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JULEENA ROSHY. A

Editorial
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**Prof. (Dr.)
T. Mohamed Saleem**
Principal

It is with immense pride and admiration that I address you, the brilliant minds behind our esteemed Bird Eye View. Your unwavering dedication, relentless pursuit of knowledge, and remarkable creative works have truly made a lasting impact on our academic community. Each day, you inspire us with your passion for discovery and your commitment to advancing the frontiers of knowledge. Your exceptional articles have significantly enriched our scholarly discourse. Your ability to distill complex ideas into accessible narratives is commendable, as you have successfully bridged the gap between academia and wider society. Through your writings, you have ignited intellectual curiosity and fostered a culture of critical thinking among our peers. Your achievements reflect not only your individual brilliance but also the collective strength of our research community.

As we continue to embark on this exciting journey of exploration and innovation, I urge you to keep pushing boundaries, challenging the status quo, and fearlessly pursuing your dreams. Your work holds the potential to reshape our understanding of the world and bring about positive change. Remember, your creativity, passion, and determination have the power to transform lives and shape a brighter future.

Wishing you all continued success and fulfillment in your scholarly pursuits.

As the Research Coordinator, I am delighted to extend my sincere appreciation to the entire team of research scholars who have dedicated their time, effort, and expertise in producing the 8th issue of the newsletter Bird Eye View, yet another insightful and engaging edition. The newsletter has become a valuable platform for our community, serving as a means to showcase the diversity and quality of research being conducted by our members. Each issue offers a collection of articles, reviews, and updates that reflect the broad range of disciplines and topics our scholars are involved in. I wish you all an enjoyable reading experience and look forward to your continued support and engagement in our future endeavours.

Dr. T K. Umer Farooque
Research Coordinator

We, the research scholars, understand the significance of engaging in various activities that complement our academic pursuits. These activities, be it seminars, workshops, or conferences, not only provide us with valuable opportunities to present our research but also foster collaboration and intellectual growth.

I strongly believe that our collective efforts and participation in these activities contribute to the overall development of our academic community. In line with this, I am excited to view the new issue of our very own newsletter.

I am assured that our newsletter will become a valuable resource that reflects the depth and diversity of our research community.

Sabanath. M
President, RSA

Editorial

Juleena Roshy. A
Editor

We are delighted to present the 8th issue of our newsletter Bird Eye View, a milestone achievement for the Research Scholars Association (RSA). This edition is filled with a diverse range of write-ups and highlights the remarkable programmes conducted. Our dedicated team of research scholars has worked tirelessly to bring you insightful articles that cover a wide array of subjects. From groundbreaking scientific discoveries to thought-provoking social issues, this newsletter encapsulates the intellectual rigor and innovative spirit of our association. The newsletter will serve as a platform to showcase the exceptional works conducted by our members and share relevant resources. It will play a crucial role in fostering communication, collaboration, and knowledge sharing within our association.

As you delve into the pages of this edition, we invite you to embrace the wealth of knowledge and expertise shared by our contributors. We hope this newsletter enriches your understanding, stimulates your curiosity, and encourages you to explore new horizons in your own academic pursuits. Let us embrace this opportunity to amplify our voices, celebrate our achievements, and further enhance the research culture at Farook Training College.

PhD Awardees

Rishad Kolothumthodi
20/03/2023

Shahanas E
20/03/2023

Philip Joseph
10/04/2023

Mohammed Sareef. K
11/04/2023

Justin Johns
20/04/2023

Sini Soosan Mathai
15/05/2023

Noufal C
16/05/2023

Linisha C K
09/06/2023

5VX5+F95, Paruthipara Rd, Farook College, Kerala 673632, India

Farook College
Kerala
India
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Farewell

On May 31, 2023, Farook Training College bid a heartfelt farewell to Mr. Ahamad K. P., a cherished member of our non-teaching staff for the past 18 years. The retirement ceremony was a poignant event that celebrated Mr. Ahamad's long and dedicated service to the college. Colleagues, faculty members, and students came together to express their gratitude and appreciation for his contributions. The Research Scholars Association, recognizing his invaluable efforts, presented Mr. Ahamad with a meaningful memento as a symbol of their deep respect and admiration. The retirement ceremony marked the end of an era, acknowledging Mr. Ahamad's immense impact on the college and wishing him a fulfilling and rewarding retirement journey ahead.

Newsletter Release-December 2022 Issue

On March 21st, 2023, Research Scholars Association of Farook Training College released the highly anticipated December 2022 issue of its newsletter.

The occasion was made even more special by the esteemed presence of Dr. K.P. Meera, an exceptional academician from the University of Calicut, who was honoured for her invaluable support to the college.

The event was graced by the presence of esteemed guests, faculty members, and enthusiastic students.

One Week Short Term Certificate Course on Inclusive Education 20th – 26th February 2023

The one-week online short term certificate course on "Inclusive Education" was a successful program attended by a significant number of participants from various colleges and universities. It provided a platform for participants to learn about inclusive education and various strategies to address curricular issues and alternative means for assessment and evaluation.

One day Workshop on Gender Perspectives in Malayalam Language Text Books' 14th March 2023

The workshop aimed to create awareness among the participants about the importance of gender perspectives in language textbooks and to encourage them to integrate gender perspectives in their teaching practices. The participants discussed various issues related to gender, language, and education and shared their experiences and perspectives.

One-day Workshop on SPSS 29th March 2023

The session began with the introductory talk on SPSS by Dr. Anees Mohammed C., Assistant Professor. The teacher gave the audience a nutshell view on how to use SPSS for basic statistical operations used in educational research. This was followed by the hands-on session on SPSS and it was handled by Dr. Muneer V., Assistant Professor, who gave a detailed class on how to do item analysis, correlation, t-test, ANOVA etc.

State Level Workshop on Research & Publication Ethics - 21st March 2023

Research Scholars Association of FTC organized a State Level Workshop on Research and Publication Ethics in order to honour Prof. (Dr.) K.P. Meera, Research Advisory Committee Member, Department of Education, University of Calicut. The resource person was Dr. Divya C. Senan, Asst. Prof. University of Kerala. The resource person spoke about research and publication ethics and focused on the topics, Conducts and Misconducts of Research Arena. The afternoon session was handled by Dr. Jayapraveen J., Asst. Prof., NSS Panthalam. The session was about APA style format to be followed in research. The sessions were highly effective and interactive.

THE SATURATED SPONGES

Dr. Aseel Abdul Wahid
Asst. Prof. FTC

It looks Greek and Latin to me when it comes to the question of teaching learning process at the school level, let alone the higher level. Humans possess reasoning and judgement abilities, enabling them to pass down wisdom from one generation to the next. This process is referred to as "education" or "schooling," but I would prefer to call this simply 'schooling'.

Humans are social beings who learn best through collaboration, not competition. Competitive learning environments discourage deep thinking, creativity, and interest in subjects. Genuine interactions with others contribute to meaningful learning experiences, benefiting both individuals and communities.

Learning is described as an active process of understanding the world by acquiring new information, comparing it to existing knowledge, and deriving meaning from interactions. Knowledge is constructed through practical experience. Learning is most effective when situated in authentic contexts where new knowledge and skills can be applied. It is emphasized that learning is not separate from productive activity but at the core of it.

The Saturated and The Unsaturated

The earlier generation of "unsaturated" learners absorbed and expanded upon knowledge naturally. They had a functional curriculum that allowed for the expansion of knowledge, skills, and values. The unsaturation of learners, the process of unlearning, played a role in developing and refining the human faculties of reasoning and judgement. In contrast, the modern "saturated" system is criticized for its defined syllabi, textbooks, evaluations, and lack of harmony between content, method, evaluation, and behavioural changes. Learning becomes limited to knowledge acquisition, leading to intellectual cloning and neglecting the development of human faculties.

The current educational system is seen as lacking innovative ideas, strategies, and techniques. Learners are

> **The current educational system is seen as lacking innovative ideas, strategies, and techniques. Learners are depicted as being saturated with information but lacking the opportunity for unlearning and unsaturation**

depicted as being saturated with information but lacking the opportunity for unlearning and unsaturation. The poor learner is overfed with minerals, vitamins, carbohydrates and fats, the saturated fat. We have educational cholesterol, blood sugar and hypertension. Discussion, open book exam, reference system, projects are the least. Travel, heuristic guidance, no learner to teacher transmission, no critical thinking, no preparing questions for given answers, no activity that result in unlearning or unsaturation. Entire educational machinery is propelled to saturation.

Then how do we traverse the learning continuum through creation, evaluation, analysis, application, understanding powers? Will mere knowledge acquisition do? Can this species on the planet, the most gifted, the homosapiens, survive the challenges of time at the least resource expense? The more we squeeze the sponge, the more it gets and saturated.

I pity the poor Saturated Sponges!

BLENDED LEARNING: WHY 'A BIG NO-NO' FROM OUR SCHOOLS ?

The practice of blended learning as an innovative strategy is never an easy task as far as the Indian situation is concerned. Each and every stakeholders of education have to overcome a large number of hurdles to implement it effectively. Some of the constraints are discussed here.

Lack of enough technological infrastructure is considered to be the foremost issue. Most of the schools does not have funds to allocate for buying and installing technological equipments and media facilities within the classrooms. Similar is the case of students in the country. The families with low socio-economic status finds it almost impossible to purchase electronic gadgets to meet the educational needs of their children. The extensive use of technology in teaching learning process is equally new to teachers as for learners. There is a mass of technology emigrant educators who are in a puzzled situation, which leaves them undecided from where to begin and what to do. Without proper training they will find it difficult to execute such an innovative teaching learning strategy.

There exist 'old school' supporters who still remain adamant that this huge intervention of technology in the teaching learning process would not benefit as much as the old classroom transaction. In fact, these people are threat to the effective organization and execution of blended strategy of learning process. The so called 'innovative' class have to go a long way to convince and inform such people about the benefits and wide range of scope of this strategy.

The increased work and consequently the work pressure for the teachers cannot be unseen during this juncture. Teachers find it strenuous to cope with the extra stress during the paradigm shift. There are chances for teachers who are not well versed with the concept of blending, to provide content delivery and related activities in disproportions. Such a situation may lead to the burden among learners in the form of cognitive overload. This would again pave the way to misleading learners and cause them to lose interest in learning.

The process of educational evaluation is a real mess due to the technology mediated learning process. The learners who are expected to be even more exposed to internet resources, may result in increasing the chance for plagiarism, in place of their original works. Meanwhile, detecting and tackling such incidents of non-credibility for each and every work is an enormous task for the teachers.

Shyma Usman Abdulla
Research Scholar
FTC

> The process of educational evaluation is a real mess due to the technology mediated learning process. The learners who are expected to be even more exposed to internet resources, may result in increasing the chance for plagiarism, in place of their original works.

> By understanding the multifaceted nature of the problem, policymakers, school administrators, and the wider community should collaborate together for implementing supportive measures and strategies that mitigate stress, nurture teacher resilience, and foster a healthier teaching profession.
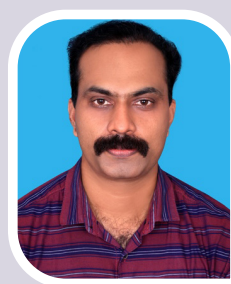
UNVEILING THE HIDDEN STRUGGLES OF TEACHERS

A headmistress of a Government Lower Primary School in Vaikom, Kottayam district, tragically ended her life, shedding light on the distressing issue of occupational stress experienced by teachers in Kerala. Her tragic decision to kill herself was driven by the overwhelming stress arising from the relentless workload. With mounting workloads and increasing expectations, the mental well-being of teachers has become a matter of grave concern, necessitating a deeper examination of the underlying causes and potential solutions.

Often regarded as a noble profession, teaching carries a significant weight of responsibilities. Like their counterparts across the globe, teachers in Kerala grapple with numerous challenges, including preparing lesson plans, engaging classes, managing classroom discipline, assessing student progress, and meeting administrative requirements. Moreover, they often find themselves caught between the expectations of students, parents, educa-

tional authorities, and societal pressures, further intensifying their stress levels.Heavy workloads, time pressures, and the burden of meeting academic expectations contribute to a demanding environment for teachers. The increasing diversity in classrooms and limited resources further intensify stress levels. Conflicts with colleagues, administrators, or parents can also add to the occupational stress experienced by teachers. Surprisingly, the use of technology in education, intended to enhance the learning experience and reduce teachers' workload, has resulted in high levels of techno stress. Recent studies revealed that most of the school teachers in Kerala have moderate or average job stress. It has also been noted that female teachers are more stressful than male teachers and head of the institutions are highly stressed than their counterparts.

It is essential to acknowledge that a completely stress-

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Research Scholar
FTC

free life may not be a realistic goal. Not all stress is bad, but the way how we manage the stress is very important. Preventing and managing long-term stress can lower the risk for the conditions like heart disease, obesity, high blood pressure and depression. There is little we can do to prevent stress, instead, we can shift our perspective and develop strategies to better cope with it. When we embrace stress as a natural part of life and cope with it properly, it can cultivate resilience, adaptability, well-being and personal growth in us. To effectively manage occupational stress, teachers can adopt various coping strategies. Prioritising self-care practices, such as maintaining a healthy work-life balance and engaging in mindfulness or meditation can help reduce stress levels. Seeking social support through professional networks, mentoring programs, or conversations with colleagues can provide a valuable outlet for stress relief. Time man-

agement techniques and delegating tasks can alleviate stress related to heavy workloads. Additionally, participating in professional development opportunities focused on stress management and classroom management strategies equip teachers with the skills and resources to handle stress more effectively. Effective coping involves identifying and utilising strategies that promote resilience, psychological well-being and problem-solving abilities.

To address this pressing issue, it is imperative to delve into the root causes of occupational stress among teachers in Kerala and explore viable solutions that promote their well-being and ensure a conducive working environment. By understanding the multifaceted nature of the problem, policymakers, school administrators, and the wider community should collaborate together for implementing supportive measures and strategies that mitigate stress, nurture teacher resilience, and foster a healthier teaching profession.

VALUE EDUCATION

Sreeja. N
Research Scholar
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Value education is the one of the important aspects of education. It is an educational approach that focuses on teaching student values that are important for their personal, social, and moral development. Values such as honesty, respect, responsibility, compassion, and kindness are highly emphasized in value education. In today's world, competition and success are often considered the ultimate goals, value education plays a crucial role in shaping the character of individuals. It develops a deep sense of empathy and compassion towards others. It is an integral component of education that goes beyond the acquisition of knowledge and skills and prepares students for life. But now a days schools and colleges doesn't give much importance for value education.

Many of the doctors, lawyers, politicians and govt servants who are supposed to be the saviors of the society, suffered from serious charges of corruption, old age homes are increasing. suicides and drug use are increasing. The meaning of love is changing. The education led technology, inventions and innovations are being misused. One of the main reasons for all these are the lack of proper value education.

The best way to implement value education is to incorporate values into the curriculum and make it part of its life. There are various methods for imparting value education, including classroom instruction, role modelling, service learning, co-curricular activities, counselling and guidance, and parental involvement. By emphasizing the development of personal values and virtues, value education can help individuals lead more fulfilling and meaningful lives.

Value education is the responsibility of all of us and not just schools. we can teach our children values through our actions. We can show them what we want them to learn through our words and behavior. We should not only talk about what we want them to know but also practice it. We can use role-plays, debates, discussions, games, etc., to teach them

> **Value education is the responsibility of all of us and not just schools. we can teach our children values through our actions. We can show them what we want them to learn through our words and behavior. We should not only talk about what we want them to know but also practice it.**

values. Through this we should integrate information, knowledge, skills with values in education and help students come together to bind this world in a peaceful harmony.

THE ROLE OF EMOTIONAL INTELLIGENCE IN TEACHER EFFECTIVENESS AND CLASSROOM CLIMATE

Emotional intelligence is defined as the ability to understand and manage our own emotions, as well as recognize and influence the emotions of those around us. Emotional intelligence plays a significant role in teacher effectiveness and the classroom climate.

Teachers with high emotional intelligence are better equipped to communicate with their students in a way that is both effective and empathetic. They can accurately interpret their students' emotions, respond appropriately, and build rapport with their students, which can lead to higher levels of engagement, participation, and learning. Teachers who lack emotional intelligence, on the other hand, may struggle to communicate with their students and may find it difficult to connect with them on a meaningful level.

Another way that emotional intelligence impacts teaching is in providing a positive classroom climate. Teachers with high emotional intelligence are able to create an environment that is welcoming, supportive, and encourages students to thrive. They support the emotional needs of their students and take steps to address any negative feelings or behaviours that may be present. This creates a sense of trust and safety within the classroom, which can lead to improved student performance and a more positive classroom experience.

In addition to these benefits, emotional intelligence also plays a role in individual student success. Teachers who possess emotional intelligence can help students identify and manage their emotions, which can lead to improved mental health, higher levels of self-awareness, and better coping skills. By creating an inclusive and supportive classroom environment, teachers can instil confidence and build strong relationships with their students.

To improve their emotional intelligence skills, teachers should engage in a variety of activities like

> **Thus, emotional intelligence plays a vital role in teacher effectiveness and classroom climate. Teachers who possess high levels of emotional intelligence will create a positive classroom climate, and facilitate student success. By developing and improving their emotional intelligence skills, teachers can create a learning environment that is supportive, engaging, and fosters students' emotional and academic growth.**

1. Practicing self-awareness

2. Trying to understand the emotions and perspectives of their students.

3. Improve listening and communication skills to build rapport with their students.

4. Developing strategies to manage emotions in stressful situations.

5. Empowering students by encouraging them to voice their feelings in a safe and supportive environment.

Thus, emotional intelligence plays a vital role in teacher effectiveness and classroom climate. Teachers who possess high levels of emotional intelligence will create a positive classroom climate, and facilitate student success. By developing and improving their emotional intelligence skills, teachers can create a learning environment that is supportive, engaging, and fosters students' emotional and academic growth.

Haseena. KV
Research Scholar
FTC

ACQUISITION OF ENGLISH IN FUTURE CLASSROOMS

Language acquisition is a natural process. By understanding the peculiar features of a language, a human being attempts to make sense of the world. Language can be a powerful tool for developing cross cultural understanding and appreciation. It gives people an opportunity to connect with each other. Our thoughts, feelings and experiences are communicated through the language that we use.

A student who learns English acquires the cultural ideas, values and practices of English. In a technologically advanced world, the future English classrooms are envisaged as a place where machine learning and artificial intelligence personalize learning. The students will be able to receive individualised instruction based on their individual needs and learning style. By considering the strengths and weaknesses of each and every learner, instruction happens. Self-paced modules, interactive videos and other digital resources will be common in blended learning. The project based learning that requires students to use English in authentic context would demand efficiency by incorporating multi model instruction. This may use elements of gamification, such as rewards and badges to encourage students.

When we think about the significant advancement in instruction through technology, we naturally doubt the place and relevance of a teacher in future English classrooms. The teachers of English are passing through a critical phase nowadays. The elevation in technology and the upcoming tremendous possibilities of instructions with the assistance of artificial intelligence have aroused mixed responses and apprehensions in the minds of teachers. They need reassurance of their skills and capabilities which stimulate them in their endeavours. They need to realise the fact that despite the advancement in the technology, their position cannot be replaced by any type of machine.

The future English teacher needs to assess the requirements of the students. There exists variety in the preferences of students. Some students may be visual learners. They benefit from diagrams and charts, while others may be auditory learners. They prefer lectures and group discussions. Teachers must recognise what the students need and adopt a variety of teaching methods to cater to individual choices. A combination of visual, auditory and kinesthetic experience and activities has to be planned by incorporating technological devices. Educational websites, digital textbooks, and language learning apps to supplement one's teaching ,along with regular feedback to know if students are progressing and what they need to improve, are essential. A teacher, who encourages students to practice their skills, is one who adapts his teaching style in accordance with the changes. Activities like group discussion, role plays, games, multimedia presentations ,pair work, debates and project- based learning are to be conducted with a focus on developing communicative competence, critical thinking and argumentative skills in English.

In spite of the supremacy of artificial intelligence in the teaching learning process, there are certain unique skills and abilities that a teacher possesses which make his position unquestionable. Human teachers have be ability to modified their teaching methods to suit the individual learning needs. By providing personalized feedback, guidance and support and by empathising with the students, teachers prove themselves more flexible in adjusting with the preferences of the students than the Artificial Intelligence. The innovative and engaging strategies to present information with an ability to convey complex ideas in a

Lulu S Kappil
Research Scholar
FTC

clear manner ,the human teacher facilities discussions and encourages active participation in the classroom. Teachers understand the strengths and weaknesses of students and create a positive classroom culture. These skills are highly essential in helping students to reach their full potential. It is doubtful if Artificial Intelligence possesses these exclusive traits of a human being. Even though A.I can assist in teaching grammar and syntax , it still lacks the human touch and ability to build relationships with students.This particular ability enables human teacher to experiment with different pedagogical practices in his classrooms. A vision of different cultural nuance and demands of various context enables a teacher to motivate his students by providing suitable environment for the acquisition of English.

SPECIAL EDUCATION VS INCLUSIVE EDUCATION

Special education and inclusive education are two different approaches for providing education for students with diverse learning needs. Here is a comparison between two:

Special Education

Special education refers to a system of education specially designed for students with disabilities or exceptionalities. It involves providing targeted instructional strategies, support services, and individualized programs to meet the unique needs of students. Special Education often takes place in separate classrooms or schools, where students receive specialized instruction from trained teachers. The primary focus is on addressing and accommodating the specific challenges and learning differences of students with disabilities.

Inclusive education

Inclusive education, on the other hand, emphasizes the principle of providing education to all students, regardless of their abilities or disabilities, within the same learning environment. It promotes an inclusive school culture and aims to create classrooms where all students can participate, learn and thrive together. Inclusive education recognizes and values diversity and seeks to provide appropriate support and accommodations to meet the individual needs of all learners. It promotes equal opportunities, fosters social interaction, and prepares students for active participation in society.

Key Differences:

Approach: Special education focuses on providing specialized instruction and support tailored to the specific needs of students with disabilities. Inclusive education reemphasizes creating an inclusive and supportive learning environment for all students, including those with disabilities.

Setting: Special education often takes place in separate classrooms or schools, while inclusive education promotes the integration of students with disabilities into regular classrooms alongside their peers without disabilities.

Philosophy: Special education historically had a more segregated approach, while inclusive education aims to embrace diversity and provide equal opportunities for all learners.
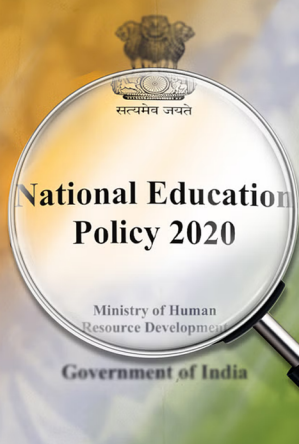
Collaboration: Special education often involves collaboration between special education teachers, therapists, and other professionals to create individualized education plans. Inclusive education emphasizes collaboration between general education teachers, special education teachers, and other support staff to create inclusive learning environments.

Mahaboob Ali
Research Scholar
FTC

Social Interaction: Social education may limit social interaction with students without disabilities due to the segregated setting. Inclusive education fosters social interaction and provides opportunities for students with and without disabilities to learn from each other.

It's important to note that there are ongoing debates and evolving practices in both special education and inclusive education. Some educational systems may blend aspects of both approaches to meet the needs of their students in the best possible manner. The ultimate goal is to provide a high-quality education that promotes the academic, social, and emotional growth of all students, regardless of their abilities or disabilities.

NEP 2020 & SUSTAINABLE DEVELOPMENT

Manjusha BS
Research Scholar
FTC

The National Education Policy (NEP) 2020 is a significant policy document that has the potential to transform the Indian education system. One of the key provisions of the NEP is the emphasis on interdisciplinary learning. The policy calls for a shift away from the traditional disciplinary approach to learning, and towards a more integrated approach that encourages students to think about problems from multiple perspectives. This approach is essential for developing the skills and knowledge needed to address the complex challenges of sustainable development.

The NEP also emphasizes the importance of experiential learning. The policy calls for students to have opportunities to learn through hands-on experiences, such as internships, field trips, and community service projects. This type of learning is seen as essential for developing the skills and knowledge that are needed to solve real-world problems.

The NEP also includes a number of provisions that are designed to promote sustainable practices in education. These provisions include:

- A focus on environmental education
- A commitment to reducing the environmental impact of educational institutions
- A requirement for all educational institutions to develop sustainability plans.

The NEP 2020 is a landmark policy document that has the potential to transform the Indian education system. The policy's focus on sustainable development is a positive step, and it is likely to significantly impact how education is delivered in India in the years to come. It has a number of educational implications for sustainable development. These include:

- A focus on early childhood education: The NEP recognizes the importance of early childhood education for sustainable development and calls for universal access to quality preschool education by 2030.

- A focus on STEM education: The NEP emphasizes the importance of science, technology, engineering, and mathematics (STEM) education for sustainable development. It calls for a significant increase in the number of STEM teachers, and for STEM education to be integrated across the curriculum.

- A focus on environmental education: The NEP calls for environmental education to be a core component of all education, from preschool to higher education. It also calls for the development of a national curriculum for environmental education.

- A focus on lifelong learning: The NEP emphasizes the importance of lifelong learning for sustainable development. It calls for the creation of a national lifelong learning framework, and for the development of policies to support lifelong learning opportunities for all.

NEP 2020 is a significant step forward in India's efforts to achieve sustainable development. The educational implications of the NEP have the potential to transform India's education system, and to prepare India's young people for the challenges and opportunities of the 21st century.

ALPHA MODEL INTELLIGENCE

Sabanath
Research Scholar
FTC

The term "Generation Alpha" refers to the population group born between 2010 and 2025. They are members of the millennial generation, also known as Generation Y, and are frequently referred to as the "tech-savvy generation" or "children of the digital age." The oldest members of Generation Alpha are just about 11 or 12 years old, as of my knowledge, as of September 2021. They are the first generation to have grown up in a time when using smartphones, tablets, and other digital gadgets is normal. They frequently feel at ease with technology, are skilled at utilising it, and enjoy interacting with digital stuff. They have opportunities to explore their interests, create online content, and engage in various digital platforms that enable self-expression and innovation.

Alpha model Intelligence is benefiting from the technological advancements that are transforming education. It will be challenging for schools, educational institutions and educators to cope with the demands of Alphas if they don't update themselves and adopt a new approach to education. For Alphas, knowledge is acquired by doing and experiencing. Schools will have to provide an environment that enhances such learning. They need changes and a new approach to education at all levels. Colleges must prepare to receive Alphas by creating study programs which require intensive learning. Schools need to start preparing programs that are flexible enough to adapt and change quickly according to the curious minds of young Alphas. The right way to teach the young Alphas is by developing their critical thinking and problem-solving skills. It will be important for Alpha model Intelligence children to be able to see problems from different perspectives. Teamwork will let them analyse possible alternative solutions according to different viewpoints and then make decisions based on their own personal and individual critical thinking. Alphas need to be creative and quick thinkers as they will be a member of the human race. Alpha model intelligence is smarter than the other intelligence, not due to evolution; instead, confounding variables such as improved diets and health, modernisation of communities and social awareness all lead to more intelligent generations. Generation Alpha will reach a peak that no other generation has reached yet.

Alpha intelligence children are raised in a highly competitive environment where parents constantly motivate them to do well in studies. Academic excellence is the only sure fire way to climb the class ladder in a mostly middle class society. When children are steeped in a culture that makes them place academics over everything else, it's natural that they overuse their intellectual capacities and end up being smarter than their peers. Children are subjected to a tougher academic syllabus than their western counterparts. It is considered one of the toughest in the world. From a very young age, agile Indian minds are trained to perform difficult cognitive tasks as part of their curriculum. The large reject the theory that intelligence as a quality is fixed and cannot be changed. Instead, believe that cognitive capacities are malleable and can be improved or mended. This is reflected in the way children are made to bring in better grades by encouraging them to do better with test or exam. Belief in this notion helps children constantly work on their cognitive abilities while sharpening their intelligence. Children being multilingual have the advantage of enhanced memory, creativity and mental flexibility.

A bit on 'Bite Sized Learning'

Bindu. A.V
Research Scholar
FTC

In the new era, everyone wants to know more things in short time. Bite-sized learning is a learning method that focuses on delivering content in small, digestible chunks to engage students. The aim is not only to engage students in small activities but also to help them retain information in the long run. Rather than overwhelming learners with large amounts of information, bite-sized learning presents information in small portions that are easy to understand and remember. Breaking down small, well-planned units or activities in the form of short segments of content combined with micro activities is what Bite sized learning promotes. Bite-sized learning modules are small, self-contained information nuggets. They typically range in duration from 1 to 15 minutes and are usually focused on one or two learning objectives.

The goal of bite-sized learning is to reduce the cognitive overload that may occur when the learner faces an overextended amount of information. Research reveals that revisiting learning topics and repeating practice multiple times using different approaches is the best solution for our brain to grasp new knowledge. And this method facilitates the transition of information from short to long-term memory. Bite sized learning helps the students in better engagement, improved memory and concentration, flexible learning, and to develop a passion for learning. Hence the need for bite sized learning has increased in today's class rooms which focuses on providing students with small, frequent pieces of content that are easy to consume.

LEARNING ANALYTICS

Sujisha E P
Research Scholar
FTC

Learning analytics is the measurement, collection, analysis, and interpretation of data from educational systems to improve learning outcomes and inform educational decision-making. It involves using various techniques and tools to gather and analyze data related to student learning, engagement, and performance. The primary goal of learning analytics is to gain insights into how students learn and to use those insights to enhance teaching methods, curriculum design, and educational policies. By analyzing data such as student grades, attendance, participation in online discussions, and interactions with learning materials, educators and institutions can identify patterns, trends, and potential areas for improvement. Some of the key benefits of learning analytics are:

- Personalized learning: Learning analytics can be used to personalize learning experiences for each learner. This can be done by providing learners with different learning materials, activities, and assessments based on their individual needs and interests.

- Early intervention: Learning analytics can be used to identify learners who are at risk of failing. This enables educators to provide timely support and interventions to help students get back on track.

- Curriculum improvement: Analyzing data on student performance can reveal areas of the curriculum that may need adjustment or improvement. Educators can identify concepts or topics that are particularly challenging for students and make informed decisions about instructional strategies.

- Institutional decision-making: Learning analytics can provide valuable insights to administrators and policymakers. Data on student retention, course completion rates, and program effectiveness can inform strategic decisions related to resource allocation, program development, and policy changes.

To carry out learning analytics, educational institutions often leverage technologies such as learning management systems (LMS), data warehouses, and specialized analytics tools. These tools help collect, store, process, and visualize the data, making it accessible and actionable for educators and administrators.

NEURO LINGUISTICS PROGRAMMING FOR PRIMARY SCHOOL STUDENTS

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Neuro-Linguistic Programming (NLP) techniques can be adapted and used to enhance reading, writing, and arithmetic skills in primary school students. Here are some strategies that can be effective:

Anchoring: Anchoring is a technique that associates a specific state or emotion with a physical or sensory cue. You can use this technique to help students access positive states like focus, confidence, and motivation while engaging in reading, writing, or arithmetic tasks. For example, you can create a unique gesture or touch for each state and teach students to use these anchors when they need to concentrate or feel motivated.

Visualization: Visualization is a powerful technique that can be used to improve reading comprehension and creative writing skills. Encourage students to visualize the scenes or characters in a story while they read, helping them to create mental images that deepen their understanding and engagement. Similarly, when writing, students can be guided to visualize the content they want to express, aiding in generating ideas and improving the quality of their writing.

Submodalities: Submodalities refer to the sensory qualities of our mental images, sounds, and feelings. By guiding students to explore and manipulate the submodalities associated with different subjects, such as numbers or letters, you can help enhance their understanding and memory. For instance, students can learn to create vivid mental images of numbers or letters with bright colors, different shapes, or textures to make them more memorable.

Meta-model: The meta-model is a set of language patterns that can be used to clarify and expand students' thinking. By using specific questions derived from the meta-model, teachers can help students overcome challenges in reading, writing, and arithmetic. For example, if a student is struggling to understand a text, the teacher can ask questions to elicit more specific information or challenge the student's assumptions, enabling them to think more critically.

Modelling: Modelling involves studying and emulating the strategies of successful individuals. Teachers can introduce primary school students to role models who excel in reading, writing, or arithmetic and encourage them to observe and adopt their techniques. This can be done through storytelling, videos, or guest speakers, inspiring students to set high standards and develop effective learning strategies.

Remember, when applying NLP techniques, it is essential to tailor the strategies to suit the age and developmental level of primary school students. Additionally, ensure that these techniques are integrated into a supportive and engaging learning environment, combined with effective teaching methods, practice, and feedback to maximize their impact.