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जामिया मिल्लिया इस्लामिया
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प्रोफेसर तलत अहमद
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कुलपति

پروفیسر طلعت احمد
ایف این اے، ایف اے ایس سی، ایف این اے ایس سی، سی جی بوس فیلو
شیخ الجامعہ



Vice Chancellor's Message

I feel delighted to know that the 7th issue of Jamia Journal of Education is soon to be published. Significantly, at the time when there is an unprecedented attraction towards private school education along with Right to Education Act, our government school system seems to face new challenges. Public school system is now required to be the driver of change by becoming the first and not the last choice of parents to send their wards there for education. However, this could be possible only when the entire teacher education programmes are revamped and restructured to suit the purpose.

Incidentally, with its broader theme as School Education and Teacher Education, I believe the ensuing journal would definitely not only address but unravel these issues through its scholarly articles and research based papers.

I am sure that through its wider circulation, the journal could reach all the avid readers across the world and contribute in the field by generating marvelous ideas in them which in turn could pave way for reforming our education system in the context of globalization.

I appreciate the efforts made by all concerned for bringing out the journal in its present form.

(Prof. Talat Ahmad)

EDITORIAL

Over the past several decades, teacher education has been subjected to both scathing criticism and innumerable efforts designed to reform it or to save it from being dismantled. One of the latest efforts aimed at teacher education reform in India is the recommendation of Justice Verma Commission. The commission in its recommendations has strongly emphasized the need to revamp teacher education programmes especially with reference to duration of B.Ed. programme, students' intake, curriculum revision, practicum and school internship, assessment and faculty qualification etc. All these recommendations were made keeping in view of improving the present school education system.

Apart from the above, in view of RTE Act which has now become one of the fundamental rights, it is now even more challenging to prepare the teachers to address diverse groups in a class in order that inclusive education can be accorded with. Besides, as per the initiatives of Ministry of Minority Affairs, a new programme has been launched for mobilising youth from minority communities who are school drop-outs and provide them with formal education and certification up to level 8^{th} or 10^{th} through National Institute of Open Schooling (NIOS) or other State open schooling systems. More than that, with 25% quota for admission of Economically Weaker Section (EWS) students in private schools, social dynamics is now changing in the classrooms.

Hence, a host of issues are emerging to cope with the above challenges. In view of this fact, Jamia Journal of Education in its 7^{th} issue has taken into account the broader theme as School Education and Teacher Education for its latest edition. It is quite encouraging that the ensuing journal has almost touched upon all the major issues pertaining to its broader theme by including both scholarly articles and research based papers across the world.

We believe that these write ups would definitely provide the opportunity for all concerned stakeholders to critically reflect over the issues and hence come out with creative ideas essentially needed to bring reformation in both school and teacher education systems in order that significant changes could be brought out.

EDITORS

Academic stress and Personality of Adolescents studying in Senior Secondary Schools

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Abstract

We all know that adolescence is the most challenging phase of an individual's life. It is at this stage when plethora of stressors trouble adolescent in a number of ways. One of the major causes of stress among adolescents at this point is that of academic. Researchers across the world have already alarmed about the increasing academic stress of the students in the last few decades. Personality traits may influence a person's perception of or reaction to stressful situations (Vollrath, 2001) as it is considered as one of the strongest predictors of well being. The purpose of present study is to compare the academic stress of adolescents having high and low score on different personality traits. This study consists of 400 adolescents studying in 11th and 12th class from various Senior Secondary Schools of Haryana. Adolescents with active-passive, enthusiastic-non enthusiastic & assertive-submissive traits of personality were found to have no significant difference on their academic stress. Adolescents with suspicious-trusting, depressive-non depressive & emotional instability-emotional stability traits of personality were found to have significant difference on their academic stress. Further mean scores revealed that adolescents having suspicious, depressive and emotional instability personality traits experience more academic stress than their respective counterparts.

Introduction

Whenever we think about the stage of adolescence, two words that come in our mind are STRESS and STORM. These two phenomenons affect the decisions and direction of the life of an adolescent. Of all life-stages, except childhood, adolescence is the one most marked by rapid and potentially tumultuous transition (Williams, Holmbeck, & Greenly, 2002). We often read in newspaper about the suicides being committed by adolescents due to depression, stress, expectations, desires, relationships, conflict so on and so forth. During this most crucial stage of life adolescent face many life stressors. The most common stressors faced by most of the adolescents can be categorized into family, social (Peer) and academic.

During this phase of life a transition happens in students' life as they proceed from middle to secondary and from secondary to senior secondary level of the school. At this point of time they begin to feel pressure of studies in their life especially at higher secondary level. The pressure is

sometimes exerted by parents and sometimes by school & peer group directly or indirectly. Sense of competition and selection of stream for making career also adds to this stress. Many students report feeling academic pressure to succeed from parents, teachers and society as well as competition to set themselves apart from other students. (Hains 1994). As a result the student reaches to the highest level of stress during this stage where on the other side he/she is still muddling through some major physical changes going on in the body. Wilburn and Smith (2005) found that "academically successful students experience greater amounts of stress than do their less successful peers because more successful students feel more pressure to maintain their level of performance."

Some students cope up with this pressure but some of them finds it very difficult which may lead to some serious implications in their life. Elkind (2001) describes a phenomena known as "school burnout" in which the chronic stresses of school become too much to bear for adolescents, often resulting in dropping out of school or turning to drugs or alcohol for relief. Jiandong Sun et al (2016) found that educational stress is common among school children especially in Asian countries. A limited amount of stress is rather motivation for the students which enables them to study more and more. However post-optimum stress is very harmful as it may lead to poor academic performance, low well being and low self-esteem. Moreover prolonged stress has the potential to cause severe psychological and physical damage.

It has also been observed that some students react to this academic stress in a very light manner and some other take it very seriously. Some of them develop coping strategies to combat this stress but some others fail to do so. This may be attributed to their home environment, peer group or personality traits. In this paper we are going to focus our attention on the last one i.e. personality. It has been proved by many research studies that an adolescent's success in their educational endeavours and their socio emotional adjustment are determined by a variety of environmental experiences and personality characteristics. Personality influences the frequency of exposure to stressors, types of stressors experienced and appraisals (Vollrath 2001). This may potentially explain relationship between stress and personality of an individual.

Review of Related Literature

The study of adolescents is especially important today when the demands of a complex and rapidly changing age make hand down answers from older generations absolute. They are searching for an adult identity as well as adult acceptance, while striving to maintain peer approval (Kellough & Kellough, 2008). As young adolescents' affiliation base expands to include family and peers, feelings of conflict arise because of competing allegiances (Wiles, Bondi, & Wiles, 2006). Adolescents display symptoms of stress in a number of different forms. Academic stress is at the peak level at this stage of life. Selye (1974, 1983) reported that the longer the stress persists, the more damage it does to the adolescent's body. Some students find it an obstacle to their goals while some others think about the possible strategies to handle the academic stress. Out of a range

of variables for varied reaction of students to academic stress one variable may be their personality traits. A study suggested that neuroticism predicts exposure to interpersonal stress and tendencies to appraise events as highly threatening and coping resources as low (Bolger & Zuckerman 1995, Grant & Langan-Fox 2007, Gunthert et al. 1999, Penley & Tomaka 2002, Suls & Martin 2005). Conscientiousness predicts low stress exposure (Lee-Baggley et al. 2005, Vollrath 2001), probably because conscientious persons plan for predictable stressors and avoid impulsive actions that can lead to financial, health or interpersonal problems. Agreeableness is linked to low interpersonal conflict and thus less social stress (Asendorpf 1998). Unsurprisingly, high neuroticism plus low conscientiousness predicts especially high stress exposure and threat appraisals and low neuroticism plus high extraversion or high conscientiousness predicts especially low stress exposure and threat appraisals (Grant &Langan-Fox 2007, Vollrath & Torgersen 2000). All these studies indicate that academic stress needs to be studied in much more detail in relation to personality of adolescents.

Rationale of the Study

It is clear from the literature that adolescence is a period during which great differentiation takes place on the social terrain (Rose, 2005). Of all life-stages, except childhood, adolescence is the one most marked by rapid and potentially tumultuous transition (Williams, Holmbeck, & Greenly, 2002). Adolescents must therefore develop a range of mechanisms which allow them to function effectively in the phase of stress which comes about from the transition of adolescence (Byrne et al., 2007). Research studies suggest that academic stress which is often not taken seriously can have serious consequences for students and they may find it difficult to cope up with this.

In India there is a dearth of studies on academic stress itself though some studies have been conducted on stress in general. Although review of the related literature has explored that a lot of work has been done on relationship between academic stress and variables parental aspirations and parental attitude. But there were very few studies which dealt with relationship between academic stress and variables like personality. Taking cognizance of the facts stated above, the investigator visualized a need to investigate on the present problem.

Objective of the Study

To compare the academic stress of adolescents having high and low score on different personality traits.

Methodology

For the present study, Descriptive Survey method was employed.

Sample of the Study

400 adolescents studying in 11^{th} and 12^{th} class from various senior secondary schools of Haryana constituted the universe of the study. In order to draw a representative sample, eight senior secondary schools from Faridabad district of Haryana State were selected. The selection of the

schools was done randomly by the investigator and the subjects within the schools were also selected on the basis of randomization technique of sampling.

Tools and Techniques used in the Study

The researcher has used the following tools for data collection:

1. Scale for Assessing Academic Stress (SAAS) by Uday K. Sinha, Vibha Sharma & Mahendra K.(2001)
2. Dimensional Personality Inventory by Mahesh Bhargava (2006)

Statistical Techniques Used

The statistical techniques used for analyzing the data *were Mean*, Standard Deviation and 't' test.

Analysis and Interpretation

Differential Analysis has been used to determine if there were any statistical differences in academic stress of adolescents having different personality traits.

Table – 1: t-value between scores on Academic Stress in respect of Adolescents with Active and Passive trait of Personality

	Personality Trait	N	Mean	S.D.	t-value
Academic Stress	Active	35	7.68	5.40	1.336 NS
	Passive	51	9.17	4.85	

A perusal of Table shows that the mean score on academic stress of adolescents having active personality trait is 7.68 with a standard deviation of 5.40. In the case of students having passive trait of personality the mean score is found to be 9.17 with a standard deviation of 4.85. These mean scores do not differ significantly because the t-value comes out to be 1.336 which is not significant even at .05 level of significance. Therefore the null hypothesis that adolescents having activity and passivity trait of personality do not differ significantly on their academic stress, is retained.

This might be due to the reason that at the stage of adolescence both active and passive type of adolescents experience same level of academic stress as they are going through the most difficult phase of their life as far as academics are concerned. Moreover, this is the crucial stage when their future in terms of profession will be decided by them.

Table – 2: t-value between scores on Academic Stress in respect of Adolescents with Enthusiastic and Non-enthusiastic trait of Personality

	Personality Trait	N	Mean	S.D.	t-value
Academic Stress	Enthusiastic	61	8.98	5.97	.327 NS
	Non-Enthusiastic	37	8.59	5.25	

A look at Table shows that the mean score on academic stress of adolescents having enthusiastic personality trait is 8.98 with a standard deviation of 5.97. In the case of students having non-enthusiastic trait of personality the mean score is found to be 8.59 with a standard deviation of 5.25. These mean scores do not differ significantly because the t-value comes out to be .327 which is not significant even at .05 level of significance. Therefore the null hypothesis that adolescents having enthusiastic and non-enthusiastic trait of personality do not differ significantly on their academic stress, is accepted.

This may be attributed to the reason that at the stage of adolescence, generally the academic stress outshines the very essence of personality of adolescents due to many reasons. Therefore it does not matter whether an adolescent is enthusiastic or non-enthusiastic, academic stress affects both equally.

Table – 3: t-value between scores on Academic Stress in respect of Adolescents with Assertive and Submissive trait of Personality

	Personality Trait	N	Mean	S.D.	t-value
Academic Stress	Assertive	89	8.79	5.36	1.74 NS
	Submissive	29	6.52	3.96	

Table depicts that the mean score on academic stress of adolescents having assertive personality trait is 8.79 with a standard deviation of 5.36. In the case of students having submissive trait of personality the mean score is found to be 6.52 with a standard deviation of 3.96. These mean scores do not differ significantly because the t-value comes out to be 1.74 which is not significant even at .05 level of significance. Therefore the null hypothesis that adolescents having assertive and submissive trait of personality do not differ significantly on their academic stress, is retained.

The academic stress in the present day circumstances as experienced by the adolescents seems to be so overpowering that the basic inherent characteristic of personality, which defines the expression of one's preferences, feelings and opinions, seems to not be able to influence the academic stress.

Table -4: t-value between scores on Academic Stress in respect of Adolescents with Suspicious and Trusting trait of Personality

	Personality Trait	N	Mean	S.D.	t-value
Academic Stress	Suspicious	48	10.14	6.14	3.37**
	Trusting	30	5.96	3.59	
** significant at the 0.01 level					
* significant at the 0.05 level					

From the Table we may see that the mean score on academic stress of adolescents having suspicious personality trait is 10.14 with a standard deviation of 6.14. In the case of students having trusting trait of personality the mean score is found to be 5.96 with a standard deviation of 3.59. These mean scores differ significantly because the t-value comes out to be 3.37 which is

significant at .01 level of significance. It indicates that students with suspicious and trusting personality trait differ significantly with respect to academic stress. Therefore the null hypothesis that adolescents having suspicious and trusting trait of personality do not differ significantly on their academic stress, is rejected.

It can be observed from the mean scores that adolescents with suspicious personality trait experience more academic stress as compared to trusting personality trait. It can be understood easily as we know that suspicious individuals shows the paranoid tendency which is reflected in their having no faith in others and blaming others for their failures. Due to this they become more stressed when they find it difficult to perform well in studies. **Miller (1981)** also found that students who were suspicious were suffering from academic stress which in turn resulted in making it difficult for them to handle social relationships.

Table – 5: t-value between scores on Academic Stress in respect of Adolescents with Depressive and Non depressive trait of Personality

	Personality Trait	**N**	**Mean**	**S.D.**	**t-value**
Academic Stress	Depressive	33	11.81	5.99	5.06**
	Non-Depressive	32	5.31	4.16	
** significant at the 0.01 level					
* significant at the 0.05 level					

A glance at table shows that the mean score on academic stress of adolescents having depressive personality trait is 11.81 with a standard deviation of 5.99. In the case of students having non-depressive trait of personality the mean score is found to be 5.31 with a standard deviation of 4.16. These mean scores differ significantly because the t-value comes out to be 5.06 which is significant at .01 level of significance. It indicates that students with depressive and non-depressive personality trait differ significantly with respect to academic stress. Therefore the null hypothesis that adolescents having depressive and non-depressive trait of personality do not differ significantly on their academic stress, is rejected.

It can be observed from the mean scores that adolescents with depressive personality trait experience more academic stress compared with their non depressive counterparts. Depression is a common disorder that impacts an individual's ability to perform life activities, including those required by the school or college. Furthermore, perusal of the existing literature also supports for the fact that depression in adolescents is associated with a broad range of stressors including academic stress. Because of lagging behind in academic performance depressive adolescents might be facing more academic stress.

Table – 6: t-value between scores on Academic Stress in respect of Adolescents with Emotional Instability and Emotional Stability trait of Personality

	Personality Trait	**N**	**Mean**	**S.D.**	**t-value**
Academic	Emotional Instability	26	11.03	6.12	4.43**

Stress	Emotional Stability	44	5.81	3.73	
** significant at the 0.01 level					
* significant at the 0.05 level					

Table depicts that the mean score on academic stress of adolescents having emotional instability personality trait is 11.03 with a standard deviation of 6.12. In the case of students having emotional stability trait of personality the mean score is found to be 5.81 with a standard deviation of 3.73. These mean scores differ significantly because the t-value comes out to be 4.43 which is significant at .01 level of significance. It indicates that students with emotional instability and emotional stability personality trait differ significantly with respect to academic stress. Therefore the null hypothesis that adolescents having emotional instability and emotional stability trait of personality do not differ significantly on their academic stress, is rejected.

Adolescents with emotional 'instability personality' trait experience more academic stress as compared to those with emotional stability. Reason for this is quite evident as adolescents who are emotionally stable have the capacity to maintain their emotional balance even under stressful circumstances. On the other hand emotionally instable adolescents would experience high levels of both positive and negative emotional states, a kind of "emotional roller coaster" which may also result in enhancement of academic stress in them.

Educational Implications of the Study

1. The identification of the positive link between depressive personality trait and academic stress represents an important step toward developing preventive interventions for adolescents. One target for preventive interventions could certainly be to reduce the burden on adolescents by decreasing their exposure to stress. These might include efforts to reduce stressors in the family environment as well as in the school environment. However, given the limited control that can be gained over young people's exposure to many forms of stressful situations, an even more important intervention is to increase adolescents' abilities to cope with stress.
2. Suspicious adolescents have been found to have more academic stress. Hence parents should try to generate trust in adolescents by letting them know that they can trust their parents. Parents should always try to convince their children at this stage specifically that the home and neighbourhood is safe, and that he/she is loved and an important member of the family.
3. Since emotional instability was found to have a positive correlation with academic stress, parents and teachers should try to develop emotional intelligence among students through their day to day interactions with them. They should try to help the students develop the ability to comprehend and regulate feelings and emotions of the self and others. Adolescents must be encouraged by their parents to express their feelings in a desirable way and to a desirable extent.

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Teachers' attitude towards Moral Development of Basic School Pupils in Ilorin South Local Government area, Kwara State, Nigeria

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Abstract

The main focus of this research was to investigate the Attitudes of Teachers in Ilorin South Local Government Area of Kwara state towards moral development of Basic school pupils. Specifically, the study sought to determine the attitude of teachers towards moral development of Basic school pupils based on gender and qualifications. Descriptive design of survey type was adopted in this study. Two hundred and eighty (280) Basic school teachers were selected from 2,796 Basic school teachers in Ilorin South Local Government Area of Kwara State using proportionate stratified random sampling technique. The instrument that was used to gather data in this study was a questionnaire titled "Teachers' Attitudes towards Moral Development of Basic School Pupils Questionnaire" (TAMDBSPQ)

The results showed that there is no significant difference between male and female teachers' attitudes towards moral development of Basic school pupils. Also, it was revealed that there is significant difference in the attitudes of teachers toward moral development of pupils based on qualifications. Based on these findings, a number of recommendations were made; one of which is that teachers should be more warmth and supportive as these traits create a bond between teachers and pupils which in turn can enhance the likelihood that pupils are motivated to listen to and respond to teachers' messages.

Background to the Study

As the social order in the society is changing, Humans are now highly fascinated by the technological revolution, which has not only improved global interaction, but has also raised unethical practices. It can be clearly observed that material gains have taken priority over virtue. Mujtaba (2005) opined that man has equipped himself with the tools of industry and experimental science and has abandoned the good merits which are expected and needed to guard his soul from being destroyed. Lying, stinginess, hypocrisy, oppression, selfishness and other lowly characteristics are now very common in the society and these have resulted in the fall of human virtues. Both sociologists and psychologists according to Mujtaba (2005), attest to the fact that

without excellent virtues and spiritual guidance, man would wander through the path of surface which cannot lead him to the peak of greatness and perfection.

The word moral implies the ability to distinguish between the right and wrong. It is somehow related to man's conduct or individual's behaviour. Ojo and Osuyi, (2010) opined that moral concerns itself with good side of behaviour. It thus deals with good character, right or proper conduct or righteousness. No child is born moral or immoral. This is because new born infant is unaware of, and is unaffected by the concept of morality. That is to say the infant is ignorant of what the group expects. His actions / behaviours cannot be taken as intentional deviation from the group's norms which imply immorality (Hurlock, 1978).

Moral development is a way by which pupil is guided to enable him/her take decision wisely and display good behaviour. For a better understanding of the concept of moral development, a consideration of the plethora of major theorists that have developed perspectives and approaches to how the human beings develop such a complex idea of morality is a necessity. When viewing the moral thought approach, one must consider the psychoanalytical works of Piaget in that he postulated that the characteristics of moral development as something that is distinguished between heteronymous morality of younger children and the autonomous morality of older children (Santrock, 1996). Piaget's formation of moral development is viewed through stages of life that begin with the most basic needs and continues into a formal operational thought process that extends into adolescent years (Santrock, 1996). Another psychoanalytical approach presented by Freud investigates the development of self through the Id, Ego and Superego and the various conflicts that arise during early stages of a child's development. The key within Freud's theory is how the child identifies with the parental figures and the way in which conflicts during those developmental years are solved by the child through the various aspects of the development of the self.

The most noted theorists in moral development is Kohlberg with his work pertaining to levels of moral convention with influences from peers, cognitive development and conflict, as well as perspectives or the phenomenological approach of the child. His social cognitive approach to moral development combines the approach by Bandura in that moral development is best understood through the context of social situations, judgments and cognitive factors that pertain to self control and perception of self within the social setting. In the very recent times, there has been an approach developed by Gilligan that refutes the works of Kohlberg by indicating the underrepresented aspect of a feminine approach to morality (Berk, 1999). The feminine approach by Gilligan states that researches on moral development have been limited by too much attention to rights and justice (a 'masculine' ideal) and too little attention to care and responsiveness (a 'feminine' ideal) and the females tend to stress care and empathic perspective taking, whereas males either stress justice or use justice and care equality. This approach brings forth the ideology

that real life is the arena in which moral development occurs and their differences in perceptions throughout gender groups.

Oladipo, (2009) submitted that teachers and parents are responsible for immediate moral development of pupils. In other words, parents are assumed to be the first to inculcate good moral values on their children while school teachers compliment parent efforts. This connotes that parents also depend on teachers for further moral development of their children. Henson, (2000) found that educational institutions are one of the places where moral values could be achieved essentially due to the exposure of valuable concept through teaching/learning process. Teachers are assumed to be moral facilitator who could take some responsibility for developing good moral behaviours in children.

Teacher plays a key role in moral development of the pupils. In the school, teachers provide ethical training to the pupils by reinforcing pupils' desirable behaviour and extinguishing their undesirable behavior (Wing, 2009). This connotes that the teacher has a powerful impact on the student's behaviour as well as his or her learning motivation. The way teacher interacts, tactics he/she (teacher) uses in dealing with pupils, school codes and rules, curriculum, are all very germane in moral grooming of pupils. Oladipo (2009) spelt out some the following roles teachers play in moral development of pupils:

(a) Helping children to understand character traits and values.

(b) Teaching behaviours that are right and correct those are wrong to pupils in school

(c) Function as role models to pupils. This does not imply that all teachers are good role models to pupils and that all teachers teach good morals. Yet the fact remains that teachers have very important roles to play in the moral development of the pupils

(d) Teaching of the importance of honesty, dedication and right behavior

(e) Ensuring full implementation/delivery of the moral lesson in the curriculum

The society is constantly changing and its impact can be seen from the behaviour and attitude of children. Social crimes such as rape, robbery, and kidnapping, use of drugs, bullying, and dishonoring parents have increased in the recent years in Nigeria. In this regard, it is paramount to find out the attitude of teachers, who are regarded as the custodian of morals, towards moral development of Basic school pupils in Ilorin South Local Government Area, Kwara State.

Research Questions

Based on the purpose of the study, the following research question was raised and answered:

(a) What are the attitudes of Basic school teachers toward moral development of pupils in Ilorin South Local Government Area of Kwara State?

Research Hypothesis

Ho1: There is no significant difference between male and female teachers' attitudes toward moral development of Basic school pupils in Ilorin South Local Government Area.

Ho2: There is no significant difference in the attitudes of Basic school teachers to moral development of Basic school pupils based on educational qualifications.

Purpose of the Study

The main purpose of this study was to investigate the attitudes of Basic school teachers in Ilorin South Local Government Area of Kwara State toward moral development of the pupils. Specifically, the study investigated the:

(a) attitudes of Basic school teachers toward moral development of pupils in Ilorin South Local Government Area of Kwara State

(b) difference in the attitudes of male and female teachers to moral development of Basic school pupils in Ilorin South Local Government Area

(c) difference in the attitudes of Basic school teachers towards moral development of pupils in Ilorin South Local Government Area based on educational qualifications

Operational Definition of Term

Moral Development: the way pupils acquire the do's and don'ts of the society especially in accordance with the norms and value of their society.

Methodology

The research design adopted for this study is the descriptive design of survey type. Survey research requires systematic collection of data or information from population or sample of the population through the use of scale opinion questionnaire (Abdullahi, 1995).

The population of this study comprised all Basic school teachers in Ilorin South Local Government Area. Daramola (1995) opines that research population is generally a large collection of individuals or objects that is main focus of the study. In Ilorin South Local Government Area of Kwara state, there are 2,796 Basic school teachers in all the 88 Basic schools. The Basic schools comprise 59 Lower Basic schools and 29 Upper Basic schools. Proportionate stratified random sampling technique was used to select 280 Basic school teachers from 30 randomly selected Basic Schools. Two hundred (200) teachers were randomly selected from twenty (20) Lower Basic schools and Eighty (80) teachers were randomly selected from ten (10) Upper Basic schools. The two hundred and eighty (280) selected Basic school teachers formed 10% of the total population.

The instrument used by the researcher to collect data for the study is a questionnaire tagged Teachers' Attitudes to Moral Development of Basic School Pupils Questionnaire (TAMDBSPQ). The questionnaire which is a researcher-designed questionnaire contains two sections, sections A and B. the section A was used to elicit information on the personal data of each respondent such as

gender and educational qualification while section B contains 20 items which sought information on the teachers' attitude to moral development of pupils. For the reliability of the instrument, split-half technique and Pearson Product Moment Correlation Coefficient were used and a coefficient of 0.76 was obtained.

Mean rating was employed to answer the researcher question. The *t*-test statistic was used in testing the hypothesis one while the Analysis of Variance (ANOVA) was used to test hypothesis two. According to Alhasan, (2008) Analysis of variance (ANOVA) is a statistical procedure well suited for testing differences among three or more means of variables.

Results

Research Question One: What are the attitudes of Basic school teachers towards moral development of Pupils in Ilorin South Local Government Area of Kwara State?

Table 1: Percentages, Mean scores and ranking of respondents' on the teachers' attitudes toward moral development of pupils

S/N	As a Basic school teacher,	Mean	Rank
06	I raise appropriate character-related issues that emphasize positive values in the course of my teaching	3.89	1st
01	I model desirable character traits to my pupils	3.64	2nd
03	I provide an open atmosphere in the classroom to nurture morals	3.37	3rd
07	I take morality more important than academic activities in school	3.05	4th
02	I maintain cordial relationship with my pupils	2.98	5th
05	I punish pupils whenever they misbehaved	2.96	6th
08	I reward accepted behaviours among my pupils	2.94	7th
04	I organize moral talks for pupils periodically	2.87	8th
09	I used well-behaved pupils as models for others	2.28	9th
10	I encourage pupils to emulate well behaved personalities in the society	1.68	10th

The data in table 1 revealed the attitudes of Basic school teachers toward moral development of pupils in Ilorin South Local Government Area of Kwara State. Eight out of the ten items were various forms of attitudes displayed by Basic school teachers toward moral development of pupils because the mean scores are above 2.50 which is the cut-off for decision since the response is patterned after the four-point Likert Scale Format. "I raise appropriate character-related issues that emphasize positive values in the course of my teaching" ranked highest followed by "I model desirable character traits to my pupils" and I provide an open atmosphere in the classroom to nurture morals ranked 3rd. Furthermore, maintenance of cordial relationship with pupils, punishing pupils whenever they misbehave and rewarding their acceptable behaviours are some of the attitudes of Basic school teachers toward moral development of pupils. The items 9 and 10, "I used well-behaved pupils as role models for others and "I encourage pupils to emulate well behaved personalities in the societies" respectively were not perceived as the attitudes of Basic school teachers toward moral development of pupils because the mean scores are below 2.50.

Hypotheses Testing

Ho1: *There is no significant difference between male and female teachers' attitudes to moral development of Basic school pupils in Ilorin South Local Government Area.*

Table 2: Means, standard deviation and t-test analysis on male and female respondents' attitude to moral development.

Gender	No	Mean x	S.D	Df	Calculate t-value	Critical t-value	Remark
Male	185	73.46	1246	278	0.79	1.96	Accepted
Female	95	75.36	1075				

Table 2 above shows that the calculated t-value of 0.79 is less than the critical t-value of 1.96 at 0.05 levels; hence, the hypothesis is accepted. Therefore, there is no significant difference between male and female respondents in their attitudes toward moral development of Basic school pupils in Ilorin South Local Government Area of Kwara State.

Ho2: *There is no significant difference in attitudes of Basic school teachers to moral development based on educational qualifications*

Data were analysed using ANOVA. The results tested at 0.05 level of significant are as presented in table

Table 3: ANOVA analysis of differences in attitude of primary school teachers to moral development based on their educational qualifications

Source of variance	Sum of Square	Df	Mean Square	Calculate F-ratio	Critical f-ratio	Remark
Between group	2441.25	3	813.75			
Within Group	65160.34	276	236.08			
Total	67601.59	279		3.52	2.60	Rejected

The result revealed a calculated f-ratio of 3.52 which is higher than the critical f-ratio of 2.60, hence, the hypothesis was therefore rejected. This implies that a difference exists among the respondents based on the educational qualifications.

Discussion of the Findings

The study revealed attitudes of Basic school teachers towards moral development of pupils. Some of the attitudes are raising appropriate character-related issues that emphasize positive values while teaching, modeling desirable character traits to pupils and providing an open atmosphere in the classroom to nurture morals. Others include, maintenance of cordial relationship with pupils, punishing pupils whenever they misbehave and rewarding their acceptable behaviours. This corroborates the findings of Oladipo (2009) that teachers model desirable character traits to pupils,

provide an open atmosphere in the classroom to nurture morals and maintain cordial relationship with pupils.

It was also revealed that attitudes of male and female Basic school teachers toward moral development of pupils were not significantly different. This is contrary to the findings of Berk (1999) which revealed that there is a significant different in the attitudes of teachers based on gender. He established that female teachers are more sensitive to moral development of pupils than their males counterpart.

Conclusion

Teachers' roles in moral development cannot be overemphasized. Parents depend on teachers to develop the pupils morally, either in training or as models to the children.. Stakeholders often belabor the school to in testify effort on certain weak areas either in mathematics or other core discipline to the detriment character development aspect. Part of the implication is that the school itself knows that what is uppermost in the mind of the state holder is purely cognitive and psychomotor, on these they don't want to take less against character development.

Recommendations

Based on the findings of the study, the following recommendations were made;

a. Teachers should try as much as possible to provide the most constant and visible models of behaviours associated with character development. They can also help to identify other models of the character traits they want their pupils to develop by raising appropriate character-related issues in discussions of daily events.

b. Teachers should be more warmth and supportive as warm and supportive bond between teachers and pupils can enhance the likelihood that pupils are motivated to listen to and respond to teachers' messages.

c. The moral development agents should work together as a team and provide an environment where the young personality thrives and emerges winner in every aspect of life

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Exploring the Optimum Utilization of Interactive Whiteboards in Classrooms

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Abstract

The information and communication technologies in the form of interactive technologies have entered a big way in the realm of education. The most talked about Interactive whiteboard has already entered thousands of classrooms across country. It therefore becomes pertinent to explore full potential of Interactive Whiteboards and assess the level of optimum utilization of this so called 'Kids Magnet' in classroom setting. This paper tries to find out through observation of about 25 classrooms having IWB using an Observation schedule developed by researcher. This tool was 19 items and is built on a five point scale. This paper tries to find out the gaps where IWB is not being used by teachers up-to its full potential. The researcher using the observation method critically tries to assess real use of IWB in the class. The key findings suggest that in most of the indicators IWB's usage in terms of use of variety of tools available is at the moderate level but this interactive tool surely is successful in enhancing the participation, enthusiasm and motivation of students. This particular study has tried to focus on one of the objectives of a bigger and comprehensive study to explore the efficacy of Smart Classrooms in Indian scenario.

Keywords: Interactive Whiteboard, Smart Class, Potential, ICT, Interactivity

The first teaching tool blackboard—entered into classrooms way back in 1801 and had a deep impact on the process of teaching over the next 200 years.(Betcher & Lee, 2009) Blackboard became a key part of teaching learning process in the nineteenth- and twentieth century classrooms. In a similar way the IWB has the capability to become a revolutionary teaching tool synonymous with the new digital classrooms of the twenty-first century which finally has potential to transform schools from traditional pen and pencil model to a more integrated digital mode of operation. It has all the potential of the digital learning which the ever evolving and exciting digital world brings with it. The number of schools and teachers using IWB has been gradually increasing over years. The fact is that it takes several years for school and teachers to truly shift the deep rooted culture and get all the stakeholders 'thinking digitally'.

A smart classroom is technology driven, primarily when it uses latest electronic hardware and software, to enhance the teaching and learning atmosphere within it. With an ever changing and improving technology, the parameters of a smart classroom cannot be fixed. Innovation is the demand of the day. As of date, the choice to include technology is beyond imagination. However

the need of the hour is to incorporate whatever it takes to, build an atmosphere which can bring out the best of the ability of a teacher and in turn to build confidence and psyche of students so as to motivate them in setting higher goals in life and achieving them.

With an interactive whiteboard and a projector, teachers can control desktop applications and documents directly from the board (Becta 2003, 2008). They can also teach on the move with the wireless pen tablet, poll students on lesson comprehension with assessment, and save notes and drawings that can be shared or integrated into other materials with ink recorder. Tablets allow teachers to move around the room and monitor students during lessons without approaching the whiteboard and getting in the visual field of students. Tablet also helps students get involved without walking to the front of the room. Teachers can show examples from books or worksheets to the class, and the zoom feature helps students see clearly. Teachers might also use IWB to transfer documents into lessons quickly. They can also access the several online websites to share lessons and templates, which can be modified by colleagues to suit their particular needs. Teachers might also create a lot of their own lessons to introduce new concepts and share these lessons with other teachers. Unlike a traditional teaching board, IWBs support the creation of objects that can be dragged and moved by students. They enable multiple sensory inputs in multimedia forms like text, images, audio, video and animation. They allow the hyper-linking of resources so that objects can become clickable and this highly interactive digital environment goes a long way in providing an explorative, manipulative environment that promotes constructivist-type learning experiences.

In a UK study by Glover and Miller (2001), called Missioners, Tentative and Luddites they identified three basic categories of teachers that happen to map nicely against these three phases. The 'Missioners' are those teachers who really get it. They have been to some training, they have regular access to an IWB in their classroom and they are starting to fly with it. Their teaching style is evolving to suit the new technology and they are starting to see the myriad of possibilities for doing new things in new ways. In many schools, these are the teachers on a mission to spread the word about how amazing they find the IWB. The 'Tentative' are willing to give it a go, but are still just getting their head around the whole IWB concept. They use the boards, they see some advantages and they are learning all the time. They are not the IWB masters just yet, but they are positive and willing to play the game. These are often the teachers who are still doing the old things but in new ways, and they probably form the bulk of teaching staff at the moment. With some more training, a bit of hand holding and the right support, it is only a matter of time before these teachers are coming up with their own new and creative ways of using IWBs to help students learn better. The 'Luddites' still don't quite get it. For the most part they persist in teaching the same way they always did and see the IWB for its inconvenience rather than its potential. They do not yet fully appreciate that if they would only just rethink some of their approaches to teaching to take advantage of the IWBs strengths, things could change very quickly. They continue to use the

IWB in the same way they use a regular whiteboard, if indeed they use it at all, and then wonder why it does not make a noticeable difference to student learning.

After checking out this support of previously done research by Glover and Miller, the present research work entails the critical observation of the researcher to study in depth the utility of IWB in classrooms. An extensive review of literature was done by the researcher in order to find out the real potential of IWB. Several online websites of Smart Class manufacturers was also studied to understand how different kinds of basic and advanced tools are used in the software. It was found that there are multiple tools in the IWB which are still untouched for the optimum utilization of the IWB/ smart class program although still with the only 10% utilization of IWB project the teaching and learning gets tremendously enhanced. Here the researcher tried to observe lessons and tried to assess the motivational level and enthusiasm level of students in classrooms where IWB is used by teachers in their classrooms.

The tools used in the IWB like video, pointer, stylus, animation are all attention seeking for the kids which involve them in the smart class Capability or capacity of teachers was also accounted in this study for implementing the technology based lesson plans and also the technical, conceptual and pedagogical interaction between the IWB with teachers and students was assessed.

Objectives: To explore level of optimum utilization of IWB during teaching-learning process of Class VI science students.

Sample: 25 Classroom Observations of Class VI Science of Schools using Interactive whiteboards in their classrooms

Research Tool Used: The Observation Checklist was devised by researcher to record the observations for Teaching in Classroom where Interactive White Board (IWB) is used to record the attention and attentiveness of students and also to check the optimum utilization of Interactive Whiteboards in classrooms. The researcher did non participatory observation and would sit at the back of the class and then observe minutely the entire classroom processes on all the key indicators given in the observation schedule.

Operational Definition:

Optimum Utilisation: optimum Operational utilisation of a particular product refers to usage of that product up to its full potential. In this study this refers to the level of usage of an Interactive Whiteboard by a teacher in the class. It is seen that IWB software has got variety of tools which a teacher can use if she has got proficiency in handling the software.

Analysis and Interpretation of Data

Table1: Features used by the teachers while teaching **(N=25)**

S.No.	Tools used	Number of teachers
1.	Pause	2
2.	Video	21

3.	Pause & Video both	1
4.	Pointer, Stylus, Animation & Audio	1

This Observation was done by researcher to find about the Interactive features used by the teachers while teaching in classrooms and was specifically done to understand about the awareness among the teachers about the gamut of interactive features which are present in the Interactive Whiteboard software. It was observed while class room teaching using IWB software that Videos or animations were used maximum by teachers. There were very less instances of teachers using any other feature in classroom teaching. With the advent of new technologies in India the teachers of IWB schools are keen to learn to enhance their pedagogical approach in their teaching while using the tools available in the IWB program. It was observed while class room teaching using IWB software that Videos were used maximum by teachers. The results showed that 21 teachers used videos to explain their concept covered in the subject, 1 teacher used pointer, stylus, and animation & audio, 2 teachers used pause button and 1 used pause and video both.

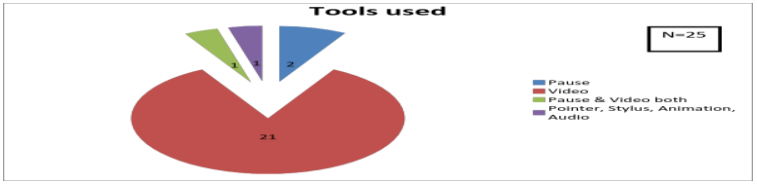


Fig.1 Tools used

Table no.2: Time taken to set up the board N=25

S. No.	Time duration	Number of teachers
1.	Less than 5 min	7
2.	5-10 minutes	18
3.	More than 10 min	Nil

It was also attempted to find out that how much time does a teacher take to set up the board and formally begin class. This observation was also done to check the proficiency of teachers while using Interactive Whiteboards. No teacher took more than 10 minutes to set up their board, 18 teachers reported that they used 5-10 minutes to set up the board in the class whereas 7 teachers reported that they take less than 5 minutes in setting up the program for the class.

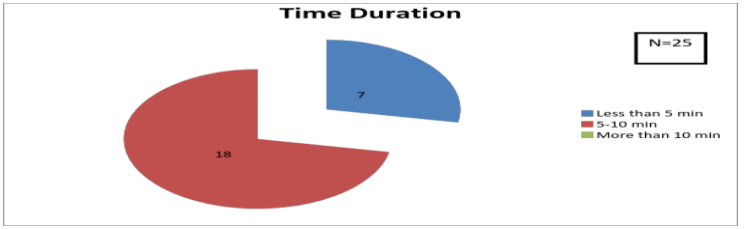


Fig.2 Time Duration

Table No.3: The teacher's ability to work on IWB **N=25**

S. No.	Teacher's ability	Number of teachers
1.	Beginner	6
2.	Intermediate	18
3.	Advanced	1

This particular observation was done to find out about the teachers level of ability of working with the Interactive Whiteboard. In majority of the classes the teachers' ability was found to be at the intermediate level. On the dimension ability to work on the board, the results showed 18 teachers at the intermediate level, 6 teachers were at the beginner's level and only 1 teacher showing the advance level of ability of using Interactive Whiteboard.

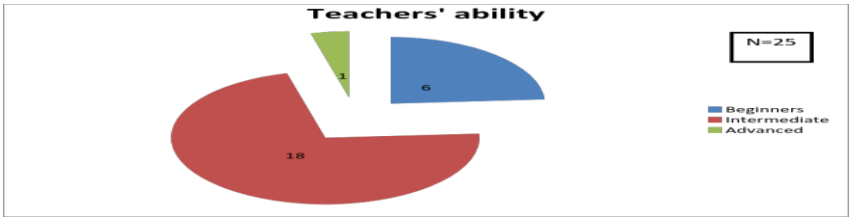


Fig 3: Teacher's ability to work on IWB

Table no.4: The IWB tools most commonly used by the teachers **N=25**

S. No.	IWB tool most commonly used	Number of teachers
1.	Animated Module	8
2.	Video Module	9
3.	PPT	5
4.	Stylus	1
5.	Smart School Tutor	1

On the dimension most commonly used tools in the class .the results showed that 9 teachers used video modules, 8 teachers used animated modules, 5 teachers used PPT for explaining their content to the students, whereas 1 teacher used stylus and 1 teacher used smart school tutor tool in the class. In majority of the cases probing deeply it was found that teachers were not even aware about the plethora of interactive tools which are already present in the system which can further be used to make their classroom environment livelier.

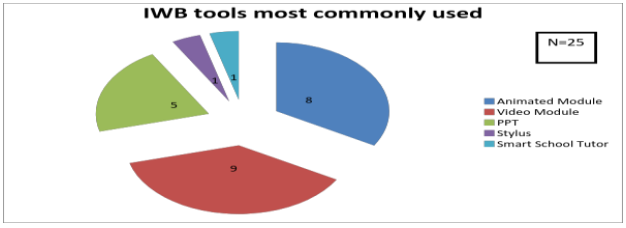


Fig 4 : IWB Tools most commonly used

Table no: 5: Technical Interactions between Teacher and IWB N=25

Not at all	To small extent	Moderately	To a large extent	Always
Nil	6	18	1	Nil

This observation was specifically done to assess about the technical interaction between teacher and IWB. On the dimension technical Interaction between teacher and IWB, the results showed that 18 teachers had moderate level of interaction with IWB, 6 teachers showed small extent of interaction between the teachers and the IWB and 1 teacher showed technical interaction to a large extent.

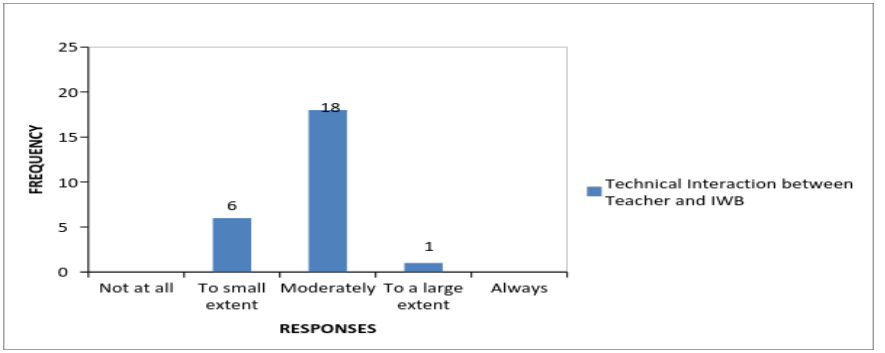


Fig 5: Technical Interaction between teacher and IWB

Table no.6 Physical Interaction between Teacher and IWB N=25

Not at all	To small extent	Moderately	To a large extent	Always
Nil	11	10	4	Nil

On the dimension physical interaction between teacher and IWB,11 teachers showed interaction at the small extent , 10 teachers scored on moderate level of interaction and only 4 teachers showed large extent physical interaction between the teachers and IWB.

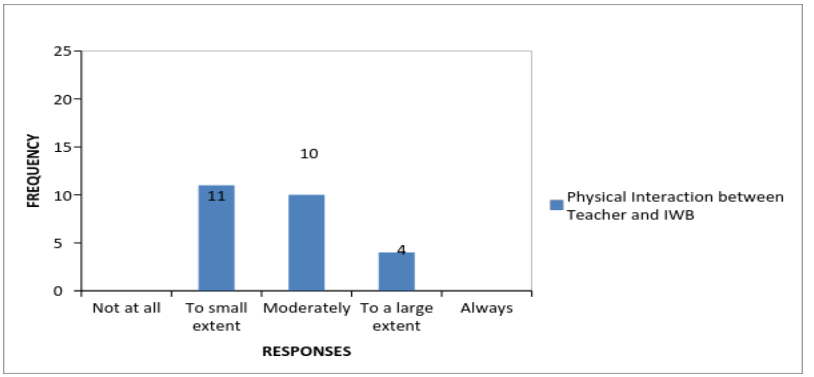


Fig 6: Physical Interaction between teacher and IWB

Table no.7: Conceptual understanding between Teacher and IWB N=25

Not at all	To small extent	Moderately	To a large extent	Always
Nil	6	14	5	Nil

The researcher also tried to assess the level of conceptual understanding between teacher and Interactive Whiteboard during observation of lessons and the results obtained were that 14 teachers had moderate level of conceptual interaction with the IWB, 6 teachers presented small extent of conceptual interaction with IWB and 5 teachers expressed large extent of conceptual interaction with IWB.

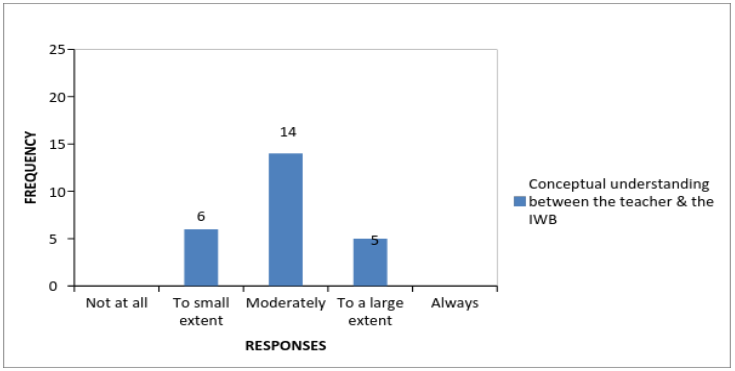


Fig 7: Conceptual understanding between teacher and IWB

Table no: 8 Integration of IWB in Teaching-Learning Process N=25

Not at all	To small extent	Moderately	To a large extent	Always
2	13	7	3	Nil

The teacher's integration of IWB tools into her teaching-learning process was also observed and the results presented showed higher hits to the small extent with 13 teachers, 7 teachers moderately integrated the IWB tool, 3 teachers integrated the IWB tool to the large extent and 2 teachers not at all integrated the tools in their teaching-learning process.

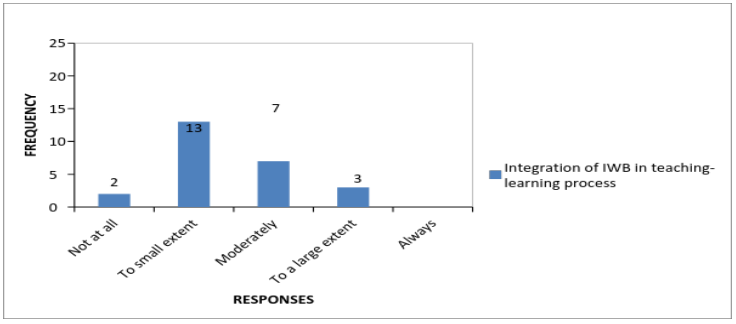


Fig 8: Integration of IWB in Teaching-Learning Process

Table no 9: Pedagogical classroom dynamics between students to IWB **N=25**

Not at all	To small extent	Moderately	To a large extent	Always
4	10	10	1	Nil

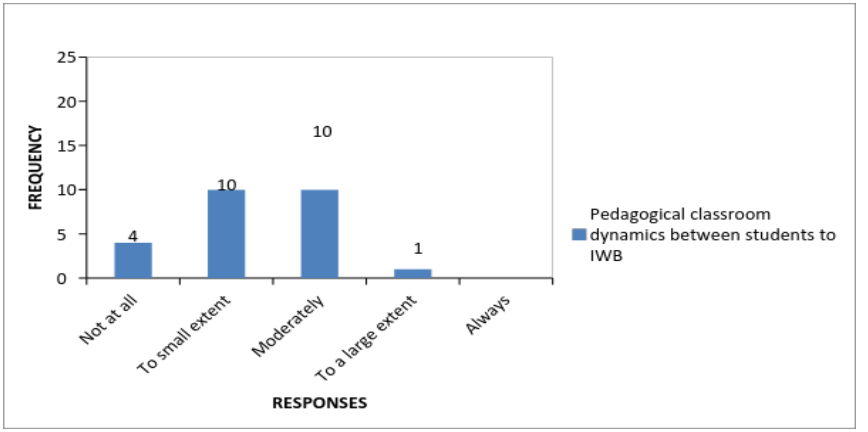


Fig 9: Pedagogical classroom dynamics between students to IWB

Pedagogical classroom dynamics between students to IWB was rated while doing observation. In seven classes it was found to be at small extent and in 17 classrooms it was found at the moderate level whereas 1 teacher demonstrated pedagogical classroom dynamics to the large extent.

Table 10: School was well resourced with required technology, IWB and related products **N=25**

Not at all	To small extent	Moderately	To a large extent	Always
Nil	14	5	6	Nil

This observation was particularly done by the researcher to find out about whether the classrooms were found to be well resourced with required technology accessories and products related with IWB. Fourteen lessons were found to be at the small extent, 6 lessons to large extent and 5 lessons reported to moderate level of well resourced technology equipment and related products.

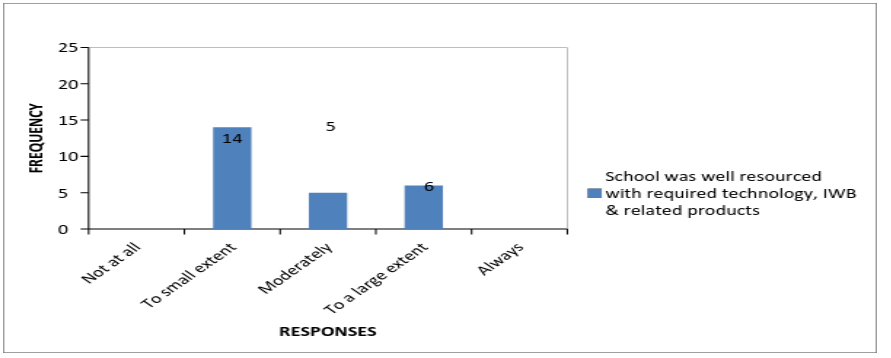


Fig 10: School was well resourced with required technology, IWB & related products

Table 11: Interactive Pattern of the class **N=25**

Not at all	To small extent	Moderately	To a large extent	Always
Nil	4	12	9	Nil

The physical and mental interactivity are the two prime areas which determine the interactive pattern of the class. The interactive Whiteboard if used well can go a long way in enhancing the interactive pattern of the class. On the dimension interactive pattern of

the class, table 11 shows that 12 teachers were at the moderate level, 9 teachers at the large extent and 4 teachers were at the small extent.

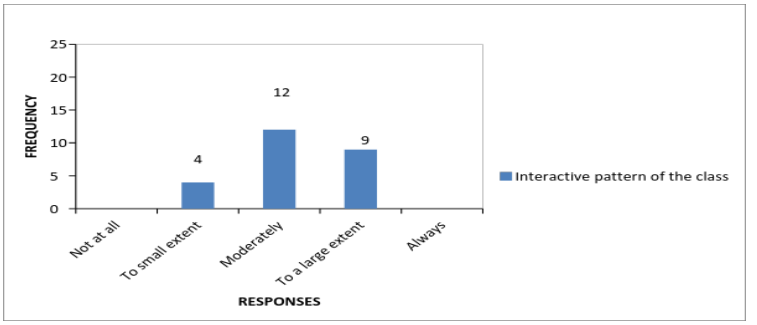


Fig 11: Interactive pattern of the class

Table 12: Pace of the lesson **N=25**

Poor	Moderate	Just Fine	Good	Excellent
1	5	10	9	Nil

The researcher tried to assess the pace of the lessons as too fast or too slow a pace of the lesson can divert student's attention and effects learning in classrooms. The pace of most of the classroom observations were found with the rating of 10 for just fine pace of the lesson, 9 for good pace of the lesson, 5 at moderate level and 1 at the poor pace of the lesson.

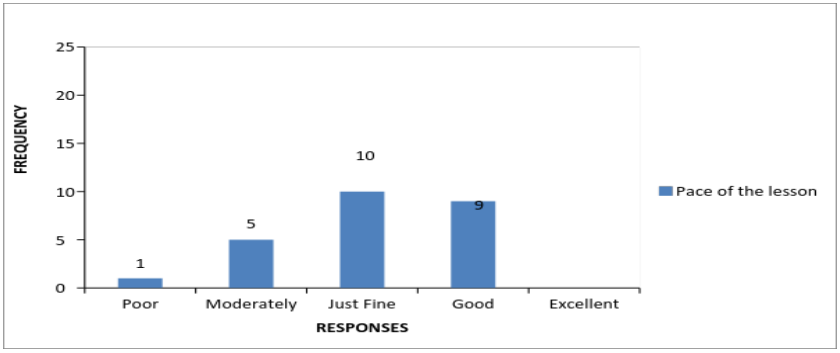


Fig 12: Pace of the lesson

Table 13: Use of IWB for repetition & summary of teaching points **N=25**

Not at all	To small extent	Moderately	To a large extent	Always
10	3	5	7	Nil

This question deals with the IWB used by the teacher for repetition and summary of teaching points. The highest scores were in the not at all category as 10 teachers, 7 teachers scored to the large extent and 5 teachers to the moderate level and 3 teachers showed it to the small extent.

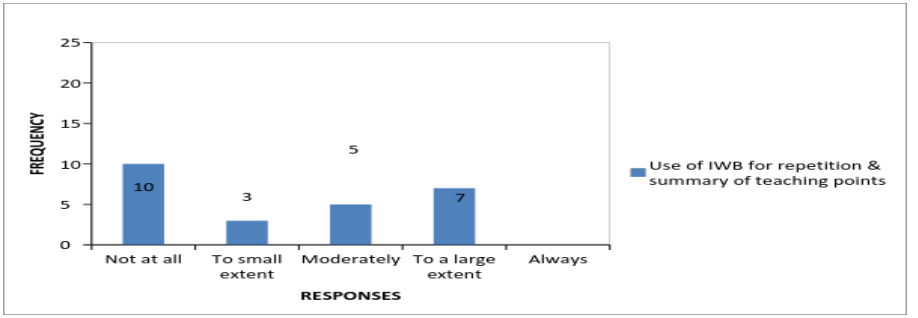


Fig 13: Use of IWB for repletion & summary of teaching points

Table 14: Motivation level of students **N=25**

Poor	Moderate	Just Fine	Good	Excellent
1	8	4	12	Nil

Interactive whiteboard technologies in general are found to be overall enhancing the motivation level of students as multi-sensory approach to learning is fully explored both at physical and mental level in these kind of classrooms. The researcher while observing the students in the classrooms found the motivation level to be good with 12 were on the high rating pedestrian with scoring on the good category, 8 observations showed moderate level of motivation level of the students, 4 observations showed just fine level of motivation in students.

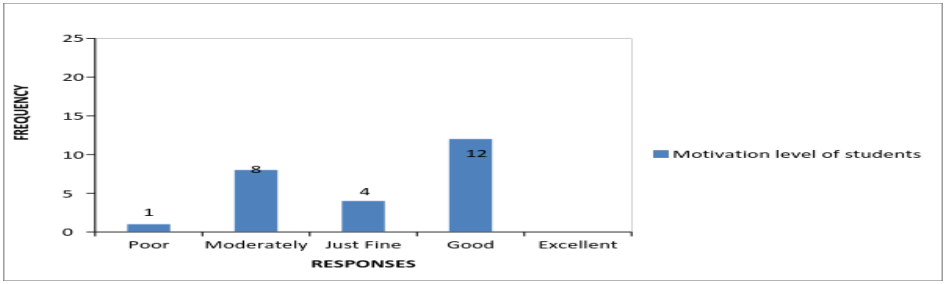


Fig 14: Motivation level of students

It is also observed that better motivated students participate well in the overall activities of the classroom. The results showed in 13 observations there was good participation level of children, 7

observations reported with 'just fine' category, 5 observations expressed moderate level of participation of students.

Table 15: Participation level of children **N=25**

Poor	Moderate	Just Fine	Good	Excellent
Nil	5	7	13	Nil

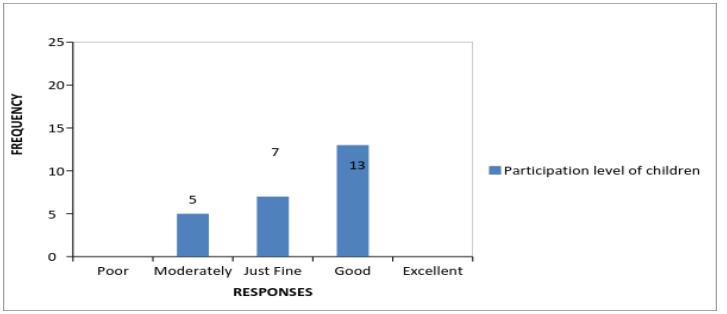


Fig 15: Participation level of children

Table 16: Enthusiasm level of children **N=25**

Poor	Moderate	Just Fine	Good	Excellent
Nil	4	10	11	Nil

The enthusiasm level of students was also found to be good. This factor can also be positively related with motivation and participation of students. As it is normally observed that motivation, enthusiasm and participation are closely linked with each other as enhancement in one automatically brings up the enhancement on other ones. The 11 observations showed good level of enthusiasm of children, 10 observations expressed just fine level of enthusiasm and 4 observations with moderate level of enthusiasm in children while studying through the IWB.

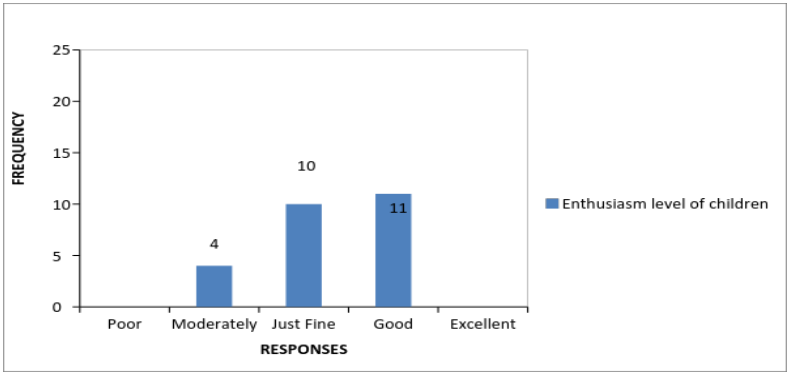


Fig 16: Enthusiasm level of children

Table 17: Attention level of students **N=25**

Poor	Moderate	Just Fine	Good	Excellent
1	4	12	8	Nil

The attention level of students where 12 observations informed about only 'just fine' category for the attention level of students, 8 observations showed about good level of attention in children and 4 observation expressed moderate level for students after using IWB.

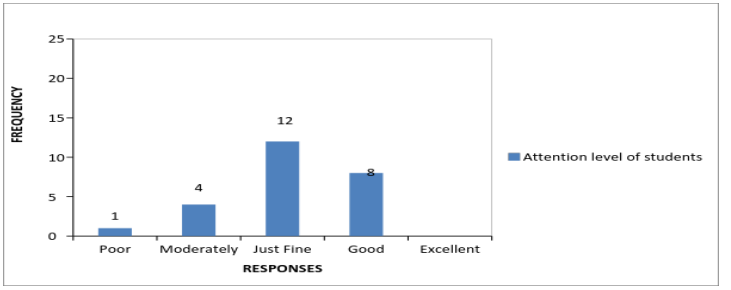


Fig 17: Attention level of students

Table 18: Capability of teacher to implement a technology based lesson plan **N=25**

Poor	Moderate	Just Fine	Good	Excellent
2	14	4	5	Nil

It is easy to introduce technology in classrooms but teachers have to clearly understand that what is more important is the integration of technological tools in the lesson planning of the lessons. Most of the Capacity development programs now days lay lot of focus on training teachers on developing a lesson plan based on TPACK framework. The capability of teachers in this area was found at the moderate level. The results revealed 14 teachers showed with moderate level of capacity to present a technology based lesson plan, 5 teachers showed good capacity whereas 2 teachers showed poor capability to integrate technology in their lesson plan.

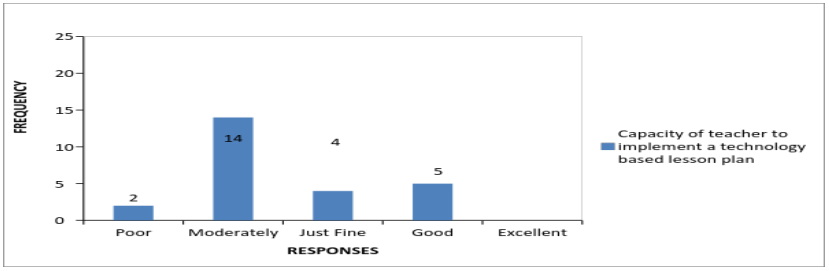


Fig18: Capacity of teacher to implement a technology based lesson plan

Table: 19: Overall quality of IWB lecture **N=25**

Poor	Moderate	Just Fine	Good	Excellent
Nil	11	8	6	Nil

The overall quality of IWB lecture of 11 class room observations were found at the moderate level. Six were found to be good and 11 at the moderate level.

Conclusion

It is observed usually that most of the Smart Class manufacturers do not provide onsite minimal training of their products (interactive boards), resulting in underutilization of the resources and efficacy of the product. These facts are true for almost all new items introduced by technology irrespective of demography.

Most of the teachers do not use technology, mainly because they may lack time, or they do not have enough resources to adopt new technologies or they may even be lethargic. Also lack of self confidence in their ability to use the available technology may lead to such inactiveness. It should be the endeavour of technology provider to keep their inventions/innovations simple and "user friendly", that is; "easy to use" so that the transformation to the new system is smooth and fast. Orientation of new users should be sponsored by the manufacturers of the equipment with organizing innovative training programs for the users (teachers) on regular intervals to motivate them to adopt the latest technology. Surveys suggest that most teachers either rely on their colleagues or learn by the trial and error method.

Result of each observation item in this study provided clear evidence that teachers have challenges when trying to incorporate Smart Board technology into classroom lessons. Also found were potential barriers keeping teachers from using the Smart Board to its fullest potential.

The literature review suggested that the supports given to the teachers in the form of professional development did not help teachers integrate the use of the Smart Board into daily activities in the classroom. Inadequate professional development with Smart Boards leaves teacher with many perplexing problems.

Adoption of technology standards in the classroom provides a foundation for implementation. In addition, teachers' self-efficacy provides a means for usage of technology in the classroom. Smart Boards implementation helps teachers when attempting to explore lesson objectives **(Jones et al., 2011).** Teachers' belief in technology usage for classroom instruction determines the technology used and the extent of the usage. The teachers need access to a variety of training for Smarts Board in order to have an increase in the Smart Board usage.

A dedicated and promising teacher takes all efforts to handle an Interactive whiteboard so that the students are able to learn. A non-conservative individual is required, who has no inhabitations in adopting new teaching methodologies and should be versatile enough to incorporate the same into his/her curriculum. It is the characteristics of an interactive whiteboard, which helps to deliver an

effective and all engaging topic having the ability to reach all the students in the classroom and thus making it a very viable resource for all types of Classrooms. A small extra cost of acquiring technology, clearly outweighs the immense benefits gained through this acquisition. This can be ensured when all stakeholders work in unison to achieve a common goal of better learning atmosphere for children.

The authors recommend future capacity development programs so that teachers can be trained on plethora of interactive tools which are readily available in the software which can be further used by teachers to add value to their classrooms. There are tools like hyper-linking, use of mobiles for assessment, use of I-Pads for teaching and learning, teleconferencing, use of tool bar(Feature inside the IWB software) collaborative classrooms, adding new content in gallery, designing activities, recording lessons, grouping, locking and ordering objects, aligning objects, screen annotation and designing and using grade books.

There is a further need to replicate this study in different schools across country with a larger sample and on a wider scale so that the findings can be generalized.

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Technology Education Students' Use of Web-Based Instruction for Learning: A Case of University of Ilorin, Nigeria

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Abstract

Web-based instruction is an innovative teaching strategy to both regular and distance learners, using the web as the custodian of learning materials to create meaningful and productive learning experiences is need of the hour. Nevertheless, the efforts need to be intensified in its utilization. Therefore, this study investigated the technology education students' use of web-based instruction for learning in the University of Ilorin, Nigeria. The population for the study comprised all undergraduate students in University of Ilorin, Nigeria. Target sample for the study is all undergraduate students in Faculty of Education, University of Ilorin, while 150 technology education students of the Department Educational Technology were randomly sampled. Descriptive survey research was adopted and a 4-point Likert-type scale questionnaire was used. Thus, six research questions and three hypotheses were answered and tested using mean and t-test statistical tool respectively. The findings revealed among others that, technology education students use web-based instruction for learning with the mean rating of 3.27, using 2.5 as the benchmark .It was concluded among others that, technology education students agreed that web-based instruction can be used for learning. The research recommended among others that, technology education students should be encouraged to sustain the use of web-based instruction for learning.

Keyword: Web-based instruction; Technology Education; Gender; University of Ilorin.

Introduction

Ogunlade (2014) opined that information and communication technologies refer to the means of achieving, processing and dispensing message by merging computers and telecommunication skills and procedures. It was emphasized further that ICT can be used to offer predicted results with little error or faultless, firm, consistent and interactivity in learning. The achievement of technology in education is ultimately developed to advance the strategy in the utilization of ICT. Hence, the most common reason for using ICT in education has been to prepare the students to tackle future encounters where ICT devices encourage the quality of education by increasing learners' engagement and inspiration, enabling the attainment of basic skills and facilitating teacher education programme (Amosa, Ogunlade, Ogunlade & Obielodan, 2016).

Literature Reviewed

Folorunsho (2002) emphasized that the provision of adequate learning equipment is vital to the production of well-educated mind. However, the major problem encountered by teachers and students is due to inadequate supply of equipment and facilities in the teaching of technology education causes. Thus, technology education needs to be handled using web based instructional strategy, where students would be exposed to all forms of innovative technology devices such as information and communication technology (ICT) and deep knowledge of learning experiences.

Web based instructional strategy, which is a tool of ICT, has tremendous value for on the teaching technology courses. This influence is even more vital in realizing the vocational and technical objectives through innovative technology devices, which take into consideration the demands of the development of the nation at large. The inadequacies of the current dearth in the information and communication technology are relatively accounted for by the parents and students' attitude towards learning technology oriented courses at all levels of education. The future of the developing countries like Nigeria depends on continued technological development, and this can only be achieved when technology education students show keen interest towards innovative technological devices such as web based instruction.

Aldridge (2013) opined that web based instructional strategy providers should provide sufficient technical supports, which should be available for the learners to become active participants. Utilization of web based instruction as an instructional strategy encourages teachers, instructors, and trainers to integrate it into their day to day educational endeaviour. Since the students are ranges of different abilities, background and previous experience, web based instruction can be used to address such varieties of the students' demands. This instructional strategy permits students to work at their respective pace, which is the best means of catering to the individual differences.

Irrespective of gender, utilization of web based instruction for learning allows learners from being passive participants to active participants, since such instructional strategy caters to the individual differences of learners. In addition, students' readiness to learn is encouraged if their access to the learning materials can be at their own pace. The web based instruction offers instruction and instructional support. Web-based instruction provides learners incomparable access to instructional resources, far exceptional range of the conventional classroom. Furthermore, it improves likely learning experiences, which are open, flexible, circulated, it encourages opportunities for engaging, collaborating, and resourceful instruction (Kahn, 2001).Apart from the fixed resources in traditional CBI, Web based instruction offers suitably modified and restructured, readily accessed, and rapidly associated with the related sources of knowledge, hence creating a support for "anytime, anywhere" learning experiences (Fletcher & Dodds, 2001).

Purpose of the Study

The main purpose of this study was to investigate the technology education students' use of web-based instruction for learning in the University of Ilorin, Nigeria. Specifically, the study:

1. Investigated technology education students' perception on the use of web-based instruction for learning;
2. Examined the technology education students' perceived ease of use of web-based instruction for learning;
3. Examined the technology education students' perceived usefulness of web-based instruction for learning;
4. Investigated technology education students' perception on the use of web-based instruction for learning based on gender;
5. Examined the technology education students' perceived ease of use of web-based instruction for learning based on gender; and
6. Examined the technology education students' perceived usefulness of web-based instruction for learning based on gender.

Research Questions

The following research questions were answered in this study:

1. What is the perception of technology education students on the use of web-based instruction for learning?
2. What is the perception of technology education students on the ease of use of web-based instruction for learning?
3. What is the perception of technology education students on the usefulness of web-based instruction for learning?
4. Is there any difference between male and female technology education students' perception on the use of web-based instruction for learning?
5. Is there any difference between male and female technology education students' perceived ease of use of web-based instruction for learning?
6. Is there any difference between male and female technology education students' perceived usefulness of web-based instruction for learning?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significant

Ho_1: There is no significant difference between male and female technology education students' perception on the use of web-based instruction for learning.

Ho_2: There is no significant difference between male and female technology education students' perceived ease of use of web-based instruction for learning.

Ho_3: There is no significant difference between male and female technology education students' perceived usefulness of web-based instruction for learning.

Methodology

The population for this study consisted of all undergraduate students of the University of Ilorin, Nigeria, while target sample consisted of all undergraduate students in the Faculty of Education, University of Ilorin. Thus 150 technology education students of educational technology from the Department of Educational Technology, University of Ilorin were randomly sampled for the study. Descriptive survey research was adopted, using the 4-point Likert Scale response modes: Strongly Agree (SA - 4), Agree (A - 3), Disagree (D - 2) and Strongly Disagree (SD - 1). The research questions one (1) to three (3) were answered by converting frequencies to mean, while research questions four (4) to six (6) were answered through the corresponding hypotheses one (1) to three (3). Thus, the research questions and research hypotheses were answered and tested using mean rating and t-test statistical tool respectively. All hypotheses were tested at (0.05) level of significance.

Results

This section presents the analysis and interpretation of data collected for this study. Data obtained in respect of research questions were analyzed using mean and the research hypotheses were tested using t-test.

Demographic Data

Table 1: Respondents Based on Gender

Technology Education Students	Frequency	Percentage (%)
Male	82	54.7
Female	68	45.3

Table 1 reveals that 82 technology education students representing 54.7% of the respondents were male students while female students were 68 respondents representing 45.3% making a total of 150 respondents and 100% respectively.

Research Question 1: What is the perception of technology education students on the use of web-based instruction for learning?

Table 2: Analysis of Technology Education Students' Perception on the Use of Web-Based Instruction for Learning

	S/No.	Items	Mean
1.	1.	I always use web-based instruction(WBI)	3.27

2.	I use WBI to provide a wealth of information that is not really available in technology education textbook	3.34
3.	I use WBI to access information and resources from around the world in my discipline	3.38
4.	WBI can be interactive and collaborative in nature resulting in what many call a global community	3.40
5.	I use WBI to have access to a large quality of meaningful and relevant information	3.30
6.	Web-related instructional activities increase students' motivation and self-esteem	3.23
7.	I use WBI for significant flexibility in the delivery of non-linear course material in my field	3.11
8.	Since the introduction of WBI I now access the course ware materials before my lectures	3.17
9.	The use of WBI tools is very effective to my study	3.26
10.	I integrate WBI to makelearning interesting and understandable for me in my field of study	3.26
	Grand Mean	**3.27**

Based on the results in Table 2, it was revealed that technology education students used web-based instruction for learning with the mean rating of 3.27, using 2.5 as the benchmark. There are indications from the responses in items 1 – 10 that they are used to the utilization of web-based instruction.

Research Question 2: What is the perception of technology education students on the ease of use of web-based instruction for learning?

Table 3: Analysis of Technology Education Students on the Ease of Use of Web-Based Instruction for Learning

S/No.	Items	Mean
1	Using WBI in my discipline would be easy for me	3.45
2	WBI is friendly and flexible to interact with	3.16
3	Learning to operate WBI would be an easy task	3.05
4	It would be easy to adopt WBI to do whatever task I intend	3.04
5	My ability to determine WBI ease of use is limited by lack of experience	2.95
6	Using WBI in my study would enable me to accomplish more task	3.26
7	I believe that working with WBI tools is very difficult	2.40
8	If I had an opportunity to take a course web-based instruction, I would gladly do so	3.24
9	Learning with WBI could be interesting and lively	3.31
10	It is convenient to use WBI for learning	3.21
	Grand Mean	**3.10**

Based on the results in Table 3, it was confirmed by technology education students that the use web-based instruction for learning is easy and friendly to interact with, considering the mean rating of 3.10, using 2.5 as the benchmark. There are indications from the responses in items 1 – 10 that they find it easy to use.

Research Question 3: What is the perception of technology education students on the usefulness of web-based instruction for learning?

Table 4: Analysis of Technology Education Students' Perception on the Usefulness of Web-Based Instruction for Learning

S/No	Items	Mean
1.	Using WBI in my discipline would help me to accomplish tasks more quickly	3.56
2.	WBI improves my academic performance	3.26
3.	Using WBI in my study would increase my learning productivity	3.32
4.	Using WBI would offer varieties of contents, which enhances learners' retention of learning experiences	3.32
5.	Using WBI would make it easier to do my work	3.27
6.	I would find WBI useful in my discipline	3.35
7.	WBI will be counterproductive due to insufficient technical supports	3.37
8.	Getting material on WBI allowed me to arrange my work for the class more effectively	3.17
9.	Taking a course through WBI is preferable to conventional method	2.58
10.	The use of WBI has no relevance to my discipline	2.14
	Grand Mean	**3.13**

Based on the results in Table 4, it was established that technology education students agreed that web-based instruction is useful for learning with the mean rating of 3.13, using 2.5 as the benchmark. There are indications from the responses in items 1 – 10 that web-based instruction enhances and facilitates learning.

Hypotheses Testing

H_{01}: There is no significant difference between male and female technology education students' perception on the use of web-based instruction for learning.

Table 5: Significant Difference in the Opinion of Male and Female Technology Education Students on the Use of Web-Based Instruction for Learning

Gender	No	Mean	SD	Df	T	Sig (2-tailed)	Remarks
Male	82	32.87	3.79	148	.583	.561	Accepted
Female	68	32.32.5	3.8				
Total	**150**						

From Table 5, it could be deduced that the *t*-value = .583, with *p*-value of .561 > 0.05 alpha level. This implies that the null hypothesis one, which states that there is no significant difference between male and female technology education students' perception on the use of web-based instruction showed no significant difference.

H_{02}: There is no significant difference between male and female technology education students' perceived ease of use of web-based instruction for learning.

Table 6: Significant Difference in the Perception of Male and Female Technology Education Students on the Ease of Use of Web-Based Instruction for Learning

Gender	No	Mean	SD	Df	T	Sig (2-tailed)	Remarks
Male	82	32.87	3.79	148	.604	.547	Accepted
Female	68	32.32.5	3.8				
Total	**150**						

From Table 5, it could be deduced that the *t*-value = .604, with *p*-value of .547 > 0.05 alpha level. This implies that the null hypothesis two, which states that there is no significant difference between male and female technology education students' perception on the ease of use of web-based instruction showed no significant difference.

H_{03}: There is no significant difference between male and female technology education students' perceived usefulness of web-based instruction for learning.

Table 7: Significant Difference between Male and Female Technology Education Students' Perception on the Usefulness of Web-Based Instruction for Learning.

Gender	No	Mean	SD	Df	T	Sig (2-tailed)	Remarks
Male	82	32.87	3.79				
				148	1.308	.193	Accepted
Female	68	32.32.5	3.8				
Total	**150**						

From Table 7, it could be deduced that the *t*-value = 1.308, with *p*-value of .193> 0.05 alpha level. This implies that the null hypothesis three, which states that there is no significant difference between male and female technology education students' perception on the usefulness of web-based instruction showed no significant difference.

Findings of the Study

Based on the analysis of the data in this study, findings revealed that:

1. Students agreed that web-based instruction can be used for learning.
2. Students responded that web-based instruction is user friendly and easy to use for learning.
3. Students indicated that the use of web-based instruction has a tremendous value on learning. Thus, it enhances and facilitates learning.
4. No significant difference between male and female technology education students' perception on the use of web-based instruction for learning.
5. No significant difference between male and female technology education students' perception on the ease of use of web-based instruction for learning.
6. No significant difference between male and female technology education students' perception on the usefulness of web-based instruction for learning.

Discussion

Technology education students' perception on the use of web-based instruction for learning was investigated in research question one. Hence, the result of the mean value established that technology education students agreed that the utilization of web-based instruction can be used to learn. In addition, Olson and Wisher (2002) remarked that the web-based instruction allows numerous scope of utilization in education and training setting. Thus, it is capable of providing direct instruction to meet individual learning objectives.

Also, research question two investigated the ease of use of web-based instruction among technology education students. Thus, the results of the mean value this research question indicated that the ease of use of web-based instruction is guaranteed. Generally, Web-based instruction offers learners significant access to instructional resources, far-off exceptional the reach of the conventional classroom. It also affords likely learning experiences that are open, flexible, and disseminated, providing opportunities for appealing, collaborating, and well-organized instruction (Kahn, 2001).

Research question three examined the perception of technology education students on the usefulness of web-based instruction for learning. The result of this research question submitted

that the students confirmed the usefulness of web-based instruction for learning. Generally, this implies that the use of web-based instruction increases in the teaching-learning process because scholars had recognized the relevance its influence on students' academic achievement. From the corresponding hypotheses, hypotheses 1 - 3 revealed that there were no significant differences between male and female technology education students' perceptions on the use, ease of use and usefulness of web-based instruction for learning.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Technology education students should be encouraged to sustain the use of web-based instruction for learning.
2. The skills that are required to use web-based instruction for learning should be encouraged so as to retain its ease of use for learning among technology education students.
3. Technology education students should be encouraged to continue the use of web-based instruction so as to continue to appreciate its usefulness.
4. Male and female technology education students should be equally encouraged and motivated on the use, ease of use and usefulness of web-based instruction for learning

So as to achieve meaningful and productive learning experiences.

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Drawing as an Assessment Tool: Possibilities and Future Perspective

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Abstract

Presumption is that drawing which is used as an instructional tool but unproved as a tool in assessment as yet in Indian Educational context. Teachers used drawing in instruction, through books or on blackboard as an instructional tool. There have lots of efforts been put for significance of drawing in child's life and learning as a medium of expression. To overcome the barrier of language in expressing ones' understanding, drawing has tremendous scope. It is ironical that the essence of assessment to facilitate the learner's learning through assessment is seemingly waved off in the present assessment-process. National documents on education advocated the freedom of medium of expression in learning, yet lacked the practical implications. Assessment seemed to focus on the style of presentation rather on what and how the learner has learned. This paper is merely a small portion of the extensive study which researcher tried to probe the scope of drawing as an assessment tool.

Keywords: Drawing, Learning, Medium of Expression, Assessment

Introduction

Learning has been defined through different perspectives in different paradigms. With the shift in paradigm, there is a shift in the connotation of the word 'learning'. Earlier the term learning was referred to as the change in behaviour, which later perceived as the meaning making process. This shift has shown the focus being shifted from output to the overall process. The paradigm shifts has also shown the shift in the focus on assessment procedure from product oriented to as being the imperative part of the learning process. It is apt to say that as learning is to empower learner; assessment is to empower learning process.

Assessment paved an influential role in teaching-learning process which is not a superfluous task but it's integral to learning. The eagerness to know about the learner and to know about their level of understanding, to know about the effectiveness of instructional process that can be used further or need to be modified; all the feedback that are required to improve learning objectives can only be compiled through process of assessment. Thus, assessment is a forward-looking process which provides guidelines for future, for improvement, for reform, and for progress. Therefore it is requisite to understand the interrelated nature of teaching learning process and assessment which is in itself embedded in learning; and even prior to learning. There are four Assessment Paradigms: Assessment of learning, Assessment for learning, Assessment as learning and Assessment in learning (CBSE, 2010). This can be understood through the following diagram:

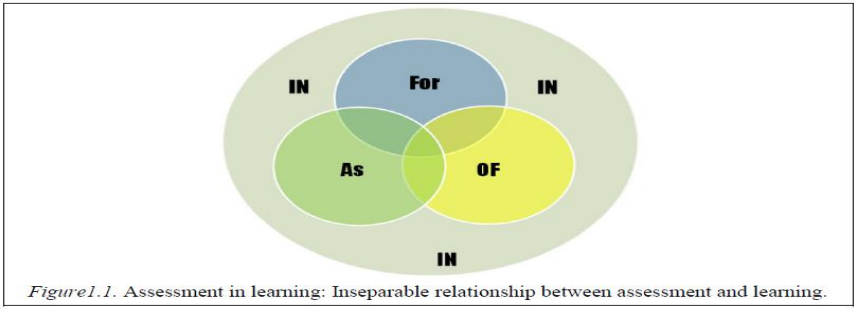


Figure1.1. Assessment in learning: Inseparable relationship between assessment and learning.

Shifts in paradigm led to different trends in assessment and evaluation processes. Oral and written tests are being replaced by more continuous assessment and coursework which cater overall development of the learner; pointed more towards learner; directed towards individual involvement and choice in assessment. Earlier the focus was on teaching rather than learning. The consideration was how well the assessment caters teaching objectively and to provide judgment; which shifted to learner-centred where subjective learning is the prime focus. Now assessment becomes more subjective than objective, from generalization towards context-specific. It emphasises upon authentic learning where learners' individual experience matters rather than providing inert knowledge. Therefore, assessment needs to be focused upon learning process than outcome. The focus is more on what and how the learner will learn rather than what the teacher teach.

As the assessment is pervasive in learning and learning is very subjective in nature, the assessment in true sense must ensure comprehensiveness to cater the individual differences and ensure holistic development of the individual. NCF (2005) and other national documents on assessment provide guidelines for the learner-centred learning and flexibility in assessment. These documents also provided recommendations for the importance of art education in overall development of the child. There is a lot of psychological data to suggest that different learners learn differently, and hence, to test all learners only through written test of the same type in subject after subject is unfair to those whose verbal proficiency is superior to their writing skills, those who work more slowly but with deeper insight, or those who work better in groups than individually. These documents however tried to emphasize on the flexibility in examination system to cater to the needs of different learners and their learning style and also their pace of learning. All the art forms hold significance as they provide hand on experience and also art integrated learning in facilitating understanding of concepts and ideas and as medium of expression (NCERT, 2015). Yet it overlooked the importance of drawing as an efficient mode of expression and a tool for assessment.

Though the documents have elaborated the importance and use of art in education, but it did not talk about art (itself) as a tool for assessment. The documents gave suggestions on **how** to do

evaluation in arts, children's art work rather than **how** their artwork (drawings and other art activities) can be used as a tool for assessing learning. Art has given its cultural significance with its use in art integrated subjects and also to use multiple strategies to cater different needs and learning styles of the learner in instruction but there is a missing link to use drawings as an assessment tool across the disciplinary subjects.

Significance of Drawing

Drawing is one of the major forms of visual expression which has been used, since Paleolithic age or even much before, to communicate through before we can read or writes about ideas and our response to the world. People from all walks of life use drawing in their work or in their creative process to express their information thoughts, and emotion. Drawing is one of the forms of visual art which may include various forms such as sketching, line drawings, diagrams, maps, including figure drawing, cartoons, sketch, doodling and shading or a graphical representation such as diagrams, pie diagrams, line graphs, flow chart, signs and symbols, etc. It is also a universal practice among children (Lowenfeld & Brittain, 1964; Kellogg, 1970; Cox, 2005). Young children develop the ability to read picture messages; they tend to follow instructions through drawings (icons, symbols, illustrations).

Years of researches and observations by different educationists and psychologists have provided significant evidences that elucidated the scope of drawing as vital in learning. The child draws from his/her knowledge, his/her observation and his/her experiences (Lowenfeld & Brittain, 1964). Evidence provides confirmation of children's competence in communicating sophisticated ideas and feelings through the play-oriented, creative and open-ended process of drawing. Drawing is an important medium of expression which helps children to construct meaning and share their ideas and feeling (King, 2011; Wright, 2010). Hope (2008) described drawing as a powerful and accessible tool that allows children to learn and understand the ideas of others in order to effectively develop, generate, expand, and communicate their own ideas. Therefore, drawing for children has a great impact on their facility to communicate and on their development as a whole.

Drawing helps in visualizing concepts and ideas in overt way which support in constructing understanding. When a child transfers the picture in the mind onto a piece of paper, the drawing becomes an external object that the child can use to gain control and mastery (Webb, 2004 cited in Foley& Mullis, 2008). King (2011) argues that drawings help to bridge the gap between observation-bound thinking and more abstract, symbolic (i.e., scientific) thinking. In this way, drawings are part of a learning process rather than just a learning product. It was argued that drawings help to bridge the gap between observation-bound thinking and more abstract, symbolic (i.e., scientific) thinking. In this way, drawings are part of a learning process rather than just a learning product for which educators need to value children's drawings for the information they contain. Drawing has been used across disciplinary areas

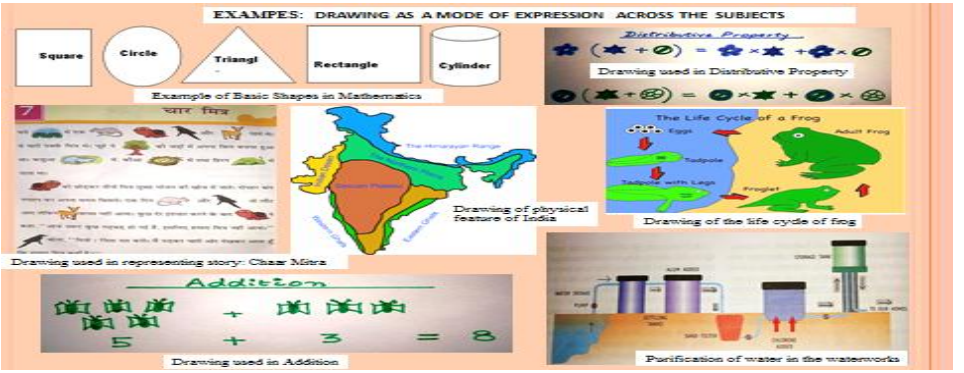


Figure 1.2. Examples: Drawing as a mode of expression across subjects

On the basis of above discussion on the utility and significance of drawing, following features of drawing is drawn:

- Drawing provides the advantage of permanence to the expression and ideas.
- Drawing play vital role in meaning making and construction of knowledge.
- Drawing shows universal pattern in children
- It is developmental in nature.
- Drawing helps to generate and develop ideas, it clarifies ideas, observations and relationships;
- It develops understanding and communicates with others.
- Sometimes drawing provides mush more information than the verbal
- Drawing especially (free expression) helps in authentic learning as children tend to understand reflect and draw on their own way.

As there are more than one ways of solving a problem, each student approach become more important than a particular solution (Cole, 1992 cited in Karagiorgi & Symeou 2005). It takes form of endless tools and methods design to focus examining learning process of the individual's construction of knowledge. Drawings has given recognition as a Mode of Expression in Disciplinary Knowledge across the Subjects, yet the premises on the utility of drawings in child's life especially in their conceptual understanding and teaching learning process as a whole and its scope in assessment is a less probed area in our education system. Although drawing has been considered to be integrated in instructional process, but lacks its significant place in assessment. Through this study the researcher tried to explore teachers' perception about the significance of drawing as a tool in assessing learning process in the present Indian context.

About the Study

This paper was a small portion of the exploratory study carried by the researcher with basic purpose was to explore the scope of drawing in learning process and more on the assessment

procedure as a tool for assessing learning process. This paper presents insights gained through the study of the perception of teachers about the scope of drawing for assessing learning process.

The researcher sought information from a total 50 teachers teaching EVS textbook published by NCERT of class V (from 30 different schools of Delhi). The sample for the study was comprised of:

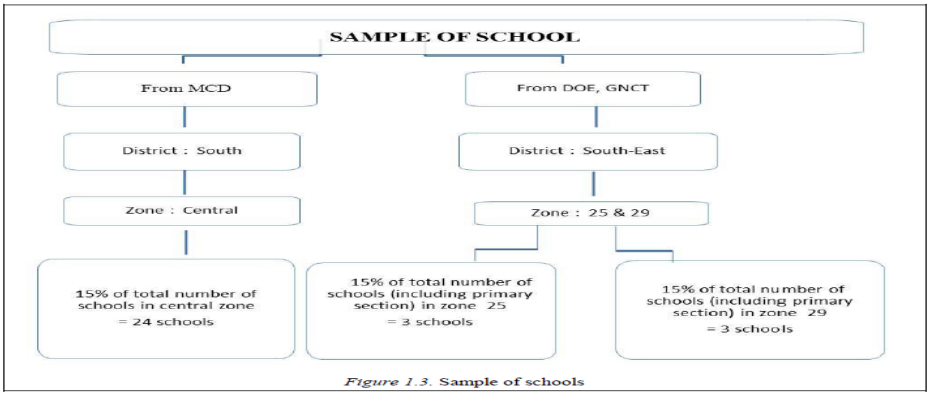


Figure 1.3. Sample of schools

Table 1.1: Sample of Teachers

No. of Teacher per School	No. of School	Total number of Teachers
1	14	14=(1x14)
2	12	24=(2x12)
3	4	12=(3x4)
Total	**30**	**50**

A self-developed Questionnaire cum opinionnaire including items to seek perception of in-service teachers towards the significance, scope and utility of drawing in child's life in general and specifically in teaching-learning process as a whole. Teachers' responses were recorded in written form.

Analysis of Data

A combination of qualitative and quantitative technique was used for analyzing data collected for this study. All the scores calculated on Likert's type scales were analysed quantitatively and open ended items were analysed qualitatively.

Since the items were based on five point Likert's type scale, for analysis scores were used to calculate mean. The calculated mean values of each categories show the relative importance. For more precise and comparative picture each mean scores were further divided by number of items in each categories. For each category Mean scores were calculated by dividing the total summated score of the category by number of sample and number of items as:

Mean Score = Total score ÷ (Number of sample × Number of items)

Calculated value was interpreted as:

If the calculated value shows
Calculated value (x) = 3----------Neutral
Calculated value (x) > 3or (x) < 4----------Inclination Towards Agreement
Calculated value (x) = 4----------Agreement
Calculated value (x) = 5----------Perfect Agreement
Calculated value (x) < 3 or (x) > 2---------- Inclination Towards Disagreement
Calculated value (x) = 2---------- Disagreement
Calculated value (x) = 1---------- Perfect Disagreement

Table 1.2
Category wise Mean Scores of sample of teachers

Category	Theme/Dimension	Total No. of items	Total Score (TS)	Mean score
1	Role and Importance of drawing	12	2345	**3.91**
2	Teachers' Orientation Program	6	1248	**4.16**
3	Appropriateness and Clarity of Ideas	5	977	**3.91**
4	Drawing for having Diversified learning styles	5	1004	**4.01**
5	Assessment and drawing	11	2099	**3.81**
6	Use of Drawing in classroom:	9	1635	**3.63**
	(i) Teaching-learning process	4	735	**3.67**
	(ii) As a tool in assessing learning process	5	718	**2.87**

On the basis of analysis done as shown in table 1.2, findings were documented further.

Findings

- It was found that perception of teachers regarding the role and importance of drawings is positively inclined (value 3.9). They have shown agreement towards the idea that drawing is not merely useful for aesthetic but plays role in overall learning too.

- The calculated value (4.16) for teachers' perception that had shown perfect positive inclination toward the need of teachers' orientation programmes for pre-service as well as in-service teaching programmes catering the significance of drawings in child-development and in assessment as overall learning.
- A perfect positive inclination (4.02) towards the scope of drawings for having children with diversified learning styles in their classrooms was obtained.
- It was revealed that teachers have positive inclination towards the use of drawing in classroom's learning-process (3.67). But, the utility of drawing as a tool in assessing learning process at various levels of learning was found less than the neutral value (2.87) which had revealed the negative inclination of teachers.
- It was found that though the teachers are using drawing in imparting teaching learning process but lacks the use of drawing as a tool in learning process at various levels of assessment.
- Teachers' perception regarding the appropriateness of drawing in EVS textbook of class V was found negative, as 56% of them denied that the drawings are appropriate.
- 12 % teachers suggested the removal of irrelevant drawings which create cognitive burden on learners and ambiguity in understanding.

Conclusions

Conclusions were drawn that teachers have shown positive inclination towards the scope of drawing and its significance as far as learning is concerned and also the idea that drawing is not merely useful for aesthetic but plays role in overall learning. There was an urge for the need of orientation programmes regarding the use of drawing in learning process and assessment, both at pre-service and in-service and appropriateness and clarity of ideas regarding the textbook's drawings.

Through this study it was found that teachers have complete agreement towards the significance of drawing in teaching learning process for having children with diversified learning styles and also the need of interdisciplinary link between the drawing classes and other teaching subjects.

Although, as affirmed by teachers that drawings were used in instruction but denied the use of drawing as a tool in assessment; so there arises the need to incorporate drawing as a tool in assessing learning process in more comprehensive ways with proper orientation regarding the utility of drawing as a tool in assessing learning process and also its psychological bases in child development and learning, both at pre-service and in-service teacher education programmes. Teachers were not satisfied with the drawings present in the EVS textbook of class V. Shortcomings about the textbook drawings were mentioned as in terms of quality, in visibility, clarity in print as well as in context, and relevance with the concepts. It was also made apparent by the teachers that the concepts in the textbooks were tried to explain through stories (mostly) and the drawings in the textbooks are based on stories rather on the concepts. Teachers had shown concerns regarding the lengthy chapters which they found it difficult to complete within

prescribed duration. Removal of irrelevant drawings that creates ambiguity in understanding of concepts and the need of more experiment- based drawings to facilitate learning based activities in the textbook was realized.

In the name of learner friendly assessment procedure as supplemented by the phrase, "one size does not fit all", it is recommended that there should be provisions for the learners to express their understanding through drawings along with other mode of expressions. Mode of expression not just in learning process but also at assessment levels should be made learner friendly because it is the learner that stands at the centre of the system and all the decisions are made for his/her development by creating learning rich environment. The ultimate goal of assessment is to assess the learning process. And it should not merely be the mode of expressing the understanding to enrich the learning process of the learner. Although, there have been a lots of initiatives taken in school education to make learning and assessment more learning friendly but yet a lot more needs to be done to make the assessment process learners' friendly.

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Delivering Quality Primary Education in India: Identifying Problems, Processes and Answers

An analysis of the Learning Excellence Program of Pratham Education Foundation in 80 rural government schools of Haryana, India

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Abstract

The overarching focus on quantification of education has made quality of learning and teaching take a backseat in government schools of many developing nations. The Indian Annual Status of Education Report of 2014 shows that though the enrollment in primary grades of government schools goes beyond 95%, the learning levels of children continue to remain abysmally low, wherein more than 70% Grade 3 and 50% Grade 5 students do not even have Grade 2 academic competencies. Within this context, in 2014-15, an educational social work intervention programme, aimed at improving quality of student learning levels using innovative educational strategies, was implemented in 80 government primary schools in Haryana, India; with 140 primary school teachers, targeting around 4604 students (n=4604). Using before-after evaluation design without control (comparison) group, out of total number of students from Grade 1 – 5 in the base-line test, an average of 79.91 % could not read/understand anything or could read only letters in Language (English and Hindi) and merely recognize numbers in Math. In the final test, after the intervention, an average of 75.65% of the same students could now read sentence and stories in Language and solve multiplication/division level sums in Math. The social work intervention has helped filter multiple innovative educational strategies which can easily be replicated in disparate school settings to improve quality of leaning and teaching.

Keywords*:* Primary Schools, Quality Education, Learning Levels, Educational Strategies

1. Conceptualizing Universal Elementary Education in India

The goal of Universal Elementary Education (Article 45 of the Indian Constitution states that the State shall endeavor to provide free and compulsory education to all children until they complete the age of 14 years.) (UEE) has caught the utopian vision of policy makers of India for nearly seventy years. However, the very concept of 'UEE' has been repeatedly re-visited, leading to evolution of multi-stage educational policies and programs of the country, as depicted in Figure 1. Till the1960s, all efforts were focused on mere provision of schooling facilities. It was only after near realization of the goal of

access, that other components of UEE, such as universal enrolment and retention, started receiving attention from planners and policy makers (Mehta, 2002).

The National Policy on Education of 1986 in India emphasized on three main pre-requisites for UEE viz. provision of schooling facilities within a walking distance, to bring children of school going age to school, and to retain them in school (NCERT, 1998).

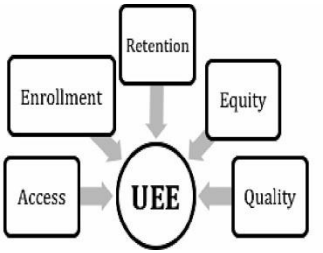


Figure 1: The evolving concept Universal Elementary Education in India

Thereafter, issues of quality, outreach and empowerment of local education providers were addressed within the ambit of UEE through the introduction of innovative government schemes like Non-Formal Education Scheme, Operation Blackboard, Mid-Day Meal Scheme, District Primary Education Program.(http://mhrd.gov.in/school-education)

The commencement of the National Literacy Mission in 1988 further crystallized the parameters of UEE with its goals of (i) all children in schools; (ii) bridging all gender and social category gaps at primary and upper primary stages of education (iii) universal retention, (iv) elementary education of satisfactory quality (GoI, 2014).

Three factors seem to be making a distinct difference in the growth trajectory of elementary education in the country. The first factor is the increased direct involvement of the central government in strengthening infrastructure and delivery of elementary education. Coupled with this is the adoption of the district level as the base for planning development inputs for elementary education, and the concurrent move to decentralize governance by empowering local self-governance mechanisms of planning and implementation. The third factor that has begun to significantly reshape the elementary education scene in India in recent years is the massive social mobilization drive. This has resulted in increased demand for elementary education, on one hand, whilst substantially enhancing the role of non-state actors in the provision of elementary education and support services in the country, on the other (Govinda & Bandhyopadhyay, 2008).

These accelerated efforts culminated into enactment of 'The Right of Children to Free and Compulsory Education Act, 2009' (RTE), whereby attainment of UEE for all children between the age of 6-14 years comes as a fundamental right guaranteed by the Indian Constitution (MHRD, 2009). RTE is undoubtedly a revolutionary act in the field of public education in India, but does provision of schooling facilities automatically result in learning achievements required in the framework of 'Right to Development?'(The United Nation Convention on Rights of a Child, ratified by India in 1992, talks about Survival, Development, Protection and Participation Rights of a Child.)

It needs to be understood that the basic right of the child is not only to education, but also to learning and the opportunity to learn, to have access to enabling and supportive learning environments, which will help children gain access to other rights and to the knowledge, skills,

competencies, attitudes and values needed for continuing lifelong learning (Bajpai, 2006).The concept of UEE has evolved systematically in Indian government policies and programs, as shown in Figure 1, but whether it has reached its parallel utopian vision on the field still remains questionable.

2. Quality vs. Quantity: Primary Education in India

Quality and quantity cannot be substitutes for each other in any sector and especially in the education sector. The foundations for future learning are built in the early grades. Without this solid foundation built at the right time, sustained and meaningful progress in education is difficult (Banerji & Walton, 2011). However, the assessment of educational achievements in elementary grades in India has unfortunately been tilted towards a supply of school, physical and ancillary facilities in terms of more schools, more teachers, more students and more instructional materials as shown in Table 4.1.

Table 4.1: Increase in schooling facilities in India

Assessment Parameters	2000-01	2004-05	2010-11	2013-14
Number of elementary schools	845,007	1,042,251	1,362,324	1,448,712
Enrollment in elementary schools (in millions)	156.6	182.0	197.4	198.9
Number of teachers in elementary schools (in millions)	3.22	3.75	6.40	7.72

Source: Statistics of School Education, 2007-08, MHRD, GoI (Ministry of Human Resource and Development, Government of India); Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and NUEPA (National University of Education Planning and Administration).

This overarching focus on quantification of education has made significant aspects of teacher input and student learning levels take a backseat in government schools of India. When 'Quality of Education' in the government schools of India is analyzed through two significant yardsticks of Quality of Learning and Quality of Teaching, several harsh realities are brought into limelight.

2.1. Quality of Learning

2.1.1. Assessing recent National Learning Levels

In India, government school education is often looked down upon as an option for the underprivileged class. The low socio-economic backgrounds of most of these children going to government schools justifies low level of teacher input, dismal quality of teaching and consequent low learning levels of children in the government schools. The Annual Status of Education Report of 2014 shows that though enrollment in primary grades of government schools sustainably goes beyond 95%, the learning levels of children continue to remain low (Pratham, 2014).

Table 2: National learning achievements of students in government schools of India

Primary Grades	% of Children who can read Grade 2 Text	% of Children who can do Grade 2 Subtraction

Grade 8	23.6	25.3
Grade 5	48.1	50.5

Source: Annual Status of Education Report 2014

Table 2 clearly shows that more than 70% Grade 3 students and around half of the students in Grade 5 do not even have Grade 2 language and arithmetic competencies which puts a serious question mark on the quality of education in the country.

National Achievement Survey is periodically conducted by NCERT to check the learning levels of students in each state. In 2012-13, the result of the survey for Grade 3 students showed that with a national average score of 257 (on a scale of 0 to 500), 15 states scored significantly below the average, of which at the bottom end were Chhattisgarh, Bihar, Jammu & Kashmir, Rajasthan & Haryana. The lowest score went up to 226 and 222 in language and math, respectively (NCERT, 2012).

Studies have also shown that even when children attend school regularly for five years, they still fail to successfully graduate the primary education cycle. Many poor parents feel cheated due to irrelevant content, inadequate infrastructure and low motivation of the teachers to inculcate the necessary competencies and values among the children. Unfortunately, the improved access is accompanied by a decline in the quality of primary education in government schools (Aggarwal & Chugh, 2003). Hence, even if a government school student says that he/she has completed Grade 5, we have full reason to doubt if he/she has competencies of a similar level.

2.1.2. No Detention Policy

The Right to Education Act in India prohibits conduction of exams and retaining back a student in a class until the completion of elementary school (Until Grade 8). The visionaries of this policy focused on lowering the burden of formal education and examinations on a child and motivating schools/teachers to concentrate on holistic learning. Due to this, RTE mandates implementation of the comprehensive evaluation (CCE) procedure, with which learning levels of students need to be assed in a constructive and child-friendly manner. However, like in all legislations, translations in reality become starkly different.

In the name of CCE, these schools are conducting activities that are very mechanical in nature and only aim at keeping children busy without learning anything substantial. Children come to these schools, get a free meal and it bothers no one whether they are making any progress at all (Ojha, 2013). Hence learning deficits accumulate over time. There is a huge risk that most of India's children will not be able to attain even the basic skills they need in order to participate effectively as future workers and citizens (Banerji & Walton, 2011).

2.2. Quality of Teaching

2.2.1. 'Present' Teacher!

The quality of education and the learning that is inculcated there in, is intrinsically related to the quality of teachers that are recruited. As mentioned, there has been a steady growth in teacher availability and presence across all government schools, leading to an overtly improved pupil-teacher ratio over recent years, as portrayed in Table 3.

Table 3: Changing Pupil Teacher Ratio in India

Pupil-Teacher Ratio	2006-07	2010-11	2013-14
All Schools	34	30	26
Primary Schools	36	32	25

Source: U-DISE (District Information System for Education), NUEPA

But this teacher availability is plagued by serious problems of teacher absenteeism, being burdened by non-teaching/administrative work, spending time in restoring order/discipline and not possessing adequate curriculum and teaching pedagogies. A typical profile of a government school teacher in India tends to be of someone who is poorly educated, with little or no teaching experience and training, limited or almost no contact with books, technology and science, and increasingly recruited from among low income backgrounds (Govinda & Bandhyopadhyay, 2008).

Hence, when we talk about quality of teaching, it also includes a number of other significant parameters i.e. whether the teachers are adequately qualified, trained, motivated and most importantly, besides just being 'present' in school, whether teachers have adequate space, time and willingness to actively engage in dynamic teaching-learning processes which would result in improved learning outcomes?

2.2.3. Single Teacher Schools

The focus on increasing of schooling and teaching facilities has also led to a haphazard increase in single teacher/room schools. Provision of quality education in these schools has become a major concern as, with only one teacher, the schools do not open whenever the teacher is on leave, busy with other work or on training courses. Merely counting school and classroom numbers may not reveal the whole picture, particularly in terms of their ability to attract, retain and provide education of satisfactory quality (Govinda & Bandhyopadhyay, 2008).

2.2.3. Teachers on contract

On similar lines, assessment of low-paid and low-qualified para-teacher or contractual teachers also plays a pivotal role as a majority of Indian states have taken to hiring of such para-teachers in the name of reaching the goals of UEE. Table 4 shows there are 549,523 para-teachers at the primary level. The para-teacher scheme may serve the purpose of UEE in far flung, remote rural and hilly areas as a viable option, but adopting this scheme to replace the regular teachers is detrimental for the quality of education and effectiveness of schools and needs to be avoided (Pandey, 2006). Short term economic gains and political expediency should not be allowed to

cloud the vision for creating a national system of education in the country (Govinda & Josephine, 2004).

Table 4: Teacher Distribution in India

Primary Schools	Total No. of Schools*	759,686
	Full Time Teachers	1,847,300
	Single Teacher Schools	96,626
	Para-Teachers	549,523

Source: Eight All India Education Survey, 2009* According to Number of Teachers in Position (Including Para Teachers)

2.2.4. Curriculum and Pedagogy

The content and method of teaching that takes place in a classroom is directly related to the quality of education that is imparted. Often since government school children lag behind their grade appropriate learning level, the standardized curriculum that is taught in schools is miles apart from the actual learning levels of children. With little or no focus on comprehension and improvement of learning abilities, government school teachers tend to follow the traditional rote method of teaching.

A paper which critically analyzed the National Curriculum Framework 2005 talked about key problems in the present crises of education which arises from both an incoherent curriculum structure and content that is disconnected with the culture and life of children and from the inadequate preparation of teachers who are unable to make connections with children and respond to their needs in imaginative and dynamic ways (Batra, 2005).

3. Objectives and Purpose of the Study

Within the given contextual framework of the quality of learning and teaching, Learning Excellence Programme of Pratham Education Foundation has been running in government primary schools of Gurgaon District of Haryana, India since 2007. Close to 140 teachers are currently working in 80 schools in rural areas in various blocks of the district. In the year 2014-2015, the programme targeted more than 4500 children. The primary objectives of the study include:

- To assess intervention impact of the Learning Excellence Programme (LEP) of Pratham Education Foundation in 80 government public schools of Haryana, India.
- To assess changing learning levels of children in primary grade (1-5) in English, Hindi (Hindi is the national language of India, taught in all schools of the country as a part of the curriculum.), and Math for government school students in Haryana India.

In lieu of these objectives, the main purpose of this study is to highlight how difference in quality and pedagogies of teaching for the same government school children, in similar socio-economic context, can have drastic changes in their learning level. This will result in narrowing down significant suggestive strategies to help improve quality of teaching and learning on the field.

4. The Intervention Programme-Why, What, How?

As elaborated above, there are clear overarching gaps in both quality of learning and teaching in government schools of the country. As is the case of the state of Haryana, the National Achievement Survey 2012-13 showed that the performance of students of the state is significantly below the national average in both language and math, as portrayed in Figure 2.

In a study done to assess the implementation of RTE, 2009 in Haryana, it was concluded that most of the investigated schools are able to fulfill basic infrastructural needs; but with regard to curriculum, teachers training and other quality related issues, they are lagging far behind. Despite the implementation of RTE Act in Haryana, the study reveals still there is long road ahead before all stakeholders even become aware of their rights let alone become able to exercise, and finally be able to enforce their rights (Ojha, 2013).

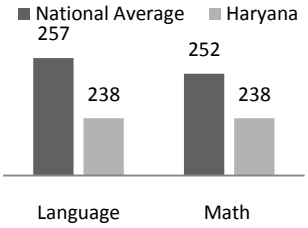


Figure 2: Student performance in Haryana in the National Achievement Survey

The Learning Excellence Program, as the name suggests, has been established in the state of Haryana to fulfill these gaps in a holistic, practical and result-oriented manner.

There are two primary stakeholders that the programme targets:

4.1. Children and their Quality of Learning

The main focus of the LEP is primary school children who lag behind their grade appropriate learning levels. Thereby, these children were grouped according their learning level and not according to their grade. With the primary objective being quality, these children were then targeted with pre-defined timelines and goals, using innovative and engaging curriculum and teaching pedagogies and constant monitoring of learning levels.

4.2. Teachers and their Quality of Teaching

On one hand, a majority of the 80 government schools that LEP operates in are located in remote villages of Haryana and have a skewed pupil-teacher ratio. On the other hand, due to patriarchal work dynamics the women of these villages are mostly confined to their homes and are not allowed to go out of the village to seek employment. Hence, through LEP, a win-win situation was created wherein women were identified and trained to become teachers in their local government schools, giving them a job as well as social and financial mobility. These teachers were made to go through regular, periodic and intensive training wherein they were guided on how to use pedagogies to help them teach in a child-centric and quality-oriented manner, as elaborated in Table 5.

Table 5: LEP Teaching Pedagogy: processes, resources and methods in which teachers are trained to do effective teaching

PROCESS	Based on rhymes, stories, role-plays, activities, and real-life examples.	
RESOURCES	Using teacher manuals, student's activity books, flash cards, activity cards, charts, and local instructional material.	
METHOD	How to learn the color 'RED'?	RHYME: COLOR RED
	Using a rhyme and flash cards related to 'RED.'	Red, Red Red
	• Which color is there in this card? What is the color of an apple or strawberries?	The color of an apple is red. Red Red Red Tomatoes are red. Red Red Red.
	• Which other fruits are red? What are the things around you that are red?	The seeds of a pomegranate are red. Red Red Red.

After the training, the teachers were made to do teaching demos to other teachers. They were also given tests on important aspects of the training to ensure that each teacher has acquired the requisite skills in terms of both concepts as well as the effective use of activities. Refresher trainings were also conducted at regular intervals to help teachers upgrade their skills. Well-designed, illustrative and updated teacher manuals have been given to guide the teaching process. Teacher attitude, attendance, performance were monitored on a bi-monthly basis and were directly related to student learning achievement and teacher incentive.

5. Methodology

5.1. Research Design

Empirically based, evaluation action research design has been used in this study. In social work research, the purpose of evaluation research design is to analyze the utility of social interventions in terms of programme planning, implementation, monitoring and impact, outcome, efficiency assessment (Rossi, Lipsey & Freeman, 1993).

Within evaluation research, 'Before-After Evaluation Design without Control (Comparison) Group' was undertaken, as shown in Figure 3.

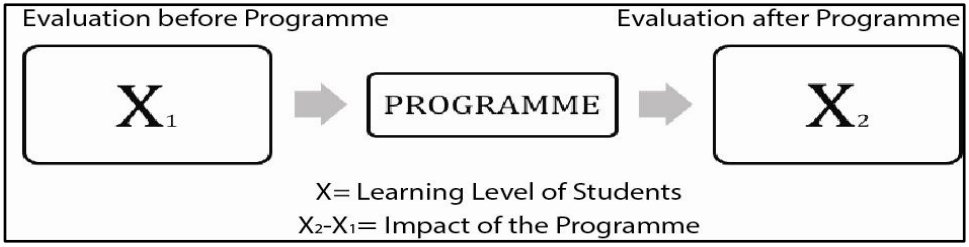


Figure 3: Before-After Evaluation Design without Control (Comparison) Group

This design involves two measurements on the target group: one before the implementation of the programme and another after the completion of the programme (LalDas, 2005). The total evaluative difference in the dependent variable associated with the target group (learning levels of

students) conduced by bringing in of the independent variable (teaching done through the Pratham Learning Excellence Programme) is seen as the effect of the programme.

In this study, pre-test measurements and post-test measurements of learning level of each student have been obtained to assess the impact and effectiveness of the intervention.

5.2. Sample Size

In the academic year 2014-15, around 4604 total students from 80-government public school in the state of Haryana, India were taken as an experimental group; with whom the intervention was systematically conducted. Within this sample, Level 1 (Grade 1 and 2) students with whom the base-line tests in Language (English and Hindi) and Math were conducted were close to 1969. With absenteeism/dropout rate of around 214 students, final-tests were conducted with close to 1755 students. Level 2 (Grade 3, 4 and 5) students with whom base-line tests in Language (English-for Level 2 students the intervention was cried out only in English and Math and not in Hindi.) and Math were conducted were close to 3177. Final test were conducted with around 2849 students, with an absenteeism/dropout rate of around 328 students.

5.3. Method and Tools of Data Collection

Teachers were trained in a detailed and demonstrative manner on how to conduct the tests using a pre-designed testing process, testing tool, and testing format. The testing tools used for data collection were uniform across all students and were in lieu with the syllabus and methodology being used in teaching. They helped in verifying whether a student marked at a particular learning level was truly at that level. Format of the testing tools in the base-line test and final test were similar as depicted in Figure 4, Figure 5 and Figure 6, differing only in the difficulty level of the test.

All the children were put through a baseline test at the onset of the academic year to know learning levels of the children who were then made into groups and then taught as per their level.

During the year, regular interim tests were conducted to understand where the teaching-learning processes need to be maneuvered. At the end of the year, a final test was conducted to check the overall progress that has been made across all students.

The data of each teacher was checked and re-checked by field supervisors and the central team of Pratham, based on stratified random sampling method. The data findings presented below shows differences in learning levels of all students from the beginning till the end of the year.

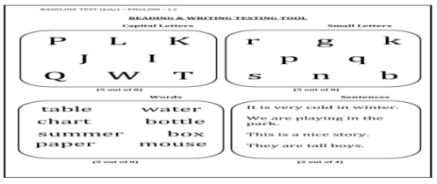


Figure 4: Sample Testing Tool (English)

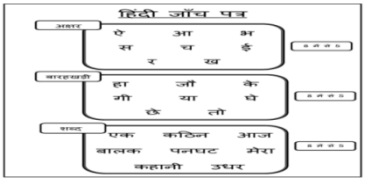


Figure 5: Sample Testing Tool (Hindi)

Number Recognition		Addition		Subtraction		Multiplication		Division	
52	67	12 + 27	53 +68	38 - 23	54 - 26	5 x 8	13 x 7	5	65
88	113	84 + 36	72 + 59	97 - 78	69 - 41	23 x 6	42 x 14	6	44
44	19	45 + 91		117 - 89		87 x 45		8	96
98	76							7	84
								13	107
5 out of 8		3 out of 5		3 out of 5		3 out of 5		3 out of 5	

Figure 6: Sample Testing Tool (Math

6. Data Findings and Interpretations

The given data elaborates upon changing learning level of students in Language (English and Hindi) and Math before and after the intervention was introduced. The data has been divided into Level 1 for Grade 1 and 2 and Level 2 for Grade 3, 4 and 5.

The data explicitly shows the effectiveness of the LEP on learning levels of primary grade students in government schools of Haryana. In both levels, i.e. for all classes, the intervention has made significant positive impacts.

6.1. Level 1 (Grades 1 and 2) Results

In the baseline test, out of approximately 1969 Level 1 students, an average of more than 95% students were either at 'beginner level' i.e. did not know how to read anything or could read only read capital letters or small letters in Language (English and Hindi). In Math, the same average percentage of students were either at 'beginner level' i.e. could not even recognize numbers or could just recognize numbers and not solve basic addition or subtraction sums.

The final test data for around 1755 Level 1 students revealed that by the end of the year, an average of more than 64% students in Grades 1 and 2 could now successfully read sentences and even short stories in Language (English and Hindi) and solve division and multiplication level sums in Math. Figure 7 (Level 1 – English), Figure 8 (Level 1 – Hindi) and Figure 9 (Level 1 – Math) are representative of the change in learning levels of Grades 1 and 2 students after the

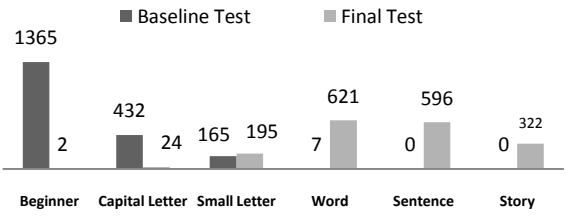


Figure 7: Learning Level Improvement for Level 1 in students (English)

introduction of the intervention.

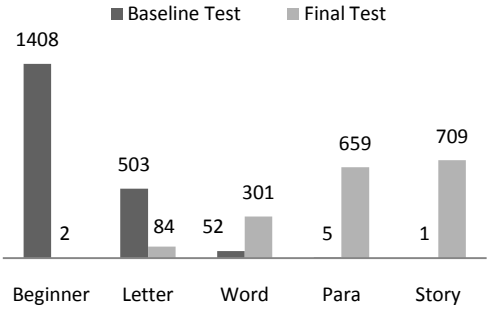


Figure 8: Learning Level Improvement for Level 1 in students (Hindi)

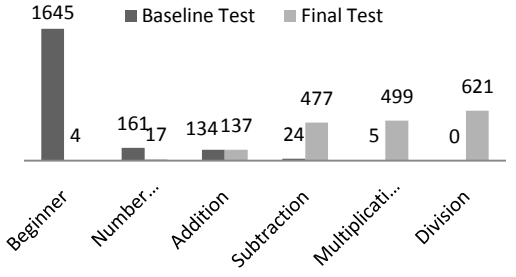


Figure 9: Learning Level Improvement for Level 1 in students (Math)

6.2. Level2 (Grades 3, 4 and 5) Results

Level 2 students represent similar trajectories of result wherein in the base-line test out of 3177 students Grades 3,4, and 5 students, an average of more than 71% were either at 'beginner level' or could read only read capital letters or small letters in Language (English) or merely had number recognition abilities in Math.

In the final test, from 2849 Level 2 students, an average of more than 85% could now successfully read sentences and short stories in Language (English). Infact in Math, a similar average gained not only multiplication and division, but also division + competencies which included Place Value, LCM, HCF, Fraction, Decimal, Measurement and Profit & Loss.

This leap in learning levels for Level 2 students is depicted in Figure 10 (Level 2 – English) and Figure 11 (Level 2 – Math).

Out of total number of students from Grade 1 – 5in the base-line test, an average of 79.91 % were either at 'beginner level' or could read only capital letters/small letters in language and only recognize numbers in arithmetic. In the final test, an average of 75.65% of the same students could now read sentences and even short stories in language and solve division and multiplication level sums in arithmetic.

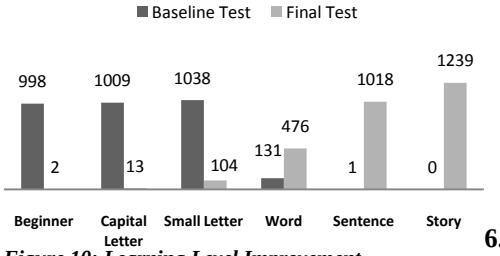


Figure 10: Learning Level Improvement for Level 2

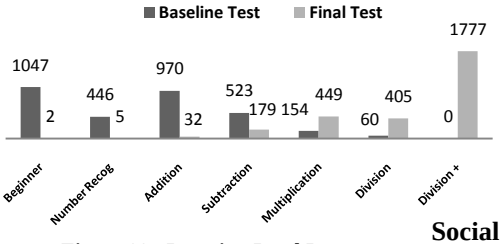


Figure 11: Learning Level Improvement for Level 2 in students (Math)

6.3. Social

Work Strategies to Foster Quality Education on Field

These results portray how LEP carried out in the government schools of Haryana has yielded significantly successful results in learning levels of primary grade students. This social work intervention has helped filter multiple inter-related factors that can easily be replicated and implemented in disparate school settings to foster quality learning and teaching through governmental and non-governmental initiatives. Significant parameters of these suggestive educational strategies include:

- **Classroom Arrangement:** In one classroom, there are children of different learning levels. There is a need to move away from the orthodox age-grade system, group children as per their learning levels, and provide special and concentrated help to children who are lagging behind.
- **Teacher Empowerment:** Teachers need to be empowered enough to understand clear learning goals which each child needs to reach in a given academic year as per their level or grade.
- Consciousness raising needs to take place to understand that it is the primary responsibility of a school to foster each child to the best of his/her potential and that of a teacher to help each child reach the desired learning goal. The school/teacher needs to be held accountable if a learning level is not reached in a stipulated time period.
- **Pedagogy**: There must be regular demonstrative training of teachers to equip them with simple, child-centric and activity-based teaching pedagogies which make mandatory use of teacher learning materials like charts, flash cards etc. In-training and on-field testing of teachers need to be conducted to analyze and improve upon implementation of pedagogies.
- **Curriculum:** Curriculum needs to be framed in a manner which targets children of diverse learning levels in a systematic and engaging way. Only if a child acquires basic competencies of a lower level should she be allowed to go on to the next level, irrespective of the grade he/ she is in.
- **Monitoring and Evaluation:** Evaluation of learning levels of children cannot be done away with. In fact it needs to be done in a non-intimidating but intensive way, making it intrinsically linked with teacher's performance and appraisal.
- Regular checks need to take place in schools, which look not only at availability of infrastructural provisions but delve deep into the quality of teaching and learning that is taking place.

7. Conclusion

In the debate between quantity and quality, revolving around the education sector in India, it cannot be discounted that the number of schools and teachers as well as enrollment ratios have gone up and the dropout rates have decreased. However, is it also not necessary that if a school

building is constructed it should be adequately functional? That if a school teacher is employed he/she should be dynamically engaged in the teaching-learning processes? That if a child is enrolled in a school he/she should invariably learn basic language and arithmetic skills in school, along with other extra-curricular competencies?

The Mid-Day Meal Scheme is an innovative initiative by the government of India to tackle the two-pronged problem of low nutritional levels and high dropout rates in school going children of India. But the reasons for not dropping out of school, for parents and children, should not be receiving a meal or not being a nuisance at home for half a day. The child should 'choose' to not drop out of school, as it becomes a place where persistent interesting and motivating learning takes place.

Being in a government school can, on no grounds, be taken as an excuse for low quality of education. Each child, irrespective of his/her socio-economic background, has the potential to learn and develop. The solution is to match individualized learning needs with the right pedagogy, curriculum and teacher in-put.

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Teacher and Professionalism: Understanding the Ethics, Challenges and Prospects

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Introduction

Worldwide, it is generally accepted that education is the instrument for bringing about national development. The development that can be seen in the positive roles education plays in the socio-cultural, political, economic and human aspects of nation building. Besides education, science and technology advancement can be seen as another necessary modern day requirements for national development and survival. The developed societies are so called because of their imposing values and investment in the education of their citizens. When appropriately planned and implemented therefore, education has the capability of boosting the welfare and productivity of the citizens (Olorundare, 2003). Nigeria's realization of pivotal role of education can be seen via a perusal of the National Policy on Education (NPE, 2004) document. The government has made concerted efforts to meticulously implement that laudable policy. The latter has been the blueprint on which this country has been operating with respect to the education of the citizens.

A profession may be defined as an occupation whose accomplishment is based upon the utilization of specialized intellectual study and training, the purpose of which is to supply skilled services or advice to others for a definite fee or salary.

Hargreaves (2000) defines professionalism as the conduct, demeanour and standards which guide the work of professionals. It has been observed (Barber and Mourshed, 2007: 12) that 'the available evidence suggests that the main driver of the variation in student learning at school is the quality of the teachers (and by logical extension his show of professionalism). Teaching as a profession is generally referred to as a noble profession**.** In the words of Zaidatol and Habibah (2004: 25) *It is universally agreed that teaching is an important and noble profession. The society in general is concerned about the quality and type of individuals being selected into the teaching profession.*

Gerard Hanlon argues that 'professionalism is a shifting, rather than a concrete phenomenon' and states baldly that: *when I discuss professionals I am talking about groups such as doctors,*

academics, teachers, accountants, lawyers, engineers, civil servants, etc., that is those groups commonly thought of as professional by the lay public, academics, the professionals themselves and so on. (p. 45)

It may then be more productive to explore the characteristic of teaching as an occupation/profession in the here and now, rather than asking whether it lives up to some supposed ideal. Indeed, Eliot Freidson (1983), probably the dominant American sociologist of professions in recent years, argues for seeing a profession as 'an empirical entity about which there is little ground for generalising' (p. 33). This has implications for current debates about teacher professionalism in the twenty-first century. Some critics have argued that teaching is being 'de-professionalized' as a result of recent education reforms. But the proponents of the reforms might wish to characterize the process as one of're-professionalisation', making teacher professionalism more in keeping with the needs of a new era.

With regards to teaching, UNESCO Inter government conference on the status of teachers (1966) states that:

Teaching should be regarded as a profession. It is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

Professional Ethics in Teaching

Strahlendorf (2005) described professional ethics as the system of honorable standards which one uses in the line of work or one's career. This relates to rules governing the conduct, transactions and relationship within a profession and among its members. ***Thus, professional ethics involve the idea of knowing what is right and wrong in your professional life. This involves taking correct action and still following what you believe***. Haralambos, Holborn and Heald (2004: 625) state that professional ethics emphasize altruism, that is, a regard for others rather than a narrow self-interest.

This means that professionals are supposed to be concerned with serving the community in general and their clients in particular. Teachers are the guardians of education and provide important service that benefits the society in general, and the children, in particular. *Professional ethics in teaching include professional relationships with students in the area of 'confidentiality, respect, professional environment, cooperation with other professionals and professional responsibility*' (Nuland & Khandelwal 2007: 17). Adeeb, Hussain and Rahmani (2008) concur and state that teachers are expected to operate with and uphold certain ethical professional standards. This implies that professional ethics enhance the teaching and learning process through good interactions of the member of the profession.

Strahlendorf (2005) states that part of professional ethic has to do with the fairness with which issues are handled and cases decided. Thus, procedural fairness is part of ethics. As a result there must be adequate warnings, notice, a hearing of all sides, even-handedness and consistency in the sanctions applied. This ensures effective operation within the teaching profession. Professional ethics form part of the intangible inputs into the education system and are very crucial to the delivery of quality education. Professional ethics ensure efficient use of resources for quality education and improved school performance. Without professional ethics, the teaching and learning environment will be compromised. According to Strahlendorf (2005), the role of professional ethics is that they help clarify values and rules, they strengthen group identity and collegiality, and they foster public confidence in the teaching profession.

Ethics provide guidelines of how teachers should behave at work to ensure that quality learning take place in the education system. According to Clark (2004: 80), ethics are more than just a code of rules which codify a set of principles and rules which serve inspirational and/or disciplinary purposes for teachers. **Teachers, as professionals, are engaged in one of the most ethically demanding jobs, the education of young people need to constantly reflect on the ethics of their activities to ensure that they exhibit the best ethical example possible to those they are morally educating**. Teacher's conduct has the greatest impact in the classroom, so the teacher has to be ethical in his or her conduct. The teacher thus should have the care and well-being of children at heart. According to Adeeb et al. (2008) it is quite necessary to develop a professional attitude. A teacher is expected to produce balanced, calm, satisfied and composed students for the socio-economic development of the society. The professional conduct of the teacher is crucial for effective teaching and learning processes.

A teacher is a highly valued personality in a society and teaching is considered to be a sacred and distinctive profession. Most professions have a code of ethics that express the ideal relationship among the professional, the clientand the community. According to Adeeb et al. (2008) the teacher is seen as a role model in society and is followed by students. Thus, the teacher is expected to become a model of excellence.

In the appreciation of the critical role the teachers play in social, economic and political growth of the nation, the Nigerian Government devised 'some strategies to reposition teaching as a noble profession and to sanitize the profession in Nigeria. The establishment of the **Teachers Registration Council** of **Nigeria (TRCN)** with a mandate to ensure only professionally qualified teachers are employed in our schools and the production of a teacher code of conduct are milestones in the bid to ensure the teaching profession attains a lofty height of operation.

The Teachers code of conduct (2004) is presented in nine chapters. The introductory chapter has five sections. These sections include preamble, objectives of teacher's code of conduct, UNESCO/ILO position on status of teachers, provision of National policy of Education for professionalization of Teaching and Teachers Registration council Nigeria Act 31 of 1993.

Precisely, the code of ethics in the teaching profession in Nigeria is fashioned after the UNESCO/ILO recommended codes of conduct. The ethics demand as follow:

- Teaching should be professionalized and teachers must have undertaken some approved courses appropriate for teacher preparation before being employed.
- Teachers should be disciplined and there should be sanctions and penalized for misbehavior. To this end a Teacher Disciplinary Committee and a Teacher Investigating Panel had been provided for by TRCN.
- Teachers should enjoy academic freedom particularly in - deciding what to teach, materials to use and the appropriate methodology.
- Teachers assessment should be objectively done and there should be right of appeal against such assessment.
- The relationship among teacher and between teachers and parents should be that of mutual cooperation.
- Teachers should strive to ensure high professionals standards.
- Teachers should show allegiance to the profession body such as NUT.
- Teachers should take active part in extra-curricular activities for the benefit of their pupils.
- Teachers should maintain cordiality with administrative and other staffers in the schools for good working relationship.
- Teachers should participate in social and public life of the community in the interest of teacher's personal development and for them to be socially relevant.
- Teachers should also be free to exercise their civic rights and be eligible for public office.
- Teachers should not show any form of discrimination in their operation in or out of school.
- Teachers should not engage in any form of defamation of to colleagues.
- It is unethical for a teacher to engage in tauting or using dubious means such as deception or misinformation to take away clients and learners from colleagues
- Teacher should respect child's right and dignity without any
- Prejudice to sex, race colour, creed or religion.
- The teachers should also ensure confidentiality of personal information and other records of the learner disclosed to him.
- The teachers should have a right to fair remuneration but should avoid over-pricing of services.
- It is against the ethics of the teaching profession to sexually harass a learner.
- Teachers should not be involved in any form of examination malpractices.
- It is against the ethics of teaching for teacher to engage in cultism, bribery and corruption.
- It is unethical for a teacher to give corporal punishment unless duly authorized to do so.
- Teachers are also barred from influencing the learners ideologically.
- It is ethical for teachers to respect contractual obligations and the rule of law.

Teaching is an important profession as teachers are responsible for nurturing future citizens. Teachers work becomes very important and due diligence should be taken in the way teachers execute their duties. As a profession teaching entails imparting a body of knowledge, skills and values through training before one enters the profession. High levels of professionalism are expected from teachers as professionals and they are guided by codes of conduct that ensure the upholding of professional ethics. Sadly, despite being held in high esteem teachers are associated with numerous acts of indiscipline inconsistent with the professional demands.

Challenges in Teaching Profession

Teachers at all levels in Nigeria are yet to take their rightful position. This perhaps explains the popular slogan, "Teachers' reward is in heaven", meaning, they are not being well remunerated or respected for their painstaking efforts and services. Their take home pay is below standards the world over, while there is gross under funding for education. These challenges and many others have left the teaching profession in a less desirable state. But, and as if that was not enough, it has contributed in no small way to the fallen standard of our education

Prospects in Teaching Profession

The prospects of a career in teaching are enormous bearing in mind that teachers are often employed across all levels of the nation's educational system be such Primary, Secondary or Tertiary. A well trained teacher is not only a potential world market commodity; he is an asset also to himself and his family. The employability opportunity for a skilled teacher is as diverse as there are schools, colleges and universities. Experience has shown also that teachers are always in high demand giving the ever increasing number of institutions of learning at all levels of the education system. Apart from the career opportunity in the institutions of learning, teachers are known to be employed by corporate organizations, military and other allied forces desirous of engaging the services of highly intelligent individuals.

Conclusion

Permit to say that teachers are the pillars upon which the structures of any society revolve and they cannot render any service outside their own level competence and conformity. In order to provide credible service to their teaming customers, teachers must identify the ethics/principles guiding their profession and operate strictly according to these laid down rules and regulation. It is in tune with this realization that it is often said that ''no nation can rise above the quality of its teachers''

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Undergraduates' Perception on the E-Learning Quality for Instruction in Selected Universities in Kwara State, Nigeria

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Abstract

This study examined undergraduates' perception about the quality of e-learning for instruction in selected universities in Kwara state. The sample comprised 200 undergraduates from two universities in Kwara state. Data collected through questionnaire were analyzed using percentage and mean for the research questions and t-test for the hypotheses. The results obtained indicated that: undergraduates used Microsoft Power Point for learning mostly, while blog and moodle were least used; there was no significant difference between male and female perceived usefulness of e-learning for instruction; there was no significant difference in undergraduates' perceived credibility of e-learning based on gender; and there was no significant difference between male and female perceived ease of use of e-learning. This signifies that undergraduates perceived that e-learning is easy to use irrespective of their gender. It was recommended among others that; Universities administrators should expand ICT facilities available to accommodate various e-learning tools.

Keywords: E-learning, Perception, Quality, E-learning quality,

Introduction

Background to the Study

The advent of the 21st century is labeled the information revolution age where activities and transaction are conducted through electronic means. Knowledge has increased tremendously in all areas of human endeavor with new discoveries and better ways of communication and interaction emerging all over the world. The rapid development of Information Communication and Technologies (ICTs), internet technologies and Web-based applications have initiated unparalleled transformation in universities all over the world (Cheng 2012). This has brought about increased demand for information and the need for "Education for All". With, advances in computer and telecommunication technology, World Wide Web have become major factors to reckon with in searching for and dissemination of information. (Sanjo, Charles, Ugochukwu, 2010). These

advances have brought about an "e" in all human endeavors; such as e-learning, e-banking, e-government.

In the advent of advancement in technology, ICT devices have changed the nature of human activities and operation in virtually all fields of endeavor. Its potentials in terms of reliability, convenience and affordable access to voice and data services continue to underpin a digital economy. Electronic learning (e-learning) is changing the way teaching and learning is taking place on university campuses. Tagoe (2012) submitted that the up-scale of e-learning in developing countries especially in Africa is slow compared to the Western counterparts. The administrators of the University of Ilorin in 2013/2014 distributed PC Tablet to her 100 level newly admitted students. The Osun State Government also distributed Tablet of knowledge to Senior Secondary Schools Students in the State. The concerted efforts made by these institutions show the gradual movement of education out of the four walls of the classroom to e-Learning that is accessible anywhere-anytime.

E-Learning is defined as a type of learning supported by ICT via the internet, intranets, extranets or many others to improve the quality of teaching and learning. E-learning is divided into different types ranging from web-supplemented courses, through web dependent to mixed mode courses and finally to fully online courses (OECD, 2005). E-learning quality can be defined as the extent to which the systematic planning, designing, development, evaluation and implementation satisfies the users in terms of easy accessibility, learner-centered, affordable, efficient, flexible and has facilitated learning environment. E-learning is changing the trend of education and that is why modern technologies particularly no longer make education limited to the four walls of the classroom.

Perception about e-learning can be described as the way a student understands and interprets the working environment of the e-learning platforms. Perception about e-learning can be viewed from usefulness, ease of use and credibility (Davis 1989, Ong & Lai 2006, Macharia & Nyakwende 2009, Cory & Mindy 2009). According to Ehlers (2004), perception is an important aspect of quality assurance for e-learning. E-learning should not simply be delivered to a passive student. Instead, quality e-learning is constructed through a process of co-production between the learner and the learning environment.

Research Questions

The following research questions were taken into consideration in the study:

1. What types of e-learning tools are used by undergraduates in Kwara State?
2. How do undergraduates perceive the usefulness of e-learning as a medium of instruction?
3. How do undergraduates perceive the ease of use of e-learning as a medium of instruction?
4. How do undergraduates perceive the credibility of e-learning as a medium of instruction?

5. How does gender influence the perception of undergraduates on the usefulness of e-learning for instruction?
6. How does gender influence the perception of undergraduates on the ease of use of e-learning for instruction?
7. How does gender influence the perception of undergraduates on the credibility of e-learning for instruction?

Research Hypotheses

H_{O1}. There is no significant difference between male and female undergraduates' perceived usefulness of e-learning

H_{O2}. There is no significant difference between male and female undergraduates' perceived ease of use of e-learning

H_{O3}. There is no significant difference between male and female undergraduates' perceived credibility of e-learning.

Purpose of the Study

The main purpose of the study was to find out the Undergraduates' Perception on the quality of e-learning for instruction in universities in Kwara state.

Specifically the study sought to:

a) Determine the type of e-learning tools used by undergraduates in Kwara state.
b) Examine undergraduates' perceived usefulness of e-learning as a medium of instruction.
c) Determine undergraduates' perceived ease of use of e-learning as a medium of instruction.
d) Investigate undergraduates' perceived credibility of e-learning as a medium of instruction.
e) Determine the influence of gender on undergraduates' perceived usefulness of e-learning for instruction.
f) examine the influence of gender on undergraduates' perceived ease of use of e-learning for instruction and;
g) Examine the influence of gender on undergraduates' perceived credibility of e-learning for instruction.

Literature

Concept and Quality of E-Learning as a Medium for Instruction

The term e-learning is widely used in the educational system in present times. Ellis and Moore, (2009), posit that the use of the term "e-learning" refers to the use of technologies to support students in achieving their learning outcomes. The way it is used is often closely related to the geographical location of the university and its students. For example, campus-based institutions can capitalize on their urban infrastructure to provide local, high-bandwidth, media-rich, ICT-based teaching opportunities, whereas distance-education universities need different solutions to solve bandwidth problems.

In a study of secondary education teachers and college professors in Scotland, Davidson and Elliot (2007), defined e-learning as any learning that is electronically mediated or facilitated by transactions software. E-learning encourages students to be collaborative, contextual, and connected in their learning. Tsai and Machado (2002) submit that e-learning embraces a variety of learning modes. In the present papers E-learning is used to refer to computer and Internet delivered learning in blended learning environments, with a special focus on online collaborative learning. This implies that next to online provisions, also face-to-face contact is still a significant part of the learning setting. Tsai and Machado (2002) further went on to assert that e-learning offers many advantages, such as allowing learners to learn at their own pace, and independent of time and place. SIMS (2008) asserts that e-learning opens new ways of learning and these new models change the essence of teaching and the dynamics of learning. E-learning, according to Safran, Helic and Gutl, (2007), supports communities of practice where learners interact and learn together. Interaction typically occurs through discussion, commenting, collaborative writing, or working together on projects. The worth of particular instruction predicts its outcome, the outcome of e-learning can be envisaged from its quality.

Quality is degree to which a system or object is free from flaws as holds to the scope of the items. It is also defined as the degree of excellence of a service. E-learning quality can be defined as the extent to which the systematic planning, designing, development, evaluation and implementation satisfies the users in terms of accessibility, learner-centeredness, affordability, efficiency, flexibility and has facilitated the learning environment. Frydenberg (2002) however stated that learners' criteria for quality in their e-Learning experiences are generally not well understood. As technology improves nowadays, e-learning facilitate better quality of interaction between instructor and student as well as interaction among student and has added positive social element to the benefit of e-learning (Ettinger, Holton and Blass, 2006). Baldwins-Evans (2004) interviewed 200 respondents who were using e-learning in 14 counties and found 93.5% of the student enjoyed the experience of e-learning and 98% of the student would suggest the use of e-learning to others.

Shee and Wang, (2008) reiterated that the quality of e-learning content depends on how well the learning environment is designed and managed, learners place great value on content where a quality content is well organized, effectively presented, interactive, clearly written in the right length, useful, flexible and provide appropriate of breath. According to Stella and Gnanam (2004), e-learning quality is a complex and multi-faceted issue. Some argue that the quality of e-learning should be judged by the same criteria and standards as face-to-face education. Others hold that conventional quality concepts are not appropriate because e-learning is so structurally different. The nine domains on the quality of e-learning as stated by Frydenberg (2002) includes Institutional Commitment, Technology, Student Services, Instructional Design and Course

Development, Instruction and Instructors, Delivery, Finances, Regulatory and Legal Compliance, and Evaluation.

According to Granić and Ćukušić, (2011) schools adopt learning platforms to enhance students' learning quality. Thus, teaching platforms are becoming important and useful tools for supporting students' learning activities. In order to enhance the learning quality of students and push communication between students and teachers, many schools incorporate various kinds of teaching platforms and counsel teachers and students to use them. The development of e-learning platform pays more attention on technology aspects rather than on user-centred design issues so far.

Undergraduates' Perception about E-learning for Instruction

Over the past years e-learning has moved from educational programs delivered via television such as sesame street to a fully fledge educational program delivered partially and fully using the internet. In today's educational system, Institutions have utilized e-learning to cater to a large number of learners while trying to maintain the quality and interaction of the face to face learning environment. When talking about perception, concepts like usefulness, ease of use, credibility are considered.

Davis (1989) defines perceived usefulness as the extent to which a person believes that a particular system will enhance his/her job or performance. This can also be related to the e-learning that is, the extent to which a particular e-learning tool will enhance the student performance. Perceived Usefulness in the technology acceptance model is an example of extrinsic motivation (Davis, Bagozzi, and Warshaw, 1992). Perceived Usefulness is a key driver of usage behaviour and intention. Davis (1989) also found that Perceived Usefulness is more important in Western cultures.

Perceived Ease of Use is the degree to which a person believes that using a particular system would be free from effort (Davis, 1989). Lee, Cheung & Chen (2005) found that Perceived Ease of Use influenced student intention to use internet-based learning indirectly through Perceived Usefulness and Perceived Enjoyment. Gong, Xu, and Yu (2004) found that Perceived Ease of Use has a significant effect on students' attitudes and Perceived Usefulness simultaneously.

Ong and Lai (2004) explored gender differences in perceptions and relationships among dominants affecting e-learning acceptance. E-learners complete learning processes via electronic technologies including computers. An e-learning system with a high level of perceived usefulness is one for which a user believes that there is a positive user-performance relationship

In line with Davis Technology Acceptance Model (TAM), Perceived credibility can be defined as the extent to which a person believes that a particular system is worthy of trust. E-learning Institutional Credibility appeared to be influential in reviewing the quality of e-learning from the learner's perspective. That is to say, learners perceive an e-learning program or institution that

implement internal quality assurance measures based on clear policies and guidelines and is nationally accredited and internationally recognized as being of high quality (Isung, 2010).

Methodology

Research Design

The study adopted a descriptive research of the survey type. It aimed at analyzing undergraduates' perception about the quality of e-learning for instruction. Data were collected using a researcher-designed questionnaire to gather necessary information.

Sample and Sampling Techniques

The population of the study was all the undergraduates in Kwara state while the sample of the study contained two hundred undergraduates from the two selected universities in Kwara state. In each of these schools, students were selected randomly.

Research Instrument

A self developed questionnaire was used for the study. The questionnaire was structured in order to help draw appropriate responses from the respondents it contained three sections. Section A contained background information on gender, level, and faculty. Section B contained types of e-learning tools used in the universities. Section C was divided into three parts which assessed the respondents' perceived ease of use, perceived usefulness, and perceived credibility.

Procedure for Data Collection

The researchers sought the consent of the appropriate authorities in the universities selected to administer the questionnaire to the students. The researchers also intimated the students with the fact that their responses had nothing to do with their class academic performance; anonymity was maintained, and confidentiality was ensured. The copies of the questionnaire were collected from each of the respondents after administration.

Data Analyses Techniques

The data collected were collated and subjected to descriptive and inferential statistics. The demographic data and Section B were analyzed using simple percentage to ascertain the relationship between each respondent and the usage of e-learning tools in their respective university while t-test was used to test all the hypotheses formulated in this study.

Results AND Discussion

Data Analyses

This part presents the result of the analyses oF undergraduates' perception on the quality of e-learning for instruction

Demographic data

Table 1: Distribution of Respondents by their Gender

Gender	No of Respondent	Percentage
Male	118	59
Female	82	41
Total	200	100

Table 1 shows gender distribution of respondents. It indicates that 59% were male students while 41% were females. This shows that both male and female undergraduates were represented in the study.

Research Questions

Research question 1

What types of e-learning tools are used by undergraduates in Kwara State?

Table 2: E-learning Tools

Tools	No of respondent	Percentage (%)
Podcast	7	3.5
Blog	11	5.5
Wikispace	2	1
Webquest	9	4.5
Screencast	11	5.5
Video conferencing	5	2.5
Interactive White Board	76	38
Microsoft Power Point	98	49
Moodle	2	1
Web 2.0	17	8.5
None	23	11.5

Source: Survey Research, 2016

Based on the result obtained in table 2 Microsoft power point, with 98 (49%) was the most used e-learning tool in their universities, it follows with Interactive White Board 76 (38%), Web 2.0 17 (8.5%), Blog 11 (5.5%), Screen cast 11 (5.5%), Web quest 9 (4.5), Podcast 7 (3.5%), Video Conferencing 5 (2.5%), Wiki space 2 (1%) and Moodle 2 (1%), whereas 23 (11.5%) of the responses were allocated to none.

Research Question 2

How do undergraduates perceive the usefulness of e-learning as a medium of instruction?

Table 3: Undergraduates' perceived usefulness of e-learning for instruction

	Perceived usefulness of e-learning	SA (%)	A (%)	D (%)	SD (%)	Mean
1	e-learning is useful in promoting a course of study	49.5	48	2.5	0	3.47
2	e-learning helps me to express myself better	20.5	57	20	2.5	2.96

3	e-learning helps me to improve my interpersonal skills	23.5	59.5	15.5	5.5	3.09
4	e-learning exposes me to new views when learning	39.5	54	6.5	0	3.33
5	e-learning exposes me to diverse opinion when learning	33	54	12.5	0	3.19
6	e-learning exposes me diverse ideas when learning	39	51	10	0	3.29
7	e-learning is a good alternative to the traditional instructional method of learning	36.5	44.5	16	3	3.15
8	e-learning brings students with similar interest together	31	55	13	1	3.16
9	e-learning promotes experience by learning from others	29	59.5	11	0.5	3.57
10	e-learning encourage students to use their leisure time constructively	32.5	50.5	13.5	3.5	3.38
	Grand mean					**2.94**

Source: Survey Research, 2016

Table 3 presents the result obtained from the respondents on the perceived usefulness of e-learning. The 4-likert scale mode of response of strongly agree, agree, strongly disagree and disagree was used. The mean score on each item was calculated by assigning 4 for strongly agree, 3 for agree, 2 for Disagree and 1 for strongly disagree. The value of each response was multiplied by the number of respondents and the sum was divided by the total number of respondents. The same is applicable in table 3, 4 and 5 respectively. The results revealed that 49.5% of respondents strongly agreed that e-learning was useful in promoting course of study, 48% agreed, 2.5% disagreed and 0% strongly disagreed with a mean score of 3.47. Also, 20.5% of the respondents strongly agreed that e-learning made them express themselves better, 57% agreed, 20% disagreed, 2.5% strongly disagreed with a mean of 2.96. 23.5% respondents strongly agreed that e-learning improved their interpersonal skills, 59.5% agreed, 15.5% disagreed and 1.5% strongly disagreed with a mean of 3.09. 39.5% of the respondents strongly agreed that e-learning exposed them to new views when learning, 54% agreed, 6.5% disagreed 0% strongly disagreed with a mean of 3.33. 33% of the respondents strongly agreed that e-learning exposed them to diverse opinion when learning, 54% agreed, 12.5% disagreed and 0.5% strongly disagreed with a mean of 3.19.

Also, 39% of the respondents strongly agreed that e-learning exposed them to diverse ideas when learning, 51% of the respondents agreed, 10% disagreed 0% strongly disagreed with a mean of 3.29. 36.5% of the respondents strongly agreed that e-learning was a good alternative to traditional method of teaching, 44.5 agreed, 16% disagreed, 3% strongly disagreed with a mean of 3.15. 31% of the respondents strongly agreed that e-learning brought students with similar interest together, 55% agreed, 13% disagreed and 1% strongly disagreed with a mean of 3.16. 29% of the respondents strongly agreed that e-learning promoted experience by learning from others, 59.5% agreed, 11% disagreed, and 0.5% strongly disagreed with a mean of 3.57. 32.5% of the

respondents strongly agreed that e-learning made them use their leisure time constructively, 50.5% agreed, 13.5% disagreed and 3.5% strongly disagreed with a mean of 3.38. The grand mean was 2.94

Research Question 3

How do undergraduates perceive ease of use of e-learning as a medium of instruction?

Table 4: undergraduates' perceived ease of use of e-learning for instruction

S/N	Perceived ease of use	SA (%)	A (%)	D (%)	SD (%)	Mean
1	e-learning allows unlimited access to information	53	38.5	6.5	2	3.43
2	E`-learning does not require special training and skill before use	21	41.5	31	6.5	2.77
3	Because e-learning has an interactive nature, it is easier to use	24	60	14.5	1.5	3.07
4	Because e-learning has a flexible nature that makes it easier to use	21	61.5	14	3.5	3.00
5	e-learning encourages open communication among users	33	55.5	10.5	1	3.21
6	e-learning is cheaper than the traditional instructional method of learning	21.5	36	31	11.5	2.68
	Grand mean					**3.02**

Source: Survey Research, 2016

Based on Table 4, responses showed that 53% of the respondents strongly agreed that e-learning allowed unlimited access to information, 38.5% agreed, 6.5% disagreed and 2% strongly disagreed with a mean of 3.43. 21% of the respondents strongly agreed that e-learning did not require special training and skill before use, 41.5% agreed, 31% disagreed, 6.5% strongly disagreed with a mean of 2.77. 24% of the respondents strongly agreed that due to e-learning interactive nature, it was easy to use, 60% agreed, 14.5% disagreed and 1.5% strongly disagreed with a mean of 3.07. 21% of the respondents strongly agreed that due to e-learning flexible nature, it was easy to use, 61.5% agreed, 14% disagreed, 3.5% strongly disagreed with a mean of 3.00. 33% of the respondents strongly agreed that e-learning encouraged open communication among users, 55.5% agreed, 10.5% disagreed, 1% strongly disagreed with a mean of 3.21. 21.5% of the respondents strongly agreed that e-learning was cheaper than the traditional method of learning, 36% agreed, 31% disagreed, and 11.5% strongly disagreed with a mean of 2.68. The grand mean was 3.02.

Research Question 4

How do undergraduates perceive the credibility of e-learning as a medium of instruction?

Table 5: Undergraduates' Perceived Credibility of E-learning for Instruction

S/N	Perceived credibility of e-learning	SA	A	D	SD	Mean
1	I believe e-learning is a reliable concept for teaching and learning	52.5	41.5	3.5	2.5	3.44

2	I believe that e-learning is a concept that has come to stay in Nigerian Universities	32	62	5.5	0.5	3.26
3	e-learning is a dependable source to learn about new information	47.5	47	5.5	0	3.42
4	e-learning can be trusted as a good medium of instruction	35.5	57.5	7	0	3.29
5	I believe that e-learning can help to promote higher-order thinking	38.5	51.5	8.5	1.5	3.27
6	e-learning is an acceptable media for teaching and learning	51	43.5	4.5	1	3.45
	Grand mean					**3.36**

Source: Survey Research,

In table 5, the result of the undergraduates' perceived credibility of e-learning was pointed out. 52.5% of the respondents strongly agreed that e-learning is a reliable concept for instruction, 42.5% agreed, 3.5% disagreed and 2.5% strongly disagreed with a mean of 3.44. 32% of the respondents strongly agreed that e-learning has come to stay in universities, 62% agreed, 5.5% disagreed and 0.5 strongly disagreed with a mean of 3.26.

More so, 47% of the respondent strongly that e-learning is a dependable source to learn new information, 47% agreed, 5.5% disagreed 0% strongly disagreed with a mean of 3.29. 35.5% strongly agreed that e-learning is a good medium of instruction, 57.5% agreed, 7% disagreed 0% strongly disagreed with a mean of 3.27. 38.5% strongly agreed that e-learning could promote higher order thinking, 51.5% agreed, 8.5% disagreed and 1.5% strongly disagreed with a mean 3.45. 51% of the respondents strongly agreed that e-learning was an acceptable media for teaching and learning, 43.5% agreed, 4.5% disagreed and 1% strongly disagreed with a mean of 1.56. The grand mean was 3.36.

Hypotheses Testing

Hypothesis 1

H_{O1}: There is no significant difference between male and female undergraduates' perceived usefulness of e-learning

In order to determine whether there was any significant difference between male and female undergraduate on the perceived usefulness of e-learning, independent t-test was used for the null hypothesis on table 7

Table 6: Significant difference between Male and Female Undergraduates' Perceived usefulness of E-learning

Gender	No	Mean	SD	df	T	(2-tailed)	Remarks
Male	118	17.8	3.92	198	1.38	.17	Not Sig
Female	82	18.6	3.90				
Total	**200**						

From table 6, it can be deduced that there was no significant difference between male and female undergraduates on the perceived usefulness of e-learning for instruction. This reflect in the result df (198), t= 1.38, p >.05. The result of t-value of 1.38 resulting in 0.17 significant values is greater than 0.05 alpha value. Therefore, the hypothesis is accepted. This implies that there was no significant difference between male and female undergraduate' perceived credibility of e-learning for instruction.

Hypothesis 2

H_{O2}: There is no significant difference between male and female undergraduates' perceived ease of use of e-learning.

In an attempt to determine whether there was any significant difference between male and female undergraduate on the perceived ease of use of e-learning, an independent t-test was used to test the null hypothesis as presented on table 7

Table 7: Male and Female Undergraduates' Perceived ease of use of E-learning

Gender	No	Mean	SD	df	T	Sig (2-tailed)	Remarks
Male	118	11.66	2.81	198	1.24	.22	Not Sig
Female	82	12.15	2.63				
Total	**200**						

From table 7, it can be deduced that there was no significant difference between male and female undergraduates on the perceived ease of use of e-learning for instruction. This reflect in the result df (198), t= 1.24, p >.05. The result of t-value of 1.38 resulting in 0.22 significant value is greater than 0.05 alpha value. Therefore, the hypothesis is accepted. This implies that there was no significant difference between male and female undergraduate on the perceived ease of use of e-learning for instruction.

Hypotheses 3

H_{O3}: There is no significant difference between male and female undergraduates' perceived credibility of e-learning

In order to determine whether there was any significant difference between male and female undergraduates on the perceived credibility of e-learning, independent t-test was used for the null hypothesis on table 8

Table 8: Significant difference in Male and Female Undergraduates' Perceived credibility of E-learning

Gender	No	Mean	SD	df	T	Sig (2-tailed)	Remarks
Male	118	9.84	2.52	198	0.33	.74	Not Sig
Female	82	9.95	2.12				
Total	**200**						

From table 8, it can be deduced that there was no significant difference between male and female undergraduates on the perceived credibility of e-learning for instruction. This reflect in the result df (198), t= 0.33, p >.05. The result of t-value of 0.33 resulting in 0.74 significance value is greater than 0.05 alpha value. Therefore, the hypothesis is accepted. This implies that there was no significant difference between male and female undergraduates' perceived credibility of e-learning for instruction.

Findings

1. As related to the e-learning tools available, it was observed that undergraduates were familiar with the use of Microsoft Power Point which had the highest percentage of 49% with moodle and wikispace of the frequency score of 1%.
2. Undergraduates perceive e-learning as credible a medium of instruction
3. Undergraduates perceived that e-learning to be very usefulness for instructions.
4. Undergraduates perceived e-learning as easy to use because it is flexible, interactive and it is also an open communication channel.
5. No significant difference existed between male and female perception on the credibility of e-learning for instruction
6. No significant difference existed between male and female perception on the usefulness of e-learning for instruction
7. No significant difference existed between male and female perception on the ease of use of e-learning for instruction

Conclusions

The research examined the undergraduates' perception about the quality of e-learning for instruction in universities in Kwara state. The results obtained from the data gathered and analyzed in the study indicate that undergraduates used Microsoft Power Point for learning mostly and blog and moodle were least used. Undergraduates found that e-learning is easy to use irrespective of their gender as this study confirms.

Recommendations

Based on the findings of this study, universities administrators should expand ICT facilities to accommodate various e-learning tools. Government should fund universities adequately so as to improve the learning standard in the institutions to make the e-learning tools accessible and easy to use; NGOs should organize training, conferences and workshop to educate students and lecture on the benefit of the use of e-learning tools and ICT generally for instruction and its usefulness; and Students should get accustomed to the e-learning tools available in the university and make use of them effectively.

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Influence of Recreational Activities on Lifestyle of Students of Kwara State School of Special Needs, Ilorin, Nigeria

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Abstract

This study examined the influence of recreational activities on lifestyle of students of kwara state school of special needs, Ilorin, Nigeria. The research design employed for the study was descriptive design based on the survey. A sample of 166 respondents was selected from the students of kwara state school of special needs, Ilorin, Nigeria. The instrument used for the study was self developed questionnaire which was validated by three experts in the Department of Human Kinetics Education, faculty of education, University of Ilorin. The instrument was tested for reliability using the split half method, co-efficient of 0.72 was obtained. Three hypotheses were tested @ 0.05 alpha level of significance. The postulated hypotheses were tested with the use of inferential statistics of Chi-square. Significantly, all the hypotheses were rejected. The result revealed that excursion activities (cal. $x^2 = 121.312$ > table value = 21.03 @ df = 12), rhythmic dance (cal. $x^2 = 196.044$ > table value = 21.03 @ df = 12), Athletics (Track event) significantly influence lifestyle of students of kwara state school of special needs, Ilorin, kwara state, Nigeria (cal. $x^2 = 283.270$ > table value = 21.03 @ df = 12). It was concluded that participation in excursion activities, rhythmic dance and athletics (track event) will have positive effect on the quality of life. Based on the findings of the study, it was recommended that special students should participate in recreational excursion activities and rhythmic dance and hence kwara state government should employ recreation specialist for special students.

Keywords*:* Recreation, student life style, students with special needs and facilities.

Introduction

Everyone is entitled to experience recreational activities that are useful and satisfactory; individuals seek and find opportunities for different psychological, physical and social benefits that affect his or her life quality and life satisfaction. Yalon-Chamovitz and Weiss (2008) stated that participation in recreational activities is a fundamental human right and an important factor of quality of life". Akintunde, (2007) defined recreation as a worthwhile activity used during one's

leisure time, voluntarily chosen and entered into with the sole aim of becoming refreshed and enriched to the point of becoming revitalized and prepared to cope with the travails associated with everyday living. Olaitan, Oyerinde, Kayode. Obiyemi (2010) and Omolawon and Ibraheem, (2011) stated that recreation is an activity that people voluntarily pursue for personal enjoyment or satisfaction usually during their free time. Recreation is an aspect of physical education which has been a part of the life of everyone without regards to race or nationality (Omolawon & Ibraheem, 2012). Therefore, recreational activities in the context of present study refer to the worthwhile physical or sporting activities, the students of the school of special need engage upon voluntarily during their free time for the purpose of refreshing and rejuvenating themselves for daily endeavor.

A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. There are many types of disabilities, such as those that affect a person's: Vision, Movement, Thinking, Remembering, Learning, Communicating, Hearing, Mental health, Social relationships, although "people with disabilities" sometimes refers to a single population, this is actually a diverse group of people with a wide range of need (WHO, 2001).Kwara State School of Special Needs, according to its principal, Hajia Ibirinade Raji, was established on March 1, 1974 in response to government's interest in the education of the handicapped. She explained that the pioneer principal, Dr. G.A. Adepoju, had hearing impairment. In September 1976, a unit for the blind children were added to the school. With this, the school was consequently renamed Kwara State School for the Deaf and Blind.

The school has 3 sections which are Blind, Deaf and Dump and physically challenged students. Lifestyle is generally considered as personally adopted ways of living. Shahu and Ibraheem (2008) explained that lifestyles are social practices or ways of living adopted by individual which reflect personal or group and socio-economic identities. It is a reflection of the norms and values which individuals belong to. Mayoaclinic (1999) also mentioned that individual lifestyles or behaviours determine what a person do or fail to do e.g. indulging in alcoholism, inactivity, drug abuse and host of others.

The school was upgraded to run secondary education in 1984; education of the mentally retarded children was added to the school's curriculum. The school was later renamed Kwara State School for Special Needs in line with the directive of the Federal Ministry of Education. The school admits pupils with hearing impairment, speech defect, visually impaired or blind and multiple disabilities (blind and deaf). It runs normal national curricula for both primary and secondary education. According to Raji, the school has 374pupils with 26 male teachers, 28 female teachers and 11 non-teaching staff.

For 42 years, the School of Special Needs in Kwara State has been offering the deaf and visually-impaired people the opportunity to live as per their dream. Participation of children with disabilities in sports and recreational programs promotes physical, emotional, and social well-

being." Zabriskie, Lundberg and Groff (2005) asserted that participation in recreational programs had a positive effect on the quality of: life, health, family life and social life.

The curriculum of physical education in Nigeria school of special needs are not robust enough because of the preference given to it. For instance, time allotted to the teaching of physical education is just 1hour 20 minutes per week (40 minutes of double period) which is grossly inadequate. Competent physical education teachers are not readilyavailable in most of the school and where they have at all, they can boost of only one qualified physical education teacher.

An increase in physical activity by individuals with disabilities can help dispel myths and challenge stereotypes associated with disabled individuals and sport (Devine & King, 2006).Formal and informal activities have proven to be beneficial to children with disabilities (Law, King, King, Kertoy, Hurley, Rosenbaum, Young & Hanna, 2006). These activities provide social, emotional and physical benefits (Murphy & Carbone, 2008). With recreation people with disabilities are better adjusted and more satisfied with life, report having fewer days of pain, depression, anxiety, sleeplessness, improved vitality, and substantially increase their life expectancy" (Krause & Kjorsvig, 2010).

Excursion experiences enrich the lives of people with disabilities as they connect with nature and develop unique social relationship with others (Festeu, 2002; loeffler, 2004). People with disabilities have been found to experience positive change in attitude and lifestyle following participation in an integrated wilderness program (Holman & Mc alvoy, 2003).

Outdoor recreation has demonstrated benefits for general well-being as well as for specific outcomes including anxiety and depression (Sugiyama, Leslie,. Giles-Corti, & Owen, 2008). They also played more cooperatively (Bell and Dyment, 2006). Proximity to, views of, and exposure to natural settings increases children with disability to focus and enhances cognitive abilities (Wells, 2000). Children will be smarter, better able to get along with others, healthier and happier when they have regular opportunities for free and unstructured play in the outdoors (Burdette & Whitaker, 2005).

Dancing, accompanied by rhythm and/or music, plays an important part in developing the physical and emotional capabilities of people with disabilities (Hokkanen et al., 2008; Kowalksi, 2000; Nãtasa, 2012; Pacchetti et al., 2000; Wanwichai, 2010 ;). With the guidance of music, rhythmic dance activities positively affect the mobility of the body, increasing strength, coordination, flexibility, and cardio respiratory fitness. Furthermore, dance stimulates the development of a connection between mind and body, improving body image and spatial awareness as well as social skills (Ashley & Crenan, 1993; Kowalski, 2000).

Dance plays an important part in developing physical and emotional capabilities of people with disabilities (Hui, Chui, & Woo, 2009). Physical activity has long been known to produce positive health effects in children. A number of psychosocial benefits, including the enhancement of pro-

social behaviors, an increase in levels of maturity and social competence, a reduction in social and emotional problems, and an improvement of self-esteem (Lamb & Gulliford, 2011).Participation in recreational track event has much health, social, economic and environmental benefits that encompass self-concept, self-esteem, reduced depressive symptoms, decreased anxiety, improved self-acceptance, changes in anti-social behaviour and enhanced psychological well-being (Canadian Parks and Recreation Association, 2012). Athletics is of particular importance for improving the quality of life, self-esteem, independence and social integration of people with disabilities (International Paralympic Committee and Rehabilitation International, 2008). The present study aims to determine the influence of recreational activities on the lifestyle of student with special needs.

Statement of the Problem

The researcher observed that despite the physical and health benefits that are derived from participation in recreational activities, most school of special needs in Ilorin metropolis appears to participate very low in recreational activities. Despite all the benefits of regular recreation, approximately 60% of individuals with disabilities did not participate in recreation (U.S. Department of Health and Human Services (USDHHS), 2000).

Participation in physical activity has been associated with decreased anxiety and depression, improved self-esteem, decreased psychological stress and reduced drug use and negative effect of sedentary lifestyle. Conversely, lack of recreational activities has been associated with anxious and depressed symptoms, social isolation, social problems, withdrawal, stress and anxiety (Kantomaa, Tammelin, Ebeling & Taanila, 2008).This study therefore will examine the influence of recreational activities on life style of students of kwara state school of special needs with special interest in variables such as excursion, rhythmic dance, athletics (track events).

Research Questions

1. The following research questions were raised to guide the study:
2. Will participation in excursion influence lifestyle of students of Kwara State School of special needs, Ilorin, Kwara State?
3. Will rhythmic dance influence lifestyle of students of Kwara State School of special needs, Ilorin, Kwara State?
4. Will participation in athletics (track event) influence lifestyle of students ofKwara State School of special needs, Ilorin, Kwara State?

Hypotheses

The following hypotheses will be tested:

1. Excursion will not have significant influence on lifestyle of students of Kwara State School of special needs, Ilorin, Kwara State.

2. Rhythmic dancewill not have significant influence on lifestyle of students of Kwara State School of special needs, Ilorin, Kwara State.
3. Athletics (Track event) will not have significant influence on lifestyle of students of Kwara State School of special needs, Ilorin, Kwara State.

Methodology

Descriptive research design was used for this study. The Population for this study comprised all the students of Kwara State School of special needs Ilorin Kwara State. A multi-stage sampling procedure was used to select the respondents for this study. Purposive sampling technique was applied to select kwara state school of special needs. Stratified sampling technique was used to group the respondents in this study tothe hearing impaired and visually impaired students. Proportionate sampling technique was used to select 50% respondents from each stratum and random sampling technique was used to select respondents from each of the stratum. The researcher therefore randomly selected 50% respondents from the hearing impaired and visually impaired students of the kwara state school of special needs, Ilorin, kwara state, Nigeria which resulted to the 140 hearing impaired students and 26 visually impaired students totaling 166respondents.A self developed Questionnaire was also used for the study.

The research instrument was designed in a likert-scale format of strongly agreed, agreed, disagreed and strongly disagreed. The Questionnaire contained two sections (A and B). Section "A" comprised of the demographic data of the respondents while section "B" elicited questions based on variables identified on influence of recreational activities on lifestyle of students of kwara state school of special needs, Ilorin, Nigeria. The instrument for this study was validated by three experts in the Department of Human Kinetics Education. Using the split half method and the reliability coefficient of 0.72 was obtained. The postulated hypotheses were tested with inferential statistical analysis of Chi-square at 0.05 level of significance.

Results

Hypothesis 1: Excursion will not have significant influence on lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

Table 1: Chi-square analysis showing the influence of excursion on lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL. VALUE	TABLE VALUE	REMARK
1	Excursion activities build confidence for social interactions and reduce anxiety among students with special needs.	120 (72.3%)	28 (16.9%)	11 (6.6%)	7 (4.2%)	166				

2	Excursion activities help to overcome discrimination and thus boost social/ethnic tolerance among students with special needs.	90 (54.2%)	61 (36.7%)	10 (6.0%)	4 (2.4%)	166				
3	Outdoor recreation helps enhance quality of life, trust and team work among students with special needs.	124 (74.7%)	20 (12.0%)	12 (7.2%)	10 (6.0%)	166	12	121.312	21.03	Ho Rejected
4	Engagement in outdoor recreation helps improves self-esteem and decrease rate of depression among student with special needs.	109 (65.7%)	23 (13.9%)	21 (12.7%)	13 (7.8%)	166				
5	Visitation to location such as parks, ranch and games reserves help to appreciate nature and ultimately reduces stress among students with special needs.	89 (53.6%)	66 (39.8%)	9 (5.4%)	2 (1.2%)	166				
	Column Total	**532**	**198**	**63**	**36**					

P < 0.05 alpha level

Table 1 showed the calculated Chi-square value 121.312 and the table value is 21.03with the degree of freedom of 12 at 0.05 alpha level. Since the calculated value of 121.312 is greater than the table value of 21.03, the null hypothesis is rejected. This implies thatExcursion have significant influence on lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

Hypothesis 2: Rhythmic dancing will not have significant influence on lifestyle of students of kwara state school of special needs, Ilorin, kwara state**.**

Table 2: Chi-square analysis showing the influence ofrhythmic dancingon lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

S/N	Items	SA	A	D	SD	Row Total	df	Cal. Value	Table Value	Remark
6	Engaging in rhythmic dance helps reduce frequency of depression among students with special needs.	115 (69.3%)	46 (27.7%)	2 (1.2%)	3 (1.8%)	166				
7	Rhythmic dance activities help to develop physical and emotional capability among students with special needs.	103 (62.0%)	46 (27.7%)	6 (3.6%)	11 (6.6%)	166				
8	Rhythmic dance activities enhance the mobility of the body, increasing strength, flexibility, and cardiorespiratory fitness among students with special needs.	158 (95.2%)	5 (3.0%)	3 (1.8%)	0 (0%)	166	12	196.044	21.03	Ho Rejected
9	Rhythmic dance helps improve body image as well as social skills among students with special needs.	110 (66.3%)	48 (28.9%)	6 (6.6%)	2 (1.2%)	166				
10	Rhythmic dance reduces the risk of sedentary living arising from physical inactivity among students with special needs.	101 (60.8%)	59 (35.5%)	5 (3.0%)	1 (0.6%)	166				
	Column Total	587	158	22	17					

P < 0.05 alpha level

Table 2 indicated that the calculated Chi-square value is 196.044and the table value is 21.03 with the degree of freedom of 12 at 0.05 alpha level. Since the calculated value of 196.044is greater than the table value of 21.03 at 12 degree of freedom, the null hypothesis is rejected. This means that rhythmic dancing will significantly influence the lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

Hypothesis 3: Athletics (Track event) will not have significant influence on lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

Table 3: Chi-square analysis showing the influence ofAthletics (Track event)on lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL. VALUE	TABLE VALUE	REMARK
11	Recreational athletics event improve efficiency of the digestive system and reduce the risk of sedentary living among students with special needs.	121 (72.9%)	49 (29.5%)	5 (3.0%)	1 (0.6%)	166				
12	Recreational sport helps the body release endorphins and reduces pain perception in the brain among students with special needs.	124 (74.7%)	20 (12.0%)	12 (7.2%)	10 (6.0%)	166				
13	Recreational athletics event help cultivate active lifestyle among students with special needs.	71 (42.8%)	77 (46.4%)	2 (1.2%)	15 (9.0%)	166	12	283.270	21.03	Ho Rejected
14	Participation in athletics increases the desire for friendship among students with special needs.	120 (72.3%)	20 (12.0%)	14 (8.4%)	12 (7.2%)	166				
15	Recreational athletics increase the opportunity to meet people and enhance positive social interaction among students with special needs.	60 (36.1%)	66 (39.8%)	24 (14.5%)	16 (9.6%)	166				
	Column Total	**496**	**232**	**57**	**54**					

P < 0.05 alpha level

Table 3 indicated that the calculated Chi-square value is 283.270 and the table value is 21.03 with the degree of freedom 12 at 0.05 alpha level. Since the calculated value of 283.270 is greater than the table value of 21.03 at 12 degree of freedom, the null hypothesis is rejected. This means that Athletics (Track event) will significantly influence the lifestyle of students of kwara state school of special needs, Ilorin, kwara state.

Discussion

Hypothesis 1 revealed that Excursion have significant influence on lifestyles of students of kwara state school of special needs, Ilorin, kwara state. The finding supports the assertion of kress and lavay (2016) that team work, trust, improved interpersonal relationship, enhanced quality of life, and improved communication have been identified as outcomes of outdoor recreational pursuits.Holman and Mcalvoy (2003) also explained that People with disabilities have been found

to experience positive change in attitude and lifestyle following participation in an integrated wilderness program.Field *trips* give students with special needs educational experiences away from their regular school educational opportunities, and community benefits. school *trips* and educational visits should be viewed as powerful, positive teaching tools that help enhance the social, *personal* and emotional development of students with special needs.

Hypothesis 2 revealed that rhythmic dancing will have positive effect on the lifestyle of students of kwara state school of special needs, Ilorin, kwara state. This is in accordance withHaboush, Floyd, Caren, LaSota, & Alvarez, (2006) stated that the skills learned in dance movement therapy can be used in everyday living activities and can continue to be used after termination to maintain psychological well-being. Dancing, accompanied by rhythm and/or music, plays an important part in developing the physical and emotional capabilities of people with disabilities (Hokkanen et al., 2008; Kowalksi, 2000; Nãtasa, 2012; Pacchetti et al., 2000; Wanwichai, 2010 ;) Dance plays an important part in developing physical and emotional capabilities of people with disabilities (Hui, Chui, & Woo, 2009).Dance has a wide range of physical, and mental benefits including: improved condition of heart and lungs, increased muscular strength, endurance and motor fitness, increased aerobic fitness, improved muscle tone and strength, weight management, stronger bones and reduced risk of osteoporosis, better coordination.

Hypothesis 3 revealed that Athletics (Track event) will significantly influence the lifestyle of students of kwara state school of special needs, Ilorin, kwara state as stated by Canadian Parks and Recreation Association (2012) that Participation in recreational track event has much health, social, economic and environmental benefits that encompass self-concept, self-esteem, reduced depressive symptoms, decreased anxiety, improved self-acceptance, changes in anti-social behaviour and enhanced psychological well-being (Canadian Parks and Recreation Association, 2012). Athletics is of particular importance for improving the quality of life, self-esteem, independence and social integration of people with disabilities (International Paralympic Committee and Rehabilitation International, 2008).. Ashton-Shaeffer et al (2001) further stated that Participation in track event competitions is found to minimize the differences between athletes with and without disabilities. A review of physical activity interventions for persons with disabilities (Rimmer et al. 2010) showed that physical activity improved functional health, musculoskeletal health, cardio respiratory health, mental health and metabolic health. Participating in sports has a positive influence in many areas. It supports positive mental health and improves social skills along with promoting physical health. Participating in sports develops healthy living habits that provide physical benefits such as developing coordination, physical fitness, and strength

Conclusion

The conclusion of the study states that;

1. Participation in excursion activities such as visit to parks, ranch, fishing and games reserves will influence the lifestyles of students of Kwara State School of special needs, Ilorin, Kwara State.
2. Rhythmic Dance will play an important part in developing the lifestyle of student of Kwara State School of special needs, Ilorin, Kwara State.
3. Participation in recreational adapted track event such sack race, egg race will influence the lifestyle of student of Kwara State School of special needs, Ilorin, Kwara State.

Recommendations

Based on the finding of the study, it was recommended that

1. Kwara State School of special needs should create time in their academic calendar for outdoor recreational activities for their students.
2. Kwara State School of special needs should employ recreation specialist that can take charge of rhythmic dance therapy section.
3. Government should provide adequate equipment and facilities for organizing adapted recreational athletics (track events).

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The Central Madrasa Board Act-2009: An Analytical Study

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Abstract

India got independence almost 70 years ago and still has been trying to provide basic quality education to all the citizens, for this purpose various commissions and committees were appointed and a number of steps were taken by different governments and private institutions. Significantly, India is far behind in the field of education in comparison to other developed countries and has secured only 74% literacy. As 21st century is the century of globalization, privatization and liberalization and science and technology, they brought a great pressure on the governments of all countries including India. That is why Indian government took various steps as SSA, RMSA, and RTE is a revolution. As, India is a secular country and integrity is in its spirit, so the country cannot leave any marginalized and excluded group behind any welfare scheme. A large number of Muslim children go to Madrasa to quench their education thirst but they face a lot of difficulty in their daily life. That is why modification in the curriculum and reorganization of Madrasa-system itself has been a need of the time. Central Madrasa Board is a step towards it and may be one of the measures to the existing problems of Madrasas of the country.

Introduction

"Right to Education" (RTE) Act has been implemented and the nation got a basic and wonderful right though it happened after 62 year of independence. However, a large percentage of Muslim children in the age group of 6-14 being out of the schools and remain under-privileged as compared to SC\ST children. One of the reasons why the percentage of Muslim students in higher education falls at a faster rate than any other community is their poor financial condition. The indices to the educational backwardness of Muslims in India are alarming. As per the Census of 2001, only 55% of Muslim men and 41% of Muslim women in India are literate; whereas the corresponding figures for non-Muslims are 64.5% and 45.6%. Only one in 101 Muslim women is a graduate, whereas one out of 37 women in the general population is a graduate. What is even more worrisome is the fact that the drop-out rate for Muslims rises steeply as they move up the pyramid of education.

As per Population Census of India 2011, Muslim literacy is 59.1% while overall Indian literacy is 74.04%, Muslim male literacy is 67.6% while over all male literacy is 82.14% and Muslim female literacy is 50.1% while overall female literacy is 65.46%. If the current state of affairs continues, a large segment of Muslim population could vanish from the map of India's educated

workforce. Needless to add here that for an enlightened and inclusive democracy, it is necessary that all sections and classes of people are well educated and intellectually equipped to shoulder the responsibility for a free nation. As the Muslim community has lagged behind educationally over the decades, it is necessary to advance, foster and promote the education of this community at a quicker pace and as a matter of priority. According to the Sachar Committee Report, Madrasa is necessary for Muslims as, apart from providing basic education, they serve as an important instrument of identity maintenance for the Community. Many a time Madrasas are the only educational option available to Muslim children, especially in areas where no schools have reached the Muslim masses. Very often children go to the Madrasas not out of choice but due to non-availability and inaccessibility of other schools.

Central Madrasa Education Board Act-2009

Education has been widely recognized as a powerful tool for integration, especially in a religiously, culturally and linguistically plural society like ours The current educational backwardness of Muslims portends a double loss. Members of the community lose out in terms of the emerging, unprecedented opportunities of a globalizing world. The country loses in terms of the inability of a substantial segment of its population to participate gainfully in its forward march to greater prosperity and quality of life. Madrasas are centers of free education. They are also citadels of social service, where knowledge of humanism and universal brotherhood, which is one of the basic tenets of Islam, is imparted and human values are taught. They are the nucleus of the cultural and educational life of Muslims. These Madrasas, as an invaluable instrument of traditional education, have played a vital role in spreading literacy among the down-trodden segments of the Muslim society. Madrasa education is, hence, an emotive issue of deep resonance for Muslims. They are found even in the remotest rural areas, where often no other educational facilities exist.

On the other hand these Madrasas, in spite of playing key roles in the field of literacy especially for Muslim community, have been running in unfavourably circumstanced condition since long period of time, because of lack of infrastructure, shortage of teaching and non-teaching staffs, scarcity of finance and dearth of its resources. Hence, the moot question is who will take the responsibility to improve the condition of these Madrasas? Who should come forward for this task? Why these Madrasas are in such condition in spite of playing key roles in the field of education for Muslim community? Having these questions in the mind some scholars, educationists, sincere officers, ministers, and leader across the community came forward and brought a bill called Central Madrasa Education Board Act in 2009. Looking into the matter from other perspective we can say that it their compulsion and obligation morally and through 86th amendment of the constitution. RTE may be considered the rolling stone and key factor for this act. Some important points of the act are being presented:

Important Facts of the Board

- The Board will consist of a Chairperson and 15 members. One religious scholar from each of the maslak - Deobandi,Barelvi, Ahl-i-Hadith, Shafai, Shia, Dawoodi and Bohra will be part of the board. Central Government will appoint these religious scholars from a panel of three names. One religious scholar who is an expert in traditional Madrasa system will have a seat.
- The board will also have an equal number of representations from the "secular" section of the Muslim community. Six Muslims who have made outstanding contributions in social sciences, humanities, sciences, vocational training, and education will be nominated. At least two of the six members will be women. One Muslim philanthropist who has contributed for the education of Muslims will have a seat.
- Membership to the Board will be for the period of three years and the Board will meet at least four times a year.

Area of work

- For the standardization of the non-theological aspects of Madrasa system education and it's comprehensive, systematic and integrated development.
- To promote education in non-theological subjects without interfering in any manner in the theological content of Madrasa education
- To promote and popularize the education of Muslim girls so as to eradicate gender-based educational disparity
- To give scholarships to Madrasa students.
- To maintain a register of madrasas.
- Evaluation of the curriculum framework once in five years so as to make the Madrasa system of education a fit and effective tool for the educational empowerment of Muslims.
- Recommend introduction of modern text books on any subject, other than religious texts, as extra reading to complement students' knowledge of such subject and enhance overall modern scholarship.
- Preparation, publication or sale of text-books and books, other than books on theology or religious texts, for use in affiliated Madrasas.
- Provide, by regulations, after considering the recommendations of the Syllabus Committee, if any, the curriculum, the syllabus, the courses of studies to be followed and books to be studied in affiliated Madrasas for examinations instituted by the Board.
- Teachers training.
- Conceptualize and initiate programme for the consolidation of the inclusive society, marked by religious and cultural diversity, through proper interfaith understanding in society.
- Adoption of a non-polemical approach to other religions and non-sectarian institutions, in a state of fidelity to the Islamic spiritual tradition.

- Review the infrastructure requirements, including faculty position and to evaluate the academic health of the Madrasa and to make appropriate recommendations to the Madrasa concerned.
- Annual report of the Board shall be presented in the Parliament.

Analysis of background and factors responsible for rejection of the Board

We need to explore and ponder upon the reasons and factors behind rejection of such an important bill and it has led to mass resentment among the Muslim community. Muslims accept the necessity and significance of Madrasas but not want to give their control to the Government or any organization or institution and system. Let's trace the factors in Indian context through having close look on history and constitutional and legal flexibility and relaxations etc. Madrasas have been, for many reasons, a subject of debate and controversies since last decade across the globe, especially after the emergence of Taliban in Afghanistan and 9-11 attack on world trade Centre, America in 2001.

In India, the right wing political parties made much hue and cry against Madrasa education. Indecent comments were made against the unprecedented growth of madrasas and their foreign funding. They did not hesitate to label these institutions as hubs of terrorism and claimed that many madrasas in the country are working with the Pakistani secret service agency, the ISI to destabilize India. They unsuccessfully tried to create an anti-madrasa atmosphere in the country, so that the century's old madrasa system of education may get national consensus to be abolished. While defending the allegations made against madrasas, the community leaders denied involvement of any type of illegal activities and termed the move as communal approach of Hindutva groups to defame particular community and its traditions and culture. They argued that the madrasa plays a crucial role in the preservation of Islamic culture and values. They also alleged that the anti-Muslim elements are trying to harm the community by its pre-fabricated designs. They made it clear that these institutions are very useful in dissemination of knowledge and playing a vital role in achieving the goal of total literacy in the country, as the madrasas cater the educational needs of the very poor, downtrodden and mostly orphans of the marginalized and the most backward community. They also reminded the nation about the role of madrasas in national freedom struggle.

However, after sixty-years of independence, no government was able to substantiate its claim and or identify a single madrasa involved in criminal or anti-national activities. During Vajpayee's tenure, the Muslim community did not hear any loud allegations against madrasas. But the NDA government under the premiership of Vajpayee closed the doors of Indian madrasas to foreign students and started a move to modernize the madrasas in India and UPA brought legal obstacles and blockage for foreign finance and funding. Thereafter Muslim community started feeling that a specific group of majority, some political leaders and government are not in favor of Madrasas and they do not want this community to safe guard their own culture and progress. That also could be

one of the reasons to oppose The Central Madrasa Board Bill-2009. This community does not believe that they can even think for the betterment of Madrasa. Religious as well as political leadership started smelling something fishy in it. The standardization move of the government became an issue of suspicion and community leaders saw the creation of madrasa board as an indirect move of government interference in independent Madrasa system.

On the other hand the newly constituted National Commission for Minority Education Institutions has assured many times that the proposed madrasa board is an affiliating body and the affiliation to this board is voluntary only. The commission also made it very clear that it will be set up through an Act of Parliament and there is no question of state control. But the community leadership has put a big question: Why the government of India seems so serious and looking in hurry to modernize madrasas, where only 4% of Muslim children get education and doing nothing for majority of Muslim children. The government failed to win the confidence of Muslim parliamentarians on the issue. Even four of UPA government's five Muslim ministers chose to abstain from the meeting convened by the HRD minister to discuss the draft proposal of central madrasa board. Only one third of Muslim parliamentarians attended the meeting and failed to reach any consensus.

The bill was prepared by both Ministry of Minority Affairs and Ministry of Human Resource and Development. The bill does not show partiality, discrimination, hidden agenda and intention to control and interference in Madrasas and theological affairs, Bill clearly says that the Board will act as affiliating body like CBSE and CISCE etc., affiliation is not compulsory and binding upon each and every Madrasa but it totally depends on its will to get affiliated. Moreover the Board will work under the leadership of chairman with 15 members and all will be Muslims only and this Board will not interfere in theological subjects at all as above discussed in detail. This shows that the notion and intention of government is positive and it may be that they are working under the pressure of globalization and national and international institutions and organizations working for welfare of marginalized and educationally backward sections of the country. It may be that our leaders realized that they are continuously neglecting Muslim community and excluding the individuals of this community from main stream of the society but now they felt their responsibility and sincerely want to compensate by doing some great work. I personally felt and understood that government is sincere and honest in this matter going through the whole bill and related documents. As HRD minister once advised Muslim parliamentarians to draft an alternate proposal with necessary modifications. The HRD minister made it clear that in case the community is not in favor of the board, his ministry would withdraw the proposal.

The fact is that the apprehension of government intervention is totally baseless. If the Ulema of the country and Muslim leaders fear regarding state intervention in madrasa education system, it is not only surprising but regrettable also. Because in our country, there is no law, which can compel a private institution to join the government run board or university. So far as madrasas are

concerned, they have constitutional support to run, administer and control under Articles 29 and 30.

The pro-Board lobby blames that the people, who are opposing the Board are protecting their own interests. The majority of Madrasas have hereditary character of management. Besides, most of our madrasas are financed by community members. The Muslim media often discusses malpractices in such madrasas and this issue of malpractices has always been a ground of local politics as well. This may be a cause of their opposition to the board. By involvement of a government agency in the madrasas, such type of malpractices may get exposed.

Conclusion

There is no official data regarding numbers of madrasas imparting religious education in the country, but several studies and surveys done by NGOs suggest their numbers are between 20,000-to-30,000. Needless to say, madrasas are an integral part of a Muslim society, but the majority of madrasas lack even basic infrastructure. Trained teachers are not available in madrasas. The library is inadequate or does not exist. There is a wide gap in teacher and student ratio. Proper civic amenities are not available and their degrees are unrecognized.

Nobody can deny the importance of modern sciences especially social sciences. The madrasa graduates armed with Islamic values and modern scientific knowledge can better understand the world, social problems and challenges. They need not be the experts of so-called modern subjects, but they must have basic understanding of economics, geography, natural sciences and mathematics. It is a fact that various Indian states like Assam, Bihar, Orissa, West Bengal and U.P. have madrasa education boards and nobody has raised voice against government interference in the management and control of madrasas till date. It is also a fact that the teachers employed in madrasas of state-run madrasa education board feel more comfortable than the unaffiliated and unaided madrasas. They get better salary and enjoy better working environment. The students get government recognized degrees and can pursue higher education in institutions imparting modern education and get employed in government jobs. These madrasas also produce Muezzins, Imams, Khateebs, Qazisand Muftis.

Whole Muslim community of this country should have been grateful to the HRD ministry for providing a platform where people of different sects of Muslim can come together for a common cause. Our Ulema proudly say that they provide Muezzins, Imams, Khateebs, Qazis and Muftis to the society through these madrasas, but they forget that these Islamic seminaries have produced administrators, scientists, judges, teachers, and great religious leaders too in the past in the same country. These Muezzins, Imams, Khateebs, Qazis and Muftis at same time can be administrators, scientists, judges, and teachers as well. Are both contradictory to each other? Not at all but that is demand of time live in the society and such scientific and technical world. The Board can be considered as a single measure of all existing problems related to infrastructure, salary of staffs, human resource, malpractices, proper management, supervision, teacher-training, recruitment of

staffs, instruments of ICT, books and scholarships etc. as clearly mentioned in the Bill. It is expected that intellectuals, educationists, Ulemas, religious and political leaders of our community will consider its need and importance in present time.

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Homework as a Reflective Formative Assessment: How Do Secondary School Students Perceive?

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Abstract

The authors try to study the underlying purposes of homework in students' perspectives. Though homework is one of the common modes of evaluation of what the student has been taught and has learnt, it is less studied empirically with special reference to its objectives and purposes. This is a modest attempt to study the perceptions of students regarding homework based on sex, and birth order. Participants of the study were eighth grade students from the selected schools of Kerala. The researchers have developed one data blank and used the Homework Purpose Statements developed by Xu (2010) for collecting relevant information. A focus group discussion was also conducted. The results show that secondary school students of Kerala have good perception regarding the purposes of doing homework. Similarly in some of the dimensions, sex of students plays a crucial role.

Introduction

Review and assessment on the achievement of set goals of teaching-learning endeavor is one of the essentialities of effective teaching. An ideal teacher can split the assessment into a number of techniques as his/her wish. One of the common techniques is giving home tasks and tests to ensure whether the students are able to apply the learned principles or ideas into another situation. Coutts (2004) states that homework is to teach the child later in life they have responsibility and they have to be disciplined to get things done. Epstein (1988) recognizes a number of established reasons why teachers assign homework which are grouped into academic and socialization. It may be to complete unfinished work, revise, drill, consolidate, prepare, and expand on concepts introduced in the classroom and to encourage responsibility, study skills, or time management. Tam and Chan (2011) opine that schoolchildren tend to view the functions of homework in terms of its extrinsic values rather than intrinsic importance. Homework is a teacher driven and objective oriented process. Similarly, more over to the reasons stated by Epstein, many teachers have little knowledge about individual differences in learning preferences. They also lack diagnostic skills to identify individual preferences among students, and have usually not acquired the knowledge to match their teaching strategies and/or homework assignments to these preferences (Campbell,

1990; Mills & Stevens, 1998; Pettigrew & Buell, 1989). Also, we have to take into account the perspectives of students regarding their values and orientations in writing or doing tasks assigned to them as homework.

The Problem

Survey of available literature on homework purposes reveals that most of them have done the studies on adult orientation (Epstein &Van Voorhis, 2001). Studies have investigated purposes of doing homework perceived by children are also visible though they are very few (Warton, 2001; Xu, 2005). An outstanding piece of work has been done by Xu (2010) which has been covered a clear cut understanding on the perceptions of students regarding the purposes of doing homework. Are the students comfortable with doing homework? Do they really perceive the sense? What are the motivations behind doing homework for students? Why do some students do homework fast and well? The study is an attempt to answer some of the underlying purposes behind doing homework as perceived by the students.

The researchers try to study the perception of secondary school students regarding the purposes of doing homework. Certain comparisons were made based on sex, birth order and father's occupation of the participants. The study has been titled as ***"Homework as a Reflective Formative Assessment: The Perception of Secondary School Students"***

Objectives of the Study

The objectives of the study are the following

- To study the students' perception regarding the purposes of doing homework
- To compare the perceptions of boys and girls regarding the purposes of doing homework
- To compare the perceptions of first born and later born students regarding the purposes of doing homework

Hypotheses

The following are the hypotheses of the study

- Girls have better perception regarding the purposes of homework
- Birth order plays a role in variation in perceptions of secondary school students regarding their homework

Design of the Study

The study follows ex-post facto design since the researchers have not structured it in factorial design and there were many comparisons from among the same sample. The researchers have collected data through normative survey method.

Sampling Design

Multi-stage sampling technique has been employed in selecting the participants. States of India are the first stage clusters and here the researcher has selected Kerala as cluster. Then districts have been taken into account as clusters. From Malappuram district, the selected cluster, the researcher has taken schools as clusters. Two schools were selected and the students were selected randomly from one division of eighth standard. Participants of the study consist of 84 eighth grade students from the selected secondary schools of Malappuram district of Kerala. (Mean Age is 13.52 and standard deviation is 0.82).

Measures

The measures employed in the study are the following.

1- **A Data Blank** developed by Sameer Babu M and Sulekha Ram (2012): It is a form to be filled by the participants which contains basic information regarding name, sex, age, birth order, mother's working status and father's occupation.

2- **Homework purpose statement** developed by Xu (2010): It is a five point Likert type scale with 15 statements regarding various dimensions of the purpose viz. Adult Oriented, Peer Oriented and Learning Oriented. The reliability of the scale has been ensured in Indian context. The Cronbach's Alpha obtained out of reliability analysis is 0.736.

3- **Focus Group Discussion:** There was a focus group discussion with 10 selected students regarding the purposes of writing assignments. The researchers were mediated and supplied relevant hints/focuses of discussions appropriately.

Statistical Treatment

The data was analyzed with the help of PASW Statistics 18th Version. Arithmetic mean, median, standard deviation, skewness and independent sample t-test are the major statistical treatments employed in the study.

Results and Discussion

The results of the study have been given below.

Table: 1 Descriptive Statistical Scores of Purposes of Homework (Whole sample)

Variable	N	Mean	Median	SD	Sk
Overall Purpose	84	50.19	51	4.45	-0.69
Peer oriented	84	9.76	10	1.50	-0.76
Adult oriented	84	10.38	11	1.05	-0.31
Learning oriented	84	30.05	30	3.11	-0.69

Table 1 shows that secondary school students have a good perception regarding the purposes of the homework. In all the three dimensions of purposes of homework- peer oriented (AM=9.76), adult oriented (AM=10.38) and learning oriented (AM=30.05) and in overall score (50.19) secondary school students got an average score. it means that their perception is average regarding

the purposes of homework. Since the skewness values are negative, most of the students fall in the higher end of the distribution. A histogram showing the overall purpose of doing homework has been given below as figure 1.

Figure: 1 Purposes of homework

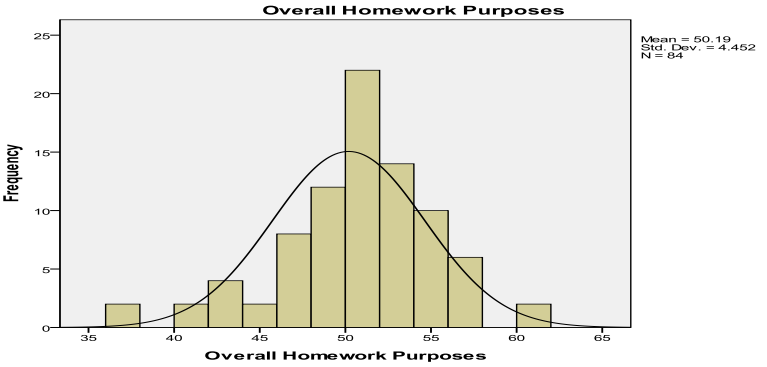


Table: 2 Sex Based Comparison of Purposes of Homework

Variable	Sex	N	Mean	SD	t-value	Significance
Overall Purpose	Boys	46	49.70	4.26	1.12	P>0.05
	Girls	38	50.79	4.66		
Peer oriented	Boys	46	9.43	1.46	2.25	P<0.05
	Girls	38	10.16	1.48		
Adult oriented	Boys	46	10.39	1.15	0.09	P>0.05
	Girls	38	10.37	0.94		
Learning oriented	Boys	46	29.87	3.06	0.58	P>0.05
	Girls	38	30.26	3.20		

Sex based comparison shows that only in peer oriented purposes of homework there is a significant difference between girls and boys (t=2.25; P<0.05). That means girls have more peer oriented purpose than boys. Girls do plan to perform better in home assignment because they have to show the colleagues how they are doing well. In all the other cases the differences are meager and not significant (for overall t=1.12, for adult oriented t=0.09 and for learning oriented t=0.58).

Table: 3 Birth Order Based Comparison of Purposes of Homework

Variable	Sex	N	Mean	SD	t-value	Significance
Overall Purpose	First born	22	50.73	6.48	0.66	P>0.05
	Later born	62	50	3.52		
Peer oriented	First born	22	9.82	2.09	0.20	P>0.05
	Later born	62	9.74	1.25		
Adult oriented	First born	22	10.27	1.39	0.56	P>0.05
	Later born	62	10.42	0.92		
Learning oriented	First born	22	30.64	4.30	1.03	P>0.05
	Later born	62	29.84	2.58		

The comparison of mean scores based on birth order of students in their purposes of homework has been given in table 3. It shows that all the comparisons are not significant at 0.05 level of significance. That means birth order doesn't have a role in determining the purposes of homework.

Summary of Focus Group Discussion: The focus group discussion has been conducted in a classroom and there were 10 students- five boys and five girls. The researchers have initiated and mediated while deviating from the focus of the study. There were appropriate motivations by saying good, very good, shabash and excellent. The climate of discussion was highly congenial to freely express the observations and opinions. The summary has been given below.

- Most of the students are aware of the purposes of homework.
- Some of them utilize the free time for doing assignments and homework from the school itself.
- There are some crooked students among the class who never do the homework individually and just start copying.
- An interesting thing come out from the discussion is that a few of them copy what the other students have written and they modify it as per their knowledge.
- They blame teachers for giving them a lot of works as homework. Teachers simply suggest working out it from home even without explaining the procedure.
- Some of them are very interested in doing homework if it there is more space to work in a novel way.

Conclusions and Implications

From the results it is clear that secondary school students of Kerala have good perception regarding doing homework. The study supports the results of Xu & Corno (1998), and Xu & Yuan (2003). In peer oriented purpose of homework girls got higher mean score than girls. Girls are more competitive in nature and they have spirit in doing things at home. They like praise from teachers for their better work and they think that it will increase their image and status among their colleagues. At the same time girls don't have higher intention to show teachers and adults in home than boys. The authors have taken the birth order because first born children are much more cared by parents than the later born children. But it is proven that birth order doesn't play a role in determining the purposes of homework. The teacher should counsel the students properly who copy the homework of other students. Teachers should give better instructions before giving assignments as homework so that students can do homework with a purpose since purpose and intention determines the effectiveness of learning. Homework may be used as a powerful tool of formative assessment by the teachers. Random reviewing, question answer session with regard to homework and giving constructive feedback on students' homework will also definitely help as facilitator to improve teaching, in knowing his/her students and to make the teaching-learning endeavor a grant joyful event.

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Education for Secularism

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Abstract

This paper focuses on secularism and its interpretation in India. The Indian Constitution guarantees fundamental rights to every citizen which are based on secular principles. Indian secularism has been stained by events of rising intolerance, communalism among people. Today, education is being controlled by Government to propagate their political agendas and fulfillment of communal interests. Secularism has lost its very essence and its dying in our education system. Surely the school curriculum should provide the students the necessary information and knowledge and also the inculcation of right values in the students to foster peace and harmony in the society.

Keywords: Secularism, Intolerance, Communalism, Value education

Introduction

In 1976, Indian constitution was amended and the term 'secular' was added to the Preamble. In Indian society, the definition of Secularism is difficult to interpret. Being citizens of a secular state, Indians interpret the term 'secularism' according to the needs which fit their interests- from being the state which has no religion to a state of a Hindu majority. It can be more precisely stated that India is a secular state for a deeply religious society. **Henry Whitehead** in his book, "*Indian problems in Religion, Education, Politics*", quoted- "There is no country in the world where religion plays a more important part in the daily life of the people that it does in India. It not only ushers them through the great events of Earthly existence: Birth, Marriage, & Death & fixes their position in the social scale, but even decides what they may eat and drink, who may prepare their food".

Secularism is projected as tolerance of all religions with special emphasis on the protection of minorities and preservation of communal harmony. In Indian context, secularism is basically equal placement of all religions and that the state will not identify itself with any religion. Explaining the notion of secularism in India, Das (1991) quotes D.E. Smith, and writes that, 'The secular state guarantees individual and corporate freedom of religion, deals with the individual as a citizen irrespective of his religion. It is not constitutionally connected to a particular religion nor does it seek to either promote or interfere with any religion'. According to Rizvi, (2005) on a close analysis of the secular state in India, it involves three distinct but inter-related sets of relationships

concerning the state, religion and individual. These are (i) Religion and the individual, (ii) The state and the individual, and (iii) The state and religion. **Secularism in the Constitution of India**

Indian constitution has elaborated the principle of secularism in great details. The word "secular" didn't appear in the Constitution initially. It was added to the Preamble by 42nd Amendment. Since then, India became a sovereign, socialist, secular, democratic republic. The constitution states that there shall be no state religion in India.

Article 25(1) guarantees all the citizens the right to have freedom of conscience and the right to profess, practice and propagate religion.

Article 27 states that the state will not compel any citizen to pay any taxes for the promotion or maintenance of any particular religion or religious institution.

Article 28(1) states," no religious instruction shall be provided in any educational institution if it's wholly maintained out of state funds".

Threats to Indian Secularism

After Independence when India became secular, it didn't have any state religion but people were allowed to profess and have faith in their own religion. In the starting of 1980s Communalism started overpowering Secularism. Communalism has acted superior over Secularism during 1984 Anti- Sikh Riots, Babri Masjid demolition, Communal Riots in U.P., Mob lynching. Communalism and Intolerance have destructed the essence of secular policies in India.

According to Quartz Media, on April 11, 2017, Pew Research Centre Analysis ranked India as 4th worst in the world for Religious Intolerance. Mobbeating of Muslims for reportedly eating beef has stained India's secular status. "The Cow may be sacred to the upper castes, but not to Christians, Dalits and Muslims". (William, 1983: 405-427)

More than 40 intellectuals and writers have returned their awards in order to protest for rising intolerance in the country. India is slowly sliding towards religious extremism and painfully toxifying its secular essence.

India wants her citizens to practice any religion with government intervention and this noble decision is reflected in 42nd Amendment of Indian Constitution where word 'secular' was added to the preamble.

Secularism is the ideal principle in a democratic country but in practice, it is difficult to follow. According to L. Humstoe, communalism has been the biggest threat to Indian secularism. Religious intolerance and communal riots are on the rise today and it has challenged not only the democratic credentials of the Indian polity but are a great threat to the unity and integrity of the nation.

How much Secular are our Schools?

We claim to be a secular country, but the education being provided is far from being secular. Today, education is being controlled by the government to fulfill its own objective and agenda.

Through education, government tries to promote its political ideology. Education system needs to be ensured so that it reflects the Secular- Nationalistic essence of our constitution and be free from communalistic inequalities. The textbooks used in our schools are infected by communal outlook, as textbooks play a dominant role in classrooms for indoctrination of ideals and beliefs of the party in power. Secularism is the basic tenet of our Constitution and making the society secular is our ideal. Therefore, our textbooks should reflect that ideology.

According to **Cabe Committee** Report 2005, most of the books used in schools run by social and religious organizations in Bihar promote prejudices and biases. The books emphasized the forced conversions of Hindus and asserted that many of the converted have never been able to find religious freedom.

In its another excerpt, Report stated- In Delhi, books published by DAV committee, the essay on Blind Faith mentions the "sufferings of lower castes and dalits- As benefitting Muslims and Christians conversion efforts and leading to 'dying' Hindus as against the prolific Muslims and Christians".

Secular attitude is not just developed in the child through textbooks, but it is also the school environment, behavior of Teachers and Principals, co-curricular activities organized in the schools that shape the child's secular thinking. According to **Masih, A. (2004),** "Puja are often organized in some of the schools and quite significant numbers of Muslim students consider it against their religion". In a media report of Zee News, Hindu students of Haryana School were forced to offer Namaz and were pressurized to convert to Islam. According to a news report of Indian Express published on 7th July 2017, a Muslim boy was expelled from a school run by Christian missionary for keeping a beard in contravention of the rules framed by the school.

Education for Secularism

In today's society, education is highly valued. To attain a highly dignified position in society and to be knowledgeable, education is must. Education system has reduced to mere information giving system rather than knowledge generators. Schools have become profit- making units. Thus, knowledge has lost its purity and it's now a means for making money.

According to American Philosopher, **Herbert Marcuse,** "Our universities are no more centers of knowledge but have become centers of acknowledgement and they are no more centers of cognition but are centers of recognition".

Promoting National consciousness is considered an important task of the common school system in India. It is the responsibility of the educational system to bring the different social classes and groups together and thus create an egalitarian society. One of the most important means of addressing equality in a multicultural society like ours is to provide critical education to all.

Various commissions and committees like Education commission (1964-66) and Sri Prakasa Committee were keen on upholding the secular values in education in their recommendations.

While recommending the religious and moral instructions for children at various stages, they never insisted upon any particular religious values but they aimed at teaching the children with good elements of all the religions.

The children at a small age aren't mature to think critically and take important decisions. They try to copy the behavior of their adults. As they grow, they start asking 'Why' of everything. At this stage, the values developed go along way and their philosophies. Therefore, the primary task of schools is to help the students in molding their behavior in ways that the values which they have adopted are reflected.

Tragically, value system is crumbling in practically every aspect of human endeavor. Values form an important element of personality of individuals which influences their thoughts and behavior in an unconscious manner. Therefore, it is very essential that education should develop such values in the students that they become an asset to the society.

The purpose of value education is to build responsible citizens who are committed to the nation. It has to break the walls that divide in the name of religion, caste and color. Value education should also cater to the needs of pluralistic society like India. This is possible only when there is a paradigm shift in the mindset of teachers, parents and policy makers. Value education has become urgent and important today because of the increasing conflicts in human life.

The Modern India has committed to the guiding principles of socialism, secularism, democracy, national integration, and so on. These guiding principles should be emphasized in the educational system and suitable values are to be included in the students for promoting equality, social justice, national cohesion and democratic citizenship. With these aims in view, radical reforms in the present lop-sided education are to be introduced and all attempts need to be made for developing well-integrated personalities for our individuals. India is known for its rich cultural and spiritual heritage, and the need for a value-system through education has been felt and recognized through centuries. Value system play an important role in any decision making process.

Conclusion

For the dream of new India, people of all religions have to work together and bring peace and tolerance in the society where diverse cultures are accepted and respected. The good elements of all religions should be taught to students, thus expanding their mental horizons and help them in being ideal secular citizens of the nation. Education should lead the way to uniting the country and its citizens by virtue of their mindset, thinking, and development while eradicating the space of religious difference and promoting peace and tolerance. Schools should be developed in such spaces which provide secular environment for the ideal growth of its students. There is a growing realization in the world of education today that children should be taught in the art of peaceful living at schools, we must construct an environment in which children can be actively engaged in learning not only to know but also to be and to live together in peace and harmony with everyone.

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Technology Savvy Students and Counselling

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Abstract

In this era of information and communication technology social interactions are synonymous to electronic communication. Tech savvy society of today has changed the values, ethics and the way people socialize. Guidance and Counselling aims at helping the students to face the challenges in the ever-changing society and technological world. The victims of cyberbullying as a result of being targeted perform low academically and face mental health issues such as anxiety, depression and even suicide. This situation makes presence of a counsellor inevitable, who has to find ways to assist these children individually. Initially bullying was limited to school hours but the changing scenario of the society and use of technology has given place to twenty four hours of online bullying called Cyber Bullying. When assisting victims of cyberbullying, a combination of principles from Rudolf Dreikurs' mistaken goals, Betty Lou Bettner and Amy Lew's Crucial C's and Alfred Adler's social interest can be helpful. A problem can be solved within the groups but for some cases individual counselling with the synthesis of different psycho social aspects can be more useful.

Key Words: Technology, four Crucial C's, Guidance & Counselling and Cyber Bullying

In this era of information and communication technology social interactions are synonymous to electronic communication. The youth in particular, communicate using Twitter, Instagram, Facebook, WhatsApp and Email. One is likely to find two young people in the same room busy with their gadgets instead of communicating verbally with each other. While texting is becoming the default mode of communication, it hampers the ways and means to acquire significant social skills. Since "group settings are akin to peer relationships in the real world, they are opposite for students to acquire pertinent social skills (Evans, Axelrod, & Sapia, 2000) necessary for social and academic success".

Guidance and Counselling aims at helping the students to face the challenges in the ever-changing society and technological world. Schools are there for educating children. And education is not mere training of minds. It is concerned with all round development of human beings. So it has to take into account physical aspects, moral aspects, spiritual aspects, emotional aspects along with mental/cognitive aspects. We all want that some kind of learning should be the outcome of education but for learning to take place we cannot just confine ourselves to cognitive aspects of

children. All the aspects of personality and interaction of children results in learning. This means we can't expect a child who is undergoing some emotional turmoil or is having some other problems to perform with excellence or as per his/her full potential. Hence it becomes important for teachers to provide students appropriate guidance and counselling to help the student overcome his/her problems.

In school settings, group work is a useful and beneficial for students (Johnson & Johnson, 2005.) Group work saves time for the counselor and works as a therapy. It also helps to tackle the problems faced by the students in the group (Bore, Armstrong, & Womack, 2010), schools are now becoming "the sole institutions with a significant access to children and adolescents" (Rice & Meyer, 1994, p. 145) and provide environment for face-to-face peer interactions.

"Direct interactions within the groups help students to observe and learn from each other in a controlled therapeutic environment (Sayder, 2008; Van Velsor, 2009)".

Accordingly, familiarity creates non-threatening environment where in students freely express their thoughts, learn to overcome their problems, and collaborate their peer interactions and try to get a constructive feedback. A favorable setting within the groups helps to enhance students' overall development (academic, social, physical growth and development). To realize these the school counselors have to take a "major paradigm shift to make group counselling as the means of intervention rather than individual counselling" (Bemak, Chung, &Siroskey-Sabdo, 2005, p. 379). The counselors attempt to appreciate that group work is "no longer 'second best' or 'cheap or diluted' treatment compared to individual therapy" (Barlow, 2008, p. 241). In fact, as Parcover, Dunto, Gehlert, and Mitchell (2006) discovered, "group work is therapeutically beneficial and 25% more effective than individual counselling". Consequently, Akos et al., (2007) agrees that it should be embraced as a powerful intervention in schools social and emotional concerns. The small groups help maintain confidentiality, which is a prerequisite for any meaningful work, to be established. Unlike individual counselling, it is difficult to maintain confidentiality in group settings, it is very fragile and is easy to break (Van Velsor, 2004).

"Groups herald better insights unlike individual work, boost social development, and promote social competencies" (Bemak et al., 2005). It also works as a training ground for social and moral development.

Steen et al.(2007) says, "through sharing of their problems in groups, students discover and identify with familiar issues and perceptions held by their peers". According to Schechtman & Ifargan,(2009), "The most common mental health diagnosis among children involves some sort of antisocial behavior. Antisocial students may act aggressively and / or bully other students".

Tech savvy society of today has changed the values, ethics and the way people socialize. Technology has changed the way adolescents relate with each other, connect with one another and also have a new method of bullying their friends. Initially bullying was limited to school hours but the changing scenario of the society and use of technology has given place to twenty four hours of online bullying called **CYBERBULLYING**. The situation calls for individual attention from the counsellors. The victims of cyber bullying as a result of being targeted perform low academically and face mental health issues such as anxiety, depression and even suicide. This situation makes presence of a counsellor inevitable, who has to find ways to assist these children individually. When assisting victims of cyber bullying, a combination of principles from Rudolf Dreikurs' mistaken goals, Betty Lou Bettner and Amy Lew's Crucial C's and Alfred Adler's social interest can be helpful.

Rudolf Dreikurs proposed that, "children misbehave out of a mistaken assumption that they can gain social status with their own bad behaviour".

Dreikurs described four goals of misbehaviour:

1. To gain attention.
2. To gain power and control.
3. To gain revenge.
4. To display feelings of inadequacy.

For example, adolescents bully one another to gain attention or power from others. The victim in turn tries to seek revenge or choose to be in a state of hopelessness.

Bettner and Lews (1989) description of four Crucial C'sare helpful to positively displace a youth's mistaken goals."This Crucial C's consist of feeling connected, feeling courageous, feeling capable and feeling that you count (are important)". In my opinion, it becomes imperative to shift the focus from Dreikurs' mistaken goals of revenge, power, attention and inadequacy to those of courage, capability, connectedness and importance. This can help change the outcome of cyber bullying from victimization to empowerment. This change of focus can alter the cycle of cyber bullying; hence the victims do not choose revenge and avoid becoming culprits themselves. They focus on improving their internal characteristics and, in turn, enhance their mental health.

Adler's social interest may be used to further reinforce these Crucial C's. Victimized adolescents who involve in helping others show courage and experience connectedness as a result of their community involvement. Their experience of sense of importance as a result of their contributions becomes a proof of their capabilities. When a youth victimized by cyber bullying experiences this Crucial C's firsthand, he/she becomes empowered and feels in control of his/her feelings and reactions. Self-efficacy and self-esteem begin to replace anxiety, depression and hopelessness.

In short, a synthesis of Dreikurs' mistaken goals, Bettner and Lews Crucial C's and Adler's social interest empower victims of cyberbullying and help to improve their mental health. The case of "Aarushi" given below helps illustrates how a combination of these elements within a counselling session can help an individual to overcome the feeling of helplessness, anxiety and depression.

Case Study

This case study was done by the school counsellor on a class tenth student of Public School. When researcher visited the School and tried to discuss the problem of Cyber Bullying with the Teachers and school counsellor she enquired how the school was coping with the problems related to cyber bullying. After a detailed discussion on use of Internet and Cyber Ethics the School Counsellor shared the details of a case which they had tackled recently, discussing the strategies adapted and emphasizing the class teacher's role, how the Class teacher was helpful in motivating the girl and also appreciating her work on suggestions of the counsellor.

Aarushi is a 14-year-old high school student. Her teacher referred her to the school counsellor because her performance in the class and monthly tests was going down and she had become irregular. When asked to give reason surprisingly, Aarushi revealed that she was spending most of her time interacting with others through social media. Counsellor while talking to Aarushi discovered that another girl was cyber bullying her. Aarushi showed low self-esteem and feeling of helplessness and depression, she needed to be helped into believing that she is capable of succeeding and that she is important (or that her presence counts). At the same time, she needed to be counselled that she had the courage to overcome feelings of inadequacy, thoughts of revenge and a desire for power and attention. She was friendly and open with friends and family and this could help her overcome some of her negativities related to cyber bullying. The school counsellor during the sessions used a five-step model based on a synthesis of Dreikurs' mistaken goals, Bettner and Lew's Crucial C's and Adler's social interest:

1) Build empathetic connection
2) Help the Individual to express the feelings
3) Find the connection between the feelings and experiences
4) Help discover coping strategies
5) Offer feedback

The initial use of solution-focused brief therapy was effective in developing a connection with Aarushi and also helped to change the focus of the session from the negative to a more positive one. Aarushi needed to be appreciated to minimize the feelings of inadequacy and relocate her personal fortes. She was asked to discuss her achievements and success, followed by discussion and compliments; this helped her to redefine the situation of a victim to feel endowed.

Next, Aarushi was asked to express the sentiments she felt at home, at school and online. To achieve this, counsellor asked Aarushi to describe how she felt in each setting. Next counsellor asked her to draw and show her sentiments on a paper; she used three different sheets for home, school and online. The counsellor reminded her and pointed out times when she had accomplished similar emotions adequately; counsellor focused on her fortes and repeated the Crucial C's as demonstrated in her response behaviours.

Counsellor found that integrating the Crucial C's in the session was helpful in assisting her to overcome her mistaken goals, negative feelings and unpleasant experiences. Aarushi might read the word *inadequacy* and say, "I feel inadequate every time that girl posts something about me." Or Aarushi might say, "The word *revenge* reminds me of the time I got even with her by telling lies about her to others."

After Aarushi retells the story, counsellor asks her to tell which of the Crucial C's she needed to improve the situation. She then recaps the story using the selected Crucial C. For example, Aarushi might retell the story about revenge with a new focus on courage and connectedness. For instance, "That girl said I was ugly, but instead of making up lies about her, I logged off and texted my best friend. We talked about other things until I forgot all about it. It took courage not to get even, but because I have other friends, I was able to do it."

Finally, counsellor asked Aarushi to produce interim and long lasting coping strategies. Aarushi was asked to do self-analysis and make a list of techniques she had previously used and handled in similar situations. These techniques included creative art, playing games, spending time with pets, exercising or playing games, playing or listening to music, visiting friends, talking to parents and many other activities. To strengthen her coping strategies, counsellor advised Aarushi to find a socially interesting activity. Activities suggested by the counsellor included, " mentoring younger children affected by cyberbullying, creating safety tips for children who surf the Internet, reading empowerment stories to younger children, reading to or visiting elderly adults, volunteering to work in community agencies and countless other possibilities". Counsellor then asked Aarushi to envisage these ideas, prepare a list of both interim and lasting coping strategies to be used during the session with social interest ideas.

At the end of the session counsellor complimented Aarushi once again so her strengths were evident to her as she left the session. For example, counsellor might say, "I recognize the courage it took to share all of this with me this week. I think that shows you have strengths to help you get through this." Then counsellor might add, "I agree that you need to feel better about yourself. Over the next week, I suggest using the short- and long-term coping strategies you listed as well as finding a project to help others while helping yourself." To conclude, counsellor asked Aarushi to report on her success at the next session.

Subsequent sessions with the counsellor dealt with self- analysis of the activities of social interest and finding out the progress therein. An unrelenting focus on employing the Crucial C's in lieu of mistaken goals was given by the counsellor. Finally, counsellor scheduled the ethics of Internet and rules of safety when online and training on use of social media for Aarushi and also educated her parents on what Aarushi was doing every day online.

This case study points out how the counsellors have to be updated and draw out a detailed programme before starting the counselling in cases of cyber bullying. They don't talk to the students alone, due to various reasons it becomes imperative to include parents when dealing with such children. As in major cases the parents of children facing cyber bullying start asking their child to avoid using internet or insist on avoiding all types of technology. Avoiding technology is not a solution in this tech savvy world, to survive in this scenario one cannot be kept away from technology, as they may need it for applying for jobs, even the tasks assigned by the teachers and also later would be part of office work.

Hence it becomes inevitable to teach both parents and children how to use internet and develop skills to handle it safely. The school should teach Cyber Ethics to the children before giving them access to internet. The parents also need to be counselled on the ways to tackle the problem, they should help their child overcome the problem by empathising and communicating with her instead of trying to find and bully and confront them and their families. They should be aware of the use of Social media and should be able to guide their children on using it safely. It is important for the parents to first take the girl into confidence and discuss it patiently. This could lead to the confidence building between the two and this bond would help the girl who has been bullied to overcome her fears and be ready to face the problem.

Conclusion

Counselling in school involves helping students to deal with the concerns or difficulties they are experiencing. Counsellor helps them individually or in small groups. It is considered that four levels of counselling need to be in evidence in schools (Hamblin, 1993; Lame, 1993).

- Level (1) is the use of counselling skills in the classroom in order to provide a positive learning environment and promote high levels of pupil self-esteem.
- Level (2) is the use of counselling skills by teacher in order to help learners solve day to day problems as well as the use of counselling skills to facilitate group activities as part of the school's PSE (personal and social education) programme.
- Level (3) is the individual or small group counselling available from a trained specialist within the school. This could be school counselor or a guidance counselor, Head of house or a senior teacher who has a pastoral leadership role within the school.

- Level (4) involves referral procedures to help pupils' access professional outside the school such as psychologists and psychiatrists, for specialist counselling help.

With the help of crucial C's and the bond with her parents Aarushi felt secure and started focussing on her strengths. This made her feel empowered instead of being a victim. The lessons on Cyber ethics, safety tips helped Aarushi to overcome her fears and face the technology more confidently.

This study helps one to conclude that the counselling therapy cannot be generalised. One problem can be solved within the groups but for some individual counselling with the synthesis of different psycho social aspects can be more useful.

Counsellors come to help the students in distress by designing various aptitude tests to help students discover their potential. It can help students discover what he/she is good at, understand the pros cons of a particular activity, most of the time their information is based on friends and family.

The changing social structure and family has brought a sea change in life of children. The family and community earlier played an important role in supporting and helping the children in solving their problems and reducing their stress. This changing scenario has left the children confused and incapable of solving their problem and this has led to finding an alternative support system for the children - guidance and counselling services is one of such step; which helps them cope with their problem. It helps them improve their academic performance, gives career guidance, develops socially and removes barriers if any. Guidance and Counselling aims at helping the students to face the challenges in the ever-changing society and technological world.

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An Analytic Study of Effectiveness of Pragati Intervention on Students' Learning

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Abstract

Teaching and Learning materials are discernible and concrete vehicles for the support of learning of students. Effective teaching and learning materials are conformed to curricular framework and the standard connecting disciplines with major themes, concepts and ideas that are prepared after a careful testing in the field and working on the needed refinement. Aspects that should be considered while deciding on such materials are: the connection with learning outcomes, grade level appropriateness, content area, selection and access. Teaching and Learning materials impact the way a teacher teaches and also the way students understand. It improves learners' achievement at all levels and across various disciplines by increasing their engagement and providing them several methods to show their skill and knowledge. Teaching and Learning materials in the form of supplementary readings through Pragati Booklets were created by teachers of Directorate of Education, Government of NCT of Delhi in 2016-17 to support learning of students intending to provide them simple and contextual material. This article reports the findings of the study that was done to analyze various aspects of Pragati Intervention and predict its worthiness in achieving the goal of improved mathematics understanding among students of government schools of Delhi and their mathematisation in particular.

Introduction

One of the basic needs of every educational entity is to have an adequate availability of appropriate and relevant study material together with a scope for other types of learning and support materials that may be used by teachers as well as students. Such availability necessitates publication and the authorship of the materials. But also equally important to this process is their supply to the end users, either indirectly or directly.

Textbooks are generally written according to a particular course and are related to its syllabus. Additional readings like general or reference books refine course related textbooks by presenting numerous alternative methods and approaches, additional knowledge and information of subjects that is not generally covered by the course curriculum. It is widely recognized that the availability of a wide range of reading material is important for the educational process. Without it, knowledge provided in a classroom is never reinforced and the quality of education becomes endangered. Such an access creates the reading ability, extends vocabulary, prepares a force of teachers having the capacity to move beyond the collection of a fixed set of textbooks and books, adds to and

enriches the work done by learners in classrooms, motivates for accessing information independently, takes care of the interest of learners in issues off the curriculum and trains for using and retrieving the information, an essential skill for learning lifelong and higher education.

According to National Curriculum Framework 2005, the creation and delivery of a variety of supplementary study material relevant to all subjects in the schools and across various grades needs an urgent attention. The curriculum is not up to the mark not only for a majority of the non-participating students but also for the minority of talented students by not offering them any challenge.

Further, the Framework 2005 argues for mathematisation among students. It enlists the development of children's abilities to be mathematized as the primary objective of mathematics education. It elaborates that the narrow objective of school level mathematics is the development of 'useful' capacities, especially those related to numbers, operations on them, measurements, percentages and decimals. The higher objective is the development of the learner's resources for mathematical thinking and reasoning, to pursue assumptions towards logical conclusion and to handle abstraction. It includes the way to do things and the attitude and the ability in formulation and solution of problems. It laments that development of spatial thinking is not adequately catered to in the curriculum.

Thus the presence of gaps in the curriculum and the need to fill them justifies that there is an urgent need to supplement the conventional study materials such as textbooks with additional innovative readings. Further necessitated is the fact that the mathematisation aspect should be given attention to during the preparation of support material.

Purpose of the Study

Additional supplementary reading material in the form of Pragati Booklets has been created by the mathematics teachers and edited by a group of mentor teachers in government schools of Delhi with the intention to provide them an additional resource to augment what they learn through textbooks. The researcher, as one of the members of editorial team, has been closely involved in the process of Pragati content creation in mathematics subject for class VI to VIII. Since the purpose of Pragati Innovation has been to increase the level of understanding among students by providing them simple and flexible support material, so it becomes imperative to find its effectiveness in achieving its aim as well as to check for its compatibility with the broader objective of mathematizing the learners.

Significance of the Study

Since policy planning and strategy building by governments is a never ending and continuous process, therefore, the study may be fruitful in the improvisation of support material if otherwise found beneficial for learners consequent to the study. The findings may provide directions and major thrust areas to be concentrated upon by content developers and also suggest the necessary

improvements to be made in years to come not only by the Delhi government but also by other agencies involved in similar job worldwide. Mathematics has traditionally been understood as a not so easy subject for majority of students in schools of India and so it is necessary to build the capacity of teachers by bringing in such interventions from time to time according to the need of learners.

Methodology

The researcher adopted a mixed-method approach which comprises quantitative and qualitative data gathering techniques. Nature and scope of the research made it better to adopt the qualitative-naturalistic framework for evaluation of programs as proposed by Guba (1981), Guba and Lincoln(1992) and Patton (2001) wherein it is asserted that because of the complex nature of social phenomena, it is important to use variety of methods and tools. In the light of that assertion, data collection was done by using the following methods:

- Questionnaire to gauge students' and teachers perception of the intervention.
- Focused interviews of students in groups.
- Detailed and face to face interviews of teachers and students.
- Observations of teachers, students and the classrooms.

The researcher conducted site visits to cover four government schools in the North-West zone of Delhi. Observations of teachers and students in the classrooms were recorded. Selected students and some of the teachers from these schools were interviewed to find out their view about the Pragati Intervention. Next to that was a questionnaire survey administered to 96 students from classes 6, 7 and 8 of all the four schools. The intervention programme evaluation included a detailed study of the chosen schools in which teachers and students were not only interviewed but also observed as to how they implemented the Pragati intervention in their schools. Evaluation of the intervention programme not only included detailed interviews of the teachers but also observations about the way they rolled out the programme in their own schools.

Sample

96 students from 4 schools under the administration of government of Delhi were chosen for the study. Out of these, 50 were girl students and 46 were boys, studying in classes 6 (23), 7 (23) and 8 (50) in their respective schools. 20 teachers participated, 11 among them were male whereas 9 were female. A sizable number (16) had an experience in teaching for more than 10 years.

The Instruments

Different instruments for survey were used, the first was meant for the assessment of teachers' perception and the second one for assessing students' perception of the Pragati Intervention. The third instrument was an observation checklist, to record how the programme was implemented in the schools. The items included in the questionnaire were chosen on the basis of a vast literature

study and a review of supplementary additional readings, material developed and campaigns or programmes dealing with such readings, materials and programme evaluation.

The Use of Confidence Intervals

It was difficult to study a big sample of students and teachers because of time and physical constraints. The researcher selected 4 schools under Delhi government and 96 students from those schools through random sampling. For making generalizations from the survey findings to the whole population of students from Delhi government schools, sample responses gathered were used to construct confidence intervals. The statistical inference technique was utilized to infer from the evidences of the sample, with a specified accuracy and confidence level. Thus, within a specified magnitude of error, out of the survey proportion of the population feels the same as the participants covered in the questionnaire. Hence, population values are estimated on the basis of the confidence interval. It is a well-established principle that specifying the sampling error or error probability of generalizations to population from the sample is a good practice in research. The estimation accuracy for our study was chosen to be ± 10 percent and confidence level at 95 percent (the probability of the calculated interval to contain the population value). The formula, $n = z_{\alpha}^2 PQ/d^2$ (Brewer, 1991), was used to find the sample size required to attain the above mentioned confidence level and accuracy. Here, n = Sample size, z_{α}^2 = Standard normal variable value corresponding to the level of confidence α, P = Population proportion feeling the same way as in sample, Q = 1-P, d = estimate accuracy. It is known that the maximum possible sample size n for a specified d (thus obtaining a relatively large sample size) can be obtained when Q=P=0.5 and with the confidence level at. 95 and accuracy at ± 10 percent, the sample size required to obtain an interval of confidence on the population agreeing to the statements is $(1.96)^2$ (.5) (0.5)/ $(.10)^2$ = 96.04.

The Use of Qualitative Research Methods

Besides the use of quantitative data, qualitative data was also gathered to gauge what might not have been got easily using questionnaire survey.

Focus Group Interviews and Face to Face Interviews

Focused group interviews were used to find the perception of students towards the Pragati intervention, their attitudes towards learning mathematics and types of reading materials they find engaging and interesting. Face to face interviews were used to judge teachers' perception about the intervention.

Observations

Observations were recorded about students reading the booklets in the schools. Teachers teaching the booklets in the schools were also observed.

Procedure of the Research

To obtain a valid and reliable data, the questionnaire surveys were pilot tested and validated before they were administered. The questionnaires were personally administered by the researcher at all the schools in order to get the best possible rate of response and help the students in any of the difficulty they could face while understanding the questions. Opportunity was given to students to raise queries related to questions and every student was given time to answer each item. The researcher with the help of teachers in the sample explained each item in the questionnaire to the students.

Results and Analysis

Working with a sample size of 96, adequate enough to allow the researcher generalize with 10 percent accuracy and 95 percent confidence, the percentage was got from the sample to the population of students in Delhi government schools. In the following section, the salient features obtained from students' and teachers' interviews, the findings from questionnaire survey and classroom observations of teachers and students are presented.

Students' Perception about the Intervention

Though certain negatives about the idea of Pragati were also mentioned by students, yet positive comments outweighed the negative. One of the groups of students mentioned about the worksheet pattern of Pragati booklets in which space is provided in the booklet itself to answer the questions. The booklets infused motivation and interest among them about the subject of mathematics as they now had enough detailed practice material for their learning. The students appreciated the connectivity of examples provided in the booklets with real life. Another group of students expressed their satisfaction about effort made by the booklets to connect the learners with their previous knowledge. Students were excited about the booklets because of the inclusion of drama or skit activities as part of the learning. A group of three students in one of the schools put forth the point that booklets were self-explanatory and they liked to read the booklets even when none of the teachers were around to explain. They also mentioned that there were many problems in the booklets that they could practice. Students liked the ideas and concepts being introduced through stories. Mathematics was no more a boring subject for them. Students also looked satisfied in solving the problems since the level of problems ranged from easy to medium to tricky. Students also reported that their friends sometimes solved their difficulties as in some of the activities many students were involved together. Peer learning was inherent to the pedagogy. One group shared that the booklets promoted learning by doing through activities like making polygons with the help of straws. In spite of so many positive points few negative issues were also reported by students. One group complained about the booklets being heavy and bulky with so many pages creating a mental pressure of reading so many pages over and above the prescribed textbook. They

were also not happy with the black and white structure of the booklets. They mentioned that a color scheme would help them easily understand many images in the booklets.

Questionnaire Survey for Students

Table 1: Students' perceptions of the effectiveness of Pragati Intervention on their learning

Item		Percentage				
		Don't know	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1	I have studied a lot of mathematics ever since I got Pragati booklets	8	6	12	40	34
2	Examples provided are realistic and connected with daily life	5	5	12	42	36
3	Books connect with the previous knowledge	6	4	13	42	35
4	Books have sufficient interesting activities	9	4	11	38	38
5	Books are self-sufficient and minimize the role of a teacher	8	6	10	40	36
6	Books have enough exercises for practice	7	7	9	37	40
7	Books demand peer involvement in some of the activities	4	9	13	34	40
8	Books inculcates the habit of self-study	5	6	11	37	41
9	Books promote learning by doing	4	5	11	41	39
10	Books have played a pivotal role in the enrichment of knowledge among learners	6	8	12	36	38

It may be observed from the Table 1 that students in the range of 70-80 percent supported the fact that Pragati booklets proved to be crucial for their learning in one aspect or the other and data obtained from the table significantly favored the views of students during observations and interviews.

Teachers' Perception

Teachers in general looked happy with the booklets. They felt that the booklets enabled them to teach mathematics in a different way and observe pedagogical aspects of the subject. One of the teachers said that there were many good questions at one place and that made their task easy. Another teacher was delighted and remarked that the booklets created a difference off the set pattern and monotonous way of teaching and learning. According to him, the booklets have filled them with confidence and they could do something different than the usual way of teaching. Teachers felt that Pragati books promoted peer tutoring. If some students are taught then they would guide their peers. A teacher said that students do mathematics even after going from the class and a culture of learning had been developed in the school. According to teachers, Pragati

books have catered to learning deficiencies among poor learners and proved to be a bridge course for such students. Even Right to Education Act talks about filling the gaps among students' learning. Teachers appreciated about the spiral nature of mathematics being taken care of in the content of the booklets.

Interaction with teachers also brought up certain aspects that needed attention too. Almost all agreed that books were not free of errors and had scope for improvement. They felt that the booklets were an additional burden as they were already feeling challenged to complete the prescribed textbook on time. Also there was confusion among them about assessment structure as to whether that should have been application based or knowledge based.

Questionnaire Survey for Teachers

Table 2: Teachers' perceptions of the effectiveness of Pragati Intervention

Item		Percentage				
		Strongly Disagree	**Disagree**	**Slightly Disagree**	**Agree**	**Strongly Agree**
1	Books enabled to teach in an effective manner	0	1	12	42	45
2	Innovative ideas have been used in the booklets	0	1	13	38	48
3	Books cover many different real life examples	0	1	15	45	39
4	Books have promoted activity based learning among students	1	0	13	41	45
5	Books have supplemented their teachings and are student friendly	0	0	14	36	50
6	Books have enough questions of different types to cover every aspect of a concept	0	0	11	52	37
7	Books promote peer learning among students	1	1	13	39	46
8	Books inculcate the habit of self-study among students	0	1	12	41	46
9	Books successfully fill learning deficiencies among students	1	1	10	47	41
10	Books follow spiral approach in its content	0	0	12	46	42

It may be observed from the Table 2 that teachers in the range of 80-90 percent supported the data obtained in interviews and observations made. Worthiness of Pragative booklets is also justified from the table.

Observations of the Schools and Classrooms

Besides interviews, observations also provided evidence in support of success of Pragati intervention. The observations that were conducted during researcher's visits to the schools and classrooms revealed that students were enthusiastic because of their involvement in learning

through the booklets. The students looked enthusiastic. They were feeling happy and engaged while performing skits in the activities. Similar positive enthusiasm and confidence was observed among teachers also. They seemed committed in improving their students' mathematical competency and helping them improve their attitudes towards mathematics learning.

The students' behavior towards learning mathematics and using booklets might have been because of classroom presence of the researcher. A halo effect might have been created. Although that could have been possible but the data that involved other modes also pointed to a positive students' attitude towards Pragati booklets and learning mathematics from these books, their increased motivation level and improved habit of mathematics learning. Interviews of teachers and students and observation of teachers corroborated the change.

Conclusion

The task of providing quality mathematics education is an important one for governments. The level of mathematical competency among Indian students is already low if compared with many other countries. This is obvious from the performance of India in the Programme for International Student Assessment (PISA)-2009 where it ranked second last in the list of 73 countries. India boycotted PISA-2012 and PISA-2015 because of its dismal performance in 2009. So it is important to work out many plans and strategies right from the lower classes in schools to improve mathematical skills of students. The step taken by Government of Delhi through Pragati has proved crucial in creating interest among students for mathematics. This is evidenced by the findings of this study.

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Cross-Disability: Challenges for Visually Impaired Pre-Service Teacher

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Abstract

Cross-disability is an approach which comprehensively takes into account all different kinds of disabilities together and promotes collective planning. This is about making policy decision collectively and gives equal weightage across all disabilities for the disabled.

Cross-disability approach has been emphasized well by Rehabilitation Council of India in its two-year curriculum framework, 2015 for B.Ed (Spl) program in which due weightage has been given for theory, practical and internship program. But when it comes to practice as revealed by the teacher educators and pre-service student teacher (V.I.), it becomes a challenge for them and the institutions training them to get well equipped for dealing various disability groups at the same time in inclusive classroom.

This study focuses on problems faced by visually impaired pre-service teachers, pursuing two years B.Ed (Spl. Edu.) program. The study was conducted with a view to assessing the teaching skills of V.I Student teacher in managing and teaching to other CWSN of all categories. For this 15 pre-service student teachers were taken as sample subjects. A self-developed questionnaire was used to achieve the objectives. Data were analyzed qualitatively. Implications of the study may help to solve the problems of the special education program and reckoning the policy makers and statutory bodies to think over on this issue.

Key Words: Cross-Disability, Visually Impaired Teacher, Special School.

Introduction:

Cross –Disability is an approach which considers all types of disabilities together for promoting collective planning without making any discrimination between types of disabilities. Cross-Disability is a faith that people with different types of disabilities have more in common. It is a perception firmly founded on the principle that all people have the right to life, liberty, and the pursuit of happiness, regardless of age or ability. Furthermore, it is considered that there is no hierarchy of disabilities and everyone has a right to be treated with respect regarding their strengths, skills and abilities, whatever those may be. Cross-Disability holds value for everyone in a manner that does not distinguish, but rather incorporates a system of interdependence and common support to work jointly to realize reachable, helpful and inclusive communities. Cross Disability includes all people afflicted with hearing, vision, mobility, speech, psychiatric, intellectual, or cognitive disabilities, as well as a broad range of health issues. Cross-disability movement in India was initiated by Disability organizations in India that have been working for

many decades, some for more than 50 years. Yet, the concept of disability issues as rights was unfamiliar till as late as the 90s. It was only in 1993, with the formation of Disabled Rights Group (DRG), India's first cross-disability encouragement organization, which starts focusing on rights of people with all disabilities'.

The cross-disability movement has a colorful approach to include all those who are given a disability label, in fact, some have named it the movement of the disabled. Cross-disability approach gives revelation of persons with disability and their participation in the society, to learn self-governing, self-regulation for achieving equality. The cross-disability approach also provides opportunities to the empowerment of persons with disability.

Our education system is moving towards inclusion. Our Schools throughout the country facing certain issues like Inclusion of students with disabilities in general education classrooms', providing training to in-service teachers to acquire skills for teaching in inclusive classrooms and preparation of prospective teachers according to the objectives of inclusion, related to the approaches of teaching, programs used with students, classroom procedures followed, teaching strategies used, and methods incorporated that may consistently required. For this, our pre-service teachers need dedicated training and skills to appreciate the purpose of inclusive education at university level. There is an immense need to understand the cross-disability approach for curriculum modification. Initiative was taken by Rehabilitation Council of India in 2015 to include the concept of cross- disability within the curriculum framework of teacher preparation programme.

Persons with Visual impairment face an exceptional educational challenge to understand this world with own their perspective. Hayes discussed the challenges faced by teachers with visual impairment, though they can get mastery over the subject matter that they are teaching but they also need to master certain basic competencies and life skills essential for independent functioning. Typical issues which all teachers have to deal as a part of their work, such as discipline, motivating students, grading students' performance and dealing with their behavioral problems becomes challenges for the teachers with visual impairment. Every teacher need to know the educational needs of students that receive special education services and educational needs of students with learning problems, specifically the educational needs of high-incidence disabilities i.e. learning disabilities, behavior disorders, and mild mental retardation. The blindness issue resurfaces for the preparing pre-service blind teachers to teach in inclusive classroom with such mentioned diverse learners.

Literature Review

Kuper, (2014) conducted a study that aimed to investigate the impact of disability on the lives of children sponsored by Plan International across 30 countries. Research revealed that Children with disabilities are at risk of not fulfilling their educational potential and are more vulnerable to

serious illness. This exclusion is likely to have a long-term deleterious impact on their lives unless services are adapted to promote their inclusion.

Holecek (2012) conducted a research on Cross Age/Cross Disability Peer Tutoring: a for Math Instruction. He concluded that students with disabilities have challenges learning in a traditional classroom setting. Common teaching techniques can be ineffective methods for students with special needs. The purpose of this study was to determine how serving as a peer tutor in math impacts the math skills and persistence of students identified as having Emotional/Behavior Disorders (EBD). He concluded that Cross-age peer tutoring has been demonstrated to help students learn. This study used Cross- age and Cross-disability tutoring.

Israel (2007) studied that cross-disability consciousness developed in the United States and England in the 1970's, a similar consciousness failed to emerge in Israel until the late 1990s. Furthermore, even in countries with a long history of cross-disability collaboration, there is a tendency for people with psychiatric disabilities to remain excluded from the ensuing disability community. His article had its origins in the course "From Personal Coping to Social Responsibility: Leadership Training for Social Change for People with Disability," initiated and funded by the Disability Rights Commission in Israel, and developed and implemented by Shatil, the Empowerment and Training Center for Social Change Organizations. An explicit goal of the course was the development in Israel of a cross-disability consciousness inclusive of people with psychiatric disabilities. In his article, three-course graduates and the course facilitators reflected upon the insights that emerged from the cross-disability discourse generated among participants, during the course and in the course of joint writing about the course. Special emphasis was given to the dynamics and effects of the inclusion of a large sub-group of people with psychiatric disabilities in the cross-disability group.

Drainoni, (2006) *presented the results of a series of focus groups discussions with people with disabilities, in which he took a cross-disability, lifespan perspective of disability. Consumers were asked about a broad set of barriers, such as problems with communication, transportation, and insurance, as well as about barriers related to physical accessibility. Investigators used the Institute of Medicine's framework to categorize barriers as structural, financial, or personal/cultural. Results suggested that individuals with disabilities experienced multiple barriers is obtaining health care and that these barriers were more pronounced for some types of health care than others. In addition, regardless of disability type, consumers consistently spoke about similar barriers. The results underscore the importance of taking a broad perspective when making policy decisions and the need for continued change and improvement in this area.*

Needs for the Study

Understanding cross-disability approach is very essential in this inclusive education era. It is a golden approach to achieve the goal of inclusion and normalization, and conservation of right to equality is possible. For this purpose, we need efficient teachers who can understand the need and

purpose of cross-disability approach in order to develop Independence among CWSN, full citizenship, and total inclusion. Teacher educator programmes, especially in special education in India, are trying to produce efficient teachers to work in an inclusive set-up. In present scenario 3% seats are reserved for admission in higher education and most of the seats are filled by visually impaired learners. There is a need to study the challenges faced by visually impaired learners during pursuing teacher education programs. How much are they able to understand about other disabling conditions and their identifying characteristics, using teaching strategies, managing an inclusive classroom. This research paper will focus on these challenges faced by visually impaired pre-service teachers during teacher training course. The prime focus of this research paper is to develop an insight among special education professional to design teacher education program keeping in view the limitaties of that or imposed due to any disability degree assigning accountability on them.

Objectives of the Study

1- The study was guided by the following objectives;

2- To study the understanding of Cross-Disability among visually impaired pre-service teacher.

3- To study the knowledge of instructional strategy for teaching other disability among visually impaired pre-service teacher.

4- To study the skills of visually impaired pre-service teachers for managing CWSN.

5- To study the assessment criteria visually impaired pre-service teacher use for CWSN.

Methodology

Fifteen visually impaired pre-service student teachers were selected as sample subjects using purposive sampling.

Tool- Questionnaire consisting 40 items was developed to collect data from 15 visually impaired pre-service teachers. The questionnaire has four domains i.e. identifying characteristics, using instructional strategies, managing classroom and using assessment techniques.

Analysis- Data has been analyzed qualitatively and percentage of pre-service teachers facing challenges have been calculated.

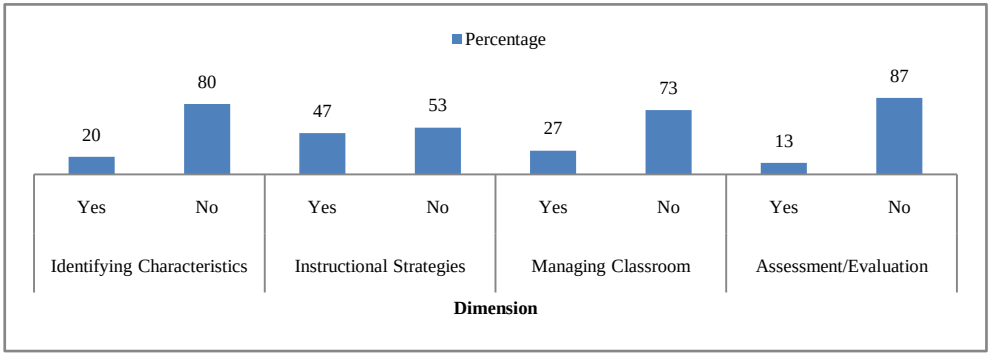
Data of the Analysis

Table: Understanding, Knowledge of Instructional Strategy, Skills & Assessment/Evaluation of Cross-Disability among Visually Impaired Pre-Service Teachers:

S. No.	Dimension	Responses	Percentage
1	Identifying Characteristics	Yes	20
		No	80
		Total	100

2	Instructional Strategies	Yes	47
		No	53
		Total	100
3	Managing Classroom	Yes	27
		No	73
		Total	100
4	Assessment/Evaluation	Yes	13
		No	87
		Total	100

Graph: Understanding, Knowledge of Instructional Strategy, Skills & Assessment/Evaluation of Cross-Disability among Visually Impaired Pre-Service Teachers:



Results

Results revealed that 80% visually impaired pre-service teacher faced problem in understanding identifying characteristics of other disabilities. 53% visually impaired pre-service teacher were unable to develop skills using instructional strategies suited to the inclusive classroom. 73% visually impaired pre-service teacher faced challenges in managing classroom consisting learners with varied needs.

87% visually impaired pre-service teacher were unable to develop skills in using appropriate assessment and Evaluation techniques.

Discussion

Cross-disability approach has faith that people with different types of disabilities will be embedded and get jointly fit in mainstreaming. To make cross-disability approach accessible, our society needs multitasking teachers. For this, our teacher education programs need to be more exhaustivele involvement of teachers. Our society needs multitasking teachers to make an inclusive disability approach possible. Our teachers need to have a better understanding of the characteristics of disabilities in order to make ability grouping and use strategies successfully. They should know appropriate classroom management techniques, proper assessment tools to identify them and know their specific abilities and deficits. Teachers are also expected to use

genuine evaluation methods and use appropriate accommodations and adaptations. But the teachers who themselves are visually impaired faces problems as special educators working with diversified groups. They are theoretically aware of the identifying characteristics teaching methodology evaluation method and classroom management. But practically having problems in implementing these in their classroom.

This research paper revealed the thought provoking challenges faced by visually impaired pre-service teachers to understand the purpose of cross-disability and work in an inclusive classroom. So teacher educators, policy makers and professional need to think over these problems and make our teacher education program feasible for all learners. specifically, exposure and use of Universal Design of learning, Differentiated instructions, need base education and use of technology for visually impaired pre-service student teachers

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A Study of the Legal awareness level of the Women Rights as given in the Constitution amongst the School boys and girls.

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Abstract

The present study tried to find out the level of legal awareness level of the secondary school students. Knowing about the legal rights given in the constitution is very important for women. Taking into account the rate of increase in crimes against women in today's scenario, awareness of the legal rights is all the more important so that the women can use their rights when needed. Since the adolescents are the most vulnerable group, the study is conducted on them. The results revealed that most of the students are not aware of the rights of women given in the constitution. Therefore it is suggested that the teenagers should be made aware of the rights of women given in the constitution.

Key Words: Legal Awareness, Adolescents, Rights.

Introduction-*It is better to light a candle than to curse the darkness.*

The Father of the Nation, Mahatma Gandhi asked the women of the country to become fearless and courageous so that they can work for their own emancipation as well as for the freedom of their nation.

"Divine souls take birth in such houses, where the women are respected. Where they are not respected, all works become useless there." (Manusmriti 3/56).

The issues of safety related to women are now attracting the attention of the whole globe. The world organizations like the United Nations have been involved with women and women's issues since a long time. Today's women are conscious and share the same stage with men on many issues on the global agenda, not because they are decision makers (in many instances, they are not) but because they have begun to identify how political, social, economic and cultural forces shape their lives. This sense of consciousness has put the control of women's lives into their own hands to some extent (Petton, 2005). Legal awareness among women for the protection of their rights is an important issue which needs attention. A new born female is least welcome in the family though in India the tradition is to respect women from the early ages. Though the girls excel in the different fields of education, yet tradition, custom, and practices of society tends to place greater

value on sons than on daughters and rather daughters are often viewed as an economic burden on the parents. This attitude of negligence on the part of the society thus comes in the way of the girl child to achieve her optimum potential. The dawn of the twenty first century however saw the Indian Women step into a new era of awareness, freedom and social responsibilities. Today in the Indian Society the women are seen as the potential catalyst of social development both inside and outside the four walls of their homes. But it is very sad to know that gender disabilities and discriminations are found in India even today. The paradoxical situation is such that women is sometimes glorified as a Goddess and at other times treated merely as slave. The government of India has been taking active part in removing gender based inequalities in India. After independence many acts have been passed to improve the status of women in India. But unless the women are aware of their rights and privileges, they would not in a position to utilize them when needed. There is no scarcity of laws for the protection of women in India but to use the laws for their protection and safety, the women should be aware of the provisions of the different enactments. Therefore it is necessary to find out the level of legal awareness among the women regarding their empowerment. The teenagers are the most vulnerable population the future of tomorrow, and hence, it would be more important to find out the level of legal awareness amongst them.

The Legal Rights in the Constitution for Women:

The constitution of India has provided a number of legal rights for the protection of women. The following are some of the legal rights given in the constitution:

1. **Protection of Women from Domestic Violence Act (2005)**. It protects women in India from all forms of domestic violence. A women who have been/are in a relationship with the abuser and are subjected to violence of any kind—physical, sexual, mental, verbal or emotional are also covered under this act..
2. **Immoral Traffic (Prevention) Act (1956)**. This act prevents trafficking for commercial sexual exploitation. Thus, it prevents trafficking in women and girls for the purpose of prostitution as an organized means of living.
3. **Indecent Representation of Women (Prohibition) Act (1986).** This act prohibits indecent representation of women through advertisements or in publications, writings, paintings, figures or in any other manner.
4. **Commission of Sati (Prevention) Act (1987).** This act provides for the more effective prevention of the commission of sati and its glorification on women.
5. **Dowry Prohibition Act (1961).** This act prohibits the giving or taking of dowry at or before or any time after the marriage from women.
6. **Maternity Benefit Act (1961).** This act regulates the employment of women in certain establishments for certain period before and after child-birth and provides for maternity benefit and certain other benefits.

7. **Medical Termination of Pregnancy Act (1971).**This act provides for the termination of certain pregnancies by registered medical practitioners on humanitarian and medical grounds.
8. **Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act (1994).** This Act prohibits sex selection before or after conception and prevents the misuse of pre-natal diagnostic techniques for sex determination leading to female foeticide.
9. **Equal Remuneration Act (1976).** This act provides for payment of equal remuneration to both men and women workers for same work or work of a similar nature. It also prevents discrimination on the ground of sex, against women in recruitment and service conditions.
10. **Dissolution of Muslim Marriages Act (1939).** This act grants a Muslim wife the right to seek the dissolution of her marriage.
11. **Muslim Women (Protection of Rights on Divorce) Act (1986**). This act protects the rights of Muslim women who have been divorced by or have obtained divorce from their husbands.
12. **Family Courts Act (1984).** This act provides for the establishment of Family Courts for speedy settlement of family disputes.
13. **Indian Penal Code (1860).** This act contains provisions to protect Indian women from dowry death, rape, kidnapping, cruelty and other offences.
14. **Code of Criminal Procedure (1973).** This act has certain safeguards for women like obligation of a person to maintain his wife, arrest of woman by female police and so on.
15. **Indian Christian Marriage Act (1872).** This act contain provisions relating to marriage and divorce among the Christian community.
16. **Legal Services Authorities Act (1987).** This act provides for free legal services to Indian women.
17. **Hindu Marriage Act (1955).** This act introduced monogamy and allowed divorce on certain specified grounds. It provided equal rights to Indian man and woman in respect of marriage and divorce.
18. **Hindu Succession Act (1956).** This act recognizes the right of women to inherit parental property equally with men.
19. **Minimum Wages Act (1948**). This act does not allow discrimination between male and female workers or different minimum wages for them.
20. **Mines Act (1952) and Factories Act (1948).** This act prohibits the employment of women between 7 P.M. to 6 A.M. in mines and factories and provides for their safety and welfare.

21. Below given are some other legislation which also contain rights and safeguards for women:
    1. Employees' State Insurance Act (1948)
    2. Plantation Labour Act (1951)
    3. Bonded Labour System (Abolition) Act (1976)
    4. Legal Practitioners (Women) Act (1923)
    5. Indian Succession Act (1925)
    6. Indian Divorce Act (1869)
    7. Parsi Marriage and Divorce Act (1936)
    8. Special Marriage Act (1954)
    9. Foreign Marriage Act (1969)
    10. Indian Evidence Act (1872)
    11. Hindu Adoptions and Maintenance Act (1956).
22. **National Commission for Women Act (1990).** This act provided for the establishment of a National Commission for Women to study and monitor all matters relating to the constitutional and legal rights and safeguards of women.

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal).Act (2013). This act provides protection to women from sexual harassment at all workplaces both in public and private sector, whether organized or unorganized

Rationale of the Study-

There has been growing instances of crime and injustice against women in India. Every now and then we hear of a women being raped at work place, bus, cab etc. Dowry related deaths, domestic violence crimes, dozens of eve teasing cases, immoral trafficking etc are there in news every day. The statistics of cases of crime such as molestation against women, dowry deaths, rapes and abduction in the year 2013 shows an alarming escalation of 26.7% as compared to the year 2012. The Union Territory of Delhi tops the list in crime against women which stands at 146.8 during the year 2013 whereas the national level crime rate stands at 52.2.According to the reports from the National Crime Record Bureau(NCRB)Delhi UT upsurges the national statistics of 35.2% to 33,707 in 2013 with Delhi reporting 1,441 rapes in 2013 – making the city subscribe to the reputation as India's' "rape capital".(IANS New Delhi November 9, 2014**).**The everyday account of crimes against women pitch to around 40 cases, most common among them being molestation and sexual harassment in public and rape (crime in India, 2013). Every brutal crime calls for new enactments to curb it.

The sex ratio which is one female to 1000 males is reflected in the society in terms of its social, economic and cultural patterns. The 2011 census states that the sex ratio in India is 914/1000

males. This ratio is unbalanced and has a significant adverse effect on women. This shows that the biasness towards the masculine gender which is still a predominant feature of Indian society. The passion for having a male child is very intense in the Indian society that married couples do not mind running through closely spaced pregnancies. Premature deaths and medical termination of girl child well before they are born are very common in India on this account. In a generation where women are conquering the Mount Everest and going to the space successfully it is a shame that the birth of female child is perceived as a curse with economic and social liability. A survey done in 2011 revealed that as much as 67% of the married women were unaware of the PNDT act. Pre determination of sex is a crime was known to 66.5% and whereas 11.66% of the subjects had knowledge where sex determination can be done. Just 16.3% knew about the legal punishment and penalty for sex determination.

The issue of violence at home is global in nature and this affects the nation in all its economic, cultural and social aspects including class and racial distinctions. This problem is not only dispersed worldwide, but its consequences are very extensive, making it a regularly accepted behavior. Domestic violence is wide spread, deeply rooted in the society and has serious impacts on women's well-being and general health. Its continued existence is morally indefensible. A National survey in India highlights that in all the 29 states, a substantial proportion of married women have been physically or sexually abused by their husbands at some time in their lives. The survey points out that 37.2% of women nationwide "experienced violence" after marriage. 59% of married women of Bihar were found to be abused the most. The astonishing fact is that the urban families amounting to 63% reported to be more violent than their rural counterparts. The states to follow are Madhya Pradesh, Rajasthan, Manipur, Uttar Pradesh, Tamil Naidu and West Bengal. The percentage ranging from 46.3% to 40.3%. The amount of violence meted out by the Indian women was highlighted by National Crime Records Bureau which stated that while in 2000, an average of 125 women faced domestic violence every day, the figure stood at 160 in 2005. Therefore, better awareness about violence at home and its consequences should be instilled in the minds.

Therefore, when we talk of reducing crime and injustice against women and empowering them and giving them equality in society, it is very important that adolescents specially the girls are aware of their rights enshrined in the constitution the constitution so that they can fight against the injustice bestowed upon them and also protect themselves. They are the most vulnerable population as they are the victims of many types of crimes in India. Therefore, the adolescents should know about the rights so that they are not scared and are able to fight for their rights. Since no study has been done so far to find the level of legal awareness amongst the adolescent with regard to the women empowerment, the present study has been undertaken by the investigators.

Objectives of the Study-

The objectives of the study are as follows:

- To find out the level of awareness of the higher secondary school students related to PCPNDT ACT (Pre-Conception Pre-Natal Diagnostic test), 1994.
- To study the level of awareness of the higher secondary school students regarding Domestic Violence Act, 2005.
- To find out the level awareness of the students related to the sexual harassment at workplace (prevention, prohibition and redressal act 2013).
- To find out the difference between awareness level of girls and boys studying in schools of Delhi/NCR related to the above mentioned acts.

Delimitation of the Study

- The present study is restricted to schools of Delhi/NCR.
- Students studying in IX and X grade are included in the sample.

Methodology-

Survey method was employed to collect the data. A survey is a research method in which subjects respond to a series of statements or questions in a questionnaire or an interview. Surveys target some population, which are the people who are the focus of research. Because populations are usually quite large, the researcher will target a sample, which is a part of a population that represents the whole. The most common types of surveys are questionnaires and interviews. A questionnaire is series of written statements or questions. With an interview, the researcher personally asks subjects a series of questions and gives participants the freedom to respond as they wish. Both questionnaires and interviews can include open-ended questions (allowing the subjects to respond freely),or close-ended questions (including a selection of fixed responses). The population of the present study consists of secondary school students.

Population-

The population of the investigation is representing the adolescents studying in IX and X Standard of secondary schools in Delhi /NCR

Sample

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. Simple random sampling was used to select the students and collect the data from them. Simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. A total of 100 samples were selected randomly from IX^{th} and X^{th} standard from two schools of Delhi/NCR for the survey.

Procedure

The samples of 100 students were selected by way of simple random sampling by giving equal weight age to boys and girls of secondary level. The statistical technique used is percentage analysis of the responses from the sample. For collecting the data, the investigators visited the different schools with questionnaire and with the permissions of the school authority administered the test to the students.

Focus group discussion and interviews were also conducted. For the focused group discussion the students were divided into groups. Each group comprised of eight students where equal weightage was given to the boys and girls. A set of questions were asked by the moderator to elicit responses from each group within the time frame of 90 minutes.

The students were interviewed asking general questions, where all interviewees were asked the questions based on the rights mentioned in the objectives of the study.

Analysis and Interpretation of data-

The study highlighted the legal awareness level of the teenage boys and girls.

1. It was found that 97.73% of the sample had no awareness regarding the PCPNDT Act.
2. The study throws light to the fact that the students had no knowledge regarding the provisions in the constitution related to female infanticide and the laws binding the same.
3. The percentage analysis of the respondents revealed that 91.2% of the samples were not aware of the Domestic violence Act, 2005.
4. Though a very small percentage of the sample knew about Domestic Violence, majority of the sample had no understanding regarding the Act.
5. It was found that 98.2% of the students were not aware of the sexual harassment at work place Act. Sexual Harassment at work was unknown to the majority of the samples.
6. The study revealed that there is very negligible difference in the legal awareness level amongst boys and girls. The results of analysis reveal that both boys and girls were equally unaware about the Acts and provisions regarding female infanticide (PCPNDT), Domestic violence and Sexual harassment at work place.

The focus group discussion brought to light that the students had a fairly good understanding about the female infanticide, Nirbhaya case, eve teasing and initiatives like Beti Bachao Beti Padao. In the Focused Group Discussion, the students highlighted that they have seen the liking for the male gender more amongst the lower middle class. Some of the students also pointed out that they have faced eve teasing many times while they have travelled by auto rickshaw, bus, metro etc. but they have always ignored the incidences as they were not aware about the legal provisions related to Eve teasing. However, the Acts like PCPNDT, Domestic Violence etc. were not in their knowledge.

The interview on the students reflected that most of the students are not aware of the legal provisions related to the safety of women. They are aware of the Fundamental Rights and Directive Principles but not about the provisions mentioned in the legal rights of women. The study revealed that the students were eager to know and understand the laws governing the issues mentioned above but did not have an opportunity to know and understand the same.

Suggestions

1. 1. The students of the secondary school should be made aware about the provisions that exist in the constitution for the protection of women.
2. A lesson regarding the constitutional provisions related to the safety and empowerment of women should be included in the curriculum of secondary classes.
3. Both the boys and girls should be made aware about the rights and provision for the protection and empowerment of women so that the status of women can be improved in the society.
4. Awareness programs regarding the same may be conducted in the schools for teachers as well as students.

Conclusion

The present study highlighted the legal awareness level of the teenage students. It was found that the secondary school students were not aware of many of the rights of women in the constitution. The provisions given in the Acts taken for the study such as PCPNDT Act, Domestic Violence Act and Sexual Harassment at work place Act are not known to the students. There are a number of laws for the protection and safeguard of women in the Indian Constitution. But if the laws are not known to the youngsters, who are the future of tomorrow then it is of no use. Therefore efforts should be made in the school level to make the adolescent boys and girls know their rights specially the rights and legal provisions available for women in particular. This awareness of the students regarding the rights of women will uplift the status of women in the society and will also help in women empowerment.

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Roles(s) of Teacher: Unpacking Ivan Illich's Concepts

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Abstract

The belief of Illich as a social critic, philosopher or historian is seen as secondary to the principal thrust and purpose of his life and intellectual output. To understand Illich, it is more important to see his journey into apophatic expression. Education was very close to Illich's heart. Illich has intellectually discussed on the various aspects of education, including the roles of teacher. Illich himself, being an unmatched teacher, has also discussed critically at many places in his writings the role and status of teacher. In this paper, an attempt has been made to map out the role of teacher in Illich's educational philosophy.

Key Words: Deschooling, Teacher, Child Advocate, Manager and Critical Thinking

Introduction

Illich (1926-2002) is one of the most critical and extensive educational theorists of the last half-century (Jandrić, 2014; Shah, 2016; Marja Saurén, & Määttä,2011). Ivan (E-ván) Illich was born on September 4, 1926 in Vienna, Austria (Inman, 1999, Babu, 2015). Illich studied theology at the Gregorian University of Rome, Vatican and was awarded doctorate of philosophy at the University of Salzburg in the area of history of knowledge (Wright, 2000). Before publishing his critical writings, he worked as a priest in a Puerto Rican church in New York and came into connection with lifelong education and community development programmes (Finger, & Asún 2001; Shah, 2016). Illich was famous among all intellectual circles of his time. Harvard academic Harvey Cox (2002), who knew and studied with Illich in the1970s, called him "a prophet, a teacher and a realistic dreamer" (p.16). Similarly, Thomas Quigley (2002) said, "Ivan Illich was one of the most celebrated, denounced, praised and defamed figures of the mid-20th century American Catholicism—a gadfly, a charmer, a ruthless critic, and a truly original, if highly unorthodox, figure." Illich has touched every institution of life in his writings,

including education.

In the area of education, Illich's thoughts are being regurgitated from different perspectives linked to the theory of education in the academic context. For instance, theoretical positions such as exopedagogy emphasize that Illich's work offers a possible means for thinking through exopedagogy as an education forcefully domesticated in the name of new social movements and new social forms beyond nation-states, capitalist expropriation, and global regulatory institutions

(Lewis, 2012; 846) Likewise, Illich ideas expressed in his book *Deschooling Society* is also reflection of crtical teacher education. In this paper, an attempt has been made to flag out the role of teacher in Illich's educational theory. The methodological approach is qualitative with hermeneutics in focus. Therefore, this paper is conceptual in nature and is grounded in Illich's educational theory of *deschooling* .

Techer's Role in *Deschooling* Philosophy

Across the globe, education is under dynamic change in many ways that challenges teacher's traditional roles (Beck, 2008; Shah, 2015). Ivan Illich himself, being an unmatched teacher, has also discussed critically at many places in his writings the role and status of teacher. It is a gospel truth that teacher have a vital role in the educational journey of a child. Illich states,

"Great teachers led me to concentrate on reading programs in areas of their special interest. Their influence had a deeper mark on my intellectual orientation than formal university study or degree work" (Writer, 1969: 21)

However, being a critic and a radical thinker, Illich pointed out that within the institution of schooling, one of the major components which required deep investigation is the role of the teacher. The teacher in the modern school has, in Illich's view, become an impediment rather than an aid to the process of education. This has come about as a result of the triple role the teacher is expected to play: a custodian, a moralist, and a therapist. As Illich comments:

School, by its very nature, tends to make a total claim on the time and energies of its participants. This, in turn, makes the teacher into custodian, preacher, and therapist. In each of these three roles the teacher bases his authority on a different claim. The teacher-as-custodian acts as a master of ceremonies, who guides his pupils through a drawn-out labyrinthine ritual. He arbitrates the observance of rules and administers the intricate rubrics of initiation to life. At his best, he sets the stage for the acquisition of some skill as schoolmasters always have. Without illusions of producing any profound learning, he drills his pupils in some basic routines (Illich 1971: 23)

However, Illich did not ignore the status and role of teacher in the educational process. He believed that *teacher-as-moralist* substitutes for parents, God, or the state. He indoctrinates the pupil about what is right or wrong, not only in school but also in society at large. He stands *in loco parentis* for each one and thus ensures that all feel themselves children of the same state. The *teacher-as-therapist* feels authorized to delve into the personal life of his pupil in order to help him grow as a person. When this function is exercised by a custodian and preacher, it usually means that he persuades the pupil to submit to a domestication of his vision of truth and his sense of what is right (Illich, 1971).

For the child, the teacher preaches as a pastor, prophet, and priest. He is at one's guide, teacher, and administrator of a sacred ritual (Illich, 1971). Ivan Illich believed that any person who enters

the teaching profession has to play different roles for the welfare and betterment of students and mankind. Ivan Illich believed that teacher's core aim must be to make of his/her pupils and students capable and independent critical thinkers. Teachers are expected to promote cultural tolerance and teach students the social skills they need to get along with one another. All of this is expected without sacrificing the academic curriculum. Therefore, teachers must get creative and educate themselves so that they can be prepared. They should train themselves as skill model and role model as Dwight D. Eisenhower has also said, "*Good teachers do not just happen; they are the product of the highest personal motivation."*

Briefly speaking, in Illich's philosophy teacher is expected to perform the following roles for the welfare of student community in the educational setup.

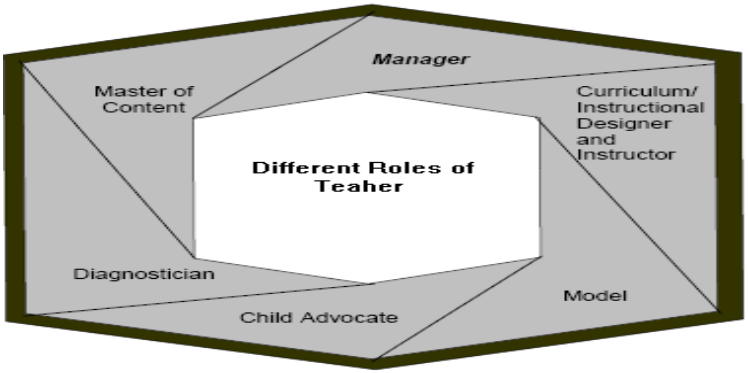
I) Teacher as Child Advocate.
II) Teacher as Curriculum/instructional Designer and Instructor.
III) Teacher as Diagnostician.
IV) Teacher as Manager.
V) Teacher as Master of Content
VI) Teacher as Model.

a. Teacher as Child Advocate

Ivan Illich believes that teachers must be advocates for the welfare of children, both within the classroom and outside of it. A teacher is supposed to give voice as an advocate to the child's innate tendencies and feelings. A teacher has to understand the If the grouping for reading within the classroom is not benefiting children or groups of children, then the teacher in the child advocacy role should find the source(s) of the problem and resolve it. Teachers are morally obliged to ensure the best possible education for all children and youth as Illich said:

"Teacher indoctrinates the pupil about what is right or wrong, not only in school but also in society at large. He stands in loco parentis for each one and thus ensures that all feel themselves children of the same state" (Illich, 1971: 24).

Teacher as an advocate has to identify when and how to access appropriate services or resources to meet exceptional learning needs of children. Illich believes that teacher has to work for development of students' critical thinking and teachers can use their experiences as a basis for instructional activities by, for illustration, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing so that the intellectual growth of students will take place in a proper direction.



Different Roles of Teacher in Illich's Framework

Teacher serving as child advocate is the instructor who squeezes the basic tenets associated with multicultural education. Illich believes that as a child advocate teacher should aware of the diversity of their classrooms, neighborhoods and should honor the social context of their students. Briefly speaking, Illich argues that teacher should understand his/her student's personality within his/her socio-cultural context so that he can act as a true advocate of future generation.

b. Teacher as Curriculum/Instructional Designer and Instructor

Ivan Illich, being a well versed teacher, advocates that teachers need an in-depth familiarity with the curriculum, which they are expected to teach, both the curriculum which is provided for them and that which their knowledge base specifies to be appropriate for individuals with the developmental levels represented in their classrooms. Illich's ideas about curriculum are based on skill based education. The importance of teacher's involvement as creative decision maker in curriculum decisions is reflected in below statement of Illich:

"Potential skill teachers are never scarce for long because, on the one hand, demand for a skill grows only with its performance within a community and, on the other, a man exercising a skill could also teach it (Illich, 19971:13**)**

Illich believes that teacher's role is to transform curriculum into a relevant academic world by the enhancement of learning through the use of a wide variety of materials as well as human and technological resources and use of variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities and create learning webs. Teacher should recognize the methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions among them. Illich advocates that teacher should use classroom observation, information about students, and research as resources for evaluating the teaching and learning outcomes and as a foundation for experimenting with, reflecting on, and

revising practice which are directly related curriculum development (Illich, 1971). Briefly speaking, teachers who know and understand the curriculum and can plan appropriate and varied instructional strategies are the true professionals and builders of nation.

c. Teacher as Diagnostician

Ivan Illich opined that the teacher's role as diagnostician is basically central in any educational setup. Illich in his own words:

The teacher-as-therapist feels authorized to delve into the personal life of his pupil in order to help him grow as a person (Illich, 1971)

Above lines reveal that teachers have to play the role as diagnostician. Teachers need to know and utilize a number of different tools for diagnostic work, both formal and informal assessment methods, and traditional and employment of assessment data in providing diagnostic feedback, motivating performance and communicating progress to others.

Illich advocates that teacher as diagnostician has to understand the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further educational growth and development and how students will flourish in their individual life. Illich emphasizes that teacher's role is to diagnose the overall personality of the child and also assess his/her educational journey and should identify various diverse assessment strategies, accurately and analytically used, are necessary for monitoring and promoting student learning (Illich, 1971). Teacher has to act like a god counselor and guide.

d. Teacher as Manager

Good administrators are just like magnets and are backbone for any administrational setup. Ivan Illich believed that teacher has also to play the role of manager in the educational system as he said:

For the child, the teacher pontificates as pastor, prophet, and priest-he is at one's guide, teacher, and administrator of a sacred ritual (Illich, 1971; 24)

So, it is crystal clear that teacher being an administrator has to act as manager. Teacher has to manage time, people, and resources for effective teaching learning process. Teacher's actions should not only sustain order in the classroom environment, but create environment which foster the development and maintenance of order. Success in the management role is viewed as a result of teacher's understanding regarding the most appropriate arrangement of events within the classroom and the accompanying possession of skills, which allow for the appropriate monitoring and guidance of classroom activities. Some would suggest that classroom management today is even more important than in earlier time periods, given the challenges teachers face today. Gone are the days when chewing gum, whispering in classrooms, not staying in line etc. were considered as major discipline problems. Today, management issues are more likely related to

assaults, harassment, and other forms of violence, followed by the consequences of illegal drug use and sexual experimentation at early ages. That is why, Illich pointed out that teacher is a moralist for students**.** Creating positive learning environments for students is not limited to providing a productive climate for academic achievement. Teachers must also foster student satisfaction with the classroom experience. Effective classroom management begins with relating to students in positive ways, that is respecting the dignity and worth of each student.

Briefly speaking, teacher as a manager has to understand the principles of effective classroom management and then to use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. His role is to organize, prepare students for and monitors independent and group work for full and varied participation of all individuals.

e. Teacher as Master of Content

Teachers must be masters of the content which they teach. How can any individual successfully teach others when they themselves do not understand and have no competency on the content? Every teacher's knowledge bank should be broad, deep and updated. Students must be able to make practical application of their knowledge as well as have an understanding of it on a theoretical level and gross root level. For actual teaching, subject matter knowledge must then be aligned with knowledge of the curriculum, knowledge of students, consideration of the particular social- cultural contexts within which teaching-learning occurs, and general information. Illich also advocates that teacher as subject expert has a peculiar role in educational system. He has to understand the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline/ subject he teaches and should be skill model (Illich, 1971). He must have enthusiasm for the discipline; he teaches and sees connections to ever day life. Briefly speaking, teacher must represent and use differing viewpoints, theories, "ways of knowing" and methods of pedagogy in teaching his subject matter concepts.

f. Teacher as Role Model

Teachers, by their actual position in the society, are customarily regarded as role models for living and learning by their students. Their interactions with students, other teachers and staff in the school and with parents should model appropriate interaction strategies for observant students. Teacher's physical appearance, habits and other activities, both negative and positive teacher behaviors can serve as models for individual students. They are responsible for teaching the relevant skills to the students they work with beginning with the opening day of the school term. Ivan Illich believed that teacher is substitute of God for students (Illich, 1971). Illich in *Deschooling Society* (1971) advocated that teachers should be a skill model as "skill model" is a person who possesses a skill and is willing to demonstrate its practice. He must possess enthusiasm for the discipline which he teaches and should connect learning to everyday life. Being a role model, he must respect student's individual personality and family backgrounds and he

should not ignore the various skills, talents, and interests of his students. Briefly speaking, Ivan Illich advocated teacher's role as role model as he comments:

The teacher-as-moralist substitutes for parents, God, or the state. He indoctrinates the pupil about what is right or wrong, not only in school but also in society at large. He stands in loco parentis for each one and thus ensures that all feel themselves children of the same state. (Illich, 1971; 24)

At last, Ivan Illich also held a belief that teacher is seen less as person of authority who leads and controls but rather is seen as "a friend, a mentor, a facilitator, or an experienced traveling companion" (Illich, 19971: 25). Teacher should also be someone who guides student rather than someone who is an authoritarian in the classroom. He should be international oriented in outlook and humanitarian in his approach.

Concluding Remarks

Ivan Illich sees the educational system as a prime source of social inequality: only the schools and universities have the financial resources and legal authority to educate. He remarked that our educational system is an industrial, consumer one in which individual values is institutionally engineered. Therefore, Illich has much expectations from teachers in overhauling this ailing system. Illich advocates that we need radical teachers who will promote critical thinking among students. We need teachers who will question their profession as well system where they spend much of their time under manipulation and control. Illich expects that a good teacher should act like a child advocate and should be role model for students particularly in morality. Illich believes that *the teacher-as-moralist substitutes for parents, God, or the state.* Thus, in Illich's philosophy teacher is a human engineer.

Illich advocates for the deschooling of education. Society must be *deschooled* and the responsibility for education must return to the learner. Schooling system should be reformed and education should be learner oriented. it is only possible when teachers will rethink on their roles and responsibilities. Ivan Illich is also considered as an advocate of holistic education. Illich, being an advocate of holistic education, aims to call forth from people an intrinsic reverence for life and a passionate love of learning. Therefore, he expects teachers should also be holistic and should be student friendly. At last:

"Ivan Illich is educational philosopher of every century."

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Language as a barrier of Education

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Abstract

In today's educational scenario dropout at primary school level is the gravest problem because the whole education system stands on it. In this study I have tried to establish that language of instruction is one of the most important factors as far as dropout is concerned. Sreetama's story reveals how language could be a barrier for his education.

Primary education is the first step of formal education. It is the right of every child. Primary education forms the basis of the entire system of education because it serves as the foundation stone on which the whole education system stands. It lays the foundation for the development of children. It opens avenues of opportunities for children. For sustainable development, universal primary education is a must for any country. Primary education gives basic knowledge to children about counting, word formation, understanding of environment and ethics. Naik (2004), an eminent educationist of our country has very aptly observed: "The progress of primary education is an index of general, social and economic development of the country as a whole".

In India, primary education has innumerable problems, which vary from state to state and city to city. The causes of failure are many like social, economic, political and pedagogic in nature. The problem of dropout is one of the main issues related to the primary education system not only in India but in other countries as well.

The number of dropouts in primary schools, especially in Tribal areas has caused a grave concern and the educationists are trying to find out the causes of such drop outs.

Article 350 A of the Indian Constitution felt the need of providing primary education in mother tongue. But, still education is being imparted in 15 main official languages only. Researches in this area have already proved the importance of languages used in the home in the process of early learning. One of the major reasons of poor participation of tribal children in formal schooling is medium of instruction Nambissan (1994). Study throws light on some of the critical issues related to medium of instruction at the primary stage. This paper also reviews policy and practice relating to providing primary education in mother tongue for tribal children. There are various factors which influence the participation of tribal children in school like poor socio-economic condition, their illiterate home environment, inadequate facilities for education and alien school environment. But another essential part is school processes which also influence school participation and drop

out of children from primary schools. The present study also analyzed Kothari Commission (1966) and NPE (1986) and found that they tend to devalue tribal languages rather than attempt to explore their pedagogic relevance. These reports consider the importance of tribal languages as a medium of instruction at the primary stage but more importance is given to transition to regional languages within two years of schooling. There is urgent need to evolve scripts, grammar, and vocabulary in tribal language to provide subject knowledge. Inadequate researches have been done in these areas. POA (Programme of Action) 1992 also emphasized the use of tribal languages but no attempt has been made to see the existing stock of structural material in tribal languages. There is no concrete outline for preparation of primers and textbooks for tribal children. Some of the State Governments recognised tribal language as the media of instruction but the number of teachers is very few who are conversant with tribal languages. There is need to include the media of instruction as an important subject in teacher training programme so that they can evaluate the importance of nonstandard languages. Government must encourage the use of tribal mother tongue as a part of larger language policy.

Xaxa, (2005) paper concluded that there are marked differences in our country especially on the basis of caste, religion, language and region. Tribes constitutes people who practiced animism or tribal religion. Tribes have distinctive features like language, culture, territory and government. In earlier time tribes were considered as residuals in comparison with the general/universal features of Indian society. Tribes happen to be distinct linguistic and cultural communities. This was evident from the fact that they are recognised by their ethnic /tribal names, which is generally related with their distinct language or dialect. But nowadays situation has changed, tribes are being incorporated into the language and religion of dominant regional community. But such incorporation has been on the whole avoided and resisted. Their land, forest, and other resources are used indiscriminately without giving them tangible benefits in return. Politics of tribal identity is questionable. There is a difference between the way tribal social consciousness represented by tribal people and the way it is represented by scholars, administrators and others. It is more prominent in case of tribal peoples' relations with the state, facilities of reservation and other form of affirmative action. Tribal consciousness is more of middle class consciousness than large consciousness.

The study was conducted in the state of West Bengal to investigate the issues related to dropout in primary schools in rural West Bengal. This study required a deep understanding of the people and their behavior.

Data Collection Method

Present study focuses on the reasons of dropout in a specific context. In order to explore and reveal the details involved in the children's decision to stop going to school the author interviewed children, their parents and the school personnel. Field notes were used as primary means of data

collection, Along with these, classroom observations were recorded and school information sheet was prepared and filled up to get information about each identified school.

Thus, the narratives or the descriptions generated from interaction with children and their families were the main source for revealing the reality behind the dropping out phenomenon. The first thing which was taken into consideration was establishing rapport with the interviewee. For this, the researcher first visited the schools and gathered necessary information about the children who had dropped out. Then one talked to the children informally on several other topics not directly related to their dropping out behavior. Few simple questions related to their surroundings, their friends, their families were asked in order to build a rapport with them.

One was curious to know and understand what is there in a child's mind. Why and what make a child "dropout" from school.

The children spoke about many of their experiences in school, parental support for education, teachers' behavior in class, their day to day activities etc. one also enquired about their name, age, description of living conditions, familial structure, and highest level of education attained by their parents or siblings, reasons behind leaving school and so on. Parents were also asked their aspirations about their child, their upbringing and the role of school in their ward's life. In the following section, one typical situation where language becomes the main obstacle for discontinuation of studies is being depicted.

Language as Barrier

The school, Marudih Primary School (Block-Bundwan), is situated at a distance of 15 minutes from the river. Panchmudi, a small village, is located in the lap of nature. The village is surrounded by many small *tilla* (hills). A river called Shilaidihi, flows on the eastern side of the village. During rainy season children go to the river to catch fish. Sreetama is often one of them. Sreetama Soren is a santhal boy. He has a thatched house of mud walls. Many beautiful figures of animals and flowers are drawn on the walls. There is an *angan* in which a charpoy was kept for attending to visitors. A terracotta vessel was kept at one corner to store water. Sreetama's mother is a simple housewife. His father works in a handloom where jari work is done on saris. Their income is very nominal. Sometimes Sreetama joins his father in doing work.

I: *Akhon tumi ki koro?* (What do you do nowadays?)
S: *Ami babar sathe karkhanay jai.* (I go with my father to the factory.)
I: *Ki koro okhane?* (What do you do there?)
S: *Babar sathe jarir kaj kori.* (I do jari work with my father)
I: *Okhan theke kato taka pao tumi?* (How much do you earn?)
S:*Kichu na. Babar sahajya hoye jai bas.* (Nothing. It is a help for my father.)

My companion during this visit was santhali girl, Shivani. She can speak and understand Bengali language as well. She helped me translate a few questions that I wanted to ask the family. Though I am able to understand Santhali but at times speaking fluently poses a problem.

After a long discussion with Sreetama and his family I came to know, at times they are notable to arrange two meals a day. For lunch they have very simple food such as boiled rice and *sak* (green leaves).They rarely had utu (curry). Seldom had they eaten vegetables. At times they have to eat rats.

Sreetama has one elder sister named Hansuli. She never went to school. Sreetama's mother said, "*Bapla hui kandaya*" (she got married). She got married at the age of eleven. Now at the age of fifteen she is the mother of two daughters. Her in laws now want a baby boy from her! She has become very weak but has to manage all the household work and look after the two kids. When Sreetama's mother was asked about Hansuli's schooling, she said if she was educated then also she had to face the same fate. So, what was the use, of spending money on education?

I:*Tomar school e jete bhalo lage na?* (Don't you like to go to school?)

S: *Na*(No)
I:*Keno*? (Why?)
S:*Ami didimonider bhasa bujhte pari na* (I can't understand the language of the teachers.)
I:*School e bolecho*?(Did you discuss your problem in school?).
S: *Ekbar baba bolechilo*(Once father told them).
I:*Kono teacher nei school e, je tomar bhasa te katha bale*? (Don't you have any teacher in the school who could communicate with you in your language?)
S: *Na se rokom keu nei*. (No one is like that.)
I: *Tumi kothai boste class e*? (Where do you sit in the class?)
S: *Sesher bench e* (on the last bench)

Sreetama speaks santhali at home. His neighbours also speak santhali language. But when he went to school he was faced with an alien environment. Every day, when he went to the school he had to carry a bag loaded with books but he was not able to grasp the contents of these books which are written in Bengali. He has to learn Bengali instead of his mother tongue. As the days went by as he tried hard to learn but couldn't. He slowly became alienated from classroom teaching and learning, from his friends and later left the school. When in school he sat away from boys who spoke Bengali.A feeling of "*ami parbo Na*" (I can't do it) slowly settled in. There was no one around him to help him understand the language.

I: *Abar jodi kokhon school e jaoar sujog pao to jabe?* (If you get another chance to go to school, will you join?)

S: *Na, amar bhalo lage na* (No, I don't like to go)
I: *Age ki korte chao*? (What do you want to do in future?)

S: *Ekdum chup* (A big silence)
I: *Ki koro obsor samay e?* (What do you do in leisure time?)
S: *Bondhuder sath khela kori, mach dhori, santar kati*(I play with my friend, catch fish, swim in river.)

He is happy in his own world, he plays with his friends, he catches fish in the river, runsin the fields, climbs trees and enjoys parab (celebration like bandhna etc.). He does not bother about his studies and future anymore. His parents believe even if he studied a few more years, then also he will do the same *jari* work. So, what was the use of education?

Discussion

Sreetama's mother tongue is Santhali. The teachers of his school speak Bengali. He admitted that he had difficulty in understanding the language of instruction. Moreover, the transition from home language to the school language is not smooth. Teacher's language or the official state language is different from the mother tongue of the child. So, language becomes an important site of exclusion.

The fact is many a time children cannot grasp the school language and the language of text books also. Ultimately they drop out from the school. So, in other way MTB-MLE can reduce dropout rate and repetition rate. Children can be encouraged to attend school regularly and simultaneously it will enhance learning capacity of the students. Moreover, it can promote cultural heritage of the students.

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ICT in School Education: Bridging the Digital Divide

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Abstract

The study aimed to look at the understanding and perceptions of school teachers about the digital divide, its causes and the role of ICT in education for bridging the digital divide in schools of Delhi. A sample of sixty-two in-service teachers from private and government schools of Delhi was selected. The study utilized semi-structured personal interviews and focused group discussions as techniques for data collection. The data so collected was thematically analysed. The results represent four kinds of notions about digital divide, namely, international, national, linguistic and cultural divide, and the divide between digital immigrants and digital natives. The study further elaborated on perceived reasons for the widening of digital divide. Finally, the study also suggests some ground-level initiatives in the field of education to help reduce the gap from the teachers' lens.

Introduction

One of the important driving forces of modern civilization is the information and communication technology (ICT). Recent years' development and proliferation of information and communication-based technologies have brought changes in the way people live, interact, learn and work (Kaur & Singh, 2016), thereby accelerating the economic and social change (Nandi, 2002). ICT today has enabled easy, cheap, and effective communications, among people, reduced distance, time and space (Fletcher, Simon, & Adele, 2000). What is possible today was not even thought of a few decades ago. It has changed the way people do business, engage with education, health and other services. For instance, internet today has opened up avenues for services like e-commerce, online teaching, e-governance, better health care, access to job opportunities (Hecker, 2001; Motohashi, 2001), increased agricultural productivity (Poole, 2001) and so on, in different sectors of service and business industry (Singh, 2010). Further, ICTs are expected to play a crucial role in the socio-economic development processes (Singh, 2010). While bringing the world one step closer, this proliferation of ICT in India has also created a new kind of divide in our society between the haves and the have-nots (Keniston & Kumar, 2003). This divide is popularly known as the 'Digital Divide'. The phrase digital divide is used to indicate the gap that exists between the haves and the have-nots, with regard to their opportunities, skills and access to the use of ICT for a variety of activities (Panda, Chhatar & Mharana, 2013). There exist global disparities in the access

and use of these technologies between the developed and the developing countries, with developed countries having greater ICT adoption levels made possible by the availability of high speed internet to its people (Singh, 2010). In India itself, this divide is many fold. The schools of India also are not untouched from this digital divide. In fact, they are one of the sites where one can clearly see the traces and impact of digital divide. However, education is seen to have a potential for bridging this gap between the haves and the have-nots (Butler, 2002). For this to occur, the teachers have to be prepared for which we first need to study the teachers' conceptions about digital divide and how it can be bridged. Hence the need for this study.

The main focus of this paper is to study the perspective of school teachers on digital divide and its causes. It explores the digital divide specifically in the context of school education. The study also brings out ways to bridge this digital gap from school teachers' lens who acquire the status of a meek dictator in Indian classrooms (Kumar, 2005).

What is Digital Divide?

The term digital divide was first used by Larry Irving Jr., to focus attention on "the existing gap in the access to information services among those who can afford to purchase the computer hardware and software necessary to participate in the global information network, and low-income families and communications that cannot" (Dragulanescu, 2002, pp. 139). According to OECD (2001), digital divide refers to "the gap between individuals, households, businesses and geographic areas at the different socio-economic levels with regard to their opportunities to access information and communication technologies (ICTs) and their use of the internet. It reflects the differences among and within countries" (pp. 5). This definition focuses only on national and international levels, however, according to Singh (2010), digital divide also exists on a variety of levels such as sector, community and individual levels. Haniman and Reudin (2007) present another view of digital divide at three levels: a) geographically (between regions, rural-urban and countries); b) socially (between social classes); c) an upgraded divide (between humans and technology). Thus, the digital divide can be defined in terms of the social, cultural and economic deprivation generated by availability or non-availability of ICT access and skills.

Objectives

The aims of the present study include:

1. To explore school teacher's notions of Digital Divide.
2. To explore school teachers' perceptions about the causes of the digital divide.
3. To study school teachers' notions of the role of school education and ICT in bridging the digital divide.

Method

A sample of sixty-two in-service teachers from private and government schools of Delhi, was selected using the stratified random sampling technique. The participants' variety in terms of their

age, teaching experience (ranging from 2-10 years), subjects taught and teaching level (primary, middle or secondary) provided a wide-angled view for teachers' understanding of the digital divide. The design of the study was planned in two phases. The Phase I is conceptualized as the landscape of digital divide in school education and Phase II is conceptualized as the 'bridging the digital divide' phase. The focus of phase I was to build a contextual understanding of Digital divide, its different dimensions and causes from the perceptions of school teachers. This phase of the study utilized semi-structured personal interviews as a technique for data collection. The phase II of the study aimed to understand the potential of school education and the teaching of ICT, specifically, in bridging the digital gap. This phase of the study utilized focussed group discussions as a technique for data collection. Furthermore, the data so collected was thematically categorized and analysed qualitatively.

Results and discussions

Section A: Perceptions about digital divide

When asked about what do they understand by the term 'Digital Divide', four kinds of notions about digital divide emerged from multiple discussions with the teachers. These are:

1. **International divide**: It is the divide that exists between the developing and developed countries. Participants felt that the widespread access to the internet and other digital assets such as computers, mobile phones, etc. gave an advantage to the citizens of that nation while it left the nations not having such a widespread access at a disadvantage hence increasing the disparities between the rich and the poor nations as well as the developed and the developing countries.
2. **National divide**: Teachers defined the notion of digital divide as the divide that existed within every nation, industrial or developing, between the rich and the poor, between the digitally literate and the non-literates, between the ones that have access to digital assets, internet and those who didn't.
3. **The linguistic and cultural divide**: According to the participants, the difference in language and the culture among individuals also acts as a factor contributing towards the digital divide. For them, this factor divides the digital members into essentially two categories of English and non-English. As one participant shared, "on the internet, very little content is available for the non-English speaking people that is of good quality". When asked why this happens, the teachers responded that "English is considered as a global language and therefore people create digital content in English to invite larger audiences for their work. However, on the other hand this does not happen for other languages such as Hebrew, Hindi etc." Another respondent shared that "for Indians who do not speak English or speak little English, the barriers of digital age are almost impossible to overcome as all the widely-used operating systems require at least some knowledge of English or one of the northern languages". Another participant shared, "no matter how wealthy, brilliant, motivated people may be,

efficient and effective use of computer and internet are not possible unless people have good command over English language". A contrasting view to this was shared by another participant who said, "now a days all the operating systems such as IOS, Android, Google, state government websites and other such widely-used applications are also available in two or multiple languages and not in English only". Other, contrasting views included the perspective of increasing initiatives for digitization of good quality content material in other languages (such as Hindi) as well. However, there was a majoritarian view about the current scenario of difference in language and culture as one of the features and having more or less impact on the widening digital divide. Also, the participants felt that linguistic inaccessibility has added towards the absence of culturally responsive and relevant material.

4. **Divide between digital natives and digital immigrants**: The participants also feel that there exists a digital divide among those who are born in the age of digital and information and communication technology (digital natives) and those who were born before the advent of the digital age (digital immigrants) but are trying to enter the digital world. As one of the participant responded, "now a days, young children are already familiar with many new technologies and therefore it becomes difficult for us as teachers to keep pace with them".

On comparing the responses given by private school teachers and the government school teachers, significant trends appear in the understanding of 'Digital Divide'. The government school teachers largely focused on the international, national, linguistic and cultural divide and the divide between the digital natives and digital immigrants. They also focused on the infrastructural support, access, content, financial and communal dimensions/aspects of the digital divide. However, the private school teachers largely focused on the international and national divide between the rich and the poor, between the haves and the have-nots, between the educated and non-educated, between the developed and the developing. However other dimensions of digital divide such as mastery of technology, skills, attitudes, disability (Kaur and Singh, 2016) were found to be missing from the participants' discussions.

Section B: Reasons that lead to digital divide

When asked about what causes digital divide, teachers stated a variety of reasons responsible for the widening of digital divide. These reasons included poverty, lack of electricity in the rural areas, lack of accessibility for IT-based equipment, lack of trust in using digital technologies for the security of users' information, lack of skills and attitudes required for effectively utilizing digital technologies, lack of adequate financial support from government, school authorities and parents, lack of political will to bridge the gap and lack of intent from the teachers' side to use digital technologies in their classrooms so as to reduce their workload.

On comparing the responses given by private school teachers and the government school teachers, no significant trend appear in their perceived causes for digital divide. All of them appeared to state the above cited reasons as the reasons for digital divide. However, one thing to be

specifically noted here was that nowhere in the discussions with the teachers on the causes of digital divide did they mention language and culture as a cause of digital divide. However, they did mention non-English linguistic capabilities as one of the barriers to bridging the digital divide. Neither did they mention being a digital immigrant or a native as a cause of digital divide. They seem to accept it as a natural consequence of the digital revolution and generation gap.

Section C: Role of ICT in school education in bridging the digital divide

When asked the role of school education in bridging the digital divide, both government and private school teachers agreed that education can, to an extent be beneficial in bridging the existing digital divide. The participants elaborated that teaching students about ICT and computer sciences at school can lead them to becoming digitally literate and also make up for the unavailability of digital resources at students' home. A teacher also shared the practice she followed with her students wherein she encouraged her students to write stories on blogs and also translated stories from one language to the other language(s) they knew. According to her, such simple changes in pedagogy can help contribute towards bridging the digital divide. Also, such initiatives at school and university levels can help generate good quality, culturally relevant and multilingual digital content.

Participants also shared that no progress in bridging the digital divide is possible unless certain preconditions of required infrastructure, institutional support, monetary funding are fulfilled. Also, the participants believed that there is a need for the development of flexible, open and cost-effective platforms of technology which can be used by even the people belonging to the lower socio-economic groups. In addition, they also felt that teachers need to be trained to be able to contribute towards bridging the digital divide. They felt that the effective use of new applications such as google hangouts, Visual User Environment (VUE), Learning management systems, or specific software in teaching and learning requires teachers to be comfortable with the technology. For this to occur, ICT training should be an essential part of the professional development of teachers. Those teachers who were already using digital technologies in their classroom reported that they were either trained in using ICT-technologies in their pre-service teacher educator programs or were trained during in-service training workshops.

Some of the participants, specifically government school teachers, felt that parent education programme and compensatory programmes, organized by the government or school bodies, can help reduce high levels of educational lag among the parents and throughout the society. This can help bridge the divide between the older generations (digital immigrants) and the younger generations (digital natives). Such compensatory programme for children's first teachers i.e. their parents can help reduce the negative influence children's environment has on their digital literacy. However, while suggesting such programme, the participants also shared their concerns of parents not being able to apply what they have learned.

Conclusion

Education remains one of the major contribution of Indian government for reduction in digital partitioning (Sonia & Kumar, 2011). Digital divide today is prominent in many areas, including education. Therefore, one of the best ways for bridging the digital gap is through education. The current study aimed to study school teachers' perceptions about digital divide, its causes and the role of ICT in education for bridging the gap. It found differences among the perceptions of government and private school teachers about digital divide. Several plausible reasons for widening digital divide, such as poverty, accessibility, trust, lack of skills and attitudes and so on were also explored. The study reported four kinds of digital divides- international, national, linguistic and cultural digital gap, and also the gap between digital immigrants and digital natives. The study also highlighted teachers' perspective on ICT in school education being able to only partially bridge the digital divide and that institutional and learner readiness are key to ensuring success of any attempt for reducing the wide gap. Education, by itself may not be able to solve all problems of social inequality, however the existing gap would widen without quality education and equal access for all. Although the use of ICT in school education is not an end in itself, the possibilities that ICT brings with itself has given educational reform a fresh impetus. It enables learning content to be presented in different formats, such as satellite, telephone, internet, cables and fibre optics, to diverse educational audiences and that too at reduced costs. What is important is not just the knowledge distribution that has to be even between the people on both sides of the digital divide but also its creation, thereby breaking the hegemony that exists between them. Thus, education of ICT can be a powerful means of overcoming the digital divide.

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Book Review:
Small Teaching-Everyday Lessons from the Science of Learning

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Lang, James. M, Small Teaching-Everyday Lessons from the Science of Learning, 259pp. Josey-Bass-A Wiley Brand,2016.(Hardcover)ISBN 978-1-118-94449-3,Price:$27.95USA.

This book spreads over nine chapters provides teachers a rich repertoire of activities and interventions which may be introduced to improve student learning in the classroom .Most of the activities and interventions documented in the book are backed by credible research evidence. The structure of every chapter is organized into six basic themes: Introduction to Activities, The Theory, Models in which strategies to use in offline and online mode are included, Principles which provide the ground for supporting teaching practices and finally Small teaching tips which summarize the key learning contained in the chapter along-with a conclusion highlighting the merits of the strategies listed. The first chapter titled 'Retrieving' reinforces the need for remembering facts/ information. It is well established that only when a student has information on facts will he /she be able to organize, analyze or critically reflect on them. So the beginning of any learning warrants the acquisition of the knowledge of facts in order to move to the practice of advanced cognitive skills like critical thinking. This chapter then unfolds the strategies which may be put to use to enable students to remember and retrieve knowledge from their memory banks. Opening and closing questions posed to students at the start and end of a lesson aided by quizzes on the previously covered content support retrieval. The second chapter on 'Prediction' outlines the importance of using the power of predicting to enhance retrieval from the memory .According to researches in cognitive neurosciences, speculation about what students are about to learn and thinking of the outcomes of the problems in advance enables students to make better connections with what they learn subsequently. It is also seen that in case of wrong predictions too the students are able to check their understanding of ideas and make better neuronal connections .The third chapter on 'Interleaving' as a teaching strategy lists the benefits of the strategy in which students learn something followed by taking a break to proceed to learn something else and then come back to master the first concept or task they began with .In other words Interleaving is the spacing between learning two or more tasks or concepts .In both blended and online learning formats spacing between learning sessions enables one to master and remember content for long term retention in the memory. From chapters four to six the focus shifts from the knowledge domain to the understanding domain .The focus in these chapters by Lang is on Connecting, Practicing and

Self Explaining .Making connections with that which a student has already learnt and that which he /she is learning is essentially important to understand concepts better. This may be done by asking students to draw concept maps at different times during the semester and also by providing students the material they are about to learn well in advance to fit in their connections to the existing frameworks .This may also be done by involving students in collaborative activities such as peer tutoring. Practicing enables one to refine one's understanding of the content considered to be understood or mastered .As teachers we should provide enough opportunities for students to practice whether it is solving mathematical problems, writing paragraphs on given themes, delivering an extempore speech or presenting ideas through a power-point presentation. When students are practicing it is also important for the teacher to give them active feedback to improve on the performance at hand and thus this practice should be undertaken before any major assessment coming their way.

Self-explaining is an outstanding strategy for purposeful and meaningful learning to take place. The act of self explanation enables learners to participate with the necessary rigor in the process of learning by indulging in solving problems on the board, undertaking laboratory work, brainstorming with peers by providing answers with explanations to their group and finally undergoing revision of the same. These tasks of self explanation also support students in clarifying their doubts and misunderstandings.

The last three chapters of the book are based to reinforce the belief that human beings need motivation to process information and develop their skills of cognition, attitudes and emotions in order to be fully self actualized individuals .Research has time and again pointed out that motivating practices support students to be more attentive and therefore boost learning .Teachers in classrooms should make it a ritual to know about their students i.e their names, hobbies and interests, likes and dislike etc in order to create a positive aura around learning in the classroom. For reaching out to the emotional centres of our students we may read out stories, narrate anecdotes, show films and photograph exhibits, recite poetry, tell jokes and then discuss their emotional responses on the same through engagement in meaningful conversations. This may be done by making students learn together in groups such that they learn to share their experiences and also cooperate with each other to understand the importance of interdependence .It is also equally important for teachers to be enthusiastic towards what they teach because unless they value what they teach their students cannot be expected to care for what is being taught to them for sure. In the chapter on 'Growing' the author points out that research has shown that children praised for their innate qualities and abilities tend to take these for granted and stop working hard towards refining them through practice .On the other hand Dweck and Mueller (1998) found that children who received praise for their efforts alone in accomplishing a task improved their performance further. This shows that students should be praised for their efforts rather than talents and abilities with which they are naturally gifted. On the other hand it is equally important to give

students opportunities for success early in order to motivate them .Students need to be narrated success and failure stories of their own teachers themselves in order to prove to them that any failure or bottleneck in life can be overcome by sheer hard work. The successful alumni may be roped in to write inspirational letters about their growth stories to highlight the importance of grit, determination and hard work .Teachers also need to understand that mind-sets do change and they are not fixed .So sincere efforts need to be made to change the mind-sets of students positively so that they weave the story of their life with joy and perseverance .In the last chapter the reader is provided with a number of suggestions about the resources which enable teachers to expand their horizons with respect to understanding the nuances of the art of teaching. It is insisted that teachers must read at least one book and two articles in reputed journals in the domain of teaching and learning in order to keep abreast with the latest findings and trends in the field. As teachers one must also create an online learning community network to connect with peers in order to exchange notes on your teaching-learning strategies .It is also important that teachers attend at least one conference in their discipline wherein they interact with experts and colleagues from different backgrounds to expand their knowledge pool.

On the whole this powerful book by Lang provides enough fodder to teachers to learn small interventions which may be used to enhance student learning in terms of improvement in memory by the use of the retrieval effect, usage of interleaving as a strategy, enabling the formation of more neuronal connections, making learners more confident presenters through practice ,using self explanation as a tool to dispel misconceptions about knowledge etc. The best part of this book is that Lang does not use complex jargon ridden language and so the book is easy comprehensible. It provides a coherent account giving examples of teachers being solely responsible for lesson deliveries that are dull and monotonous. This book proves to be a rich resource of activities that may be undertaken to make teaching and learning joyful and long-lasting. However these activities can easily be undertaken only in classrooms where the teacher-student ratio is not more than 1:25.Another warning bell is that engagement in the activities listed in the book apart from quizzing sessions shall definitely delay the covering of the prescribed syllabus for which the teacher shall be held responsible. In a nutshell the book may be used as a resource by the teachers and teacher educators to get ideas and motivation to improve their teaching but ultimately teachers must be creative and innovative to devise their own activities to enable their students to learn better with each passing day.



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