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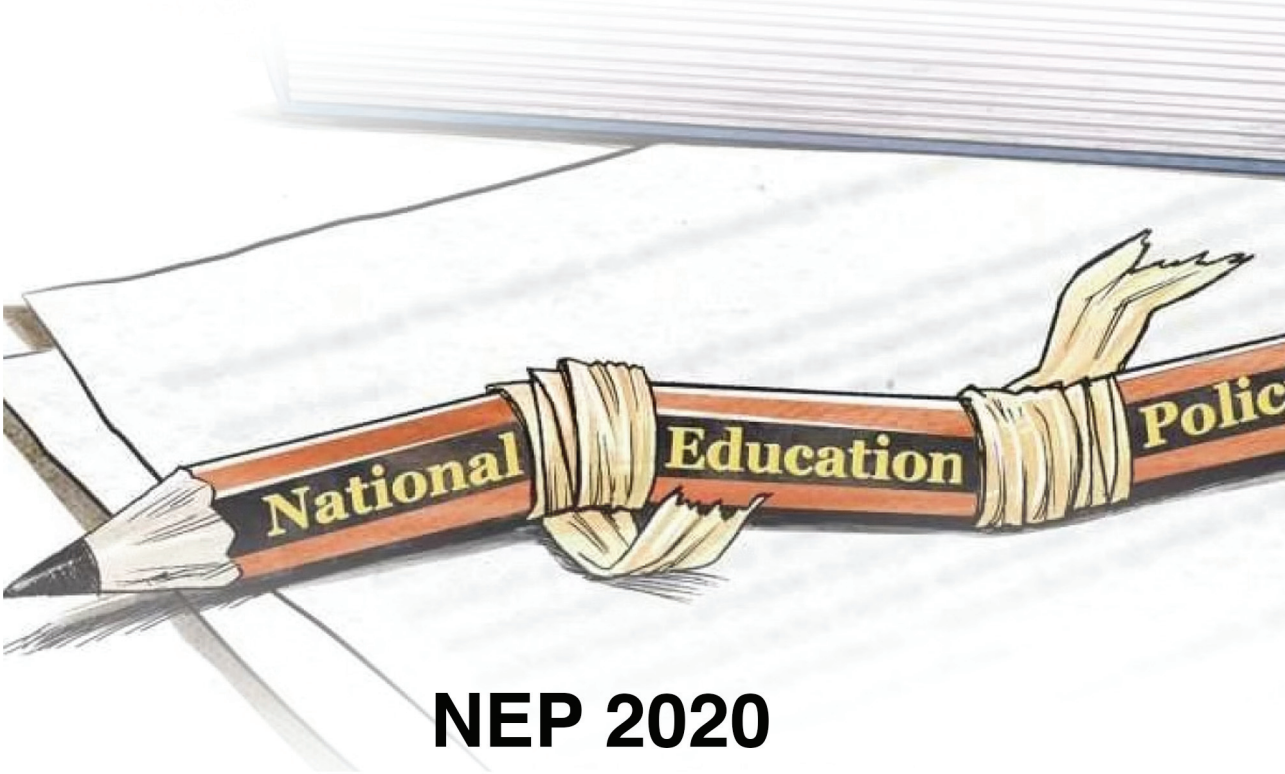

NEP 2020

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I Dr. T. Mohamed Saleem, do hereby declare that the particulars given above are true to the best of my knowledge and belief.

Sd/-
Dr. T. Mohamed Saleem
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CHRONICLES OF NEP - 2020

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission (UGC) and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology (IIT). In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

National Policy on Education, 1968

First such policy had *come in 1968* under Indira Gandhi government. Prior to this policy, a resolution in Lok Sabha was moved in 1964 by Congress MP Siddheshwar Prasad, who criticized the government for not paying enough attention to education and centre lacked a uniform vision and definite philosophy for education. The government of the day agreed that there should be a national and coordinated policy towards education. The government then set up a 17-member Education Commission under UGC chairperson DS Kothari - Kothari Commission. On the basis of recommendations of Kothari Commission, the first National Education Policy was released in 1968. This policy had called for a *National School System*, which meant that all students, irrespective of caste, creed and sex would have access to education of a comparable quality up to a given level. Further, it envisaged a common educational structure {10+2+3} which was accepted across the country and most of us have studied under that system. It also advocated use of mother tongue as medium of

teaching in early school years. Another major call was strengthening the research in the universities.

Performance of NPE-1968

The 1968 policy or NEP-I was not very successful. There were several reasons for this. *Firstly*, at that time, a proper programme of action was not brought out. *Secondly,* there was a shortage of funds, India's economy was in tatters. *Thirdly,* at that time, Education was in state list, so role of centre was little on how the states would implement this scheme. Despite this, the key legacies of this policy include our current 10+2+3 system of education; and three language formula, which is followed by most schools. Science and Math were now getting more priority.

National Policy on Education, 1986

The 1986 policy was issued during tenure of Rajiv Gandhi as Prime Minister and it was updated in 1992 when PV Narsimha Rao was prime minister. This policy focussed on modernization and role of IT in education. More attention was paid on restructuring the teacher education, early childhood care, women's empowerment and adult literacy. It also accepted autonomy of universities and colleges, something which was resisted in past.

Performance of NPE-1986

In comparison to the 1968 policy, the 1986 policy performed better. There were several reasons to this. *Firstly*, this policy came after 42nd amendment in 1976. In this amendment, five subjects were transferred from State to Concurrent List including Education, Forests, Weights & Measures, Protection of Wild Animals and Birds; and Administration of Justice. *Secondly,* now centre was able to accept wider responsibility and introduced a number of programmes in line with this policy. Most of our classic government schemes such as Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), KendriyaVidyalayas (KV schools) and use of IT in education were started under the NEP of 1986.

Towards a New NEP

The National Policy of Education of 1986 and its revised policy which is known as Programme of Action of 1992 had laid importance on higher education, particularly on graduate, post-graduate and research work. Program of action was formed on the basis of the review made on NPE 1986 by Acharya Rammurthi and Janardhan Reddy committees. It is suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of Vocational skill was to be stressed upon.

To match the changing dynamics of current century the government of India have decided to modify 1992 NPE, in this regard a meeting of state education minister and secretaries was held on 21st March 2015 which was headed by Human Resource Development Minister Smt. Smriti Zubin Irani.

For the Formation of National Policy on Education a Drafting Committee was formed and its members are:T. S. R Subramanian (Chairman). Smt. Shailaja

Chandra, Shri Sewaram Sharma, Shri Sudhir Mankad and Prof. JS Rajpu are the members.

They have submitted the draft on May 28th 2016, but on some issues, it was freezes and thought to draft an another one under the new HRD minister Sri Prakash Javadekar. A new committee was constituted.K. Kasturirangan (Chairman). Vasudha Kamat, Manjul Bhargava, Ram Shankar Kureel, T.V. Kattimani, Krishna Mohan Tripathy, Mazhar Asif, M.K. Sridhar and Shakila T. Shamsu (Secretary) are the members

They have gone through the earlier policies and MHRD's Inputs for Draft National Education Policy. The other inputs considered were,feedback from ground level consultations since 2015, discussions with educators, researchers, policy makers and experts, consultation with 70 organisations and 216 eminent persons and institutions. They started their work from July 2017 onwards and Tenure of the committee has extended more than five times.

NEP Draft 19 was Submitted on July 2019 with 484 Pages. The structure of the draft is:

Part I: School Education
Part II: Higher Education
Part III: Additional Key Focus Areas
Part IV: Transforming Education
Addendum – Making it happen (399)
Appendices (437) Part 1 & Part 2

Discussions were continued, Individual and collective feedbacks were taken and the final policy NEP 2020 is submitted to the ministry of Human Resource Development by the HRD ministers Sri Ramesh Pokhriyal and Sanjay Dhotre on July 29th 2020.The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation are mentioned in the Policy.

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REMODELLING THE EDUCATIONAL SYSTEM IN INDIA THROUGH THE HANDS OF NEP 2020

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Dr. Seema Menon K.P ♠

Abstract: Developments across the board necessitate an educational backup, which requires a solid educational system. The past 50 years have seen tremendous changes in usage, aided by advances in science and innovation. In fact, due to the rapid pace of progress, even today, it is still difficult to predict how users will develop soon. An updated guide build is required to fix the difficulties.India accounts for over one-sixth of the world guide's portrayal of human power. It should be strongly committed to global improvement, consistent with the world's portrayal of human control. After a gap of 34 years, India has finally responded to the school strategy update hole by introducing another one. India's new Public National Educational Policy (NEP) 2020 provides a far-reaching framework from fundamental to advanced education, vocational and technical training and another worldview of web-based e-learning. They are building the new Indian education system as a charming and unified whole with the United States (UN) Plan 2030 standards for a sustainable turn of events, five pillars of this strategy (access, value,Moderation, responsibility and quality). Effective implementation of this strategy, whatever it may be, requires a fundamental improvement in the Indian training system. This document looks at the different forms of NDP 2020 and how they connect to the 2030 goals of the UN Strategic Development Goals (SDGs). This paper discusses how India needs to proceed cautiously to meet its targets. The document acknowledges some significant implementation gaps and challenges that should aim to promote "quality education for all" determined to enhance the value of the world indeed.

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Keywords: remodelling, educational system, policy on education, nation's future.

Introduction

Education is essential to create human resources and create a just society. The nature of a country's school system strongly affects development, financial development, civil rights, and values (Ball, 2016). Article 26 of the 1948 United States Proclamation of the Fundamental Liberties states that education must be free and compulsory at the rudimentary level to strengthen and secure people's core capabilities (Claude, 2005). it has been sanctioned in India to establish education as a fundamental right and to provide access to primary education for young people between the ages of 6 and 14.In addition, the Indian education system requires 25% reservations for decent meetings (Chhokar, 2010). In 2018-2019, India ranked 62nd in absolute open consumption in education, burning USD 305.28 billion (3% of total GDP). product) in education. While India, the world's fastest developing major economy, has the world's largest youth population.Note that India's unemployment rate was around 11% in 2019, with more than 30% of the unemployed population comprised of lone wolves and college graduates (KPMG, 2019). The type of teaching determines the satisfaction and personal development of a country. The Government of India (GOI) launched the Public Empowerment Strategy (NEP) 2020 to transform India's school biology system. The importance and necessity of the new school strategy can be evidenced by the fact that it has been the most memorable training strategy in India for twenty-one 100 yearsAnd the country's third rapprochement since autonomy in 1947.

Previous training agreements were carried out in 1968 and 1986. The latest change in Indian education strategy some time ago focused mainly on the primary education system through the "writing board of activities" (Pandey, 2019). Be that as it may, innovation has made gigantic strides, and education must face the mechanical difficulties faced by society, the economy, and the country. The school system for the coming group of Indians is simple.NEP 2020 is a critical milestone in making India a global information hub. It provides a complete structure for working in Indian education regarding openness, value and quality. This agreement also aims to adjust the Indian education system. to the global goal for sensible improvements (SDG) 4 of the Unity country's plan for feasible progress by 2030. Indian legislators have focused on increasing public spending on education by up to 6% of the gross domestic product.This document provides information on the combination of NEP 2020 with the SD 2030 plan. Additionally, it seeks to respond to the broader exploration of how NEP2020 will transform the Indian education system by considering the critical focus areas and the difficulties involved in NEP 2020 is coming.

Objectives

1. To examine the NEP policies objectives and strategies:identify the potential opportunities and challanges.
2. To evaluate the potential implications of the NEP 2020 for India's global competitiveness and its ability to attract foreign students.

Indian Education System with UN SDG

With the SDGs, India has consented to the Solidarity Nation Plan 2030 for reasonable development. The fourth SDG, "Quality Schooling", must offer everybody excellent complete instruction by 2030 and open ways to good learning. There is no direct method for moving toward the advancement of a quality educational system in an enormous and various nation like India. All things being equal, feasible courses of action should be made through instructive progress and improvement for a more prominent social acknowledgement (Pandey, 2019). Along these lines, the NEP 2020 gives an overall structure to contextualizing SDG 4 in India. This new methodology expands on the five crucial determinants of Assistance, Quality, Access, Worth and Responsibility, as indicated by the norms of SDG 2030. The course means to remake the whole Indian school science framework to mirror the central focal point of SDG 4 essential changes to accomplish extensive and quality learning. This summons nearby language preparing, a socially supportable environment in schools, and an extraordinary spotlight on socially and monetarily burdened areas and get-togethers like tribal organizations, transsexual youth, and monetarily troubled organizations of SDG 4 objectives underline superb figuring out how to accomplish the SDGs for quality training. The system urges new scholarly strategies to foster understudy commitment and showing adequacy further.

The Direction Thought Hold (GIF) was laid out to accomplish the objective of admission to quality preschool instruction. , which is lined up with SDG 4. Fundamentally, the Conversation on Advancement in Government-funded Training (NETF) has proposed showing kids as youthful as 6th graders proficient and specific abilities. It will add to the accomplishment of SDG 4.3, which requires the progression of expert and specialized preparation. SDG 4.4 addresses the objective of chipping away at relationship-building abilities that are pertinent to monetary execution. Critical endeavours have been made to increment enlistment in advanced education to accomplish this objective. What's more, the internationalization of additional training and the possibility of the scholarly credit bank has become known to ensure top notch schooling overall and gave an accentuation on limit development and the computational structure. The Public Benchmark for Training and Numeracy (NFLN) has checked that 3rd grade numeracy and proficiency abilities align with SDG 4.6 for general schooling and number-crunching. The NEP 2020 features the basic outskirts of value schooling, like B. Extended enlistment in proceeding with schooling, the educating of learning results and training in view of youngsters' insight.

It gives a vigorous system to evaluating training's effect on learning results. It honors huge intercessions to deal with India's layout for basic pointers for SDG 4, for instance, Grown-up Learning Rate, History of Direction Equity in Rudimentary, Discretionary and Postgraduate Schooling, Joblessness Rate and Gross Business Rate (GER) in Advanced education (MyGov, 2020). Plans to accomplish 100 percent gross enlistment in India's essential and middle schools by 2030. NEP 2020's finished update of the Indian educational system will assist India with accomplishing the SDG objectives.

Interventions of Major Impact

With the new NEP 2020, several fundamental changes have been made to the current Indian school system. In a massive shift, the world's top universities will now be able to design campuses and operate in India. The Human Assets Promotion Service in India has been renamed the Training Service. This shifts the focus to education rather than the next phase of human capital improvement. A Personalized Curriculum Zone (SEZ) and GIF were developed to provide quality education to the country's most disabled segments and districts. The current University Grand Commission (UGC) and the All India Chamber of Specialized Training (AICTE) will merge under a single Controller General for the Certification and Academic Guidance of Advanced Educational Institutions in India. The "10+2" schooling structure is replaced by another "5+3+4+4" plan, which refers to meetings of adults from 3 to 8 years for the elementary level and from 8 to 11 for the pre-level, 11 to 14 years for the intermediate level and 14 to 18 years for the optional group. This ensures that the students stick to the support from the 10th school year (after 5+3). (MHRD, 2020).

Due to youth work regulations, India has suffered dramatically in recent years. Under the 1986 Child Labor Demonstration (Exclusion and Policy), youth under 14 were prohibited from working. Education is improving the ability to think, express and act not just education. Suppose you plan in the early stages; thinking creates.Many talented jobs have been lost due to a misunderstanding between education and child labour. Numerous expert specialists were constantly being killed. Young people only worked from 14, when it was challenging to familiarize them with the field. India experienced this in trades such as handicrafts and material works.Today, tailors in India complain that they cannot teach their children how to sew because children are not allowed in the workshops.

After 8 school years, students can become apprentices with the new training concept. The same applies to those interested in programming. Programmers can hone their skills in grade 6 and don't have to hold out until they complete their four-year college education. To ensure consistent transportation, the Confirmation Test is administered by a single National Testing Agency (NTA) at each focus school.Student school credits are conferred by a school credit bank foundation as an application agreement and not as a competition. Vocational training begins in sixth grade as a temporary job teaching skills. To work on the way of teaching learning outcomes, a comprehensive 360-degree execution

map for students is presented. The public exploration facility was designed to provide collaborative guidance,advanced testing and development in advanced education in Indian school system. The Multidisciplinary Schooling and Exploration Universities (MERU) are designed based on world-class institutions such as India's IITs and IIMs to provide the best multidisciplinary education with the most up-to-date facilities. The four-year certification is a step forward in transportation as part of the new strategy. It offers a four-year multidisciplinary undergraduate program with various exit and path options. The move hopes to establish the student for various ecological purposesScenarios. The first year of training is a graduation program, followed by confirmation the following year and a four-year college education after three years. The fourth year was given for exploration. The student will continue to earn a degree. , which will apply for one year instead of the current two. This instruction will allow the deputy to apply his knowledge when he sees fit.As interlocking loops, multilevel steps and exits create a decent mix of education and application. The deputy can leave the company and work there before returning to school. This combination also dispenses with going into business after completing a three-year and four-year certification. Rather, the student is reliably prepared to apply what has been learned.The education share of the public sector has been expanded to 6% of the total gross domestic product, with the full intention of achieving 100% of the CEFR in optional education and half of the CEFR in continuing education by 2035.

Challenges

With numerous unsatisfactory educational institutions, India ranks 62nd worldwide for open consumption per student. Countries like the US and China outperform India, but small countries like Bhutan, Korea and Kenya also do well. In 1964 the Kothari Commission in India proposed allocating 6% of GDP. According to the new training strategy, India could set this target by 2020. Because of this large hole, India lagged in tuition changes, leading to over global holes in advance. and occupancy distribution.A particularly intriguing case is China, which was once remembered as proficient in Mandarin and determined to adopt English. It was remembered as a country trying to adapt to the latest developments that were emerging worldwide. At that time, there were more Indian collaborators in the US and other created countries. Today the situation is unique as countless Chinese serve in the above nations. China could certainly see that this is not the case.Spend a large part of the gross domestic product on education and adapt your framework to global developments. China faced two levels: first, to introduce and adopt the English language, and second, to maintain its nation. Make progress and practice in Mandarin. This has produced a powerful framework of creation unparalleled on the planet, and the other world looks to China to meet its ongoing needs and demands. always seem to be thinking about the progress in artificial consciousness and other PC applications. We could see how instructional design becomes obsolete and continuing education no longer appears as a fragment of schooling.The teaching takes

place in a unique premise, with the application guiding the training. This perception is being made across the value chain despite rapidly changing business applications. Education. Specialized training could be added as part of the training if necessary.Given advances in artificial thinking and other computing applications, India's goal of halving enrollment in advanced education by 2035 seems eternal. part of the training. Classes are conducted on a specific premise, with applications driving the training. This insight comes from the rapidly changing business applications across the value chain.Before the training ends, the workforce can be expected to adapt to modern developments. Specialist training could soon be integrated into the apprenticeship. Another challenge for India is to rebuild the current education system. through the government and confidential organizations in India.Government organizations are divided into two types: those funded by the central government and those subsidized by the states. The huge subsidy difference between the two arrangements is noticeable and reflected in their performance. Focal Government Foundations tend to have a higher level of performance in contrast to state government organizations and are widely perceived by the Indian population as niches of size. According to this, India has several private institutions, most of which have all the hallmarks of non-artists.This could be attributed to poor governance. Private educational foundations have mushroomed, and most of their advertisers have the essential purpose of managing money effectively rather than the mission of informing the world. They see education as an industry where foundations can compete. This meeting is more concerned with the activity of the educational organization as a commercial substance. The emerging Indian working class is eager for education and, above all else, wants a Will that will generate a sufficient number of licenses for such organizations to thrive.More importantly, instead of focusing exclusively on changing the school system's structure, the education strategy requires an adjustment in management. Better management can push training in the right direction.The Indian school system will also have to face the test of qualifying students through the public testing organization, which is a construct. Tolerate students of all majors. it has its claims to fame that led to the creation of explicit affirmation organizations. This design may deal with regulatory administration, but academic greatness might endure that way. looks good for normal topic sharing.This variety of student licenses and step-by-step approaches encourages an understanding of related fields and interests. In fields such as medicine, design and united fields where training takes up a large part of the day to provide trained professionals, the teaching strategy should consider how to nurture such subject matter experts. It is studied thoroughly to make education a student's native medium as the student is more proficient in a similar language and consequently understands the intricacies of the subject much better without any problems. The general analysis is that as the school system adopts English as a learning mechanism and the majority of review material is available in English, the student will take the learning test at a later date.In the time span of the coronavirus emergency, there has been a shift from learning in study halls to other methods of web correspondence while

staying at home. Unlike the territorial dialects, most global content is available in English. Although Hindi is an authoritative and widely spoken language in most Indian states, finding Hindi content for specific educational topics is problematic. The common insight is thatvarious Internet-based programs can generally decode satisfactorily, starting with one language and then moving to the next; In any case, we have seen that in translation, most of the time, the plan of the declaration is lost in its unique structure. Today, educators are employed for a reasonable period of time until they are fired (at the age of 60). Examining the current school education raises the level of development of the lesson design to the latest requirements. There is a need to provide educators with a preparation for multitasking and multimodal education with rapid progression, starting with one stream and then moving on to the next.To take the substance of the new teaching strategy from hypothesis to experiment, the training strategy requires a well-established policy in the current workforce. innovative. Teachers are paid very little and must do so in a multitasking climate with less scholasticism but moreorganization.Then these workforces need to be updated in anticipation of the new school strategy. Passing through unknown institutions is another test. The NEP welcomes famous institutions to improve schooling, but this is a test of the country's current structure. In fact, many organizations will die due to start-ups from different regions. A global training organization with a multicourse wagon and the first of its kind claim arriving at India will stimulate interest among Indians to join these institutions.Due to an unstructured educational plan, the test is subjected to the plans of unknown institutions, which promote the preparation of students for their needs and demands, be it in India or elsewhere. The strategy requires administrative management and state legislatures will spend 6% of total gross domestic product on education. On the other hand, the provincial government is entirely dependent on the federation government for revenue activation and policy guidance. Responsibility for increasing public spending should lie with the federation government. about schooling in India.

Conclusion

The 2020 NEP Strategy is a brilliant step in preparing Indians for what is to come. The current strategy required a shift from a sequence-based to a multimodal teaching model-agreement to build a snake of world value. The strategy changes Take a look at how to make the system more multimodal. Still, the difficulties are manifested in achieving a system that finally reaches business students in a cutthroat climate. It tends to need strong responses to India's concerns, which instead of other GOI super projects like Make in India, Begin up India, Expertise India and Confident (Atma-Nirbhar) IndiaIn promoting this strategy, attention has been paid to parts of public importance that influence society and culture, such as B. local transformation and advanced education for half the population, but they must be carefully crafted to develop them into fit people for global competition. Overall, the new NEP 2020 builds on established changes in Indian education. It also delivers truly needed institutional and

underlying changes impeccably aligned with the public agency's country-building super-projects and SDG goals. However, the full training of future country partners will depend on how bureaucratic and state legislatures address daunting enforcement challenges.

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NEP 2020: WHEN THE FACE AND SPIRIT OF SCHOOL EDUCATION CHANGES?

Nowfal. C ✤

Abstract: The Central Government has officially approved the third National Education Policy in the Educational History of free India after almost 34 years on July 29, 2020. Many of the recommendations of NEP 2020 are going to be implemented by various state governments from the coming academic year onwards. The new education policy, which has been highly discussed as a policy introduced after a lot of consultations, debates and amendments, is enough to bring about remarkable changes in the field of education. As the advocates of this document claim, this comprehensive education policy contains comments on the entire education system and that makes it different from other education reports and national education policies introduced in India since independence. A closer look at NEP 2020's recommendations in various areas of education reveals that this comprehensive education policy introduces debatable changes in the field of school education. Some believe it to be a revolutionary policy, while others see it as a step towards the dilution of children's fundamental right to education.

Keywords: NEP, School Education

Introduction

"Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable" NEP 2020 Final.As it is obvious from the given statements the first National Education Policy of 21 century claims to address majoremerging de-

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velopmental requirements of the country. This Policy proposes the revision and reconstitution of all aspects of the education structure, including its regulation and governance.This policy envisages that the present 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which has remained a relatively neglected field in previous policy documentsand Right to Education Act of 2009, which did not recognise education as a fundamental right for children between three to six years.

Objectieves

1 To highlight the key changes proposed by the New National Education Policy (NEP) in school education.

2 To examine the potential impact of the proposed changes on the school education system as a whole

3 To discuss the necessary steps and strategies for effectively implementing the proposed changes in school education

Early Childhood Care and Education: A new beginning.

As the policy states "Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth". Since quality ECCE is not presently available to crores of young children, mainlyto children from socio-economically disadvantaged classes, NEP aims to achieve universalization of quality ECCE by 2030 "to ensure that all students entering Grade 1 are school ready".As the new curricular and pedagogic structure, the structure of school education begins with a five-year foundational stage of education which includes three years of ECE and the first two years of primary school. An important point to note here is that the changes proposed in NEP 2020 are necessarily curricular in nature and not at the level of the physical facilities for ECCE.

The infrastructure of existing anganwadis, pre-primary sections attached to schools, and independent pre-school centres are to be strengthened for ECCE and this can be done only if the government works out a clear roadmap. In addition, it is proposed that the state government shall take initiatives to organize online training courseson ECCE in accordance with the curricular/pedagogical framework developed by NCERTto empower existing Anganwadi teachers. It also suggests that there should be continuity between the ECCE curriculum and Grade 1 and 2 curricula; hence the third year of ECCE will be treated as Preparatory class with a qualified ECCE teacher. Though these proposed changes have a potential to transform early learning in India, a lot will depend on how we actually implement them.Moreover, the responsibility for ECCE curriculum and pedagogy will lie with MHRD and it is also highly debatable to what extent such a centralized curriculum would take in to the accounts the

cultural diversity and interests of each state.

Foundational Literacy and Numeracy: A necessary Foundation for Life long Learning

Another important area where the policy lays emphasis is on attaining foundational literacy and numeracy. It is evident from its reaffirmation that "The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved". Needless to say, the ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, a large section of children- over 5 crores as it is estimated by the policy, in elementary education have not attained foundational literacy and numeracy. Therefore, it shall be an urgent mission of the country to attain foundational literacy and numeracy for all children by 2025.The policy urges the nation to form a National Mission on Foundational Literacy and Numeracy to take immediate measures to achieve this goal. It also directs all State/UT governments to prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same. Moreover, in order to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' shall be made available for all Grade 1 students, for those children who had no provision for quality ECCE. Some other important measures like ensuring 30:1 Pupil Teacher Ration, establishing digital libraries and ensuring a national repository of high-quality resources on foundational literacy and numeracy on the Digital Infrastructure for Knowledge Sharing (DIKSHA).

Ensuring Universal Access to Education at All Levels

"One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school". The policy commends the remarkable efforts made by the nation in recent years in attaining near-universal enrolment in elementary education through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act. At the same time, the policy raises great concerns about drop out of students after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. Therefore it will be given a top priority to bring these children back into the school as early as possible, and to prevent further students from dropping out.The policy aims to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. In order to achieve this target, the initiatives like ensuring effective and sufficient infrastructure and carefully tracking students, as well as their learning level will be taken. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school.

New Curricular and Pedagogical Structure

Making the school curriculum responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, the curricular and pedagogical structure will be reconstituted by a 5+3+3+4 design, consisting of the Foundational Stage, Preparatory Stage, Middle Stage, and Secondary Stage. The Foundational Stagewhich covers 3 years of Anganwadi/ pre-school + 2 years in primary school in Grades 1-2, will have five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE. The Preparatory Stageof three years for Grades 3-5 covering ages 8-11, will continue the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage(Grades 6-8, covering ages 11-14) will have three years of education, as the gradual continuation of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject. The Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. The students will have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11- 12. The following major curricular changes have been proposed with respect to the curriculum of school education.

1. Reduce curriculum content to enhance essential learning and critical thinking: The content of each subject will be reduced to some core concepts and competencies tofacilitate critical thinking and "more holistic, inquiry-based, discovery-based, discussion-based, and analysis- based learning". Cross-curricular pedagogical approaches like arts integrated pedagogy and sports integrated pedagogy that utilizes various aspects and forms of art and culture and sports respectively as the basis for learning of concepts across subjects are also proposed.
2. Flexibility in course choices: Presently all the students have same curriculum till the end of secondary stage but the policy allows "increased flexibility and choice of subjects" and the students will be given freedom to choose subjects which helps them to study subjects like physical education, the arts and crafts, and vocational skills form secondary stage onwards. There will be no hard separation between curricular and co-curricular or vocation and academic streams. All these subjects will be incorporated throughout school curriculum.
3. Curricular Integration of Essential Subjects, Skills, and Capacities:While students are given flexibility in choosing their individual curricula, there

will be certain subjects, skills, and capacities like proficiency in languages, scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education etc. should be learned by all students. NEP suggestsnew areas like Global Citizenship Education and Artificial Intelligence etc.

4. Fun Course/ Bag less School:This is the one of the interesting proposalsby the policy that every student will have to take a fun course, during Grades 6-8, to have firsthand experience on important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc. Accordingly, all students will participate in a 10-day bag less period sometime during Grades 6-8 where they appear for internship with local vocational experts such as carpenters, gardeners, potters, artists, etc. The policy encourages providing similar internship opportunities to teach vocational subjects to students throughout Grades 6-12, including holiday periods.

Multi-Dimensional and Holistic Assessment for Student Development

There will be a shift in the focus of assessment from summative assessment that tests rote memorization skills to continuous and formative, competency-based assessment which promotes learning and development for the students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. "The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students". It is also proposed to have a holistic, multidimensional, 360 degree progress card that shows the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domainsthrough continuous and comprehensive self-assessment and peer assessment. The documents criticizes the current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today which forces students to learn a very narrow band of material in a single stream and promotes rote learning. Indeed, the Board exams for Grades 10 and 12 will be continued, but it shall be reformed enabling the students to choose many of the subjects in which they appear for Board exams, depending on their individualized interests. Moreover, the students will be permitted to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired. In addition to introducing greater flexibility, student choice, and best-of-two attempts, the reforms in the assessment also includes that all subjects in Secondary Stagewill be offered at two levels viz a standard level and at a higher level. To track progress throughout the school years and to improve teaching learning system all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. The policy also proposes to set up a National Assessment Centre, PARAKH

(Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD to lead, monitor and guide the assessment process.

School Complexes/Clusters

Though primary schools have been established in every area across the country- to ensure near-universal access to primary schools, some of these small schools stand isolated and they face difficulties economically and operationally in terms of placement of teachers as well as the utilization of physical resources. Due to shortage of sufficient number of teachers, teachers of these isolated small primary schools are forced to teach multiple grades at a time, and teach multiple subjects, including subjects in which they may have no prior background. These schools often have no special teachers to teach key areas such as music, arts, and they lack sports and physical resources, such as lab and sports equipment and library books. The teachers as well students function best in communities and teamsand the isolation of small schools also has a negative effect on education and the teaching-learning process. It also makes the administration and governance more difficult as administrative structures have not been aligned with the increases in the number of school. In order to address these challenges by 2025 NEP 2020 urges State/UT governments to adopt innovative mechanisms by groupingschools to ensure sufficient number of teachers for teaching all ,satisfactory resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; ,and to build sense of community and collegiality among the teachers which help them function best through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports meets, quizzes and debates, and improved governance of the schooling. NEP introduces the concept "school complex or clusters" as an innovative mechanism to adopt these challenges.A school complex will consist of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten kilometers. This would help to share resource and materials across complex thus to ensure satisfactory resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster

Conclusion

Although the new educational policy puts forward a number of proposals that are reminiscent of the proverb old wine in the new bottle, this policy envisages major structural and ideological changes in the field of education, especially school education. While the hidden agenda to deliberately impose certain vested interests can be seen in many of the recommendations of this policy, the policy envisions major perspectives that can make a significant change in all levels of education. However, in a country like India with a strong federal system, it is necessary to study the extent to which the policy caters to the regional interests of the various states. The success or failure of this policy

will depend on how the State Governments implement it. The biggest task before the Central Government is to ensure that all the State Governments will take initiatives to implement its recommendation timely.

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NATIONAL EDUCATION POLICY - AN OVERVIEW WITH RESPECT TO TEACHER EDUCATION IN INDIA

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Abstract: NEP 2020 outlines the vision of new education system of India with the motto as Educate, Encourage and Enlighten. As per the global education development agenda 2030 for sustainable development reflected in sustainable development goal (SDG4), India tries to ensure inclusive and equitable quality education and promote life long learning opportunities by 2030 to achieve all the SDGs in order to satisfy 2030 agenda. The main purpose of education is to grow children in to productive citizens that use their knowledge, talent, and learned skills to sustain themselves and help others while pushing the human race forward in areas of equality, equity and harmony. It is popularly believed that quality teaching is a major factor in affecting student performance and that, teacher education should be held accountable for developing quality teachers. The main objective of this paper is to provide an overview regarding the teacher education system proposed in NEP 2020.

Key words: NEP 2020

Introduction

Since independence, Indian government sponsored a number of policies to address the problems of illiteracy in rural and urban areas and appointed different commissions periodically to develop proposals for modernising India's education system. India's National Education Policy (NEP) is an attempt to implement the country's vision and goals of education. It is a comprehensive framework to impart quality education to all the citizens of India, to enhance access to education and moreover encourage lifelong education. NEP was first introduced in 1968 and has been revised many times. The last revision took place in the year 2020 replacing the policy introduced in 1986.

The main purpose of education is to grow children in to productive citizens that use their knowledge, talent, and learned skills to sustain themselves and help others while pushing the human race forward in areas of equality, equity

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and harmony. The world is undergoing rapid changes in all fields and that is reflected in education also. For various scientific and technological advancements we need good education. with the quickly changing global system we need good teachers as well to reduce the gap between the current state of learning outcome and what is required by undertaking major reforms that bring quality, equity and integrity into the system of teaching It is popularly believed that quality teaching is a major factor in affecting student performance and that, teacher education should be held accountable for developing quality teachers

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their task effectively in the classrooms, schools and wider community. NCTE defines teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level (http://dsel.education.gov.in/ncte). India has one of the largest systems of teacher education in the world. Government and Government aided institutions; private and self financing colleges and open universities are also engaged in teacher education. The main role of a teacher is to motivate the learners to develop their ability and aspiration to learn. Teacher education in India can be divided in to two broad areas- pre-service education and in-service education. Pre-service education focusses on preparing students for a career in teaching and in-service teacher-training that is provided by the government through the Sarv Shiksha Abhiyan or NGOs and social enterprises. The role of teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a 'change agent' and not as a mere transmitter of knowledge and culture.

In 1906-1956, the program of teacher preparation was called teacher training. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatric put it, "Training is given to animals and circus performers, while education is to human beings".

Objectives

The major objective of the study is to provide an overview regarding the teacher education system proposed in NEP 2020.

New Teacher Education System Proposed by NEP 2020

The draft of National Educational Policy had been submitted to the Union Resource Development Minister, Ramesh Pokhrial 'Nishank' and Minister of State for HRD,Sanjay Shamrao Dhotre in New Delhi by Committee led by the Chairman Dr. Kasthurirangan on 2019 in the presence of R.Subrahmanyam, Secretary department of Higher Education and Rina Ray, Secretary Department of School Education & Literacy and other senior officials of the ministry. The main aim of the policy is to equip students with the necessary skills and knowledge, to eliminate the shortage of manpower in science, technology, academics and industry. The Draft National Education Policy, 2019 is built on the foundational pillars of Access, Equity, Quality, Affordability and

Accountability. The committee proposes for massive transformation in teacher education by shutting down sub- standard teacher education institutions and moving all teacher preparation/education programmes in to large multi disciplinary universities or colleges. The teacher education sector and its regulatory system are in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy and high quality to the teacher education system.

Restoring Integrity and Credibility to the Teacher Education System

Corrupt and substandard institutions cannot and must not be allowed to run. They must be shut down. The policy gives a very clear in the mandate to do this, and it stresses that this action will have to be implemented with energy and will, in the face of every resistance. If we let such fake colleges remain functional , the integrity and credibility of teacher education system cannot be restored.

Bringing Efficacy and High Quality to the Teacher Education System Through Strong Education Departments in Multidisciplinary Colleges and Universities

Another important feature of NEP 2020 is that Teacher Education requires multidisciplinary inputs and a combination of high quality contented and pedagogy that can only be truly attained if teacher preparation is conducted within composite multidisciplinary institutions.

Rigorous Monitoring and Review of Clean up of the Teacher Education Sector

A quasi judicial body may be constituted for this mission - mode clean up exercise. Progress on the mission will be reviewed by NHERA every 3 months and by RSA every 6 months.

Moving Teacher Education into Multidisciplinary colleges and Universities

At present most teacher education institutions stand alone institutions, which led to both intellectual and professional isolation from the rest of higher education. The four year integrated B.Ed. will, by 2030, become the minimum degree qualification for school teachers. All pre-service teacher education programmes will henceforth be offered only in multidisciplinary higher educational institutions to satisfy the modern requirements of the teaching profession, and to give teachers the multidisciplinary exposure and education to become outstanding teachers.

Admission to Pre-Service Teacher Preparation Programmes

- Subject and aptitude tests conducted by National Testing Agency.
- Entrance examination.

Department of Education in Universities

Departments of Education/Centres of Excellence in Teacher Education will be set up at interested universities, based on predictive data analysis on the

requirements for teachers in school and higher education, and the corresponding faculty for teacher education. Departments of art, fine arts, and performing and folk arts at the university will be encouraged to establish or collaborate with departments of education. Masters in Education Programmes as well as specialisation in education within Master's and research programmes in art education will be established.

The National Council for Teacher Education (NCTE), in its previous status since 1973, was an advisory body for the central and state governments on all matters pertaining to teacher education, with its secretariat in the Department of Teacher education of the National Council of Educational Research and Training (NCERT).

Conclusion

The NEP 2020 promises to bring about several sweeping reforms to update and modernise Indian Education system. The policy ensures high quality teacher education. it considers to avoid the dismal conditions of teacher education, recruitemen, deploymentand service conditions responsible for lack of teaching quality and motivation among Indian teachers. It also offers 4 year Integrated Teacher Education Programme (ITEP). It also recommends changes not only in pre service teacher education, but its recruitment and employment, teaching career and professionalism and enculturation of teacher empowerment.

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PRIMARY EDUCATION IN KERALA: AN ANALYSIS OF ISSUES AND CHALLENGES IN THE CONTEXT OF NEP 2020

Dr.R.Lakshmi ♣
Rosewin C Peter ♠

Abstract: The National Education Policy was framed in 1986 and renewed in 1992. Since then several changes have taken place that call for a revision of the policy in 2019. The government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirements with regards to quality education, innovations and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.The interview held among 7 HeadMasters / Mistress from various schools in Irinjalakuda (Educational District), states the progress, status of the activities done earlier for the development of Primary school, and also about the changes and achievements can be brought in the same by implementing National Education Policy 2020

Keywords: Primary Education, NEP

Introduction

The National Education Policy was framed in 1986 and renewed in 1992. Since then several changes have taken place that call for a revision of the policy in 2019. The government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirements with regards to quality education, innovations and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. There are institutions, which neither accept government aid nor are controlled by it. There should be three kinds of schools in the country; (1) government schools, (2) schools accepting government aid but not controlled by it, and (3) fully independent schools, accepting neither government help nor its control in any form whatsoever.

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Primary Education

Primary education is the basic and foremost right of every child. Its availability and provision is not only the responsibility of state but parents and households. . This means ensuring that all pupils are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them for their further school career. Carrying out this task places demands on a school's structure, teachers, school leaders and parents.

Definition

"By education I mean an all-round drawing of the best in a child and man - body, mind and spirit." Mahatma Karamchand Gandhi

Need and Significance

National policy on Education 1986 (with Modifications Undertake in 1992) will emphasise three aspects in elementary education.

- Universal access and enrollment
- Universal retention of children up to 14 years of age
- A substantial improvement on the quality of education to enable all children to achieve essential levels of learning.

The NEP 1992 revision gave much importance to

- Child- centered and activity- based process of learning should be adopted.
- Provision for essential facilities through Operation Blackboard.
- Non-formal Educational Programme for dropouts.
- Modern technological aids to improve the learning environment.
- Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum based on the needs of the learners and related to the local environment.

Objectives

- To analyse the issues and challenges faced by primary teachers.
- To analyse whether the aspects and revision changes of NEP have achieved its aim.
- To analyse whether the students can able to benefit from it.

Research Question

- What are the major challenges faced by primary teachers in their teaching profession?
- How have the revisions and changes in the National Education Policy (NEP) addressed the issues faced by primary teachers?
- How have the students benefitted from the changes in the NEP in terms of learning outcomes and overall development?

Methodology

An unstructured interview was held among 7 HeadMasters / Mistress

from various schools in Irinjalakuda (Educational District), states the progress, status of the activities done earlier for the development of Primary school, and also about the changes and achievements can be brought in the same by implementing National Education Policy 2020.

Analysis and Results

The investigators conducted an interview with the Head Masters / Mistress in seven LP schools in Irinjalakuda educational district. Among them five of them where aided schools and two of them were government schools.

Aided schools were good in structures, students numbers and in teachers strength. But the condition of government schools where different. It has government support and abundance of finance support from local self-government system. But we can see a government school in a private compound. This school was in big trouble with the same reason. This cannot be maintained by government support because it was in a private compound. The owner of the building will not interested in renovation of the school.

The study reveals that Hello English and MalayalaThilakkam developed communicative skills of the students. It developed listening skills, reading skills, and writing skills of the students.

Findings

The investigators conducted an interview with the Head Masters/Mistresses in seven LP schools in Irinjalakuda educational district.

Out of these seven schools, five were aided schools and two were government schools.

Aided schools were good in structures, student numbers, and teacher strength.

- The government schools, despite having government support and abundance of finance support from the local self-government system, were not in good condition.
- One government school was in a private compound and was facing trouble due to the owner of the building's lack of interest in renovating the school.
- The study found that Hello English and MalayalaThilakkam helped develop the communicative skills of the students, including listening, reading, and writing skills.

Suggestions

- The government should take immediate steps to renovate the school that is in a private compound and facing trouble due to the owner's lack of interest.
- The government should focus on improving the condition of government schools to provide quality education to all students in the district.
- The government should allocate more funds to government schools and ensure proper utilization of those funds to improve infrastructure and

hire qualified teachers.

The schools should prioritize incorporating programs like Hello English and MalayalaThilakkam to enhance the communicative skills of students.

Suggestions by HMs in Various Schools.

- A strong and secured server system should be established.
- Sufficient office staffs should be appointed.
- Awareness classes should be conducted to the public about the new educational policies of government.
- The pupil teacher ratio needs to be rationalised so as to lessen inter school disparity.
- Restructure the method of appointment of teachers by government.
- Teacher training should be based on attitude test so that right person should be selected who will lead the children to become a fruitful citizen.
- Languages should be studied in first standard and it should be thorough in the second standard.
- Gandhi's idea of Vocational education should be introduced from primary level.

Conclusion

In conclusion, the study highlights the need for the government to focus on improving the condition of government schools to provide quality education to all students. The study also suggests the incorporation of programs like Hello English and MalayalaThilakkam to enhance the communicative skills of students. Furthermore, the government should allocate more funds to government schools and ensure proper utilization of those funds to improve infrastructure and hire qualified teachers. Finally, the government should take immediate steps to renovate the school that is in a private compound and facing trouble due to the owner's lack of interest.

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AWARENESS OF CITIZENSHIP QUALITIES IN RELATION TO ACHIEVEMENT IN CIVICS OF STANDARD VIII PUPILS

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Bindu.A.V ♠

Abstract:The purpose of the study was to investigate the relationship between Awareness of Citizenship qualities and Achievement in Civics of standard VIII pupils of Kerala. Data was collected from a sample of 510 students of standard VIII from Kozhikode District using stratified sampling technique. Tools used to collect data from the sample were an Awareness Test of citizenship qualities and an Achievement Test in Civics. Data were analysed using Pearson's Product moment co-efficient of correlation 'r', and Fisher's't'test.The result indicated that there is marked or substantial correlation between awareness of citizenship qualities and achievementtest in civics for girls and boys as well as for pupils belonging to government and private schools. The study concluded that the relationship between awareness of citizenship qualities and achievement in Civics is positive. This shows that if awareness of citizenship qualities is high, Achievement in Civics also will be high. Hence it is beneficial to adopt training programmes as a part of school programmes to increase Civic Awareness.

Keywords: Awareness, Citizenship qualities, Achievement, Civics

Introduction

The future of a nation is determined by the creation of its best citizens. One of the ultimate goals of education is to mould good citizens who are fit for the integrity and prosperity of the nation. A democratic society depends upon citizens who are intellectually and morally fit to conduct their government.Citizenship is not just a topic. Its abilities and ideals will improve democratic life for all of us, both rights and obligations, starting in school and

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spreading out if taught correctly and customised to local needs.Civic responsibility and moral courage are balancing wheels for a democratic society. To fulfil the obligations of citizenship, individuals must be aware of the quality of service that should come from persons who help the government and must be willing to participate actively in community affairs.

To inculcate the democratic values, rights and duties, national feeling, service mindedness etc. to the pupils, the civics curriculum plays a major part. The outstanding purpose of instructions in civics is to produce better citizens and to aid pupils in the information of a higher type of civic character. For the achievement of this objective the pupils should receive a well-grounded knowledge of the machinery and functions of all the various governmental agencies- local, state and federal. Such knowledge is absolutely necessary for a young citizen to understand and latter to use when he participates effectively in the affairs of government and the nation.

Review of Literature

Poropat (2011) in the study 'The role of citizenship performance in academic achievement and graduate employability' Citizenship Performance was correlated with academic Task Performance at a similar level to that found in workplace studies. Further, Citizenship Performance mediated the prediction of Task Performance by the personality dimension Conscientiousness, a major predictor of academic performance.

Dave (2014) in the study 'Citizenship understanding of higher secondary school students in relation to certain variables' found that significant difference was observed between mean scores of test score of citizenship test. Girls showed higher level of understanding than boys, it shows that sex is also effective factor of citizenship test.

Dabas (2014) conducted a study on 'Education for citizenship in Democracy: An exploratory study' reveals that the textbooks of Civics and Political Science need a revamping in lines of education for citizenship in democracy. The content of these books need modification according to the requirements of education for citizenship in democracy.

Dolenga (1989) in a study 'Citizenship Begins at School' defines the civic achievement award programme (CAAP) is a three-part citizenship education programme for students in grades five through eight, that teaches the skills needed to become active, informed citizens. The programme increases student awareness of their democratic heritage and its everyday relevance through participation in various civic projects.

Amadu(2014)in their study 'Civicawareness and engagement in Ghana: the curricular implication' showed that there is a significant difference between people with citizenship education and those without citizenship education's general level of awareness of civic issues.

Need of the Study

Our country is at present facing many challenging problems like commu-

nal tensions, riots, violence, crimes etc. Political stability, secure public life, social security, gender equality etc are become need of the nation. Deterioration of democratic values is one of the reasons for all these types of challenges.

Democratic government requires alert, informed, interested, honest citizens. These citizens must care sufficiently about our way of life to spend time and energy in the democratic process effective.The Civic curriculum plays an important role for developing citizenship qualities. As the textbooks of different school subjects lead to development of values among the school children. In this context, exploring school textbooks contribution towards education of future citizens in democracy is relevant. Dabas (2014).Only few studies are available related to Civic education and citizenship qualities and the present conditions of the society with deterioration of citizenship qualities also influenced the investigator to conduct the research on this.

Objectives

1. To find out the extent of relationbetween Awareness of citizenship qualities and Achievement in civics for the total sample and subsamples based on
   (a) Gender
   (b)Type of Management
2. To find out whether significant difference exist between the Awareness of citizenship qualities and Achievement in civics for the subsamples based on
   (a) Gender
   (b)Type of Management

Hypotheses

1. There existssignificant relationshipbetween Awareness of citizenship qualities and Achievement in civics for the total sample and subsamples based on
   (a) Gender
   (b) Type of Management
2. There existssignificant difference between theco-efficient of correlation of the two variables for the comparable subsamples based on
   (a) Gender
   (b) Type of Management

Methodology

The present study is to find out the awareness of citizenship qualities in relation to achievement in civics of standard VIII pupils. The investigator used survey method for gathering relevant data for the study.

Population

Population represents the aggregate or totality of peoples regarding which inferences are to be made in a sample study. In the present study the investigator taken the population of 8th standard students in Kerala.

Sample

The investigator selected representative sample of 510 pupils of standard VIII in Kozhikode District by using stratified sampling technique. Out of 510 students the sample is divided into Gender wise Boys (255) andGirls (255). The type of management (Govt. and Private) of the school was considered for stratification from this district.

Design of the Study

It is the regular procedure of collection of data, measuring the data, and analysing or interpreting the data. The study finds out the answers of what, where when, and how the research and how to study the research. It includes the design of the research objectives, hypothesis, designing population and samples, analysing and interpreting the data. The present study finds out the relationship between the awareness of citizenship qualities in relation to achievement in civics of standard viii pupils in Kozhikode District.

Tools

For the present study the following tools were used by the investigator for assessing the data.

- Awareness Test of Citizenship Qualities (Bindu &Santhamma Raju, 1997)
- Achievement Test in Civics (Bindu &Santhamma Raju, 1997)

Statistical Techniques

The present study the investigator used descriptive statistical techniques used for the analysis of data. The statistical analysis of the data collected was done using SPSS (year) software. The data collected were examined with the use of the statistical techniques used for the study.

- Pearson's Product moment co-efficient of correlation 'r'
- Fisher's 't' test

Analysis and Findings

The degree of relationship is measured and represented by the co-efficient of correlation. The co-efficient of correlation used in this study is Pearson's product moment coefficient of correlation which is the ratio which expresses the extent to which changes in one variable is accompanied by, or one dependent up on changes in a second variable.In the present study the correlation analysis is used to understand the extent of relationship if any, between the dependent variable Achievement in Civics and independent variable Awareness of citizenship qualities for the whole sample and subsamples.

The details of the correlations obtained for the whole sample and relevant subsamples along with details of the test of significance of correlation between the Awareness of citizenship Qualities and Achievement in Civics at 0.99

confidence interval for the whole and relevant subsamples. Significance of 'r' is also determined by applying Fisher's 'r'.

Data and Results of the Relationship Between Awareness of Citizenship Qualities and Achievement in Civics

Sample	N	'r'	Fisher's 't'	Confidence Interval		Shared Variance in Percentage
				Lower Limit	Upper Limit	
Total	510	0.52895**	14.018	0.4457	0.6103	21.87
Boys	255	0.45604**	8.1490.	3277	0.5842	20.79
Girls	255	0.58852**	11.556	0.4822	0.6937	34.57
Government	288	0.54311**	10.928	0.4357	0.6503	29.48
Private	222	0.52179**	9.050	0.3956	0.6478	27.14

Interpretation of Co-Efficient of Correlation

Whole Sample

a. For the whole sample the correlation between Awareness of Citizenship qualities and Achievement in Civics is 0.5289. The value of 'r' suggests that the relationship between these two variables is marked or substantial. So, the verbal interpretation of r= 0.5289, there is marked or substantial correlation exist between these independent and dependent variables.

b. The obtained correlation is positive, which means that for every increase in one variable, there will be proportional increase in the other variable and also that low scores in one variable tend to be associated with low scores in the other variable too. Hence any increase in Awareness of citizenship qualities will result in the corresponding increase in civics achievement and vice versa.

c. The Fisher's'þ-test was applied to find out the significance of the co-efficient of correlation 'r'. In the case of total samples, the 't' value obtained is 14.018, which is greater than the table value required for the significance at 0.01 level (t > 2.58) and 0.05 level (t >1.96)

Hence there exists significant relation between the two variables.

d. The 0.99 confidence interval of 'r' for the total sample is found between 0.4457 and 0.6103. This shows that there is only one percent chance (or less) the true correlation in the population, from which sample is drawn, to go beyond the limit of 0.4457 and 0.6103. Hence, we can expect the true correlation co-efficient in the population between Awareness of citizenship qualities and Achievement in civics to be somewhere in the range of 0.4457 and 0.6103.

e. The shared variance of Awareness of citizenship qualities with Achieve-

ment in civics in 27.87. This shows that 27.87 percent of variance of the dependent variable- Achievement in civics is attributable to the independent variable- Awareness of citizenship qualities. This also means that 29.87 percent of what is measure by Achievement in civics is related to Awareness of citizenship qualities.

Boys

a) For boys the correlation between awareness of citizenship qualities and Achievement in civics is 0.4560. This can be verbally interpreted as having marked or substantial correlation existing between Awareness of citizenship qualities and Achievement in civics for boys.

b) The obtained correlation is positive means that any increase in Awareness of citizenship qualities will result in corresponding increase in Achievement in civics and vice-versa.

c) The fisher's 't' was applied to find out the significance of the correlation 'r' obtained for boys. In the case of boys, the 't' value obtained is 8.149. This value is greater than table value required for the significance at 0.05 level ($t > 1.96$) and 0.01 level ($t > 2.58$). Hence there exists significance relation between dependent and independent variables for boys.

d) The 0.99 confidence interval of 'r' for the total boys is found between 0.3277 and 0.5842. From this we can expect the true correlation coefficient in the population of boys, from which sample was drawn, to be somewhere in the range of 0.3277 and 0.5842.

e) The shared variance (percentage overlap) is 20.79. This means that 20.79 percent of variance of the Achievement in Civics is attributed to the Awareness of citizenship qualities in boys.

Girls

a) For girls the correlation between awareness of citizenship qualities and Achievement in civics is 0.5885. This value can be verbally interpreted as having marked or substantial correlation existing between Awareness of citizenship qualities and Achievement in civics for girls.

b) The obtained correlation is positive means that any increase in Awareness of citizenship qualities will result in corresponding increase in Achievement in civics and vice-versa.

c) The fisher's 't' was applied to find out the significance of the correlation 'r' obtained for girls. In the case of girls, the 't' value obtained is 11.55. This value is greater than table value required for the significance at 0.05 level ($t > 1.96$) and 0.01 level ($t > 2.58$). Hence there exists significance relation between dependent and independent variables for girls.

d) The 0.99 confidence interval of 'r' for the total girls is found between 0.4822 and 0.6937. From this we can expect the true correlation coefficient in the population of girls, from which sample was drawn, to be

somewhere in the range of 0.4822and 0.6937.

e) The shared variance (percentage overlap) is 34.57. This means that 34.57 percent of variance of the Achievement in Civics is attributed to the Awareness of citizenship qualities in girls.

Government

a) For the subjects beion existing between Awareness of citizenship qualities and Achievement in civics for pupils belonging to government schools.

b) The obtained correlation is positive means that the relationship between Awareness of citizenship qualities and Achievement in civics is direct for pupils belonging to Government schools. That is any increase in one of these variables will result in a corresponding increase in the other.

c) In the case of pupils of government schools, the significance of correlation is tested using Fisher's t. The 't' value obtained is 10.928. This value is greater than the table value required for the significance at 0.05 level ($t > 1.96$) and 0.01 level ($t > 2.58$). Hence there exists significant relation between Awareness of citizenship qualities and Achievement in Civics for government school pupils.

d) The 0.99 confidence interval of 'r' of the government school subjects is found between 0.4357 and 0.6503. From this we can expect the true correlation in the government school pupils, population from which sample under study was a representative to be somewhere in the range of 0.4357 and 0.6503.

e) The percentage of overlap (shared variance) is 29.48, for government school pupils. This means that 29.48 percent of what is measured by Achievement in civics is attributed to Awareness of citizenship qualities in government school pupils.

Private

a) For private school pupils, the obtained correlation co-efficient between Awareness of citizenship qualities and Achievement in civics is 0.5217. This value can be interpreted as having marked or substantial correlation existing between Awareness of citizenship qualities and Achievement in civics for private school pupils.

b) The obtained correlation is positive means that the relationship between Awareness of citizenship qualities and Achievement in civics is direct for pupils belonging to private schools. That is any increase in one of these variables will result in a corresponding increase in the other.

c) In the case of pupils of private schools, the significance of correlation is checked by the Fisher's t. The 't' value obtained is 9.050. This value is greater than the table value required for the significance at 0.05 level ($t > 1.96$) and 0.01 level ($t > 2.58$). Hence there exists significant relation between Awareness of citizenship qualities and Achievement in Civics

for private school pupils.

d) The 0.99 confidence interval of 'r' of the private school subjects is found between 0.3956 and 0.6478. From this we can expect the true correlation in the private school pupils, population from which sub sample under study was a representative to be somewhere in the range of 0.3956 and 0.6478.

e) The percentage of overlap (shared variance) is 27.14, for private school pupils. This means that 27.14 percent of variance of the Achievement in civics is attributed to the Awareness of citizenship qualities in private school pupils.

Discussion

The relationship between Awareness of citizenship qualities and Achievement in civics is found to be substantial or marked for the total sample as well as for subsamples viz, boys, girls, government school pupils and private school pupils. All these correlations are found positive. The percentage of overlap between the two variables is found to be varying from 20.79 to 34.57. The Fishers 't' test for all the correlations- for total sample and subsamples is found to be significant at 0.01 level ($t > 2.58$). From these findings it can be inferred that there exists a significant positive relationship between the independent variable Awareness of citizenship qualities and dependent variable Achievement in civics.

Comparison of Correlation Obtained for Comparable Subsamples

The correlation obtained for the comparable subsamples based on gender, and type of management were compared to check whether there is any significant difference between the correlation obtained for boys and girls, government school pupils and private school pupils. The comparison was done with the help of test of significance of difference between r's using the formula given by Guilford.

a) Comparison of correlation between Awareness of citizenship qualities and Achievement in civics for Girls and Boys

The results of comparison of r's between Awareness of Citizenship qualities and Achievement in civics for boys and girls are given in Table below.

Data and Results of the Comparison of Correlation of Correlation between the two Variables for Boys and Girls

Gender	Correlation	Z	C.R
Boys	0.4560	.497	0.0642
Girls	0.5885	.678	

The obtained critical ratio is less than 1.96 and hence the difference between boys and girls, with reference to their r's between Awareness of citizen-

ship qualities and Achievement in civics is not significant even at 0.05 level. Hence it can be concluded that the relation between the two variables is similar for both genders.

b) Comparison of correlation between Awareness of citizenship qualities and Achievement in civics for Government and Private School Pupils

The results of comparison of r's between Awareness of Citizenship qualities and Achievement in civics for Government and Private School Pupils are given in table below.

Data and Results of the Comparison of Correlation between the two Variables for Government and Private School Pupils

Management	Correlation	Z	C.R
Government school pupils	0.5431	0.604	0.3111
Private school pupils	0.5217	0.576	

The obtained critical ratio is less than 1.96 and hence the difference between Government and Private school pupils, with reference to their r's between Awareness of citizenship qualities and Achievement in civics is not significant even at 0.05 level. Hence it can be concluded that the relation between the two variables is similar for Government school pupils as well as Private school pupils.

Discussion

The results of the comparison of correlation between the two variables for both genders, and type of management indicates that there is no significant difference exists in r's between boys and girls as well as Government and Private school pupils.

Conclusion

In the present study, the investigator found that the relationship between Awareness of Citizenship qualities and Achievement in Civics is positive. This shows that if Awareness of Citizenship Qualities is high, Achievement in Civics also will be high. Hence it is beneficial to adopt training programmes as a part of school programmes to increase Civic Awareness. Citizenship qualities can be imparted through separate civics curriculum through which teachers can use many devices such as visual medias, films, documentaries, photo exhibitions etc. to inculcate the importance of civic responsibility and social living among the students.

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EDUCATIONAL SETTINGS AND SOCIAL INCLUSION: IN THE VIEW OF TEACHING BEHAVIOR AND STUDENT GROWTH

Binu Babu ✤

Abstract: This article aims to provide basic research on school students growth on the basis of the teaching techniques and teachers behaviours and reconciliation and propose comprehensive teaching methods to help interact with and unite diverse students. The provided output consists of statistical analyses on different variables in a given dataset.This research focuses on the role of teaching behavior in promoting social inclusion and facilitating student growth in educational settings. Drawing on a review of relevant literature and empirical research, this study highlights the importance of teachers' behaviors and actions in fostering a sense of belonging, respect, and engagement among students from diverse backgrounds. The study also examines the impact of teaching behavior on student outcomes, including academic achievement, social skills, and psychological well-being. The findings suggest that teachers who adopt inclusive and supportive teaching practices, such as promoting positive interactions among students, providing personalized feedback, and creating a safe and respectful learning environment, can enhance students' academic and social development. The study further suggests that social inclusion and student growth can be achieved through a collaborative effort involving teachers, students, families, and the broader community. These findings have implications for teacher training and professional development programs aimed at promoting social inclusion and student growth in educational settings. The Pearson correlation coefficient indicates a strong positive correlation between student growth and teacher behaviour, with the p-value being less than 0.05, suggesting that the correlation is statistically significant at a 95% confidence level. Overall, the analyses suggest that student growth is a significant predictor of

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intractive classes, but it explains only a small proportion of the variance in the dependent variable, and additional variables may need to be included in the model to improve its predictive power. Additionally, the correlation between teacher behaviour and student growth highlights the importance of teachers' positive behaviour in facilitating student growth.

Keywords: student growth, behaviour of teacher, behaviour of student

Introduction

This introductory article on the unusual topic of friendly integration deals with social consideration from a socio-educational point of view. We accept that peer support is a defining necessity, not an extravagance, that helps learners to perform better in school (Ladd, 1990). While social inclusion does not guarantee academic achievement, encounters with rejection can negatively impact student engagement and performance. It is, therefore,essential to understanding why some students are underestimated or not involved in school. This part will focus on the logical registers of social rejection. Rather than expecting social prohibition to be a matter of dismissal, harassment, or loneliness, we combat that environmental variables contribute to underestimating and restricting substitutes with vilified properties. or personalities (e.g. youth from ethnic minorities, settlers and sexual minorities). We specifically address how to examine body structure, and the school's educational and authoritarian practices (ie, the "how") affect disregard. We note that school leaders and educators take fundamental parts in the work with social consideration, which is constant with the ongoing calls. that schools act as "problem solvers" to reduce bias and separation (Losinski, Ennis, Katsiyannis, & Rapa, 2019).In this article, social consideration refers to more than just sharing a typical real-world space (e.g., walking at a similar time of day). From a formative perspective (Fabes, Martin, & Hanish, 2018), we characterize considerateness as kind recognition from peers and caring friends. As a result, well-rounded attitudes are described as conditions with positive peer connections and cross-group congruence-friendly encounters and connections across a range of substitute personalities and qualities.For the motivations behind this article, we use a broad meaning of diversity to indicate a variety of contrasts (i.e., more pronounced heterogeneity) among students. A general definition is used to identify common characteristics in school encounters, of young people with different characters and features, including but not limited to orientation, nationality and financial status. Ethnicity, social class, settler status, sexual orientation, and disability status are factors to consider.We are not suggesting that the above mentioned social characters and individual credits are in no way different, focusing on general challenges rather than many explicit or notable challenges (Dim, Trust, & Matthews, 2018), with which students of different kinds are confronted. Instead, we "definitely want the water" to distinguish everyday things between various meetings. In particular, we would like to see some of the reasonably stable ecological indicators of the ban (rather than conflicting indicators). that alternates be-

tween meetings and slandered credits; Brandt and Crawford, 2019), with the full intention of recognizing educational strategies and practices that can help all young people to become socially included. Then we distinguish whyDifferent groups of students (e.g. young men and women, different ethnic groups) are not socially coordinated and why sure students (e.g. sexual minorities and overweight students) are at higher risk of social and social exploitation. distancing than others. That is, we depict problematic additions that occur "naturally" except when disturbedto address the natural causes of social exclusion. After evaluating risky school experiments, we examine techniques to promote social consideration in the school setting.Explicit practices are proposed as 'elaborated' anticipations (e.g. pedagogical methods, provision of extracurricular options) in the light of hypotheses and observational evidence that help bring other students together. Splitting and minimizing students is specifically presented (Dark et al., 2018). Finally, we review some promising advocacy-based approaches and curricula to move schools forward with social consideration and prohibition avoidance, as well as suggestions for future exploration and comprehensive educational practices. Academically, the schools calculate themselves more pathetically. For example, when ethnic minority students face separation and abuse at school, they feel less attracted and are forced to drop out (Umana-Taylor, 2016). Furthermore, adolescents from sexual minorities who experience more social seclusion in school than their heterosexual peers (Hatzenbuehler, McLaughlin, & Xuan, 2012) waste the most time and have lower assumptions about academic achievement (Aragon, Poteat, Espelage, &Koenig , 2014).Furthermore, obese students are overrepresented as loners (Strauss & Pollack, 2003), have lower grades and are less likely to attend school than their peers (Crosnoe, 2007).

Objectives

- To findout the impact of interactive and AV classes on students growth.
- To findoutthe proportion of students in interactive classes between urban and rural areas.
- To findout the the proportion of student growth between developed and not developed areas.
- To findout the relationship between teacher behavior on student growth.

Hypothesis

- H01 There is no impact of interactive and AV classes on students growth.
- H02 There is no difference in the proportion of students in interactive classes between urban and rural areas.
- H03 There is no difference in the proportion of student growth between developed and not developed areas.
- H04 There is no relationship between teacher behavior on student growth.

Methodology

This research study used a quantitative research design to collect primary

data from 192 students in educational settings. A convenience sampling method was employed to select participants from various grade levels and backgrounds, ensuring a diverse sample. The study was conducted in both public and private schools. The researchers used a self-reported questionnaire to collect data on students' perceptions of teaching behavior and their academic and social growth. The questionnaire had three sections: demographic information, teaching behavior, and student growth. The collected data were analyzed using descriptive and inferential statistics, such as mean, standard deviation, frequency distribution, t-test, and regression analysis, to test hypotheses and identify relationships between teaching behavior and student growth. Ethical considerations were taken into account, and informed consent was obtained from all participants. Confidentiality and anonymity were maintained throughout the study.

Analysis and Findings

H01 There is no impact of interactive and AV classes on students growth.

ANOVA[a]

Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	3.086	1	3.086	17.812	.000[b]
	Residual	32.914	190	.173		
	Total	36.000	191			

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.293[a]	.086	.081	.41621

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.886	.091		9.691	.000
	student_growth	.257	.061	.293	4.220	.000

The output displays the results of an ANOVA and regression analysis conducted on a dataset with a dependent variable called "intractive_classes" and an independent variable called "student_growth." The ANOVA table provides information on the sources of variation in the dependent variable by dividing the total sum of squares (36.000) into two parts: the sum of squares attributable to regression (3.086) and the sum of squares due to error or residuals

(32.914). The regression sum of squares represents the variation in the dependent variable that is explained by the independent variable, while the residual sum of squares represents the unexplained variation in the dependent variable. According to the ANOVA table, the regression model is statistically significant (F=17.812, p<.000), indicating that the independent variable, student_growth, significantly predicts the dependent variable, intractive_classes.The model summary table provides further details about the goodness of fit of the regression model. The R-squared value (0.086) indicates that the independent variable explains approximately 8.6% of the variance in the dependent variable. The coefficients table lists the estimated regression coefficients for the intercept and the independent variable, along with their standard errors, t-values, and significance levels. The intercept value (0.886) represents the estimated mean value of the dependent variable when the independent variable is zero. The coefficient for the independent variable (0.257) represents the estimated change in the dependent variable for each one-unit increase in the independent variable, holding all other variables constant. The standardized coefficient (Beta) reflects the change in the dependent variable in standard deviation units for each one standard deviation increase in the independent variable. The t-value and significance level for each coefficient indicate whether it is statistically significant. In this case, both the intercept and independent variable are statistically significant (p<.05).Overall, the analysis suggests that student_growth is a significant predictor of intractive_classes, but it explains only a small proportion of the variance in the dependent variable. Including additional variables in the model may enhance its predictive power.

H02 There is no difference in the proportion of students in interactive classes between urban and rural areas.

H03 There is no difference in the proportion of student growth between developed and not developed areas

Binomial Test

	Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
Group 1 intractive_classes	urban	144	.75	.50	.000
Group 2	rural	48	.25		
Total		192	1.00		
student_growth					
Group 1	developed	112	.58	.50	.025
Group 2	notdeveloped	80	.42		
Total		192	1.00		

The binomial test is a statistical method used to compare the proportion of successes in a sample with a hypothesized proportion. In the provided table, two binomial tests were conducted to compare the proportions of two groups in different categories. One test compared the proportion of students in interactive

classes in urban and rural areas, while the other compared the proportion of student growth in developed and not developed areas. In the first test, the null hypothesis was that there is no difference in the proportion of students in interactive classes between urban and rural areas. The observed proportion of students in interactive classes in urban areas was 0.75, which was significantly different from the hypothesized proportion of 0.5 with an exact two-tailed significance level of 0.000. This suggests that there is a significant difference in the proportion of students in interactive classes between urban and rural areas. In the second test, the null hypothesis was that there is no difference in the proportion of student growth between developed and not developed areas. The observed proportion of student growth in developed areas was 0.58, which was significantly different from the hypothesized proportion of 0.5 with an exact two-tailed significance level of 0.025. This indicates that there is a significant difference in the proportion of student growth between developed and not developed areas.

H04 There is no relationship between teacher behavior on student growth.

Correlations

		student_growth	teacher_behaviour
student_growth	Pearson Correlation	1	.842
	Sig. (2-tailed)		.000
	N	192	192
teacher_behaviour	Pearson Correlation	.842	1
	Sig. (2-tailed)	.000	
	N	192	192

The Pearson correlation coefficient is a statistical measure used to determine the linear relationship between two variables. It ranges from -1 to 1, with -1 indicating a perfect negative correlation, 0 indicating no correlation, and 1 indicating a perfect positive correlation. In this table, the Pearson correlation coefficient between student growth and teacher behaviour is 0.842, which indicates a strong positive correlation between these two variables. This implies that as the teacher's behaviour improves, the student's growth also tends to improve. The "Sig. (2-tailed)" column in the table shows the p-value of the correlation coefficient. This p-value indicates the probability of obtaining the observed correlation coefficient if there is no true correlation between the variables. In this case, the p-value is less than 0.05 (i.e., $p < 0.05$), which means that the correlation between student growth and teacher behaviour is statistically significant at a 95% confidence level. Therefore, it can be concluded that there is a significant positive correlation between teacher behaviour and student growth.

Conclusion

According to the ongoing survey, school leaders and educators play a key role in reducing early school leaving and promoting consideration in all schools. In fact, every school, even in racially or financially isolated areas, has a different student population. In any case, this test makes it clear that diversity does not automatically promote social consideration (cf. Brown & Juvonen, 2018). Instead, the school's principals and teachers must create safe and tolerant conditions for all students. To achieve consideration, school staff must make decisive judgments on both the 'who' (ie the replacement corps) and the 'how', as suggested in our proactive onboarding model. Educators should be taught in friendly cycles and general vibrations. so they can use proactive procedures to reunite students. They also need ongoing support to prevent and manage exploitative situations between their peersdetention and releasetime and time again, school administrators and teachers view peer recognition as a bonus rather than a requirement. That said, many teachers accept that schools' fundamental obligation is to show students all three. Collaborations with peers can encourage or discourage them from learning the three Rs. If students don't have a good sense of security or don't like having a seat, they won't be willing to participate or learn. Ability to focus on schoolwork is easily compromised when you are worried or upset about how your friends are treating you. Conversely, students who have old friends at school are likely to be successful. A fourth R is required for the accurate test: acknowledging finding a way to connect with others. The ability to interact and live with multiple people is not as easy to learn as the other but is essential in preparing for life after school.The roles and responsibilities of educators should be reclassified to include the fourth R, provided schools are genuinely committed to diversity and inclusion. Educators should effectively demonstrate socially inclusive, essay-based behaviors that unite students through shared goals and practices. , and monitor circumstances where students are being cheated on, fired, or need partners.

For example, educators need to use comprehensive language of guidanceand, in addition, to know that essential testing is more likely to uncover the hidden circuits that lead from minimized reviews in accounting for school problems. For example, those that focus on the impact of social rejection on consideration look promising. Working memory impairments have been hypothesized to be caused by attempted social avoidance. If the main job is viewed as a predictor of academic performance, rejection and related attention problems could worsen performance. Deviations through discriminatory school practices. Other research found that girls who were separated from Central School staff experienced higher levels of misery and were given less rest. Lack of sleep and poor recovery are associated with increased risk, nervousness, and poor academic performance.Consequently, encounters involving unilateral action may degrade performance.The analysis shows that student_growth is a significant predictor of intractive_classes, but it explains only a small proportion of the variance in the dependent variable. Therefore, additional variables may

need to be included in the model to improve its predictive power. The binomial tests reveal significant differences in the proportion of students in interactive classes between urban and rural areas and in the proportion of student growth between developed and not developed areas. This suggests that the educational experiences and opportunities may differ based on the location and development status of the area. The Pearson correlation coefficient indicates a strong positive correlation between student growth and teacher behavior, highlighting the importance of positive teacher behavior in facilitating student growth. Overall, the analysis provides valuable insights into the factors that influence student learning outcomes and can inform educational policies and practices to improve the quality of education.

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EFFECTIVENESS OF HANDS ON LEARNING IN ENHANCING SCIENTIFIC ATTITUDE AMONG PROSPECTIVE TEACHERS

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Ronald Rose S. L. ♠

Abstract: The present paper makes clear the study entitled Effectiveness of HandsOn Learning in enhancing Scientific Attitude among Prospective teacherswhich is an attempt to find out the impact of Hands on Learning as a tool of teaching in improving scientific attitude of prospective teachers. The sample for the study was selected randomly from teacher education institutions in Thiruvananthapuram district; it included rural and urban students with high and low socio-economic levels. The sample was divided into two groups- experimental and control groups. The experimental group students were taught through Hands on Learning methodwhereas the control group students were taught by the Traditional method for learning Science. Pre and post - tests were administered to explore the impact of Handson Learning method in enhancing scientific attitude. The researcher used the statistical techniques, namely descriptive statistics to analyze the collected data and describe the research participants and their level in Scientific Attitude. The results of the study indicated that Hands on Learning method has a significant effect inenhancing ScientificAttitude among prospective teachers.

Keywords: Hands on Learning, Scientific attitude, Prospective teachers

Introduction

Hands-on learning is a method of teaching where children learn by doing. Instead of listening to a teacher or instructor lecture about a topic, the student works with it to create something or solve a problem. This is the best teaching method ever devised that involves active participation of students in experiencing scientific concepts rather than simply having an audience view. Hands-on learning makes common learning styles visible in the classroom. Some children learn best by looking at visuals, while others learn best by listening to a parent

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or teacher speak, and still others learn best by reading and writing about a given topic. These are known as visual, auditory, and reading or writing learning styles. However, a fourth learning style that is often overlooked is kinesthetic learning, which is a fancy way of saying "learning by doing." Hands-on learning allows students to practice skills they've already learned, which goes beyond simply increasing engagement. The more practice one gets, the better one will be at that skill and the more information will be able to retain. One role of the teacher is to engage students in conceptual thinking, to help them fully grasp the design of a concept; to own it; to think and be creative with it. This is critical for the development of a scientific mindset. One of the most important outcomes of science education is a Scientific Attitude. The sole responsibility for developing scientific attitudes in students lies with the teacher, who can manipulate all situations to instill in pupils the characteristics of scientific attitudes while also presenting himself as an example to the students for his intellectual honesty, respect for other points of view, unbiased and impartial behavior in his dealings, and so on. This will leave a positive and lasting impression on the students, encouraging them to adopt the same attitude as their teacher. Because of its relevance to students' lives and the universally applicable problem-solving and critical thinking skills it employs and develops, Science Education is one of the most important subjects in school.

Review of Literature

Hands-on learning has been shown to be more effective in helping students understand what they are taught. There are numerous studies that demonstrate the importance of hands-on learning. Hands-on learning engages both sides of the brain more effectively. The left hemisphere handles listening and analyzing processes, while the right hemisphere handles visual and spatial processes. By combining different learning styles, the brain forms stronger overall connections and can store more relevant information. When people think about concepts they've had hands-on experience with, brain scans show increased activity in sensory and motor-related areas of the brain.

Underachieving students work with brains but put little effort almost always demonstrate a lack of these values (Whitley, 2001, p. 26). There is no better way to keep children's attention than to have them do something interesting and give them the opportunity to participate in a hands-on activity.

"Active games, by their very nature, are more likely than traditional learning activities to be structured in a way that the child's interest is held," writes Humphrey (1969). (p. 22). Because it involves the physical manipulation of objects, hands-on learning draws on the interest factor of behavioral active learning-albeit to a lesser extent-satisfying the need for behavioral engagement and thus naturally keeping students interested and involved.

Hands-on learning not only draws on the positive characteristics of more extreme types of behavioral and cognitive active learning, but it is also supported by Piaget's theory of cognitive development stages, specifically his theory that

children aged seven to twelve are in the concrete operational stage. Children can "reason logically about concrete objects and events" during the concrete operational stage (Siegler, Deloache, & Eisenberg, 2006, p. 133).

Hands-on learning is a type of active learning that combines the benefits of both behavioral active learning and cognitive active learning (Korwin & Jones, 1990).According to some studies, active learning and traditional learning produce similar results (Lopata, Wallace, & Finn, 2005).

Active learning has been shown in other studies to produce better results than traditional learning (Humphrey, 1969; Ruhl et al., 1987; Mayer, 2004; Hammett, 2010), though different studies focus on different types of active learning.

Need and Significance

Hands-on programs can expose students to potential challenges and obstacles in the real world. Students can then work through these difficulties in a safe environment, honing their problem-solving abilities. Incorporating hands-on problem-solving exercises into the classroom environment also allows students to ask for assistance and collaborate with their peers to further develop problem-solving skills. These students will be better prepared to handle problems in future programs. Incorporating hands-on activities can significantly improve your students' retention rates. When comparing other presentation styles to hands-on methods, research shows that learners retain only 5% of material presented through lecture and 30% of material taught through demonstration. Hands-on participation, on the other hand, can result in up to 75% retention. Hands-on learning combines the best aspects of both behavioral and cognitive active learning. One advantage of behavioral active learning that is reflected in hands-on learning is that it naturally elicits more interest and enjoyment in students than cognitive active learning. Hands-on learning also captures the practicality of cognitive active learning by being more applicable in a typical elementary school classroom than extreme forms of behavioral active learning. The Hands-on Learning Model in Science Teaching will be very important in the above context because it will improve students' scientific attitudes. As a result, hands-on learning in science classes can be enhanced.

Statement of the Problem

Hands on Learning Modelplays a prominent role in upcoming Science classrooms. Studies revealed that the use of Hands-onLearning Model,significantly increases student's knowledge and understanding of concepts which are normally difficult to comprehend and often cause misconceptions to them. Hence such learning methods based on Hands on Learning Model, if properly developed, positive changes will definitely occur in science classrooms. The present study has been devised to outline the effect of using Hands on Learning Modelin the development of Scientific Attitude. Hence this study is entitled as: "Effectiveness of Hands-on Learning in enhancing Scientific Attitude among Prospective teachers."

Operational Definitions

Scientific Attitude

Scientific attitude can be defined as, "open mindedness, a desire for accurate knowledge, confidence in procedures for seeking knowledge and the expectation that the solution of the problem will come through the use of verified knowledge" (Bhaskara 1996)

Hands on Learning

Hands-on learning occurs when instructors engage students in direct experience and focused reflection in order to improve their knowledge, skillset, and values. Hands-on learning allows students to learn by doing and allows them to immerse themselves in a learning environment while putting their acquired skills to use and developing new skills.

Prospective Teachers

Teacher candidates who were enrolled in a teacher education program and in their final year of education. (Bell,2004)

Research Questions.

- What is the effect of using Hands on Learning Model of Teachingin developing Scientific Attitude among prospective teachers?
- Is there any statistically significant difference between the mean scores of the experimental group and that of the control group in the pre and post tests of scientific attitude among prospective teachers?

Objectives

- To prepare an instructional package making use of Hands on Learning Model of Teaching for prospective teachers of Physical Science.
- To compare the means of the pre- test scores on Scientific Attitude of the experimental group with that of control group.
- To compare the means of the post test scores on Scientific Attitude of the experimental group with that of control group.
- To study the effectiveness of Hands on Learning Model of Teachingin the development of Scientific Attitude.

Hypotheses

- There is significant difference between the mean pre test scores on Scientific Attitude of prospective teachers in experimental and control groups.
- There is significant difference between the mean post test scores on Scientific Attitude of prospective teachers in experimental and control groups.
- Hands on Learning Model of Teachingwill be more effective in developing Scientific Attitude among prospective teachers.

Methodology

The study aimed at finding out the effectiveness Hands on Learning Model of Teaching in enhancing Scientific Attitude among prospective teachers. The participants were 60 prospective teachers. The experimental method was selected for this study. To study the effectiveness of Hands on Learning Model of Teaching in enhancing scientific attitude among prospective teachers, samples were divided randomly into two groups, with 30 student teachersin each group - control group and experimental group.

Sample

The sampling of the study consisted of 60 prospective teachers studying in University of Kerala, Thiruvananthapuram district. The treatment group was taught through the Hands on Learning Model of Teaching, while the control group was taught through the Traditional Teacher-centered method.

Tools

For this study, the researcher prepared lesson plans and pre and post-tests to measure the Scientific Attitude of prospective teachers. The lesson plans and pre and post-tests were designed and constructed based on the Science syllabus of 10th grade students. After the discussion with experts in science teaching, the researcher used the final lesson plans and pre and post-tests' items like tools for this study to collect data. A total of 11 science lessons were used in this study for both two groups as the material, and the researcher also was the instructor of the two groups.

Data Collection Procedures

The researcher, with the help of teachers of Physical Science, selected prospective teachers to carry out his study from different teacher training institutions under University of Kerala. The researcher divided the participants into two groups- control group and experimental group randomly. Each group included rural, urban, low, and high socio- economic levels with 30 students for each group. Prospective teacher's Scientific Attitude was assessed using Scientific Attitude Scale developed and standardized by the investigator. of The pre-test of Scientific Attitude was administered to all the participants of the study to measure their level of Scientific Attitude. After doing the pre-test, the researcher started the intervention. In other words, the researcher started teaching the two groups based on the lesson plans. Control group students were taught by the traditional method, whereas the experimental group was taught by Hands on Learning Model of Teaching.The researcher completed the lessons and administered the same ScientificAttitude post-test to all the participants to explore the differences between control and experimental groups' results in pre-test and post-test.

Results and Data Analysis

Tenability of Hypothesis I

There is significant difference between the mean pre test scores on Sci-

entific Attitude of prospective teachers in experimental and control groups.

Table- 1: Comparison of the mean pre test scores on Scientific Attitude of experimental group and control group.

Group	N	Mean	Standard Deviation	Calculated t value	Remarks
Control Group	30	115.63	6.31	0.0984	NS
Experimental group	30	117.27	6.53		

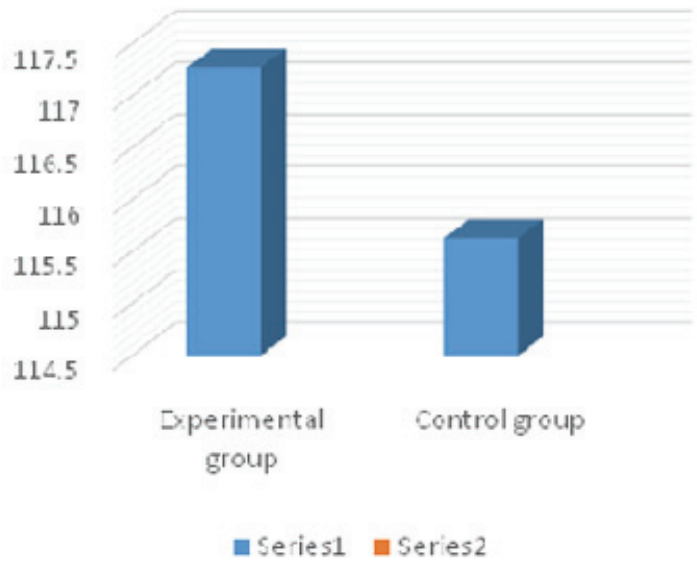

Figure.1 *: Mean difference of the experimental and control group on pre test score*

The analysis of the mean pre test scores on Scientific Attitude using the test of significance of the difference between the experimental and control groups revealed that the t value obtained (t=0.0984) is not significant at 0.05 level. This shows that there is no significant difference between the mean pretest scores of experimental group and control group. Hence it is concluded that there is no significant difference between experimental and control groups with regard to their pre test scores of Scientific Attitude and this indicated the equivalence of the two groups.

Tenability of Hypothesis II

There is significant difference between the mean post test scores on Scientific Attitude of prospective teachers in experimental and control groups.

Table- 2: Comparison of the mean post test scores on scientific attitude of experimental group and control group.

Group	N	Mean	Standard Deviation	Calculated t value	Remarks
Control Group	30	116.26	7.66	3.111	Significant
Experimental Group	30	122.57	8.58		

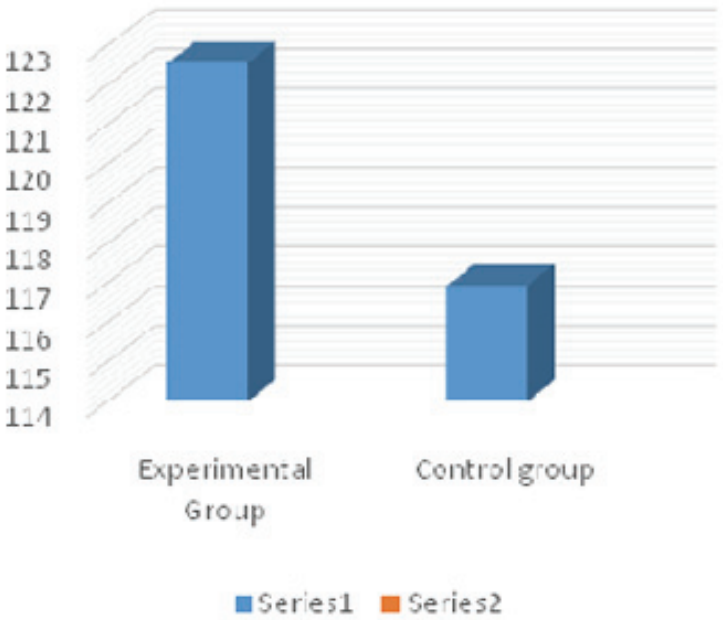

Figure.2 : *Mean difference of the experimental and control group on post test score*

The analysis of the mean post test scores on Scientific Attitude using the test of significance of the difference between the experimental and control groups revealed that the t value obtained (t=3.111) is significant at 0.05 level. This shows that there is significant difference between the mean post test scores of experimental group and control group. Hence it is concluded that there is significant difference between experimental and control groups with regard to their post test scores of Scientific Attitude.

Tenability of Hypothesis III

Hands on Learning Model of Teaching will be more effective in developing Scientific Attitude among prospective teachers

The students exposed to Hands on Learning Model of Teachinghave enhanced scientific attitude as compared to those who are exposed to traditional learning method which is clear while considering the mean scores of the groups. This stresses the effectiveness of Hands on Learning Model of Teachingin the development Scientific Attitude among prospective teachers.Hence Hypothesis III is accepted.

Discussion

According to the result of this study which aims to bring forth the effectiveness of Hands on Learning Model of Teachingin the development of Scientific Attitude, the significant difference between the control group and the experimental groups found to be in the benefit of the experimental group. In other words, Hands on Learning Model of Teachingis a much better instructional way than the traditional learning method. Additionally, prospective teachers' interest, motivation, and participation increased according to the researcher's observation. Traditional learning method had not much effect on the development of scientific attitude among the prospective teachers. It goes without saying that the material used in the experimental group were highly effective than the one used in the control group.

Conclusion

Implementing, testing, evaluating, and refining ideas solely with reference to familiar experiences does not provide a learning opportunity because experience must violate expectation in order to be valuable. As a result, education entails refining and modifying old ideas as well as implanting new ones, and experience serves as the vehicle for this process.

The response to new ideas is influenced by those already held, and it is the responsibility of teachers, instructors, facilitators - whatever term you prefer - to shape the experience and the surrounding discussion to maximize its value.

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A STUDY ON PERCEIVED PARENTAL SUPPORT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract: Parental Support is considered to be one of the strongest factors in the development of children. This study examines the level of perceived parental support of higher secondary school students of Kozhikode district. Supportive parents keep check and balance on their children and provide a guiding mechanism for their academic matters. The aim of this study was a) to find out the level of parental support of higher secondary school students b) to find out whether there exists any significant difference in perceived parental support based on gender. The result revealed that there is no significant difference in perceived parental support based on their gender.

Keywords: Perceived parental support, Higher secondary school

Introduction

Parental support is commonly defined as being emotionally present and consistently dependable for the child in times of need. It is also important to an adolescent's wellbeing; it has positive effects on children's self-efficacy, and this is especially apparent among girls. Studies revealed that the perceived parental support influences the social adjustments of adolescence. Parents being solely responsible for their attitudes, believes, responses and efforts to bring their children up have influence on their psychological wellbeing. Parent's care and control constitute the important experiences could identify certain reason such as socio-economic status, parent's ignorance, teacher's attitude, class room climate and school atmosphere.

Perceived parental support refers to the perception of child about the availability of support from parents. It is the perceived or actual instrumental or emotional provision supplied by different individuals about the provision of un-

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derstanding and assistance, demands, care, concern and loving nature of their parenting.

Affective relationship between parents and children is important because it builds the feeling of self-respect and confidence referred to the sense of security. It gives the individual the courage to meet the challenges of life and permits him to utilize his experiences constructively. Parents should provide children with behaviour choices which permits them to function in real situations of life.

Adolescence is a time of transition beginning with the onset of puberty and ending when an individual assumes adult's roles and responsibilities. During this period pupils were be in dilemma of being a child or an adult. The positive, health and balanced development of children at any age is essential not only for parents' satisfaction and happiness but also for the growth and advancement children at any nation. Lack of parental support affects the all-round development of the individual. Parental support is also about looking into the broader life environment of families and all possible opportunities for development for children.

Review of Literature

Padmakala.S (2018) conducted a study on "parental support on self-confidence and academic achievement of higher secondary students". The main objective of the study was to find out the level of parental support, self-confidence and academic achievement of higher secondary students. The sample consisted of 984 higher secondary students of Tamilnadu. The result of the study revealed that there exists significant relationship between parental support, self-confidence and academic achievement of higher secondary students.

Almah and Mary (2014) conducted a study on "Parental motivation and academic achievement of higher secondary students". The main objective of the study was to find out the relationship between parental motivation and academic achievement. The sample consisted of 300 higher secondary students. The findings of the study revealed that there is no significant difference in the male and female higher secondary students in parental motivation and academic achievement.

Hale et al. (2005) examined the association of perceived parental rejection to adolescent depression and aggression. Results indicated that perceived parental rejection mediated through adolescent depression, explains aggressive behaviours of adolescents, and these effects are also somewhat dependent on the gender and the age of the adolescents.

A great deal of research has been concentrated on the effects of perceived parenting and the consequences of different parenting styles on a range of psychological outcomes (Buri, 1989; Furnham & Cheng, 2000; Klein et. al., 1996). Studied have indicated that adolescents' reports of disagreements with their parents have been associated with adolescent emotional difficulties and poor school performance. The crucial role of emotions in an individual's devel-

opment and struggle for fulfilment has not received adequate attention in education.

After consistent documentation as these styles, Baumrind (1991) factor analysed data on these typologies and reduced parenting styles into two dimensions: demandingness and responsiveness. Demandingness refers to the demands parents make on their children to become integrated into the family and society. Aspects of parental demandingness include the extent to where parents hold maturity demands for their children, provides supervision and enact disciplinary efforts when needed (Baumarind, 1991). Responsiveness refers to parental behaviours that intentionally foster individuality, self-regulation and self-assertion in their children. Aspects of parental responsiveness include the extent to which parents are sensitive toward and supportive of their children (Baumarind, 1991).

Need of the Study

Showing interest and encouragement in a child's education by parents can have a positive impact on the child's attitude towards school, classroom conduct, motivation levels, self-esteem, and absenteeism. By nurturing and teaching children during their early years, families play an important role in making sure children are ready to learn when they enter school. Children thrive when parents are able to actively promote their positive growth and development.

The children learn different perspectives in different ways and different times. It is necessary that every individual should be properly guided and trained to be an observer of social norms. The investigator understood that certain higher secondary school students who are careless and certain students showed deviance inside and outside the classrooms. Further he could identify certain reasons such as socio-economic status, parents' ignorance, teachers' attitude, classroom climate and school atmosphere for it. This made the investigator assume that children's perception of lack of parental support affects their development. From the review of related studies, the investigator could realize that no studies were conducted to findout the level of parental support of higher secondary students of Kozhikode district. In this context the investigator felt an increased need to conduct present study.

Objective

1. To find out level of perceived parental support of higher secondary school students.
2 To find out whether there exists any significant difference inperceived parental support samples based ongender.

Methodology

The present study used descriptive survey method.

Sample

This study consists of a sample of 120 higher secondary school students in

Kozhikode district. Thesample consisted of 60 boys and 60 girls.

Tool

Perceived Parental Support Assessment Scale.

Statistical Techniques

Preliminary Analysis

The statistical constants as mean score was computed for the total sample and the sub

samples.

Test of Significance of Difference between Means (t-test)

Analysis

The analysis of data has been described in the following sections.

Preliminary analysis

Comparison of thePerceived Parental Support based on Gender

As the first step of analysis, the important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the variable Parental Support were determined for the total sample. Details statistical constants calculated are presented in the Table 1

Table 1 Statistical Constants of the Variable Parental Suppo

No.	Parameter	Statistical constant
1	Mean	204.32
2	Median	206.00
3	Mode	201.00
4	Std Deviation	13.68
5	Skewness	-1.747
6	Std Error of Skewness	.221
7	Kurtosis	6.461
8	Std Error of Kurtosis	.438
9	Minimum	137.00
10	Maximum	230.00

Table 1 shows that the value of the mean score of the variable Perceived

Parental Support for the total sample is 204.32 with standard deviation 13.68. The value for the skewness (-1.747) is negative and the kurtosis value (6.461) is positive. Frequency curve of the variable Perceived Parental Support is graphically represented in Figure 1.1. Hence this result reveals that the level of parental support is low.

Perceived Parental Support is graphically represented in Figure 1

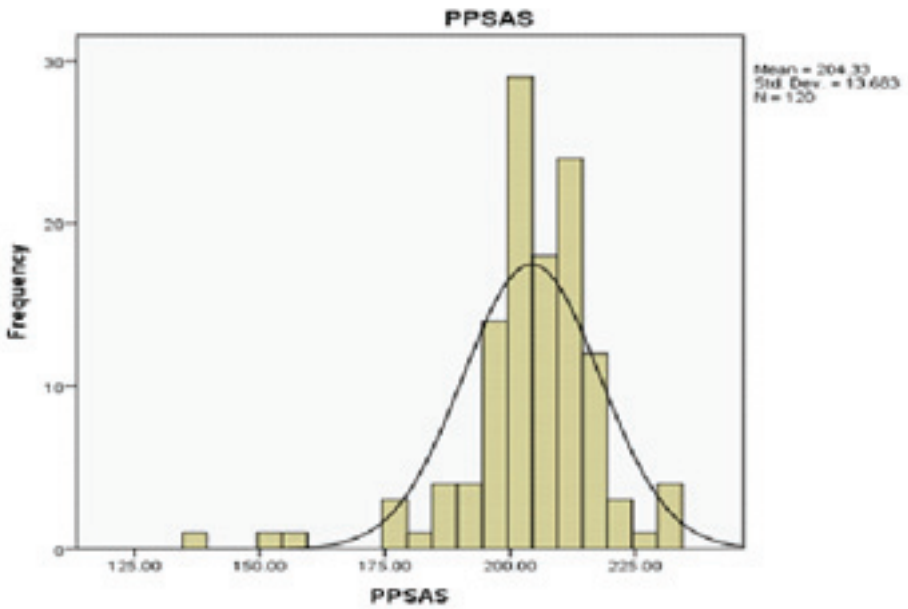

Figure 1 : *Perceived Parental Support for the total sample*

Comparison of Perceived Parental Support Based on Gender

Perceived parental support of higher secondary school students based on gender was compared using independent sample t-test and the results obtained is presented in table 2

Table 2 Comparison of Perceived Parental Support Score Based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	60	150.55	8.71	0.968	0.335
Female	60	148.78	11.14		

Table 2 gives the perceived parental support score based on gender of the higher secondary students. The average perceived parental support score of Male is 150.55, with Standard Deviation of 8.71, and that of the Female is 148.78, with Standard Deviation of 11.14. The calculated t-value is 0.968 and the p-value is 0.335. Hence, the result reveals that there is no significant differ-

ence in the perceived parental support score based on gender of the adolescents.

Graphical representation of the comparison of the perceived parental support scores of higher secondary school students based on gender of the students is presented in Figure 2

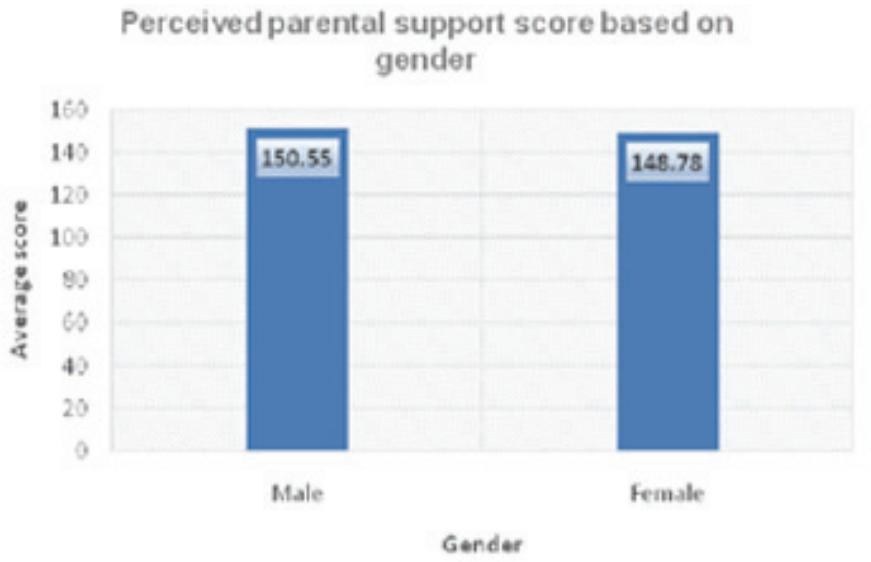

Figure 2 : *Perceived Parental Support for the gender*

Major Findings

- The result reveals that the parental support is very low in higher secondary school students.
- The result reveals that there is no significant difference in the perceived parental support

  score based on gender of the higher secondary school students.

Conclusion

The parental support should be needed in the adolescent age. The parental awareness regarding the role of parents in the context of the education and social development to enhance the parental support among higher secondary school parents. Sociological and psychological measures have to be taken to maintain the parental support among students of higher secondary school. The purpose of the present investigation was to study the level of perceived parental support of higher secondary school students. On the basis of findings from the present study, it shows that there is no significant difference in parental support of higher secondary students based on gender.

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QUALITY IN EDUCATIONAL RESEARCH: AN ASSESSMENT

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Abstract: Quality of research is always a high priority among the academic community. It is a subject which has a greatdeal to debate mainly because of lack of consensus on the standards for assessing quality of research. Identifying certain criteria will makeit possible for researchers to provide good quality research works. It becomes more important if the research is in the area of education as it builds the future nation. The present study aims to know the perception of teacher educators on the quality of educational research in Kerala. Study followed Survey method by using108 teacher educators (Adjudicators, Supervising teachers and Research scholars) as sample.The results of the study can be summarised as on certain aspects the teacher educators agree upon the standard of educational research in Kerala like statement of the problem, review of literature, study leading to further research, reference/ bibliography, but the quality of educational research with reference to social or educational relevance, approach to the research, methods followed, objectives or research questions, population, sample size, selection of techniques, methods of data collection, implications, research framework, findings, interpretation of results are of substandard and with respect to the design of the study, quality of tool used, techniques for analysis the researches in Kerala lag behind the standard as perceived by teacher educators. A total number of nineteen criteria were identified as important for quality of educational research and the perception of teacher educators on research in Kerala with respect to these criteria was studied. Though teacher educators consider that these criteria are present in the educational research in Kerala but the extent varies. The study reveals that some important aspects of a

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research like design, quality of the instrument used and techniques of statistical analysis need more attention in the case of educational research in Kerala.
Keywords: Quality of educational research, Teacher educators, Evaluation criteria

Introduction

Research is a creative work that is undertaken systematically in order to increase the repertoire of knowledge of individuals and society. It helps to reach new applications of the theories and search for new questions and their solutions leading to new theories. Educational research is the candlelight for society to analyze its educational problems and through new, effective strategies and knowledge, arrive at solutions to them. Education is the backbone of society and the effort that society takes to update/improve the educational process reflects in its development. This happens when the research becomes objective-based, valid, reliable, and the findings are properly disseminated.

Quality of research is always a vital area for debate among the academic community. This debate is due, in part, to the lack of consensus on the specific standards for assessing the quality of research. It has long been a theme of interest, debate and in some cases, a dispute among academics and professionals. Many studies are conducted in the area of quality standards in research under various disciplines. Accurate and trustworthy knowledge will be generated only through quality research. To ensure the quality of research, it should be done systematically with commitment and goal orientation. Proper assessment of the research process and the results arrived at is an important element in determining the quality of research.

Review of Literature

Yokus and Akdag (2019) in a case study on identifying quality criteria of ascientific research adopted by the academic have coded eight themes in total including appropriateness of abstract, contribution to literature, originality, identification of scope and focus, scientific, comprehensive reporting and ethics.

Anjana (2018) developed a research quality criteria rating scale (RCQRS) with eight criteria viz., citations in journals, research papers, books and theses, journal' impact factor, peer review, criteria of selection of expert referee in the field by the editorial board, standardized research reporting framework, ranking of journal, after publication dialogue and discourse and journal in first quartile of its area. Of these eight criteria, the top three criteria identified by the teachers and research scholars are citation, journal impact factor and peer review.

Ochsner, Hug and Daniel (2016) in their study humanities scholars' conceptions of research quality involved the scholars of a given discipline and sought to identify agreed-upon concepts of quality. The study revealed both the opportunities and limitations of research quality assessment in the humanities: A research assessment by means of quality criteria presented opportunities to make visible and evaluate humanities research. The study suggested a framework for developing quality criteria for the humanities that comprises a bottom-up approach, a sound measurement approach, the explication of the

humanities scholars' notions of quality and the principle of consensus. It was found that humanities scholars preferred a qualitative approach to research evaluation. The Delphi method made it possible to find a consensus on quality criteria. They formulated opportunities for and limitations of research assessments in the humanities. They were: scholarly exchange, innovation and originality, productivity, rigour, fostering cultural memory, recognition, reflection and criticism, continuity and continuation, impact on research community, relation to and impact on society, variety of research, connection to other research, openness to ideas and persons, self-management independence, scholarship erudition; passion and enthusiasm, vision of future research, connection between research and teaching, scholarship of teaching and relevance.

The review of related literature shows that some studies have been conducted for setting up various criteria for assessing the quality of research in India and abroad across various disciplines which highlighted the problems with the criteria for assessing the quality of research and lack of essential research information. However, no study is founded to be reported on quality criteria from teachers and research scholars' point of view. Therefore, it becomes necessary to conduct an in-depth study on teachers and research scholars' view on the criteria for the quality of research. Their view on criteria will have a direct impact on their research efforts which in turn will affect the quality of their research. The findings will also be useful for policy making and the practitioners. Thus, it becomes utmost important to know the perception of quality of research in education based on the criteria.

Need and Significance

The researches that are being undertaken become the backbone of the education system which in turn results in a better tomorrow. Every day new research is being undertaken in every aspect of life. Findings of research help to identify the demerit, strength and weakness of various aspects and the valid recommendations are expected to improve the process.

It is a fact that a large number of theses and research papers are being published related to various aspects of education with different research designs and approaches conducted in India and other countries. The situation is not different in Kerala also. A study by Prasheeda (2018) on research at PhD level shows that 462 doctoral theses are produced from the three universities in Kerala, viz., University of Kerala, University of Calicut and Mahatma Gandhi University within the period of 45 years -1970 to 2015. Recently the number of researchers has increased drastically, but one cannot observe as much improvement in the education system as expected through these studies. There is definitely a huge quantitative improvement, but the question arises on the quality of research.

Studies on perception on research in education are conducted by many, but that on the quality concerns are rare. The findings of the study on the perception of teacher educators involved in the process of research about the quality of educational research will contribute to the theoretical and empirical aspects of education

Objectives

The major objectives of the study are,

1. To analyse the perception of teacher educators on the quality of educational research in Kerala.

a) To analyse the perception of educational research adjudicators on the quality of educational research in Kerala.

b) To analyse the perception of research supervisors on the quality of educational research in Kerala.

c) To analyse the perception of researchers among teacher educators on the quality of educational research in Kerala.

2. To summarise the suggestions of teacher educators for quality enhancement in researches

3. To develop a quality criteria for scientific research in education

Methodology

Design:The study used a qualitative approach to find out the criteria of good research in education through interview and the perception of teacher educators about the quality of research in education carried out in Kerala based on these criteria collected through perception scale for which survey method was used. Therefore, the study followed a mixed research design in order to answer the research questions.

Participants: Data were collected from 108 teacher educators belonging to adjudicators, supervising teachers and research scholars.

The participant selection was done through non probability sampling technique. Adjudicators for the purpose of interview were selected purposefully based on their availability and cooperation. The supervising teachers were selected for the study randomly but the research scholars for the survey were selected through snowball sampling.

Instrument used: Interview schedule and rating scale on quality of educational research were used for collecting data

Analysis and Findings

The responses of interviews with adjudicators show that listing of quality criteria for educational research is important in improving quality of research. The relevance of the topic, quality of research tools, appropriate research design, a common framework for reporting research, innovative approach, clarity of research statement, selection of techniques, balanced objectives and research questions, adequate techniques for analysis, adequate research method, clearly stated population and sample, relevant implications, adequate sample size, comprehensive review, reporting findings adequately, proper referencing, adequate suggestion for further research, satisfied interpretation of results were derived from the responses as important criteria for quality of research. The responses to the perception scale on the extent of each quality by the research scholars and the supervising teachers revealed that the research in education

in Kerala follows a framework and the studies have clearly stated problems. All other criteria are present in the research to a moderate extent. As per the perception of research scholars 40 to 60 percent of research studies in Kerala satisfy the qualities listed. In order to improve the quality of research, the suggestions by the participants include selecting only interested ones for research who take the research seriously, open discussions on the process of research and effective assessment procedures.

Interest of the researcher, research ethics, frequent presentation of the work in front of experts, selection or construction of tools, importance should be given to social relevant studies, assessment should be more objective, avoid unnecessary duplication are the suggestions made by teacher educators to improve quality of educational research.

Listed quality criteria for educational research is given in figure 1

Figure 1: Quality criteria for educational research

Conclusion

The criteria for quality research are listed by incorporating the responses of the interview with teacher educators and it starts with the relevance of the topic to proper referencing. A total number of nineteen criteria were identified as important for quality of educational research and the perception of teacher educators on research in Kerala with respect to these criteria studied. Several teacher educators consider that these criteria are present in the educational research in Kerala but the extents of these qualities are limited. The results of the study can be summarised as statement of the problem, review of literature, study leading to further research, reference/ bibliography are the qualities mostly perceived by teacher educators in research works, social or educational relevance, approach to the research, methods followed, objectives or research questions, population, sample size, selection of techniques, methods of data collection, implications, study leading to further study, re-

search framework, findings, interpretation of results are present to some extent and design of the study, quality of tool used, techniques for analysis are the least perceived qualities in educational research.

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LEARNING STYLE PREFERENCES OF HIGHER SECONDARY SCHOOL STUDENTS IN ERANAKULAM DISTRICT.

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Dr. Aseel Abdul Wahid ♠

Abstract: The present investigation intends to find out the learning style preferences of higher secondary school students of Eranakulam district. The investigator also examined whether there exists any gender or stream wise (Arts& Science) difference with respect to their learning styles.An awareness of various learning style preferences and their comparative effectiveness among students of different personality traits would immensely help both teachers and students to think of the best learning styles to be preferred for each one. Therefore it is one of the roles of the teacher to identify the learning styles as well as teaching modes which are comparatively more effective with respect to individual students.Apart for academic intention, knowledge of learning style preferences of students will have many other practical benefits too. For theoretical support the present study relies more upon the learning styles model developed by Rita Dunn and Kenneth Dunn (1989).

The statistical technique used in this study is Analysis of Difference between Mean scores for the analysis of the hypotheses.The present study was carried out on a representative sample of 500 Higher Secondary School students selected from among H.S.S of Eranakulam District of kerala state. The findings of the study reveals that among all the 30 learning styles learning in bright light is the item that is preferred most (preferred by 54% of the subject).The least preferred learning styles are 'learning in the noon time', & 'learning in warm atmosphere' (preferred by 1%

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of the subject and 4% of the subject respectively).The mean scores of the two groups male and female were compared and found significant difference between male and female with respect to 6 learning style areas namely 'responsibility', 'structure', 'with authority', 'auditory', 'tactile' and 'mobility'. The mean scores of the two groups arts and science were also compared to find out whether there exists a significant difference between them. The results reveals that there is a significant difference between arts and science students with respect to 4 learning style areas namely 'motivation', 'persistent', 'structure' and 'several ways' .
Keywords: Learning Style, Arts & Science, Gender

Introduction

The effectiveness of student's learning is greatly influenced by their learning style preferences, their interest in the material under study, and the learning environment. A student's learning style preference refers to the way he/she responds to stimuli in a learning context, and to his/her characteristic way of acquiring and using information. As a result of the students' hereditary factors, their particular life experiences and the demands of their environment, students develop learning styles that are potent to develop certain learning abilities over others.

The learning styles preferred by them reveal that individuals learn in different ways, and that the students in any course will place a variety of different interpretations onto their lessons. (Bailey and Garratt 2002). Felder (1993) reported that alignment between students' learning styles and an instructor's teaching style leads to better recall and understanding, as well as to more positive post-course attitudes. Dunn and Dunn (1989) observe that, "If students cannot learn the way we teach them, then we must teach them the way they learn". Learning styles is an emerging idea that we need to understand (Bennet, 1995). Knowing how and why people learn in a specific manner unlocks the mysteries of good teaching. If the teaching styles of the instructors don't match with the students' learning styles, the students may get bored and be inattentive in class, do poorly on tests, and get discouraged about the courses, the curriculum, and themselves (Felder & Henriques, 1995).

Learning styles are important because they are education-relevant expressions of the uniqueness of the individual. Since learning style preferences vary between students, the effectiveness of instruction give to them by their teachers will also vary. Therefore it is very important for the teachers to recognize the most effective learning styles as well as effective mode of instruction for each individual student. Many disadvantaged students who perform poorly in a conventional setting may experience a mismatch between their learning styles and the teaching styles of their instructors. Therefore it is one of the great roles of the teacher to identify the learning styles as well as teaching modes which are comparatively more effective with respect to individual students.

Review of Literature

Recent studies have indicated that secondary school students have difficulties in learning Physics (de-Marcos, Hilera, Barchino, Jimenez, & Oton, 2010). It has been observed that when instruction is aligned with the learners' learning styles learning achievements will increase together with affective and motivational advantages (Lau & Yuen, 2010; Yang, &Sinnapan, 2009). A key to success of science education is the use of technology tools which can greatly enhance a student's understanding of science concepts (Isman, Yaratan, & Caner, 2007). Identifying a learner's unique learning style is important in ensuring that learners are engaged in learning (Larkin-Hein &Budny, 2001; Yang & Tsai, 2008).

According to Johnson, the odds for success in the classroom increase when students and teachers understand how people differ in their approaches to learning tasks and then use that understanding to create strategies for learning (Educational Leadership, 1997). A major function of education is to instill positive attitude towards learning and a desire for knowledge and to develop effective learning skills. Early educational and social experiences shape or mould individual learning styles; students are taught how to learn (kolb, 1885). Realizing the paramount significance of learning styles in teaching learning process a number of investigators in the western countries have conducted research on learning styles of students at different levels of education and attempted to explore their relationship with many socio psychological variables. However in India it is a most neglected domain of research. Only a few researchers have shown some initiation in this newly emerged area. In view of the dearth of studies on learning styles in India, the investigator thought it worthwhile to investigate the learning style preferences of senior secondary students in relation to their personality type.

Need and Significance of the Study

The difference in learning styles and their relationship to hemispheric styles were noted in research conducted by Cody in 1983. This experimental research reported that left hemisphere students in grades five through twelve preferred a conventional classroom setting and employed visual rather than tactile or kinesthetic resources during the learning process. It was also noted that right hemispheric individuals were strongly peer motivated and employed auditory and tactile learning resources rather than visual. Since learning is the process whereby development occurs, to be aware of how a student learns can benefit the learner as well as the teacher.

An awareness of various learning style preferences and their comparative effectiveness and benefits among students of different personality traits would immensely help both teachers and students to think of the best learning styles

to be preferred for each one. Such awareness will be very valuable in bringing great positive change in an education system. Apart for academic intention knowledge of learning style preferences of students will have many other practical benefits too. In counselling, for example, the style preferences of students may reveal the nature of some of their psychological problems and there by the counsellor is enabled to adopt proper steps in counselling.

Objectives

1. To identify the learning style preferences of higher secondary school students of Eranakulam district.
2. To find out whether there exists any gender difference among higher secondary school students with respect to their learning styles.
3. To find out whether there exists any significant difference between arts and science students of Higher Secondary School with respect to their learning styles.

Hypotheses

1. Higher secondary school students prefer various learning styles.
2. There is no gender difference among higher secondary school students with respect to their learning styles.
3. There is no significant difference between arts and science students of Higher Secondary School with respect to their learning styles-0

Methodology

The method selected should be appropriate to the nature of the problem under investigation and the kind of data that the problem demands. As the present study aims to find out the learning style preferences of higher secondary school students the normative survey method was found to be appropriate method for the study.

Normative survey is one of the most commonly used method in fact finding research studies. It is one the best means through which opinions, attitudes, suggestions for improvement and such other data can be obtained.Stratified random sampling technique was used for the present study because the sample for the study required the representation of different strata of population in it. The present study was carried out on a representative sample of 500 Higher Secondary School students selected from among H.S.S of Eranakulam District of kerala state.

The selection of suitable tool is of vital importance for a successful research. In the present study, the investigator used the tool Learning style inventory (Developed and standardized by the investigator) for collecting data regarding the learning style preferences of each student. The theoretical support for the construction and validation of the tool was derived from Dunn, Dunn and Price

(1989). They made a comprehensive factor analysis revealing to what extent students use various learning styles such as (Environmental learning styles, Emotional learning styles, Sociological learning styles, Physical learning styles and psychological learning styles) while they are at studies.The draft inventory was comprised of 200 learning style items belonging to the four learning style areas.Five items from each style element were selected and subjected to the expert opinion and judgment whether each item did actually belonged to the purported style element. Based on their judgment some items were deleted and some were modified and some others were added. Having affirmed the reliability and validity of the inventory finally only 73 items were included in the inventory. Out of these 73 items selected, 60 were positive and 13 were negative.

Details of learning style items: Final Inventory

Learning Style Areas	Learning Style Area Elements	Learning style: Item Numbers
ENVIRONMENTAL LEARNING STYLES	Noise	1, 2
	Light	5, 6, 7, 8, 9, 10
	Temperature	11, 14
	Design	15, 16, 17
EMOTIONALITY LEARNINGSTYLES	Motivation	21, 23
	Persistence	25, 26, 30, 31
	Responsibility	32, 34, 35, 36, 37
	Structure	39, 41, 42
SOCIOLOGICAL LEARNING STYLES	Alone/peer	43, 44, 45, 46
	Authority	48, 49, 50, 51
	Several ways	53, 54.
PHYSIOLOGICAL LEARNING STYLES	Auditory	19, 20, 55, 56, 57, 58, 59, 60, 61, 62, 63
	Visual	65, 66, 67, 68, 69, 71, 72
	Tactile	73, 74, 77
	Kinesthetic	76, 75, 78, 79, 80, 82
	Intake	84, 85, 88
	Evening/morning	89, 92
PHYSIOLOGICAL LEARNING STYLES	Late morning	90
	After noon	91
	Night	94
	Mobility	95, 96,98
	Parent motivated	19
	Teacher motivated	20

Scoring Procedure

The responses given by the subjects against the statements in the inventory were in the following way. The maximum possible score that a subject could

obtain in the draft inventory was 196, the minimum possible being zero.

Numerical Weights Given To Three Alternative Responses

Statements	Scores of Responses		
	Always	Sometimes	Never
Positive Statements	2	1	0
Negative Statements	0	1	2

The scoring was done after the collection of data. Data collection were tabulated and consolidated for the purpose of analysis and interpretation.

Statistical Techniques Used For Analysis of Data

For the preliminary analysis, mean, median, mode, standard deviation, skewness and kurtosis were computed for the scores obtained for the inventory. The investigator also used the statistical technique, Analysis of Difference between Mean scores for the analysis of the hypotheses.

Analysis and Interpretation

The data collected by administering the learning style inventory arrange, classified and tabulated for statistical treatment. The percentage of subjects preferring each learning style was computed. The percentage of subjects that does not prefer each style was also computed from the same data. In order to affirm whether a particular subject prefers a learning style or not the norm suggested by Dunn, Dunn and Price (1993) in their learning style inventory was followed in the present study. According to the norm those subjects who acquired not less than 60% percentage of the total possible score (100%) for a particular learning style was considered to prefer that style. Those subjects who obtained a score value of below 60% of the total possible scores for that particular learning style were included in the group of students who do not prefer that style. The details of the percentage of the subjects that prefer as well as the percentage of subjects that does not prefer each style are consolidated and tabulated. It could be observed from the table among all the 30 learning styles learning in bright light is the item that is preferred most (preferred by 54% of the subject).The least preferred learning styles are 'learning in the noon time', & 'learning in warm atmosphere' (preferred by 1% of the subject and 4% of the subject respectively).

The mean scores of the two groups male and female were compared to find out whether there exists a significant difference between them. The details of the various computations and their results are tabulated. The table reveals that there is a significant difference between male and female with respect to 6 learning style areas namely 'responsibility', 'structure', 'with authority', 'auditory', 'tactile' and 'mobility' at 0.05 level i.e. t value greater than 1.96. Also the table makes it clear that there is a significant difference between male and female with respect to 2 learning style areas namely 'motivation' and 'sound' at 0.01 level i.e. they are noted to have a t value above 2.58.

The mean scores of the two groups arts and science were also compared to find out whether there exists a significant difference between them. The details of the various computations and their results are tabulated. The table reveals that there is a significant difference between arts and science students with respect to 4 learning style areas namely'motivation', 'persistent', 'structure' and 'several ways' at 0.05 level i.e. t value greater than 1.96.

Conclusion

This study identified the learning style preferences of higher secondary school students in Eranakulam district and also investigated the relationship between preferred learning style of students to variables gender and stream chosen (Arts and Science). The findings of the study shows that among all the learning styles learning in bright light is the item that is preferred most (preferred by 54% of the subject).The least preferred learning styles are 'learning in the noon time', & 'learning in warm atmosphere' (preferred by 1% of the subject and 4% of the subject respectively). The next most preferred learning style among higher secondary school students is Visual style of learning (45.7%).

The present study reveals that there is a significant difference between male and female with respect to 6 learning style areas namely 'responsibility', 'structure', 'with authority', 'auditory', 'tactile' and 'mobility' at 0.05 level and also there is a significant difference between male and female with respect to 2 learning style areas namely 'motivation' and 'sound' at 0.01 level. More over the learning styles were significantly different among students in regard to their stream arts and science with respect to 4 learning style areas namely 'motivation', 'persistent', 'structure' and 'several ways' at 0.05 level.

Teachers can formulate appropriate teaching strategies and develop curriculum content by understanding students' preferred learning styles. This will lead to learners' ability to improve their own learning and perform better in the subject previously deemed difficult. To achieve a desired learning outcome, parents and teachers should provide teaching and counseling interventions that are compatible with the students' learning styles. Thus, findings of the present study are important not only in shaping teaching practices but also in highlighting issues that help policy makers, administrators, curriculum framers, parents and faculty members to think more deeply about their role in facilitating student learning.

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ENHANCING MULTIPLE INTELLIGENCES THROUGH THEATRE TECHNIQUES: A LANGUAGE LEARNING APPROACH FOR HIGHER SECONDARY CLASSES

Mohammed Sareef K ✤

Abstract: This paper explores the implementation of Multiple Intelligence Theory in classrooms to cater to the unique cognitive profile of each student. Research has shown that incorporating multiple intelligence methods increases student motivation, emotional intelligence, and self-esteem. This theory suggests that students can learn the same things in different ways and can identify their strengths and weaknesses. By incorporating multiple intelligence learning methods, particularly theatre techniques, in Higher Secondary Malayalam classes, students can develop communication skills and engage in meaningful, active, and reflective thought processes. Theatre in education provides a creative learning technique where students can become actors, directors, storytellers, and songwriters, enabling them to establish their own space and cater to their cognitive performances. This paper emphasizes the need for implementing theatre techniques in Malayalam teaching to develop multiple intelligence among Higher Secondary School students in Kerala.

Keywords: Multiple Intelligence, Theatre Techniques, Language Learning

Introduction

The traditional approach to education assumes that all students have the same learning style, which is primarily auditory and visual. However, the Multiple Intelligence Theory proposed by Howard Gardner acknowledges that each student has a unique cognitive profile with strengths and weaknesses in different areas. This theory suggests that educators should incorporate diverse learning

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methods to cater to each student's interests, skills, and abilities.

Numerous studies have shown that implementing Multiple Intelligence Integrated Learning in classrooms enhances students' emotional intelligence, motivation, and self-esteem. By acknowledging and catering to individual learning styles, students can learn more effectively, leading to better academic outcomes. This paper focus on the implementation of Multiple Intelligence Theory in Higher Secondary Malayalam classes in Kerala. Teachers can use theatre techniques as a creative learning tool to enhance communication skills and engage students in meaningful, active, and reflective thought processes. The theatre provides a platform for students to become actors, directors, storytellers, and songwriters, allowing them to explore their cognitive performances and establish their own space.

It is emphasized that the need for educators to incorporate multiple intelligence methods and theatre techniques into the teaching of Malayalam, a language that is crucial for cultural and social integration in Kerala. And discuss the benefits of this approach, including increased motivation, emotional intelligence, and self-esteem among students. By implementing these methods, we can help students achieve their academic potential and develop valuable life skills.

Objectives

- To identify theatre techniques as a medium for communication and its effectiveness as a tool for language acquisition and learning.
- To encourage educators to incorporate theatre techniques in their curriculum, particularly for the less able students, to help them develop creativity, observation skills, commanding skills, and discernment, among others.
- To highlight the goals set by SCERT for studying Malayalam at the higher secondary level and to explain how theatre techniques can support the achievement of these goals.
- To promote theatre techniques as a means of enhancing leadership qualities, mutual cooperation, and positive friendships among students.

The Importance of Participatory and Collaborative Learning in Developing Social and Emotional Abilities in Adolescents

The development of strong social and emotional abilities in adolescents is a crucial outcome of education. It is essential for happy learning and academic success. Educational programs that provide opportunities for participation and ensure that each child is engaged can have a significant impact on the social and academic success of students. Constructive theories of learning, such as those put forth by Piaget (1928) and Vygotsky (1978), suggest that learning is an active process of constructing knowledge. This involves applying knowledge to meaningful situations and actively building one's own

understanding. However, current teaching methods, even when participatory, do not always guarantee the participation of all students

Teachers are aware of participatory learning methods theoretically, but they often lack the knowledge or experience necessary to implement these methods effectively in the classroom. While group discussions, seminars, panel discussions, diverse collections, and laboratory activities are often used, many teachers do not actively seek to turn their classrooms into participatory environments. This can lead to repetitive boredom and a lack of interest among students.

Wade (1994) notes that most students enjoy sharing their thoughts and ideas, contributing to discussions, and learning actively. An effective learning process occurs when teachers and students engage and participate in learning activities. According to constructivist theories, learning is a social interaction that involves collaboration, interaction, and the use of language between learners in real-world situations. Learners are central to the learning process.

Piaget (1929) and Vygotsky (1978) argue that social engagement, collaborative learning, and creative intellectual development are intertwined. Piaget's framework of "genetic epistemology" is currently the most accepted theory of knowledge development. According to Bruner (1986), learning is an active and social process by which students develop new ideas based on existing knowledge. According to constructivist theories, the learner "selects and transforms information, makes assumptions and makes decisions, and relies on a cognitive structure to do so" (Kearsley, 2000). Lave and Wenger (1991) emphasize the importance of the physical and social environment for the learning process. New theories of knowledge and learning emerge, many of which emphasize the importance of group learning and collaborative learning.

Teamwork, critical thinking, adaptation, and self-assessment are general skills that education should develop in the new world context (Candy, Crabert, & O'Leary, 1994). While the benefits of cooperative education are widely recognized in helping students develop mutual skills that underline collaboration, it is rarely used in schools in India, including the progressive state of Kerala, which is considered a leader in schooling and literacy.

Developing strong social and emotional abilities in adolescents is essential for academic success and happy learning. Participatory learning methods that ensure active participation of each student are crucial for achieving this goal. Theoretical understanding of participatory learning is necessary, but it is equally important to implement these methods effectively in the classroom. Co-operative education is essential in developing teamwork, critical thinking, adaptation, and self-assessment, which are crucial skills for success in the new world context. It is time for educators in India, including the state of Kerala, to recognize the importance of participatory and cooperative learning and implement these methods in their classrooms.

Implementing Multiple Intelligence Theory in Education: Maximizing Learning Potential and Celebrating Diversity.

India is a country with diverse cultures and each state has its own unique

heritage. To cater to this diversity, a teaching approach that encompasses all types of learning styles is necessary in the Indian education system. Implementing Multiple Intelligence Integrated Learning can take into account the interests of each child and enable them to study in a way that suits their learning style. This approach is based on the theory that all people have different types of intelligence and learn in different ways.

According to this theory, children can learn the same concepts in different ways and realize their strengths and weaknesses. Teachers who understand their students' learning styles can encourage them to experiment with new methods and plan lessons accordingly. This approach can help to increase students' motivation, self-esteem, and emotional intelligence.

Instead of traditional testing methods, teachers can incorporate multiple intelligence theory, allowing students to choose how they demonstrate their understanding of the subject. For example, students may be given the option to write a story, create an instruction manual, present a speech, make a video, or design a brochure. By providing students with a choice, they can determine which method best suits their learning style, making the learning experience more engaging and enjoyable.

Multiple intelligence theory encourages teachers to create multiple methods and activities that focus on the same subject. This approach brings creativity into the learning process and allows teachers to have a more effective way of evaluating their students, which in turn allows students to truly determine their understanding of the subject.

Teachers who are armed with the knowledge and practice of multiple intelligence can ensure that they diversify their teaching methods enough to maximize the learning potential of their students. This approach helps teachers to support all learners by celebrating the unique strengths and interests of each child. Multiple intelligence-based teaching approaches also motivate parents and teachers to examine their own ideas and assumptions about achievement and consider different teaching approaches. Studies suggest that this approach may enhance student achievement. Incorporating multiple intelligence-based learning strategies in schools can help to cater to the diverse learning styles of students, increase their motivation, and enhance their learning outcomes.

The Role of Multiple Intelligence in Developing Language Skills

Learning a language can be a challenging task for learners due to individual differences. Crosier states that these differences can result in academic success or failure in language learning (Salahzade & Lashkarian). Intelligence is one such personal difference that plays a significant role in language learning, according to Gardner (2011) and Armstrong (2002). The study of a language, particularly literature, requires intelligence, which suggests that intelligence can affect the effectiveness of language learning.

It is essential for students to become proficient in their mother tongue, such as Malayalam for Keralites, as it is a crucial outcome of teaching and learning. Introducing multiple intelligence learning methods in Higher Secondary Malayalam classes can promote meaningful, active, and reflective thought processes while enhancing communication skills.

Creativity is also vital in studying Malayalam literature, as students need to develop creativity and create new literary works. Gardner's theory highlights verbal-linguistic intelligence as the ability to use language effectively in speaking and writing, including handling syntax, phonetics, semantics, and pragmatics. Baum, Viens, and Slatin (2005) suggest that oral-linguistic intelligence is the ability to use both mother tongue and foreign languages. According to Razmjoo and Jozaghi (2010), individuals with high verbal-linguistic intelligence can become writers, novelists, comedians, and poets. Thus, it can be concluded that verbal-linguistic intelligence involves the ability to speak and express thoughts and feelings in one or more languages.

Reading is an essential skill that can help develop linguistic intelligence. Akol and Boazi-Alt (2019) suggest that reading is an acquired individual skill that evolves over time. Reading translates symbols and sounds into words, which are then arranged to form meaningful sentences. It is an interactive activity that helps readers select and understand the meaning of written language (Somadoyo, 2011). Tarigan (2008) also agrees that reading is a process through which readers receive the message conveyed by the author through words. Reading helps readers understand the thoughts contained in written words, making it a process of looking at and comprehending what is written (Susanto, 2011). According to Grob and Stoller (2001), reading is the process of communication between readers and the text, as readers interact with the text to gain different types of knowledge, such as linguistic and schematic knowledge.

Traditional classrooms may not be conducive to developing linguistic intelligence, but theatrical learning methods have the potential to enhance language learning. Modifying Malayalam language classes using these methods can develop the linguistic intelligence of students with different types of multiple intelligence at various levels.

Theatre in Education: Enhancing Creativity, Communication, and Diversity

Drama in education is not just a theatrical process. It starts with identifying the story with development of the plot and composition of the play. It continues in theatrical settings and theatrical performances. The play will be analyzed after the presentation. As part of the theatre there will be concept-visual adaptation exercises and post-presentation analysis.

Classroom theatre is a creative learning style. The child assimilate and incorporate 'life' in their scheme and the scheme is reconstructed. Theatre is a tool for critique and evaluation of life. In addition, the educational theatre is an excellent teaching-learning strategy in a socially creative model. Using theatre in education is not just about putting on a show. It involves identifying a story, developing a plot, and analyzing the performance afterwards. Classroom theatre is a creative learning style where children incorporate real-life experiences into their learning. It's a tool for critique and evaluation of life, and can be used in three ways

1. **Teacher as an actor**: As an actor, the teacher communicates what he / she has decided. So he / she plans and performs as an actor.
2. **Teacher as a Theatre Designer:** The teacher as a designer adds the right theater elements to the learning environment in the classroom. Therefore he / she first designs the classroom activities and implement them properly in the classroom.
3. T**eacher as a Directo**r: The teacher handles different lectures in his / her classroom as a playwright with different themes.

Theatre is a highly effective medium for conveying ideas, fantasies, and thoughts. By experiencing imaginary events and situations, it can manipulate and shape thought patterns, providing an escape from the rigidity of real life expectations. Augusto Boal, a well-known improvisational theatre practitioner, argues that "all human beings are actors" and that "theatrical language is the most essential language of human beings" (2002). In his seminal work, Theatre of the Oppressed, he systematically rejects the conventional audience/actor divide (Boal, 1985).

The diversity of communication tools available to actors during live performances is one of the key strengths of a theatrical approach, especially when it comes to students who may be less able. Despite the clear success of this methodology, demonstrated by its continued growth and widespread application, there has been relatively little academic research into or analysis of this specific model of language acquisition (Fitzgibbon, 1993; Brackley, 1993; Schewe & Shaw, 1993).

Drama-based learning involves students taking on the roles of actors, directors, storytellers, and songwriters, allowing them to establish their own creative space and pursue their interests. This approach has a wide scope and effectiveness, making it an essential and conscious element of the curriculum. Except for the film discussion unit in the higher secondary plus one Malayalam textbook, lessons can be fully accomplished through theatrical activities.

The teacher's handbook for Malayalam language by SCERT, Kerala describes the learning environment in higher secondary classrooms, emphasizing the importance of creating learning experiences that embrace diversity and consider individual differences and multiple intelligences. It also stresses the need to develop creativity, observation skills, imitation skills, commanding skills, and discernment in students to promote intellectual development.

The SCERT has defined the following goals for studying Malayalam at the higher secondary level: to practice the standard language as well as embrace local language variations, to contribute to the development of a sense of identity, to foster communication across linguistic communities while respecting diversity, to consider language as a means of expressing creativity and emotions, and to enable students to understand different life situations, absorb different cultures, and develop a broad sense of diversity.

Theatre-based teaching can be an extremely helpful means of achieving

these objectives, enhancing students' leadership qualities and promoting mutual cooperation and positive friendships.

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