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FROM THE VICE CHANCELLOR'S DESK

For decades, authors of science fiction, futurists, and art makers alike have been predicting the hyper real (and sometimes catastrophic) changes that will arise with the advent of widespread Artificial Intelligence (AI). So far, AI hasn't made any such waves, and in many ways has quietly become ubiquitous in numerous aspects of our daily lives. From the intelligent sensors that help us take perfect pictures, to the automatic parking features in ultra vehicles to the personal assistants in smart phones, artificial intelligence of one kind or another is all around us.

While the area of almost all the professions are yet not under its feet, it has spread its arms to the level that does not leave any room for anyone in urbanized space to remain aloof of it. One place where artificial intelligence is poised to make big changes (and in some cases already did) is in education. While we may not see humanoid robots acting as teachers within the next decade, there are many projects already in the works that use digital intelligence to help students and teachers get more out of the educational experience. From kindergarten to graduate school, one of the key ways artificial intelligence will impact education is through the application of greater levels of individualized learning. Some of this is already happening through growing numbers of adaptive learning programs, games, and software. These systems respond to the needs of the student, putting greater emphasis on certain topics, repeating things that students haven't mastered, and generally helping students to work at their own pace, whatever that may be.

With these sea-changes within the field of education, there are some to assume that the role of a teacher is in the danger. There is an impending fear that in near future a self-sustained humanoid will take place of the living teacher and with such machine-revolution we will be able to change the world of academia. I differ in my views on this prophecy. However, I do believe that the frustration that pervades in the society because of the crumbling institutional values of education force some to fantasize such changes but this supposed alternative can itself augment the present crisis rather than diminishing the woes of current situation. First of all, it is required to understand that it is not possible to change a living entity with the help of a machine especially in the academic world. The world of academia is of ideas and innovation. It is about intellectual evolution and emotional growth. It aims at metamorphose of the society by bringing a positive ideational change among the would-be citizens hence it is not about mass production but of creating an aura-original being. I firmly believe that a journey of education is a journey that leads one from what s/he is to one's core and in such a spiritual expedition, it is not wise step to introduce a techno-man as a replacement of a human mind. However, I personally feel that the digital world can and, in fact, is proving a good assistant of the living teacher.

What is required in present time is a creation of courses that helps the students comprehend the importance of moderate use of the technology. We do not have methods of moral teaching that creates a type of restraint among the students regarding the use of the technology. As a result, the virtual games are in vogue and consume lots of time of our children and leave no room for the physical exercises. Likewise a digi-memory is amply used which lessens the capacity of individual memory. The availability of online materials frees the worries of writing and preparing one's pre-class materials and so on. I personally believe that it is a time to include this part as well in the higher education. A need of e-awareness is the need of this digital age. Moreover, we need to change our outlook towards the existing methods of research as well. The innovation of style and selection of research topic require witnessing a transformative moment.

With this mark of caution and hope I wish good luck to all the academicians and students who are working in this direction. I hope the present age be the age of Bharat in true sense wherein the ancient wisdom of our past will play the greater role as being the guiding beacon fire to our ship of modern progress.

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FROM THE CHIEF EDITOR'S DESK.....

Michel Foucault in his seminal work, *The Archaeology of Knowledge* (1969), argues that from Descartes up to Kant, representation was simply identified with thought. In other words he suggests that thinking was at the center in order to represent the object of thought. However, it does not mean that the ideas were given prime importance as an object or instrument to produce knowledge. This was not, first of all, any sort of relational resemblance: there were no features (properties) of the idea which themselves constituted the representation of the object. By contrast, during the Renaissance, knowledge was understood as a matter of resemblance between signs.

This intellectual churning provides a useful model of Classical representation which is regarded as the prototypes of the epistemological framework wherein, for example, a set of lines of varying widths, lengths, and colors, represents the roads in and around a city. This is not because the roads have the properties of the map (the widths, lengths, and colors of the lines) but because the abstract structure given in the map and the relations among the lines duplicates the abstract structure of the roads. At the heart of Classical thought is the principle that we know what the abstract structure represents. Of course, in contrast to the map, we do not need to know what the actual features of our ideas are in virtue of which they are able to represent. In Descartes' scholastic terminology, we do not need to know their "formal reality". We need to know only the abstract structure that they share with the things they represent. We do, however, have direct (introspective) access to the abstract structures of our ideas: we can "see" what representational structure they have. Further, we can alter an idea's structure to make it a better representation of an object, as we can alter a map to improve it.

How, on the Classical view, do we know that an idea is a representation of an object-and an adequate representation? Not, Foucault argues, by comparing the idea with the object as it is apart from its representation. This is impossible, since it would require knowing the object without a representation whereas, for Classical thought, to know *is* to represent. The only possibility is that the idea itself must make it apparent that it is a representation. The idea represents the very fact that it is a representation. As to the question of whether an idea is a representation, this "self-referential" feature is all there is to it. As to adequacy, it must be that some subset of ideas likewise bear witness to their own adequacy-as, for example, Descartes' "clear and distinct perceptions" or Hume's simple impressions. In this sense, early modern philosophy must always be based on "intuition" be intellectual or sensory. Note, however, that an "intuition" of an idea's adequacy does not, of itself, establish the independent existence of the object represented by the idea. As far as the early modern view is concerned, there may be no such objects; or, if there are, this needs to be established by some other means. Thus, the core of epistemological shift has to be the progress of representational reality and the essence itself.

The Western world observes then after something which Foucault terms the key to Classical knowing i.e., mental representation. The Classical thinkers could disagree about the actual ontological status of ideas, but they all had to agree that as representations (epistemologically, if not ontologically) they were "non-physical" and "non-historical"; that is, precisely as representing their objects, they could not be conceived as having any role in the causal networks of the natural or the human worlds. From this it further followed that language-precisely as a physical and/or historical reality-could have no fundamental role in the discipline of knowledge. Language could be nothing more than a higher-order instrument of thought: a physical representation of ideas, having no meaning except in relation to them. Thus, what Foucault suggests is that the evolution of episteme is nothing but a constant co-existence of diversified ideas, more precisely, a progress of conflictual ideational representation. This does not provide any room for the critical inquiry into the realms which are outside the domain of ideas. For instant the discipline like Indian yogic practices are to bridle this whole play of ideas. But then in Foucaultian term, this practice cannot be given the standard of discipline since it lacks the standard of conflictive ideational representation. Hence, the recent study into the Indian devotional discourse is a path-breaking rupture which allows us to look at the realms of the non-ideational as an important zone of the meta-episteme.

To conclude, we feel happy to announce that this issue comprises of papers and reviews which challenge this modern shaping of episteme. The issue is an attempt to cross the border of ideas so that it becomes feasible to embrace and frame theoretically the zone of the Center into the alternative discourses of academia. It begins with an article authored by an American academician introducing an oral story-telling as a potential medium to teach the second language. It is followed by a paper that unravels the dark recesses of the post-colonial world and the problems of Australian aborigines. Moreover, there are more than five papers which are on the maverick approaches of and on the education. The issue concludes with one fine book review. Thus, in all, this issue will provide an amazing intellectual feast and novel insight to the mind of distinct taste.

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ON HOW ORAL STORYTELLING DEVELOPS
THE TOLERANCE FOR AMBIGUITY NEEDED FOR
ADULT SECOND LANGUAGE LEARNING

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ABSTRACT

The difficulties concerning adult second language acquisition are well-known. One aspect that deserves attention is that of the role of tolerance for ambiguity. Adult language learning is facilitated by rich and intentional use of oral storytelling which fosters a renewed tolerance for ambiguity. This paper presents the fieldwork of Originateve carried out over a 2-year period time and delineates a path towards second language learning that strongly suggests a re-enchantment with the long forgotten oral tradition.
Key words : *Tolerance, ambiguity, ESL, oral storytelling*
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INTRODUCTION

Though Lenneberg's (1967) theory of the critical period for language learning (ages 2-13 years) may be discouraging for adult learners in need of acquiring a second language, all may not be lost for the proverbial "old dogs". David Singleton (1992) points to a hopeful 5 percent of adults who "master a second language even though they begin learning it when they are well into adulthood—long after any critical period has presumably come to a close". To what extent are the biological changes that take place following the argument of the prime-window irreversible or not continues to be one of the high points of the debate. What measures can be taken to ameliorate the disadvantaged disposition of the adult brain towards language learning? This article will address how tolerance for ambiguity (TA) is a viable pardon to the biological guillotine using oral storytelling in adult ESL classrooms as a controlled environment empowering the adult learner towards a thorough and authentic acquisition of a second language (L2).

Tolerance for Ambiguity (also referred to as Intolerance of Ambiguity) is described as "the tendency to perceive ambiguous [i.e., novel, complex, or insoluble] situations as sources of threat" (*Budner, 1962*). Since its coining in the early sixties, the term has been used mostly within the realm of psychology. In recent years, however, more and more language experts are investigating what can be learned by employing TA as an asset to language acquisition. "In second language learning a great amount of apparently contradictory information is encountered…successful language learning necessitates tolerance of such ambiguities" *(Brown, 2007)*. In order to absorb the dense swamp of new language adults beyond their critical window of language acquisition must regenerate that child-like sponge, porous with

exceptional TA. Children, proven to have high levels of TA, when learning a new language, easily cope with the ambiguities while adults check-out in hopes of more amicable approaches to learning. The ESL industry caters to these difficulties by delivering an abundance of what is *tolerable*: clear direction, predictability and instant gratification.

Standard in the ESL industry are heavily scripted courses that pace learners through linear modules achieving the business goals that come with high retention rates yielding cash flow even while falling short of reaching the linguistic aptitude promised by a surfeit of marketing. This trade-off is perhaps best witnessed in the vast testimonies of L2 learners who, upon toiling through lengthy courses, graduate from "Advanced" levels only to find themselves in situations with native speakers feeling absolutely lost. Bley-Vroman's *(1990)* exhaustive and critically acclaimed research on the failure of adult language acquisition posits the feelings of frustration and utter disillusion towards the faux-sense of success previously felt, seep in and then overwhelm the learner. The source of this frustration can be attributed to the overconfidence that comes with comfortable and predictable environments that fail to challenge a learner's TA to a degree that authentically approaches that of normal, unscripted native communication. Subtle changes, such as the use of non-native concepts, uncommon vocabulary and sentence structures, trump *all* sense of communication. Even the most determined learners break, when plunged into the beautiful ambiguities of a native speaker at play with idioms, slang, and variance of vocal inflections. Compounding the problem may be technological platform challenges (choppy calls for instance), a noisy street or a group dialogue comprised of L1 members tongue-twisting and

sub texting through their own renditions of English all in concerto. For this reason, an L1 toddler with sparse grammar and far more limited vocabulary can understand what the advanced-level L2 adult learner cannot. The toddler has a naturally heightened TA and does not need to understand every word for communication to take place. Ambiguity playfully permeates the child's landscape, where for the adult it is a paralyzing obstacle.

The link between storytelling and entertainment, no matter the age, is easy to trace. Yet much more elusive is the power of storytelling. This skill is an intrinsic cornerstone for language acquisition, specifically in its ability to foster: tolerance for ambiguity. One of the leading proponents of this link between storytelling, tolerance for ambiguity and successful language acquisition is Originateve, an international NGO dedicated to holistic education and regenerative practices. Founding researcher, Ron Green, states that, *"storytelling delivers content in a form that is hard-wired in the cultural brain. Linear plot–beginning, middle and end–is a reliable construct of information that the brain identifies as important simply for occupying this form. Even learners, who speak little or nothing of a language, can identify the theatrics of a story when delivered live. Body language aids in context and repetition is drawn out of sentence strings deciphered as important even if the entire meaning remains obscure." (R. Green, personal communication, October 13, 2005)* For the past four years, Originateve certified mentors have been carrying out field research that demonstrates how the narrative of story fosters TA in those who have lost it and is a powerful asset to learners still carrying it.

These studies began in early 2011, at the pilot language learning studio of

Amerikanoestudios, in Esparza Costa Rica where Originateve mentors, imparting interdisciplinary ESL lessons to mixed classes of learners of all ages, observed firsthand the struggles of adults compared to elastic young learners. In some cases, the students were entire families learning in the same session. Storytelling was a standard group activity for all ages. While the adaptability of the youth was expected, mentors quickly noticed that storytelling empowered the adult learners as well with very noticeable language acquisition skills not typically easily developed: enriched vocabulary, aural comprehension, fluidity, intonation and tolerance for ambiguity. These gains were then viscerally reinforced with a collage of hands-on, open learning, direct instruction, and expeditionary learning moments that purposely alluded to the stories when possible and relevant.

Elizabeth Bernhardt (*Bernhardt 1992*), explores at length the advantages of immersion programs presenting the argument that the immersion approach is successful precisely because its focus is not on language acquisition in and of itself rather on the learning experience. Originateve's approach to language acquisition is immersion through story. The operating thesis is that submerging language learners into the rich, diverse and ever changing situations guided by a constellation of stories will allow, first and foremost, for all attentive listeners to develop their TA by buttressing the obscurity of new language input with reliable narrative forms and the visual and aural aids inherent in theater.

In a specific experiment that was carried out over the course of eight weeks in 2013, a story was told to a multi-age group of L2 beginners (4 adults, 4 teens and 4 children). Four of these were a family: mom, dad, daughter (age 5), and son (age 9). The duration of each telling was no more than 15 minutes. 3 weeks into the study, the adults spoke out their concerns about "not understanding anything". Mentors encouraged them to push through with the new-experience and explained a bit of the theory behind why it was working already despite their feeling no change. That same day, on their way home, they heard their daughter speaking out a very particular part of one of the stories: "knock on the door". This alone, was reason enough for the adults to continue with the program. The children in the program were reported to maintain themselves positively engaged even to the end of each story. It became evident that the in-born TA children still actively relied upon in their L1 was being used also for their L2 language experiences. The 2 adults (parents) that pushed through with the program were then asked to speak back the story in their L1. Listening comprehension of the story varied between 50-65%. This is especially remarkable when considering that the equivalent of 2 hours in a standard L2 language class would at best cover greetings and basic information. Furthermore, mentors reported that in some cases learners couldn't find certain words in their own L1 and used gibberish from their L2 instead. This is an astonishing quality of language acquisition very present in child language acquisition but typically unseen in output from adults. In later cases, mentors focused on assisting the recognized gibberish and brought about the proper word and pronunciation.

One example of this was when telling the story of Three Languages by Brothers Grimm. The son of the count was ordered to go and see a guru. Learners struggled to find a word for guru in their L1 and therefore relied on a gibberish-sounding attempt at the difficult to pronounce word: guru. Further extrapolation revealed that

often times the gibberish, refined alongside the assisting mentor made for the learner's first words in their L2 to be uncommon to the average learner and sometimes non - directly - translatable. When a novice exhibits a spectrum of higher order vocabulary alongside their learning of the basics (such as greetings, numbers and lists of nouns) it is evident that a much broader and more comprehensive synthesis of language learning is taking place. Mentors concluded from these first studies that fostering TA through live-storytelling produced immediate measurable results in terms of aural comprehension, measured by the retelling of the story in their L2, but also in the output, measured in the use of gibberish.

From 2013 to 2015, Originateve-mentors continued to work exhaustively, developing the storytelling techniques that would allow adult learners to experience the development of tolerance for ambiguity through storytelling while reducing the numbers of frustrated participants that preemptively abandoned the approach. Three key elements were determined to allow adult learners to experience the benefits of storytelling. First, when working with adults being regenerated back into receptivity to story, it is key to offer a healthy dose of the theory of why it works whereas with younger learners the less one moves away from the story the better. Secondly, adults still enjoy "traditional language learning approaches" such as vocabulary lists. For the first several storytelling sessions, new vocabulary is given to the adult learners in a sort of "road map" fashion as a way to help them get through the story similar to how books for young learners have pictures to accompany the texts to aid them and draw their interest. Thirdly, as noted in the case study mentioned above, some adult learners do benefit from being challenged to retell the story in their

L1 language as a way of self-realizing the acquisition that has taken place despite the feeling of being lost.

In light of Singleton's daunting 5 percent, the research being carried out by Originateve is promising: Oral storytelling can regenerate a tolerance for ambiguity in the adult learner and allow more thorough and rapid acquisition of second languages. The ancient world was renowned for its multilingualism. How could this be carried out with such ease? Undoubtedly, a strong oral tradition was the driving force. Socrates forewarned of the folly of straying from the spoken word, "...*writing will create forgetfulness in the learners' souls*". The evidence for how storytelling can enable second language acquisition by developing a strong tolerance for ambiguity is hopefully compelling enough for some instructors to put down the scripts and start delivering their lines by heart.

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READING THE COUNTRY SPACE: NATURE AND UNITY IN MALOUF'S *AN IMAGINARY LIFE AND* WINTON'S *SHALLOWS*

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ABSTRACT

Depiction of Australian landscape and country space vis-a-vis human body has been explored repeatedly by contemporary Australian novelists. Different perceptions about land delve from a state of anonymity to settlement and finally possession. Post-colonial literatures open possibilities to represent the transformations from pre-colonial, colonial to post-colonial. The present paper is an attempt to locate the stages in such a construction, studying it in a purely post-colonial context through the critical debates regarding the contrasting notions of wilderness and the civilized; savage and the tamed; and the country and the city through a close reading of David Malouf's novels An Imaginary Life and Tim Winton's Shallows.

Key words: *Landscape, body, identity consciousness.*

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INTRODUCTION

W.J.T Mitchell in "Imperial Landscape" provides several definitions of landscape. In one of them, he defines:

"Landscape is a natural scene mediated by culture. It is both represented and presented space, both a signifier and a signified, both a frame and what a frame contains, both a real place and its simulacrum, both a package and the commodity inside the package." (Mitchell,5)

Therefore, making of the landscape registers a transformation of the land from its natural state into a constructed site. This transformation is not a natural occurrence but an interpolation of external agencies. In this definition, culture is the interpolator through which nature transforms into a "natural scene" (Mitchell, 5). Nature thus evolves from its state of existing alone into a visual site, a scene. The depiction of nature by colonizers took up interesting meanings, which were quite different from the reality. Often the landscape appeared to be more a perspective than a natural existence. It must be understood as an idea opposed to wilderness. This opposition is a site of transformation where identity of the "particular" gets transformed into something more generalised or sometimes even a stereotype. Mary Louise Pratt's reverberations on reading colonial discourses seem to be relevant in the present context too. She explains that "readability…is another sign of the changing intellectual dynamics through which colonial meaning-making has become a subject of critical investigation". (4) Though Pratt uses this concept in an entirely different context, in the paper it is relevant with respect to readability

of landscape that suggests how the projection and depiction of the transformed site becomes a "subject of critical investigation." The critical examination of the social and political dynamics that work in representation of the subject (body, nature) against the object (landscape) has been illustrated through a study of Malouf's *An Imaginary Life* and Winton's *Shallows*.

An Imaginary Life begins with a play of anonymity and familiarity. The poet positions himself in the past, positioning the reader in the future, whom he addresses as an "unknown friend", "I speak to you, reader, as one who lives in another century…unknown friend who do not exist at this time of my writing and whose face, whose form even, I cannot imagine." (*IL,*6) Even though the time gap distances the writer (poet Ovid) and the reader, there is a 'contact zone' when the writer and the reader become familiar to each other. This familiarity connects the anonymity of the writer in the past to the strangeness of the reader in the future. Similarly, other borders between all strange things, like nature and man, get transmuted into a state of wholeness. An estimate of the antipodes evokes a realization of discovery of a new world, understood through a study of land. The novel begins with a description the place where the poet is. The whole notion of place is an imaginary place. In fact, the idea of any place existing in the physical space has been refuted as it is the description of a state of mind than of a place "But I am describing a state of mind, no place/ I am in exile here." (*IL,*4) The engagement of the mind with the land, returns to the first contact of a very historical colonial experience. The mind and the land are equally new to each other, they are empty and desolate places that have several "perspectives". First, the land is not depicted as calm, peaceful and a beautified object but becomes a subject that is estranged, barren and without vegetation "no trees…no flowers…" (*IL,*4):

A line of cliffs, oblique against the sky, and the sea leaden beyond. To the west and south, mountains, heaped under cloud. To the north, beyond the marshy river mouth, empty grasslands, rolling level to the pole. For eight months of the year the world freezes. Some polar curse is breathed upon the land.(*IL,*4)

Second, the paragraph closes by refuting the existence of the place itself, only the mind exists and the place transfigures the mind. Therefore, all territorial claims and boundary demarcations are discarded as the "country lies open on every side…with a view to infinity"(*IL,*4). Thirdly, the location of the place (if at all it exists) is remote, away from civility, on the other end of earth. It is savage and wild, away from the knowledge of "orchard or a garden made simply to please"(*IL,*4). The picture upholds an awry sense of wilderness, a "primitive natural force" that is upheld by history (Ivor Indyk, 3) by the perception through which a new land is received by the settlers first contact thus making it a formative moment in the history of Australia. Malouf, in one of his lectures, refutes that the book has an Australian context alone, as it goes beyond national boundaries. At the same time, such a possibility cannot be neglected. Malouf, also explains the expansive scope of the book as:

I tend to see my work at this distance in spatial rather than chronological terms…, a late meditation on death, on continuity and change, the possibility of transformation, … to be discursively rich in topics: the power of language as a means of structuring, interpreting, remaking experience; the need to remap the world so that wherever you happen to be is the centre; the inter- play of civilisation and wildness, animal and human, body and soul; the moves by which we embrace accident and

reread it as fate… ("The Writing Life", 702)

Ovid, while in Rome, was the center of the world, the most civilized being who is transposed into a situation that was a contrast to his civility. The hundred huts in Tomis are houses of barbarians situated at the mouth of Danube on the Black sea. The exclusion from home is not just being away from home but reflects on other necessities of life, of being human that he realizes only when he gets involved in such a situation. First of these, is of language, the ability to communicate. His banishment from Rome is to deny him any communication with the world. Now, he can only communicate with nature and other creatures around him. Nature understood in contrast to civilization and urbanity also nurtures other creatures within it. He develops a sense of harmony with the creatures with whom he can now find similarities:

I had never had much contact with the creatures before this, not even with dogs or cats. Now I find something oddly companionable about them. Like me, they too cannot speak. … Even the spiders, poor creatures. Do they have a language of their own, I wonder ? (*IL,*7)

He wishes to understand and write in the language of spiders "Could I tune my ears to their speech also? Since they too must communicate with one another. I might begin to write again in the spiders' language. *The New Metamorphoses of the poet Ovid in his Exile*, in the spiders' tongue." (*IL,*7)Thus, a world of experience and knowledge that is often neglected by human species is being offered to him.

All the more, the Roman civilization offers a contrast to the tribal life. Compared to the Roman civilization, he feels that he has been transformed into a lower species. His exile is a consequence of the "power of law…by the

working of the highest known authority, been cast out into what is indeed another order of beings…" (*IL,*7), He considers the tribal men as undeveloped, who have not "become fully human".(*lL,7)*. This shows his superiority that he exercises on the account of his 'civility'. The tribals may remain unexposed to the civilized society but, at the same time, they have a language and a definite order of life that may not be in accordance with the civilized world, thus rendering them as unsophisticated and underdeveloped, despite the fact that the language of the Gatea tribe "…presents …the raw life and unity of things. . . . Somehow it seems closer to the first principle of creation" (*IL,*65), whereas Latin is a language of the sophisticated (Taylor,715) , one which is capable of pronouncing the statement of exile, of banishment. Andrew Taylor explains:

Ovid…has to learn the language of the barbarian tribe he is compelled to live with, only to discover there is a more fundamental language beyond even theirs, a language of silence which is also a language of the body. Each successive language seems to bring the aging poet closer to a unity with the physical and natural world. (Taylor,715)

The vistas of new life that open to him draws him closer to nature that fulfills the emptiness of his life. For the agencies, the remote remains absent or forbidden. The remote comes into existence only in the situations of exile and punishment. The whole idea has closeness to the Australian convict life. Remote has a sense of savage, dangerous and desolate. Whereas, landscapes convey a sense of cultivation, something that does not exist naturally but is created. It represents aesthetic beauty that provides pleasure, the skill and power of man. In the remote, nature is perceived to be more powerful than man. Man is rendered vulnerable

in front of the vast and threatening nature. Whereas landscape is controlled by man, it is limited, it can be captured in a frame as site whereas the nature is too vast to fit into frames. The notion of landscape explains the closeness of man and his creation, when it is encountered by the stranger the landscape converts into land alone as the stranger's contribution to this land is minimal. This stranger may be the first settler, or metaphorically, Ovid in exile. This has been explained explicitly by Malouf, in an interview where he speaks about the role of landscape in *An Imaginary Life* at length. He says that:

When we see landscapes we mostly see landscapes that have been made over a very long period of time. Landscapes have been shaped either to our practical uses or they've been shaped to our recreational uses. Landscapes reflect back and tell us how human we are and how powerful we are because we have made them. When those early European settlers came to confront the Australian landscape, it wasn't the hostility of extreme drought and rain that was most frightening to them, rather it was the sense that the landscape reflected nothing back of their own humanity. They would look at it and it would remain something quite separate. It had not been shaped by them and so they could not see their humanity in it. That in itself is a very frightening thing, to be faced with an entirely unmade landscape when the very notion we have of landscape is of something made. (Papastergasdis,84-85)

He continues to explain that the settlers could not see meaning in the landscape as they could not recognize that the land they thought to be empty was already occupied by inhabitants, the aborigines. Thus, the settlers "were incapable of placing meaning on the landscape." (Papastergasdis,85) The whole notion has been suggested through Ovid's words, an attempt to explain the settler's perception:

How can I give you any notion – you who know only landscapes that have been shaped for centuries to the idea we all carry in our souls of that ideal scene against which our lives should be played out – of what earth was in its original bleakness, before we brought to it the order of industry, the terraces, the fields, orchards, pastures, the irrigated gardens of the world we are making in our own image. (*IL*,12-13)

From the beginning till now, the whole land had undergone a transformation. The transformation as understood in the novel is a continuous process. Ovid comprehends the transformation in the landscape with the body, as the spirits within the body are located outside in a landscape created by man.(*IL*,12) Thus for him, his own identity is in a state of flux as compared to the physical magnanimity of land.

Throughout, Ovid is in search of his identity. He seeks some solace only after he finds a boy amongst the deers, whom he rescues and teaches a way of life according to his own knowledge of Latin and the Roman manners. He turns an animal-boy into man. "I have tried to induce out of the animal in him some notion of what it is to be human"(*IL*,88).The wild-boy is significant as he leads Ovid out of his exile. Ovid finds a meaning in his life. He introduces new things about life to which the boy has remained totally ignorant. But the process of taming is most difficult. The boy refuses to accept Ovid. Initially, he considers Ovid to be a threat and adopts defensive mechanisms to save himself. After a lot of resistance, the boy adopts and adjust to a new life offered to him. The wild-boy, in a way, symbolizes the native. He has learnt the most natural ways of life. It is not that the boy does not know a language, he has learnt the language of the his fellow animals but when Ovid teaches him the language of the men, a

notion of what we understand as 'human', gets constructed against what we consider as 'animalistic'. The wild-boy belongs to the land. He is the creature of the wilderness he is nurtured in. But the civility of man (of Ovid) considers him to be displaced. Hence, he should be restored back amongst men. The boy metaphorically represents the Aborigines, the people of the land, who were considered as savage and wild by the early European settlers. Finally, Ovid and the boy flee from the village after Ryzak's death, their only protector. The boy leads Ovid into the deeper realms of the land that Ovid had once considered estranged. This is a movement away from Rome, suggests Peter Bishop (420). The boy leads Ovid to the place he had always dreamt off, a place that he could never find while he wandering alone. He follows the boy and wonders if the boy knew the place. Ovid is weak and old now. His body has no strength, the boy takes care of him in his last days. He can't eat, the boy chews the bulb and offers the pulp to him. He may have seen some animal do that. The vulnerability of human body becomes insignificant in the vast expanse of nature. Ovid's mind had surpassed the limits of his body. His mind through imagination had created a real world. A world that existed but remained ignored. This was also "his [dream] place". The boy leads him to this place, at the very edge of earth where everything else disappeared. He describes this place as:"And so we come to it, the place… It is the place I dreamed of so often, back there in Tomis, but could never find in all my wanderings in sleep – the point on the earth's surface where I disappear". (*IL,*89) Ovid becomes one with the land "I am growing bodiless" (*IL, 87)*. The separation of the body and the land end at the point when he says "I am turning into the landscape."(*IL,87)* Ovid harmonises with the

land, his contact with the earth is like a contact with another body "The earth's warmth under me, …. It is like the warmth of another body ..." (*IL,*87) Thus, the novel ends with the union of body and land. As he sees the boy move away there is a feeling of joy, the child moves away 'lightly' and 'joyfully' into the 'deepest distance'. This indicates continuous change and continuous movement that signifies fertility, growth and life, as Ovid declares that "It is summer. It is spring." (*IL,87)* The optimism with which the novel ends can be translated as optimism for contemporary Australia. In Malouf's words it may be "…the process by which, as settlers and latecomers, we have begun to come into full possession of the place." (Malouf,703) The end offers a new perception that describes nature in its fullness, contrary to the dreariness and emptiness of the land suggested in the beginning. This shift depicts the contemporary situation where the differences of the self with the other begin to dissolve. The novel is an interesting attempt to depict a concrete post-colonial Australian situation by approaching it from outside and thus providing a universal appeal to it.

Section II

A similar transformation and change is visible in Tim Winton's *Shallows*. The novel is about how whaling activity, that is the source of life in Angelus, comes to an end. Correspondingly, the entries from the Journal written by Nathaniel Coupar in 1830's depicts the account of the early settlers in the continent. Interestingly, the time of the novel is 1970's when the journal is being read by Cleve Cookson. The approach to past from the present provides a sense of history. It highlights the shift in the transformation that have taken place over 150 years. Thus, the contact with the land works on two parameters, one 1830's account of the

first contact of the settlers with the land that falls in line with the early fiction in Australian literature. Secondly, the present times not just provide a sense of possession of the land, but also how the land is politicized, commercialized and thus the need to secure the land and its creatures.

Cleve Cookson, just nearing his first marriage anniversary with his wife Queenie Coupar, pays a visit to her father Daniel Coupar at Angelus, an active whaling station. Daniel Coupar offers him to read his grandfather's journal "for the things that aren't there" (*Shallows,*16). The journal leads him into the past, to the early European settlement in Australia and making of Angelus as an important whaling station, correspondingly the anti-whaling protests continue in the present, in which Queenie gets actively involved. The novel raises several concerns of land and sea in coastal Australia. The perception of the old and the new is most fascinating as to how the early settler perceived the land and how the new perception offers a sense of connectivity between the land and its creatures. Salhia Ben Messahel opines about Winton:

With a particular interest in settler's perception of the bush as site of isolation and boundless space, his lyrical prose addresses themes of nostalgia, the loss of innocence, alienation, exile and the human relationship to place. (1393)

The notion of place becomes very significant in the context of Angelus. In *Shallows*, Winton creates a fictive landscape around the coastal city, Angelus that alternates between reality and imagination on one hand, and between history and politics on the other. It is considered that it becomes a living whole and full of activity only after its discovery. This seems to be a very colonial point of view as the very existence of

the place before its discovery is questioned here. Rather, the pre-existence of the place gets ignored, negated and is considered absent. The place must have been in its fullness even before its discovery, this had been a coastal land where the whales came to the shallows, a place of whales. The discovery by the colonisers, the settlers, in fact would be an interference with the life of the creatures to which the land and the sea belonged. The settlers took possession of the land and exploited it for their survival in a country that was unknown to them. Turner provides a historical account of the reports of whales in the Indian Ocean and how whaling in Australia became an important economic activity for the early settlers. Thereafter, the closing down of whaling stations around the 1970s. He relates the events of the novel to the factual movements in Cheynes Beach near Albany:

Much of the plot is based on real incidents which occurred at the Cheynes Beach in 1977…. Winton bases the superplot of his novel on three of the most dramatic episodes in the confrontation, the failure of Greenpeace's small boat engines, causing the whalers to win the first day's confrontation, the near-miraculous appearance of dolphins in usually shark-infested waters, and the firing of a harpoon gun dangerously close to the anti-whalers. (180)

These episodes are woven with the past through accounts of Nathaniel Coupar's journal. The "text within text" scheme of the novel renders the projection of the land from the point of its discovery to the present. The land, from an untouched, anonymous landmass, becomes a place of commercial activity where sea and its creatures are led to commodification as is the land, its people (the natives), the flora and the fauna are. The settlers perceived the land as dangerous and mysterious since the anonymous

instills fear. From the past to the present, the perception changes, what was once furious, is now a commodity, a product, exploited, victimized and commercialized. For Coupar, this is the 'first encounter' with the place that would provide them with means to overcome their debt through harpooning of the whales. The place at the "first encounter" is desolate, depressing and the ocean "Impenetrably black" (*Shallows*,25) He considers it "lonely" and "grey". He says that "Each day brings poorer weather, more cold, more depressing drizzle and a deathly greyness to the complexion of the sea." (*Shallows,*24) Nathaniel Coupar is detached and distances himself from his companions. He is sought of selfish, unsympathetic and abstaining. He considers his abstaining as expurgation: "A man is not responsible for his company. I suffered in resisting barbarity. I did not participate. I am innocent." (*Shallows,175*) Towards the end of his life he summarises his life events and explains his desolation in the way his wife and children receive him. He is no more than the "son of respectable debtors, fool runaway to the sea, observer chiefly, whaler, survivor, smuggler, shop-broker and latterly farmer, husband, ogre it seems". (*Shallows*,174) Nathaniel Coupar stays confused, his dilemma is about the assurance he tries to give himself on the account of his actions in the past and the final judgment that may be induced upon him by God. The confusion is seen in the manner in which he accounts for his innocence and the way he overcomes his doubt through rejection of God and projection of human "cunningness and stubbornness." (*Shallows,175)* This is evident through an entry in the journal in 1875:

July 31ˢᵗ, 1875 – A man has only himself and his cunningness and stubbornness, brute strength and wit. He has no need of forgiveness. And, should I have need of it?

Nathaniel Coupar's memories of the past revolve around his own desolations he experienced in the new land. These memories provide a new identity to the place, raising questions of belongingness to Australia. He can be best understood through Winton's observation as to how the Europeans conformed to the Australian land and climate. The reason for Nathaniel Coupar's dilemma is a consequence of a similar experience. Winton says:

For the European, Australia has always seemed like an alien land. It has not been friendly to European settlement. It has taken us years to learn not only how to survive off the land- which was struggle enough-but also has come to terms with it as an entity.

The great Aboriginal tenet is that the land does not belong to you, but that you belong to the land. For that reason they believe that there are dire consequences from always doing things to the land, and that is exactly what we Europeans typically do. We do things to objects, mould them into our image. We do not allow ourselves to be done by. (qtd. in Rossiter, Jacobs,12)

Nathaniel Coupar's accounts become testimonies of how the early settlers victimized the land and its creatures including the natives. Nathaniel Coupar's detachment and claims to innocence in a way is a profound narrative device that authenticates the delivery of the subject most objectively. His description of the struggle for survival revolves around starvation as Winton suggests that "All our early colonial memories revolved around starvation, not overcoming. For that reason we do not have the myths of the frontier, of bravery charging West. Our myths are those of survival." (qtd. in Rossiter, Jacobs,13) While waiting for the whales Nathalian Coupar records how they hunted kangaroos and exploited the native

women. The site of the kangaroo along with that of the aboriginal woman is an exotic exhibition for the white man. He considers them as means of fulfilling their appetite and sexual desire. The kangaroo and the aboriginal together represent a similar nativity and belongingness to the land. Both are motionless and non-responding. The kangaroos "throatless" (*Shallows,*107) and the women "besmirched and inebriated" (*Shallows,*108) The crew is sent by the headman, Mr Jamieson in search of the Kangaroos. The kangaroos are the "exotic" others who are found in wilderness, found only after climbing "the hills and moved along precipitous gullies until we came to a flat, swampy area where drab birds rose and scattered into the air." (*Shallows,*107) They were persistently attacked by the crew members until they fell "throatless" (*Shallows,*107) and dead. The crew is alarmed of the appearance of a "dozen blacks on the top of the ridge", he refers to them as "ghostly figures". This is followed by the appearance of the black women whom Nathalian sees appearing at different times. The headmen Jamieson and Finn seem to be exploiting these women. He reports on *June 21*ˢᵗ – "The only talk now is of black women." (*Shallows,*107), then on *June 23*ʳᵈ*1831-* "This morning I woke …I saw outside in the poor light a staggering lubra, naked, besmirched and inebriated….The woman staggered away into the bush." (*Shallows,*107) On *June 25*ᵗʰ *1831*, he saw "two naked women tossed from the headsmen's hut." (*Shallows,*108) He also finds a pair of trousers too small to be that of a man, indicating that a small child was being raped by his fellow crew members. The aboriginal women and the child become a muted sight, only visible as exploited subjects similar to the manner in which the animals are represented. The muted is also visible in other subjects like

the whales themselves. Like the natives, both the Kangaroos and the aborigines, the whale also belongs to nature, to put it more precisely to the sea. Symbolically, the whales are discarded since they are considered to be more threating to the human beings. The whale is perceived as a "leviathan", "monster", "beast", "sperm" in the beginning that needs to be reduced to a muted, meek body that is harpooned and turned into an entrapped whale in the shallows reduced to a dying creature. (*Shallows,*168) Thus a successful whaling station gets established at Angelus, the place that thrived on death, suicide and harpooning.

The continuities from the past leads the readers into the present, only difference is in the transformation of the desolated sea coast into a major whaling station. From 1830s we are led into 1970s. The connections delve into history that seems to be repetitious both in the narrative's rendering of the events and those of the activities from the past to the present. The novel attempts to interrogate what is called the means of livelihood that is whaling, in a more developed and a progressive society. The fictitious whaling station Angelus represents that aspect of human life that has chosen to settle on mass destruction. It reveals the inherent cruelty and violent nature of humankind that refutes to justify any claims of kindness or any quest for unravelling the mysterious as suggested Fleurier's father's search to "…find answers about Man- as if Hitler and Hiroshima didn't tell us all we needed- and he was looking for Atlantis, the lost Civilization."(*Shallows,*48) Fluerier suggests another aspect to the whole concept where he approached the future with a more harmonizing communion of the human being with the fellow animals. He suggests that "…our future lies in communication between the species, co-existence with the environment.

Not in the follies of the past." (*Shallows,* 48) The present is based on the past and the connecting factors have been the following generations. Daniel Coupar's rejection of suicide, a pattern from the past is a transformation and a correction of the past folly of Nathaniel Coupar who was aware of all kinds of exploitation happening around him, but remained silent and inactive. Daniel Coupar, through his rejection of suicide attempts to make a choice, a determination to act in life and not to castoff life unlike his grandfather. Nathaniel's guilt is a consequence of his failure and his latent inability to act. The present also shapes up with further action through Queenie Coupar's participation in the anti-whaling protests. It matters very little that the protests were a failure. But what matters most is that there is consciousness about anti-whaling, a cause for life and the ability to resist against the capitalists who control the operations in the name of progress. Ffion Murphy, sums up the entire argument as follows:

In this novel, Winton's perception of history as repetitious is established from the outset. This implies neither progress nor regress, but serves rather to demolish the rhetoric of progress often associated with the spread of so-called civilization. (Rossiter, Jacobs,80)

Des Pustling's, a prosperous man who attempts to remove Reverend Pell from the church, attempts to "move the town away from itself". This suggests how civilization leads to demolition of the older order both historically and geographically. Pustling is aware of the historicity of the place and how difficult it is to pull the people away from its history. His father had predicted the opportunities the place promised to his son, suggesting how progress of certain individuals is determined on the destruction of the past and originality of the place. This is how he describes the people of Angelus and what should be done to corrupt the past of the town in the name of development:

This will be the place to come to. Watch these people. A lot of old dreamers squat out here on these banks mulling over their lost years and fortunes- even their innocence…They are a useless lot…You're best to leave them be useless …One day you'll change Angelus, son – you'll make a permanent mark on it. If you can't change the name or the history, change the geography, move the town away from itself. God knows, nothing will get them away from their houses around the harbor with its stinking flats…. No you can't change the people. But you can find new blood, attract people from outside the district. (*Shallows*,158)

Thus, it is implied that changing the patterns of the past may not be possible, but the new can be developed. Such a new that would undo the past. Thus, the whole idea of changing the city is about dislocating it from its own self, from a pattern of life which it had followed for years. This development needs to be studied against the emptiness of the land in the past. Occupancy of its people and those who would migrate into it in the future registers the transformation of the land from its most natural form to what we record as civilized and urbane. In a way, this demolishes the whole notion of land as natural in the same way as the sea acquires a new meaning through the commercial activities around it. If Nathaniel Coupar depicts the setting, Queenie Coupar depicts the settlement in the sense that she now possesses the land andhas become a part of it. She depicts the contemporary mindset of the Australian sensibility that has a sense of belonging to the place. The anti-whaling protests depict how Queenie wishes to engage and participate with the protesters in order to save the whales. She has a distinct connection

with the whales since her childhood, whom she considered as messengers of God. She often dreams of whales and of being in the belly of the whales. For her the whales depict a mysterious and spiritual communion with her soul. The visions and the dreams provide a sense of reality through imagination, a reality of wholeness and of becoming one with nature. This sense of wholeness is not available to all as other people even close to Queenie like Cleve Cookson and Daniel Coupar could never understand this sort of reality. Though the anti-whaling protests fail in the end and the whales are described as "heaving monuments" (*Shallows,290)* whose appearance imposes a sense of "joy and disbelief" (*Shallows,289)* to both Cleve and Queenie who have developed a better understanding with a hope for future through the child that Queenie is carrying in her womb. The returning of the whales in the shallows brings with it a similar hope and a sense of unity between human and fellow animals.

Thus, we see that the notion of land leads the authors towards forming a rhetoric of "Australianness", a claim which neither of the two novels can refute. Though both of them may seem to be quite different narratives there are points of contact that bring them together rendering them seminal while studying the contemporary Australian fiction. Firstly, both of them represent the Australian concerns of settlement and how the land is received by the early settlers. The first point of contact opens up debates about exploration of the land by early settlers. But the scope of the texts does not get restricted to colonial perceptions alone. As the texts propose to establish a connection between the past and the present, through different perceptions about the land. This the second major possibility of comparison. Thirdly, both the narratives convey a sense of unity of man

with land and nature. The unity, wholeness, completion or harmony is also a very post-colonial idea that transcends from the experience of "transculturation" that offers reverses the way in which we have approached the victimized or the colonized as suggested by Bill Ashcroft. In the present study, we approach land as victimized and colonized. And lastly, the human body and human mind coalesces with nature in both the novels that suggests that wholeness can be sought only through unity.

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TEACHERS' ATTITUDE TOWARDS CCE SYSTEM IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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ABSTRACT

The present study was undertaken to investigate the attitude of teachers towards Continuous and Comprehensive Evaluation System in relation to their Emotional Intelligence. The sample of the study comprised of 120 teachers who were selected from twelve different schools of Ahmedabad city by multi stage sampling technique. Attitude of teachers towards Continuous and Comprehensive Evaluation (CCE) system Scale was constructed and validated by the investigator himself used for the purpose of data collection. Emotional Intelligence Inventory developed by R.S. Patel and published by Akash Manomapan Kendra was used to assess emotional intelligence of teachers and to collect data. Findings of the study were that emotional intelligence contributes significantly in the attitude of Secondary School Teachers (SST) towards CCE.

Key words: Attitude Toward CCE, CCE System & Emotional Intelligence.

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INTRODUCTION

(1) Attitude Towards CCE: Attitude is a condition of readiness for a certain type of activity. Attitude denotes the inner feeling or belief of a person towards particular phenomena. Attitudes are dynamic, so they change with time and experience. Attitude of teachers towards CCE system may be defined as a positive or negative evaluation or liking and disliking about CCE system.

In the present study attitude of teachers towards CCE system is defined as the sum total of the teachers' inclination and feeling, prejudice and bias, ideas and conviction about a particular aspect related to the CCE system i.e. the perception, thinking, and feeling of teachers towards CCE. By this definition the scope of the attitude study is limited to teachers' attitude with regard to specific objects and events related to the CCE system.

(2) CCE System: CCE means Continuous and Comprehensive Evaluation. It assesses both scholastic and co-scholastic areas by adopting several techniques. According to Duham (2012), CCE is a giant leap forward in teaching. It implemented in true letter and spirit, it can usher in a revolution in school education. It aims at the all round development of the child's personality. It is expected that a student will be able to take up competitive examination in right earnest and it prepares students to meet different life situations with greater maturity. This new reform in Indian education is really worth appreciating but it will take time for the people

to realize the importance of this system. In Gujarat state CCE was implemented in 2009-10 with pilot project of 86 schools of Ahmedabad city. After reviewing the project it was implemented to all schools of Gujarat State in 2010-11.

(3) Emotional Intelligence: Goleman (1995) suggests that emotional intelligence consists of major parts knowing our own emotions, managing our own emotions, motivating ourselves, recognizing and influencing other's emotions, handling relationships. The present test of EI was constructed on the basis of defined Goleman the Bantam book (Emotional Intelligence). It consists of five components: (1) Emotional Awareness (2) Self Management (3) Motivation (4) Empathy (5) Social Skill. Each component is divided into sub components.

The phrase 'Emotional intelligence' was first introduced in 1990 by two American Professors, Dr. John Mayer and Dr. Peter Salvoes who defined it as the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth.

Gardner (2007) viewed emotional intelligence as the innate potential to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions.

The term emotional intelligence in the present study means to identify and express emotions of one's own and to understand emotions of others as well. Emotional intelligence is a set of interrelated skills, which comprised of the ability to perceive accurately, appraise and express emotions. It is the ability to generate feelings which facilitate thoughts and thus promote emotional and intellectual growth.

2. Introduction

The education system of India is not able to achieve its main aim, i.e., complete development of students' personality. This shortcoming has given rise to serious concern in the educational field and also on evaluation techniques. Continuous and comprehensive evaluation plays very important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve pre-set goals.

The National Policy on Education (1986) reformed the new system of evaluation by introducing the concept of Continuous and Comprehensive Evaluation (CCE). After the National Curriculum Framework, CBSE and GSEB started implementing CCE which has two major aspects, i.e. continuity and comprehensiveness. The continuity aspect of the evaluation demands that since the changes in behavior of the children by the scholastic and co-scholastic measures are continuous and need to be assessed the teaching-learning outcomes of the students and teachers. This includes the changes brought about cognitive affective and psychomotor domain. It focuses on the means and techniques adopted for the measurement and assessment of the learning outcomes in all the three domains of the child's behavior. CCE has imbibed the features like Formative Assessment & Summative Assessment.

CCE assesses both scholastic and co-scholastic areas by adopting several techniques, but teacher attitude towards CCE system is the missing link. The validity of this continuous and comprehensive evaluation depends upon the positive attitude, awareness and knowledge of teaching about the system. As the investigator himself has reviewed the pilot project of Gujarat

Secondary Education Board (GSEB) of Gujarat state. Attitude of teachers towards CCE system may be defined as positive or negative responses or liking and disliking towards CCE system. Some teachers have favorable attitude towards CCE because it helps them learn new skills and improve their teaching with the use of new methods. It also relieves teachers from unexpected results of annual examination.

Everyone observed that after the implementation of CCE, students have become stress free from the fear of annual examination system. The investigator also informally discussed with a few school teachers about CCE and varying reactions of teachers were noted regarding this new CCE system. By doing this informal research, the investigator came to know the actual attitude of SST towards CCE System and tried to explore how it relates to their emotional intelligence and their professional stress.

3. Background

Rao and Rao (2001), conducted developmental study on primary school teachers from southern region as a part of PAC programme of the institution in Dharmapuri district of Tamil Nadu. The analysis revealed that 51% of the teachers were of average, while 34% of the teachers were below average in their evaluation skills. Only ll.3% of the teachers had shown above average performance. It further revealed that the teachers were implementing the knowledge of evaluation techniques acquired in the training programme in their classrooms.

A study conducted by Mangal, Goel and Sehgal (2010), on a group of 100 teachers, teaching in secondary schools of Bareilly district concluded that both urban and rural SST have positive attitude towards grading system of evaluation. Singh and Singh (2012), conducted a study on teachers teaching in schools affiliated to the C.B.S.E of Jalandhar district in Panjab. They concluded that the male teachers had unfavorable attitude whereas female teachers had favorable attitude towards CCE system. A study was conducted by Singh (2012), on 100 government school teachers in South and North West Delhi region. The results of the study revealed that currently the perception of the government school teachers was average which reflected moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools. Further the study revealed that the large number of students in the classes were lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work acted as barriers in smooth execution of CCE.

Mangal & Mangal (2011), in their study titled as "an emotionally intelligent teacher at the heart of successful CCE", emphasized that the desired attention should essentially be paid for providing proper opportunities to the school teachers for the development of emotional intelligence through some well organized programme carried out at both the pre-service and in-service stage for the successful implementation of CCE.

A research was conducted by Edannur (2010) on 40 teacher educators of six teacher education institutions of Barak Valley of Assam. It emphasized that working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever.

So, it may be concluded that the large class size, lack of appropriate training, inadequate infrastructure and increased volume of work act as barriers in smooth execution of CCE. So, there is a need to implement CCE system whole heartedly as this system helps in acquisition of different skills and helps in promoting standard of school education. Further emotional intelligence may be a correlating variable in the attitude of teachers towards continuous and comprehensive evaluation system.

4. Objectives

The following objectives were framed for the present study:

1. To study and compare the attitude of SST towards CCE system of granted and self finance schools

2. To study and compare the attitude of SST towards CCE system in relation to gender

3. To study the attitude of SST towards CCE system in relation to Emotional Intelligence (EI)

5. Hypotheses

The following null hypotheses were formulated in accordance with the objectives for the present study:

1. There will be no significant difference in the mean score of attitude of SST towards CCE in granted and self-finance (S.F.) schools.

2. There will be no significant difference in the mean score attitude of SST towards CCE system with regard to gender.

3. There will be no significant difference in the mean score attitude of SST towards CCE system in relation to high and low E.I.

6. Methods and Procedural Design of the Study

For the purpose of present investigation, descriptive survey method of the research was employed. This method of research helps to explain the educational phenomenon in terms of conditions or relationships that exists, opinions that are held by teachers and experts, process that are going on, effects that are evident or trends that are developing.

Variables

In this study attitude of teachers is a major variables which is related with (1) Gender, (2) Type of School and (3) Level of Emotional Intelligence.

Sample

The sample for the present study comprised of 120 SST selected at by random sampling method. It comprised of 60 teachers from granted schools and 60 from S.F. schools of Ahmedabad city. Six granted and six S.F. schools were randomly selected and from each school average 10 teachers were selected purposefully having equal number of teachers on the basis of gender were included from both the types of schools. Thus the sample was multistage sampling technique that was employed in this study.

Tools

Following tools were used for the purpose of data collection:

1. A self-constructed and validated scale for Teachers Attitude towards CCE System was prepared by the investigator in the pilot project study of Gujarat State. The same tool was used for measuring the attitudes of teachers towards CCE. This tool was published (2012) by Akash Manomapan Kendra, Ahmedabad.

2. Emotional Intelligence Inventory constructed and standardized by Dr. R.S. Patel (2013) published by Akash Manomapan Kendra, Ahmedabad.

7. Analysis and Interpretation of the Data

The data were collected by the field investigator and collected data was edited, coded, classified, tabulated and analyzed by the investigator and the interpretation (Patel-2012) and discussion have been presented.

Objective 1: To study and compare the attitude of SST towards CCE system in Granted and Self Finance schools.

Hypothesis 1: There will be no significant difference in the mean score attitude of SST towards CCE in granted and S.F. schools.

In order to test the first hypothesis Table-1 was prepared. Following that the data were entered and interpreted. The discussion of the results is as follows:

Table 1:

Descriptive Statistics with t-ratio of the Attitude of School Teachers towards CCE among the Teachers from Selected Granted and S. F. Schools

Variables	Type of School	N	Mean	S.D.	Std. Error Mean	t Cal at df = 118 (t tab=1.98)
Attitude towards CCE	Granted	60	97.0	14.2	2.10	0.702
	S.F.	60	96.8	15.1	2.12	

Discussion of Results Based on Table 1

Table 1 shows mean scores, standard deviation, std. error of mean and t-ratios of attitude of granted and S.F. school teachers towards CCE. The mean scores of attitude of granted and S.F. teachers towards CCE are 97.0 and 96.8 respectively. The standard deviation scores of attitude in granted and S.F. school teachers towards CCE were 14.2 and 15.1 respectively. The calculated t-ratio of attitude of granted and S.F. school teachers towards CCE were 0.702 at 118df which was not significant at any level.

This shows that granted and S.F. school teachers do not differ significantly in their attitude towards CCE, indicating both have equally favorable attitude towards CCE system.

Conclusions

So, the first hypothesis that "there will be no significant difference in the attitude of SST towards CCE in granted and S.F. schools" was accepted.

The above results were supported by a similar study conducted by Mangal, Goel and Sehgal (2010), on a group of 100 teachers teaching in secondary schools of Bareilly district concluded that both urban and rural SST have positive attitude towards grading system of evaluation.

Objective 2: To study and compare the attitude of SST towards CCE system in relation to gender.

Hypothesis 2: There will be no significant difference in the mean score attitude of SST towards CCE system with regard to gender.

In order to test the second hypothesis Table-2 was prepared. Following that the data were entered and interpreted. The discussion of its results is as follows:

Table 2:

Descriptive Statistics and t-ratio of the Attitude of School Teachers towards CCE System with regard to Gender

Variables	Type of Gender	N	Mean	S.D.	Std. Error Mean	t Cal at df = 118 (t tab=1.98)
Attitude	Male	60	98.8	13.1	1.87	1.02
towards CCE	Female	60	96.0	16.1	2.28	

Discussion of Results based on Table 2

Table 2 shows mean scores, standard deviation, std. error of mean and t-ratios of attitude of school teachers towards CCE with regard to gender. The mean scores regarding the attitude of male and female teachers towards CCE system were 98.8 and 96.0 respectively. The standard deviation of attitude of male and female school teachers towards CCE system was found to be 13.1 and 16.1 respectively. The calculated t-ratio of attitude of male and female school teachers towards CCE system was 1.02 at 118 df which is not significant at any level.

This shows that male and female SST do not differ in their attitude towards CCE system.

Conclusion

So the second null hypothesis that "there will be no significant difference in the attitude of SST towards CCE in the relation to gender" stands accepted.

The above result was supported by following research studies:

Singh, Patel and Desai (2013), conducted research on 139 students in the B.Ed. programme in the Maharaja Sayajirao University of Baroda, Vadodara, India. Attitude of B.Ed. students towards continuous internal assessment was found to be moderately favorable. It was concluded that there was no significant difference in the mean scores of attitude towards continuous internal assessment of male and female B.Ed. students.

Singh and Singh (2012) conducted a study on teachers teaching in schools affiliated to the C.B.S.E of Jalandhar district in Panjab. They concluded that the male teachers had unfavorable attitude whereas female teachers had favorable attitude towards the role in CCE.

Objective 3: To study the attitude of SST towards CCE system in relation to Emotional Intelligence (EI)

Hypothesis 3: There will be no significant difference in the mean score attitude of SST towards CCE system in relation to high and low E.I.

In order to test the third hypothesis Table-3 was prepared. Following that the data were entered and interpreted. The discussion of the results is as follows:

Table 3

Descriptive Statistics and t-ratio of the Attitude of School Teachers towards CCE System in Relation to High and Low E.I.

Sr. No.	Dimensions of Emotional Intelligence	Attitude Towards CCE	N	Mean	S.D.	SE_M	t Cal at (df = 58) (t tab = 2.01)
1	Emotional Awareness	High	30	103.8	10.8	2.10	3.46**
		Low	30	91.7	14.6	2.80	
2	Self Management	High	30	102.5	12.1	2.52	3.555**
		Low	30	90.0	12.8	2.5	
3	Motivation	High	30	104	11.4	2.2	3.24**
		Low	30	93	13.8	2.7	
4	Empathy	High	30	99.5	14.5	2.8	3.34
		Low	30	94.1	13.9	2.11	
5	Social Skill	High	30	105	9.5	1.8	4.12**
		Low	30	94.1	12.4	2.5	
	Total	High	30	105.8	9.6	1.8	4.33
		Low	30	93.0	12.5	2.4	

Note: ** Significant at 0.01 level

Discussion of Results Based on Table 3

Table 3 shows mean, SD, Standard Error of Mean, t-ratio of the attitude of SST towards CCE system in relation to various dimensions of emotional intelligence. The discussion of the results is given below which is dimension wise.

(1) Emotional Awareness

The mean scores of attitude of school teachers in relation to Emotional awareness were 103.8 (high) and 91.7 (low), which shows very good attitude of SST towards CCE system in relation to emotional awareness. The standard deviation of attitude of school teachers in relation to emotional awareness comes out to be 10.8 (high) and 14.6 (low).

The calculated t-ratio of attitude of SST towards CCE system in relation to emotional awareness dimension of E.I. was found to be 3.46 at 58 df which was significant at 0.01 level of significance. This shows that emotional awareness dimension of E.I. contributes significantly in the attitude of SST towards CCE system. Thus, if teacher is having emotional and accurate self-assessment then it will surely build worthwhile capabilities and attitudes.

(2) Self Management

The mean scores of attitude of school teachers in relation to Self management were 102.5 (high) and 90.0 (low). The mean score shows very good attitude of SST towards CCE system in relation to self management. The standard deviation of attitude of school teachers in relation to self management comes out to be 12.1 (high) and 12.8 (low).

The calculated t-ratio of attitude of SST towards CCE system in relation to self-management dimension of E.I. was found to be 3.55 at 58 df which is significant at 0.01 level of significance. This shows that self-management dimension of E.I. contributes significantly in the attitude of SST towards CCE system. Thus, healthy relations among teachers will help them

develop favorable attitude towards CCE System.

(3) Motivation

The mean scores of attitude of school teachers in relation to Motivation were 104.0 (high) and 93.0 (low). The mean score shows very good attitude of SST towards CCE system in relation to Motivation. The standard deviation of attitude of school teachers in relation to Motivation comes out to be 11.4 (high) and 13.8 (low).

The calculated t-ratio of attitude of SST towards CCE system in relation to Motivation dimension of E.I. was found to be 3.24 at 58 df which is significant at 0.01 level of significance. This shows that motivation dimension of E.I. configures significantly in the attitude of SST towards CCE system. Thus, managing, understanding, and assessing one's own emotions will help teachers to have a positive outlook towards CCE system.

(4) Empathy

The mean scores of attitude of school teachers towards CCE system in relation to Empathy were 99.5 (high) and 94.1(low). The mean score shows favorable attitude of SST towards CCE system with regard to Empathy. The standard deviation of attitude of school teachers towards CCE system in relation to Empathy comes out to be 14.5 (high) and 13.9 (low).

The calculated t-ratio of attitude of SST towards CCE system in relation to empathy dimension of E.I. was found to be 3.34 at 58 df which is significant at 0.01 level of significance. This shows that empathy dimension of E.I. contributes significantly in the attitude of SST towards CCE system.

(5) Social Skill:

The mean scores of attitude of school teachers in relation to Social Skill were 105 (high) and 94.1 (low). The mean score shows very good attitude of SST towards CCE system with regard to Social Skill. The standard deviation of attitude of school teachers in relation to social skill comes out to be 9.5 (high) and 12.4 (low). The calculated-ratio of attitude of SST towards CCE system in relation to social skill of E.I. was 4.12 at 58 df which is significant at 0.01 level of significance. This shows that Social Skill contributes significantly in the attitude of SST towards CCE system.

(6) Total:

The mean scores of attitude of school teachers in relation to E.I. (Total) were 105.8 (high) and 93.0 (low). The mean score shows very good attitude of SST towards CCE system with regard to E.I. (Total). The standard deviation of attitude of school teachers in relation to E.I. (Total) comes out to be 9.6 (high) and 12.5 (low). The calculated F-ratio of attitude of SST towards CCE system in relation to E.I. (Total) was 4.33 at 58 df which is significant at 0.01 level of significance. This shows that E.I. (Total) contributes significantly in the attitude of SST towards CCE system.

Conclusions

So the third hypothesis that there will be no significant difference in the attitude of SST towards CCE system in relation to high and low E.I. stands fully rejected.

It is concluded that there is a significant difference in the attitude of SST towards CCE system in relation to high and low E.I., in three dimensions i.e. emotional, self-management, motivation, empathy and social skill of E.I. Thus, Emotional awareness, self-management, motivation, empathy and social skills help the teachers to have strong conviction towards implementation of CCE system.

The above results were supported by a research conducted by Edannur (2010) on 40

teacher educators of six teacher education institutions of Barak Valley of Assam. It emphasized that working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever. An emotionally intelligent teacher serves as an important role model for students, particularly as the extraordinary challenges in the classroom in future.

8. Overall Conclusions of the Study

1. The attitude of granted and S.F. school teachers towards CCE system did not differ significantly (t=0.702). This shows that CCE system is rightly acknowledged in all schools irrespective of type i.e. granted or S.F. due to same national pattern.

2. Male and female teachers had more or less similar attitude towards CCE system (t= 1.02), which was found to be favorable, which is an encouraging finding.

3. The Emotional Awareness contributes significantly (t= 3.46) in the attitude of SST towards CCE system. This shows that if teacher is having emotional and accurate self-assessment then it will surely build worthwhile capabilities and attitudes.

4. The Self-Management contributes significantly (t= 3.55) in the attitude of SST towards CCE system. This shows that healthy relations among teachers will help them develop favorable attitude toward CCE system.

5. The Motivation contributes significantly (t= 3.24) in the attitude of SST towards CCE system. This shows that managing, understanding, and assessing one's own emotions will help

teachers to have a positive outlook towards CCE system.

6. The Empathy contributes significantly (t= 3.34) in the attitude of SST towards CCE system.

7. The Social Skill contributes significantly (t=4.12) in the attitudes of SST towards CCE System. This shows that managing, understanding and socially attached to each other will help teachers to have a positive outlook towards CCE System.

8. There was significant difference in the attitude of teachers towards CCE system in relation to E.I. overall (t=4.33) So, it may be concluded that emotional awareness, self-management, motivation, empathy and social skills help teachers to have strong conviction towards implementation of CCE system.

9. Educational Implications

1. The curriculum of teacher education shall include the E.I. training package to train the student-teachers in emotional intelligence competencies and evaluate the same during teaching practice.

2. Emotional intelligence can be inculcated in pupils and teachers through co-operative learning, transformed learning and by developing programs as Mastering Emotional Intelligence Program, Emotional Training Programme.

3. Mandatory in-service training and refresher courses to update their knowledge and skills of continuous assessment.

4. In-service programs should be organized for teachers to enhance

emotional competencies. The curriculum of teacher education should be reconstructed so that the whole education system created a climate of emotional competency. Therefore, there is a need for the various agencies of education to shift away from the examination-centered practices to experience and skill based practice.

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A ROLE OF FAMILY AS A TEACHER FOR NURTURING CHILDREN

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ABSTRACT

This paper is an attempt to study the impact of certain variables on family's educational environment and achievement of child. The objectives of the paper were to study the effect of parent's education, number of children in the family and type of family (nuclear/ joint) on family's educational environment and achievement of the children. For the study 103 students of standard 7 were selected. Following the process, they were instructed to handover the questionnaire to their parents. Thus the sample of this study was the 103 families (father/mother). Investigator used survey method for the study. A questionnaire was designed to collect data about family's educational environment. The analysis of the data reveals that mother's education matters in achievement of the student. Father's Education hardly had any impact on educational environment or achievement of the student. The effect of number of child and type of family (nuclear/joint) has not been seen in the result. There was a positive relation between family's Educational environment and achievement of the child. The result observes that one has to focus on family's educational environment for the betterment of the development of the child.
Key words: Family, Educational environment & Achievement of the child.
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1. INTRODUCTION

"Education is the manifestation of perfection already in men", thus it was defined by the modern sage Swami Vivekananda. Mahatma Gandhi views, "By education I mean all-around development, drawing out of the best in the child-man body, mind and spirit." According to him, a real education is not a solitary process but it is all-round development so it can't be possible between four walls of classroom. The role of society and role of family is also important in education of a child. Swami Vivekananda states, "We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." The expansion of intellect can be achieved in school but the development of remaining merits call forth the help of one's family and society. The very existence of human being requires the base of civilized society wherein he passes through the process of development and change. In the creation of good human being, a society plays an important role. According to Auguste Comte (Father of sociology), "Society is a social organism, which has harmony of structure and action". (Phillips,J. & Penhale, B.1996). The most important and basic organ of society is a family. Every child comes into possession of pattern of behavior from this basic organ of

society. Hence it is not wrong to say that the first possession of the patterns of behavior begins from one's family. This pattern affects student's daily activities, education, diet, habits and many other things. Among all these things education is the most important because education can change persons' pattern of thinking and behavior. In fact, education is the process of cultivating good behavior pattern in a person. In this paper an attempt has been made to learn the impact of family on the education of one's child.

2. FAMILY AND EDUCATION OF CHILD

Family plays vital role in education of a child. Most important factor in a child's success or lack of success in school is from the caring support and encouragement given by their parents (Berger, 2004). Thirty years of research confirms that family involvement is a powerful influence on children's achievement in school (Henderson & Berla, 1994; Ziegler, 1987). Family's involvement in one's children's education can affect in the following ways:-

• improve children's learning habits,
• change in behavior pattern
• build positive attitude in children
• improve academic result
• affect children's regularity and also
• help in the achievement of higher goal than less involved family.

Family member can direct participate in schools' activities. In Indian primary schools there is a School Management Committee (SMC). In SMC there are 11 members, from them, 9 members are parents. Earlier there was a Village Education Committee (VEC) and Parent Teacher Association (PTA). Through these associations parents and other family members can play direct role of decision maker in village education system. These supportive partnerships make education a shared responsibility among them. Even research conducted by Burns (1993) results that Children, families, and teachers benefited individually and their partnership enhances the entire process of education.

2.1 ROLE OF FAMILY:-

Researcher Henderson and Berla (1994) derived four basic roles of family that encourage students' outcomes: 1. as teachers 2. as supporter 3. as advocates and 4. as decision maker. Family can provide such an environment which supports students' mental, physical, spiritual and emotional development. Family members can play role of teacher for education of life skill and other co-curricular activities. Members of family can establish importance of education and cultivate good learning habits in their child.

Nowadays the scope of family participation in schools has expanded beyond the traditional thinking regarding education as volunteering, helping with homework, and fund raising (Christenson & Sheridan, 2001; Hickman, Greenwood, & Miller, 1995; Izzo, Weissberg, Kasprow, & Fendrich, 1999; Trusty, 1999). However, above mentioned three elements provide narrow meaning of education. Academic learning is a part of education and not complete education. According to Swami Vivekananda, education is a man making process. It involves physical, psychological, social and moral development of child. Children acquire life experience from family and society haphazardly. To large extent, as per researchers, these life experiences form children's character, feelings, values not only this but they provide

the window through which they will view the world (Scott, 1992). Thus experiences provided by family and society members are important for all round development of a child.

Every family has their own living style and different family environment. Positive learning environment created by family make drastic change in holistic development of children. However there are barriers of family involvement. In Indian setting, especially in rural area, the main obstacle is the lack of knowledge among the parents that proves as the major block in the shaping of academic environment in their home. In the following part of the paper some tasks are suggested which will enhance family involvement in child's education.

2.2 TASK OF FAMILY FOR LEARNING ENVIRONMENT:-

From *Mahabharata* we get an example of Abhimanyu whose education begins right from the embroy. Foreign researches also indicate that children have an inborn capacity to learn (Forman and Kuschrer, 1983). Children start learning from mother's womb. They are ready to learn before birth. Even soon after birth children begin to learn from each and every aspect of the environment (Greenman, 1988; Penny-Velázquez, 1993; Adame-Reyna, 1995). They take a book - spectacles and try to read when they see some member reading in home. Thus the main responsibility of family is to be vigilant and provide them right experience. Family should turn daily experiences into learning opportunities. Children ask many questions. Family members should take advantages of their question to expand their learning. The games, toys, picnics and daily activity should be as they

stimulate children's creativity and thinking.

The most important role a family can play in the development of one's child is to provide secure environment. As per Maslow (Psychologist) 'safety' falls second in the hierarchy of needs. If children feel secure they take risks and take advantages of a learning experience. (Scott, 1992; González-Mena, 1991; Allen and Mason, 1989). The children who feel secure make more experiments in daily life and acquire more knowledge than children whose family is strict.

Family becomes a very first language teacher of one's child. Children acquire two basic skills listening and speaking from their families. Family members should provide opportunities to communicate ideas following friendly conversations with them. It is observed that children who have their grandparents with them, learn rapidly and communicate more precisely than those who are from nuclear family.

Thus family plays several roles as effective teacher. The basic need is that they should be alert and should take chance to turn most of the activities in learning opportunity. Nowadays it is seen that family leaves children to learn alone. In today's world, everyone wants to have the best school for their children, but they don't know importance of home environment on children's education. There is an old saying which affirms, "The most important work you do takes place within the walls of your home," is true in this case. In the present study, the investigator inquired to learn the effect of family's educational environment on its child. The investigator had also exerted efforts to understand what the scenario of Indian families is.

3. METHOD

In the present study an attempt was made to know family's educational environment and achievement of child. The study was undertaken following the survey method. The main objective of the study was to know family's educational environment and achievement of the children in relation to certain variables. The relation of family's educational environment and achievement of child was also under the matter of inquiry. The results of past examinations were considered as an achievement of children. To know educational environment of the family an inventory was constructed by the researcher herself. Total score on educational environment was regarded as the educational environment of the children.

3.1 OBJECTIVES

The objectives of the study were as follows:

*   To study relation between family's educational environment and the achievement of the child.
*   To study family's education environment and achievement of children in relation to parent's educational qualification.
*   To study family's educational environment and achievement of children in relation to type of family.
*   To study family's educational environment and achievement of children in relation to number of child in family.

3.2 MEASURE

In order to learn the educational environment of the selected families, 'Family educational environment inventory' was constructed by investigator. Expert opinions of the then Hon. Vice Chancellor Divyanshu Dave (From Kutchh), Dr. H.P. Rana (From Mehshana) Dr. J. B. Patel (From Vadodara), Dr. A. N. Prajapati (From Patan), Dr. S.C.Padavi (From South Gujarat) and Yogendra Patel (From Kadi) were also taken into account for the construction of the inventory. Investigator attempted to collect varying views from the experts from all parts of the state to construct the inventory. The clear instruction had been given in the first part of the inventory regarding filling up the details. There were 35 statements in the 'Family educational environment inventory'. Statements regarding daily activities of the family, tradition of the family etc. were also included in the inventory. Five point scale was adopted for the responses. The given options were Always, Often, Sometimes, Rarely and Never. The score 5, 4, 3, 2 and 1 had been allotted respectively for these options. One of objectives of the study was to know achievement of the children in relation to certain variables. An achievement of child score of past examination was taken into account.

3.3 PARTICIPANTS

For the study, students of the standard 7th were selected by purposive sample technique for selection of the school. Two schools were selected, one from urban area and one from rural area. For the selection of the students from the school, a cluster of the students of standard 7th were given preference. Proper instruction was meted out to the students regarding handover of the inventory to their parents and submitting back to their class teacher. There were 103 families (data were collected from either mother or father) in the sample.

4 . DATA ANALYSIS AND INTERPRETATION

The data were analyzed as per the objectives of the study. To reach at the objectives as a statistical technique t - ratio was calculated. SPSS program was used for the data analysis. The result of analyzed data is as follows:

4.1 EFFECT OF THE AREA:-

4.1.1 EFFECT OF PARENT'S EDUCATIONAL QUALIFICATION:-

• MOTHER'S EDUCATIONAL QUALIFICATION

Table 1

Statistics regarding Effect of Mother's Educational Qualification on the Achievement of Children and Educational Environment of Family

Variable	Mother's Educational Qualifi-cation	N	Mean	Std. Deviati on	Std. Error Mean	t - ration
Achieve-ment of childen	Pre-Graduate	83	76.45	11.97	1.31	5.80
	Graduate	20	86.10	4.436	0.99	
Educational environment of Family	Pre-Graduate	83	141.93	19.95	2.19	0.910
	Graduate	20	146.20	18.56	4.15	

Table 1 shows effect of mother's educational qualification on the achievement of children and on the educational environment of the family. As mentioned in the above table, the t – ratio between mean score of achievement of two category of the variable, was 5.87. The value of t- ratio was higher than the table value 1.96, i.e. difference is found to be significant. From the mean it becomes visible that the achievement of the child whose mother was graduated is higher than achievement of children whose mother was not graduated. Table 1 reveals that t- ratio between mean score educational environment inventory was 0.91 which was not significant.

Mother's education did not affect the educational environment of the family.

Table 2

Statistics regarding Effect of Father's Educational Qualification on the Achievement of children and Educational Environment of Family

• FATHER'S EDUCATIONAL QUALIFICATION

Variable	Father's Educational Qualifi-cation	N	Mean	Std. Deviati on	Std. Error Mean	t - ration
Achieve-ment	Pre-Graduate	63	77.86	12.40	1.56	0.531
	Graduate	40	79.05	10.19	1.61	
Educational environment	Pre-Graduate	63	143.02	19.38	2.44	0.165
	Graduate	40	142.35	20.37	3.22	

Table 2 shows the effect of Father's educational qualification on the achievement of children and on the educational environment of the family. From the table – 2, t – ratio between mean score of achievement of two category of the variable was 0.531. The value of t- ratio was less than table value 1.96, i.e. difference is not significant. As well as t-ratio between mean score of educational environment inventory regarding two category of the variable was 0.165 which is not significant. Father's educational qualification did not leave significant effects on the achievement of children and educational environment of the family.

4.1.2 EFFECT OF TYPE OF FAMILY (NUCLEAR/ JOINT):-

Table 3

Statistics regarding Effect of Joint or Nuclear Family on the Achievement of Children and Educational Environment of Family

Variable	Type of Family	N	Mean	Std. Deviation	Std. Error Mean	t - ration
Achieve-ment	Joint	75	78.76	10.78	1.24	0.568
	Nuclear	28	77.14	13.55	2.56	
Educational environment	Joint	75	143.85	20.83	2.40	1.039
	Nuclear	28	139.82	16.11	3.045	

Table 3 gives statistics regarding effect of variable 'Type of Family (Joint or Nuclear)'. The t – ratio for difference between achievement of children who were from the joint family and children who were from nuclear family was 0.568. The t – ratio between mean score of Educational environment inventory of two categories of variable was 1.039. Both the values of t- ratio were lower than table value 1.96, i.e. difference is not significant. Thus it becomes visible here that the type of family did not have significant effects on the educational environment of the family.

4.1.3 EFFECT OF NUMBER OF CHILDREN

Table 4

Statistics Regarding Effect of Number of Children on the Achievement of Children and Educational Environment of Family

Variable	No. of Children	N	Mean	Std. Deviation	Std. Error Mean	t - ration
Achieve-ment	1	33	77.06	9.98	1.73	0.816
	2	70	78.91	12.25	1.46	
Educational environment	1	33	144.60	18.11	3.15	0.682
	1	70	141.88	20.43	2.44	

Table 4 shows effect of variable number of children on the achievement of children and on the educational environment of the family. From the table – 4, t – ratio between mean score of achievement was 0.816. The value of t- ratio was less than table value 1.96, i.e. difference is not significant. As well as t- ratio between mean score of educational environment inventory was 0.682, which is not significant. Number of child, did not have significant effects on the achievement of children and educational environment of the family.

4.1.4 CORRELATION BETWEEN EDUCATIONAL ENVIRONMENT AND ACHIEVEMENT:-

In the present study it was also decided to learn the relation between Educational Environment of the family and the achievement of the children. The value of correlation was 0.319889. The value of correlation is found to be positive. It is not too strong but good. It means achievement of children was increased as educational environment of family grew upward.

5. CONCLUSION AND DISCUSSION

The result of the present study revealed that family's educational environment effects the achievement of the student. Educated mother or other family members could create more positive educational environment of the family. Achievement of children was higher in the family, in which mother was well educated. Effect of Father's Educational qualification could not be seen in the result of present study. The result indicates that father plays less important roll in the education of his child. This is the actual scenario of our society.

Educational environment of nuclear family was not seen more helpful for learning rather than joint family, however the effect was not significant. The economic crises lead Indian

families to the nuclear family. Nowadays employment of both mother and father becomes essential part of the life style. It is fact that mother plays pivot role in child development. Due to over burden of the work mother can hardly take proper care of her child. Result of the present study also confirmed that father's education did not have any significant effect on achievement of children, while educated mother could improve achievement of children. If we want to nurture child properly and holistically, we have to focus on the involvement of both; father and mother. Thus, training program or counseling program is required for fathers so that they can cultivate better environment in their respective homes for their children. Result reveled that number of children did not have any significant effect but achievement of children who were having siblings were more than those who did not have. From this result we can conclude that elder brother and sister can also become a guide for education of their younger siblings. By giving proper guidance we make elders as mentor of children for their education.

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STUDY OF ENGLISH LANGUAGE LEARNING PREFERENCES OF STUDENTS OF STANDARD 8TH

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ABSTRACT

The purpose of this study is to investigate the perception of the teachers regarding the English language learning preferences of their students. The study is limited to the Government Primary schools in Gujarat where English is being taught as a second language. The data for the study were collected through a questionnaire in which the items were categorized into three major classes: Learning, Error Correction and Assessment and/or Evaluation. The findings of the study revealed that teachers believe working in small groups or in pairs is the most preferred working style of the students. Also, according to teachers activities in the textbook are a major source of learning English by the students and many of the teachers believe that listening practice and the project works help the students to learn English. Further, according to teachers, pictures/posters, mobile phones and television are the effective medium through which students learn English and enacting the dialogues (in English) is also an effective way of developing language proficiency. Teachers also feel that they can at best judge the performance of their students by testing their LSRW skills and not just by testing their writing skill.

Key words: Learning preferences & learning experiences

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INTRODUCTION

Learning is an inborn tendency of an individual and it is an accepted fact that all students have their own learning preferences, learning strengths and weaknesses. A mismatch between teaching and learning styles causes learning failure, frustration and demotivation among the learners. Knowing the learning preferences of the learners help teachers to systematically add variety to their teaching patterns.

With the advent of the Communicative Language Teaching Approach, the focus of language teaching theories has shifted from the teacher or instructor to the learners. It is beyond any doubt that all the learners have their own preferences and styles of learning. The different ways of how a learner takes in and processes information are collectively referred to as learning preferences (Reid, 1987; Celce-Marcia, 2001; Riazi and Riasati, 2007). Mismatches between the learning preferences of the learners in a given class and the teaching style of the teacher will normally lead the learners to become bored and inattentive in classes, do badly on tests, get discouraged about

the course and curriculum, and in some cases change to other curricula or drop out of the program (Felder, 1996).

When a teacher does not know or pay or have little scope to pay attention to the learning preferences it naturally leads to the failure of the instructional program to attain its general as well as specific goals and objectives. And this is true in learning of any subject and English language is not an exception. Therefore, teachers need to discover their students' preferred ways of learning the language by which they can make their style of teaching appealing to the students to the optimum level. Alongside the teachers of a language teaching program, people involved in material designing and syllabus planning can also be substantially helped by such information. Hence, there is a need for the present study.

According to Spratt (1999), those who design and develop syllabus, materials and teaching and learning activities often work by predicting the intended learners' likes and dislikes on the basis of their own past experience and/or by consulting the relevant literature available in the market. Hence the researcher considers that it is very important to find out the language learning preferences of the learners. The researcher also believes that this study can help the ESL teachers to attain more efficiency and success in their professional career.

Further, the main purpose of this study is to investigate the perception of the teachers regarding the English language learning preferences of their students.

Objectives of the Study

The following are the objectives of the study:

• To know the learning preferences of students as perceived by the teachers.

• To identify the predominant learning preferences of English language learners as perceived by their teachers.

• To identify the perception of male and female teachers regarding the learning style preferences of English language learners.

Delimitation

The study is limited only to the Government Primary schools in Gujarat where English is being taught as the second language.

Definition of the Terms

Learning Style Preferences refers to basic perceptual learning approaches and preferences preferred by learners during the teaching learning process.

Design of the Study

In the present descriptive study the investigator made an attempt to know the perception of the teachers regarding the English language learning preferences of their students.

Population and Sample

All the teachers who teach English in Standard-8th in the Government primary schools of Gujarat constitute the population of the study. The data for the study was collected from 86 teachers who teach English in standard 8th of Government primary schools of Gujarat. These teachers belong to different district and were attending the English Language Master Trainers Training programme held in DIET, Gandhinagar.

Tool and Data collection

The data for the study was collected through a questionnaire consisting of 12-items. Each item in the questionnaire explores a particular topic of learning preferences. However, they can be categorized into three major classes: Learning, Error Correction and Assessment and/or Evaluation. The Learning section includes aspects like ways of learning, vocabulary, learning experiences, media of learning etc. It also includes aspects like working in groups, pairs, or individually etc.

Procedure for Data analysis

All the received responses were transcribed onto Excel. The individual teacher variables and the responses from the questionnaire were then descriptively analyzed.

Major Findings

Perception of Teachers Regarding the Working Style of Students

The success of a teacher lies in his or her ability to understand the working style preferences of the students. Keeping this in mind, in item 2 an attempt was made to know about teachers perception regarding the working style of their students. When teachers were asked to express their perception regarding the working style of the students, only 40% of male and 34% of female teachers felt that students like to learn English in one large group. From the following figure, it is also clear that both male and female teachers feel that students like to learn English when they are formed into small groups. 60% of male teachers and 41% of female teachers feel that students like to learn English in pairs. Thus, according to teachers, learning English in small groups is the most cherished working style of the students.

**Figure: 1: Working style of the students as perceived by teachers.**
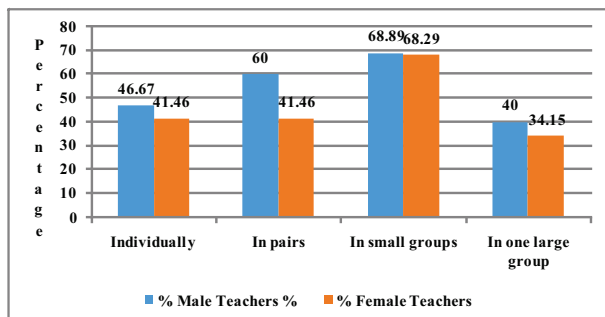
Perception of the Teachers Regarding the Student's Available Platforms for Learning English

Enlgish being taught as the second language in the Governemnt primary schools of Gujarat,

the opportunities to the students to learn the same would be less or limited when compared to their mother tongue. Keeping this in mind, in item 3 an attempt was made to know the perception of teachers regarding the platforms that their students have to learn English. With regard to this, both male and female teachers believe that the textbook and its activities are the major sources for the students to learn English. Around 68.89% male teachers also feel that "reading the story books" is also one of the ways in which their students learn English. However, only 51.2% female teachers feel that their students are learning English by reading story books. Around 62.22% of male teachers feel that their students are learning English with the help of TV programmes also on the other hand only 51.2 % of female teachers feel that TV is a source of learning Englsih for their students. When it comes to presenting prayer in English, around 51.22% of female teachers feel that this activity is helping their students to learn English, however, very few i.e., only 42.22% of males teachers feel that presenting prayer in English is helping their children to learn English.

**Figure:2: Students' platform for learning English as perceived by teachers.**

Perception of the Teachers Regarding the Student's Preferred Ways of Learning
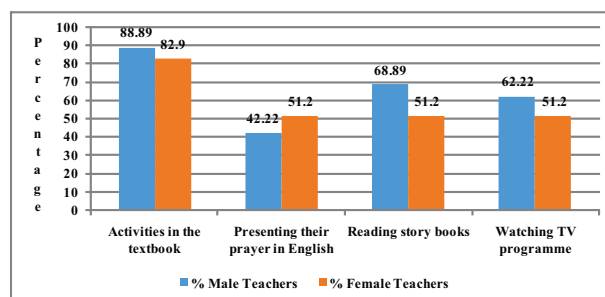
Every student has a unique style of learning and a prefered way of learning. Knowing these prefered ways of learning is very improtant for a

teacher. When teachers were asked whether their students liked learning (1) by listening (2) by reading (3)by copying from the board (4) by repeating what they hear (5) by project work (6) by doing group work and presenting next day or any other, their response are shown in the following figure. From the figure it is clear that, majority of male and female teachers feel that their students learn English most when they listen to it. When it comes to learning English by reading it, as high as 76% of male and female teachers feel that their students learn English by reading it. According to the teachers, the third most prefered way of learning English by the students is through project work. As high as 83% of female teachers feel that their students like to learn English by doing project works. Even 71% of male teachers also feel that their students like to learn English through project works. Both male and female teachers feel that their students do not like to learn English by just copying it from black board. Around 73% of teachers feel that their students like to learn English by presenting their gorup work in the class. Some teachers even responded that their students like to learn English through various language games.

**Figure:3: Students' preferred ways of learning English as perceived by teachers.**
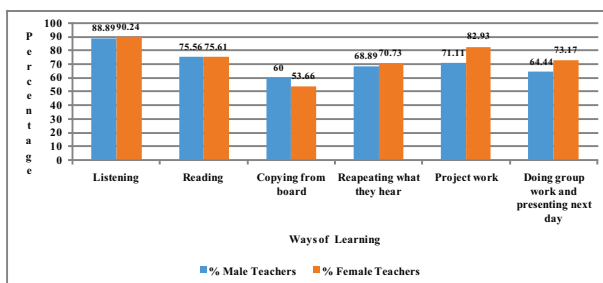
Perception of the Teachers Regarding their Students' Preferred Media to Learn English

A wide range of media are now available to the teachers to use in the classrooms. The use of these mediums not only make the teaching learning process interesting but it also helps the teacher to achieve the learning objectives easily and perfectly. Keeping this aspect in mind in item 8, a question was asked to the teachers whether their students like to learn English from a. television/video/films, b. mobile phone/tab, c. written/printed material, d. pictures/posters or any other material. The following picture shows the responses of the teachers:

Figure:4: Students' preferred medias to learn Englsih as perceived by teachers.
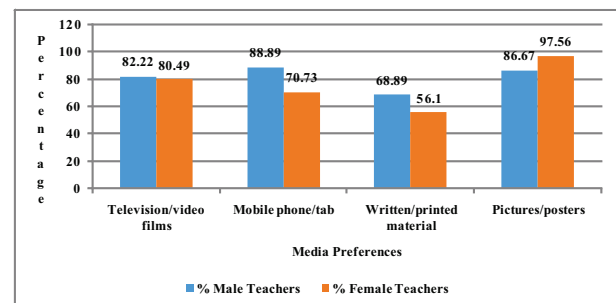
Both the male and female teachers of the government primary schools of Gujarat feel that pictures/posters are the most preferred media by the students to learning English. A very high percentage of female teachers i.e., 98% of them feel that pictures are the most preferred media by the students to learn English. From the responses of the teachers it is clear that teachers feel that their students prefer to learn English using modern devices like mobile phones and tabs. According to the teachers, television and the video films are also another most preferred medium by the students to learn English. According to both male and female teachers, written/printed material is the least preferred medium by the students to learn English.

These perceptions of the teacher's shows that majority of the teachers know that they have to move beyond the textbooks and use the other mediums to make students learn English language.

Learning Experiences

The whole success of the teaching learning process and the extent of achievement of the learning outcomes depend on the quantity and quality of the learning experiences provided to the students by the teacher. Hence, learning experiences play a very important role. Keeping this in mind, an attempt was made to know about the learning experiences provided by the teachers to make their children learn English.

**Figure:5: Learning experiences provided by the teachers.**
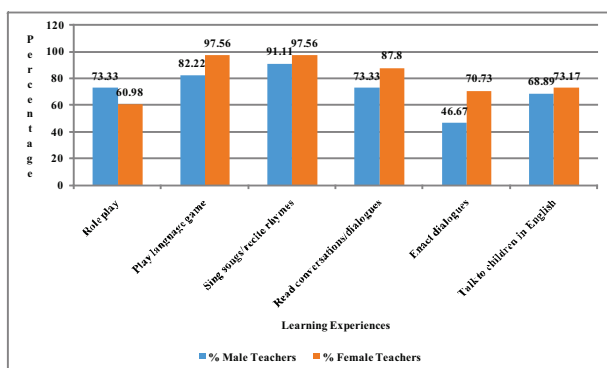
It is a good sign to see that as high as 98% of the female teachers use language games and songs/rhymes as learning experiences. Around 88% of female teachers read the conversations/dialogues in the classroom. Around 73% of female teachers talk to children in English in the classroom. When it comes to enacting of the dialogues by the students, as low as 47% of male teachers encourage their students to enact dialogues in classroom, however, 70% of female teachers make their students enact the dialogues. When it comes to the male teachers, as high as 91% of them sign rhymes or songs in the classroom. Approximately 82% of male teachers play language games with the students.

Assessment of Language Performance

For any good performing teacher, the progress of students acts as a big motivator. It acts like a catalyst in improving their teaching learning process. Keeping this in mind, in item 10 a question was asked to the teachers regarding how do they best know the performance of their students whether it is a) by testing their speaking skills b) by testing their writing skills c) by testing their reading skills d) by taking their dictation e) by testing their listening skills. The response from them is as follows:

Figure:6: Assessing language performance of the students.
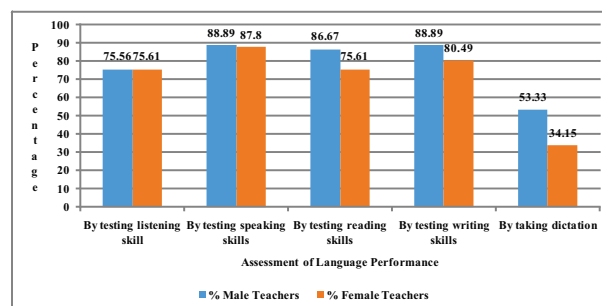
Majority of male and female teachers assess their students by testing their speaking, reading and writing skills. Compared to this, very less teachers feel that testing the listening skills of the students helps them to know the performance of the students. A meager percentage of female teachers i.e, 34% of them feel that taking the dictation of the students does not really help them to know the performance of the students.

Conclusions

A thorough analysis and interpretation of the data helped the researcher to draw the following conclusions for the study:

- A majority of the teachers feels that working in small groups or in pairs is the most preferred working style of the students. The teachers who are still adopting the teaching techniques to teach to the one large group can rethink about their teaching techniques and design their teaching learning activities accordingly.

- According to the teachers, activities in the textbook are a major source of learning English by the students. Hence, this point should not be neglected and teachers should try to use various strategies and methods to make the textbook content interesting to the students. Teachers feel that reading the story books and watching TV programmes also helps the students to learn English. So schools should take proper steps to provide more and more story books in English language in their library. Also schools should take proper measures to ensure that students take the maximum benefit of the programmers like virtual classroom (an initiative of state government to transact English textbook content in the Government primary schools of Gujarat) and distance education programmes which are telecasted in the schools. Also presenting prayer in English is one of the effective ways to learn English, however very less number of teachers believes this. So teachers can be suggested to encourage their students for doing group work and present prayer in English.

- When it comes to the students preferred ways of learning English, it is a good sign that only few teachers think that their students learn English by copying from blackboard. Many of the teachers believe that listening practice and the project works help the students to learn English. Hence, in the schools proper steps should be taken to ensure that students do qualitative project works and also teachers provide them proper listening platform. Teachers also feel that students learn English by reading. Hence, taking the advantage of this the schools can decorate their building walls and campus to reflect the content more and more in English.

- Teachers can also allot a special day in the week to play language games so that their students would develop interest in learning English.

- The findings of the study carried out by Erdogan Bada & Zuhal Okan (2000) reveals that majority of teachers and students perceive that "Guessing the unknown" is an effective way of learning vocabulary. So teachers can also try this technique to enrich the vocabulary of the learners.

- Many of the teachers also believe that saying or writing words several times enriches the vocabulary of the students. An in-depth study has to be carried out to find out whether this is a correct strategy to enrich vocabulary or not.

- According to the teachers, pictures/posters, mobile phones and television are the effective mediums through which students learn English. Taking the advantage of this point, a database of good English language enrichment apps, games, software, TV programmes could be developed and provided to the teachers. This will be of good help to the teachers. This is also equally applicable to songs/rhymes. Majority of teachers sing rhymes and play language games with their students. So in the training programmes teachers can be oriented about more and more language games and also should be encouraged or made aware about reciting rhymes etc.

- Enacting the dialogues is also an effective way of developing language proficiency. An ample number of activities in the textbooks direct on enacting the dialogues. However, the findings revel that only few teachers are using this learning experience. This lacuna on the part of the teachers should be corrected.

- When it comes to the assessment of language performance, teachers feel that they can at best judge the performance of their students by testing their LSRW skills. With the advent of SCE in the schools, the LSRW skills of the students are evaluated during their formative evaluation however; the summative evaluation tools still focus more on reading and writing skills. So proper strategies should be developed to include the evaluation of these skills even in summative evaluation.

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UMANG: ADD ON SYLLABUS AND ITS EFFECTS ON TEXTUAL, PICTORIAL AND POETIC COMPREHENSION ABILITY OF STUDENTS OF STD.VII

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ABSTRACT

This paper focuses on the effectiveness of the UMANG-add on syllabus specially constructed for the students of std. 7th in order to develop their three dimensional comprehension skill. This add-on syllabus mainly focuses on the ability to unfolding inner self of learner. The experiment was conducted on the students studying in government primary school and self financed school. One group pre test post test experimental design was used for the present study. The Comprehension test constructed by the researcher was administered for the measurement of the dependent variable. This test was measured three types of comprehension abilities i.e., the textual, the pictorial and the poetic. The students of experimental group were found to be improved with regard to their comprehension abilities at the end of this research. Hence this research revealed that the UMANG syllabus was found effective on all three types of comprehension abilities of the students.
Key words: *Comprehension, Textual Comprehension & Pictorial Comprehension*
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INTRODUCTION

The education is a means to direct and unfold the latent potential of the learners. Since the learners of different ages require to develop academically with varying methods that best suit their times, the varying dimensions of teaching also change time to time as its result. The complexity of human life makes education complex. The process of education should also consider this complexity. The unending efforts made during last decades provide an insight for this. The existence of human being has two dimensions, one is his inner world and the other is the outer. The human beings constantly struggle between these two paradigms. The present education system mainly focuses on the scholastic development of the students. This leads the whole process towards examination oriented system of education. The outward oriented education process breaks the relationship of student with his /her inner world. This kind of education develops students as informative resource but it fails to develop them as the better human beings. The man-making education should compulsorily focuses on these two sides. The prevailing situation leads towards the development of some qualitative input to initiate the paradigm shift.

Aavishkar Curricular Series- Brief Introduction :

The contemporary scenario of education is very frustrating. The corrosion in values is

pinching at every level and the Children's University as a distinct institution has been trying to establish the foundation of education on Indian thinking right from its inception. This upsetting situation compels the University to initiate the value enrichment inputs to present education system. *Aavishkar* curricular series is one of the most important initiatives propelled by the University for the improvement of current situation. The series aims to develop and nurture the inherent virtues of the learners which include amazement, inquisitiveness, creativity and activeness. Moreover it intends to help the learners for the realization of one's self by providing them variety of personal and communal experiences of self observation, self-control, and self- expression. This course also provides the opportunities to its learners to reinforce their learning ability and retain this capacity as a part of their integral personality.

For the realization of above mentioned goals, the University has developed two courses, the first is "*Umang*" for standard 7 and the second is "*Romanch*" for standard 8. This research paper discusses a small study about the effectiveness of *Umang* in the development of comprehension skill of the students of 7th std. The material for this study was designed in such a way that it could become useful to the learners to acquire knowledge about self and their surroundings. It could help them learn how to learn, relearn and unlearn. This could enable the learner to unveil his/her unique self. The syllabus included five text materials on which various inter-related learning activities took shape. The following steps were followed to carry out the process.

1. **Dokiyu :**
   Introduction to learning theme
2. **Reading of Text :**
   Understanding the text

3. **Tarbtar :**
   Grasping the central theme holistically with emotion.
4. **Bhashamaitri :**
   Friendship with language
5. **Aarpar :**
   Understanding of text comprehensively
6. **Creativity :**
   Developing creative ideas
7. **Maro Aavishkar :**
   Effort to connect text with inner self and Internalization
8. **Project Work :**
   Special reference to society, culture and nature
9. **Ghar Jake :**
   Involvement of family to learning process.

These were not phases to be followed by with strict measures but these tasks were arranged in such a way that could make the integrated learning process happened. The tasks were interwoven and arranged in psychological sequence. The contents selected for the course were variety in nature which includes the following characteristics:

1. The content which could help students understand human emotions
2. The content which could provide them an opportunity to learn language with ease.
3. The content provided enough room for integration of various subjects.
4. The content which could enrich national integration and cultural pride.
5. The content which had some artistic orientation.

Apart from variety of learning tasks some additional textbook features were also added to enhance the learning experience of the students which are as follows:

1. **Box Items:**

   Box items which can provide some amazing facts related to main content so learners interest to know furthermore can be satisfy.

2. **Pictorial Pages :**

   Some pictorial pages are given between content. This picture may provide learners some aesthetic sense and understanding about art. This feature has very significant objective to give primary experience to learner about how to observe and enjoy any artistic piece.

3. **Symbol of Bird :**

   Symbol of one bird is assigned to every text as per its central theme. This can give very unique way to represent and correlate the understanding with the nature.

4. **Additional Reading :**

   Every text is supported by addition reading which can help learners to extend horizons of their understanding.

   The process of development of *Aavishkar* course series was followed following steps:

   1. Selection of textual material
   2. Determine the essential aspects which can included in the content
   3. Derivation of various sequential learning activities
   4. Pre piloting of curricular material
   5. Modification on the basis of Pre piloting
   6. Second stage Experimentation
   7. Data analysis and interpretation
   8. Construction of final course

   The experimentation of this course was carried out in schools. The effectiveness of this course was measured in relation to certain variables. This paper discusses the effectiveness of this course on the comprehension ability of the selected group of learners.

Theoretical Foundation :

   The comprehension ability is very crucial for the overall development of young learner not as student but also as human being. Moreover, the skill to interpret the content or situation is very important for higher order thinking such as decision making, evaluation and judgment. The ability to comprehend includes a wide spectrum of competencies. The comprehension abilities include language comprehension as well as pictorial comprehension. The other types of language comprehension are listening and reading. A comprehension is the ability to understand something. It means to get full knowledge and understanding of meaning of something. It has deep concern with the understanding of the situation. It is the transaction between the reader and the text. (Kucer, 2001; Rosenblatt, 1978) Every text has certain features but the reader with his or her engagement derives meaning from the text at the particular moment in time. The engagement of reader with the text is root cause for the understanding. Each person has his/her unique kind of reading tendency which he or she applies at the time of reading. This makes the comprehension process individual. (Butcher & Kintsch, 2003; Fletcher, 1994; Narvaez, 2002) This has very important implication for the comprehension activities. Individual knowledge of a reader plays also an important role in this process because the reader can give one's meaning to the text or situation on the basis of his world of knowledge. (Butcher & Kintsch, 2003; Schallert & Martin, 2003)

   The schema theory also provides insight for the development of the learning activities of comprehension. Schema means the series of connections which can help the reader to connect known to unknown. (Narvaez, 2002) Every individual organizes his or her knowledge into categories that makes retrieval easier. Schema theory has also concern with long term memory. Long term memory has infinite storage

capacity. When the learner encountered any new information, text or situation in any form, some of this stored information brought forward into short term memory. Short term memory has very less capacity. The shifting of short term memory to long term memory is very important for the development of learners. (Schallert & Martin, 2003)

Another important theoretical base is individual characteristics of reader. Readers vary in the skills, knowledge, cognitive development, culture and purpose. (Narvaez, 2002) Comprehension affected by a reader's culture, is based on the degree to which it matches with the culture exposed in the text. Readers evaluate text in different ways because of their cultural and cognitive context. Motivation of a reader and purpose of reading are also very important to comprehension. Motivation can influence the interest, purpose, emotion with which a reader engages with text.

More motivated readers are likely to apply more strategies and work harder at building meaning. Less motivated readers are not as likely to work as hard, and the meaning they create will not be as powerful as if they were highly motivated.

The above discussed theoretical background provides the researcher deep insight for the planning of the curricular material, particularly learning activities related to comprehension.

Research Design :

Objectives :

1. To study effectiveness of *'Umang'* course in context to comprehension ability of the students.
2. To study effectiveness of *'Umang'* course in context to sub components of comprehension ability of the students.

Hypothesis:

1. The average mean score of post test will be higher than the pre test on *aavishkar* comprehension test.
2. The average mean score of post test will be higher than the pre test on textual comprehension.
3. The average mean score of post test will be higher than the pre test on pictorial comprehension.
4. The average mean score of post test will be higher than the pre test on comprehension of poetic piece.

Population & Sample :

Population for the present study was the students of Std. 7 from 26 experimental schools known as '*Vidyaniketans'* affiliated to Children's University for the academic year 2016-17.

In the present study the researcher selected two schools randomly from the all 26 '*Vidyaniketans*' affiliated with the University as a sample. As shown in the table: 1 all students studying in standard 7 of these two schools were included as the sample of the present study.

Table : 1
Sample of the Study

Name	Boys	Girls	Total
Government Primary School Sector- 20/1, Gandhinagar	12	11	23
Shri Purusharth School, Bhanvad	14	16	30
Total	**26**	**27**	**53**

Variables :

•   **Independent Variable :**

'Umang': Add-on course constructed for standard 7 was independent variable for the study.

•   **Dependant Variable :**

Overall Comprehension ability and its three components were dependent variables for the study.

Tools :

Aavishkar Comprehension Test was constructed for the measurement of dependant variable, which contained three main elements i.e., textual comprehension, comprehension of poetic piece and pictorial comprehension. This tool contained total 25 items based on textual and pictorial material provided in the test. 10 marks for textual comprehension, 5 marks for pictorial comprehension and 10 marks for poetry comprehension were allocated in the test. The items were constructed to measure not only literary comprehension but also for emotional and subjective responses of the students. The items were multiple choice type questions. For every correct item 1 mark was given.

For the preparation of the Aavishkar comprehension test following process were followed.

1. Firstly, content analysis of the content of *Aavishkar* material was done. On the basis of that analysis the core elements of the test were decided.

2. Secondly, items were constructed for each core elements. All items were multiple choice questions. That was the first draft of test which was contained total 50 items.

3. Thirdly, Validation through expert opinion was carried out. This validation process was focused on subject validity and appropriateness of each item as per age and class of the student. The opinions were collected in three categories i.e to be accepted, to be rejected and need modification.

4. Fourthly, on the basis of experts opinions final items selected and modified. The final test was reconstructed and finalized which was contained total 25 items.

Experimental Design :

One group pre test post test experimental design was selected for the study. The comprehension test was administered before and after the experiment.

Data Collection and Interpretation :

The data were collected by administering *'Aavishkar'* comprehension test to the experimental group as pre and post test.

Experimentation :

The course was implemented in two schools. For the purpose of the proper implementation orientation of teacher was done at the beginning of the experiment. Teachers were instructed regarding course design, timeline and classroom transaction. Total 25 hours were consumed in the classroom whereas 15 hours were allotted for the self learning. Pre test and post test were given to the student at the beginning and at the end of the experiment.

Data Analysis and Interpretation :

The inferential statistics was applied for the analysis of the data. To determine the level of significance t-test was applied. Correlated group one tailed test was applied for the calculation on t- test. The statistical analysis done with the help of MS Excel is presented hereunder.

Table: 1

**Comparison of Mean Score of Pre and Post Test on
overall Comprehension**

Test	N	Mean	SD	SE	r	M. Diff.	SED	C.R.
Pre test	53	11.04	3.46	0.48	0.52	3.32	0.49	7.68
Post test	53	14.36	2.86	0.39				

Table:1 indicates the parameters of test administer on experimental group for the measurement of comprehension ability of the student. The mean score and SD of pre test were 11.04 and 3.46 respectively whereas mean score and SD of post test is 14.36 and 2.86 on 'Aavishkar' comprehension test. The Critical ratio was 7.68 which was higher than the table value for the 0.01 level. (df=52) This shows the mean difference between pre test and post test was significant at 0.01 level of confidence. Thus directional hypothesis was not rejected. It means that the comprehension ability of the student was improved due to the implementation of 'Umang' course.

Table : 2

Comparison of Mean Score of Pre & Post Test on sub Components of Comprehension

Test	N	Mean	SD	r	M. Diff.	SED	C.R.
Textual	53	3.63	1.75	0.23	1.52	0.28	5.36
Comprehension	53	5.15	1.56				
Pictorial	53	3.49	0.87	0.43	0.6	0.12	4.97
Comprehension	53	4.09	0.84				
Comprehension	53	3.92	1.42	0.14	1.2	0.28	4.24
of Poetic piece	53	5.11	1.91				

Table: 2 indicates the parameters of pre-test and post test administered on experimental group for the measurement of sub components of comprehension ability of the student. The mean score and SD of pre test were 3.63 and 1.75 respectively whereas mean score and SD of post test was 5.15 and 1.56 on textual comprehension of 'Aavishkar' comprehension test. The Critical ratio for textual comprehension was 5.36 which was higher than the table value for the 0.01 level. (df=52) This shows the mean difference between pre test and post test on textual comprehension was significant at 0.01 level of confidence. Thus directional hypothesis was not rejected. It means that the textual comprehension ability of the student was improved due to the implementation of the 'Umang' course.

The table 2 also indicates the mean score and SD of pre test which were 3.49 and 0.87

respectively whereas mean score and SD of post test was 4.09 and 0.84 on pictorial comprehension of '*Aavishkar*' comprehension test. The Critical ratio for pictorial comprehension was 4.97 which is higher than the table value for the 0.01 level. (df=52) This shows the mean difference between pre test and post test on pictorial comprehension was significant at 0.01 level of confidence. Thus directional hypothesis was not rejected. It means that the pictorial comprehension ability of the student was also improved due to implementation of '*Umang'* course.

Further table no. 2 shows the mean score and SD of pre test were 3.92 and 1.42 respectively whereas mean score and SD of post test were 5.11 and 1.91 on comprehension of poetic piece of '*Aavishkar*' comprehension test. The Critical ratio for comprehension of poetic piece was 4.24 which were found to be higher than the table value for the 0.01 level. (df=52) This shows the mean difference between pre test and post test on comprehension of poetic piece was significant at 0.01 level of confidence. Thus directional hypothesis was not rejected. It means that the ability of students to comprehend poetic piece was also improved due to implementation of '*Umang'* course.

Finding and Conclusion :

The *'Umang'* course was found effective in relation to various types of comprehension capabilities. These competencies included textual and literary understanding, interpretation of picture and analytical and emotive interpretation of poetic piece. This was very important dimension for the development of learners. These competencies are core elements which can enrich the learning of other subjects also. To comprehend the subject content from 360 degree is very crucial for better understanding of the subject. This basic thinking skill can be cultivated with the help of this kind of add on course which contain learning activities of comprehension.

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SELF-EFFICACY TOWARDS ACTION RESEARCH AMONG SECONDARY STUDENT TEACHERS

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ABSTRACT

Action research is a much discussed concept in the field of education. It can be defined as the process of studying a school situation to understand and improve the quality of the educative process. Additionally, action research has a wide scope to deal with local problems in a great manner. It is very effective to solve the day to day problems in a scientific manner. Consequently, it is well addressed and focuses on the activity in pre and in-service teacher training programme. There are several factors that motivate or de-motivate a teacher in the conduction of action research. Self-Efficacy is one of them. This study was conducted to know the level of Self-Efficacy towards Action research of secondary student teachers. The effect of gender, stream and academic qualifications on their self-efficacy towards action research was also investigated. Survey method was used to conduct the study. Total 179 secondary student teachers were randomly selected as the sample of the study. The study revealed that secondary student teachers were showing moderate level of self-efficacy towards action research and it was also found that female secondary student teachers were having more self-efficacy towards action research than male secondary student teachers.

Key words: *Action research, Self-Efficacy*

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INTRODUCTION

Educational institutions are established by the society for the societal healthy organization and development. The health of society relies on the quality of education because it is the education by which knowledge, generic skills and social values are inculcated among children. There are many factors that affect the quality of education. Among these factors, the competent and committed teachers are more important. Teacher has the responsibility to nurture the next generation as well as to find solution of social problems by his/her knowledge, skills and research ability. In fact, the quality of education depends upon the competency and commitment of the teacher at a great extent. The competency is a complex construct that includes the knowledge, generic skills and research ability with scientific temperament to deal with the academic problems.

Therefore teacher training institutes have the responsibility to train such type of teachers who can serve the society with the help of their knowledge, skill and research ability. Basically, teaching, research and extension of the knowledge are three main aims of any higher

education institution. Proper orientation and training is necessary for our prospective teachers to achieve all three aims of education. It is common observation that teachers have to face many problems during their academic work at their workplace. To deal with these problems effectively, proper orientation towards research activity is necessary.

Research is any systematic action geared towards the search for knowledge and solutions to solve problems. Research assists us to search for viable solutions in a systematic manner. Similarly, educational research strives to solve problems encountered in the field of education.

There are three types of researches named; Basic, Applied and Action Research. Among these types of researches, the practice of Action research is more beneficial for teachers to deal with their day to day academic problems and to excel successful and effective teaching-learning process. Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals. This research is a scientific way to address issues and solve problems. Stephen core (1953), who is the prominent person to introduce action research in the field of education, states that action research is a process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions.

Describing the concept of action research, Best and Kahn (2012, p.21) said, 'Action research is focused on immediate application, not on the development of the theory, nor upon general application. It has placed its emphasis on a problem, here and now, in a local setting. Its findings are to be evaluated in terms of local applicability, not in terms of universal validity. Its purpose is to improve school practices and at

the same time, to improve the practitioners. The purpose of action research is to combine the research function with teachers' growth in such qualities as objectivity, skill in research process, habits of thinking, ability to work harmoniously with others, and professional spirit'.

Characteristics of Action Research

Cohen & Manion (1994, p.186) provides seven characteristics of action research. These are as follows-

1. **Action research is situational**: it is concerned with diagnosing a problem in a specific context and attempting to solve in that context.

2. **Action research is usually (though not inevitably) collaborative**: team of researchers and practitioners work together on a project.

3. **It is participatory**: team members themselves take part directly or indirectly in implementing the research.

4. **It is self-evaluative**: modifications are continuously evaluated within the ongoing situation and the ultimate objective is being to improve practice in some way or other.

5. **It is diagnostic and therapeutic**: the use of action research in social sciences can be resolved in two stages: a diagnostic stage in which the problems are analyzed and the hypothesis developed; and second is therapeutic stage in which the hypotheses are tested by a consciously directed change experiment, preferably in a social life situation.

6. **It is a self-initiative**: in action research all the work related with research is initiated by the person who felt the problem or want to improve his/her efficiency.

7. **It is flexible in its research design:** there are enough space for researcher to change his/her research design according to the need of research work and evaluative feedbacks.

Self-Efficacy towards Action Research

Albert Bandura (1977) has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. In the same manner self-efficacy towards action research means one's belief in one's ability to conduct successfully and efficiently the action research in specific situations. Self-efficacy has lots of significance in the teaching learning process. The optimum level of self-efficacy motivate individual to be well determined to achieve mastery in any given task. People, with a strong sense of efficacy can accomplish even difficult tasks. They see these as challenges to be mastered, rather than threats to be avoided (Bandura, 1994).

Efficacious people set challenging goals and maintain strong commitment to them. In the face of impending failure, they increase and sustain their efforts to be successful. They approach difficult or threatening situations with confidence that they have control over them. Having this type of outlook reduces stress and lowers the risk of depression (Bandura, 1994). Choudhary and Shahabuddin, (2007) found a positive relationship of self-efficacy with academic achievement and internal level of motivation of student.

In this study Self-Efficacy towards action research is defined as the individuals' belief about its own capability towards the conduction of action research with appropriate manner in a given specific situation and time.

Significance of the Study

Action research is a much discussed concept in the field of teacher education. It can be defined as the process of studying a school situation to understand and improve the quality of the educative process. Action research has been beneficial to in-service teacher's professional development. Based on the aforementioned literature, action research worked best as a scheme of teacher professionalization (Morale 2016).It provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools (Mills, 2011). Additionally, action research facilitates teachers with the research skills and specialized knowledge required to bring positive change within classrooms, schools, and communities (Hine and Lavery, 2014). Hagevik, R., et al. (2012) examined the role of action research in promoting critical reflective thinking among twenty pre-service teachers engaged in a year-long middle level program. Data from collaborative discussions, final written documents, presentations, and follow-up surveys revealed that conducting action research (a) engaged them in inquiry into their own practice, (b) was a means to reflect upon and determine ways to change their teaching practices, and (c) promoted critical reflection in a collaborative learning environment. Results highlight the importance of pre-service teachers critically reflecting to gain insights into teaching and student learning as they are engaged in action research.

National agencies like NCERT and NCTE has emphasized to integrate the action research practices in teacher training program. Near about all universities are having the provision to provide an experience in this context to secondary student teachers. But it is common observation of stakeholder of this field is that teachers are not interested in the conduction of action research. Lots of causes must be there for this grave situation. Among these causes self-

efficacy towards their ability to do action research is one of them. Positive attitude and high level of Self-efficacy towards action research are pre-requirements for conducting action research effectively. Because it is found that high level of self-efficacy towards any work significantly motivate an individual to work enthusiastically. Therefore it is important to equip our prospective secondary teachers with high level of self-efficacy towards successful conduction of action research. Self-efficacy can be developed among secondary student teachers with the help of proper training and motivational programme if necessary. It provides them successful experience, motivation and model in this context. But to organize such type of programs, there are some questions yet to answer in this field particularly in the context of Gujarat. These questions are –

1. What is the level of Self-Efficacy towards Action research of Secondary student teachers of Gujarat?
2. Is there any difference in the level of Self-efficacy towards Action research of secondary student teachers of Gujarat on the ground of their gender, stream, locale and type of institutions?

Objectives of the Study

To answer the above questions this study was conducted with following objectives –

1. To know the level of Self-Efficacy towards Action research of secondary student teachers.
2. To know the level of Self-Efficacy towards Action research of secondary student teachers in relation with their gender, area of residence and academic qualification.
3. To know the level of Self-Efficacy towards Action research of secondary student teachers in relation with their streams (General, Science, and Commerce).

Operational definition of the term used in the research

The meaning and operational definition of the terms used in this study are given as follows-

Self-Efficacy towards Action Research:

In this study, Self-efficacy towards Action Research means the total score achieved by secondary student teachers on Action Research Self-efficacy scale developed by the researcher.

Hypotheses of the Study

There were four null hypotheses examined in the study. They are as follows-

1. There will be no significant difference between the obtained mean scores of female and male secondary student teachers on ARSE (Action Research Self-Efficacy) scale.
2. There will be no significant difference between the obtained mean scores of rural and urban secondary student teachers on ARSE scale.
3. There will be no significant difference between the obtained mean scores of UG (under graduate) and PG (post graduate) secondary student teachers on ARSE scale.
4. There will be no significant difference between the obtained mean scores of secondary student teachers on ARSE scale on the basis of their streams (Science, Commerce and General).

Methodology of the Study

Present study falls in the domain of descriptive study as it intends to investigate the Self-Efficacy of secondary student teachers. Survey method was used in this study.

Population and Sampling Technique of the Study:

All second year secondary student teachers of teacher training institutes (Education colleges and Faculty of education) of Ahmadabad and Gandhinagar district of Gujarat, were the population of the present study.

Sample was selected randomly from the population. Cluster sampling technique was used to select the sample. First, a list of government or government funded secondary teacher training institutes was prepared. Five secondary teacher-training institutes randomly selected from the list. All second year Secondary student teachers of these five institutes were selected as the sample of the study. Total 179 Secondary student teachers were selected as the sample in the study. There were 69 male and 110 female secondary student teachers in the sample. Total 111, 44 and 24 secondary student teachers were associated with General, Science and Commerce streams respectively in the sample. Total number of secondary student teachers related with UG and PG were 127 and 52 respectively in the sample. There were 133 and 46 secondary student teachers related with rural and urban area respectively.

Tools used in the study: Two tools were used to collect the data from the sample. They were Action research Attitude Scale (ARAS) and Action research Self-Efficacy Scale. Both scales were constructed and validated by Dixit (2017) as a part of his project work.

Data collection: The researcher/or trained associate visited the randomly selected Secondary teacher training institutes to administer the ARSE scales on secondary Student Teachers. The purpose of the study explained to the principals of the institutes and permission was taken for the data collection. After explaining the purpose of the study, the second year secondary student teachers requested to respond on the set of scales. Set of responded scales were collected and vote of thanks was given to respondents for their co-operation.

Data analysis and Interpretation: Data analysis and its interpretation were done in the context of objectives of the study. A data file was created based on the responses given at Action Research Self-Efficacy Scale (ARSES) by participants. Data analysis was done with the help of SPSS.

1. Level of Self-Efficacy towards Action Research (SEAR)

The first objective of the study was to find out the level of SEAR of Secondary student teachers. To serve this purpose the ARSES was administered to the sample. The responses on a five point scale, agree, partially agree, partially disagree and disagree, were scored respectively as 5, 4, 3, 2, and 1. There were 24 items in the scale and the maximum score for each item was 5. For each respondent it was possible to score 120 to 24 and 60 could be the average score for each secondary student teacher on ARSE scale.

The range of obtained score on ARSE scale by secondary student-teachers was from 51 to 118. Total 95.5 % secondary student-teachers scored above than 50% (60) on the ARSE Scale. There were 93.3% secondary student teachers who obtained more than 60% (72) score. There were only 80 % secondary student teachers who could score more than 70% (84) scores on ARSE scale. There were 39.1% secondary student-teachers who could obtain more than 80% (96) scores on ARSE Scale. In the same way there were 7.8% secondary student teachers who could achieve more than 90% (108) score on ARSE scale. There was not a single secondary student teacher who could achieve 100% on ARSE scale. This description can be seen in figure-1 too.
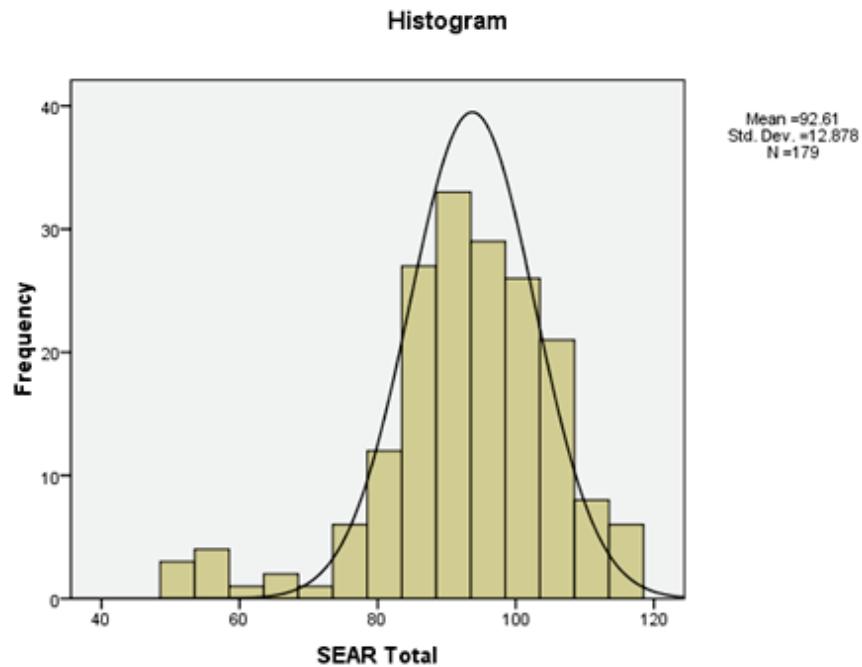
Figure 1: Normal distribution of the obtained scores on ARSE scale of secondary student-teachers

The descriptive details about the scores of secondary student-teachers obtained on ARSE scale is given in table-1.

Table -1

Statistical details of the scores obtained by secondary student-teachers on ARSES scale

Detail	Value
Mean	92.61
Median	94.00
Mode	94.00
Std. Deviation	12.88
Skewness	-0.990
Kurtosis	1.714
Range	67
Minimum	51
Maximum	118

The range of the obtained scores of secondary student-teachers on ARSE was 67. The minimum and maximum scores obtained by secondary student-teachers on ARSE scale were 51 and 118 respectively. The analysis of the data showed that the mean and SD value of scores of secondary student-teachers were 92.61 and 12.88 respectively. The value of skewness and kurtosis were -0.990 and 1.714 respectively. The value of skewness was showing slightly negative skewness of the data. It means the frequency of high scorer secondary student-teachers are more than less score achiever with respect to mean score of the data on ARSE Scale. The value of kurtosis showed that the frequency of the data was leptokurtosis. On the basis of 'Mean + 1 S.D. & – 1 S.D.', the respondents were divided into three categories named respectively low Self-Efficacy group, Average Self-Efficacy group and High Self-Efficacy group. The score range of categories and percentage of respondents can be seen in table 2-

Table-2

Category of Secondary Student teachers in the context of
Their Self- Efficacy towards Action Research

Group	Range of score	Percentage of respondent
Low Self-Efficacy group	24 to 79.73	12.8%
Average Self-Efficacy group	79.74 to 105.48	72.8%
High Self-Efficacy group	105.49 – 120	13.4%

On the basis of table-2 categorization, it can be seen that only 13.40% secondary student teachers are in the category of High Self-Efficacy group. Table shows that 72% secondary student teachers were having moderate level of self-efficacy towards action research.

2. **Self-Efficacy towards Action Research (SEAR) with reference to gender, area and academic qualification**

To serve the second objective of the study, the effect of gender area and academic qualification on the level of SEAR of secondary student teachers were taken into consideration. To serve this purpose $H0_1$, $H0_2$ and $H0_3$ were tested. To test the hypotheses t-ratio was calculated. The details regarding calculation is given in table -3.

Table – 3

Significance of the mean differences of the obtained scores of
female and male secondary student teachers on SEAR scale

Variable	Levels	Number of Participants	Mean	S.D.	t-ratio	Significant at 0.05 level
Gender	Female	110	95.95	11.77	4.63	significant
	Male	69	87.29	12.86		
Area	Rural	133	91.65	13.38	1.72	Not significant
	Urban	46	95.41	10.95		
Academic Qualification	UG	127	91.43	14.11	1.94	Not significant
	PG	52	95.52	8.67		

Table-3 shows that there was a significant difference (t=4.63; P < 0.01) in level of SEAR of female (M=95.95, S.D.= 11.77) and male (M=87.29, S.D.=12.86) secondary student teachers. So null hypothesis-1 was not accepted and it was found that the female secondary student teachers were significantly showing more Self-Efficacy towards action research than male. Therefore, it was concluded that the

gender has a significant effect on the level of self-efficacy towards action research of secondary student teachers.

Table-3 shows that there was no significant difference (t=1.72; P > 0.05) in level of SEAR of rural (M=91.65, S.D.= 13.38) and urban(M=95.41, S.D.=10.95) secondary student teachers. So null hypothesis-1 was accepted and it was found that area has no significant effect on the level of self-efficacy towards action research

of secondary student teachers. Thus it was concluded that area of secondary student teachers has no significant effect on their self-efficacy towards action research.

Table-3 shows that there was no significant difference (t=1.94; P > 0.05) in level of SEAR of UG (M=91.43, S.D.= 14.11) and PG(M=95.52, S.D.=8.67) secondary student teachers. So null hypothesis-3 was accepted and it was found that academic qualification has no significant effect on the level of self-efficacy towards action research of secondary student teachers.

3. Self-Efficacy towards Action Research with reference to their Academic Streams

To know the effect of academic streams of secondary student teachers on their level of self-efficacy towards action research, H04 was tested at 0.05 level of significance.

In the concern of testing the H04 total number of the different streams' teachers was counted and the values of mean and SD of the obtained scores of different streams' secondary student teachers on SEAR scale were calculated. Details are given in table 4.4.

Table-4

The mean and SD of the obtained scores of different streams' secondary student teachers on SEAR scale

Variable	Academic streams	No. of Secondary student teachers	Mean	SD
SEAR	General	111	91.85	12.57
	Science	44	95.16	13.22
	Commerce	24	91.50	13.57

The table-4 shows that there were 111, 44 and 24 secondary student teachers of general, science and commerce streams respectively in the sample. The mean values of obtained scores on SEAR scale of general, science and commerce streams' secondary student teachers were 91.85, 95.16 and 91.50 respectively. The values of SD of obtained scores on SEAR scale of general, science and commerce streams' secondary student teachers were 12.57, 13.22, and 13.57 respectively.

To test the $H0_4$, F-ratio was calculated. Details about this calculation are given in table-5.

Table-5

Significance of the difference of mean values of different streams' secondary student teachers' obtained scores on SEAR Scales

	Source of Variance	Sum of squares	Df	Mean squares	F-ratio	Significance level
SEAR	Between the streams(SSbgs)	380.12	2	190.06		not significant at 0.05 level
	Within the groups (SSwgs)	29138.28	176	165.56	1.148	
	Total	29518.40	178			

On the basis of table -4 and 5, it can be concluded that there was no significant difference (F=1.148; P >0.05) found in level of Self-Efficacy towards of General (M=91.85, , S.D.= 12.57,) Science (M=95.16, S.D.= 13.22) and Commerce (M=91.50, S.D.=13. 57) stream's secondary student teachers. Therefore H0$_4$ was not rejected and it was concluded that the differences of academic streams (General, Science and Commerce) have no significant effect on the level of Self-Efficacy towards action research of secondary student teachers. This thing can be seen in figure 4.4
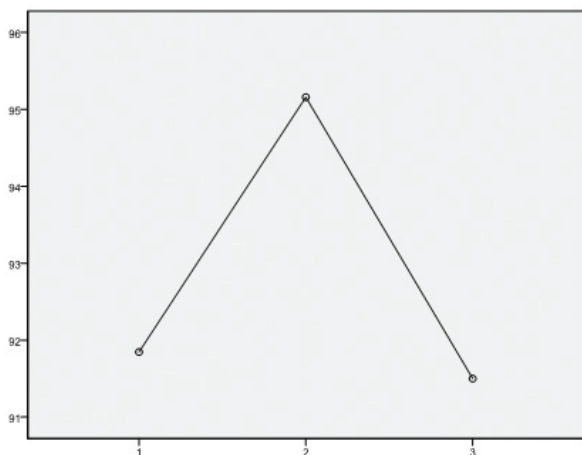

Figure: 4.4: Mean score of different streams' student teachers

Findings of the Study: Following findings were revealed from the study:

1. More than 72% secondary student teachers were showing average level of Self-Efficacy towards action research.

2. Gender has the significant effect on Self-efficacy towards action research of secondary student teachers. Female secondary student teachers were showing more Self-Efficacy towards action research than male secondary student teachers.

3. There was no significant difference found in the level of Self-efficacy towards action research of secondary student teachers on the ground of their area of residence, academic qualification and stream.

Therefore it was concluded that area of residence and academic qualification and stream of secondary student teachers have no significant effect on the level of Self-efficacy towards action research of secondary student teachers.

Educational Implication of the study

Previous researches have been showed that Self-efficacy is positively associated with academic achievement and good learning habits (Choudhary and Shahabuddin, 2007; Dixit,2011; Dweck, 1989; Dweck and Leggett, 1998). Self-Efficacy towards any act or work, fortified the success rate and quality of particular task. In the same way action research is the most useful tool in the hand of teachers to strengthen his/her professional achievement and qualitative teaching-learning process. So, an emphasis should be given to encourage self-efficacy level towards action research in teacher training program. This study provides the new information and a platform to boost the rate of successful conduction of action research and in the development of scientific attitude and habit to solve the problems among secondary student teachers. Though, the result of the study showed that secondary student teacher's levels of Self-efficacy towards action research was moderate. There were not a single teacher who could achieve 100% score on ARSE scale and there were only 39.1% and 7.8% secondary student-teachers who could obtain more than 80% (96) and 90% (108) scores respectively on ARSE Scale. Therefore, Training and Orientation programs should be organized for student teachers to boost self-efficacy level towards action research of secondary student teachers. It is also revealed that female student teachers were found significantly more inclined towards Self-efficacy pertaining to action research than male student teachers. Therefore it is important

to pay more attention towards male student teachers and research work should be conducted to find out the causes behind this situation.

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TECHNOLOGICAL AND PEDAGOGICAL INTEGRATION IN EARLY CHILDHOOD CARE AND EDUCATION

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ABSTRACT

Today as we focus our attention on giving quality education to millions of children in our schools. To bring quality in education an honest teacher always ponder over to bring improvement in learning and teaching. In traditional way of teaching 'teacher-centered approach' was in trend but nowadays student-centered education is in vogue. In today's world, where technology is integrated in all aspects of life, the role of Information and Communication Technology (ICT) in education is acknowledged by experts and policy makers. Introduction of ICT in early years has been applauded and criticized, yet the potential of ICT as a supplement to existing resources is well established. ICT has a potentially powerful role to play in early years of settings. Everyday new technology especially designed for children enters the market and not just young parents but even Educational Institutions are all out there to provide the best off the racks. ICT has ability to foster different domains of development in children. It is seen as a potential supplement for existing teaching learning techniques in early childhood care and education. Despite its merit, ICT has still not found a niche in teaching learning process due to constraints related to access, availability and capacity building. This paper on pedagogy and technology integration in ECCE suggests how teachers can use technology to promote child's learning, advocacy, professional development, planning, administration, monitoring and evaluation in ECCE.

Key words: *Technology, ICT, ECCE & Pedagogy*
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Introduction

Teachers play key role to fulfill the educational need to the society, giving quality education, and achieving learning goal to the students. They have more impact on learning than any other factors controlled by school system, including class size, school size and the quality of school programs—or even which school a student is attending. On the other hand teaching in early childhood years becomes very complex in this digital era where knowledge is spreading to all over the globe within a second and these rapid developments in science and technology demand for better educated students, who can solve problems creatively, learn how to learn, and think critically. So early childhood teachers need to know the updated knowledge of Early Childhood Care and Education (ECCE)

and require the knowledge regarding the usage of the technology to present the subject matter in the class. For these reasons, last two decades had very busy schedule for many researchers to attempting to define the nature and the components of teacher's knowledge that are necessary especially for ECCE teaching with the above skills. According to Koehler and Mishra (2008), good and effective teachings with technology have three core components: first is technology second is pedagogy and third component is content with the relationships between them. The composition of these three terms is known as *Technological Pedagogical Content Knowledge* (TPCK). The notion of technological pedagogical content knowledge (TPACK) had emerged in the literature of education journal in 2003 and in 2005, several seminar articles have been published by the original acronym TPCK, the acronym has recently been changed to TPACK for the ease of pronunciation. Since 2005, TPACK has been a burgeoning focus of research (Chai, et.al, 2013). Hence the main aim of this paper is to consolidate the emerging trends, concept and issues related to *Technology and Pedagogy and its integration with ECCE* and how much it is useful for ECCE teachers for making it effective teaching.

Overview – What is Early Childhood Care and Education?

Early childhood refers essentially to the first eight years of a child's life. This includes the stages of infancy, the preschool and the early primary years. In the Indian context, however, according to the National Policy of Education (1986) 'Early Childhood' refers specifically to the age conception to 6 years. These years are critical since development/growth takes place in this period at its most rapid pace. 90 percent of the child's brain growth has already occurred by the time a child is 5 years old (Gilmore et al, 2007). Early Childhood Education is the education provided to children between 3 to 6 years in a preschool set-up. It provides experiences to children for language development, cognitive/intellectual development, Physical and motor development, creative and aesthetic development and socio-emotional development. It prepares children for primary schooling. Children who have had early childhood education adjust better to the school routine and have the necessary reading, writing and number readiness which helps them later in learning the 3 R's. Children who come directly to class-I do not generally have this readiness and have problems coping with primary schooling. As a result many of them drop out of the school system. Indirectly, it also contributes to universalization of elementary education by providing custodial care to younger siblings and thus freeing the older girls to attend school, thus increasing the enrolment of girls.

The NPE has viewed ECCE "as an important input in the strategy of human resource development as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society". It has highlighted the significance of the play and activity approach and the need for child-centeredness in all ECCE programmes (MWCD, 2013). The policy has also focused on the need for early care and stimulation of children belonging to the poverty groups.

Play comes naturally to all children and it is through play that children learn best. It is invaluable in promoting their all-round development. Play provides children opportunities to express their ideas and feeling easily, to explore the world around them as well as to build social relations and learn socially desirable behavior. In terms of development, children in the preschool years are at a stage when they learn best through first-hand and concrete experiences. They are not yet capable of abstract thought and ideas. Play, therefore becomes the ideal medium for their education since it provides them direct and concrete experiences which they later translate into understanding.

Playway method includes a balance in the daily schedule of large and small group as well as individual activities, indoor and outdoor activities, free and guided (structured) activities, and active and quite activities.

Formative and continuous child assessment is conducted at the ECE centre in order to ensure that the ECE programme is responsive to the developmental needs of the child. The assessment is formative with a view to reinforce and enable the child to develop optimally. No child is subjected to any tests or examinations, either written or oral. Assessment is basically for helping the teacher in early identification and diagnosis of disabilities or developmental challenges in children. Assessment is done mainly through observation, anecdotes, activities and interactions and recorded or documented. The child's behaviour and responses during the various play activities such as puzzles, structured language and cognitive activities, games, etc. are observed carefully and recorded. For children who are four and half to six years, work-sheets are prepared.

In addition to the continuous evaluation, term-wise evaluation is also done. Each term's evaluation is based on the objectives and related programme carried out in that term Child's portfolio and development profile is maintained by teacher based on her day to day observation. A report of each term's progress is shared with the parents. Teacher plans her futuristic activities based on her assessment (CECED, 2012).

Growing Significance of ECCE

Awareness, knowledge and practices that address the psychological, social, physical and well being needs of young children below 8 years continue to evolve across the world, slowly and sometimes in disparate ways. A significant body of research and writing in ECCE has emerged in the last few decades. However, the impact of this work on society, particularly on preschools, day care centres, crèches, primary schools and childcare homes is far from satisfactory. Worldwide, many early childhood programmes continue to work with conventional beliefs about how young children grow, think, learn and interact. Unregulated early schooling practices continue to exist despite UN ratified rights-based perspectives in early childhood education that lay emphasis on the need for equitable opportunities, play, emotional care, nurturing social interaction, and experiential learning. Young children who live in high risk situations because of poverty, social neglect, in violent or war-like situations particularly bear the brunt of the amorphously defined structures and processes of the field of ECCE (MWCD, 2013b).

Till only a few decades ago, most of the societies believed that young children from birth till as late as 6 to 8 years of age tend to be passive recipients of learning and socialization. Research based insights about early childhood development after the second world war, led by M. Mahler, B. Bowlby, Maria Montessori, Froebel, John Dewey, Piaget and L. Vygostky and more recently Daniel Stern et al, helped relocate the agency of the very young child as an active participant in his/her process of growing up.

National Education Association (2010) has recently conducted a range of research studies on the early development of the human brain and has reinstated the works of these thinkers and established new ground about how children learn and interact in their daily lives. Studies have not only re-established the significance of nutrition and early cognitive stimulation but also make overt connections between the emotional nurturance of young children and their brain development (http://www.nea.org/home/18163.htm). New brain research has clearly established that the human brain grows at a rapid pace after birth and reaches 85 per cent of its adult weight by the time the child is 2 years old; it then continues on an incline till around six years of life, beyond which it tends to plateau. Within this span of six years several 'critical periods' have been identified for development of some important cognitive, linguistic and social competencies, which if subjected to psycho-social deprivation, can adversely impact on development of children's full potential (Doherty, 1997). Research based insight thus confirms the significance of the first six years of life. Research also establishes that the environment in which a child is raised directly impacts the way the brain develops. Logically, insights from research in ECCE and Neuroscience have major implications for how we organize care, stimulation and education of young children at home and in institutions.

Empirical evidence is also available from around the world of the significant impact, both immediate and long term, of participation in ECCE on the life trajectory of young children. A longitudinal study of the impact of ECCE from Chicago (conducted between 1986 and 2002) revealed that children who attended state supported early childhood intervention centres demonstrated better results in language and mathematics learning in school, achieved higher rates of high school completion, were less likely to be placed in special education and had lower rates of juvenile arrest [Ou, S. & Reynolds, A.J. (In press)]. Studies conducted by National Council of Educational Research and Training (NCERT) and National Institute of Public Cooperation and Child Development (NIPCCD) in India in the 1990s have also documented benefits of participation in ECCE programmes on primary level outcomes (MWCD, 2013c). A study across eight states of the country followed up on 38000 children and demonstrated an increase in retention rates by as much as 20.5 per cent because of participation in ECCE programmes (Kaul et. al, 1994). Clearly, these studies establish the contribution of ECCE in the success rates of children in school in later years. Consequently, ECCE has been globally identified as the first goal to be reached under UNESCO's Education and for All (EFA) initiative, to which India is a signatory (UNESCO, 2007). Unfortunately, despite this

acknowledgement of the importance of the relationship between the quality of early learning and care available for young children and their adaptability in later life and society, wide gaps continue to exist in the way societies prepare young children for formal schooling, and for life.

Early Childhood Years and Technology

Technology has penetrated today into the remotest contexts in India through mobile phones and interactive media and also reached the hands of the young child. This situation offers both opportunities and challenges for children's learning and development, as children are attracted to technology easily. Although there is no policy statement in this area in India, research evidence suggests that use of technology for the young child may be useful if it is assistive and serves to extend children's learning and development, such as exposing children to new vocabulary and modes of communication, motor control, conceptual understanding, causal relationships, etc.

The recommendation is that useful software for children should adhere to some basic principles, such as enabling children to control the level of difficulty, pace and direction; experience success; explore and choose activities; promote imagination; provide quick feedback to retain interest and elicit laughter and fun! (NAYEC, 2013)

However, the caution is that technology is only beneficial provided it is mediated by adults and offered in a socially interactive environment. Passive technology, which may replace children's play and exploration, physical activity and social interaction, should be discouraged at all levels since it can be

counterproductive for children. It can adversely impact their social skills of communication and relationship building, which are of critical importance in the early years.

Internationally guidance to parents is therefore to follow public health advice on screen time and prohibit use of non- interactive and passive use of media for children below two years of age and discourage it for children from 2 to 5 years (NAYEC/Fred Rogers Centre Position paper). The Indian Academy of Paediatrics also discourages passive technology which can lead to obesity and social isolation in children. This document therefore endorses these views and reaffirms that the key consideration in approaching use of technology for young children should be that it should contribute to extending children's learning and development but not at the cost of opportunities for development of social and communication skills, relationship building, problem solving and outdoor play.

Pedagogical and Technological Integration in ECCE

Teacher may carefully use technology **to support child's learning as**:-

- the aim of *eye hand coordination* which is must for a young child can be achieved by providing appropriate learning activities on the computer.
- *imagination* and *creativity* can be enhanced through specific software for various learning areas like pre-number concepts, shapes, patterns, colours, mixing of colours, etc.
- realising pent up emotions, providing joy, releasing energies, reducing anxiety are must for the *emotional development* of child and can be achieved through computer games.

- audio-visual learning through CDs of story, etc., can be used to impart *moral values* to children, to support language and social development.
- different audio-visual modules related to different concepts (colour, shape, etc.), use of computer games, puzzles, specific software like patterns, shapes, etc., may enrich child's cognitive development.
- technology may be useful **for developing skills in children with special needs**.

Teacher can use technology for **Advocacy.** Advocacy for ECCE involves making people aware about the need for quality health and nutritional care services through mass communication for growth and development of children. Teacher can make use of emails, mobiles, video spots, multimedia packages, online network, video conferencing to mobilise communities and deliver the right information in areas of preschool education, health and nutrition. Use of television, tape recorders for explaining the significance of breastfeeding, care of new born, immunization, nutritional needs of children, sanitation etc. is very effective.

Teacher can use technology for her **professional development**. Use of in-service, pre-service, online and distant training mode enhances teacher's knowledge, teacher's own exposure with computers and their beliefs about learning and teaching is important for effective teaching skills, use of digital devices helps in teaching-learning processes (e.g. computer, video cameras, etc.). Technology supports communication and sharing of information (for example using email, webcams, video conferencing technology) and provides good opportunities for learning.

Teacher can use technology for **planning, administration, monitoring and evaluation** in ECCE. It helps in creating and maintaining records and databases which are easy to update, amend and transfer. Digital cameras can be used to make profile of child's learning and development, for assessment purposes and to share information with children and their families.

However, teachers may use interactive websites, enriching education apps, educational video sites, interactive white boards, etc., **for their own knowledge** and further to help children benefit from it. At Present number of online open resources available for teaching learning process such as interactive websites, enriching apps, educational video sites, online organisation, interactive whiteboards, digital storytelling software, collaborative resources, ebooks, virtual timers, online behaviour system etc.

Conclusion: ICT play an important role in a child's development. The main concern is the positive and negative impact of the latest technology and its advancements on young children. It is necessary to look beyond traditional learning techniques and embrace more accessible teaching environments. The emphasis should be on the constant supervision of parents while introducing the technology to the young children, keeping in mind the various limitations and short coming involved.

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A BOOK REVIEW
KAUR, ISHMEET. *TEXTING THE SCRIPTURE: SRI GURU GRANTH SAHIB AND THE VISIONARY POETICS OF PATRICK WHITE.* GOA: CINNAMONTEAL, 2016. 179 PP. INR 1699.

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There are texts that speak of meta-ideas and thus, attempt to rise themselves from the ordinary textual frame to the firmament of literary spirituality and collective probability of divine existence which is neither outside nor utterly just rhyme but has its expression in the very nature of being. The texts which Dr. Ishmeet Kaur took up for the inquiry as a part of her doctoral thesis are of such nature. It is also an attempt to locate the core of human supra-sensitivity (or spirituality) which surpasses the illusionary frames of antiquity and modernity since its expression varies from culture to culture but its essence remains the same. Hence, it would be unwise to see this book of comparative study as an attempt of comparing two different literary discourses of varying time having spirituality at its core. The book begins with a thought-provoking "Foreword" by Bill Ashcroft wherein he also refers to the 'post-secular age' wherein the novel understanding of the spiritual is required since it constantly dialogues with the literary and ordinary zone of ideas. Moreover, as he adds further, it is not in favor of progressive mind if one continues to look at all the discourses around the spirituality and religiosity as the abject revelation of the oppressive center as it, in many cases, so in the texts under the inquiry, is oppositely set forward. The text by Dr. Kaur, tries to cover a very wide range of voices which are not only of different time zones, but of distinct nature as well. On one hand, *Sri Guru Granth Sahib* is a text of reverence and religiosity which enjoys supreme place in the Sikh tradition. It is a tradition which was formulated as a spiritual response to the prevalent orthodoxies of the then religious distortion. Hence, it incorporates voices from different spiritual layers ranging from the Gurus to Fakirs like Kabir and Ravidas.

Dr. Kaur analyzes these voices of singular spiritual conformity with the literary world of Patrick White. Though, Patrick White, an Australian novelist and Nobel laureate appears to be quite distant from the Sikh scripture(s), however, Dr. Kaur finds the ground of commonality that brings these different textual traditions under a common frame of spiritual expression. At its beginning, the Sikh religion took its form as a response to the unreasonable ritualism of the Middle Ages. It incorporates different voices of bhakti cult along with the essence of Upanishadic wisdom emphasizing the oneness of God in all. Hence, it was against the tide of the then prevalent practices of ritualism. It is fundamentally a movement of enlightening the people by addressing them to re-affirm themselves on the basis of spiritual reality. On the other hand, Patrick White, too, raises questions regarding his contemporary Australian society. In his novels there is a celebration of experience and ordinariness of

common life. His central focus lies in the expression of the whole which is the core of Indian spirituality and the same can also be felt and observed in the varying *shabads* of Sri *Guru Granth Sahib*. For White, the secret of creation be it literary or of the nature, takes place in a very uncanny manner of the divine. Hence for him, as Dr. Kaur traces, the nature can be explained simply through silence which he calls the true essence of the divine. On the other hand, *Sri Guru Granth Sahib* also regards the silence as the expression of the divine. Thus, there is a uniformity of expression and not the experience.

Similarly, the textual world of White creates a disruptive space for the wild describing it as the revelation of cosmic unreason. On the other hand, in the *Sri Guru Granth Sahib*, as observed in many *shabads*, the chaos of the universe is embedded with an internal design of the unreason which can be signified as 'faith'. These two points get explicitly explained and nicely elaborated in this work of Dr. Kaur. On the other hand, in both the texts, the realm of the ordinary is actually a true way of the divine manifestation that is again very anti-holy and utterly dissident formulation. As far as White's literary world is concerned, she takes up a study of some of his major novels i.e., *Riders in the Chariot*, *The Aunt's Story*, *The Eye of the Storm*, *The Living and the Dead*, *The Prodigal Son*, *The Solid Mandala*, *The Tree of Man*, *The Vivisector*, and *Voss*. She first explores the apparent dichotomy between the physical and the spiritual worlds, 'Manmukh' (the transient, physical and material) and 'Gurmukh' (the eternal, spiritual and abstract), as well as the human aspiration for

enlightenment and liberation from the cycle of birth and death.

She examines and explores White's thirteen novels in the light of this theme of enlightenment and the human aspiration for divine grace. At the deeper level, she explores the meaning of suffering and death in the spiritual context wherein the former is a liberating phenomenon and the latter is the denouement of it. Further, she tries to look at the depiction of the mandala (a symbol of circularity and wholeness in Indian philosophy) in the Sikh scriptures and in White's novels. Finally, she attempts to analyze other symbols and images that recur in *Sri Guru Granth Sahib* and in the literary world of White's novels. Dr. Kaur makes it quite clear in her very introduction that the core aim behind her study is not to attempt a simple comparison between two far-fetched texts. In fact, what she tries to locate in these texts, is a similarity of divine experience that can be felt only in silent expression.

The world wherein the compassion is at stake and where all want to achieve and seldom to introspect, her work can become a path finding beacon fire relating two different cultures into a larger spiritual frame. She aptly relates the vision of White to the Sikh scriptures wherein she observes, "more than the physical and outward existence, much emphasis is laid on the inner consciousness of the human beings" and "spirituality takes prominence over the trivial/mundane." Thus, as a whole, Dr. Kaur's text is a path-breaking bridge that avails the reader a novel way to look at the alien culture in a very cohesive and spiritual manner.