students' eventual choice, especially in circumstances when the specifics of the course program are not familiar to them.

Statement of Problem

Human kinetics Education is a specialized professional course in tertiary institutions in Nigeria and abroad. It offers various areas of specialization in the field ranging from kinesiology, sport science, sports fitness, exercise physiology and so on. The field manifests its excitement outside the classroom which helps the students to have better understanding of sport since it gives room for both practical and theoretical teaching. It also gives opportunities for the physically challenged to participate in adapted physical activities. A career being an occupation undertaken for a significant period of a person's life, human kinetics offers various career opportunities such as teaching, coaching, physiotherapist, personal trainer, nutritionist, recreational expert, sports psychologist, professional athlete, massage therapist, marketing in sports promotion and others.

It was observed by the researcher that students of Human Kinetics Education in University of Ilorin were facing predetermined difficulties of selecting a career as a result of various factors such as their personality, gender, family influence, peer group influence and so on, which lead them in making a wrong career choice. This study examines the predictors of career choice among students of the Human Kinetics Education in University of Ilorin.

Research Hypotheses

1. The family influence will not significantly serve as a predictor to career choice of student of Human Kinetics Education in University of Ilorin.
2. Personality will not significantly serve as a predictor to career choice of students of Human Kinetics Education in University of Ilorin.
3. Gender will not significantly server as a predictor to the career choice of students of Human Kinetics Education in University of Ilorin.

Methodology

The research design adopted for this study was descriptive research design of survey type. The population for this study was all undergraduates of Departments of the Human Kinetics Education in University of Ilorin which comprised of 122 students in 100L, 105 students in 200L, 93 students in 300L and 72 students in 400L. The total population was 392 students. Multistage sampling procedure was adopted; stratified sampling technique was used to group the respondents into 100L, 200L, 300 L and 400L. Proportionate sampling technique was used to select 60% from each stratum while systematic sampling technique was used to select 235 respondents for this study. A structured questionnaire prepared by the researcher was used for data collection for this study. The questionnaire was given to three experts from Department of Human Kinetics Education, Faculty of Education, University of Ilorin for content validity. Their comments were considered in the final draft of the instrument. The instrument was subjected to test-retest method of reliability which was conducted twice within an interval of two weeks on a sample that was not part of the actual study. Pearson Product Moment Correlation (PPMC) was used

to determine the reliability and 0.75r was obtained. Copies of the questionnaire were distributed to the respondents with the help of three research assistants. The filled-in questionnaire was collected for analysis. Multiple linear regression was used to analyse the hypotheses at 0.05 alpha level.

Results

Table 1&2: Multiple Regression Showing the Family Influence as a Predictor of Career Choice by the Students of Human Kinetics Education in University of Ilorin.

ANOVA							
Model		Sum of Squares	Df	Mean Square	F	Sig.	R^2
1	Regression	1.296	4	.324	1.301	.271[a]	22
	Residual	56.323	226	.249			
	Total	57.619	230				

a. Predictors: (Constant), Family Influence

b. Dependent Variable: Career Choice

Independent variable	**Unstandardized coefficient**		**Standardized coefficient**	**T**	**Sig.**	**Remarks**
	B	Std. error	Bata			
Constant	1.585	0.134		11.834	.000	
Family Influence	.172	.172	0.331	1.462	.271	Not Significant

P≤0.05

Multiple regression was carried out to investigate whether family influence could significantly predict participants' career choice. The results of the regression indicated that the model explained 22% of the variance and that the model was not significant predictor of choice of career, F (4,226) = 1.301, p = .271.while Table 9 showed that, b-value of independent variable (family influence) is .172 which reveal the predictor of family influence and career choice. The standard regression weight (Beta) is 0.331, revealing the relationship between family influences towards students' choice of career. The t=1.462 is statistically significant at p=.500. Since the P is greater than 0.05 it means that the null hypothesis is accepted. Therefore, family influence will not significantly serve as a Predictor to Career Choice of Students Human Kinetics Education in University of Ilorin

Table 4 & 5: Multiple Regression Showing the Personality as a Predictor of Career Choice by the Students of Human Kinetics Education in University of Ilorin.

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.	R^2
1	Regression	2.568	4	.642	2.636	.035[a]	0.045
	Residual	55.051	226	.244			
	Total	57.619	230				

a. Predictors: (Constant), personality

b. Dependent Variable: Career Choice

Independent variable	**Unstandardized coefficient**		**Standardized coefficient**	**T**	**Sig.**	**Remarks**
	B	Std. error	Bata			
Constant	1.505	0.094		15.962	.000	
Personality	0.833	.0207	0.627	6.673	0.035	S

P≤0.05

Multiple regression was carried out to investigate whether personality could significantly predict participants' career choice. The results of the regression indicated that the model explained 45% of the variance and that the model was a significant predictor of choice of career, F (4,226) = 2.636, p = .0035. The table also showed that b-value of independent variable (personality) is 0.833which reveal the predictor of personality and career choice. The standard regression weight (Beta) is 0.627, revealing the relationship between personalities towards students' choice of career. The t=6.673 is statistically significant at p=.035. Since the P is less than 0.05 it implies that the null hypothesis is rejected. Therefore, 'Personality' will significantly serve as a predictor to career choice of Students Human Kinetics Education in University of Ilorin.

Table 6 & 7: Multiple Regression Showing Gender as a Predictor of Career Choice by the Students of Human Kinetics Education in University of Ilorin.

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.	R^2
1 Regression	.845	4	.211	.841	.500[a]	15
Residual	56.774	226	.251			
Total	57.619	230				

a. Predictors: (Constant), Gender

b. Dependent Variable: Career Choice

Independent variable	**Unstandardized coefficient**		**Standardized coefficient**	**T**	**Sig.**	**Remarks**
	B	Std. error	Bata			
Constant	1.521	0.111		13.740	.000	
Gender	.183	.0207	0.271	1.533	.500	Not Significant

P≤0.05

Multiple regression was carried out to investigate whether gender could significantly predict participants' career choice. The results of the regression indicated that the model

explained 15% of the variance and that the model was not significant predictor of choice of career, F (4,226) = 0.841, p = 0.500. The Table also showed that b-value of independent variable (personality) is 0.833which reveal the predictor of gender and career choice. The standard regression weight (Beta) is 0.627, revealing the relationship between gender and students' choice of career. The t=1.533 is statistically significant at p=.500. Since the P is greater than 0.05 it means that the null hypothesis is accepted. Therefore, gender will not significantly serve as a predictor to career choice of students of Human Kinetics Education in University of Ilorin

Discussion of Findings

The findings from hypothesis 'one' revealed that family influence significantly serves as a predictor of students' choice of career in Human Kinetics Education in University of Ilorin. Family involvement was found to be the most significant predictor of career choice in gender dominated occupations (Salami, 2006). According to Oyamo and Amoth (2008), studies in Kenya show that rural students tend to seek help from parents more than urban students and that parents more than teachers play a major role in the career choice of students. Research shows that parents and caregivers influence children's career choices (Muthukrishna and Sokoya 2008) with the mother being the most influential person the adolescent talks to concerning career choice.

Findings from hypothesis 'two' revealed that personality significantly serves as a predictor of students' choice of career in Human Kinetics Education in University of Ilorin this was in line with Splaver (2000). As per Slaver "personality" plays an important role in the choosing of the right career. A student's personality must be self-motivated type, as to investigate career possibilities from early on in their lives and not the procrastinating type that waits till they are compelled to decide. Hin, Tim, Leung, Fleming, Elena, Vikis and Yoshida, (2007) argued that 'Personality' is an indispensable aspect of profession preference making. Career preference takes place in numerous steps or stages, considering the fact that each man or woman is unique personality having his/her own characteristics, matures at a different pace, and lives in a particular environment. Career decision making turns into an individual existence trip.

The findings from hypothesis 'three' revealed that gender will not significantly serve as a predictor of students' choice of career in Human Kinetics Education in University of Ilorin.Perera and Velummayi-lum (2008) noted that conferring to theories on gender roles and work, masculinity is categorized habitually as dominance and effectiveness, whereas, in contrast, females choose occupations that have steady hours of work to allow them to accomplish domestic duties. It is also proposed that females like work that is foreseeable, inferior and less financially productive, with low-pressure levels, and they do not aim to occupy leadership position and decision making positions (Hewitt, 2009). For example, gender might have influenced the high school you attended, whether you were encouraged to take risk or not, the choices of academic major (Hooley, 2012).

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Family significantly serves as a predictor of students' choice of career in Human Kinetics Education in University of Ilorin.
2. Personality significantly serves as a predictor of students' choice of career in Human Kinetics Education in University of Ilorin.
3. Gender will not significantly serve as a predictor of students' choice of career in Human Kinetics Education in University of Ilorin.

Recommendations

The following recommendations were made based on the conclusion of the findings:

1. Families should serve as a supportive system for the students and build confidence in them to choose a career that interest and excite them.
2. Universities and secondary schools should employ career counselors to guide students with regard to their abilities and talent.
3. Students should be motivated to have self-confidence to pick career of their choice without peer group influence.

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An analysis of Self-Efficacy and its personal and family attributes among Muslim Girls studying in Madarsas

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Abstract

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It develops the feeling of self confidence. The present study examined the status of self-efficacy among Aalia level students of girls' Madarsasin Varanasi district.Along with that the effect of different personal variables on the level of self-efficacy of Aalia level students have also been analyzed in the study.

+The population of the study is the students of Aalia level in all 15 recognized girls' madarsas presented in Varanasi district. Two stage cluster random sampling technique has been used in the study. 220 Aalia level students were selected for the sample of the study from 6 selected girls' madarsas. To analyze the level of self-efficacy among Aalia level students 'Generalized Self-Efficacy Scale Hindi', developed by Dr. Shonali Sud has been used in the study. By using different statistical techniques it was found that the girls' madarsas of Varanasi district develop average level of self-efficacy among its students.

Keywords: Self-Efficacy, Girls' Madarsas

Introduction

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that effect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1994).Self-efficacy is 'beliefs in one's capabilities to mobilize the motivation, cognitive responses and courses of action needed to meet given situational demand (Bandura, 1984). On the other hand, Judge, et al. (1998) defined self-efficacy as 'individuals' perception of their ability to perform across a variety of different situations. Self-efficacy has been conceptualized and studied both as a state like concept called specific self-efficacy (SSE) Gist & Mitchell (1992) and a trait like construct referred to as general self-efficacy (GSE) (Eden, 1988; Judge, Erez, & Bono, 1998; Judge, Locke, & Durham, 1997).According to Chen, Gully, & Eden (2001) 'General Self-Efficacy captures differences among individuals in their tendency to view themselves as capable

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of meeting task demands in a broad array of contexts' while several researchers (e. g., Eden, 1988; Judge et al., 1997) have suggested that Specific Self-Efficacy is a motivational state. According to Eden, both GSE and SSE denote beliefs about one's ability to achieve desired outcomes, but the constructs differ in the scope (i.e., generality or specificity) of the performance domain contemplated.

The construct of self-efficacy was introduced by Bandura (1984; 1997). A person who believes in being able to produce a desired effect can conduct more active and self determined life course. It reflects the feeling of being able to control challenging environmental demands by means of taking adaptive action. It can be regarded as a self confident view of one's capability to deal with certain life stressors. According to Bandura (1997) self-efficacy makes a difference in how people feel, think and act. In terms of feeling low sense of self-efficacy is associated with depression, anxiety and helplessness. These kinds of people have very pessimistic thoughts about their life and personal development. People with high self-efficacy choose to perform more challenging tasks. They set higher goals and stick to them. Once an action has been taken high self-efficacious people invest more effort and persist longer than those who are low in self-efficacy. Self-Efficacy also allows people to select challenging settings, explore their environments and create new ones.

Rationale of the Study:

According to Bandura's social cognitive theory, self-efficacy beliefs influence the choice people make and the courses of action they pursue. Individuals tend to engage in tasks about which they feel competent and confident and avoid those in which they do not. Schunk (1989) reviewed self-efficacy research in domains relevant to education. His research addressed cognitive skills, social skills, motor skills, and career choices and it had shown that self-efficacy is an important construct that helps to explain students learning and performance of achievement-related behaviours. Peterson (1993) studied career decision making self-efficacy and institutional integration of under prepared college students to explore the nature of the relationship between career decision making self-efficacy and institutional integration. Career decision making self-efficacy identifies students' perceived confidence in their ability to plan and execute vocationally relevant tasks in educational environment. Brooks and Noy (1994) studied self esteem and self efficacy as psychological educational outcomes with special reference to high school experiences and influences and found that high school provides a feeling of belonging to their students, White women and Latinians seem to benefit most in terms of their esteem and efficacy when compared to other racial/ethnic subgroups. Schwarzer et al (1999) examined the psychometric properties of general self-efficacy scale when presented on the internet as compared to paper-pencil administration and all psychometric characteristics were found satisfactory in this study.

Zajacova et al (2005) studied self-efficacy, stress and academic success in college. This study investigated the joint effect of academic self-efficacy and stress on the academic performance of the 107 nontraditional, largely immigrant and minority, college freshmen at a large urban commuter institution. The result of this study suggested that academic self-efficacy was a more robust and consistent factor than stress of academic success. MacNab and Worthley (2007) studied self-efficacy as an interpersonal predictor for internal whistle blowing in US and Canada examination and findings of this study demonstrated that self-efficacy could represent an important individual trait for examining whistle blowing issues in both US and Canada. Seasoned participants with greater management and work experience demonstrated higher level of self-efficacy while gender was also found to be influential to self-efficacy. Thomas (2009) examined the relationship among self-efficacy beliefs, intrinsic and extrinsic motivation and academic adjustment among 111 African-American women. The results revealed that self-efficacy beliefs predicted motivation to know, externally regulated motivation, identified motivation and academic adjustment. Further motivation to know partially mediated the relationship between self-efficacy beliefs and academic adjustment. Contrary to prediction, extrinsic motivation did not mediate the relationship between self-efficacy beliefs and academic adjustment. Motlagh et al (2011) studied the relationship between self-efficacy and academic achievement in high school students and found that self-evaluation, self-directing and self-regulation are correlated with academic achievement. Li (2012) studied attitude, self-efficacy, effort and academic achievement and revealed the fact that effort could only be regarded as an indirect factor but not a necessary factor in bridging the relationship between attitude, self-efficacy and academic achievement.

After the review of the related literature no study was found related to the self efficacy of muslim girls studying in madarsas. A madarsa (most common transliterations are madrasas, madrasah, madrasa, madresa etc.) is an Islamic institution, providing Islamic studies and literature related to rational sciences as essentials. The word madarsa originated from the Arabic word '*Al – Dars*' which means 'to deliver speech' or 'to teach' (Qasmi, 2005).In the present study, girls' madarsas refer to those educational institutions which are formally organized for the Muslim girls up to the 'Aalia' (secondary) level in Varanasi district, affiliated to Arabic/Persian Board, Lucknow (U.P. Madarsa Board).

Keeping the knowledge gap in mind following research questions have been raised:

- What is the status of 'self-efficacy' among the Muslim girls studying in madarsas?
- What is the effect of following personal variables on self efficacy of Aalia level students: Age, Locality, Educational Status of parents, Father's/ Guardian's occupation, Family income, Number of family members, Number of siblings studying in madarsa.

Research Design:

Descriptive survey method has been adopted in the present study to achieve the desired objectives. In order to achieve the objectives of the study proportionate number of null hypotheses were framed and tested at0.05 significance level.Two stage cluster random sampling technique has been used for the selection of the sample. 06 girls' madarsas of Varanasi district have been selected from 15 recognised girls' madarsasaffiliated to Arabic/Persian Madarsa Board (U.P. MadarsaBoard) and then 220 students of Aalia level have been selected from the selected (06) girls' madarsas for the sample of the study. In the present study General Self-Efficacy scale (vkReizHkkoksRikndrkekiuh) Hindi, developed by Dr. Shonali Sud (2002) has been used for the measurement of the level of self-efficacy among girls' madarsa students. This tool is a Hindi adaptation of the 'Generalized Self-Efficacy German Scale', developed by Matthias Jerusalem and Ralf Schwarzer (1989).

For the analysis of collected data percentage, mean, median, mode, standard deviation, kurtosis, skewness were calculated to assess the normalcy of data. Kruskal-Wallis H test and Mann-Whitney U test were also applied.

Data Analysis and Findings:

Finding-1

26 (11.81%) Aalia level students were found with low self-efficacy, 160 (72.72%) students were found with average self-efficacy while 34 (15.45%) students were found with self-efficacy of high level out of 220 students.

Status of Self-Efficacy among Girls' MadarsasAalia level Students (N= 220)

Level of Self-Efficacy	No. of Respondents	Percentage of Responses
Low	26	11.81%
Average	160	72.72%
High	34	15.45%

Finding-2

2.1: Significant difference was not observed in self-efficacy of girls' madarsa students with respect to their age. The obtained chi-square value was 3.96 with df 2 at significance level of .05.

Mean Rank Difference in Self-Efficacy with respect to Age

Different Age Groups	N	Mean Rank	Chi-Square
14-15	85	104.35	
16-17	110	118.63	**3.96**
18 & Above	25	95.62	

(At significance level of .05)

2.2: Aalia level students of girls' madarsas belonging rural and urban areas differ significantly. The obtained Z value was 4.25(U= 1.47) at .05 level.

Mean Rank Difference in Self-Efficacy with respect to Locality

Locality	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z
Rural	30	64.58	1937.50		
Urban	190	117.75	22372.50	**1.47**	**4.25**

(At significance level of .05)

2.3: Significant difference was observed 13.49 (chi-square value) with df 4 at .05 level in self-efficacy of girls' madarsa students with respect to their father's qualification. Further the consequent statistical analysis revealed that there exist significant difference between the groups below high school and high school (U= 1.43 & Z= 3.10); below high school and intermediate (U= 292.50 & Z= 3.49) while no significant difference exists between the groups below high school and graduation; below high school and post graduation; high school and intermediate; high school and graduation; high school and post graduation; intermediate and graduation; intermediate and post graduation; graduation and post graduation.

Mean Rank Difference in Self-Efficacy with respect to Father's Qualification

Father's Qualification	N	Mean Rank	Chi-Square
Below High school	32	75.16	**13.49**
High school	138	114.86	
Intermediate	36	128.00	
Graduation	11	105.09	
Post graduation	3	97.00	

(At significance level of .05)

Mean Rank Difference in Self-Efficacy between different groups of Father's Qualification

Father's Qualification	N	Mean rank	Sum of Ranks	Mann-Whitney U	Z
Below Highschool	32	61.19	1958.00		
Highschool	138	91.14	12577.00	**1.43**	**3.10**
Below Highschool	32	25.64	820.50		
Intermediate	36	42.38	1525.50	**292.50**	**3.49**
Below Highschool	32	20.22	647.00		
Graduation	11	27.18	299.00	**119.00**	**1.59**
Below Highschool	32	17.61	563.50		
Post Graduation	3	22.17	66.50	**35.50**	**0.73**
Highschool	138	85.45	11791.50		
Intermediate	36	95.38	3433.50	**2.20**	**1.05**

Highschool	138	75.53	10423.00		
Graduation	11	68.36	752.00	**686.00**	**0.53**
Highschool	138	71.24	9831.50		
Post Graduation	3	59.83	179.50	**173.50**	**0.47**
Intermediate	36	25.25	909.00		
Graduation	11	19.91	219.00	**153.00**	**1.13**
Intermediate	36	20.50	738.00		
Post Graduation	3	14.00	42.00	**36.00**	**0.95**
Graduation	11	7.64	84.00		
Post Graduation	3	7.00	21.00	**15.00**	

(At significance level of .05)

2.4: Aalia level students of girls' madarsas differ significantly in terms of self-efficacy with respect to mother's qualification. The obtained chi-square value was 9.05 with df 3 at significance level of .05. As no data found in the group post graduation that is why chi-square value was calculated for four groups. Significant difference exists between the groups below high school and high school (U= 2.51 & Z= 1.98); below high school and intermediate (U= 413.50 & Z= 2.60) whereas significant difference didf not exist between the groups below high school and graduation; high school and intermediate; high school and graduation; intermediate and graduation.

Mean Rank Difference in Self-Efficacy with respect to Mother's Qualification

Mother's Qualification	N	Mean Rank	Chi-Square
Below Highschool	43	90.14	
Highschool	146	111.90	
Intermediate	30	130.07	**9.05**
Graduation	1	194.00	
Post Graduation	0	0	

(At significance level of .05)

Mean Rank Difference in Self-Efficacy between different groups of Mother's Qualification

Mother's Qualification	N	Mean rank	Sum of Ranks	Mann-Whitney U	Z
Below High School	43	80.45	3459.50		
High School	146	99.28	14495.50	**2.51**	**1.98**
Below Highschool	43	31.62	1359.50		
Intermediate	30	44.72	1341.50	**413.50**	**2.60**
Below High School	43	22.07	949.00		
Graduation	1	41.00	41.00	**3.00**	**1.46**
High School	146	85.99	12555.00		
Intermediate	30	100.70	3021.00	**1.82**	**1.44**
High School	146	73.63	10749.50		
Graduation	1	128.50	128.50	**18.50**	**1.28**
Intermediate	30	15.65	469.50		
Graduation	1	26.50	26.50	**4.50**	**1.17**

(At significance level of .05)

2.5: Significant difference was not found in self-efficacy of Aalia level students with respect to their father's/guardian's occupation. The obtained chi-square value was 6.53 with df 3 at .05 level (as no data found in the agriculture group).

Mean Rank Difference in Self-Efficacy with respect to Father's/Guardian's Occupation

Father's Occupation	N	Mean Rank	Chi-Square
Service	12	110.38	
Business	39	130.15	
Agriculture	0	0	**6.53**
Labour	62	114.93	
Weaver	107	100.79	

(At significance level of .05)

2.6: Significant difference was not observed in self-efficacy of girls' madarsa students with respect to their family income. The obtained chi-square value was 1.57 with df 2 at .05 level.

Mean Rank Difference in Self-Efficacy with respect to Family Income

Family Income	N	Mean Rank	Chi-Square
Below 10,000	173	111.34	
10,000-20,000	41	11.63	**1.57**
Above 20,000	06	78.42	

(At significance level of .05)

2.7: No significant difference was observed in self-efficacy of girls' madarsa students with respect to number of family members. The obtained chi-square value was 1.53 with df 2 at .05 level.

Mean Rank Difference in Self-Efficacy with respect to Number of Family Members

No. of Family Members	N	Mean Rank	Chi-Square
2-4	15	118.73	
5-8	108	114.62	**1.53**
9 or more	97	104.63	

(At significance level of .05)

2.8: Significant difference was not observed in self-efficacy of girls' madarsa students with respect to number of siblings studying in madarsa. The obtained chi-square value was 1.31 with df 2 at .05 level.

Mean Rank Difference in Self-Efficacy with respect to Number of Siblings studying in Madarsa

No. of Siblings studying in Madarsa	N	Mean Rank	Chi-Square
1-2	111	113.78	
2-4	72	103.47	**1.31**
None	37	114.34	

(At significance level of .05)

Conclusion and discussion of the Study:

Aalia level students were found with average level of self-efficacy.Self-efficacy of Aalia level students is significantly affected by their locality, father's and mother's qualification. Whereas other personal variables (i.e. age, father's/ guardian's occupation, family income, number of family members and number of siblings studying in madarsa) do not significantly affect self-efficacy of Aalia level students.

The findings of the study explored the knowledge that majority of Aalia level students possess average self-efficacy. The reason may be the old and rigid pattern followed by these madarsas regarding curriculum, conventional teaching-learning process etc. Beside this factor, these madarsas provide substandard facilities to its students. Aalia level students from urban madarsas have been found with high self-efficacy in comparison to the students of rural madarsas. This may be due to the liberal environment of urban madarsas. They provide their students more interactive and creative environment instead of restrictions and impositions. With regard to rural madarsas the traditional restricted environment and their focus on religious education with provision of 3/4 modern subjects may be the root cause of low self-efficacy among its students. The most probable reason behind the significant effect of father's qualification on self-efficacy of Aalia level students might be the high expectation and the standards that more educated parents have set for their children. Those students who struggle to satisfy their parents' expectations might lose their self-efficacy when compare to students whose parents are less educated. High educational qualification of mothers is significantly affecting the self-efficacy of Aalia level students, as these students are found with high self-efficacy due to the high self-confidence of mothers who nurture their wards with full enthusiasm in liberal environment in comparison to the less educated mothers.

Other personal variables do not significantly affect the self-efficacy of Aalia level students. The reason behind this may be the psychological as self-efficacy is directly affected by various psychological factors like motivation, success in task, success of role models etc. Age does not affect self-efficacy because most of the Aalia level students are found from same age group and their way of thinking and solving any problem is same. Father's/guardian's occupation and family income do not affect self-efficacy of Aalia level students because most of the students found in weaver group and low family income group are being nurtured in restrictions and less motivated environment. Number of family members and siblings studying in madarsa do not affect self-efficacy because most of the students are found with large number of family members and siblings and always feel burdened with responsibilities and feel unable to handle life situations efficiently and their decisions are always being taken by their parents and elders.

Suggestions:

The current religious data based on census 2011 shows 59.1% literacy rate among Indian Muslims as 67.6% male and 50.1% female literate are found in Muslim community. U.P.

has 19.26% and Varanasi district has 14.88% Muslim population. Through this study a much wider understanding of girls' madarsa system is brought to the knowledge of researchers and practitioners along with all the concerned stakeholders in the field. This would be helpful in understanding the merits, limitations and problems of girls' madarsas in varied contexts. The study will also prove to be helpful in increasing the awareness of girl child's education in the community members. Till secondary and higher secondary level girl child can get education here on their social norms with nominal fee. Moreover girls from the lower middle class families can get free education and educated women of the community get teaching jobs in these madarsas to utilize their education. These madarsas develop average level of self-efficacy among its students which is very important phenomenon for today's modern and global scenario. Hence changes according to needs of modern liberal society regarding syllabus, teacher-taught interaction, co-curricular activities, various facilities etc. are required in education system of these madarsas. The area of girls' madarsa education has remained almost untouched till now. Present study provides a platform to the researchers for further investigation in the field. Also the study will help the future researchers to understand pros and cons of girls' madarsa system and to make them aware about the educational settings and features of these institutions.

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A Study of Pedagogical Elements of Annual Refresher Programme in Teaching (ARPIT) on SWAYAM Platform

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Abstract

A teacher of today's classrooms has to develop understanding and utilize the latest technologies and softwares in the teaching learning process to meet the demands of teach savvy generations who prefer the multimedia enriched learning experiences. The board and chalk method needs to be supplemented with innovative interactive whiteboards enabling children for trial and error learning so that students get interested, engaged and motivate them for further learning. The learning apps working both in desktops and mobile devices help children to experience anytime, anywhere learning. Thus, it is clear that, technology is no way to be kept aside but teacher has to develop a habit of integrating technologies in the teaching -learning process. It is obligatory on the part of teacher educators to keep updated about teaching-learning processes. In such a scenario, the teachers should develop the professional skills focussing the use of modern devices and softwares. This leads to the need of professionally equipping teachers either traditionally or else by attending online programmes. Attending online programmes helps teacher educators to develop subject knowledge as well as technological skills. This study explores the pedagogical elements of such online/MOOC programmes available at SWAYAM platform. The study found that the major pedagogical elements of MOOCs in SWAYAM comprises of e-texts, videos, discussion forum and e-assessment. Apart for that the study also analyses the enrollment pattern, rating of the course and weekly commitment of learners in different courses.

Keywords: Professional Development, Online Course, MOOC, ARPIT, NRC, SWAYAM

Introduction

Teaching profession requires exploring the latest trends and developments both in the pedagogical subject and profession. Pedagogy is the art of teaching and describes the

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selection of appropriate teaching strategies and methods to deliver subject matter that brings optimal learning and meaningful construction of knowledge. While profession describes something beyond job and requires specialised skills. Teaching is a profession and during the pre-service programmes, intensive training on children's psychology, teaching approaches and methods, use of audio- visual aids of twenty first century, assessment strategies, planning instructional processes, management of classrooms, etc are provided with the intention that the future teachers may fit to become the real teachers. This underlines the intensity and rigour of training teacher trainees. And to manage teacher training, teacher educators plays a major role. In this context, a rethinking about professional development of the teacher educators is required.

Professional Development- Changing Requirements

The establishment of National Curriculum Framework, 2005 (NCF, 2005) has led to an overhaul in the schooling procedures in the country. The major suggestions include the shift in engaging learners in the learning process giving due emphasis to their own formation of subject knowledge making use of the prior experiences. Such an approach is the end result of the constructivist thinking philosophy. While engaging children in active learning process, a teacher needs to think of various strategies supporting the constructivist learning approach. A primary role here is played by the teaching methods selected for transacting content in the classrooms. Similarly, the use of teaching learning aids, teaching techniques, way of assessing children's progress, etc also needs to be considered. Even though these factors play a major role, the whole instructional and teaching learning environment needs to be looked at and analysed from the angle of twenty first century.

There is no doubt that technology is an inevitable part of the teaching learning process. If a teacher can video shoot her classroom lecture and direct children to watch at home, then children may feel more comfortable and learning will be more permanent. Even children are happy to watch video classes rather than traditional lecture. Here the technology is being used for transacting the subject matter. Think of a situation where teacher asks children to visit some websites for exploring some concepts going to be discussed in the next day. This engages children in searching websites and identifying concepts on their own. Here also the technology is being utilized. There are many such instances where technology can be employed in the classroom. Thus, twenty first century is the age of technology enabled learning practices.

What about the pedagogical skills and requirements of teacher educators in a technology enabled learning environment? The teacher training organisationsare the places where necessary skills are being developed. And teacher educators help the teacher trainees in developing the twenty first century skills. Unless and until teacher educators equip themselves with the growing and emerging trends, cadre of future teachers having expertise in technology cannot be trained. Thus, technology enabled learning is one of the

changing demands that motivates teacher educators to update their teaching skills and thereby impart the competencies to the future teachers.

The NCF,2005 also advocates educating children with special needs along with all children to bring them to the mainstream. A teacher trained in educating mainstream children lacks the skills for training children with special needs. One may feel that regular teaching strategies would also suit special children but the requirements are much beyond. At the same time the teacher needs to involve special children in the same classroom. In such a scenario, teachers need to update their skills and strategies to equip and train all children in the same classroom setting. The professional developments programmes would help teachers develop such skills. The beginning has to be made by the teacher educators. The teacher educator community must be oriented about the recent changes and happenings in the field of inclusive education and the same must be communicated to the teacher trainees.

The teaching learning process is incomplete without the teacher's involvement in assessing the progress of the children. The NCF advocates the continuous and comprehensive evaluation helping children in their overall development and knowledge construction. The assessment is an ongoing and continues process that kicks starts from the beginning of the academic life of a student. Along with the assessment practices, a teacher is also supposed to enhance her skills in integrating technology. Today, e-assessment practices are popular and online courses and programmes have inbuilt online testing services. Thus, the teachers need to develop skills in assessing children through e-assessment techniques.

There has been a vast change in the teaching approach with NCF-2005. In a constructivist classroom, the prime concern is involving children in collaborative environment and helping them to construct knowledge on their own. A teacher is free to employ any teaching strategy/model helping children in the knowledge construction process. Today, one of the popular teaching models i.e. 5E model is practiced in the constructivist paradigm. The 5E stands for engage, explore, explain, elaborate and evaluate. Here also the teacher must bring technology while executing learning activities. This helps children to develop subject knowledge as well as twenty first century skills. Thus, the teacher educators must be aware of developing technology enabled 5E lessons so that the learning is interesting and helps children to develop higher order skills.

Changing Practices in Professional Development Programmes

The organisation of professional development programmes is itself a challenging task. The in-service teachers irrespective of the level of teaching are busy with the routine teaching learning process. Many a times, the teachers find it difficult to complete the syllabus because of the workload comprising organisation and management of extra-curricular activities. This puts pressure on the teachers and the teaching learning is affected. But, the effective organisation of a teaching session depends on the subject

knowledge and updated awareness about the latest pedagogical trends covering the design of instructional process, development of learning aids, preparation of assessment strategies, etc. Our country has been quite serious about providing professional development programmes both at school and higher education level. The teachers were sent for a gap of two three weeks to complete such programmes.

The major mechanisms like orientations programmes for newly recruited teachers, refresher programmes for experienced faculties, workshop for developing skills, seminars, conferences were organised for enhancing the professional skills. The orientation programmes are organised for newly recruited teachers and it enhances their knowledge basically about the structure and practices followed in education. Generally, four weekprogrammes are organised at the human resource development centres (earlier known to be the academic staff colleges) located at Universities. The higher education programmes and deliveries, mode of instruction, assessment styles, promotion rules, engagement with society, relationship among various educational organisations, relevance and strategies for technology integration, are some of the topics covered and discussed in these orientation programmes. The basic purpose is to orient the new entrants to the higher education system.

At a later stage of the professional life, and for career advancements, refresher programmesareorganised for the higher education faculty. The refresher programmes help the faculty to improve their professional skills in the subject he/she teaches. As we know, updating subject knowledge and teaching methodologies are compulsory for organising an effective teaching session. Also, the syllabus and curriculum in the University system changes regularly. Along with the curricular changes, the impact of globalization and technological advancements impact the teaching learning requirements. Thus, the higher education faculties must be aware of the changing needs and practices in the higher education sector. To a bigger extent the refresher programmes are a solution for upgrading the professional skills. In the Indian scenario, refresher programmes are being offered at the human resources centres located at the Universities.

Apart from the orientation and refresher programmes, workshops, seminars, conferences, etc are being organised at regional, national and international level. The workshops help the higher education teachers to get theoretical as well as hands on experiences in the latest pedagogical approaches and various tools. In comparison to the theoretical orientations provided in various platforms, workshops prepare teachers to get hands on training and thereby developing the skills required for twenty first century teaching. One of the major drawbacks that the teachers of higher education face is the inefficiency and inability in using the modern technological gadgets that are being updated day by day. Workshops are being organised to overcome those difficulties and providing the skills required for twenty first century teachers. Similarly, conference and seminars also contribute to the knowledge development in a greater way. The national seminars are a platform to share the teaching experiences and research activities conducted across the

country. This also helps to gain the knowledge about the teaching -learning strategies and ongoing researches in the country. While the international conferences and seminars help the attendees to share and exchange knowledge worldwide.

The preceding paragraph is a snapshot of the trends that are being followed in our country. No surprise, the same modalities still exist today. Apart from those traditional professional development programmes, recently Govt. of India has launched professional development programmes in online mode. The programmes are offered online via Study Webs of Active –Learning for Young Aspiring Minds (SWAYAM) portal, a portal of MOOC courses. Now let us discuss about these programmes.

Professional Development Programmes- Recent Indian Initiatives

The orientation programmes and refresher programmesorganised at the identified human resource centres of UGC has been the source for higher education faculties for developing and keeping abreast with the latest pedagogical trends. All those human resource centres were organising orientation and refresher programmes from time to time and this still continues. With the impact of technology new avenues have started developing. One among such initatives from the Indian government is the identification of 75 National Resource Centres (NRC) in May 2018. The National Resource Centres are entrusted with design, development and delivery of online refresher programmes and those programmes will be offered through the SWAYAM platform. SWYAM is an initiative of Indian government and is platform offering MOOC courses.The higher education faculty can freely enrol for those refresher programmes developed by NRCs.

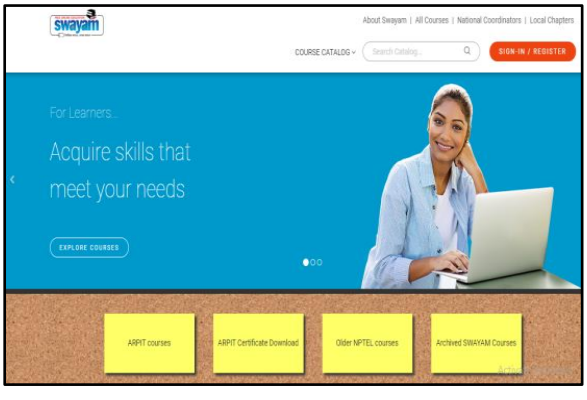

Figure 1: SWAYAM Home Page (Source: https://swayam.gov.in/)

The first phase of the online refresher programmes developed by the discipline specific NRCs constitute three month refresher programmes covering various aspects of higher education like the latest developments in the discipline, the emerging and ongoing trends in various subjects, the pedagogical requirements for transacting the new and revised curricula across the universities, updated knowledge about the technological innovations and its integration in the instruction delivery mechanisms, etc. The higher education facultyenrols for those three-month online refresher programme of their choice through

the SWAYAM and the successful completion of the programme gives them two advantages -they get to know about the recent changes and pedagogical shifts in the concerned discipline and they obtain a certificate for career advancement purpose by treating it as equivalent to the regular refresher programmes of human resource development centres.

The NRCs include the centres for organisingprogrammes under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching, Indian Institute of Science, Indian Institute of Technologies, IUCAA, Indian Institute of Science and Educational Research, National Institute of Technology, State Universities, Human Resource Development Centres, National Institute for Technical Teachers Training, IIITs and open Universities. The identified NRCs develop and run online refresher programmes and offer them through SWAYAM and the programmes cover various discipline specific courses like education, Management, Engineering, Social Science, Humanities, Design and Manufacturing, Language Studies, Public Policy, Library and Information science, Astronomy, Commerce, nanoscience's, etc. The list of NRCs anddisciplinesidentifiedis given in table 1.

Table 1: List of NRC's and Disciplines (Source: Press Information Bureau, Govt. of India Dated: 04/05/2018)

No	Name of University/Organistaion(NRCs)	Discipline Allotted
1	NIEPA	Educational Planning and Administration
2	RIE Mysore	Teacher Education
3	Dr. HarissinghGourViswavidyalaya, Sagar	Social and Rural Development
4	Central University of Kerala	Curriculum Design and e-content Development
5	Central University of South Bihar	Education
6	Central University of Jammu	Human Resource Development
7	Central University of Haryana	Professional -Emotional Development and Counselling
8	BHU	Indian Culture and Heritage Studies
9	Mahatma Gandhi Antharashtriya Viswavidyalaya	Hindi Literature and Linguistics
10	Aligarh Muslim University	Teacher Education in Collaboration with RIE Mysore
11	IISc Bangalore	Physics
12	IISER Pune	Climate Change
13	NIT Warangal	Mathematics
14	IIT Hyderabad	Electrical Engineering
15	IISER Bhopal	Information and Communication Technology in Science and Mathematics Teaching
16	Tezpur University	Mass Communication and Journalism
17	Indian Institute of Information	Design and Manufacturing

	Technology, Design and Manufacturing Tamil Nadu	
18	Sri Guru Tegh Bahadur Khalsa College, Delhi	Chemistry
19	IIT, Kharagpur	Mechanical Engineering
20	IIT Patana	IoT (Internet of Things)
21	IIT Madras	Metallurgy
22	IIT Bombay	Energy Systems Engineering
23	Shri Lal Bahadur Shastri Sanskrit Vidyapeeta, Delhi	Methodology of Teaching Sanskrit
24	Ramanujan College, Delhi	Human Rights, Environment and Ethics
25	Savitribai Phule Pune University	Leadership and Governance
26	Central University of Rajasthan	Public Policy/Administration
27	Coimbatore Institute of Technology	Structural Engineering
28	National Institute of Technical Teacher's Training and Research, Bhopal	Assessment & Evaluation
29	Inter University Centre for Astronomy and Astrophysics, Pune	Astronomy & Astrophysics
30	Banasthali Vidyapith	Management
31	Hemvati Nandan Bahuguna Garhwal University, Srinagar	Tourism and Hospitality Services Management
32	Guru Nanak Dev University, Amritsar	Advances in materials for Health and Energy
33	NIT, Silchar	Water Resources
34	Mizoram University	Educational Research
35	University of Hyderabad, Hyderabad	Research methodology for Social Sciences
36	Pt. Ravishankar Shukla University, Raipur	Psychology
37	Guru Ghasidas University GGU Campus, Bilaspur	Life Sciences
38	University of Delhi, Delhi	History
39	Jamia Millia Islamia, New Delhi	Gender/ Women Studies
40	Goa University, Goa	Marine Sciences
41	Gujarat University, Nairangpura, Ahmedabad	English Language Teaching (ELT)
42	Saurashtra University, Rajkot	Language & Literature (Gujrati-Hindi)
43	Kurukshetra University, Kurukshetra	Law
44	Guru Jambheswar University of Science & Technology, Hisar	Pedagogical Innovations and Research Methodology
45	Ranchi University, Ranchi	Tribal and Regional Language
46	University of Kashmir, Srinagar	Arts and Humanities
47	Karnatak University, Dharwad	Sociology
48	Dr. H.S. Gour Vishwavidyalaya, Sagar	Zoology
49	Rani Durgawati Vishwavidyalaya, Jabalpur	Political Science
50	Dr. B.A. Marathwada University,	Science and Technology

	Aurangabad	
51	IIIT Pune	Electronics & Communication & Computer Science Engineering
52	University of Mumbai, Vidya Nagari, Mumbai	Economics
53	Nagpur University, Nagpur	Disaster Management
54	Sant Gadge Baba Amravati University, Amravati	Skill Development
55	Utkal University,Bhubaneshwar	Anthropology
56	Pondicherry University, Puducherry	French
57	University of Madras, Chennai	Political and International Studies
58	Aligarh Muslim University, Aligarh	Urdu
59	Banaras Hindu University, Varanasi	Earth Science
60	Institute of Agricultural Sciences, Banaras Hindu University, Varanasi	Agricultural & Veterinary Education
61	University of Calcutta, Calcutta	Mathematics & Statistics
62	NIT Durgapur	Chemical Engineering
63	Motilal Nehru National Institute of Technology, Allahabad	Biomedical Imaging
64	IIT Ropar	Manufacturing
65	IIT Kanpur	Aerospace Engineering
66	IIT Roorkee	Architecture
67	IIITD & M Jabalpur	Design
68	IIITM Gwalior	Operations Management, Project Management, Innovation Management
69	IIIT Dharwad	Information Technology
70	NITTTR Bhopal	Assessment & Evaluation
71	NITTTR Chandigarh	Electrical and Electronics Engineering
72	NITTTR Chennai	Civil & Environmental Engineering
73	NITTTR Kolkata	Mechanical Engineering
74	Mohanlal Sukhadia University	Biotechnology
75	IGNOU	Library & Information Science

As per the notification issued by the Ministry of Human Resource Development, Govt. of India, the NRCs will develop online refresher programmes on the discipline assigned. The programme may start in the month of October every year and depending on the response, the programme would be repeated in the month of January. The first phase started in November 2018. The NRCs are also entrusted to publish the list of faculty members who have completed and have been certified and this may help the higher education facultyin career progression. The refresher programme follows the structure of MOOCs offered through SWYAM i.e. the four-quadrant approach. The four quadrants approach refers to the structure of learning contents provided to the learners and includes text materials, video lecture, assessment and discussion forum for interacting learners with the programme coordinators.

Need for the Study

There is steady growth in the research studies on massive open online course across. The concept of MOOCs is not very old but has started very recently. Even then the number learners enrolling in various programmes keeps rising and the popularity of MOOCS is increasing exponentially. In the Indian scenario, online programme was in offer but later with launching of the SWAYM platform many programmes have been transferred to the SWAYAM platform and are offered as MOOCs. Compared to the international context and studies pertainingto MOOCs still MOOCsin Indian scenario needs to be explored and researched specially the parameters such as instructional mode, evaluation mechanism, certification, availability, openness, characteristics, time duration, quality of educational resources, profile of learners, pass out rates, completion rates, drop out, etc. There are many such various parameters which are connected to the MOOCs. One of the studies 'MOOCs in Indian University Education System: A study on awareness and motivation among students and teachers of Indian Universities (Manoj Kumar et al.) explored the awareness of students About MOOCs. Similarly, few other studies have been conducted but there lies a gap to identify and research onvarious parameters of MOOCs. In this contexttheir lies a need to explore the various pedagogical elements in the MOOCs and ARPIT programmeson SWAYAM platform. ARPIT programmes are specially designed refresher programmes for the faculties of higher education.

Statement of the Problem

The refresher programmes available on SWAYAM platform have been designed in such a way that, a four-quadrant approach is being followed which comprises reading materials, video lecture, self-assessment and discussion forum for clearing the learners doubts pertaining to the learning content. With the recent circular of UGC for offering MOOC programmes for faculties of higher education and ordaining them to be considered equivalent to the conventional refresher programmes offered by human resources centres of UGC, 75 NRCs have been identified which would offer Annual Refresher Programme in Teaching (ARPIT). The ARPIT programmes will be offered as MOOC Programmesthrough SWYAM platform of Govt. of India. Even though the SWAYM follows four quadrant approach, the study seeks to analysein detail the instructional form of ARPIT programmes. This study will look into the pedagogical elements such as the method of instructional strategy, assessment mechanisms, interaction forum, etc. Thus, the study is titled as "A Study of Pedagogical Elements of Annual Refresher Programme in Teaching (ARPIT) in SWAYAM Platform"

Definition of Key Terms

The following are the definitions of the key terms used in this study:

- **Pedagogical Element:** The term pedagogical element in this study refers to the teaching learning approaches and modalities such as mode of delivery of instructional

material, interactive systems, assessment strategies, etc adopted by the MOOC providers to deliver ARPIT programmes online via SWAYAM platform.

- **Annual Refresher Programme in Teaching (ARPIT):** The term Annual Refresher Programme in Teaching (ARPIT) in this study refers to the refresher programmes offered online through SWAYAM platform for the benefit of higher education faculty with a view to improve their pedagogical skills and make them qualify for promotion in professional life.
- **Refresher Programme:** Refresher programme in this study refers to the online programmes offered through SWAYM platform for faculty members to enhance academic and professional skills and considered to be equivalent to the refresher programmes offered by the human resource centres of UGC
- **SWAYAM Platform:** SWAYAM platform in this study refers to the online platform which make available the online refresher programmes as MOOC

Objectives of the Study

The study has the following objectives:

Major Objective

1) To study the various pedagogical elements ofARPIT refresher programmes available at SWAYM platform

Minor Objectives

The MOOCS available which are on offer in various platforms edX, Khan Academy, Udemy, Canvas, Future Learn, Udacity, Coursera, etc. have some common pedagogical elements but at the same time variations also exist. The commonalities and variations pertainto various pedagogical elements such as mode of delivery of the programmes, organisation of content, certifications, pattern of discussion forum, assessment mechanisms, organisation, look and feel of MOOC platforms, etc. In the Indian context, SWAYAM is the platform offering MOOC programmes and therefore there is felt need to analyse the various pedagogical elements of MOOC programmes available on it. SWAYM offers MOCC programmes related to architecture and planning, Education, Engineering and Technology, Humanities and Arts, Law, Management and Commerce, Maths and science, School Education etc. Along with that, SWAYM is also the platform to offer Refresher Programmes for higher education teachers that benefit them for promotion. But how are the programme contents structured? This research is basically answering this question focussingon the pedagogical elements such as delivery of instructional material, assignment distribution, assessment mechanism, weekly commitment of learners, etc. Also, the research analyses the rating, enrollment status, etc of each of the refresher programmes. This leads to the formulation of following minor objectives:

1) To study the mode of delivery of instructional material in ARPIT refresher programmes available at SWAYM platform
2) To study the enrolment status of learners in ARPIT refresher programmes available at SWAYM platform
3) To study the assessment strategy and forms of tests in ARPIT refresher programmes available at SWAYM platform
4) To study the assignment strategy and method of assignment submission inARPIT refresher programmes available at SWAYM platform
5) To study the weekly commitment of learners in ARPIT refresher programmes available at SWAYM platform
6) To study the acceptance and rating of ARPIT refresher programmes (in the first phase of enrolment) available at SWAYM platform

Methodology

The present study falls into the qualitative research category and is descriptive in nature with surveying the samplesusing website documents and reports related to variables under study. Therefore, secondary datafrom the SWAYAM platform were collected and subjected to analysis. The sample of the study is the ARPIT refresher programmes offered by various Universities through the SWAYAM platform of Govt. of India. The ARPIT refresher programmes are offered as MOOC programmes.

Limitations of the Study

The present study has the fowling limitations:

1. The study is limited to only ARPIT refresher programmes available at SWAYAM platform of Govt. of India.
2. The study is limited to first phase of its implementation.
3. The study is limited to data available on SWAYAM platform during its first phase of implementation.

Major Findings and Educational Implications

The two forms of the MOCCs, xMOOCs and cMOOCs are teacher centred and learner centred respectively (Olaf Zawacki et al., 2018). The third form of MOOCs the hybrid MOOCs are pragmatic in nature that combine both the pedagogical approaches of cMOOCs and xMOOCs.The pedagogical approach in SWAYAM follows a four-quadrant approach with reading material, video lecture, discussion forum and self-assessment through quizzes and MCQs. This is in conformity with most of the MOOC programmes offered by different organisations/agencies across the globe. The table 2 shows the pedagogical elements available in ARPIT programmes offered via SWAYAM in its first phase. Even though the data was incomplete and unavailable for few programmes, the following conclusions and generalisations were made through this study.

Table 2: Pedagogical Elements of Annual Refresher Programmes in SWAYAM platform (Source: SWYAM, Govt. of India)

Name ARPIT Refresher Programme	Enrollment	Tutorial	Test	Assignment	Rating	Weekly Time Commitment
Civil Infrastructure for Smart City Development	2847	54	1	1	4.7	5
Online Refresher Course in Chemistry for Higher Education Faculty	2531	50	13	NA	4.7	5
Latest Trends in Pedagogy and Assessment	2039	34	8	3	4.7	4
Refresher Course on Leadership and Governance in Higher Education	1978	110	NA	NA	4.7	4
Online Refresher Course in English Language Teaching	1926	145	NA	NA	4.5	4
Curriculum Design and e - content development	1899	146	NA	21	4.7	6
Innovation and Best Practices in Educational Skills	1609	203	NA	4	4	NA
Real Time Power System Analysis and Smart Grid	1536	110	9	3	4.8	3
Gender/Women Studies	1324	164	NA	35	5	3
Research Methodology for Social Science Teachers	1315	100	NA	NA	4.6	4
Components and Applications of Internet of Things	1245	22	NA	2	NA	3
Knowledge Discovery using Data Mining and Soft Computing	1171	NA	NA	NA	2.4	NA
Astronomy and Astrophysics	1086	131	NA	NA	4.8	4
Online Refresher Course in Management	979	86	8	26	4.5	4
Climate Change	979	101	NA	0	4.8	4
Computational Mathematics and Statistics with Data integration and Analysis	965	40	NA	20	4.2	4
Fundamentals of Outcome-based Curriculum in Engineering Education	923	8	NA	NA	NA	5

Refresher Course in Disaster Management	903	56	NA	5	4.6	5
Refresher Course in Library and Information Science	882	12	NA	NA	4.6	10
Personal Emotional Development and Counselling	878	19	NA	1	4.1	4
Refresher Course in Psychology	852	49	NA	7	NA	4
Student assessment and Evaluation	804	20	NA	4	4.6	10
Social & Rural Development	792	6	NA	NA	3.8	5
Human Rights, Environment and Ethics	749	23	4	NA	4.3	3
Internship in Teaching	744	124	NA	28	3.8	8
A Refresher Course on Calculus	722	54	NA	4	4.6	5
Engineering Mechanics	711	39	NA	NA	5	4
Environmental education in teachers training institutes	670	99	NA	10	4.8	3
Arts & Humanities	670	118	NA	2	2	4
Online Refresher Programme on Educational Research	666	42	6	NA	4.6	3
Operations Management	662	12	NA	NA	4	4
Pedagogical Innovations & Research Methodology	648	127	NA	8	4.9	2
Development Perspectives in Agriculture	617	102	NA	NA	3.8	5
Bio medical Image processing Science and Technology	603	98	6	NA	4.8	4
Political and International Studies	584	69	NA	1	NA	3
DIY Manufacturing Technology	547	24	NA	2	4.9	5
Physics of Semiconductors and Devices	512	64	NA	7	4.8	3
Biotechnology	504	5	NA	NA	NA	5
Cornerstone Ideas in Metallurgical Engineering and Materials Sciences	496	35	0	7	NA	6
Refresher Course in Marine Science	494	172	27	1	5	4

Structural Engineering	460	80	8	NA	4.8	5
Energy Systems Engineering	425	166	7	NA	4.4	5
Fundamentals of Chemical Engineering	414	74	1	1	3	5
French Studies	414	4	NA	NA	5	16
Refresher course in Economics	396	116	NA	1	4.4	3
Refresher Course on Educational Planning and Administration	394	39	1	v	4.8	3
Refresher Course in Political Science on Jammu and Kashmir: Reflections and Insights	382	24	NA	NA	4.4	3
ICT for Science, Technology, Engineering and Mathematics Education	369	53	6	NA	4	6
Anthropology	347	1	NA	NA	5	4
Refresher Course on Tribal & Regional Language of Jharkhand	340	53	NA	NA	4.9	5
Advanced Concepts in Fluid Mechanics	337	69	4	NA	4.7	6
Tourism and Hospitality Services Management	336	66	NA	10	4.8	3
Advances in Animal Diversity, Systematics & Evolution	313	13	NA	4	NA	3
Online Refresher course in Earth Science and Allied	302	114	NA	4	4.8	10
Biomechanics	276	37	NA	NA	5	6
Contemporary Laws: Issues and Perspectives	268	132	NA	NA	5	4
Fluid Flow & Hydraulics	266	14	NA	2	NA	6
Hindi Literature & Linguistics	263	70	16	10	4.4	3
ICT in Teacher Education	254	92	NA	10	4.6	3
Aerospace Engineering - Online Refresher Programmes for Higher Education Faculty	234	68	NA	NA	5	5
Neural Networks and Deep Learning	196	14	NA	4	5	7
Advances in Chemistry and Physics of Materials	150	52	13	NA	4.7	4

Communication Education at Crossroads	150	17	NA	NA	4.5	5
Online Refresher Course in Methodology of Teaching Sanskrit	134	148	NA	41	5	4
Urdu Refresher Course	126	42	NA	24	4.4	2
Effective Creations and Innovative Researches in Medieval Gujarati Lit	118	122	NA	NA	5	3
Refresher Course in Manufacturing for higher education Faculty	76	20	NA	1	3	6
Design Spectrum	68	8	NA	NA	NA	4
Digital Design through Arduino	56	45	1	1	NA	5
Architectural Pedagogy in the 21st Century	45	1	NA	NA	4	NA
Sociology	40	1	NA	1	5	1
Public Policy Administration	22	NA	NA	NA	NA	NA
Inter-disciplinary approach of Education & Research in Life Sciences	NA	NA	NA	NA	NA	NA
Research Methods and Data Analysis in HR	NA	NA	NA	NA	NA	NA
Aspects of Ancient Indian Culture	NA	NA	NA	NA	NA	NA

*NA stand for Not Available (This means data was not available in the website during the data collection time).

The tutorial that covers reading materials and video lectures are the core pedagogical approach in the SWAYAM ARPIT refresher programmes touching as big as 203 tutorials in the programme 'Innovation and Best Practices in Educational Skills'. Similarly, the evaluation strategy of ARPIT MOOCs comprises of self-evaluation through quizzes and MCQs. Along with that many MOOCs require the learners to submit assignmentswhich are subjected to evaluation. The maximum number of assignments in Online Refresher Course in Methodology of Teaching Sanskrit has touched 41. With regard to the time to be devoted to engage learners in the learning process , the MOOCs 'French Studies', 'Refresher Course in Library and Information Science', 'Student assessment and Evaluation', 'Online Refresher course in Earth Science and Allied', 'Internship in Teaching', 'Neural Networks and Deep Learning', etc leads with maximum number of weekly commitment ranging from 6 to 16 hours in a week while the lower commitment of 1 to 3 hours is expected in MOOCs like 'ICT in Teacher Education', 'Effective Creations and Innovative Researches in Medieval Gujarati Lit', 'Pedagogical Innovations & Research Methodology', 'Urdu Refresher Course', and 'Sociology', etc. With the data available the MOOCs such as 'Refresher Course in Marine Science', 'Hindi Literature & Linguistics', 'Online Refresher Course in Chemistry for Higher Education Faculty',

'Advances in Chemistry and Physics of Materials', and 'Real Time Power System Analysis and Smart Grid', etc bags the top position having a greater number of tests.

Even though SWYAM platform offers various programmes ranging from school level to higher education, ARPIT programme caters to the faculty of higher education. Even other learners can also enrol for the programme. Thus, with regard to the Enrollment, the figures are quiet fascinating with the programmessuch as 'Civil Infrastructure for Smart City Development', 'Online Refresher Course in Chemistry for Higher Education Faculty', 'Latest Trends in Pedagogy and Assessment' standing with maximum number of enrollment that is 2847, 2531 and 2039 respectively. In the case of low enrolment, the MOOCs like 'Design Spectrum', 'Digital Design through Arduino', 'Architectural Pedagogy in the 21st Century', 'Sociology', 'Public Policy Administration,' etc fall on the bottom side.

With acceptance and rating of the programmes , many MOOCs such as 'French Studies', 'Neural Networks and Deep Learning', 'Biomechanics', 'Aerospace Engineering - Online Refresher Programmes for Higher Education Faculty', 'Engineering Mechanics', 'Refresher Course in Marine Science, Anthropology', 'Contemporary Laws: Issues and Perspectives', 'Online Refresher Course in Methodology of Teaching Sanskrit', 'Gender/Women Studies', 'Effective Creations and Innovative Researches in Medieval Gujarati Lit,' and 'Sociology' etc. are rated high with 5 stars while few MOOCs are not rated high.

The study found that despite the four-quadrant approach being followed, there are variations in the number of pedagogical elements such as reading materials, assessment, assignments, time commitment, etc.The study suggests that, maintaining a minimal uniformity and parity in the ARPIT programmes would lead toacademic standards.

Conclusion

Professional development programmes are always a concern because of their nature in equipping teachers with various skills and updating their knowledge in pedagogical aspects and instructional strategies. Since long, orientation and refresher programmes are on offer through regular mode and are good assets for professional developments. Even professional development programmes of different nature and duration are being organised for in-service school teachers. But with the impact of technology, many countries have started training their teachers through it. Such a landmark development has also been initiated in India i.e. providing annual refresher programmes in teacher training (ARPIT) though SWAYAM portal. Keeping the relevance of professional development of teacher educators in the twenty first century, this study has explored the changing requirements of professional development programmes for faculty of higher education, the variations in the nature of professional development programmes and the recent initiatives by the Indian government in providing online professional development programmes. The study also explored the various pedagogical elements in various

ARTPIT programmes. It was found that the ARPIT programmes follows a four-quadrant approach and there are moderate variations with regard to enrollment and rating of the programme.

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A Squawk on Examination Malpractices in Nigerian Schools: The Need to Conquer the Menace

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Abstract

Examination malpractices have assumed alarming and disturbing rates at various levels in the school system, which are seriously disturbing many patriotic and well-meaning Nigerians locally and abroad especially those in education sector. Thus, the paper examined a squawk of examination malpractices in Nigeria schools and the needs to conquer the menace by stakeholders in education. It highlights the concept of examination malpractices and offences that are regarded as forms of examination malpractices at the pre-examination stage, during examination period and post-examination malpractices in the Nigerian schools. It equally overviewed the factors responsible for examination malpractices and the consequence on teachers, students, educational institutions and the larger society. The paper concluded that examination malpractices are a global phenomenon that has become endemic in the Nigerian educational system and the need to provide lasting solutions from all stakeholders in the educational sector cannot be overemphasized. It was suggested among others that competent, experience and proven scholars should be recruited in to teaching profession. Also, public enlightenment programmes such as: seminars, workshops and conferences for the inculcation of integrity, honesty, probity and hard work should be prioritized. Lastly, examination ethical committee should be established and empowered to deal with all forms of examination malpractices.

Keywords: Squawk, Examination Malpractice, Nigerian Schools, Stakeholders

Introduction

Examination plays pivotal roles in the educational system and is fundamental to the assessment of students' skills, knowledge and attitude both in general and specific areas of studies. In the Nigerian school system, examinations be it entrance, terminal or promotional is an effective machinery to assess the extent of knowledge acquired by students, predict future educational attainment and provide means of selecting suitable

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candidates for certain educational courses or occupations. Thus, examination has been recognized as forming the nucleus of education without which the sector will not be effective in the actualization of its goals globally (Alabi &Abdulkareem, 2012; Aluede&Alutu, 2016; Ogbo, 2017).

Nwadiani (2015) emphasized that examinations remain the best tool for objective assessment of learners' achievement after a period of schooling. All actions that undermine examinations pose great threat to the validity and reliability of examination results and certification. The value and functionality of nation's education system would be more of mirage than reality if education ethics are not instituted. The rate of increase in examination misconduct in Nigerian schools has become so endemic that there is virtually no examination at all levels within and outside the formal school system that there is no one form of sharp practice or the other. Parents go to the extent of bribing to ensure that their wards get unmerited grades, while teachers encourage the practice in that they lack the zeal to work, but want to be praised for the job not done.

Based on the report of the 2019 results released by the West African Examination Council (WAEC), a body that is saddled with the responsibility of conducting examinations for countries in West African Region, withheld the results of over 48,000 Nigerian candidates that sat for West African Senior School Certificate Examinations (WASSCE). Specifically, the entire results of 48,855 (14.12%) candidates were withheld pending the conclusion of inquiries into various cases of examination malpractice that were detected during and after the conduct of the examination (Pulse News Report, 2019).Similarly, according to report released by Professor IshaqOloyede, who is the registrar of Joint Admission and Matriculation Board (JAMB) in Nigeria, it revealed that out of 1,792,719 candidates that sat for Unified Tertiary Matriculation Examination (UTME), 34,120 candidates had their results withheld due to their involvement in examination malpractices (Silver Bird News Report, 2019).

Furthermore, the value system in Nigeria has diminished vehemently and so the adults and youth behave without moral scruples. This is the reason why the menace still thrives despite its grave implications on the socio-political and economic structure of the nation. Students' engagement in examination malpractice constitutes not only a deviant behaviour, but also affects the reliability of examination certificates issued to those students who involved in the menace. The sole reliance upon examination results in Nigeria today has made the students to see examination certificates as the only way out of their misery, this made them to resort to various corrupt practices in order to come out in flying colours or achieve success in examination (Ogbo, 2017; Omemu&Opuiyo, 2018; Udim, Abubakar&Essien, 2018; Yahaya, Odebode&Akinyemi, 2017).In view of the foregoing, therefore, this study examined squawks on examination malpractices in Nigerian schools.

Concepts of Examination and Examination Malpractice

Examination from the academic and professional context refers to a tests or assessment aimed at determining the ability of learners or a prospective practioner. Ojerinde (2000) defined examination as a set of questions designed to find out the knowledge and skills which the examinee have acquired. Alutu (2005) viewed examination as the process of assessing the degree of knowledge that students of an institution of learning have acquired after exposing them to definite course of instruction. Maduka (2013) defined examination as a means to ascertain the extent of subject matter mastered by the candidates in a particular field of study. Examination as viewed by Homby (2005) refers to the formal test of learners' knowledge or ability in a particular subject, especially by means of answering questions or practical exercises. Balogun (2005) viewed examination as the process of evaluating the quality of knowledge acquired by students within a specified period. Historically, examination originated from the ancient China. At that time, examination system was implemented throughout the nation for the selection of candidates for government appointment (Maduka, 2013). Thereafter, the ancient England adopted and modified the China examination system. Examinations which could be internal or external, oral or written, objective or essay type constitute an integral part of educational process. Varieties of questions geared towards ascertaining the individual acquisition of skills and knowledge were designed and assessed accordingly. This technique later spread to other parts of the globe including Nigeria as standard way of assessment. Thus, examination either school based or external are administered at different levels of education and the outcome can be used for measuring academic performance of the students.

Examination malpractice is a social virus or academic fraud that perpetrated educational system for a long period of time. There is no consensus of opinion among scholars with regard to the definition of examination malpractice as the concept has been subjected to plethora of meanings. The Examination Malpractice Act (1999) viewed examination malpractice as any act of omission or commission that contravenes the rules and regulations of the examination bodies to the extent of undermining the validity and reliability of the examination and ultimately the integrity of the certificates issued. Henry (2000) defined examination malpractice as any action taken by those involved in a test or examinations which render the result obtained from such assessment invalid. Salami (2000) viewed it as an improper and dishonest act associated with examination with a view of obtaining unmerited advantages. Examination malpractices as viewed by Nwana (2000) coined to the massive and unprecedented violation of rules and regulations pertaining to internal and external examinations right from the setting of questions to the writing of the examination, marking, grading to the release of the results and issuance of certificates. Daramola (2016) in his own opinion saw examination malpractice as any irregular behaviour exhibited by a candidate or anybody charged with the conduct of examination before, during and after the examination that negates the ethics guiding the

conduct of such examination. Based on the definitions above, examination malpractice is an illegal means of providing answers to examination questions from any other source other than the brain of the examinees.

The incidence of examination malpractice is a fast growing global phenomenon that has reached a crisis point and considered a hydra-headed problem in Nigeria. Over the years it has caused a lot of grief, anxiety, worries and other psychological imbalance among teachers, parents and educational administrators. Abdulkareem and Alabi (2012) affirmed that the gradual loss of confidence in the products of educational system and de-recognition of certificates issues by the nation's schools is the resultant effect of examination malpractice. Students scale through examination malpractice not only through their exams, burning the midnight oil, swatting or reading but also through cheating (Egbue, 2014). The federal Government promulgated Decree No. 21 of 1984 which attracted 21 years imprisonment for anybody who gets involved in the act in order to reduce the unethical scenario to the barest minimum if not to completely eradicate, yet the endemic menace remains persistent.

Genesis of Examination Malpractices

Examination malpractice has been in existence from the time immemorial. According to Adegoke (2014) examination malpractice was firstly reported in Nigeria in 1914, when there was a leakage of Senior Cambridge Local Examination. Since then, there was hardly any year when cases of examination malpractice were not recorded. Onuaka and Amoo (2011) observed that examination malpractice was at minimal and unsophiscated rate in the earlier years in Nigeria, but became prominent in the 1970s when youths who were in the Colleges and Universities before the advent of the Nigeria Civil War in 1967 were conscripted into the army during the war, came back at the end of the war in 1970 and went back to schools to continue their education. These youths understood the language of trigger of the gun more than the knowledge imparted by the teachers but were not psycho emotionally stable or prepared for the examination. Thus, they resorted to alternative means of coming out in flying colours in the examination through bribing the examiners to allow them to indulge in mass cheating, hiring machineries to write for them, and direct cheating. This was manifested in the West African Examination School Certificate Examination of 1970/71 when all manner of irregularities characterized the conduct of the exam. Since then there is virtually no examination at all levels within and outside the formal school system and there is no one form of sharp practice or the other.

Forms of Examination Malpractices

The following are some of the forms thorough which examination malpractices manifest as identified by Adewale (2011):

Pre-Examination Malpractice: This occurs before the commencement of the actual examination in which privy access to the examination contents or linkage of questions is directly granted to the candidates or their agents. This undermines the examination ethics,

integrity and renders all efforts irredeemably futile in that live questions are often targeted by dishonest syndicates (Nkechi&Njoku, 2016). Examiners, typists and messengers constitute a major source of examination linkages as questions may be exposed to favourable candidates beforehand with a view to provide answers to the questions in anticipation for one kind of gratification or others (Anwabor, 2016). The preparation of answers that candidates bring to examination centres is basically caused by the leakage of questions, this has made it possible for students to indulge more in examination malpractice. For instance, a student was caught writing answers on her lap before the commencement of examination in one of the private universities in Nigeria.

Malpractice during Examination: This is a situation in which the candidates bring relevant materials that would be of help to them while examination is going on to the examination hall. This involves copying of information relevant information to the examination on small sheet of papers that could be tucked into shoes or mathematical sets, tattoo or body writing, palm and other parts of the body. The emergence of Global System of Mobile Telephone (GSM) in the country has revolutionalized and spawned new and sophiscated approaches to dishonest conduct during examination in Nigerian school system. Varieties of academic information are stored in handsets for immediate consumption in examination centres or for onward transfer via Short Message System (SMS) to other students anywhere in the country. In support of this point, a Professor was arrested during the 2019 UTME examination that was conducted by JAMB. The person in question was arrested by monitoring team of the examination body in examination hall based on incriminating evidence found (Naija News Report, 2019).

Post-Examination Malpractice: This is a form of examination malpractice that take place after examination where the supervisors leave the envelope containing examination scripts open based on prior arrangement so that the scripts written outside the examination hall could be included in the envelope before sealing and submitting to the examination body. This is also known as substitution as identified by Adewale (2011), where the candidates remove the previously submitted scripts and substitute them with the one already prepared from outside to the supervisors under special arrangement. Also, post-examination malpractice may occur when candidates trace their scripts to the point of the markers with the intention of influencing their grades. According to Anzene (2011), other forms through which examination malpractices occur include:

1. plagiarism(reproducing or stealing someone's works, words or ideas without any sort of attribution, reference or acknowledgement to the original author);
2. giraffing: this is a form of cheating in which students stretch their necks with the intention of glancing through another person works or answers and reproduce same originally;
3. assistance from educational stakeholders: parents, teachers, security agents, printers and examination bodies go to any length of buying question papers for their children,

engage the service of machineries or external assistants to write the exam or even buy certificates for their children;

4. micro chips: this is a method employed by students to smuggle foreign materials, textbooks, scientific calculators question papers and answer scripts hidden in socks, pockets or brown as reminders in venues of the examination. This method is nicknamed as hide and seeks;
5. collaboration or sorting: this is a means of colluding, negotiating with a willing lecturer or other examines to get the right answers and unmerited grades by rewarding the persons in cash, kind or through sexual gratification; and
6. missiles or bullets (any piece of papers containing summary of main answers to the examination questions).

Factors Responsible for Examination Malpracticesin Nigerian Schools

Many factors responsible to this menace among which are:

1. **Students related factors:** laziness and inadequate preparation on the part of the students. This conforms with the saying that "he who fails to prepare, prepare to fail". The crave for paper qualification without the zeal, enthusiasm and readiness to acquire the fundamental knowledge, skills and values required for effective service delivery.
2. **Parent related factors:** examination malpractice is equally traceable to the parents who pay for machineries, bribe teachers or buy live examination papers for their children in order to come out in flying colour.
3. **Teachers related factors:** lack of teachers' commitment to teaching, poor teaching methodology, irregular class attendance and the like leave the students with no option than cheating. Some even collect money in exchange of examination questions, while some females pay their ways through excellent grading using "the bottom power, what a shame?
4. **National Life Factor:** corrupt system of national life could be advanced as the root cause of examination malpractice. It is no more a shame to be caught cheating in examination in that public office holders cheat and embezzle public fund, law enforcement agents are not from bribery, teachers and school administrators are not exempted from the act, politicians deceive the electorates and the so called religious leaders are morally bankrupt and not worthy of emulation. These have affected all aspects of the national life including the educational enterprise.
5. **Examination Bodies relatedfactors:** it is an undeniable fact that some officers of examination bodies collide with fraudulent teachers and sometimes school administrators not only to legalize cheating in examination, but also promote the same with impunity. Poor conduct of the examination, ineffective supervision,

financial and women gratification are ways through which the examination bodies contribute to malpractices.

Consequences of Examination Malpractices

Examination has many effects on students, teachers, educational institutions and the society as a whole. These include:

1. Discredit of academic institution and the academia; educational institutions affected by scandals associated with deception may become less attractive to potential sponsors, prospective students and potential employers. Conversely, educational institutions with level of examination malpractice can use their reputation to entice new students and employers.
2. Irreversible loss of credibility in academia. The implication is that certificates/documents emanating from educational system will be treated with suspicion and doubt.
3. Decline in educational standards: examination malpractice rubbishes the standard and quality of education in the country;
4. Reduction of certificates values; the school certificate constitutes an important document in the labour market. Employers of labour in Nigeria use it as an evidence of students' knowledge and abilities. However, due to high rate of examination malpractice, employers do not rely heavily on the certificates to know who posesses the required knowledge and skills for effective service delivery.
5. It leads to educational wastage; and
6. It retards national growth and development.

Conclusion and Recommendations

In conclusion, it can be said that examination malpractice is a global phenomenon that has become endemic in Nigerian educational system. It is widely acknowledged that some teachers, school heads, administrators, invigilators, supervisors, parents and law enforcement agents aid and abet the academic fraud and dishonesty act in question. The following recommendations are made:

1. Government should ban the sale of handouts particularly in higher institutions so as to minimize the incessant cases of examination malpractice because many students had been caught using handouts in various examination halls.
2. Government should employ competent, experienced and proven scholars to teaching profession;
3. Government should provide effective counselling services to the school and community to stabilize students' emotion and future orientation.
4. Organize public enlightenment programmes such as: seminars, workshops and conferences for the inculcation of integrity, honesty, probity and hard work;

5. There should be synergy between school and parents on how to stem cases of malpractice among students.
6. Public and private schools should ensure installation of CCTV cameras in examination halls with a view to identifying students that engage in examination malpractice.
7. Government should ensure restoration of discipline in every aspect3 of national life.
8. Examination ethical committee should be established and empowered to entertain and discipline any students or teaching personnel that engage in any form of malpractice.

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Exploring the Scope and Dynamics of a School Based 'Parent Teacher Meeting' (PTM).

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Abstract

There exists a wide gap between the teacher preparation and the actual challenge of the regular parent teacher meetings organized at the school level. A typical internship [practice teaching] schedule of the professional degree of teacher education does not provide a hands on exposure of the system construct of the school based Parent Teacher Meeting (PTM). The particularly structured fabric of the event introduces the teacher to a variety of intriguing questions. The context and purpose of the meeting, mutual interactions of the teacher with the parent(s), the value traditions of the school and the attitude of the management - all cast a major influence on the possible outcome of the experience. The respective take away of the parent and the teacher from their mutual interaction is crucial to the development of the student. This is even more significant if there is a major issue concerning the progress of the student that needs to be resolved. The collaboration between the home and the school is most crucial to the holistic development of the student. Understanding the dynamics of a parent teacher meeting is therefore a pertinent issue in the arena of school education and teacher preparation. The study highlights the why's and how's that a teacher's mind grapples with while she conducts the meeting, particularly in the initial stage of her career.

Keywords: Parent Teacher Meeting (PMT), teacher education, school education

Introduction

This study was conducted with an intention to examine and comment on the regular parent teacher meetings organized at the urban private school level. The secondary school level [classes 9 and 10] was used as the example within which the study is located.

A school based Parent Teacher Meeting (PTM) typically is a face to face interaction between the teacher(s) and the parent (or guardian/ primary care giver) conducted in the school. Its genesis can be traced back to as early as the system of schooling itself. In the

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present day public school context, a formal meeting, scheduled from the school's end for a one or more class levels is organized. The meeting is usually conducted by the 'class teacher' along with the subject teachers and/or the school counsellor. Both the parents are expected to attend the meeting. In the privately managed schools, the PTM is conducted more frequently than in the state run schools. Although a gradual change is appearing near the horizon.

"*The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more*" (Henderson, Mapp, Johnson, & Davies 2007, *p. 2).*

Methodology

Qualitative approach was a compelling choice for this study for several reasons. Qualitative research methods were especially useful in discovering the meaning that teachers, parents and students give to episodes they experience. It also allowed to explore phenomena in their natural settings and feelings or thought processes that are difficult to extract or learn about through conventional research methods. This study was based in the constructivist paradigm and used purposeful sampling, questionnaire, semi-structured interviews, focussed group discussions. The use of rich, in-depth and detailed accounts of the participants' experiences helped to unravel the essential elements of PTM as a sacred school event.

The Findings

Three themes emerged from the data collection:

1) How prepared is the new teacher: Skills of conducting a PTM by a new teacher *vis-à-vis* as she grows in profession.
2) Inherent challenges of the PTM.
3) Teachers' and parents' perceptions of necessary steps to facilitate students' progress in school and society.

Theme 1: How prepared is the new Teacher

In the curriculum framework of two-year B.Ed. Programme, provided by NCTE, it guides the teacher educators to provide the trainees with a first- hand experience of the aspect: *"The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community."* (Curriculum Framework: Two-Year B.Ed. Programme 2014, p.6) However, a closer look on the prevailing practices ignites thought on a need to prepare pupil teachers for this integral aspect of school organisation. School

internees do not practically get a chance to be a part of a formal structured PTM, as this is considered the sanctum sanctorum of a regular teacher only.

The new two year B.Ed curriculum aims to train the pupil teachers in each of the aspects of the school life. The training encompasses all the main and peripheral domains of the teaching: from classroom teaching to organizing school events and conducting formal examinations. As a part of the teacher training, though a pupil teacher learns intricacies of pedagogy, policy frameworks and organizational set up of schools, but there is negligible practical training for effective communication to the parent community. Hardly an internee ever gets to talk to a parent, as that is considered to be a prerogative of only a regular teacher. So it becomes analogical to having to read about a laboratory activity, but never conducting it in lab!

"*But it is not only that teachers feel unprepared by their college programs, it is also that once they arrive in their first jobs as teachers, they get little mentoring, guidance, or support. Even when school administrators are responsible and rigorous in supervising and supporting new teachers, their focus tends to be almost exclusively on pedagogy—on developing and delivering the curriculum, on nurturing relationships with students—not on helping teachers navigate relationships with families. Without training or institutional support in working with parents, teachers develop their own styles and rituals and define their own goals and content, and these are largely guided by the rituals and echoes from their childhoods*" (Lawrence-Lightfoot, S. 2003, Chapter 1).

In the school set up a teacher is expected to make the best use of PTM. It should be productive and have positive consequences on the development of the learner. Also the parents should feel satisfied by the efforts put in by the school towards the learner. The intentions, efforts and deliberation on the part of the school have to be conveyed by the teacher to the parent to elicit their support and confidence. All this is a complex activity and requires a certain set of relevant skills, orientation and adequate training. Needless to say that a teacher will be more confident about tackling PTM, as she grows each year in all other aspects of her profession. However, some amount of initialization is definitely going to help. It is imperative to equip the new teacher with relevant skills lest she will be nervous and confused and clearly that will defeat the purpose of an interaction.

Theme 2: The inherent challenges of the PTM

The actual dynamics of a PTM are therefore very different from just being a dialogue session between a teacher and the parent. There are plenty of questions to be resolved before the meeting is conducted and certain dilemmas that arise during the meeting.

The study indicated that the new teachers are not completely at ease to take up the task and are doubtful about several issues pertaining to the school event:

A. The overall structure, timing and the tone of the event:

One or two days are usually designated to conduct one episode of the PTM. A time schedule is provided to the parents well in advance. It is a formally conducted, well-

structured school event. The finer details vary depending on the ethos and ecology of the school. However supportive or congenial the environment of the school it may be; still the 'setting' can be overbearing both on the parent and the teacher. Hence it is always useful if the teacher who is to conduct the meeting is well prepared and confident of her preparation and adequacy to tackle challenges.

B. What is to be discussed; how to communicate the idea effectively:

Each student is unique, special and discreet for the teacher. There are many dilemmas that intrigue teacher (and parents) such as,

- *Is only academics and co-scholastics the domains of concern for the teacher or health and personality inclinations also a valid area of scrutiny for the teacher?*
- *Should a teacher hint at some deficiency in parenting, some obvious domestic issues or keep silent and refrain from making a reference to the sensitive familial issues?*
- *Should a student be ethically discussed with parents of another student, may be because the example can help?*
- *How can the meeting be a comfortable mix of formal and informal conversation?*
- *Is a dash of humour acceptable?*
- *How to initiate a discussion about a possible learning difficulty in the student?*
- *How to handle criticism in a dignified way?*
- *How to handle a parent who turns emotional?*

The purpose of the meeting is to share the learning goals and achievements of the student as honestly and clearly as possible, so that a future course of action to benefit the child can be decided. The teachers explained that this may not be difficult where the student has performed satisfactorily however it may not be very easy in case of students where the teacher desires to convey a need of improvement in achievement levels. In such a case, she has to decide on how to convey that in best possible manner, such that it doesn't sound as a prejudicial statement. On parallel contour, parents shared that many a times a teacher would have to counsel the parents as to how can they assist in meeting the learning goals of their child. Furthermore, she may intend to convey that the measures they are already adopting are rather to be discontinued! Such inputs from the teacher if not provided in a tactful way, can put the parents in a defensive mode and thereby shut down the scope of a fruitful partnership between them.

C. Should the student be present/ absent:

There were much divided opinions over this. In general new teachers considered that meeting is more productive if conducted in the presence of the student. This offers transparency, authenticity and momentum to the discussion. Students on the other hand felt that objectivity is lost and it turns out to be emotionally charged zone with the student being present.

D. Follow up and documentation:

It is quite frequent with PTMs that they result in a new cause or concern. The very purpose of the interaction is to understand the learner. A major outcome of the study was the recognition of the indispensable need for a dedicated follow up with the requisite documentation. More than one teacher along with the school counsellor/ special educator and the administrators might be needed in the loop. A sincere body of notes is an asset in such a case. A new entrant in the profession has to be guided appropriately in this regard. Some previous samples can be shown to the teacher. The teacher should also be trained to maintain a confidential cumulative record of sensitive cases. A follow up done telephonically or even through an E-mail proves effective.

E.*Sharing with peer educators- how much?*

The study indicated that at times teachers have to take authorities into confidence for several measures to be adopted in the best interest of the student. However at the same time, it was asserted by the teachers themselves that they must refrain at all cost from making any student a matter of gossip in the staffroom with her peers. Confidentiality and privacy are prime requisites to make any sensitive endeavor a success. Even in cases where a teacher desires to discuss an issue with senior colleagues, the tone should be sincere and focused.

Theme 3: Teachers' and parents' perceptions of necessary steps to facilitate students' progress in school and society.

Most of the teachers with an average experience of 30 PTMs or above (*this may also be interpreted as teaching experience of 10 or more years*) strongly indicated that it is useful if teacher has penned down some specific action points already that parent can adopt to help the student. Also it is better to set the stage for discussion by putting the strengths of the student at the start of the discussion. Both teachers and parents opined that this will make the parents more receptive to the suggestions made by the teacher in the latter part of the meeting.

Discussion

The school should explore, promote and sustain opportunities for active engagement by parents in the process of learning. Designated days for parent-teacher meetings should involve the whole school. Drawings, art and craftwork prepared by the students should be put up on the walls and shelves; this sends out a powerful message to children and their parents that their work is appreciated**.** (National Curriculum Framework (NCF), 2005 (NCERT, 2005). It is further recommended by the NCF 2005 that report cards presented to student and parents provide them both a comprehensive and holistic view of the students' development in scholastic and co-scholastic fields. Teachers must be able to hold discussions about each student, indicating to them a sense of individualised attention that affirms a positive self-image, and communicates personal achievable targets for them. Along with marks/grades a qualitative statement by the

teacher completes the assessment. Only through such a relationship with each child can any teacher succeed in influencing him/her, and contributing to his/her learning.

The school counselors very aptly highlighted that PTM is not a doctor-patient's consultation meeting where diagnosis and treatment is the focal point. Here it's a chance where assets of the learner are to be valued and achievements are to be celebrated. Scrutiny of each action of the learner, pedantry of learning styles or being judgmental of a deficiency will squeeze out the essence from the programme.

Veteran teachers pointed out unanimously that judicious speaking and empathetic listening is another combination that they developed with experience.

Several participants felt that there may not be concrete answers to many of these questions and a teacher is a best judge of these entire how, when and what if? Still, a sense of preparedness will boost her morale on undertaking her first steps on this journey. Talking to veterans can be a good idea to resolve personal doubts. This will help the teacher to develop her own insight into these issues and make an informed choice.

The study clearly indicates that a skillful instructor will effortlessly mobilize the support of even a reluctant set of parents. A seasoned teacher will know the value of recognizing and appreciating the efforts of parents in the learning goals of the student (however small they may be in some cases). On the other hand, a new entrant into the profession needs bolstering because not all the parents will laud her efforts, rather some may even be critical of her abilities.

Conclusion

The lacuna in the training of the teachers highlighted above can be compensated by a suitable in- service orientation by a team of veteran teachers. It is generally a good idea to pen down the issues and concerns teacher wants to discuss. In case there is a crucial case to be discussed which may require more time and privacy; it should best be dealt with at some time other than the scheduled mass PTM. Also a systematic guidance by the authorities during the initial period of the career will provide the much needed scaffolding to the natural verve and zeal of a new teacher.

The findings from this study describe practices adopted for facilitating academic and behavioural progress of student through a positive progress-oriented PTM. The three most important stakeholders- student, teacher and parent recognize that a co-evolution of all the three is integral to the realisation of the progress goals that are self-set by these three.

Based on its findings, this study recommends that further investigation by means of consistent data collection and analysis is paramount to increase the effectiveness of a PTM as a team based school program. As schools increasingly face challenges associated with academic and behavioural issues with students, a close connect in the equilateral triangle is inevitable.

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ICT Blended Assessment System: Nature, Issues and Challenges

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Abstract

The present world lives in the age of ICT and every aspect of human life is in someway influenced by ICT including education. Today ICT is largely used in the teaching-learning process to make it more effective, joyful and live. Hence, interactive classrooms are getting more attention with respect to traditional classrooms. Assessment for learning cannot be deprived of ICT integration in it. Assessment is assumed as essential component for better learning. The approach of assessment shapes learner's motivation, attention, attitude and understanding of the curriculum and determines their ability to progress. Assessment is now accepted as an integrated part of teaching-learning process. Therefore it is good to integrate ICT in assessment in order to transform assessment as a tool for effective teaching and learning. ICT has the potential to resolve many problems and issues of assessment related to planning, administration, result preparation, feedback to stakeholders, and storing the data. The manual examination system is facing many problems including time bondage, accuracy and cost effectiveness. ICT crafts many new forms of assessment, which are not possible otherwise, like – online examination, digital evaluation of answer sheets, and on-demand examination. This article critically analyses the ongoing discussion and deliberations regarding the potentials of ICT to improve and establish assessment as a reliable, valid, and efficient subsystem of education. The prerequisites for blending ICT with assessment, issues and challenges related to it and their probable solution are also explained logically in this paper.

Keywords: ICT, ICT in Assessment

Introduction

Education is now recognized as a tool for the development of human being as a resource who can be capable of accessing, using and creating the best resources across the globe for sustainable development. The present world lives in the age of ICT (Information and

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Communication Technology) and every aspect of human life is influenced by ICT including education. ICT includes the hardware devices, software and techniques that allow people to access, retrieve, store, organize, manipulate, and present information by electronic means (such as computers, assistive technology, scanners, digital cameras, multimedia programmes, database and spreadsheet programmes). It also includes the communication equipment through which people access information (including the Internet, video conferencing, and the range of assistive technologies).

Rationale for ICT in Education

The OECD[1]Report- 2001 incorporates a broad view of the knowledge society in outlining three primary rationales for the inclusion of ICT in education, namely:

- *A pedagogical rationale*: The pedagogical rationale for the use of ICT in teaching and learning is based on the potential of ICT to increase the comprehensiveness and richness of student's learning
- *A social rationale*: The social rationale for planning for ICT use in classrooms focuses on the development of ICT competence as an essential life-skill, in the same way as literacy and numeracy are currently assumed, thereby becoming both a requirement and a right.
- *An economic rationale*: The economic rationale focuses on the potential of educational institution to prepare students to meet the demands of the economy – present and future.

The deliberations on ICT in education have increasingly focused on the skills, competencies, and attitudes necessary to prepare students for education, life, and work in the digital age. It is claimed that ICT and the knowledge society represent a paradigm shift, which redefine what it means to be literate in the 21st century. A number of terms and definitions have been used to describe the needs of 21st century students and citizens. In 21st century, education is also focused on development of 21st century skills among learners, which includes ICT literacy as an important ingredient.

ICT meeting the needs of teaching, learning and assessment

The potential benefits of ICT for teaching and learning are also advocated as reasons for increasing our use of ICT in educational institutions. Among the reported benefits are improvement in students' achievement, motivation, higher order thinking and problem solving abilities, and the development of student's ability for collaborative task. Although the researches on the 'effects' of ICT on teaching and learning have provided mixed results, ICT can have a positive effect under certain circumstances, and for certain purposes. Teachers have reported that ICT supports collaborative learning, active learning, enquiry etc. than traditional teaching pedagogies. ICT provides opportunities for teachers to promote a range of learning styles, broaden assessment methods and their

[1]Organisation for Economic Cooperation and Development

efficiencies in assessment for learning. Additionally, the use of ICT in education has consistently been viewed as one of the broader educational goals. For students these include time management skills, active citizenship, language and numeracy skills, and the student's own responsibility for learning. On the effectiveness of ICT in the inclusion of students with special educational needs, researches showed a positive correlation between students' ICT use and their overall academic achievement.

It is important that curriculum at international level addresses the needs of the 21st century and assessment should be in coherence with it. Meeting the demands of the knowledge society will require shifting students' role fromthat of knowledge users to information seekers, analyzers, evaluators, innovative thinkers, problem solvers, decision makers, communicators, and producers of knowledge. A wider range of assessment methods are necessary for such type of learning, while still maintaining the reliability of assessing in high stakes assessment environments.

ICT in Assessment

It is widely recognized that curriculum and assessment are inextricably linked. The curriculum invariably has consequences for assessment and vice-versa. Assessment lies at the heart of the learning experience and the approach of assessment shapes learners' understanding of the curriculum and determines their ability to progress. Assessment is now accepted as an integrated part of teaching-learning process.

The role of ICT in assessment is very crucial and comprehensive, which can be dichotomized as:

- the use of ICT as an assessment tool (for assessing knowledge, skills and capacities)
- the use of ICT for the administration and management of assessment (for recording, storing, analyzing and presenting results from a variety of assessment methods).

There are varieties of forms of ICT implications in assessment. A large number of researches have been conducted to confirm its effectiveness also. According to Harvey and Mogey (2003), the Computer Assisted Assessment (CAA) is quick and accurate. It can generate and store assessment data automatically, and can also form equivalent sets of question papers. Similarly, Steven and Zarkrzewski (2003) illustrated that Computer Based Assessment (CBA) has saved the average time of academic staff by 50% in University of Luton. It reduces the load on lecturers by automatic marking of students, works. CBA also enables the fast and detailed feedback to students and teachers. Bhardwaj and Singh (2011) have proposed the establishment of Automated Integrated Examination System (AIES) using ICT for Indian Universities.

The ICT based assessment system is economical in time, money and energy. It is flexible in schedule and place of examination. Therefore, it is good to use ICT in assessment in order to transform assessment as a tool for effective teaching and learning. ICT also has the potential to resolve many problems and issues of assessment related to planning, administration, result preparation, feedback to stakeholders, and storing the data. ICT

crafts many new forms of assessment, which are not possible otherwise, like – Online examination, Digital evaluation of answer sheets, and On-demand examination.

***Online Examination*:** Online examination is web-based mode of administration of examination in which delivery of question paper and responding/answering to them are done through internet. Through online examination any number of candidates throughout the world can participate at a time. Presently majority of competitive examinations (UGC-NET, CAT, Railways Recruitment) are being conducted through online mode.

***Digital Evaluation of Answer Sheets*:** In this system the scanned images of the answer sheet/scripts are distributed to markers via a secure intranet system for marking. Experienced and trained examiners are deputed for marking the scripts at assessment centres and need not collect or return the answer script. In foreign countries it is being used much before than India. In India the first endeavor in this respect was taken by CBSE in 2013 for Delhi in order to make evaluation error-free and fast. The digitized system were used by CBSE starting from the evaluation of Class X in 2013 and for Class XII in 2014. It was inducted to ensure compliance of RTI provision which makes it mandatory that the answer sheets should be made available for scrutiny to the students, if they wish to see it. This system was termed as Onscreen Marking System (OMS). But CBSE could not continue it after 2014. However, it is using Digi scoring for successfully capturing responses marked on the OMR sheets using image-based technology during the recruitment examination since 2016. Some of the state secondary and higher education institutes are adopting this system optimistically. Mumbai University started it in 2017 and continues it till date, State Board of Technical Education and Training (Telengana) is using OMS from 2019. NAAC is also planning to make OMS to bring changes in evaluation process of higher education institutes. Swami Ramanand Teerth Marathwada University introduced it in 2019. Some other institutions are also planning to use it. It has high demand now being perceived as fast, accurate, and objective approach of evaluation strategy.

On-demand Examination: On-Demand Examination (ODE)[1] is an ICT based system of assessment, where assessment takes place when the learner considers himself/ herself ready to take an examination on one or more subject. Thus, ODE has extended and enriched the dimension of openness in the Open Schooling System where examination is self-paced and degree of performance is learner controlled. IGNOU also using this mode smoothly. Undoubtedly such a system provides a non-threatening evaluation system in comparison with the traditional fixed schedule Public Examination. However, ODE needs a Question Bank, Blueprints, and Application Software for generation of Question Papers and Marking Scheme.

It is fair to say that the use of ICT in assessment is developmental and exploratory. However, there are currently a number of examples of best practices where ICT is widely

[1]NIOS URL: www.nios.ac.in/on-demand-examination.aspx

employed in supporting assessment both nationally and internationally. The Qualifications and Curriculum Authority (QCA) in England and the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland have undertaken and a number of ICT based assessment initiatives, like eVIVA, The Edexcel and CCEA Paperless Examination Project (PEP), Electronic scanning of GCSE papers, The Enigma Project, and Diagnostic assessment software (*Lucid CoPS Cognitive Profile System, Lass Junior*, and *Lexia Quick* and *Lexia Comprehensive Reading Tests*).[1]JISC-funded assessment developments in UK has provided a number of innovative Technology-enhanced assessments which are, for example; Minibix: A QTI2 Item Bank, WebPA: Peer Assessment of Group Work, Xmarks, OpenMentor 2, SPAID, UK-CDR, ASSET, etc.[2]

Issues in ICT Blended Assessment

The question of adequacy of ICT infrastructure is the most important in the maximum utilization of ICT in assessment. The availability and density of computers, internet facilities, power arrangements and trained instructors in institutions and examination centers are very crucial. It is experienced that power cut and slowing down of internet server are main problems in online examinations in India. Maintenance and technical support of the infrastructure also determines to a large extent use in classroom and assessment. Another concern is that the new ICT applications are too expensive from the perspective of India. One more issue is related to the language used in ICT. According to an estimate of World Youth Repot (2003), there were some 3,000 to 4,000 languages in the world, but 80 per cent of all web sites provide content alone in English.[3]

Another problem that we face in using technology in assessment is that majority of teachers are not in favor of changing their traditional and tested methods to accommodate the new technology. Either the teachers are reluctant to learn new ICT tools or they are scared to try the new technologies.

Digital Divide is also an issue which must be undertaken into firm consideration. Those who are efficient in using ICT surpass those who are not efficient. It also divided the people who have facilities of ICT from who have not. Therefore, digital divide makes a difference in the performance of students having equal learning experiences.

Simon (n.d.) observed that cheating in an online examination is easier and perhaps more prevalent in online courses than in face-to-face courses. Colwell and Jenks (2005) listed a number of ways that students might cheat in online tests or exams.

Suggestions for Resolving the Issues

- Using technology in assessment is a task that needs to be researched and tested for viability before it is implemented.

[1] National Council for Curriculum and Assessment (NCCA)- 2004
[2] URL: http://www.jisc.ac.uk
[3]World Youth Report (2003). p.317

- There is an urgent need of sufficient investment in the development of infrastructure of ICT for assessment.
- Bring Your Own Device (BYOD) policies may be introduced to make ICT blending cost effective.
- The only way that technology can be efficiently used in assessment is when the teachers and personnel are given enough training.
- There should be demonstration classes and practice sessions for students on ICT based assessment. It will develop confidence among students and positive attitude towards ICT based assessment.
- There must be alternate provisions in case of technical failure in the ICT based assessment.
- The feedbacks from different stakeholders should be incorporated for improving the assessment system.

Concluding Remarks

It is also true that much of the work in ICT blended assessment is at an embryonic stage particularly in context of India. There are some questions and directions raised by the national and international developments which focus on the role of ICT both in education and assessment. Among the areas to be investigated in the Indian context are infrastructural development for ICT learning, the use of ICT as an assessment tool, ICT in the management of assessment, and the role of ICT in assessment *for* learning. ICT has the enough potential to make a significant contribution to new forms of assessment. However, focused researches must be conducted before widespread use of ICT in assessment.

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Quality of Life Indices as Determinant of Leisure Time Activities among-Middle-Aged Participants in Ilorin West, Kwara State, Nigeria

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Abstract

Engagement in leisure time activities that are meaningful and enjoyable is associated with health and positive quality of people's life. Therefore, the researchers investigated the quality of life indices as determinant of participation in leisure time activities among middle-aged participants in Ilorin West Local Government, Kwara State. The variables of life expectancy, community life, life satisfaction and ecosystem as determinant of participation in leisure time activities were considered. The descriptive research design of survey method was adopted for this study. The population for this study comprised all participants in selected Recreational centres in Ilorin West Local Government Area. Accidental sampling technique was used to select 132 respondents for this study. A structured questionnaire was an instrument for data collection. The instrument was validated by three (3) lecturers from the Department of Human Kinetics Education University of Ilorin. Test-retest method of reliability was adopted and 0.82r was obtained. The questionnaire was administered to the respondents with the help of three (3) trained research assistants. Descriptive statistics of frequency count percentage were used to analyse the demographic data of the respondents while inferential statistics of Chi-Square was used to analyse the hypotheses. The findings from the study revealed that: Life expectancy, community life, life satisfaction and environment significantly determined participation in leisure time activities among middle-aged participant Ilorin West LGEA with (cal. Val.=330.01, p-val. of .000, and df=15, p-val .000<0.05 alpha level), (cal. Val.=153.88, p-val. of .000 and df=15, p-val .000<0.05 alpha level), (cal. Val. = 172.42, p-val. of .000 and df=15, p-val .000<0.05 alpha level), (cal. Val.=406.85, p-val. of .000 and df=15, p-val .000<0.05 alpha level). The study concluded that Life expectancy, community life, life satisfaction and environment are determinant of participation in leisure time activities among middle-aged

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participants. It was recommended among othersthat,government should provide varieties of recreational facilities in both in urban and rural environment.

Keywords: Quality of life, Leisure time, Middle-aged, Participants

Introduction

Due to the nature of the ageing process and technological advancement which is characterized by sedentary lifestyle and loneliness that leads to loss of body function and isolation of elderly people, leisure time activities can help provide remedy in improving wellbeing of the ageing people in the community. Also, participating in leisure time activities will be an important source of life satisfaction to live a good life and general well-being. According to United Nations Population Fund (2012), the increase in the ageing population increases the demands for long-term care which includes general health care, personal care, and social services, and institutionalized care. Therefore, it is important to consider regular leisure time activities participation as an activity which could promote health, well-being and quality life of the elderly while they are under institutionalized and home environments (Zecevic, Magalhaes, Madady, Halligan & Reeves, 2010).

Leisure time activities include informal or organized play and sports, programmes which promote physical fitness, relaxation, entertainment or diversion, going to art galleries, museums, cinemas or theatres; attraction to crafts or hobbies, reading for enjoyment, playing musical instruments; sightseeing, tourism and visiting for pleasure. These leisure activities have been found to promote substantial health outcomes for older persons in physical, psychological, cognitive and social benefits (Hoe, Stebbins, Kim & Lee 2013). Myllykangas, Gosselink, Foose& Gaede (2002) also reported that it is imperative to provide older persons with opportunities to engage in leisure activities as it promotes their quality of life.

Participation in leisure-time physical activity is a ‘fundamental means of improving the physical and mental health of individuals. Also, Leisure time Physical activity can promote health and prevent the onset of disease including cardiovascular disease, type 2 diabetes, osteoporosis, forms of cancer, obesity and injury. One of the expressions to acquire popularityis the newly coined active ageing, which represents a contrast to viewing to old age as a dependent and passive period of one’s life. The World Health Organization (World Health Organization 2001) defines active ageing as the process of optimizing opportunities for health, participation and safety, in order to improve the quality of life of the elderly. Also, active ageing refers to the ability of ageing people to live socially and economically productive lives. Kuhar, (2007) buttressed that active ageing can be understood, in the broadest sense, as a continuous involvement of the elderly in social, economic, cultural, and not only as intensified physical activities of the elderly or as their brain fitness and prolongation of employment.

The World Health Organization (2006) stated that health incorporates three domains, physical, mental, and social. This implies that in other to achieve healthy lives through leisure time activities these three domains must be adequately catered to. Linsay (2017) reported that regular leisure time activities provide a range of physical health benefits, such as lower blood pressure, decreased arthritis pain, weight loss and diminished risk of diabetes, certain cancers, osteoporosis and cardiovascular disease. Therefore, the relationship between engaging in activities and becoming healthy is an essential perspective of health. Berger and Tobar (2007), concluded that the leisure time activities also have a relationship with the human life quality including improving the physical function, good health, stress management, enjoyment and the means to the individual.

Landers and Arent (2007) submitted that the individual cognitive function will be improved by the positive mood; anxiety will be reduced from the participation in leisure-time physical activities. A leisure-time physical activity can be a hobby: gardening, sewing, painting, knitting, collecting, exercising, fishing, and so on. are regularly hobbies. These are things that one does in their leisure time. Leisure time can also be used to relax. Sleeping, watching TV, lounging, etc. are all leisure activities. Leisure-time physical activities may change according to what is going on in your life. For example, if you are experiencing a lot of stress your most important leisure need will be to relax. If you have a lot of extra energy, your leisure time may be active. Victor and House, (2000) reiterate that elderly people frequently suffer from many acute and chronic illnesses that may also leave them weakened and incapacitated. Hence, as the population is ageing, there is need for alternates in the plan of health care and long-term care that promotes and maintains health, independence, and wellbeing and prevents ailments in elderly people. Besides, aging comes with issues such as the diminished potential for activities of daily life. Drennan, et al (2005) argued that maintaining health is inspired by active ageing which provides quality to the life of the elderly people deemed at risk

Statement of the Problem

The researcher observed that lack of interest in physical activity was the most powerful of all the factors, but was closely followed by not believing that meeting new people is beneficial. A further five factors also had important effects for participating in leisure-time physical activities: doubting that exercise lengthens life, lack of energy, lack of daily access to a car, painful joints, dislike of going out alone.

Another observation, by the researcher, is that positive support and encouragement from fitness instructors, fitness experts and healthcare professionals may help older people overcome fears about falling or encourage those who are deterred because they believe that they are unfit, or suffer from a lack of energy. Physical activity, within the constraints of physical ability, should be encouraged particularly among more frail older people. Reluctance to go out in the evening and to go out alone discouraged many from

taking part in leisure-time activity and those who did not have daily access to a car were more likely to be sedentary. Despite the variety seeking and irregular nature of leisure activities, individuals still develop leisure preferences, routines, and habits over extended periods of time, similar to no leisure travel behaviour. Researchers have shown that individuals often repeatedly participate in specific leisure activities or visit specific leisure destinations when they have the opportunity to do so. Furthermore, repeat leisure activity participation can even extend across daily and long-distance settings, depending on individuals' level of interest (Brey and Lehto, 2007).

The decline in leisure time activities participation that is eventually taking place in most people's lives is not by age *per se*. however, as age is usually accompanied by a decrement in energy and functional ability as a consequence of health conditions, and as both individual and the individuals' network (and leisure time companions) will be affected, there will be restrictions in leisure participation with increasing age.

Research Hypotheses

The following hypotheses were postulated for the study:

1. Life expectancy will not be a significant determinant of participation in leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State.
2. Community life will not be a significant determinant of participation in leisure-time physical activities among middle-aged participant people in Ilorin West Local Government Area, Kwara State.
3. Life satisfaction will not be a significant determinant of participation in leisure time activities among middle-aged participants in the Ilorin West Local Government Area, Kwara State.

Methodology

The research design for the study was descriptive research design of survey method. The population for this study comprises all participants in selected recreational centres in Ilorin West Local Government, Kwara State. An accidental sampling technique was used to select132 respondents from the population. A self developed, structured questionnaire by the researcher was the instrument used for this study. This questionnaire was given to three experts from Department of Human Kinetics Education, Faculty of Education, University of Ilorin for content validity. Their corrections and critiques of the experts were used to produce the final draft of the instrument. The items in the questionnaire focused on the quality of life indices as a determinant of participation in leisure time activities among middle-age participants in Ilorin West Local Government, Kwara State. The instrument was subjected to test-retest method of reliability whereby 15 copies of the instrument was administered to participants of Kwara Hotel Fitness Center in Ilorin South Local Government Kwara State within an interval of two weeks, using Pearson's Product Moment Correlation (PPMC). The result of the administered questionnaire was analyzed and 0.82r was obtained. The questionnaire was administered to the respondents by the

researcher with the help of three (3) trained research assistants. The completed questionnaire was collected back immediately for analysis. The data collected were analyzed and interpreted using inferential statistics of Chi-Square at 0.05 level.

RESULTS

Table 1:Chi-square analysis showing life expectancy as a determinant of participation in leisure time activities

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL VALUE	P-VALUE	REMARKS
1	**Participation in leisure time activities is associated with longer life.**	80 (60.6%)	50 (37.9%)	2 (1.5%)	0 (0.0%)	132				
2	**Leisure time activities participation regulates normal body weight, overweight and obesity all contribute to a good life expectancy.**	88 (66.7%)	42 (31.8%)	2 (1.5%)	0 (0.0%)	132				
3	**The participant can live longer and healthy by actively partaking in regular leisure time activities.**	86 (65.2%)	42 (31.8%)	3 (2.3%)	1 (0.8%)	132	15	330.01	.000	Ho Rejected
4	**Participation in leisure time activities reduces the risk of non-communicable diseases.**	51 (38.6%)	64 (48.5%)	15 (11.4%)	2 (1.5%)	132				
5	**Participation in leisure time activities prevent disabilities associated with old age.**	64 (48.5%)	58 (43.9%)	8 (6.1%)	2 (1.5%)	132				
	Column Total	**369**	**256**	**30**	**5**	**660**				

@0.05 alpha level

Table 1 showed the calculated chi-square value of 330.01 and the P-value of .000 with 15-degree freedom at 0.05 alpha level. Since the P-value is less than 0.05 at 15 degree of freedom, the null hypothesis one is therefore rejected. This implies that life expectancy will be significant determinant of participation in leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State.

Table 2:Chi-square analysis showing community life as a determinant of participation in leisure time activities

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL VALUE	P-VALUE	REMARKS
6	**Participation in leisure time activities provides positive impact in to society.**	47 (35.6%)	80 (60.6%)	5 (3.8%)	0 (0.0%)	132				
7	**Leisure time activities participation allows interpersonal interaction within a member of the community.**	64 (48.5%)	59 (44.7%)	8 (6.1%)	1 (0.8%)	132				
8	**Participation in leisure time activities brings every individual of the community together.**	64 (48.5%)	57 (43.2%)	10 (7.6%)	1 (0.8%)	132	15	396.83	.000	Ho Rejected
9	**Participation in leisure time activities promotes the development of the community.**	48 (36.4%)	72 (54.5%)	12 (9.1%)	0 (0.0%)	132				
10	**Participation in leisure time activities enhances leadership skills of the community.**	37 (28.0%)	77 (58.3%)	17 (12.9%)	1 (0.8%)	132				
	Total	**260**	**345**	**52**	**3**	**660**				

@0.05 alpha level

Table 2 revealed the calculated chi-square value of 153.88 and the P-value of .000 with 15 degree freedom at 0.05 alpha level. Since the P-value of .000 is less than 0.05 at 15 degree of freedom, the null hypothesis two is therefore rejected. This implies that Community life will significantly determine participation in leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State.

Table 3:Chi-square analysis showing life satisfaction as a determinant of participation in leisure time activities

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL VALUE VALUE	P-	REMARKS
11	**Participants are happier than those that did not participate in leisure time activities.**	63 (47.7%)	48 (36.4%)	17 (12.9%)	4 (3.0%)	132				
12	**Participation in leisure time activities influences well-being and life satisfactions.**	46 (34.8%)	77 (58.3%)	8 (6.1%)	1 (0.8%)	132				
13	**Leisure time activities involve activities that people do for enjoyment, to refresh the body and mind.**	62 (47.0%)	63 (47.7%)	7 (5.3%)	0 (0.0%)	132	15	172.42	.000	Ho Rejected
14	**Participant self-image, self-esteem and self-confidence can be enhanced through**	48 (36.4%)	77 (58.3%)	7 (5.3%)	0 (0.0%)	132				

	leisure time activities.					
15	**Leisure activities can improve subjective wellbeing as provide psychological benefits.**	58 (43.9%)	66 (50.0%)	7 (5.3%)	1 (0.8%)	132
	Total	**277**	**331**	**46**	**6**	**660**

@0.05 alpha level

Table 3 showed the calculated chi-square value of 172.42 and the P-value of .000 with 15 degree freedom at 0.05 alpha level. Since the P-value of .000 is less than 0.05 at 15 degree of freedom, the null hypothesis two is therefore rejected. This implies that life satisfaction will significantly determine participation in leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State.

Discussion of Findings

Hypothesis one was rejected implying that life expectancy significantly determines participation in recreation activities among middle-aged participants in Ilorin West Local Government Area, Kwara State. This finding was buttressed by American Recreation Coalition (ARC) (2000) who reported that every hour you spend exercising and engaging in leisure time activities, increases your life expectancy by two hours. People in a regular exercise program at age 75 have a lower death rate over the next few years than do similar groups of sedentary people. O'Sullivan (2001) also buttressed that every time sedentary people walk a mile, they add 21 minutes to their life, saving society 34 cents in medical and related costs. Regular leisure-time physical activity reduces the risk of developing or dying from some of the leading causes of illness and death. Exercise and fitness can increase longevity and reduce many causes of mortality (O'Sullivan, 2001 & American Recreation Coalition (ARC), 2000).

Hypothesis two was rejected implying that community life significantly determines leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State. These findings are supported by Department of Parks and Recreation (DPR) (2009), who affirmed that Leisure time activities bring neighbours together encourages safer, cleaner neighbourhoods and creates a livelier community atmosphere when people move they seek a desirable community. When they retire they also look for a community that will accommodate their special needs. The provision of leisure time and recreational activities allows people to establish dynamic interactions with each other and the common use of spaces encourages interpersonal communication (Vicente Guallart2006).

Hypothesis three was rejected implying that life satisfaction significantly determines leisure time activities among the participant in Ilorin West Local Government Kwara State. This was supported by Archer, Paleti, Konduri, Pendyala, &Bhat, 2013, Schwanen and Wang (2014) Spinney, Scott, & Newbold (2009) affirmed that performing leisure time social activities seems to result in higher levels of satisfaction, compared to activities at home or more mandatory activities. Leisure activities can improve subjective

wellbeing as they can provide psychological benefits, including relaxation, creativity, and self-expression. Archer, Paleti, Konduri, Pendyala, & Bhat, (2013), Schwanen and Wang (2014) Spinney, Scott, & Newbold, (2009), Ravulaparthy, Yoon, &Goulias, (2013) also agreed that Studies have indicated that out of home leisure activities (e.g. visiting family or friends) are perceived more positively than in-home leisure activities (e.g. watching television), possibly since engagement in out of home activities is often accompanied with social interaction. Abou-Zeid and Ben-Akiva (2012) argued that people plan and undertake activities to satisfy their needs and maintain or enhance well-being

Conclusions

Based on the results of the findings, the following conclusions were drawn

1. Life expectancy is a determinant of participation in leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State.
2. Community life is determinant participation in leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State.
3. Life satisfaction is a determinant of participation in leisure time activities among middle-aged participants in Ilorin West Local Government Area, Kwara State.

Recommendations

Based on the conclusions of the study, the following recommendations were made:

1. The government should provide varieties of recreational facilities in both urban and rural environments for adequate involvement of the people to participate in leisure time activities to improve the life expectancy of the participants.
2. People should engage in various types of leisure-time activities at least (30minutes) thirty minutes in a day, once or twice a week depending on their choice and level of participation during their free time to improve their life satisfaction.
3. The government and Community leader should recruit more security agents to beef up the existing one so as to provide enabling environment for people to participate in physical activities during their leisure time.

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Exploringcorporal punishment practices at secondary Level- A Case Study

Upasana Nasa[1]& Kartar Singh[2]

"Children are sick of being called 'the future'. They want to enjoy their childhoods, free of violence, now".

Paulo Pinheiro, 2007, UN General Assembly

"All children have a right to be protected against neglect, maltreatment, injury, and trafficking, sexual and physical abuse of all kinds, corporal punishment, torture, exploitation, violence and degrading treatment."

The Child Rights Charter 2003 of India-Article 21 "Right to life"

Abstract

This research paper took its form with thevoices of rural students afflicted by the pain of corporal punishment. The research findings of the paper are imperative for the teachers and teacher educators involved in teaching and bringing discipline in their students. Findings of the explored research area reveal that corporal punishment has been inflicting on the students, though it is officially banned by the Supreme Court of India. In this research paper, the researcher intended to explore whether corporal punishment been used in the schools. Bymeans of a questionnaire and structured interview of students of two different schools in rural India and explored the reasons behind corporal or physical punishment. The legislation states that schools should refrain from physical punishment, mental harassments and discrimination against students.

Nevertheless, the judicial and legislative bans did not stop schools from using corporal punishments (The National Commission for Protection of Child Rights, 2011). Newspapers and Non-Governmental Organizations (NGOs) report cases of corporal punishment on a regular basis. In 2011, the National Commission for Protection of Child Rights (NCPCR) found that 99% of students in 7 states reported that teachers use corporal punishment.

Moreover, the Parent-Teacher Association United Forum (PTAUF) found that nearly all teachers surveyed, in sixty schools in Mumbai, used corporal

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punishment—such as using a ruler to hit students or throwing chalk piece at students (Times News Network, 2012).

Keywords: Punishment, corporal punishment, discipline, humiliation, psychological impact.

Introduction

A punishment is the imposition of an undesirable or unpleasant outcome upon a group or individual, meted out by an authority in contexts ranging from discipline as a response and deterrent to a particular action or behavior that is deemed undesirable or unacceptable.

Corporal or physical punishment is any action in which physical force is intended to cause some level of pain or humiliation and all other acts leading to insult, physical and mental injury, and even death.

In 2000, the Supreme Court of India ruled that corporal punishment should be outlawed from schools. The judge's decision required that each school implement guidelines to promote elimination of corporal punishment. In the second effort to ban corporal punishment, in 2010, the government of India outlawed corporal punishment in private and public schools through Right to Education Act (RTE), 2009. The legislation states that schools should refrain from physical punishment, mental harassments and discrimination against students.

A study done by Ministry of Women and Child Development (2007) found that 69% of the students attending Indian public school face corporal punishment, two out of three schools going children in India are physically abused. Newspapers and Non-Governmental Organizations (NGOs) report cases of corporal punishment on a regular basis.

According to National Plan 2005, Action for Children and the report on child protection in the National Plan for 2007-2012, corporal or physical punishment is prohibited in schools. The National Policy on Education (1986, modified 1992) states that "corporal punishment will be firmly excluded from the educational systems in India."

Amidst such legislative regulations, there are news of physical punishments been used by teachers in the leading newspapers. The links given below are some news of corporal punishments given in schools

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The research questions to explore the status of corporal punishment practices serves as the foundation to the objectives of my study which are mentioned below.

- **Objectives of the Study:**
- To study the concept of corporal punishment.
- To ascertain the status of corporal punishment practices.
- To explore the types of corporal punishment practices.
- To assess the frequency of corporal punishment practices.
- To explore the reasons behind the corporal punishment.
- To explore the impact of corporal punishment practices on the students.

Methodology

This study is a qualitative research using interviews, observations and questionnaire. It is also quantitative research using percentage analysis of corporal punishment practices in schools genderwise. The data has been analyzed in the light of objectives both quantitatively and qualitatively.

Population

A population comprises a complete set of elements, persons or objects, that possess some common characteristics defined by the sampling criteria established by the researcher. The population under my study consists of students at secondary level from schools in District Haryana.

Sample

A sample was selected from two schools of rural area in Haryana state. A random sample of schools was drawn for selecting the schools from the district. A sample of 50 students from each school was taken. A structured interview guide with the open ended questions and yes/no type questions were posed to the participants of the schools. Amongst those students, students who have a high and or a low negative perception towards corporal punishment were selected for the in-depth interview and observation.

Tools and Techniques

Questionnaire: A questionnaire, as we know, is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.

A structured questionnaire in Hindi named as **"Sharirikdandjanchprashnawali"** was posed to the participants with "yes/no/rarely" options. Open ended questions were also used in questionnaire to find the type of corporal punishment, if any being inflicted on students. The responses of the questionnaire were tabulated and then analyzed using percentages. The questionnaire was translated in English and enclosed as annexure I.

Focus Group Discussion: A focus group discussion with the students was conducted. The same was recorded through videography and the recording was documented. The researcher also used observation as a tool to record students' non-verbal cues. The observation was transcribed using encoding-decoding process of non-verbal cues. The students' emotions and feelings were also recorded.

Table-A "Item Analysis of Questionnaire"

S. No.	Objectives	No. of Items
1	To ascertain the status of corporal punishment practices.	Q.No 1,2,3,4, 5, 7, 8, 9, 10, 12, 13, 14, 16, 18, 19, 20.
2	To explore the types of corporal punishment practices.	Q .No. 6, 11, 15, 17, 18,
3	To assess the frequency of corporal punishment practices	Q .No 2, 3, 4, 5, 9, 16, 19.
4	To explore the reasons behind the punishment.	Q.No 7, 16, 18, 19.
5	To explore the impact of corporal punishment practices on the students	Focus Group Discussion
	Total Items:	**20**

In the light of objectives, the following are the explorationsregarding corporal punishment practices at secondary level in two rural schools of district Faridabad

Understanding the concept of corporal punishment

Corporal or physical punishment is any action in which physical force is intended to cause some level of pain or humiliation and all other acts leading to insult, physical and mental injury, and even death. School corporal punishment refers to causing deliberate pain or discomfort in response to undesired behaviour by students in schools.

The Committee on the Rights of the Child defines ‘corporal’ or ‘physical’ punishment as, “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement. In the view of the Committee, corporal punishment is in variably degrading.

In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”

Corporal punishment used to be prevalent in schools in many parts of the world, but in recent decades it has been outlawed in 128 countries including all of Europe, most of South America, Canada, Japan, South Africa, New Zealand and several other countries. It remains a common practice in a number of countries in Africa, South East Asia, and the Middle East.

While most U.S states have outlawed corporal punishment in state schools, it continues to be allowed mainly in the Southern and Western United States. According to the United StatesDepartment of Education more than 216,000 students were subjected to corporal punishment during the 2008–09 school year.

In 2000, the Supreme Court of India ruled that corporal punishment should be outlawed from schools. The judge's decision required that each school implement guidelines to promote elimination of corporal punishment. In the second effort to ban corporal punishment, in 2010, the government of India outlawed corporal punishment in private and public schools through Right to Education Act (RTE). The legislation states that schools should refrain from physical punishment, mental harassments and discrimination against students.

A study done by Ministry of Women and Child Development (2007) found that 69% of the students attending Indian public schools face corporal punishment, two out of three school going children in India are physically abused. Newspapers and Non-Governmental Organizations (NGOs) report cases of corporal punishment on a regular basis.

According to National Plan 2005, Action for Children and the report on child protection in the National Plan for 2007-2012, corporal or physical punishment is prohibited in schools. The National Policy on Education (1986, modified 1992) states that "corporal punishment will be firmly excluded from the educational systems in India."

Amidst such legislative regulations, there are news of physical punishments been used by teachers in the leading newspapers.

Data collection: Table B-Responses of students on the status of corporal punishment practices collected by questionnaire based on "yes/no"type questions tabulated itemwise.

S.No	Items	Responses(100)		
		हाँ Yes	नहीं No	कभी–कभी often
1.	आपके विद्यालय में अनुशासन के लिए कहा जाता है?	65	15	20
2.	अध्यापक अनुशासन बनाये रखने के लिए दंड देतेहैं?	75	20	5
3.	दंडके रूप में गुस्सा दिखाते हैं?	75	15	10
4.	शारीरिक दंड देते हैं?	65	15	20
6.	गृहकार्य न करने पर दंड मिलता है?	55	15	40
8.	टापको किसी विषय मे अनुतीर्ण होने पर शारीरिक दंड मिलता है?	15	55	30
9.	प्रधानाचार्य द्वारा पिटाई की जाती हैं?	25	35	40
10.	दोछात्रों का झगड़ा होने पर विद्यालय दंड देता हैं?	65	15	20
12.	अध्यापिकाएँ शारीरिक दंड देती हैं?	75	15	10
13.	अध्यापक शारीरिक दंड देते हैं?	75	15	10
14.	शारीरिक स्वास्थ्य अध्यापक/खेलकूद शिक्षक शारीरिक दंड देते है?	65	15	20
16.	विद्यालय मेंदेरी से पहुँचने पर दंड मिलता हैं?	55	15	40
19.	विद्यालय में समय परफीस न देनेपरदंडमिलताहैं?	15	55	40
20.	आपको शारीरिकदंडदेने की धमकीदीजातीहैं?	25	35	40

Table C: Responses of Boys and Girls

S.No	Items	Responses(100)		
		Yes	boys	girls
1.	आपके विद्यालय में अनुशासन के लिए कहा जाता है?	65	35	30
2.	अध्यापक अनुशासन बनाये रखने के लिए दंड देते है?	75	45	30
3.	दंडके रूप में गुस्सा दिखाते है?	75	50	25
4.	शारीरिक दंड देते है?	65	45	20
6.	गृहकार्य न करने पर दंड मिलता है?	55	40	15
8.	आपको किसीविषय में अनुतीर्ण होने पर शारीरिक दंड मिलता है?	15	10	5
9.	प्रधानाचार्य द्वारा पिटाई की जाती है?	25	20	5
10.	दोछात्रों का झगड़ा होने पर विद्यालय दंड देताहै?	65	45	20
12.	अध्यापिकाएँ शारीरिक दंड देती हैं?	75	50	25
13.	अध्यापक शारीरिक दंड देते है?	75	45	30
14.	शारीरिक स्वास्थ्य अध्यापक/खेलकूद शिक्षक शारीरिक दंड देते है?	65	55	10
16.	विद्यालय मेंदेरी से पहुँचने पर दंड मिलता है?	55	45	10
19.	विद्यालय में समय पर फीस न देने पर दंड मिलता है?	15	10	5
20.	आपको शारीरिक दंड देने की धमकी दी जाती है?	25	15	10

The findings of the research reveal that 75% of the students confirm the use of punishment to being discipline in them and out of the same 65% students confirm that those punishments are physical. Out of the total 75% students 30 are girls and 45 are boys and amongst those who receive physical punishments, 45% are boys and 20% are girls.

Analysis and Interpretation of data

Table D: Responses of students on the questions exploring the type of corporal punishment practices collected by open ended questions in the questionnaire.

S. NO	ITEMS	Slapping	Hit by Stick	Hit by slipper	Other punishment
1.	गृहकार्य न करनेपर कैसा दंड मिलता है?	45	40	5	5
11.	दो छात्रों का झगड़ा होने पर किस प्रकार का दंड मिलताहै?	15	35	15	15
15.	खेलकूद शिक्षक किस प्रकार का दंड देते है?	40	10	10	40
17.	विद्यालय में देरी से आने पर किस प्रकार का दंड मिलता है?	15	35	15	15
18.	विद्यालय में समय पर फीस न देने पर कौन–सा दंड मिलता है?	15	35	15	15

Table E: Responses of students to questions to find out the frequency of corporal punishment practices.

School	Frequency of use of punishment	
	TotalStudents	Frequency of punishment (hit / Slap)
S1	50	40
S2	50	45
Total	**100**	**85**

Findings and Implications

The findings of the research reveal that 75% of the students confirm the use of punishment to being discipline in them and out of the same 65% students confirm that those punishments are physical. Out of the total 75% students 30 are girls and 45 are boys and amongst those who receive physical punishments,45% are boys and 20% are girls.

- **Researchers views regarding Corporal Punishment:**

After having conducted the research based on questionnaire and interview, and then observing the students, the researcher forms the under mentioned views.

The researcher builds the opinion and views based on the responses of the participants. The students in the rural school "X Public School" have been punished by the teachers on many instances, the responses of the students been enclosed in the questionnaire. They express their concerns regarding discipline practices and unveil that physical punishments been used on many instances, in classroom and in school playground bythe school principal, teachers and sports teachers. The responses have been tabulated in **Table-F**.

The Students' feelings and expressions in the non-verbal cues has been recorded in observation schedule in **Table-F**. The students express their feelings and emotions of despair, while they were been interviewed. They could not lift their heads up while been asked by the interviewer. There was a non-verbal cue of silence amongst students when they were interviewed in front of their teachers. The students experienced feelings of hostility, fear and humiliation while expressing the types of punishment they got inflicted to by their teachers.

Table: F "Students voices regarding Corporal Punishment in "X Public School" in Faridabad"

Student's S.No.	Description of Voices	Observation :Non verbal cues
A	She said she is always punished by teachers in different ways of punishments like slaps on face, beating with scale etc.	She looks down while been interviewed, does not lift head
B	He said of being punished by male teachers with stick and uthak-beithak many times for the late coming.	Silence
C	When two students fight with each other	Expression of confidence

	theyare punished by stick and slaps.	convinced by punishment
D	If students fail in any subject they are beaten by teachers.	Expression of acceptance
F	She said mostly students punished for late fee.	Non acceptance
G	She said she was punished by male teacher with stick when she fails in his subject.	Feeling of despair
H	He said mostly students got punished when two students fight with each other, they were punished by stick and slaps.	Acceptance
I	Teachers punished boy students mostly in different ways of punishments like slaps on face, punches on back etc.	Feelings of sadness
J	A girl student said female teachers humiliate students in classroom.	She speaks with lots of confidence
K	She said even Principal is also a part of giving punishments in different ways like humiliation, slapping, beating etc.	She speaks with fear and pause.Asks not to share with anybody

Implications for the stakeholders

1. **Teachers**: The study reveals that teachers used Corporal punishment in both government as well as private schools as a tool to bring discipline in students at secondary level. Teachers' practice of using stick, slaps and slippers as reported in Table D clearly indicates the type of corporal punishment practices used by teachers.

   Teachers should understand the students' psychology and tackle the indiscipline issues politely by counseling the students. Positive discipline should be used in the context of caring, supportive and positive teacher taught relationship such as joint social problem solving and techniques that teach or strengthen desired behaviors.

2. **Parents**: The parental support in tackling problems of indiscipline in schools and at home is imperative and indispensable. Parents must interact and spend time on their children to discuss issues of punishments if any being used in the schools and must meet the teachers quite often to address their child's issues and concerns.

3. **Students**: The study intends to find out the psychological impact on the students due to the punishment and reasons for the use of punishment. On discussion with the students, it was found that they feel embarrassed and aggressive when physical punishment is being used. Children subjected to physical punishment have been seen to be more aggressive to siblings, to other children at school, and taking part in violence, anti-social behavior in adolescence period, and ready for committing crimes.

   Most students do not react or report about the matter of corporal punishment to anyone like parents, friends etc. and suffer silently. The psychological impact on these students may lead them into depression and stress.

4. **Schools:** The teachers in both government as well as private schools used Corporal punishment as a tool to discipline children. On the other side, teachers and administrators should understand the student psychology and tackle politely to give them counseling. The cases of punishments reported in the past have led to the degrading of the image of the school. Moreover, the institution, school authorities and teachers' image may get strongly affected due to the consequences of punishment practices.
5. **Nation**: Article 21 of the Constitution protecting the 'right to life' is the first point of reference in the legislation of such practices. The Child Rights Charter 2003 of India specifically states "All children have a right to be protected against neglect, maltreatment, injury, and trafficking, sexual and physical abuse of all kinds, corporal punishment, torture, exploitation, violence and degrading treatment."

A nation which has healthy citizens and youth, nurtured through compassion and care may be said to be developed in terms of human rights protection indices scores. Education imparted in our schools must lead to a peaceful and positive discipline in order to help our student's constructive development and in developing them into capable individuals of our nation.

Annexure

1	आपके विद्यालय में अनुशासन के लिए कहा जाता है?	हाँ/नहीं/कभी–कभी
2	अध्यापक अनुशासन बनाये रखने के लिए दंड देते हैं?	हाँ/नहीं।
3	दंड के रूपमें गुस्सा दिखाते हैं?	हाँ/नहीं।
4	शारीरिक दंड देते हैं?	हाँ/नहीं/कभी–कभी
5	गृहकार्य न करने पर दंड मिलता है?	हाँ/नहीं/कभी–कभी
6	गृहकार्य न करने पर कैसा दंड मिलता है?	----------
7	किस प्रकार का दंड देते हैं?	हाँ/नहीं/कभी–कभी
8	आपको किसी विषय में अनुत्तीर्ण होने पर शारीरिक दंड मिलता है?	हाँ/नहीं/कभी–कभी
9	प्रधानाचार्य द्वारा पिटाई की जाती है?	हाँ/नहीं/कभी–कभी
10	दो छात्रों का झगड़ा होने पर विद्यालय दंड देता है?	हाँ/नहीं/कभी–कभी
11	दो छात्रों का झगड़ा होने पर किस प्रकार का दंड मिलता है?	----------
12	अध्यापिकाएँ शारीरिक दंड देती है?	हाँ/नहीं/कभी–कभी
13	अध्यापक शारीरिक दंड देते हैं?	हाँ/नहीं/कभी–कभी
14	शारीरिक स्वास्थ्य अध्यापक /खेलकूद शिक्षक शारीरिक दंड देते है?	हाँ/नहीं/कभी–कभी
15	खेलकूद शिक्षक किस प्रकार का दंड देतेहैं?	----------
16	विद्यालय में देरी से पहुँचने पर दंड मिलता है?	हाँ/नहीं/कभी–कभी
17	विद्यालय मेंदेरी से आनेपरकिसप्रकार का दंड मिलता है?	----------
18	विद्यालय में समय पर फीस न देने पर कौन–सा दंड मिलता है?	----------
19	कक्षा में एक से अधिक प्रश्न पूछने पर दंड मिलता है?	हाँ/नहीं/कभी–कभी
20	आपको शारीरिक दंड देने की धमकी दी जाती है?	हाँ/नहीं/कभी–कभी

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Anthro-Geometrico Laboratory– An Innovation for School Mathematics Education

Dori Lal[1]& Puja Pratihasta[2]

Abstract

Secondary school Mathematics education, being a base of many of the tougher challenges, is expected in future for students. It is necessary that students get thorough with most of the concepts learned in school in classes VII – X. Mathematics laboratories have become prevalent in schools in the recent past and have been quite useful. However, it has not been possible to harness the utility of such tools for various reasons. Further, as an action researcher, author has realised that the problem of understanding is more evident in the area of Geometry which in any case is considered tougher. Identifying these, she has developed a completely new kind of geometrical laboratory that would help overcome the shortcomings of other tools and be helpful in understanding the real concepts of Geometry. Such labs are created by non-other than students themselves and would consume very little resources. They ,in short, resemble the governance model of democracy- Of the students (people), by the students (people) and for the students (people).The author invented a laboratory in which Student's human body are only apparatus, by using their own body in group; they can prove any theorems, facts and concepts related to geometry. This lab can be set up by any people, even students also and anywhere not necessarily any confined area. This set up needs almost negligible resources. Further, such labs may be extended to other branches of secondary school mathematics as well.

Introduction

Geometry traditionally has created interest in human minds since ages. However, this has also been counted amongst toughest of topics at secondary school level. The real problem is not the marks that are scored in examination but lies in the clarity of concept or rather lack of it. Marks may or may not represent the overall understanding level a student has achieved but clarity of concepts definitely does and it ensures that students would be able to apply the learnt concept for developing further concepts. With this, Mathematics

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laboratories were introduced at school level which did achieve its objective somewhat but improvement in understanding was still not at the level envisaged by National Curriculum Framework.

Anthro Geometrico Laboratory is a concept that has been developed by the author with the aim of achieving an understanding level of Geometry among students of all levels. The set up is simple with almost negligible resources needed. Such resources are already available in every school. In fact the real resources in this case are students themselves. But before the features of these laboratories are discussed, it would first be seen the problems associated with the traditional methods of teaching geometry.

Why Mathematics Lab?

If investigated through several school surveys and live experiences of teachers and students, it may be concluded that the biggest obstacles behind Maths learning is the Maths related phobia or fear among students. Maths phobia is obviously linked to the abstract nature of Maths which, to some extent, made itself a so – called boring subject for the students. National Curriculum Framework, 2005 had emphasised on this issue and tried to resolve by "Learning through hands - on-experience". With the objective of meeting those national requirements, aspirations and expectations, CBSE immediately issued directions to its affiliated schools to take necessary actions in this regard. A document on "Maths Lab in schools---towards joyful learning was brought out by the board.

Setting up an Anthro Geometrico Laboratory

As mentioned before, minimal resources are required for setting up such labs. One requires some open space and regular classroom stuffs like chalk, measuring scale, compass, set squares etc. Students themselves are resources and they would be the ones who would be performing the experiments and they would be the ones *on whom* experiments would be performed. As such, the space or rather laboratory is also not fixed and the experiments may be performed anywhere. This means, even small village schools with a playground would be able to set up a laboratory of this kind. Even at home, students of different schools may join to perform the activities based laboratory experiments.

The researcher who is also involved in teaching Mathematics at secondary school level tried to set up a new kind of Maths Lab which is apparently a virtual lab but exists in reality. This lab does not need a separate place or any kind of specific apparatus or learning Aids. This lab can be created anywhere and anytime i.e. no time and space constraints exist.

This Kind of Laboratory is a concept, a style in which all geometrical proofs or facts can be verified within the classroom or during teaching-learning process and the experiment of these verifications are done by not only students themselves but also they are the apparatus also. The name is itself clear the meaning.

Anthro=Related to Human

Geometrical=geometrical facts

Here two concepts are introduced – "object students" and "working students". 'Object students' would be like the laboratory equipments while 'working students' would be the ones who would be taking measurements. However, it would be wrong to assume from the names that only 'working students' would be the ones who are doing the experiments. Beauty of this lab is that since apparatus itself are live human beings, all the 'object students' are equally involved in experiments all the time and learning is equal for both types of students. Moreover, 'object students' would be of two types – "problem types" & "construction types" –former would set up the questions while the latter would be required to do constructions as done in conventional geometry proofs.

Idea is to arrange the "object students" into the shape of given theorem or problem. They will change positions etc to form perfect boundaries compatible with whatever is to be proven. 'Working students' would then measure it out to prove whatever was learnt in the class. The complex "constructions" used for proving geometrical theorems and problems would be made by additional object students only.

A few examples are given in the next section where the process and procedure of lab working would be clear.

Examples of Experiments in Anthro Geometrico Laboratories

- Proving Pythagoras Theorem and its converse

To begin with, let us first state the theorem.

Statement: In a right-angle triangle, the square on hypotenuse is equal to the square on other two sides (namely perpendicular and base).

In particular, if ABC is a right angle triangle, right angled at B then

$$AB^2 + BC^2 = CA^2$$

While the proof is well known geometrically, we will see how this may be proved in an anthro geo lab. For proving this, we may begin with 12 "object" students and a couple of "working" students and use the famous Pythagorean triplet of (3,4,5). We may arrange the students as shown in Figure 4.1 below:

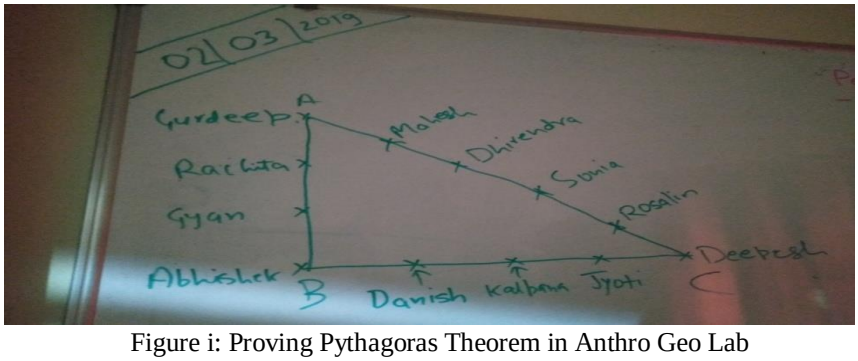

Figure i: Proving Pythagoras Theorem in Anthro Geo Lab

It has to be ensured that one student must stand at each of the vertex such that the student forms part of two sides of the triangle. In Figure 4.1A, Gurdeep, Abhishek and Deepesh are part of AB & AC, AB & BC and BC &CA respectively. Further, distance between any two consecutive students on any of the sides must be constant (For the experiment let's say it is *q*.)

This can be ensured by standing at fixed distances. The working students should ensure compliance in this regard and the teacher must be attending to the group to see that the experiment is done correctly.

As is clear from the figure, since distance q is fixed, *AB* =3*q*, *BC* =*4q*, *AC*=*5q*.

Now, $AB^2 + BC^2 = (3q)^2 + (4q)^2 = 25q^2$

Also, $(5q)^2 = 25q^2$

Clearly, the Pythagoras theorem is proved. Actual Classroom photograph depicting the set-up has been shown in Figures.

Figure ii: Actual Classroom set up of Anthro Geo Lab for Pythagoras Theorem & its Converse– All Object Students (Problem Type)

Figure iii: Actual Classroom set up of Anthro Geo Lab for Pythagoras Theorem : Working Student Also Shown

Figure iv: Students verifying the findings of Anthro Geometrico Lab on Pythagoras Theorem by actual measurements

Coming to the converse of Pythagoras we will begin with statement first:

Statement: In a triangle, if the some of the squares on two of its side is equal to the square on third side, then the triangle is right angled between the first two sides.

Proving this in an anthrogeometrico lab would require working students to arrange 12 object students such that they form sides of a triangle with 4 students on one side 5 students on second side and 6 students on third side ensuring the following two conditions :-

1. There must be one student at each of the three vertices.
2. The distance between any two consecutive students on the same side must be fixed.

Working students and object students would see that only possible way of doing this is to arrange the 12 object students as shown in Figure 4.1. Working students may then measure the angles of the triangle. In this particular case of 12 students with arrangement as explained above, within the limits of experimental errors should yield,

$$\angle BAC = 53^o, \angle ABC = 90^o, \angle ACB = 37^o$$

For Pythagoras theorem, also recall the original proof consisted of drawing squares on each of the three sides as shown in Figure 4.2 and showing that area of square on hypotenuse is sum of the squares on other two sides.

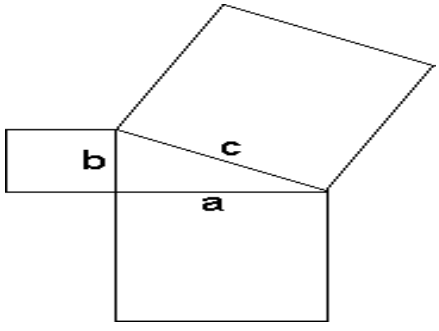

Figure v

The teacher may encourage students to stand in an arrangement that would yield the shape of Figure 4.2 and prove Pythagoras Theorem in this way. However, this would require 48 object students itself.

Further, the same set up of 12 students along with a few additional ones may be used for proving a variety of other geometrical problems. Simply, by marking the midpoint of hypotenuse AC, the midpoint may be formed by the 13th'object student' (Construction Type) who may be put between 3rd and 4th students on the hypotenuse. This student may be given a different attire to recognise that this is part of construction we use for proving (Just like in conventional proofs we use broken lines for Construction lines). 14th and 15th'object students' of construction Type would be required to join the midpoint of hypotenuse with right angle vertex B. This set up is shown in Figure 4.3.

With this set up, following problems are easily proved or verified.

1. The line joining the right angle vertex and the midpoint of hypotenuse of a right angled triangle is half the length of hypotenuse.
2. The circumcircle of a right angled triangle has hypotenuse as its diameter.
3. The circle drawn with hypotenuse as diameter passes through the right angle vertex.

- Proving Equidistance of Equal Chords of a circle.

As in the previous case we would begin with the statement of the theorem

Statement: Equal Chords of a circle are equidistant from the centre of the circle.

Proving the actual theorem statement in Anthro Geometrico Lab would involve following steps:-

Step 1: Choose at least 13 "object students" and a couple of working students.

Step 2: Mark a sufficiently big circle on the ground/floor using chalk. One 'object student' should be asked to stand at the centre of the circle O.

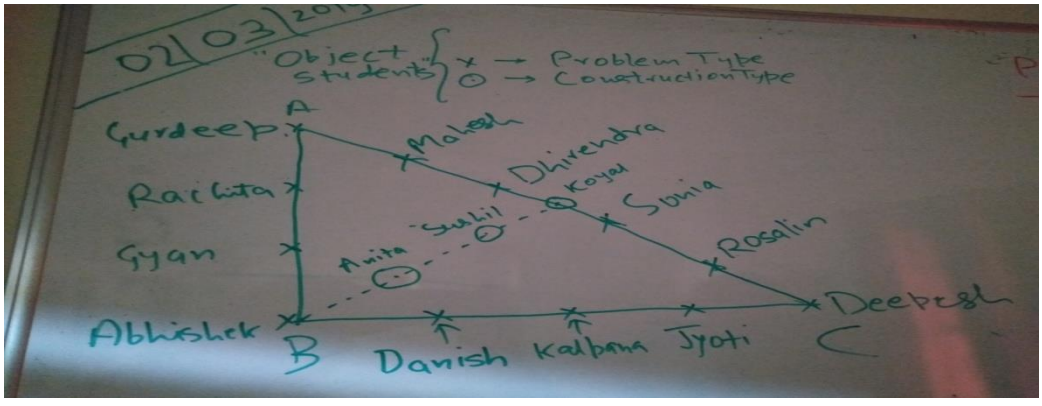

Figure vi: Extension of Set up of Pythagoras Theorem to proving other Geometry Problems

Step 3: Choose 5 of the Object students and make them stand as a chord AB of the circle such that two students stand at the extremes of the chord i.e. on the circle itself. Ensure that the distance between any two students is constant.

Step 4: Choose another set of 5 students and form chord CD of the circle as per the procedure of step 3. If the same distance is followed for students forming chords AB & CD then it would ensure that the chords are equal in length.

Step 5: The middle student (i.e. the third one) in each case will represent the midpoint of the Chord.

Step 6 : Make one additional student stand between middle student of Chord AB and Centre O of circle. Similarly, one additional student may be asked to stand between Middle student of Chord CD and Centre O of the circle.

Step 7: Measure the angle between chord and line joining its midpoint to the centre. It will be 90 degree which proves one theorem.

Step 8: Measure distance between the chord mid points and centre of Circle. They will come equal within the errors of experiments.

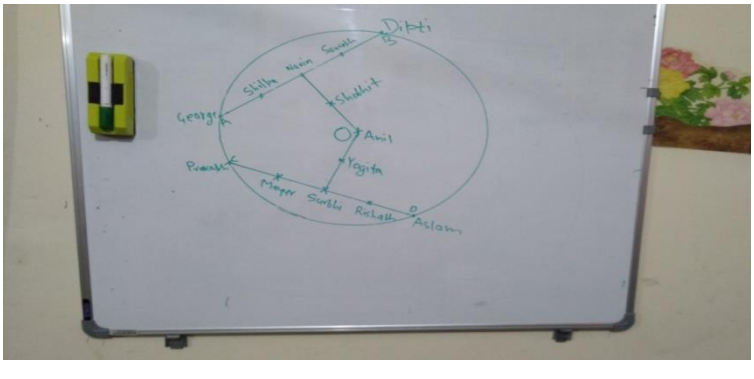

Figure vii Equidistance of Equal Chord of a Circle

Figure shows the teacher explaining to her students about the detailed working of this problem in Anthro Geometrico Lab.

Figure viii Equidistance of Equal Chord of a Circle: Teacher explaining the Procedure for an Anthro Geometrico Lab

While the current procedure is given for above theorem, a little different approach may be used for proving the following experimentally. The set up would be similar for all of these below:-

a. If two chords of a circle are equidistant from the centre of circle, they are equal in length.
b. The perpendicular drawn from the centre to the chord bisects the chord
c. The line joining the midpoint of a chord to the centre of the circle is perpendicular to the chord.
d. Equal chords subtend same angle at the centre of the circle.
e. Chords subtending same angle at the cantered of circle are equal in length.
f. One and only one circle can be drawn through three non –collinear points.

Characteristics of Anthro Geometrico Laboratories

The characteristics of this Laboratory are:

- This is based on human resources as students are the apparatus and aids as well as the experimenters.
- It is based on zero additional cost concept which is helpful for a country like India.
- This lab can be set up anywhere and anytime beyond the limits of time and space.
- In this lab, experiment- experimenter-learner all are merged one another and can be epitomised as of the students, By the Students & for the students.

- This is like a joyful learning as learners have the entire control. They might think of it as games which is created by themselves only all its tricks, rules regulations and results. Group with the closest results may be declared winners.
- As it promotes learning with fun, Hands -on-Experience based, so maths fear can be reduced to some extent.
- This kind of innovation leads to maths as an interesting subject so Abstractness in maths can be easily understood.
- The main objectives of NCF05 maths for everyone can be achieved as its practical aspects of Mathematics concepts can be easily verified.
- The role of Mediators (funds provider, agencies, even state) is reduced.
- With no apparatus, there is no operations and maintenance cost for the laboratories.
- As through such way, new ideas are created more and more hence it promotes not only Maths thinking but also students mind be more Mathematised i.e. mind would get a helical path towards maths learning in which one may generate ideas through ideas.
- A kind of activity-culture could be developed as it is only based on live experiences.
- Learning through co-operation is encouraged , as every "apparatus" requires support of "adjacent apparatus"

Summary

Although this kind of innovation directly comes through teaching-learning process, so there may not be a separate theory underlying it. In fact, it is totally based on anyone's mental construct, very original and based on empirical, but if a specific theory has to be assigned to it, it would be the well-known approach of Maths learning like learning by doing, joyful learning, learning while playing, experiential learning, cooperative and team learning etc.

Though it is beyond space and time but it is not a separate entity from a formal maths lab but is a part of it.This lab is experimented and verified within researcher's own field or classroom by her (which proofs are attached below).

This lab is set up by learners, using their own human body, in which we are the experiment, apparatus and experimenter itself which easily leads us to achieve not only main objectives of maths learning but also the higher aim of it i.e. to mathematize the learner's mind. The researcher has performed these ideas for class ninth students under the CBSE syllabus, limited to geometry concepts only. In future she will try to expand her idea for each and every class and other components of Mathematics.

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Textbooks as ways to establish a culture of peace

Radhika Chaturvedi[1]

Abstract

The National Curriculum Framework 2005 recognised the purpose of education as promoting a culture of peace. A National Focus Group was formed in the consequent year that deliberated upon the need to integrate peace with the overall curriculum rather than include 'peace education' as a separate subject area. The Position Paper on 'Education for Peace' (2006) was thus born. This was seen as a pioneer move in the field of education in India. However, there has been, since then, different views regarding its conceptualisation and implementation in the curriculum. The following paper tries to address all such varying perspectives around the concept of 'Peace' in general and 'Education for Peace' in particular. It tries to outline the aims of Education for Peace as conceived in the position paper (2006). By analysing a chapter from the History textbook, the paper also attempts to show how innovative ways of conceptualising content and pedagogy can help translate the aims of education for peace in school curricula.

Keywords: Peace, Education for Peace, Pro-Social Behaviour, Social Science Education**.**

Introduction

The debate between 'Peace Education' and 'Education for Peace' is not a new one. The deep engagement of educationists, psychologists, philosophers, sociologists and others with the latter has led to a process of gradual implementation of the same in the curricula documents as in the National Curriculum Framework 2005. While there are contestations around the term 'peace education' (as conceived in the earlier curriculum frameworks) and what the position paper (2006) calls as 'education for peace', it is imperative that we understand what these two terms actually mean. But before that it is important to dwell upon the meaning of peace, as we understand.

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Understanding peace

There have been different models of peace. Often, the concept of peace is many a times equated to the absence of violence (war, blood-shed, pain, terrorism). And violence pervades itself into domains of mental violence, violence resulting from social inequity, violence owing to lack of basic human needs, in addition to physical violence. Hicks (1988) defines peace as being the absence of personal violence (negative peace) and structural violence (positive peace). The former refers to the absence of direct violence (assault, riot, terrorism) and the latter refers to the absence of indirect violence (poverty, hunger, discrimination). The late 1960s and early 1970s saw the shift in perception of peace from merely absence of direct violence to presence of co-operation and non-violent social change that aimed at creating a more equitable and just societal structure and hence the term 'positive peace'. This conception of peace can also be noted in the definition of peace given by UNESCO in 1974 as quoted by Fell (1988)-"peace cannot consist solely in the absence of armed conflict but implies principally a process of progress, justice and mutual respect among people designed to secure the building of an international society in which everyone can find his (or her) true place and enjoy his (or her) share of the world's intellectual and material resources".

Peace therefore, is not just a state of being where we become passive acceptors of a peaceful state rather it is an active and engaging process of seeking non-violent and creative ways of co-existing.

Further, individuals in society must function as peace makers and not simply as peace consumers (NCF, 2005). The ability to work towards and with peace can be nurtured by means of reflection, skills, attitudes and values that comprise a culture of peace (ibid). The result of this nurturing, when allowed to percolate into all aspects of human existence, peaceful co-existence will take form quite effortlessly.

Inner peace, many argue is a pre-requisite for being able to live peacefully with others. Here lies the difference between altruism and what is known as 'pro-social behaviour'; which has close alignment with the concept of positive peace.

All in all, it is this concept of 'positive peace' which 'education for peace' is concerned with. It comes coupled with greater ideas of democracy, greater rights, greater equality and greater multivocality.

Aims of education for peace

Education, in general, is concerned with the goals of personality formation and developing responsible citizenship. Education for Peace, therefore can be seen as being re-constructionist (implying that education has a role to play in the transformation of society) and person-centred (implying the development of assertive self-reliance in the individual). It can be directed towards a culture of peace through training of skills (communicative, cooperative, and behavioural) and sensitisation to information (social/contextual problems, personal values, valuing the other and the self) wherein one

does not imagine a conflict-free world but is empowered to identify and resolve conflict meaningfully.

Why the need for education for peace?

The relevance of education for peace has increased many-fold due to the growing complexity and intensity of global social problems and individual personal problems. Children are more familiar with the imageries of war and injustice given the increasing rates of crime, suicide, oppression, violence (mental and physical) and injustice and are at a loss when it comes to the concept of peace. Therefore, it has become important that we, as individuals, make a conscious effort to engage with and work towards a peaceful existence. A school is one such institution where this engagement can be initiated and nurtured; education for peace, thus, finds its place in the curricula document. However, one needs to understand that-'peace education' is not the same as 'education for peace'. The former refers to a component that is simply part of a syllabus like any other subject; the later refers to a vision for education. It then implies that education for peace is a frame of mind that is not equivalent of simply acquiring a body of knowledge. Education for Peace is tohumanise the educational process.

The position paper'06 defines the major frontiers of education for peace as: (a) bringing about peace-orientation in individuals through education; (b) nurturing in students the social skills and outlook needed to live together in harmony; (c) reinforcing social justice, as envisaged in the Constitution; (d) the need and duty to propagate a secular culture; (e) education as a catalyst for activating a democratic culture; (f) the scope for promoting national integration through education; and (g) education for peace as a lifestyle movement.

Hence, NCF'05 proposes an integrative approach to education for peace rather than have it as a separate subject area. Education for Peace cannot be prescriptive in nature and requires continuous engagement between the pupil and the teacher. Such an engagement should take cognisance of the cultural sensitivity of people. There are certain subjects that can impart education for peace very directly like language and the social sciences.

Social science education and peace

Social science is primarily concerned with the study of society. It seeks to raise issues on the structure of the society, the way power is diffused in the society, the way resources are distributed and the processes that influence how choices are made in the society. All such questions feed into the process of building peace and harmony and seek to answer the normative question of–*What is a good society all about? And how can it be created?*

There obviously are contestations over the 'best model' for a good society. And even though the aims of social science education are structured to understand society by giving a glimpse into the different perspectives, the highest aim would be to pitch learning towards a peaceful society.

In that sense, the aims of education for peace are in tandem with the aims of social science learning. Social science therefore deals with issues of pro-social behaviour and how children should be encouraged towards it. Pro-social behaviour, refers to a voluntary action intended to help a group. It implies a decent consideration for the other as well as for oneself. It doesn't involve deprecation of oneself nor does it mean lack of assertiveness rather it means to condone non-violent means for resolution of ubiquitous manner. How can pro-social behaviour be built? What sort of attributes and capabilities have to be fostered for the same? And whether the social environment inhibits or facilitates such a move-are some of the questions that social science continuously struggles with. Some of the values that social science ought to engage with and promote are of non-violence, equality, social justice, ideas of democracy and multivocality. These values contribute to making of pro-social behaviour; all of which is encompassed in the ideal of peace. The foundation of a society that bases its criteria on pro-social behaviour, seeks to achieve the ideals of democracy and development.

But can our school curriculum address these multiple concerns?

Textbooks post NCF'05

Textbooks developed post NCF'05 sought to present itself from the perspective of the people. The attempt was being made to situate people within their socio-economic-political and cultural context rather than present facts and evidences as mere statistical data that has to be rote memorised. By connecting people to their past and present, the textbooks were aiming for a reflective citizenry who could deploy peaceful means for coexistence in a democracy.

Let us look at a chapter from the history textbook from the perspective of education for peace to understand the attempt made by these textbooks.

Chapter analysis

Theme: Understanding Partition: Politics, Memories, Experiences. Themes in Indian History III, Class XII.

The chapter tries to explain the political, social, cultural and economical upheaval that erupted as a result of the partition of India in 1947. The chapter exemplifies the non-traditional approach of the textbook by using multiple tools.

Including multiple perspectives of an event

The chapter, wary of what Chimamanda Ngozi Adichie calls "dangers of a single story" (2009) attempts to tell history by making use of multiple sources namely: primary, secondary and tertiary sources that contribute in framing history of a given event. The attempt is to show that every source has a perspectivebehind it which renders itself useful when placed in a particular context. The chapter tries to bring out the essence of the Partition that left different impressions on different people. The old history textbooksmostly rely only on details laid out in government documents. And as much as

those are important, they don't give "memories". By taking into account memoirs, diaries, first-hand accounts, narratives, the chapter is critical of the way mainstream history doesn't take into account mass history. Such a ploy makes history a tool for the common man.

The chapter highlights the plight of women folk by mentioning about the cases of abduction and rape, something that was not considered in earlier history textbooks. The portion on *"recovering women"* extensively deals with the phenomena of women who were forcefully made to get married and eventually established familial bonds. When the governments on both sides wanted their citizens back, they became insensitive to these issues of human relationships. This is shown through the use of a testimony of a couple who faced the same struggle. The chapter also takes into accounts secondary sources like movies, poetry and plays made on the subject that bring out the ethos of partition

Following the Bottom-up approach to history

Unlike the earlier history textbooks that narrated history from a top-down approach by focussing on the accounts of Gandhi, Jinnah, Nehru and others, this chapter tries to adopt a bottom-up approach. Harrowing accounts of the common public, men and women both, who suffered agony, suffering and loss due to partition, finally see the light of the day alongside the accounts of the great leaders. Such an intermixing of tales brings out multiple viewpoints on partition and demonstrates how the history of blood and gore had different yet similar impressions on different people along with charting out the political, social and economic implications at the national level.

Contesting prejudices

Based on the NCF 2005 recommendations, the chapter tries to create a link between the contemporary world of students and the theoretical worlds of the school. The image of a 'Pakistani' for an Indian and the image of an 'Indian' for a Pakistani is borrowed by a lot of stereotypical notions of what the 'other' might be. And this doesn't restrict to the 'Pakistani' image but extends beyond the notions of nation to the notion of religion thereby considering the *Indian musalmans* as owing their loyalties to the Pakistani state. Such is the reality that we live in. Such stereotypes prevail on both sides of the border and hence the chapter attempts to weed out notions that lend themselves to prejudice.

Utilising people's testimonies as a learning resource

The chapter tries to take care of this issue by breaking down Indians' prejudice against the Pakistanis and vice versa by putting forth few Pakistani testimonies in the beginning of the chapter which testify that the suffering they shared was common. Each one of them has a different experience to share; which also reveals the limitations of oral data to understand a subject.

Identity becomes a crucial issue that this chapter seeks to deal with. There's a special section in the chapter that highlights the factors on which people identify themselves and how intolerance creeps in as people become hostile towards each others identity.

Advocating civic nationalism

There is a difference between *civic nationalism* that is based on democratic equal rights citizenship irrespective of caste, creed and religion and *ethnic nationalism* that is based on homogeneity of language, religion, customs and traditions. The chapter advocates civic nationalism that seeks to do away with the 'anti-muslim'/ 'anti-hindu' ideology.

Nations, as Ignatiff pointed out, have a right to self-determination. But sometimes this national identity is prioritised to an extent that the use of violence against enemies to protect one's nation is morally justified. Such view of national identity reflects nationalistic paranoia that suggests an intolerance of particularities except one's own. As Ignatiff would say-"They recognise*a priori* nationalism in a different sense". This is the danger against which the chapter seeks to warn the students. The fact is that India is not a mono-ethnic nation-state and therefore civic nationalism is a rational form of belongingness to look for. The chapter highlights the importance of studying historical timelines of nations to understand our own sense of self and belongingness to the 'other'. The chapter warns students of falling into the pit of stereotypes and identity formations.

The chapter recognises that nations are required for governance but it doesn't disprove cultural borrowing and empathy. It seeks to establish an identity of character between the state and the people. It seeks to empower people. Thus, nationalism, in this chapter is brought out in a way that supports peace, reason, tolerance and common sense. There doesn't seem to be an unjust representation of the other.

History of help and humanity

Towards the close of the chapter, there is a portion that mentions *a history of help and humanity and harmony.* This is the most empowering bit in the chapter. The aim is to look at the history and memory of the period and analyse why violent events are remembered or forgotten in a particular way to ensure peace and understanding between communities when a similar event takes place. It basically seeks to explore contemporary issues of living that are inhibited by memories that are strengthened in the form of communal fights in contemporary India and the stereotypical images that we still stick to by recounting on the days of the partition. It brings out the politics of violence, of '*othering'* one community from another. And as much as some would argue that this form of presentation is a way of defaming the nation, it brings to focus the multiple perspectives and factors that had gone into the making of a history of hatredness that still dawns us today. The chapter therefore attempts to feed into tolerance and concern for the others whose history is stained by the same blood as ours. This might give an insight to students to view the relations between India and Pakistan not in a polemical way but in an informed way.

Conclusion

The chapter on partition is a revelation of how values of tolerance, peace, humanity, interconnectedness and interdependence between human and nature, justice- can all be

integrated in an innovative way with facts, evidence and statistical data. A separate chapter or a subject area imparting such values will separate the learner from their historical, political, cultural, social and economic context. Peace ought to be an overarching vision that guides the educational enterprise. It has to be seamlessly interwoven so as to be true to social reality. Innovative ways of interweaving sources and perspectives in textbook writing can further peace-orientation in students who might contribute towards a just and equal society.

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Innovations in Science Pedagogy: Children's construction of Knowledge of Concepts and their Socio-Cultural Context

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Abstract

Teachers are expected to teach what is given to them as prescribed courses with hardly any relationship between school knowledge and local knowledge. How is learning happening in the classroom? Are children actively constructing knowledge? Has role of teacher changed in the present context? These are a few questions that were answered in this paper. The paper explores the relationship of children's construction of knowledge of scientific concepts and their culture. It is based upon the action research conducted during a school internship programme in a school located in the North-West Delhi. It was found that culture (every day knowledge of children) of children influences their knowledge construction. This construction of knowledge is dependent on their 'frame of references' (Sarangapani, 2003) which is their culture and social surrounding/world. Children interact with many activities in their surroundings and construct social meaning for any activity or interaction. The construction of social meaning depends upon type of culture to which child belongs. The paper analyses children's responses to various questions in classroom teaching-learning process and figured some insights on how children bring in their social cultural knowledge in class which help them in making sense and constructing knowledge of various concepts.

Keywords: Social Constructivism, Construction of knowledge, Scientific concepts, Changing roles of teachers and learners, Every day knowledge, Social Cultural Context

Introduction

Children of class IV were discussing different colourful flowers found around them. It was a part of an interaction of their EVS textbook, chapter 'The Valley of flowers'. The chapter is about different types of flowers and variety of their uses in food, in colours, in medicines, for perfumes and for decoration. The language of the text also encourages

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children to observe flowers carefully and compare and classify on the basis of few observable features like colour, number of petals, grow as a single flower or in bunches etc. Following is an excerpt of the class discussion:

Teacher: Why do flowers have different scent?

Student 1: Because flowers have different colours *(Kyukiphulo ka rang alaghai*)

Student 2: Flowers grow on different types of plants or trees. That's why there is different scent in them. *(Wo alag alag tarah ke phodhe or ped par lagte hai. Isiliye unki alag alag khushboo hoti hai)*

Student 3: Some flowers do not have scent like red rose (*khuchgulab main nhihoti Khushboo*), flower of Cauliflower (*ghobi ka phool)*

Student 4: Different insects come to different types of flowers

Teacher: Why do insects come to flower?

Student 2: For sucking nector from flowers (*phoolo ka ras pine*)

Student 1: Insects come to eat leaves too… *(phoolo ki patiya khane bhi aate hai)*

Student 5: Insects bite us also *(hame bhi kaat lete hai)*

Student 6: When Honeybee bite us, it pains a lot (*haamadhu-makhikekatne se bahut dard bhi hota hai*)

Student 3: Wasp bit me (*hme to Tatiya (□□□□□) ne kata hai)*.

Student 3: It is as painful as a honeybee's bite (*Jitna dard madhu-makhi ke katne par hota hai, utna hi dard beerad kekatne par bhi hota hai)*

Teacher: Is there a difference between a wasp and a honeybee? *(Kya tatiya or beerad or madhu-makhimein koi fark hotohai)*

Student1: Wasp is yellow in colour. Honeybee's back portion is swollen and has black lines in it *(Tatiya or Beerad to ek hi hotihai jo poori ki poori yellow hoti hai. Madhu-makhi ka jo peecha ka hissa jo phula hota hai usme kali lines hoti hai)*

Later in the discussion they readily responded on how does it (honeybee/ wasp) bite and the first aid to be given under such situations. Children's responses are much beyond the content of chapter, wherein it is taught that honeybees produce honey in their hives. They were able to identify difference among insects which look almost similar. As a process of interaction with environment (both physical and social), children observe and make sense of their surroundings. They bring in a lot of knowledge with them to school. This knowledge is their "local knowledge" which they got from their social surrounding and culture to which they belong. Secondly, children by nature are curious and they observe their surrounding minutely for instance drawing difference between a wasp and a honeybee. This common sense knowledge (Kumar, 1992) often does not become a part of school's legitimate knowledge. National Curriculum Framework, 2005 also emphasised

on building relationship between school knowledge and local knowledge. "The child's community and local environment form the primary context in which learning takes place, and in which knowledge acquires its significance. It is in interaction with the environment that the child practices" (NCF, 2005). The other important aspect is 'knowledge is constructed' by learners through active engagement. It is also the premise of the child centred education.

Theoretical Underpinnings

Theorists like Bruner and Vygotsky emphasised that all cognitive functions are believed to originate in, and are explained as products of social interactions. Learning is more than the assimilation of new knowledge by learners. Learning is a process in which learners are active. These theorists also known as social constructivist focussed on the collaborative nature of learning and gave importance to cultural and social context. A key emphasis of social constructivism is the value of cultural background. Every human develops in the context of a culture; thus, a child's learning is affected by the culture of the family they are brought up in. Culture gives children much of the content of their thinking that is their knowledge. Secondly. It provides children with the cognitive tools needed for development, thus culture can teach children both what to think and how to think using tools like language, cultural history, social context and more recently electronic sources of information. Bruner (1960) has emphasised social interaction, via working in groups with peers, is essential for social constructivism.

Vygotsky's (1978) sociocultural theory focussed on child as an active seeker of knowledge, and emphasised the role of rich social and cultural contexts on their thinking. Theory describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. In other words, first, on the social level, and later, on the individual level. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD) (Vygotsky, 1978, p.57). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Vygotsky's Zone of Proximal Development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."

Influenced by Vygotsky, Bruner emphasises the role of the teacher, language and instruction. He thought that different processes were used by learners in problem solving,

that these vary from person to person and that social interaction is the basis of good learning. Thus, collaborative learning, discourse and scaffolding are strategies for enhancing and facilitating learning.

How this constructivist learning happens in schools is a major concern of educationists. There is another peculiar way of looking at schools, in which schools are labelled as 'black box'. What actually goes within the black box- what is taught, the concrete experiences of children and teacher- are not known. School from the beginning has maintained a boundary from social surrounding that differentiates school from society and children do not get the social meaning of whatever is taught in the school. But what can be said certainly is that along with the disciplinary knowledge, norms and behavioural practices are taught.

The school subjects, curriculum and textbooks were decided and developed by certain groups of society and influenced by national policy of the country. But in classroom teachers have an important role to play. Driver et al (1994) in their article 'Constructing Scientific Knowledge in the Classroom' emphasised that "classrooms are places where individuals are actively engaged with others in attempting to understand and interpret phenomena for themselves and where social interaction is seen to provide the stimulus of differing perspectives on which individual can reflect.

However, after National Curriculum Framework, 2005 some changes were observed in classrooms where in students' experiences were started to be given importance as discussed below.

Sample

The data was collected from the interaction of class VI students of a school. It is a girls' school. The school is located in the North -West Delhi. There are 75 girls in class. On an average 60 are present everyday. Girls come from the families where most of the parents either work in factories situated in the Bawana industrial area. In most of the families both mothers and fathers are working. A few parents (father) work as labourers, electricians and plumbers. There are few girls who come from families of farmers who make small earnings from farming. Mostly girls live in small concrete houses with facilities of television and mobile phones. Girls do household work.

Data Collection

Most of the data was collected during classroom interactions in the internship of final year of B.El.Ed. Programme. Interactions were recorded using recorder in mobile phone and then later transcribed for analysis. Students were also asked questions in an unstructured interview. Open-ended discussion with students were also conducted.

Classroom Observations

Students of class VI were working in groups and connecting bulbs and cell/ battery in an electric circuit. All groups used an electric cell except one, which used a mobile phone

battery. The girl didn't have electric cell at her home and she brought a mobile phone battery. The bulb did not glow in that circuit having mobile phone battery. It provided the teacher an opportunity to discuss and highlight some issues related to electric circuit. Following is excerpt from the classroom interaction:

Teacher: Will bulb glow using battery of mobile phone?

Student 1: Yes ma'am, I tried at home (Maine ghar par karkar dekha tha)

Teacher: Can you tell about its positive and negative end

Student 1: (By showing her battery) it is written over here about positive and negative ends.

Teacher: Can any battery be used to glow any bulb?

Silence…

Teacher: Can this battery (by pointing towards battery in the circuit) be used to glow bulbs in our classroom?

Student 2: No

Teacher: Why not?

Students whispered among themselves. But none of them responded…..

Teacher: What precautions we need to take while dealing with electric circuits?

Student 6: Please don't touch wires carrying current in a circuit

Student 2: Stay away from the electrical poles.

Student 7: Such poles have a danger sign on it.

Student 3: Don't touch circuits with wet hands.

Student 4: Electricians wear rubber gloves.

Student 2: We should wear rubber slippers.

Student 5: Their tools have rubber/ plastic handles like in screw divers

Student 2: My father works as an electrician and he always stand on a wooden stool

Student 4: Why did we not wear gloves in class?

Student 3: Current in circuits (point towards circuits made by them) is less as compared to home electric circuits.

Almost all students knew about safety measures to be adopted while handling electrical appliances. This knowledge is coming from their everyday life experiences. One of the student's father works as an electrician and she shared safety measurestaken by him while dealing with electrical appliances. That student may have observed or have discussed these with him. In both the situations, she was an active participant in learning. Thus, everyday life experiences play important role in learning and thus, in class interaction too. Teacher in this situation is also encouraging and motivating students for sharing experience, thus facilitating their knowledge construction.

In another context on reflective surfaces:

Teacher: Give some examples of reflective surfaces

Student1: Clean water *(Bilkul saaf pani)*

Student 2: Glass on the wrist watch *(Hath main phennewalighadi ka seesha)*

Student 3: Mirror

Student 1: Clean water is like a mirror, it also reflects light like a mirror *(Saaf Pani Seeshe ke jaise hota hai or jaise seesha light ko reflect karta hai waise hi saaf pani bhi light ko reflect karta hai)*

Studen 4: Surface of a new steel utensil (*Jo bilkulnayebartanhotehai steel ke)*

……

Teacher: Describe the image formed by plane mirror like one on dressing table

Student 3: Height of image is same as that of an object *(Jitni hmari height hoti hai utni hi image ki height hoti hai)*

Student 5: If we raise right hand then it appears that image is raising left hand *(Agr hum right hand uthayenge to mirror ka left hand uthega)*

Student 6: Shape of image is same as that of an object *(Shape bhibilkul object jaise hota hai)*

Student 7: Colour is also the same in an object and an image *(Colour bhi same object jaisa hoga)*

Teacher: Do you think of any other similarity?

Silence….

Teacher: What happens to our image if we move away from the mirror?

Student 8: If we move away from the mirror then our image will also move away from it *(Agr hum door jayenge to image bhi door jayega)*

Student 2: When we stand in playground for prayer then also our image appears. That's not of same size as ours.

Teacher: Is that image or something else?

Student 1: (promptly) That is our shadow

Teacher: Yes, that is our shadow.

Student 4: How is shadow different from image?

Student 5: Shadow is black in colour*(Shadow ka colour black hotahai)*

Student 3: Size of shadow changes (*size ka bhi bada ka bhi chota hota hai)*

Student 1*:* Shadow is formed during day (*shadow din ke time main bnti hai)*

Student 2: When there is dim light then shadow is also formed on wall *(kabhi kabhi kam light hot to bhi wall par shadow bana sakte hai)*

Student 1: Shiny surface is not necessary for the formation of shadow *(shadow ko banne ke liye koi shiny surface ho jaroori nahi hota kisi bhi surface par bana sakte hai)*

Teacher: Now can all of you write the characteristics of image in your notebook…

All students were able to write. A sampler is as follows:

Image is formed due to a shiny surface; Image is colourful; Shape, size and colour of the image are dependent on the object; Image shows lateral inversion;

"*Image ko banne ke liye shiny surface hi chaiye hoti hai;*

Image colore dhoti;

Uska sab khuch object ke size, shape, distance, colour par depend hota;

usme lateral inversion bhi show hotahai"

Teacher: Can we also add this, "Distance of the image from the mirror is same as that of the distance of the object from the mirror"

Students: yes…

Thus, instead of focussing on rote memorization or copying unmeaningful sentences about properties of image formed by a plane mirror, children shared their ideas and discussedtheir own reasoning behind their exploration. Children's ideas come from their surronding world and they were able to interpret and make sense of the reality. Such discussions/ interactions help other students too, as they are learning from other experiences and also trying to relate to their context.

Often teachers find lecture as one of the most convenient ways of delivering information. But it does not provide opportunities to children for questioning, observation and exploration. Science curriculum in the middle school level is linked to everyday life experiences of children. It is important to include their experiences in class discussion. As we move to higher classes scientific concepts become more theoretical and abstract in nature and a lot of assumptions are made. In scientific concepts we don't see the concepts but only see their 'effects'. For instance, we can't see force, light or current but we can see that a table is moved on application of force or a bulb glows when current is passed in a closed electric circuit or an image is seen in a mirror after light is reflected from it. These 'effects' of scientific concepts are observable to students however; it is the teacher who acts as a facilitator in explaining the scientific concepts behind these effects. Children interpret the explanations as per their experience. Each child will construct her \ his knowledge. This construction of knowledge would not be the same for all. It is personal and resides in the minds of learners. There is a sharp distinction between the meaning that the text book contained, and the interpretations children could make of it (Kumar,1991).

For example, children know that we can get shock from electric current and they also know that what canbe used to avoid the electric shock. Teacher used their reasoning and

understanding for their further learning.Some children are able to relate to the concept quickly as it is their part of everyday life/ immediate surroundings (like the girl whose father is an electrician.) For such children motivation to learn that concept is autonomous. These learners have the sense of relatedness and will develop the sense of competence and autonomy quickly (Deciand Ryan, 2009). There are few other children in class who did not have any experience of electric circuits. These will feel persuaded to learn through other's experiences. Such children have controlled motivation. These children will be pushed harder (controlled) to attempt such tasks of making circuits in class for making their learning meaningful (Vansteenkiste, Lens and Deci, 2006).

With reference to any given scientific concept all children may be at different levels of understanding. In order to arrive at correct scientific understanding, it is important to challenge children's existing ideas. A classroom interaction which give space to children to share their ideas provides children an opportunity to modify and change their ideas. Thus, children's everyday observation and local knowledge has a lot of importance in science classroom. Children as active constructors of knowledge interact with environment and reconstruct their concepts.

Conclusion

The following implications are suggested for teachers and teacher educators:

- Before teaching any group of learners, teachers need to find out the social background of learners. Then class room interaction should be built on that. Let's take an example of children of daily wage labourers who were coming to a school located in an industrial area. In order to connect science to everyday life of children, teacher asked – "how many of you drink milk before coming to school?"." How much milk does your mother/ father buy every day?". Only a few hands were raised. A girl responded in a very low voice that they only bought half a litre of milk every day, which is used for making tea two times a day. So was the teacher's question appropriate ? Could the teacher have asked a more relevant question to initiate the class? it is very important to know the socio-economic background of children and be sensitive to that in the classroom. A teacher should visit atleastonehouse of the colony from where children come to the class.
- Children derive meaning from classroom interaction. However, their interpretation depends on their existing mental 'schema'. They assimilate and accommodate their schema according to their previous experiential knowledge, which in turn comes from their culture. Thus, for teachers it is of immense importance to know and understand their cultural and social context. Moreover, their responses and logic for any situation in class comes from their prior experience. By knowing the context of children, it will be easier for teachers to know their learners better and making their learning meaningful.

- Using variety of teaching methods in classrooms like discussions, debates, hands on activities and surveys can provide learners varied opportunities to interact with others including the community and at the same time help them to express their opinions. In an instance a teacher of class VIII explained to the girls in a school located in the rural area of Bawana, Delhi that farmers in our neighbouring states of Haryana and Punjab prepared their fields for sowing by burning the dried weeds and the remaining stalks of previous crops. This causes air pollution and Air Quality Index of the city rises to drastic poor quality. Girls in the class looked perplexed and one of them raised hand and remarked, "Ma'am, by this practice seeds of weed plants are destroyed". Teacher promptly replied that there are other ways to destroy weed plants. The major problem is smoke from burning causes air pollution. Girls started whispering among themselves. On further probing, teacher came to know that a number of girls in her class come from families where they follow this practice of 'burning stalks in the fields'. Their concern was not air pollution in the city but how to prepare fields for sowing. For them it is the most convenient method, which their families are following from many years. Through this example, the attempt is neither to legitimise the practice of burning stalks nor to question the age-old practice followed by a community of people but rather to draw attention of readers to the fact that knowing the socio-cultural context of learners is important. Had the teacher known it beforehand then she could have suggested concrete alternatives to students. Those concrete suggestions may bring in desired changes in practices followed by communities.
- It is often suggested that to change pedagogy of any class, it is important to change ways by which children are assessed. Teachers should use varied assessment methods like picture reading, drawing, creative writing, projects and many more innovative strategies. Even in a paper and pencil tests questions can be asked in an interesting and meaningful manner.

Let's take an example

i) On the sight of food, our mouth starts watering. What is that water called?

Or

ii) When Sati opened her lunch box her mouth started watering on seeing the food. Which organ system is working here in her body? (www.aqad.in, 2019)

a) Mouth
b) Tongue
c) Respiratory System
d) Digestive System

The question i) is only a recall question. On the other hand, the question ii) is linked to children's daily life experience and it also encourages children to think about it. However, framing such questions require thinking and training and teachers may find

difficulty in initial stages. The point worth noting is that by bringing change in assessment strategies will lead to innovative teaching strategies in classrooms and meaningful learning for children.

To summarise, Children carry a reflection of their social background behind their responses and logic that they give while exploring their immediate surroundings. Every child belongs to some culture and each culture follows some rules, norms and values that we coined as 'socialization'. Child reflects his/her social background through the way of communication (language used), eating habits, parent's occupation, socio-economic background of parent, the locality to which the child belongs and norms, value and rules of the culture that the child's family that follows. Thus, it is important to acquire familiarity with the cultural and social context of children before beginning to teach as learning does not take place in isolation, rather it is linked and integrated into children's environment (immediate milieu). It was found that when the content is chosen from children's culture and social background then they learn quickly and meaningfully. Vansteenkiste, Lens and Deci (2006) had called it an 'autonomous motivation' to work for developing an understanding and knowledge construction. Pedagogy could include methods like experiments, small group discussions, activities, dialogues or any other where in children feel connected and are able to actively participate. Recall based questions in the examination and even in class tests should be discouraged for assessment. Rather thinking and reasoning based questions, tasks and activities may be used. Assessment can be thought of in many innovative ways other than paper and pencil tests and made more suited to the life experiences of children. Thus, utilising children's socio-cultural context in classrooms will bring innovations in the pedagogical practices that in turn will facilitate the process of knowledge construction of children.

Notes

- Aditi Mahavidyalaya is one of the eight colleges of University of Delhi, Delhi, offering four years Bachelor of Elementary Education (B.El.Ed) programme. In the final year students are placed in schools for sixteen weeks long School Internship. During the internship periods students (Interns) teach and interact with a group of students.
- The action research activities discussed in this paper were drawn from the school internship experience of BElEd Intern: Ms Meenakshi Pal, placed in Nagar Nigam Co-Education School, Bawana, Delhi -110039 and Ravi Shankar Sarvodaya Kanya Vidyalaya, Bawana, Delhi- 110039.

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