LEARNING HORIZON

Peer Reviewed Annual Journal

GURU RAM DASS COLLEGE OF EDUCATION
(NCTE Recognized, GGSIPU Affiliated, DSGMC Managed)
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ABOUT JOURNAL

Guru Ram Dass College of Education (GRDCE), 'A' Grade institute, affiliated to Guru Gobind Singh Indraprastha University, Delhi was set up by Delhi Sikh Gurdwara Management Committee (DSGMC) in the year 2006. The foundation of college was laid on the vision to develop quality teachers who could serve the mankind from the very core of their heart, leading to the development of an educated, decent citizen of the world at large.

It is a matter of great pleasure to inform you that the college is coming up with its First Issue (May, 2025) of Annual Journal LEARNING HORIZON. It is a peer reviewed and bilingual journal which aims to publish original and thought provoking papers that can provide a platform to exchange research findings, share experiences and promote good practices of education. To achieve this aim we hereby take this opportunity to invite you to contribute research papers and articles on the issues related to the field of education.

We invite academicians, researchers, and scholars to submit their original, unpublished conceptual, thematic, and research papers for publication. We welcome contributions that offer innovative perspectives, theoretical advancements, and empirical research in the field of education.

Scope of the Journal

The journal covers a wide range of topics related to education, including but not limited to:

- Pedagogical Innovations and Teaching Strategies
- Educational Psychology and Learner-Centered Approaches
- Curriculum Development and Policy Reforms
- Technology Integration in Education
- Inclusive and Special Education
- Higher Education and Professional Development
- Assessment and Evaluation Techniques
- Socio-Cultural and Historical Perspectives in Education
- Educational Leadership and Management

Submission Guidelines

- Word Limit: 4000-6000 words
- Language: Submissions can be in English (Times New Roman, 12pt) or Hindi (Mangal/Krutidevl, 14pt).
- Format: Manuscripts must be submitted in a compatible Word format. PDF submissions will not be accepted.
- Referencing Style: Authors must adhere to the APA (American Psychological Association) format for citations and references.
- Originality: All submissions must be original and free from plagiarism (<15%). Papers should not have been published previously or be under consideration for publication elsewhere.

Submission Process

Soft copies of the manuscripts should be submitted via email to one of the following addresses: **grdced@yahoo.co.in or conferencegrdce2019@gmail.com**

All submissions will undergo a double-blind peer-review process to ensure quality and academic rigor. Authors will be notified of the acceptance or required revisions within a stipulated timeframe.

We look forward to receiving insightful contributions from the academic community. For any queries, please contact us at the provided email addresses.

-Editorial Board

LEARNING HORIZON

Peer Reviewed Bilingual Annual Journal

CONTENT

CORRELATION OF ICT EDUCATIONAL PROGRAM IN TERMS OFTEACHER EDUCATION BETWEENINDIA AND OTHER DEVELOPED NATIONS

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ABSTRACT

This paper inspects the ICT educational program in the Teacher EducationProgramme of West Bengal regarding globalisation. Globalisation demonstrates the interconnectivity of advancements. The nature of training is an immediate result of the nature of the instructor-schooling framework. The most recent fifty years saw a few endeavours to change and alter instructor schooling has acquired framework because of globalisation. The mechanical progression had influenced these adjustments. The ICT educational plan usage is one such change. The paper looks at the educational plan in India and other developed nations, and it was discovered that the developednations have an innovatively arranged educational program than India. Individual meetings and conversations were directed among the instructor teachers who are taking care of ICT in the educator training schools. Numerous issues in managing ICT in instructor schooling programs are discovered dependent on meetings and conversations. It is discovered that there exists a wide hole between the ICT educational plan and changing requirements of the public when looking at things from a worldwide viewpoint. It was additionally inspected the hole between the ICT educational plan and the changing requirements of society. The educators are not skilled enough to deal with ICT paper in instructor trade schools;no expert instructor deals with the ICT paper. It additionally discovered parcels more issues behind. Finally, the paper investigates the difficulties and issues educators face in the fullest use of data and correspondence innovation. Since globalisation is making a quick-moving, severeclimate through innovation and correspondence, schooling should stay aware of the coming age to not be successful in the upcoming scene whenever prepared in the previous abilities.

Keywords: *ICT, Teacher Education, ICT Curriculum, ICT Integration.*

Introduction

India had made extraordinary steps in applying data and correspondence advancements lately, reflected in the lively, quickly developing economy. Today the entirety of our exercises are information-based. There is a move from a mechanical time to the data period. Globalisation, progression, and market-arranged economy had added another flavour to every one of our exercises, with the outcome that information and abilities of each expert, including educators, should be refreshed (Villalba et al., 2017). In any case, in the Teacher Education area, especially the territory of educator schooling had fallen behind different areas of the Indian economy is profiting by the mechanical turn of events. The present instructive framework faces the test to get ready people for the data society, where the essential point is to deal with data. The essential worry for teachers is to build up the fullest capability of all understudies managing the cost of the freedoms to seek after different roads to progress. Educator schooling establishments have a necessary part in giving the critical initiative in adjusting pre-administration and in-administration instructors to manage society's present requests and the economy. They need to

demonstrate the new instructional methods and apparatuses for figuring out how to upgrade the educating learning measure(Tondeur et al., 2017). Globalisation has established a climate to make a nearby organisation between people, gatherings, foundations, and associations worldwide, sharing perspectives, thoughts, and securing the information on the more current field has gotten inescapable.

In this paper, an endeavour has been made to analyse the ICT Educational program in West Bengal in globalisation. A correlation between India's ICT educational program and the challenges educators and understudies face in managing ICT in the Teacher Education programs(Singh et al., 2010). Finally, the job of ICT in educator instruction in globalisation was also included.

ICT educational program in West Bengal

ICT is one of the contemporary elements in moulding the worldwide economy and delivering quick social changes. They have, in a general sense, changed how individuals learn, impart and business. They can change instruction, where and how learning happens, and understudies and instructors' jobs in the learning interaction. In West Bengal, a segment of ICT in one structure or other and various expands is currently a fundamental piece of the Teacher Education educational program for all understudies either at the certificate or degree level. The ICT educational program's huge segment for educator instruction programs is hypothesis arranged yet not useful situated(Rana et al., 2020). The understudy instructors are reluctant to utilise innovations like the Web, LCD projector, and programming for making learning helps that incorporate Microsoft Word, PowerPoint, and so on since commonsense classes were not directed during the course. Even though we live in an innovative time, understudy instructors do not utilise any ICTs in their guidance during work on educating. Accordingly, Teacher Education programs' educational plan cannot make forthcoming instructors and educator teachers ICT proficient. Therefore, the educator instruction in West Bengal follows a similar street for more than fifty years, and that street had arrived at an impasse from a few perspectives. The hour's need is to open up the impasse of schooling and plan and specialist the new street(Mwawasi, 2014).

Correlation of the ICT educational program in India and other developed Nations

Although India had a broad Teacher Education framework, in some point of view, we can say India is falling behind other created nations. The fundamental contrasts between educator instruction in India and other created nations are accompanying 1. The created nations have ICT paper in their prospectus and general paper and have incorporated it with all the instructor schooling subjects. 2. The workshop papers, tasks, and project works are set up in the created nations' Album structure. However, we are yet following regular strategies. 3. During the work on educating or entry-level position, the understudy instructors of created nations have offices utilising Varying media helps and ICTs in their guidance while following behaviouristic example even though the constructivist and issue-based educational program is upheld(Lorenzo & Trujillo, 2018). 4. The understudy educators of created nations are urged to utilise Electronic references endorsed in their schedule. However, we are still without innovative use libraries. 5. The understudy educators of created nations should utilise interactive media for their courses and introductions. Nevertheless, we are not utilising sight and sound for purposes. 6. The understudies are urged to present their tasks as Email connections in the created nations, yet we are a long ways behind that. So indeed, our educational program should be overhauled by the worldwide requirements. The reconsidered educational programs should take inception to make ICT proficiency a necessary one in the pre-administration course of educator schooling(Forkosh

Baruch & Avidov Ungar, 2019). The educational program's essential goal is to empower the understudy educators to utilise ICT in instructing, picking up, utilising sight and sound to get ready exercise plans, record creation, correspondence and dispersal of data utilising electronic media, and so forth.

Issues managed ICT in Educator Training

Meetings and conversations were led among the instructor teachers who are taking care of the ICT paper in the educator's schooling, focusing on meetings and conversations, heaps of issues, and difficulties in managing ICT in Teacher Education developers. The essential factor in incorporating ICTs into Teacher Education is how educator teachers can demonstrate ICTs in their instructing rehearses(Nagarajan et al., 2013). Given the worldwide setting of educator training and late advances in its hypothetical establishment, norms, rules, and assets for creating plans for coordinating ICTs, it is currently practical to conceptualise a sensible vision for ICT-upheld instructor schooling.

One of the main boundaries of globalisation is establishing a favourable climate for the free progression of innovation. ICT's most pivotal test in Teacher Education is that the free progression of innovation is unimaginable because of establishments, instructor teachers, heads, and so on(Coban & Atasoy, 2019). The essential requirement is that the establishments need more office as accepted by the NCTE. The subsequent issue managing it is that although ICT is fused as a different paper in the schedule, there is no specific instructor for taking care of this paper. Mostly, instructor teachers taking different subjects are managing ICT (Baez Zarabanda, 2019). Since they are not knowledgeable in the pragmatic parts of ICT, more stick to the theoretical perspectives than commonsense alongside this, the educators are fulfilled to instructthem the way they please.

Notwithstanding, a large portion of them depend on traditional chalk and talk technique. The managers' need is not on the educator training quality yet additionally the expense and monetary weight while executing and permitting understudy instructors to utilise the innovations. Instructors are the way into the fruitful reconciliation of ICT into schooling(Anderson & Galstaun, 2012). They deal with the cycles of instructing and learning. Without the dynamic, energetic, and gifted instructors' interest, advancements to improve schooling with innovation's focal points are bound to come up short. Educators'entire investment in receiving innovations to upgrade schooling requires a guarantee to instructors' continuous expert turn of events.

The educator training focuses are giving instructors to the future, and it was accepted that the educators are the vital figures in organising the instructing learning measure(Aksal & Gazi, 2015). Like this, educator-training focuses need to foresee new turns of events and get ready for imminent instructors for their future job. Educator schooling focuses need to move their concentration from managing present training to that of future instruction. Since globalisation is making a speedy, severe climate through innovation and correspondence, instruction should stay aware of the coming age couldnot be compelling in the upcoming scene whenever prepared in the previous abilities(Tureniyazova, 2019). From the above conversation, it was discovered that there is a vast gap between the ICT educational plan in educator training programs and the public's changing necessities.

The part of ICT in Instructor Schooling

ICT can be utilised in training: as a subject (figuring out how to utilise ICT) and as an instrument (utilising ICT to learn). Utilising ICT to learn requires first figuring out how to utilise ICT.

Teacher Education needs to zero in on both. The point of coordinating ICT into educator schooling is to furnish instructors with the information, comprehension and abilities about when and how to utilise ICT in their instructing(Syahid et al., 2019).

*To increase the expectation of understudies' accomplishment by expanding the utilisation of ICT in their learning.

*To make a public asset information bank of excellent, innovation upgraded educating and learning materials made by educators for instructors.

* To empower instructors to make sound decisions about when and how to incorporate ICT in the study hall(Romero-Martín et al., 2017).

*To empower educators to gain the certainty and abilities to utilise and incorporate ICT into their exercise plans and show the homeroom subjects.

*To furnish instructors with admittance to the public asset information bank a steadily developing training materials pool.

Instructive frameworks overall feel the squeeze to utilise the new data and correspondence innovations (ICTs) to show understudies the information and abilities they need in the 21st century. ICT may likewise uphold instructors' viable expert advancement in utilising ICT(Narinasamy & Wan Mamat, 2013). A restricted activity to coordinate an inventive way to deal with instructing and learning with one innovation for some, instructors can be a fundamental early advance for a general procedure. The activity effectively builds up instructors' educational, language, and innovation abilities, Data and correspondence innovation (ICT) has gotten one of the fundamental structure squares of present-day culture inside a brief timeframe(Montenegro Rueda & Fernández Cerero, 2019). The joining of Data and Correspondence Innovations in instruction and preparing programs significantly influence educating and instructor arrangement. The understudy gets information and data through the Web, television, satellite and link organisation and computerised media to synchronise learning intervened through these different conveyance components. Instructive frameworks overall feel the squeeze to utilise the new Data and Correspondence Advances to show understudies the information and abilities they need in the 21st century. Without the reconciliation of Data and Correspondence Innovation, a pre-administration Teacher Education project could not be supposed to be a finished one(Khan, 2009). Thus, instructors need to examine ICT training in educators preparing foundations and using ICT by educators at the school level. Teacher Education programs need to get ready and backing educators in the appropriate decisions and employments of ICT conditions. Understudies are these days significantly more into new advances than getting information from worksheets.

The educator should play the new part as a facilitator and acknowledge the move in force relations. The instructor's job in a study hall shows a considerable variety, for example, a focal driving individual, a counsel, a guide, an organiser, an expert, a connection between the understudy and the PC, a teacher or a consolidated specialist and instructor. Different jobs can be a subject power, a coordinator, an assignment mediator, a questioner, or client uphold(Ferk Savec, 2017). The facilitator's part for learning invigorates understudies to think about issues, stressing metacognition, framework, compromise and assignment planning is fundamental today. ICT changes the path we, as educators, instruct.

Educators additionally understand that the training strategy and encouraging substance will be influenced by utilising ICT in the study hall. ICT is changing how we show the educator's

primary impact: how the ICT assets are picked, how they are utilised in schools and the study hall, and how they connect with the materials. Educators' info will critically influence ICT use on understudies' learning(Chigona, 2015). Trendsetting innovations offer instructors and understudies numerous new administrations for learning and educating. So the part of ICT in the educator instruction Programme could not be overlooked.

Conclusion

Training assumes an essential part in conquering the difficulties confronted and keeping up solidness in globalisation. In globalisation, the instructor schooling programs in our nation should be changed to utilise worldwide. Even though distinctive educator instruction programs are being offered, particularly D.Ed., B.Ed., M.Ed. and M.A.education, anuntrained is seen among preparing and situation(Aslan & Zhu, 2015). The explanation for this is that we are slacking in utilising the most recent mechanical turns of events. ICT in schooling will not work all alone. The instructor is needed to utilise advances to improve understudy learning. Therefore, the principal task is the advancement of ICT prepared instructor teachers. Else, it is absurd to expect to set up another age of ICT proficient educators. For this, ICT should be consolidated into athoroughly educational plan(Amhag et al., 2019). Exploration has also appeared at achievement in the utilisation of ICT in training relies much upon educators and their degree of ability to incorporate ICT into the showing cycle and use ICT to give student-focused, intelligent schooling. Consequently, preparing educators to utilise ICT and coordinate ICT into instructing is critical for accomplishing improved instructive results with ICT.

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EXPLORING STUDENT ENGAGEMENT IN VIRTUAL CLASSROOM

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ABSTRACT

After an initial shock and fear, teachers, professors, coaches, and educators in educational institutions have progressively collaborated to innovate strategy to reduce a complete stop in classes around the world, as well as to find new ways to involve students online since March 2020. The Virtual Classroom is an e-learning activity that allows teachers and students to provide and access of education through online, predominantly via the Internet. Regardless of geographic location, it provide remote students with distance education opportunities through web-based online learning services, as well as groundbreaking training resources for teachers to teach remotely from anywhere at any time through online classes and courses. It also allows them to share, engage, and collaborate with one another through multiple online sources such as webinars, video conferences, web meetings, live streaming, instant messaging, Learning Management Systems (LMS), and online training courses from any location without having to meet face-to-face. Despite the multitude of literature on the benefits of virtual classrooms, the dilemma of how to successfully engage students in online classes raises more questions than answers. In this review article various aspects of student engagement in virtual classroom as well as strategies for engaging students in virtual classrooms is being explored.

Keywords: *Virtual Classroom, Student Engagement, E Learning*

Introduction

After an initial shock and fear, teachers, professors, coaches, and educators in educational institutions have progressively collaborated to innovate strategy to reduce a complete stop in classes around the world, as well as to find new ways to involve students online since March 2020. According to UNESCO since the outbreak of COVID-19 began, 1.37 billion students in 138 countries have been affected by school and university closures. About 60.2 million teachers and university lecturers have left the classroom. Since the whole country is on lockdown, e-education is the only option left. To connect with students, university faculties are creating accounts on online video conferencing sites such as Zoom, Skype, and Google Classroom and e-platforms to connect with students (Jahangeer 2020).The Virtual Classroom is an e-learning phenomenon which allows educators and students to provide and access online education, primarily through the Internet.

Regardless of geographic location, it provide remote students with distance education opportunities through web-based online learning services, as well as groundbreaking training resources for teachers to teach remotely from anywhere at any time through online classes and courses. Additionally, it enables them to share, interact, and collaborate with one another through webinars, audio and video conferences, web presentations, live streaming, text messages, Learning Management Systems (LMS), and online training courses from any location without necessarily being physically presented face-to-face.

Despite the multitude of literature on the benefits of virtual classrooms, the dilemma of how to successfully engage students in online classes raises more questions than answers. Since students are isolated from their teacher by a computer screen, online learning brings new challenges as compared to conventional classroom learning. How do we engage our students in topic, learning and evaluation activities? How do we avoid feelings of resentment or alienation and keep them motivated? These questions are often posed by online teachers to retain the same level of engagement they see and experience in their face-to-face classrooms.

Student Engagement Meaning and Concept

Positive participation of a student in the learning environment is described and referred as student engagement.Student engagement is a term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behavior (Gallup, 2013). "Student Engagement" is better interpreted as a connection between the student and the learning environment elements which includes the school's environment, Peers in the classroom, Curriculum, interaction between educator and learner.

Student engagement is a multidimensional (multifaceted) construct that can be measured with all the dimensions dynamically interrelated. Student engagement typically includes three dimensions:

- **Behavioral Engagement**: focusing on participation in academic, social, and co-curricular activities
- **Emotional Engagement**: focusing on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school
- **Cognitive Engagement**: focusing on students' level of investment in learning.

Importance of Student Engagement

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. Instructors who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone more successfully achieve the course's learning objectives . It's also no secret that students who are engaged in their classes are more successful and perform better than their uninterested counterparts

When asked what they liked least about their classroom learning experience, students listed "**boring**" by far and wide as the number one contributor to disengagement."No learning happens until students agree to become engaged with the material."Student engagement is necessary for students to gain knowledge and skills to succeed in post-secondary programs and future careers (Wang & Eccles, 2012).Understanding student engagement is essential for schools that want to promote positive youth development (Li & Lerner, 2011).

Virtual Classrooms

Acc. to Wang & Newlin (2012) Virtual classroom is an online learning environment, where delivery format goes by a number of names: e-learning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, or web-based learning (WCET, 2004).

Virtual classrooms have a number of benefits that have been addressed by several researchers over the time. Any virtual process takes place in the corresponding virtual space, which has

properties identified by the presence of similar signs and virtual objects. As a result, the virtual educational space necessitates the presence of educational process resources and subjects such as virtual students and virtual teachers.

Virtual learning is a mechanism that is focused on achieving a goal. As a result, virtual learning is described as the process and outcome of subjects and objects engaging. In Virtual Learning, interactive education development is realized as a digital educational resource. If the virtual learning is informative, the learner's main problem is not only the availability of the knowledge, but also the understanding of how to use this material. As the outcomes of virtual learning (like every other form of learning) obtain the requisite amount of knowledge, skills and professional skills. Thus , student engagement in the virtual classroom is the participation and connectedness of learner in the virtual learning environment which results in the academic achievement andretention of the learner.

Research Findings on Virtual Classroom

Despite the fact that e-learning arrived late in India, it is rapidly gaining popularity. India may have noticed the West's progress in implementing e-learning and is attempting to duplicate it. The Ministry of Human Resource Development has been working for several years to achieve the goal of making education available to all citizens of the country. Many parts of the world continue to be in the dark about e-learning (Malik, 2009). Muirhead (2004) pointed out the challenges of online teachers creating cooperative, meaningful learning atmosphere. This disparity in interpretation often leads to a lack of interest on the part of instructors in recognizing student emotions and feelings further leading to the disengagement in the learning process.

In general, students are excited about taking virtual courses (Ku & Lohr, 2003; Knowles & Kerkman, 2007; Parker & Martin, 2010; Huss & Eastep, 2013; Mosquera, 2017). Many factors contribute to their positive attitude toward virtual classes, including the ease with which they can communicate and access classes at any time and from anywhere (Ku & Lohr, 2003). Unfortunately, virtual lessons "took longer than they [students] expected" (Knowles & Kerkman, 2007). Furthermore, some students are alienated and disappointed as a result of virtual classes (Ku & Lohr, 2003). According to Parker and Martin's (2010) analysis, certain characteristics of the virtual class do not produce significant results. Since students tend to work alone, the sense of group, for example, "was not statistically important" (Parker & Martin, 2010).

Canchala (2010) reflects on the students' backgrounds and learning processes while using virtual programs. She admits that students are apprehensive about taking virtual classes because their "level of English is very high". Furthermore, Mosquera (2017) discovered that students who take virtual classes have digital and time management issues, but would want to take virtual classes in the future. Using virtual classes has some drawbacks (such as the distraction caused by social networks and other entertainment sites (Mosquera, 2017) and benefits (such as being in a familiar environment) (Ku &Lohr, 2003; Mosquera, 2017; Indreica, 2014; Bogdan & Brindusa, 2018). Many positive and negative factors influence students' attitudes and expectations, such as the flexibility to learn anywhere, and the challenge to follow online courses (Bogdan & Brindusa, 2018).

Reasons of Student Disengagement in Virtual Classrooms

Instructors' lack of awareness of online students

The challenge of engagement in online classes is not just for students but also for teachers and course designers. Sometimes, students' and teachers' individual expectations change dramatically and cause the learners to be confused and unsatisfactory in overall poorly developed classes. In order to design online courses, educational designers must consider how a student perceives matters online. The literature available indicates that it is becoming extremely difficult for online teachers to sustain a coherent learning climate relative to face-to-face classes.

Tallent-Runnels et al. (2006) stresses that science courses are more compliant. Teachers should, for instance, be more educated in discussion reactions about the psychological aspects of the student reactions. Understanding why students respond in the way they do can help teachers change discussions and engaging ways to make lessons more versatile and friendly for learners.

Use of technology limits in the faculty: Prensky (2001) coined the word "digital immigrants" to describe instructors who are unable to keep up with or understand the digital native community's language, saying that "our Digital Immigrant instructors, who speak an ancient language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language".

Ng (2012) notes that educators are responsible for sensitizing educational technology in digital indigenous peoples so that they are used to promote structured learning for digital indigenous peoples. This is shown by the fact that children need to be introduced and encouraged to speak languages or to use equipment to help them learn informally. She also claims that, once they are explicitly exposed to digital natives, they are less likely to explore themselves or to use education technologies.

Ng (2012) found that educators need to be informed of the advantages and possibilities of different technical resources for teacher education and student learning, based on the results of the research. Digital indigenous people may have serious shortcomings in their understanding of technology, though they are familiar with technology and the Internet. Therefore, their teachers require continuous guidance before they get to know education technology (Ng, 2012). This need for educators' technical skill is not met, however, because instructors who teach online courses are not technically skilled.

Liu, Gibby, Quiros, and Demps (2002) discuss the difficulties that faculty face in keeping up with the rapidly changing and ever-evolving technologies that are needed to build successful online course designs. They point out that while instructional design courses provide students with a thorough understanding of the theoretical aspects of the topic, they do not provide the skills and experience necessary for realistic technology applications. Another important factor that contributes to unsuccessful online course designs is the faculty's level of trust and familiarity with online classes and using technology in the classroom.

According to the findings of a case study conducted by Osika, Johnson, and Buteau (2009), this may be due to a number of factors, including faculty perception that online courses are inferior to face-to-face courses in terms of learning efficiency. Many professors do not agree that online course delivery can be used as a full-time mode of instruction. A significant number of faculty members in the study group expressed concern about the institution's lack of funding, suggesting that this was a major factor in making online courses unappealing to them. Young (2004) cites a national survey conducted by the Educause Center for Applied Research in 2004 that found students to be extremely disappointed with how teachers used, or did not use, technology. According to Young, students have complained that professors often perform poorly due to technology, suggesting that certain professors are better off using the chalkboard.

Teachers and students who are digitally illiterate

The most significant constraint is teachers' need to adapt their teaching methods to the instrument. Institutions that provide distance learning programs and e-courses already have access to e-learning resources, and the syllabus is likely to include online video lectures and research materials in pdf and doc format.

Full-time students and teachers lack digital network profiles, and the majority of them have never used the system before. Setting discussion is more dynamic in a physical classroom, and course instructors can more easily stimulate input from students, but in online courses, teachers must find more innovative ways to keep the conversation interesting.

High - speed internet access

It's particularly difficult to hold classes for students who have gone home during the crises. Students from urban families are more likely to have internet access, while students from rural families are more likely to have an internet connection. Just 28% of students from rural households are likely to have access to the internet at home.

Though Kashmir does not have access to 4G internet, students face a double whammy of slower internet, making it difficult for them to keep up with their peers in other states. With 2G internet, college institutions are having trouble reaching out to students.

Students have been placed under a lot of pressure, from dealing with simple problems like internet access and India's notoriously unreliable power supply to more complicated issues like e-tests and e-exams. The students in their final year are the most affected. They haven't finished the course yet, so placement training and applications to universities for higher education have come to a halt.

Availability of devices

On issues related to online education, the University of Hyderabad conducted an in-house survey with around 2,500 students. Despite the fact that 90% of respondents own a smartphone, about a third of them can only access online classes infrequently or not at all. Surprisingly, among the concerns expressed regarding online learning, 40% cited unreliable connectivity as a major deterrent, while 30% cited the cost of data. Uncertain energy supply was cited as a major concern by 10% of respondents.

Access to the internet does not always indicate that a household has internet access at home; in fact, fewer than half of all households with internet access own a computing device. Although some students and teachers have access to cell phones, only a small percentage of students and teachers have access to computers and laptops. Teaching on a mobile phone is extremely difficult; for example, holding lectures for 50 students on a mobile phone is difficult in and of itself, and teachers would be unable to see their students.

According to the Telecom Regulatory Authority of India, cell phones are used by about 78 percent of India's 1.3 billion people, but only about 57 percent in rural areas. Nearly 68 percent of students in higher grades have access to a smartphone, so they have a more phased and online approach. As soon as a child enters class 12, he or she starts to prepare for board exams or competitive exams.

Struggle of parents

For schoolchildren, e-education has proved to be a novel experience, and their parents, more than they, are struggling to make them grasp the e-assignment. Many students have not yet obtained their school course materials, and they are finding it difficult to keep up with virtual learning activities without textbooks. According to parents, e-education isn't benefiting their children much, and they're afraid that with too many school days missed, students won't have enough time to study for exams.

Cell phones are rare among school students aged four to twelve, and they have no knowledge of how to use them. Teachers typically communicate with students through their parents' phones, which involves parents in the process and takes their time. The majority of parents who work from home struggle to balance their work and their children's education.

Concerns on privacy

Zoom, a teleconference app that is quick and easy to use, has seen exponential growth in the last two months. However, the convenience has been accompanied by increased scrutiny and a slew of security flaws. People who are worried about their privacy are finding it difficult to use such apps. Of course, the present situation was unforeseen. However, we must still be ready for such occurrences. The problem isn't a few weeks of online instruction and tests. The real question is why, in this digital age, our educational system is so behind. The need for e-education isn't limited to such circumstances; our educational planner must incorporate more technical advancements into the curriculum.

While some of the above obstacles are beyond the control of the instructor and the learner, the following techniques may be used to engage learners in the teaching learning process.

Strategies for Ensuring Student Engagement in the Virtual Classroom

Student engagement is influenced by both the student and the instructor. For example, a student may be very engaged one semester but not the next; another student may enjoy some classes but be bored in others. Engagement of student is becoming more widely recognized as a key to addressing problems like low achievement, loneliness and alienation, and high dropout rates.

Active Learning Plan

"This isn't an online lecture classroom, "This is an active online learning area." The University of California professor Conrad clarifies in Berkley. It has been noted that teachers often go through extensive online explanations about the definition to address the lack of physical presence, leaving students passive, boring, and eventually distracted. In the online class, the 'active participation' should be well-planned and will allow the leaner of interaction opportunities and practical, experiential learning. The following tactics will help create possibilities for greater engagement of learners with content and peers.

Using IT tools, software and services

Ormrod Jeanne Ellis, professor of psychology of education at Northern Colorado University, talks about four fundamental study needs based on all main educational theories, from behavior, social cognitivism and constructivism. These are excitement, abilities, self-determination and connectivity. (Saint-Georges, 2012). He says a teacher can meet most of these needs in an online class through gamification and technology. Technology is an important tool for customizing learning to the level, interest, academic and social needs of learners. Rich documents, pictures, videos and audios as well as games are a challenge for learning. As digital natives, students consider online classes to be 'reading as education' and set themselves continuous new learning goals. It also encourages students, as many times as they want before proceeding to the next level, to learn at their own speed.

Give an option to students

Traditional lessons are taught and decide what, where, how, and how much the instructor takes. The instructor will improve the motivation and interest of the students in an online class by enabling them to choose 'how to study.' The selection of activities will vary from audio and video podcasts, interviews, surveys, research projects, quizzes, games, illustrated and graphic reports, news reports and the production of radio and television shows, etc. The learners may be asked to

choose and collaborate on the task, depending on the abilities and skills that need to be taught or strengthened

Learning throughcollaboration

Bandura's theory of social learning shows children learn by observing and imitating others. Can we build learning opportunities that enable Banduras to replicate in an online class the four principles of social learning — focus, retention, replication and motivation? Yes, the physically distancing norms caused by this viral outbreak could flow through online peer-collaboration and peer-assessment.

On shared networks such as Google Docs, Google Drive, Google Hangouts, SlideShare, Minecraft, Kahoot, Mural, Voice Thread, Edmodo, Skype, etc, teachers may host their asynchronous assignments to help students collaborate, talk, listen to other groups, reflect, evaluate peers and make this an engaging learning experience.

Feedback technology

Feedback provides recommendations for improving the processes found in hindsight, asking students how the task completed can be improved. Studies reveal that teachers' recommendations and commentaries are hardly revisited by students. The feed forward model focuses on the future and gives insights into what a learner or professor might do with the task on hand differently. Teachers share the evaluation criteria, informing and subsequently marking the students on what they expect. A beneficial result of feedback technology is the continuous reflection and self-assessment of the learners' results. Feedback will ensure better learning results in online mode, since a teacher has a premium time to teach.

Performance of Teacher Guide

The lock-down constraints are shutdown, relieving teachers from their sound administrative tasks, allowing them to concentrate on developing their online learning plans in an innovative way. Knowing that classes are open to public scrutiny and parental scrutiny, teachers have realized their best online courses. However, changing to an online teaching mode is an enormous challenge for teachers. To date they have succeeded in absorbing a range of challenging and soft skills. Daily study and positive and timely feedback will certainly enable them to develop their skills. It would also be a smart strategy to ask what they need to know and to coordinate tailored strategies to better meet their learning differences.

Conclusion

The aim of this paper was to provide a quick overview of how educational researchers have thought about student engagement in online environments, as well as how educators might think about it when designing and delivering online courses. It hoped to demonstrate in concrete terms what type of performance in this field and how instructors would be able to determine when people are engaged. When comparing the three ‘perspectives' mentioned above, it is clear that there are several common themes: It's common to need more than one approach; it's important to consider both staff and student viewpoints of the content presented online; it's also important to consider not only what students are expected to do, but how their thought is questioned. However, the paper's final piece of advice to academic workers may be summarized as follows: the online environment needs to be enhanced by encouraging three forms of interaction: student-student, teacher-student, and student-student Consider developing online exercises and experiences that can facilitate cognitive involvement in addition to behavioral engagement. The greatest gift one teacher will ever receive is what they didn't ask for, but rather something they need to fulfill their own purpose, which is for their work to serve as a stepping-stone for someone else. A teacher may need resources to promote student-centered learning rather than

resource development. Measuring engagement online can be difficult, but a variety of methods will allow you to obtain an idea of it.

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REFLECTIONS ON ONLINE CLASSES

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ABSTRACT
The world around us is facing pandemic situation which has not only changed our life but has brought changes in the educational scenario too. The whole process of education has been affected by this situation. Our face to face interaction in the educational process shifted to the online mode (virtual mode), this online mode not only changed our educational system but also had a great change in the methodology, curriculum, role of teacher, personality of learner and many more. Online learning is a new frontier for our teachers and students in our country. This online mode of learning opened up options for increased voice and choice among students and opportunities to practice discipline and self-control. Both the teachers and the learners learnt the skills for upgrading them to make the best use of this realm. The pedagogies of conversation, self reflection and self-correction were pivotal to the online learning process. An online setting ensured that the entire learning process effortlessly recorded for review, assisting students in their understanding of the critical concepts. Apart from the positives this real-time online teaching has faced many challenges. The most common error made by educators was that they attempt to replicate the physical classroom experience online, shoehorning it into the virtual space. The process of taking assessments, feedbacks, presentations, taking assignments all were like the challenges faced by both the teachers as well as the learners. But with lots of challenges, our teachers as well as our learners are coping up with the present situation very strongly and patiently. Instead, what one should aim for is a set of teaching approaches that resonate with the current generation and that make best possible ways to use the technology in an innovative way.

Key Words: *Online Classes, Face To Face Learning & Online Learning.*

Introduction

"Education is not the learning of facts but the training of the mind to think"
Albert Einstein

We the people of today are living in a digitalized world. The world around us is a world of science and technology. Machines can replaced the humans and this too came in the field of education from the past one year, where we are facing pandemic situation of COVID-19. This emergence of Corona Virus shaken the life style of human beings where we all are lockdown and shut down are at our homes. The whole world stops at one point and was like puppets in the hands of this pandemic. Every sector of society has been disturbed and if we talk about our educational sector, which brought remarkable change from face to face classroom teaching to online classes. The concepts like virtual mode, online classes have transformed the life of both the teachers and the learners.

From the past few years the concept of traditional education has changed radically. Now the learner has to be physically and mentally present in the class for his or her overall development. In the present days the educational systems rely on the quality rather than quantity. We are now in a new era — the revolution of online education.

Online Classes

Online class is the class on which the course curriculum is conducted over the ***INTERNET***. These classes are generally conducted through (LMS) learning management system, the course syllabus and the academic progress can be viewed by the students and also the communication has also done with the fellow students and their course instructor too. In its broadest terms, online classes mean that the learners acquire education & knowledge through the use of instruction provided via the internet. More specifically, this education is acknowledged to be pedagogical rather than self-selected. For example; reading an article about birds in a periodical online wouldn't be classified as "online education," but enrolling in a video course about ornithology given by a teacher would be considered online education**.**

Reflections on Online Classes

From the past one year we all are facing pandemic situation which give a new Paradigm for Teaching and Learning in the educational process that is the shift from the face to face learning to Online learning which is catalyzing a pedagogical shift in how we teach and learn. Here in online classes more focused on interactive, collaborative approach in which students and instructor co-create the learning process and the role of the Instructor is changing from the “sage on the stage” to “the guide on the side.”

This point is focused on the view point that the people actively construct new knowledge as they interact with their environment. This approach is child centred wherein students “co-create” their learning experience which empowers students as active learners instead of just passive learners. Jean Piaget, constructivism emphasizes:

- In the learning process the learner has acted as a unique individual.
- In teaching learning process there should be a relevance of the learner’s background and culture.
- The learning atmosphere is very much around the student.
- It has been proved that the motivation for learning comes from successful completion of challenging tasks.
- In any teaching learning process the teachers as Instructors & facilitators helps the learners to develop their own understanding of content.
- Learning is an active, social process where both the teacher as well as the learner has equal importance.
- The dynamic interaction between the content, teacher and learner as the education is considered as a tripolar process.

Online distance learning meets the needs of the students who cannot or prefer not to participate in traditional classroom settings. These learners include those who cannot find a particular class at their chosen institution, who lives in remote locations, who work full-time and can only study at or after work, and those who simply prefer to learn independently.

Online courses provide an excellent method of course delivery unbound by time or location for allowing them to instruct at anytime from anywhere. The learners find this online environment very much convenient way to fit education into their busy lives. This pandemic changes our perception towards online classrooms that they have the accessibility for any course from any computer with Internet access, 24 hours a day. Some of the main advantages of online classroom learning are as follows:

- **Convenience**: It is very much convenient as it is available 24x7 for the students.
- **Enhanced Learning**: This online classroom has the power of retention of course content; more meaningful discussions; technology skills, and life skills like time management, independence, and self-discipline.
- **Interaction**: During this online classroom learning more and more interaction between the student and the teacher and student-to-student interaction and discussion is there and also it give rise to more student-centered learning environment and greater sense of connectedness, as students while learning from online mode have try to remove their shyness.
- **Innovative Teaching**: This increased use of more and more innovations in teaching learning process as it has variety and creativity of learning activities; address different learning styles.
- **Improved Administration**: This online teaching makes time to examine student work more thoroughly; ability to document and record online interactions; ability to manage grading online.
- **Outreach**: This online classroom learning process gives many options to students and helps in increasing the enrolments in the courses.

Difference Between Face to Face Classroom Learning & Online Classroom Learning

Face to Face Classroom Learning	Online Classroom Learning
In face to face classroom learning, teacher should not discuss the long term planning of details of the course with the learners as the details of units and assignments are to be shared until nearer the due date.	On the other hand in online classroom learning, the entire course needs to be planned out ahead of time, with syllabus, assignments, core readings and resources posted on the course site ahead of time so that students can make the best use of the online course to work ahead as needed.
In face to face mode, the role of the teacher is the keen observer, facilitator and the dominating feature in front of the class.	Here in online mode once the course has been created, the teacher's role is only the facilitator, only to guide the students whenever they require the guidance.
In face to face classroom learning the role of the student is to learn from the resources that the teacher provides and dependent on the teacher's view point.	In online learning, students are to be self-motivated and self-directed, as they know that all the time teacher is not there to monitor if and when they are doing the work.
In face to face learning the students need to be in class at a fixed place and time. A Little flexibility in how students can learn during	On the other hand in online class, students can participate in learning activities 24x7 and from any place that has an Internet connection. This flexibility

class time should be there. Since in this mode the teaching is "live," and the teacher can present each part of the lesson only in one way at a time, so all the students are doing the same thing in the class at the same time.	is a major difference between face to face learning and Online learning. Students can review and repeat learning experiences as needed and can also experience the activities using different modalities.

Conclusion

No doubt in this pandemic situation our educational sector has shifted from a traditional face to face classroom learning to Online classroom learning, which is the remarkable achievement in the field of education. All is well that's end well but one thing is there no technology can replace the teacher whether it is face to face interaction or it can be through virtual mode, teacher plays an important role in the learning of the learners. During this phase online courses have a great amount of motivation and self-discipline than a classroom-based course. During this online classroom learning although it maintain the same academic requirements, learners may feel less challenged, this leads to the advantages of online education that includes academic and career flexibility, cost savings, and less stress among the learners.

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MERGING MOBILE LEARNING WITH MOOCS: EMERGING TECHNOLOGY

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ABSTRACT

Today every one uses mobile phones and mobile devices, so the interest in controlling their power for education and training also increases. Mobile learning also known as mLearning, is an emerging field that, with the availability of open educational resources (OER) and Massive Open Online Course (MOOCs) and rapid growth of mobile technologies, has immense potential to transform education - in the classroom, in the workplace, and for informal learning, wherever that may be. With Mobile learning, education becomes accessible and affordable for everyone. This paper intends to share some recent developments, experiences, researches and case studies to help educators in developing and implementing mobile learning curriculum, materials and delivery media that use the latest mobile applications and technologies. The erstwhile E-learning has taken on more characteristics indicative of the collaboration and networking skills, in the form of mobile learning so as to cater to newer consumers. MOOCs have brought greater mobility in learning environments which has resulted in learning solutions that are more collaborative in nature. These solutions provide easily discoverable content within online communities and the opportunity for individuals and groups to share, co-create, and discuss content. A massive open online course is an online course aimed at unlimited participation and open access via the internet. Apart from traditional course materials such as recorded lectures, readings, and assignments, many MOOCs provide interactive user forums to connect with likeminded students of varying age and income groups. This leads us to a Seamless Learning environment which connects or links the academic classroom learning with the at-home living experiences as well as, co-curricular activities, campus resources (counseling and support systems),and work involvement. We can observe and examine how the technology of today and tomorrow can serve as a catalyst for change in primary, secondary education and Life-Long Education. This paper also seeks to explore how those in education- from teachers to education leaders-can harness the benefits of new technology to dramatically improve student performance and educational outcomes to answer the pressing need for innovative solutions in education scenario today.

Keywords: *Technology, Mobile Learning, MOOC, Seamless Learning*

Introduction

The aims of this paper is to bring together the world's leading mobile learning experiments, researches, insights of mobile learning developers and implementers, to stimulate and catalyze deployment of mobile learning and related innovation.

It was not very long ago that I realized that the mobile phone I carry is actually a ‘smart computer’-a computer more potent than the one I had on my desktop. These days everyone carries a Mobile phone or mobile device like MP3 players, iPads and uses it for a variety of

functions, be it telephoning, SMSing, WhatsApping, listening songs, surfing internet or sending live tweets. It was major springboard for developing my interest in mobile learning. I endeavored to discover if these small, powerful, connected computers could be used for learning in both formal and informal environments.

According to the statistics released by International Telecommunication Union, there are more than 6 billion mobile subscriptions accounting for nearly 90% of the world's population (7 billion). Significantly, more than 75% of these users are in developing countries, where there are more than 2 billion Internet connections. More than 90% of the world's population now has access to cellular networks. And, more than 33% of the world's population can now access the Internet-and that percentage is rising rapidly. Moreover, one-third of Internet users access the network only through mobile devices. The world is going mobile. These mobile devices come in all shapes and sizes. Quizzingly enough, one has queries like "Is it a computer in our phone or is it a phone in our computer?". Tablets, e-books and notebooks, MP3 players, iPads are other forms of mobile devices whose popularity is exploding. One can carry them anywhere; they are always available, always connected, and all are packed with auxiliary features. Even game players like the PlayStation and Nintendo are now available as mobile devices. Markets everywhere are filled with are cheaper mobile devices (and getting cheaper) chiefly being produced in India, Taiwan and elsewhere (Ricciuti, 2005). This digital convergence of mobile technologies with computers has created an environment where computing is pervasive. The cost of bandwidth is being reduced even faster. Storage capacity is growing so fast that one can consider the actual cost to be approaching zero. With pioneering efforts like Google Docs, now network storage has become a real option for many institutions and individuals. Now your and mine mobile device is being used not just for Internet access, but also for email and SMS, and as a camera, e-book, radio, game player, clock and even a telephone! With more than half a million apps now available, the uses of a mobile device are limited mainly only by the imagination of its creators.

Most students like other consumers use their mobile devices many times a day for other tasks rather than making phone calls. SMSing, WhatsApping, listening to music, playing games, and browsing are the highest ranked activities for which mobile devices are being used and for durations more than one hour a day. The majority of students considers the purchasing cost of these smart mobile devices and seconded by the cost of being online (GPRS, WiFi) as the main drawback in using their gadgets. Also big screen size is another consideration while purchasing a SmartPhone.

Social media is one of the trendiest ways teachers are enhancing lessons and engaging students both in and out of the classroom. With just a SmartPhone, iPad, laptop, or a home computer, social media can improve teaching and extend learning time in a way students get excited about. Through social media, students can log on any time or any place to do their work, allowing more interaction beyond the school day. It's also something, when harnessed creatively and effectively, that students enjoy doing, which increases the chances they will spend more time engaged in their work.

As the prices of mobile devices such as MP3 players, SmartPhones, and notebooks are getting competitive and dropping, more and more students can afford to own one of these devices. Many varieties of mobile devices have easy access to the Internet either using GPRS or WiFi technologies. Many of these mobile devices can play audio files in MP3format or video files in flash or Windows media player format. These devices could become ideal tutoring tools for

students to listen or watch the audio and video lectures again and again to improve their understanding of the class lectures, when audios or videos of the lectures are recorded. Text and audio media types are ideal for learning objects that are seamlessly interoperable on low- to high-end mobile phones and PCs. Most students today even from middle class or lower middle class families own some sort of MP3 player or a smart phone capable of playing MP3 files. The students are generally happy to receive SMS from the university/college about news and announcements. They also prefer watching video lectures on their mobile devices, if they have access to any. Listening to MP3 audio of the lectures is another demand of students, even from those who are visually handicapped.

The concept of mobile learning (M-learning) is often defined as learning that takes place with the help of mobile device. Mobile devices allow access and use of learning materials almost at any location which indeed enhances the concept of "anytime" and especially "anyplace". Ally (Ally, 2004) defines mobile learning or mLearning as the delivery of electronic learning materials on mobile computing devices to allow access from anywhere and at anytime. Consequently, mobile learning is not as a single thing, but rather as a collection of new tools that can be added to a teaching toolbox, to be assembled as required to achieve specific aims. Some of these tools are:

- SMS (text messaging) for feedback
- audio-based learning (iPod, MP3 players,)
- Online quizzes
- Mini learning modules
- Pictures through Camera Phone
- online blogging using SMS, MMS (picture and audio messages),
- e-mail , etc

From the tools suggested above, we can collect that mobile learning will change the teacher's role to that of a facilitator of learning rather than a presenter of information. Teachers must be trained for this new role. They must have a basic understanding not only of the technology and its features but also of how to develop effective learning strategies for mobile learning, which is learner-centred rather than teacher-centred. In this new role of facilitator, the teacher has to facilitate, motivate engage learners for learning and evaluate learners' performance, also provide timely feedback. The teacher has to use the technology to deliver the learning materials and to interact with learners' one-on-one-basis.

With the proliferation of mobile technology in society and business, many individuals and organizations are seriously looking at using mobile devices for learning and training. As a result, educators must develop new courses and re-purpose existing courses for mobile learning. Cochrame and Stoerger (Cochrane, 2013; Stoerger, 2013), hint that mobile learning can transform pedagogy to cater for new generations of learners because it offers the opportunity to use active learning strategies and for learners to learn in their own context, which may result in higher-level learning. With mobile technology, a group of learners can access content from electronic databases or create their own content, validate the content, and help each other regardless of location. It has also been seen that learner- generated content is also used by other learners. Learners develop communities of learners, where all forms of personalized learning are encouraged, where learners tutor and help each other in the learning process, thus resulting in high-level learning. Hence that time isn't far away when learning will move more and more outside of the classroom and into the learners' environments, both real and virtual, thus becoming more situated, personal, collaborative and also lifelong. Its also been observed that on Mobiles, every one is text warrior, one is less inhibited, hence we can safely state that mobile

technology allows learners from different cultures to express themselves more readily compared to face-to-face situations

Due the flexibility mobile technology offers, there are many benefits to using mobile learning in education. For example, it can be used for both formal and informal learning. In formal learning, learners can use their mobile devices to access course materials while they are on the move, or indeed any time they want to learn. In informal learning settings, individuals can learn anywhere and at any time so that they can apply what they learn right away to facilitate meaningful learning. Informal learning with mobile technology can be used in different sectors such as education, health, agriculture or finance (Tsinakos & Ally, 2014; Venkataraman & Prabhakar, 2014).

The only challenge is that our government does not envision making mobile learning a reality in the near future. The only thing nearest to mobile learning we can imagine in India is Idea Cellular's television commercial of IILM, where it is suggested that students are learning through their mobile phones and learning well. No formal pedagogical advice on mobile learning is provided at any university or college. Most teachers and universities feel that developing and distributing digital materials for mobile platforms is similar to shopping on "app stores" for SmartPhones and tablet devices. In spite of the challenges, with mobile technology learning becomes more accessible and increases learners' motivation to continue. If the content is online and available all the time, it means that the learners can learn wherever they are and whenever it suits them. They can work around their busy schedules, traveling, commuting, etc.

Most students' access their mobile phones to augment their learning while being enrolled and studying through a MOOC. A MOOC or Massive Open Online Course is an online course aimed at unlimited participation and open access via the internet. Apart from traditional course materials such as recorded lectures, readings, and assignments, many MOOCs provide interactive user forums to support community interactions between students, professors, and teaching assistants (TAs). MOOCs are a recent development in distance education which was first introduced in 2008 and emerged as a popular mode of learning in 2012(Wikipedia,2015). In MOOCs students may be of varying age and income groups, hence the term 'Mass' and 'Open'. With Mobile access and massive open online courses (MOOCs) becoming a global reality, the realm of potential distance learners is expanding rapidly. Mobile learning (mLearning) as well as MOOC is based on similar characteristics-Learning Anytime, Anywhere. Most popular MOOCs these days are MobiMOOC, edX, coursera, iversity, amongst others.

Increased mobility and the resultant increased adjustments of the workforce have created a big demand for continuous training that builds specialized skills and provides certified proof of those skills. Most MOOCs are in fact MOODs (Massive Open Online Degree), where certificate-based continuing education and training is provided, mostly free or at nominal charges. These certificates frequently appear on LinkedIn, etc., earned by completing massive online open courses (MOOCs). The demand for these certificates is growing, as they reinforce resumes and LinkedIn profiles, thereby growing as new credentials for a workforce that is increasingly mobile. Also newer trendier courses regularly come up on MOOCs and are well received by the enrolling students. Most MOOCs are run by University or their Distance Education Departments. Though the number of students getting enrolled is high, many don't complete the course and retention is low, maybe due to the fact that enrollment/entrance is quite easy. By merging a MOOC with mobile access, learner interactions are positively impacted, as participants with

mobile devices tended to interact more with their fellow learners in comparison to their non-mobile colleagues (DeWaard, et al., 2012).

When a student accesses his learning modules/study materials from anywhere and anytime, also re-connecting again from where he left, we go onto the realm of Seamless Learning. Seamless Learning offers learner mobility characteristic by bridging learning experiences across learning spaces. Seamless learning can be defined as a continuity of the learning experience across contexts (Chan et al., 2006). This is best seen as an ambition rather than a bundle of activities, technologies, and resources. Seamless learning is a learning notion that emphasizes the bridging of different learning efforts across a variety of learning settings (such as formal and informal learning, individual and social learning, and learning in physical and digital realms), ideally by leveraging mobile technology in 1:1 (one-device-or-more-per-student) to assist individual students in carrying out cross-space learning on a 24x7 basis.

There are two main important features that characterize seamless learning; namely seamless adaptivity and seamless connectivity. Seamless Adaptivity implies that the technology adapts to the learner without the learner being aware; for example, providing learning content or services that are appropriate to the learner and settings (in the learner's language, at the right level of difficulty, providing appropriate help, etc). Seamless Connectivity enables the continuity of the learning experience by maintaining the learning across devices and settings, enabling learners to carry on where they left off, and to easily re-establish a learning activity from a previous time, by providing means to search back in time for a learning content or activity and then recall its context and connection (Milrad et al. 2013).

According to Kuh (Kuh, 1996), previously distinct experiences of learning (in-class and out-of-class; academic and non-academic; curricular and co- curricular; on-campus and off-campus) should be bound together so as to appear continuous. This learning may be intentional, such as when a teacher-led learning activity starts in a classroom, and then continues as homework. It can also be accidental, for example, when an interesting piece of information from internet, magazine, newspaper or television programme sets off a learning journey that leads to exploration, discussion, or formal learning. Although the learner may be aware of context at any point in this journey and may benefit from contextual resources, the overall experience is of abstracting from specific times and locations. According to Moore (Moore,1959), this relates to the notion of autotelic (or self-motivating) learning in which the learner has an intrinsic desire to continue learning, such that the process of finding out is its own reward and the learner is motivated to accrue knowledge by exploring immediate ideas and surroundings. 'The most important attitude that can be formed is that of the desire to go on learning'. We can derive that Seamless Learning supports the idea of Life-Long Learning. As people move through time and space, only some points are relevant to their learning goals; so these points should be connected while restraining the less relevant intervening activities. A familiar example is school home assignment, where the teacher sets a task in the classroom and expects it to be completed at home, with the results brought back into the classroom for marking. What happens in between is irrelevant. For home assignment, it is sufficient to have instructions to carry home and a written assignment to take back to class (Sharples, 2013).

With mobile technology, the opportunities for connected learning can be extended from written tasks to exploratory and inquiry-based learning. By using a mobile device (such as a SmartPhone or tablet) as a scientific toolkit, the learner can perform experiments or collect information in one location that can be analyzed, shared, or presented in another.

The MyArtSpace project (Vavoula et al., 2009) tried to connected informal learning on a school visit to a museum or gallery with teacher-led learning in the classroom, in order to check the worth of Seamless Learning. The project engaged 3,000 children and 3 museums over13 months. In a pre-visit lesson, the teacher introduced the museum and proposed or negotiated a question to guide the visit for each child. The children visited the museum and collected evidence using a pre-loaded application on a mobile phone loaned by the museum. On these mobile phones, they could hear pre-recorded audio presentations of exhibits, take photos, record commentaries, and make notes. As the phones were connect to internet, the information and photos were automatically sent by phone connection to the child's personal internet web-accounts. Then, in a subsequent classroom activity, the children individually or in groups created presentations that addressed the guiding question.

This experiment was successful in extending school learning outside the classroom. It was also gauged that, a guiding factor for success of MyArtSpace was increased time duration(around 90 mins) spent by students engaging with the museum, as compared to lesser time for a typical school visit.

It can be recapitulated that students need to be carefully instructed and readied for individual work outside the class, so that they do not go 'offtrack' (metaphorically or literally) and engage in excessive collection (of data) or irrelevant activity. The teacher here has an additional workload of not only of managing a process of open inquiry but also of coordinating a challenging classroom lesson, involving disciplined improvisation in order to analyze the findings and draw significant conclusions.

Conclusion

The evolution of wireless technologies and the development of applications for mobile devices in higher education have been exceptional. For many educators, mobile technology in the field of teaching and learning has recently become one of the most important areas of research. These applications for mobile devices are capable of adding another layer to the learning and teaching processes. The arrival of new types of devices is disruptive to education, no matter what educators and education institutions do. Therefore, a thorough analysis, from a pedagogical and technological perspective, is the key for ensuring appropriate usage and implementation of mobile learning. Mobile learning works. We know that it reaches part that other learning does not, which is especially powerful for disadvantaged learners also helps mainstream learners engage in creative learning. New-age educated skilled and semi-skilled workers will find easy ways -whether permitted by company or not-to access information in order to strengthen creativity, enhance performance and solve problems, thorough MOOCs. The demand for MOOCs certificates is growing, as they are growing to become new credentials-certifications for those in workforce. The demands for connectivity and a collaborative work style brought on by greater mobility has resulted in learning solutions like MOOCs that are more collaborative in nature. The notion of seamless learning could be used to tackle some of the challenges our educational systems are facing in connection to the introduction of these technologies into classrooms settings and educational practices, as seamless learning provides an environment that connects the academic classroom learning with at-home living experiences as well as, co-curricular activities, campus resources (counselling and support systems) and work involvement, but with a fair enough investment of commitment, time, and technology. To conclude, all these emerging innovative technologies can help challenge and change the entrenched practices in education.

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BLENDED E LEARNING: A RECENT TREND IN ONLINE CLASSES

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ABSTRACT

In the past decade, technology-driven learning is implemented by the educational institutions to support diverse learning conditions and different viewers. The just classroom approach is transforming and online instruction is no more constrained by distance and cost. The traditional configuration of most school classrooms must be reconsidered to allow changes in the educational paradigm. Still, most institutions are not completely discarding the traditional face-to-face modes to support online learning, blended e-learning is emerging as the preferred way. Blended e-learning is an instructional method that integrates the technological and online resources into conventional learning settings. It may transform the design pattern and functional conditions. In order to enable the learners to have access to the right skills and knowledge to meet educational and career goals, educational institutions are preferring blended e-learning because they apprehend that simple, non-interactive online or face-to-face instructional sessions are not running any longer. Though every method has its benefits and shortcomings, blended e-learning prevail over other learning methods due to its efficient instructional delivery and result-orientedness exactly from the beginning. In order to bring clarity about the intricacies of blended e-learning being a recent trend in online classes, the required modifications must be done in the system so as to bring the qualitative improvements in the instructional environments. There is need to design such an innovative instructional process that emphasize the students needs in digital era. This paper will highlight blended e-learning recently trending in online classes for encouraging and enhancing the academic performance and active participation of students in the teaching-learning processes.

Keywords: *Blended E-learning, Online Classes.*

INTRODUCTION

Online education received worldwide attention in March 2020 when schools were forced to suspend face-to-face classes due to the COVID-19 pandemic. Based on UNESCO data published in 2020, the health crisis has shut more than 1.7 billion students out of the classroom. As a result, educational institutions had to frantically shift lessons or courses to e-learning. However, there are other socioeconomic factors that are pushing the demand for digital learning. These include the rising costs of education and textbooks, the modern learner's lifestyle and equal access to education. Though we might see a decline in demand for e-learning post-COVID-19 in other segments of the online education market such as K-12, higher education institutions will

continue to experience a high demand for digital content and courses (Research & Markets, 2020). Flexibility and convenience are two of the most important deciding factors students use when choosing between online learning and traditional classroom instruction. In the Online College Students 2019 survey conducted by Learning House, among 1,500 registered online students, 63% of respondents said that they enrolled in an online program because it was the best fit for their work and life responsibilities, 34% stated it was their preferred method of learning, and only 3% said it was because they could only find their program online (Clinefelter et al., 2019). The same survey also revealed that 67% of students enrolled in an online course lived within 50 miles from the college or university they were studying. This figure was up from 42% five years ago. This is an interesting data point as we can surmise that more local schools are offering online courses that enable students to stay within their communities. It has been predict that as the relevance of online education continues post-pandemic, and the interest and number of enrollees go up to a steady climb, higher education institutions will also expand their online program offerings as a strategic response to the current demand. However, technology-based pedagogy continue to expand their roles in lieu of the ongoing pandemic, experts suggest that shifting 100% online should be only be considered as a complementary academic method and not as a long-term approach to education (Izumi et al., 2020). There are various trends available in online learning or e-learning. Among them, blended learning/e-learning is the recent trend in context of present situation as posed by COVID19.

BLENDED E-LEARNING

Blended e-learning is a term concerned with transmitting knowledge. It is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course (Heinze & Procter, 2004). Blended e-learning is also used interchangeably as hybrid learning or mixed learning in academic theories. However, all of these concepts broadly refer to the integration blending of e-learning tools and techniques. Blended e-learning generally has many advantages over traditional way of learning and transmitting knowledge (Face-to-Face) like - the cost effectiveness, flexibility. Moreover, the blended e-learning participants are able to socialize face-to-face interaction in order to motivate the less independent student. In relation to learning styles, a dependence on the conversation within the learning process may become an obstacle to those students who are not capable of discussions. Effective discussions are an important element of key skill courses, which in turn are indispensable for apprentice employability. Adoption of the conversational framework would require interactive lectures that are extended to online discussions. The students are expected to do more reading outside the face-to-face sessions and interact with their peers online. For Example - The discussion about answers related to homework questions.

Blended e-learning is the effective combination of different modes of delivery, models of teaching and styles of learning in which a lesson takes place partially online and partly in other ways. In other words, students learn what they learn online in face-to-face environments. In addition, students have control over their own speed. Some researchers believe that this link between a method in a field or in the subject should be included in the definition and the basis for blended e-learning (Staker, 2012). Blended learners have a lot to contribute to the field of education. Blended e-learning enables an enhanced learning experience by enabling various learning environments. It encourages reinforcement. It increases the accessibility of learning materials. It helps create a sense of community and cooperation through forums to share collaborative and communication platforms and learning experiences. Blended e-learning models

center the student learning process and benefit from the power of technology to create learning environments that are more compelling, effective, and successful (Aborisade, 2012; Watson, 2015). Blended e-learning is a concept framing the teaching learning process that includes teaching supported by face-to-face and information technologies. It includes direct teaching, indirect teaching, collaborative teaching, and individualized computer-aided learning concepts (Sharma & Dangwal, 2017).The perfect blended e-learning program includes web-based training supported by human touch and media. It optimizes the achievement of learning objectives with the application of appropriate learning technologies to match the personal learning style. It refers to an education program that combines teaching methods of the traditional classroom and online learning. Traditional face-to-face learning is combined with methods of e-learning so that learners can reach their full potential. Every learner has different needs and learning styles so, with this education program, they have greater flexibility of learning at their own pace. This learning approach works best for educational purposes, thus it has become a buzzword in the education world.

ONLINE CLASSES

An **online class** is a course conducted over the Internet. They are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor. These are also known as Computer-based training, Web-based training, Internet based training, online training, e-learning (electronic learning), m-learning (mobile learning), computer-aided distance education. **Online classes** are generally self-paced, allowing for greater flexibility in completing coursework. An online learning environment allows teachers and students to communicate, interact, collaborate and explain ideas. It enables students to access quality teachers anywhere on the planet so long as they both have a reliable internet connection. It includes -

- Video conferencing ability (so teachers and students can see each other).
- Audio conferencing (so participants can hear each other).
- Real-time text chat.
- Interactive online whiteboard (so users can interact on the same online page).
- Library of learning materials (essential for providing more structured lessons).
- Teacher tools and controls (just like in a physical classroom).

BLENDED E-LEARNING: A TREND IN ONLINE CLASSES

In the past decade, technology-driven learning is adopted by organizations to support different learning requirements and varied audiences. The 'classroom-only' approach is transforming and online training is no more limited by distance and cost. While most businesses are not fully abandoning the conventional modes to favor online learning, blended e-learning is emerging as the preferred route. To ensure that corporate learners have access to the right skills and knowledge to meet organizational goals, companies are choosing blended e-learning because they realize that plain, non-interactive online or face-to-face training sessions don't work anymore. While every method has its advantages and disadvantages, blended e-learning outweighs other learning methods by making instruction delivery effective and result-oriented right from the start. Here are some of the key reasons why a blended e-learning approach is widely adopted and is becoming a trend (Anderson, 2017).

1. **Boosts Learner's Efficiency -** With blended e-learning, learning managers can provide learners with instant access to their learning materials wherever they are and whenever they need them. This is because blended e-learning relies partly on technology and all the learning materials are accessible online. Due to that ease of access, learners can learn at their own pace and acquire the necessary knowledge and skills in the way that best fits their individual

learning styles. That kind of learning is much more efficient because learners can get more done in less time, so they can complete their education or training programs more quickly.

2. **Builds Engagement -** One of the biggest challenges for learning managers is engaging the students and keeping them interested in the learning materials. Why? Their attention spans are short and they have higher targets to achieve. In some instances, businesses may have a limited window of availability to enable workers from across the company to collaborate in a classroom setting for training. For instance, organizations operating off-shore rigs can't spare crews for weeks or months to attend training. In such a scenario, effective blended e-learning is the best way forward. Wondering how? Off-shore rig operators can take part in conventional distance or e-learning initiatives. To further the engagement process and provide opportunities for assessment, consultation sessions about these shared goals and projects can then be held with the course moderators, in-person or virtually.
3. **Better Communication** - With blended e-learning, you can easily update your learners on new announcements, assignments, test results, and anything else regarding your course. Not only is this beneficial to students, but it is also vital for businesses (especially when they have remote workers) because good and effective communication is crucial for a seamless workflow and overall organizational success. With improved communication, stronger relationships are built, which is why blended e-learning has started to play a huge role in corporate training.
4. **Improved Collaboration -** Collaboration is one of the key factors necessary for effective learning. Blended e-learning enables the course participants to work together, engage in discussions, and provide useful feedback to one another, which undoubtedly leads to improvement and higher engagement. Dynamic online discussions and peer feedback can significantly improve learners' knowledge and skills, especially when it comes to the workplace. Everyone is motivated to actively participate, which leads to much better learning outcomes.
5. **Keeping Track of Learner's Progress -** Tracking the progress of your learners is important but the traditional methods of learning don't exactly make it easy for you to see how the course participants are performing before you actually assess them. Blended e-learning enables you to keep track of your learners' progress at any given time so that you can better understand their strengths and weaknesses without fail. With blended e-learning software, corporate trainers will be able to view reports of online tests and identify areas where learners need help so that they can help them improve and reach their full potential.
6. **Empowers Learners -** Modern learners are overwhelmed and distracted, but fortunately, they are also motivated to learn. They adopt a 'self-serve' learning approach where they can be empowered to take learning into their own hands (Greany, 2018). Over 60% of learners also prefer personalized, timely content and more than 56% learn on-demand. This is where we believe that blended e-learning can truly match the needs and lifestyle of modern learners and why it will continue to be one of the most popular delivery methods for e-learning. An important aspect of mobile learning is micro-learning, which delivers content in small bursts. It is comprised of small or short courses or relatively narrow learning units or subjects (Buhu & Buhu, 2019).
7. **Enhancing Teaching Efforts -** Because every learner's needs are different and every learner follows a unique learning style, it is important to try to meet everyone's needs so your course to be effective. You may encounter learners who will benefit more from reading text accompanied with presentations, and others who will understand the topics better after watching relevant videos. With blended e-learning, incorporating different learning styles become possible – PowerPoint, images, audio files, video files, etc. This is one of the

key reasons why blended e-learning is becoming increasingly popular. Blended e-learning brings a series of benefits for corporate trainers and it is worth giving it a try. With blended e-learning, trainers are better positioned to bridge the knowledge gap and help learners reach their maximum potential.

Conclusion

To get adjusted in the ever changing technological environment, we need to follow the recent trends occurring globally. Blended e-learning is the best fitted approach to improve information retention, engagement and teaching. The numerous tools and techniques available in the blended mode are set to become the future of assessment. As these are able to provide immediate feedback, increased efficiency, enhanced student's academic performance, development of various skills of the 21st century, results in effective assessments and bring effective changes in the teacher's world of work.

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EMPOWERING TEACHERS TO CREATE POSITIVE LEARNING CLASSROOM ENVIRONMENT TO NURTURE DREAMS OF CHILDREN

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ABSTRACT
Schools provide platform to children to nurture their dreams and this can be made possible only if stakeholders in school particularly teachers in class provide children positive learning environment as it is positive classroom environment Which provides the students with an opportunity to think and behave in a positive manner. Hence in this paper entitled "***Empowering Teachers to Create Positive Learning Classroom Environment to Nurture Dreams of children"*** various strategies such as creating warm classroom environment, positive learning framework, establishing classroom routines and focusing on physical arrangement of classroom have been discussed by which teachers can be empower to create positive learning environment in classroom.

Keywords: *Teachers, Positive Learning, Classroom Environment*

Introduction

Every "seed has the potential of a million forests" says a Chinese proverb. Similarly, well-nurtured children are 'priceless' in a society. Their all-round growth is indispensable for the perpetual progress of a nation. As we now everyday millions of students go to school, their parents and caretakers hope these young people will be treated with care, valued, inspired, and educated. Students hope they will get along with their peers and teachers, have their work measure up, and enjoy the process of learning and in this particular process of nurturing dreams of children significance of creating positive learning environment in classrooms cannot be ignored at all. Creating a positive learning environment is the cornerstone of effective teaching. A positive classroom environment is an important tool for establishing a successful and effective school year. It also provides the students with an opportunity to think and behave in a positive manner. Positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings. According to psychologists, learning encompasses three broad domains—knowledge, behaviours and attitudes. When we create a positive environment for learning, we set the conditions for students to move through a range of behaviours in each domain, from simple to increasingly complex, until they achieve mastery of the course learning outcomes. Moreover researches have shown that when students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviors and they are more likely to develop positive attitudes toward themselves and prosocial attitudes and behaviors toward others (Hawkins, Catalano, Kosterman, Abbott, & Hill 1999; Battistich & Hom 1997; Resnick et al. 1997). Hence in order to ensure positive learning environment in classroom settings role of teachers become utmost important because they are accountable to students, they assist students to achieve course and program learning outcomes and success of their efforts depends on ability to create and maintain favourable instructional, physical and psychological learning environments. Thus teachers need to empower in creation of positive learning environment as it has been emphasized in National

Curriculum Framework for Teacher Education 2009 that teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process ultimately way for 'Child-centered' pedagogy

Positive Learning Classroom Environment: Need and Significance

The question often comes to mind that why should we create positive learning environment, can it help us to nurture dreams of primary children. The answer to this question can be given by understanding need for creating positive learning environment and its key features. As we know. a large amount of a child's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction. The classroom environment can be defined in terms of the students' and teachers' shared perceptions in that environment (Fraser & Pickett, 2010) Caring, supportive, safe, challenging, and academically robust: these attributes, among others, help define what it means to have a positive learning environment that is conducive to student success. The most prevalent criteria used to define learning environment are probably the physical arrangement of the classroom, discipline and routines, organization of learning activities, and the engagement of students with tasks, among others. The climate in the classroom is of course more than the physical classroom environment. It is a process that builds the psychological framework for all activity that happens in the classroom. The classroom climate is not just about motivation and student well being, it is a major ingredient of the context for successful learning. Real learning cannot take place in a negative classroom climate, in the same way that plants will not grow if the soil is not right. A positive learning environment provides a place where:

- All students feel welcomed and valued;
- It is safe to take risks and make mistakes;
- Students are encouraged to be curious, to explore and to experiment;
- The focus is on the learner and his/her needs;
- Diversity is respected; and
- Effort and good behaviour are applauded.

The significance of positive learning environment in the classroom can be highlighted by **NCF 2005 Quotes:** "Children will learn only in an atmosphere where they feel they are valued. Our schools still do not convey this to all children. The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction, is detrimental to learning. Physical and emotional security is the cornerstone for all learning." "An enabling learning environment is one where children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity. Teachers should nurture their classroom spaces as places where children can ask questions freely, engaging in a dialogue with the teacher as well as their peers, during an ongoing lesson. Unless they can share their related experiences, clarify their doubts and ask questions, they will not engage with learning."

Strategies to Empower Teachers in creation of positive Learning Environment in Primary Classroom to Nurture Dreams of Children

Students come to school with a great diversity of backgrounds, interests and capabilities. Meeting their needs and engaging them in meaningful learning requires care and skill. One of the first tasks of teaching is to develop an orderly learning environment so that students can engage

in meaningful activities that support their learning. Teachers who are able to engage students in this learning are those who have a management plan that begins before the students arrive. An orderly learning environment exists because teachers have clear ideas of the type of classroom they want and of acceptable student behaviours that assist learning.

Creating a positive learning environment is the cornerstone of effective teaching so let us understand strategies which can empower teachers in creation of positive Learning Environment:

- **By creating a warm classroom Environment**

Research studies seem to suggest that students respond best to teachers who are at the warm end of the spectrum in terms of how they relate to their students. In other words, teachers who are approachable, friendly, helpful and supportive and who can control the class and impose themselves without appearing too strict or overbearing. When teachers make it clear to students that they are concerned about their students' emotional needs, as well as their curriculum and learning needs, students seem to participate better in class, and in particular seem more prepared to ask for help when they are in difficulty. To create a warm supportive classroom climate teachers can:

- show understanding and openness
- be approachable
- help students
- be principled

- **By adopting Positive Learning framework**

Prevention: self-awareness and management plan	**Prevention:lesson design**	**Corrective actions**
At the start of the year and before each class ➢ self-awareness ➢ proactive thinking—indiscipline will happen at some stage ➢ caringand welcomingclassroom ➢ classroom layout and resources ➢ high and specific expectations ➢ rules, routines and procedures	Beginning ➢ whole-class attention (Cue to Start) ➢ clear outcomes conveyed to students ➢ motivation 'hook for learning'—set induction ➢ advanced organiser ➢ recall prior learning ➢ level of student engagement	Low-level responses (minimal/no disruption to lesson flow) ➢ use of dignity (privacy/ politeness/tone of voice) ➢ minimal language (use succinct messages, an assertive tone with eye contact, avoid 'why'questions, redirect to lesson) ➢ proximity ➢ name and thanks ➢ look/eye contact ➢ non-verbal communication/ ➢ gestures/signals ➢ redirection

Source: Adapted from Brendtro & du Toit, 2005b

- **By Paying Attention at Physical Arrangement of the classroom**

Accessibility and organization are key aspects when designing the physical arrangement of the classroom. The physical arrangement of the classroom assists with the prevention of problematic classroom behavior by making sure that materials and resources for students are readily available. Teachers can establish routines for distributing, using, returning, and storing materials in an effort to prevent confusion. Some suggestions for setting up routines include designating shelf space for supplies, basal readers, dictionaries, and class and homework assignments; developing and teaching procedures for borrowing materials; and

routinely assigning the distribution of materials on a rotating basis so that all students get an opportunity to distribute supplies. The table below includes questions that may assist teachers in developing management systems prior to the onset of problematic behaviors, with regard to physical environment:

Classroom environment	***Questions to ask yourself…***
Classroom structure	• How easy is it for students to move around the classroom? • Is it easy or difficult to maneuver around the classroom? • Will they bump into any furniture?
Student areas	• Are the students' desks positioned too far or too close together? • Are there any stimuli in the environment that serves as a distraction to students?

Source: Nordquist, V. M., & Twardosz, S. (1990). Preventing Behavior Problems in Early Childhood Special Education Classroom through Environmental Organization. *Education & Treatment of Children, 13,* 274-282.

- **By Following Practical Strategies for Positive Discipline**
  - Adopt a whole school approach and make sure that your classroom discipline reflects the school's policies.
  - Establish ground rules in your classroom and get your children to participate in setting them. Be serious and consistent in implementing these rules.
  - Know your children and focus on developing positive relationships with them.
  - Allow learners to take responsibility. Provide them with opportunities to be responsible, be it in the way they conduct themselves in class, in running a community project, or in filling in the class attendance sheet for the teacher.
  - Talk respectfully**.** Communicating with a child cannot be done effectively from a distance. The time spent talking to a child and making eye contact with him or her is quality time. Many teachers have noticed a dramatic change in a"problem child" after spending five minutes simply sharing what they both like and do for fun.
- **By establishing Regular classroom routines**

Help children to start work quickly and meaningfully at the beginning of their school day. Children should agree on the rules and routines and, better yet, they should organize them. For example, a student group or committee can be in charge of taking the register and reporting to the teacher about absences. When developing routines with children, it is important to explain and decide upon: (i) what is to be done; (ii) who is to do it; (iii) when is it to be done; and (iv) why is it important to do this routine activity regularly. Following are some ideas about routines that you can organize with your children:

- what work they need to do at any one time, particularly for those
- who may arrive late because they have far to walk, as well as for
- those children who are waiting for the class to start;
- how to get the teacher's attention in a non-disruptive manner;
- what are acceptable levels of noise;
- how to move around the classroom in a non-disruptive manner; and
- how to leave the classroom.

Conclusion

Schools provide platform to children to nurture their dreams and this can be made possible only if stakeholders in school particularly teachers in class provide children positive learning environment as it is positive classroom environment Which provides the students with an opportunity to think and behave in a positive manner. Hence in this paper entitled "***Empowering Teachers to Create Positive Learning Classroom Environment to Nurture Dreams of children"*** various strategies such as creating warm classroom environment, positive learning framework, establishing classroom routines and focusing on physical arrangement of classroom have been discussed by which teachers can be empower to create positive learning environment in classroom.

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STUDENTS ENGAGEMENT IN ONLINE CLASSES

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ABSTRACT:
Covid 19 pandemic has changed the face of education. Education which is supposed to be received in face to face settings has now become online. Online schooling is not something new, distance education is online and has been around even before technological advancement but school education was never thought of coming in purview of online. The pedagogy imparted in face to face setting is effective in bringing constructive behavioral changes along with improvement in the students' academic achievements. Whereas online education gives greater autonomy to students, learning is according to their pace and is faster as compared to the traditional set up with the use of multimedia content. Despite of the benefits of online learning there arises a glaring question on how effective are online classes in engaging and retaining the high school students' attention in teaching learning process. The present paper explores the students' engagement in online classes through qualitative data analysis techniques.

Key words: *Online Education, Students' Engagement, Qualitative Data Analysis.*

Introduction:
Online learning has been a most beneficial option for those who cannot afford face- to face learning either for economic reasons, long distances of coaching centers or inadequacies of time. In the last decade the demand for online education has tremendously increased. It offers many benefits, learners can access it according to their pace, time and place. With the advent of COVID 19 Pandemic there have occurred rapid changes in almost all sectors and education is no exception to it. Until the advent of the Pandemic the online courses were generally designed for tertiary education and some also for higher secondary education but after its outbreak, the school education which is believed to be in face to face setting considering the direct contact between the teacher and the taught as crucial in bringing positive behavioral changes in the students along with intellectual, social, moral and physical development in them. These developmental aims of education has severely downsized due to sudden transition to online education which in-return has impacted both the teacher and the taught who even after a year of crisis are still struggling to cope up with the changing phase of education.

Government initiatives to accelerate Online Education
In order to accelerate the progress of online education Government has taken many initiatives to ensure school going kids do not lag behind in their studies during Covid19 pandemic such as – PM evidya its an initiative which unifies all efforts related to digital/online/on air education to enable multi-mode access to education. The initiative includes-
Diksha (digital infrastructure for knowledge sharing) DIKSHA is the national platform for school education available for all states and the central government for grades 1 to 12 It provides e-content through several use cases and solutions such as QR coded Energized Textbooks (ETBs), courses for teachers, quizzes and others. SwayamPrabha TV Channels, for the students in no internet zones, 32 channels are devoted to telecast high quality educational programs.Apart

from these Swayam Moocs for open schooling and preservice education : Online Mooc courses relating toNIOS (grades . 9 to 12 of open schooling) are uploaded on SWAYAM portal; around 92 courses have started. Thereare also podcasts and radio facilities that the government has kept open for the children in remote areas who cannot access internet facilities. Community Radio Stations have also been used to broadcast content for NIOS for grades 9 to 12. A Podcast called Shiksha Vani is being effectively used by learners of grades 9 to12. For differently abled one DTH channel has been initiated especially for hearing impaired students in sign language.
Along with India all over the globe such kind of positive initiatives have been undertaken for the benefit of the student community. However the question arises with all these efforts how much productive will the virtual education prove in engaging the students with the content imparted through online learning.

Review of the Related Literature

Studies show that there are various challenges in retaining the attention of students in online learning as in online learning there are fewer ways to attract students' attention as compared to traditional on campus education (Meyer, 2014). However with the growing demand for online learning there is a need to look into the ways and means to sustain the retention of the students in online courses and foster engagement of students in online learning. There are studies which raises the questions on the efficiency of the online courses for high school students and have also elucidated the benefits and drawbacks of online learning (Gilbert,2015). Retaining students attention in online learning is a difficult task where the instructor is not directly in contact with the learner like that of on campus setting. In such a situation the urge of educators to develop traditional set ups while online teaching is quite time consuming task which may cause educators in not completing their courses in time. In this situation Thomson advices that it is necessary for the educators involved in online learning to focus more on the benefits that it creates rather than the drawbacks. That is he states that in online classroom the students distraction due to external factors, especially environmental like noise of traffic and other noises is reduced and students have liberty to learn on their own pace (Thomson, 2010). In yet another research distance learning is considered as a god option for people who are dropouts or being expelled from the colleges and also those who are single parent. Some students enjoy online learning because they can learn the difficult concepts online and the easier ones by themselves. Students who love self-study, in this online mode they have more time to devote for themselves. Students also find it more compatible because they can learn from any place (Thomson, 2010). Online learning has proved beneficial for students with disabilities. However with the benefits Online learning also has a severe impact on the accessible factor. In most of rural India there is hardly any availability of electricity even if electricity is there it is only for limited hours. In such conditions how can online teaching learning survive. In case of cities too there is always a complain of weak connectivity which is the reason why students many times fail to login or due to weak connectivity issues on part of teachers or students. The loss of missing out on important parts of the discourse (Gilbert, 2015). One of the major disadvantages in online teaching learning is there is no direct interaction and communication between the teachers and the students, it misses out on the real life experiences (Lassoued et al,2020).

Gaps Identified

The studies reviewed shows that many researches have been conducted abroad to test the efficiency of Online learning with traditional classroom learning. Also some researches talks about the benefits and drawbacks involved in online teaching learning process. Most of the researches have been conducted at university level, some have been conducted on higher

secondary students. Very few are dealing with the impact of Online education on school children. Hence the present study tries to investigate the impact of online education on secondary school students. Here the researcher tries to find out how effective is school online education in sustaining students engagement which is the benchmark of their academic and social progress as without students attention and retention of that attention during classroom sessions, there won't be any positive attitude formation in students.

Statement of Aim:

Students Engagement in Online Classes

Objectives:

1) To analyze the textual data through content analysis technique.
2) To study the perception of students on online teaching learning process.
3) To examine the challenges faced by the students in adapting to the online teaching learning process.

Methodology

In the present study qualitative methodology is used to find students engagement during online classes. For understanding students perception of online education and examine their engagement in the online classes, qualitative analysis is done as the data is collected in textual form.

Sample

For the present study the data was collected from 15 students of CBSE board, std 9.

Data collection

Data is gathered from secondary school students of CBSE board located in Navi Mumbai, after collecting the permission from Principal and students of the school. Data was collected by designing descriptive questionnaire and was sent to students via google forms to fill.

Data Analysis

Content analysis was done on the data out of which themes were generated and codes were found to measure students' engagement during online classes. The relevant data for analysis was gathered through the questionnaire. It was executed on the sample of 15 students. No advances were given to students before filling the form. Students voluntarily filled the google form and returned.

Findings:

In order to measure the students' engagement during online classes following attributes were stipulated on the basis of which open ended survey questions were designed. – ***Students interest-online vs traditional classroom, connect with the peers and teachers, least engaging areas of online classes, barriers of online classes, benefits of online classes, helpful instructors, reasons for decreased interaction during online classes***. On each attribute either one or two questions were prepared.

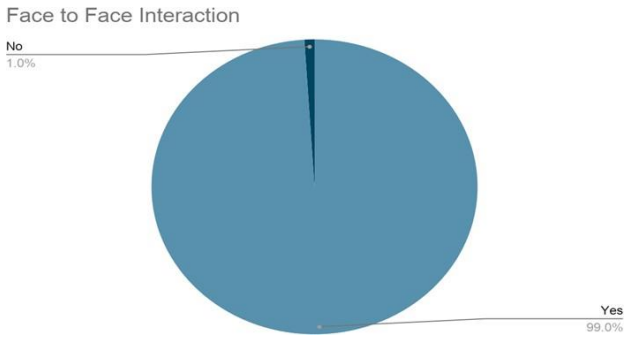
i) Online vs Traditional classrooms

What works best for you?

According to the data,

- 61% of students findlearning in a traditional classroom more effective
- Whereas 38% students find online learning effective.

Connect with Teachers and Peers



While answering the question related to this attribute

- 99% of students vouched for face to face as an effective alternative as compared to virtual mode. They gave following reasons supporting their argument which is further divided into academic benefits and social benefits.

Academic benefits

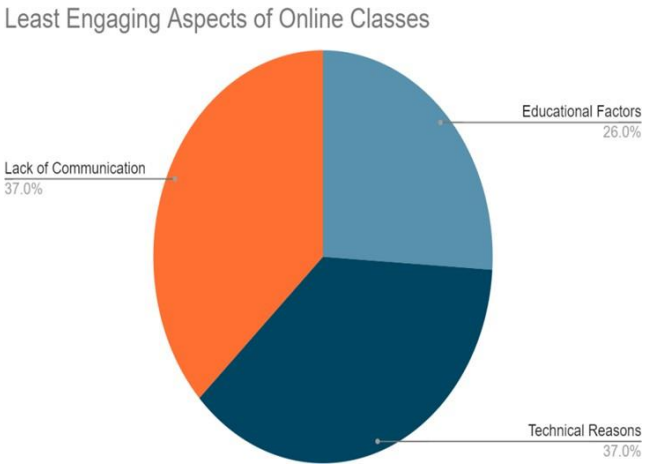
- Understanding of Maths is better
- Doubts can be cleared in a better way
- Teacher is aware of what the students are doing
- Better Academic understanding.

Social benefits

- Communication Skills improves
- Social development
- Exchange of information
- Sense of togetherness.

ii) Least engaging aspects of online classroom

- **Technical reasons-**

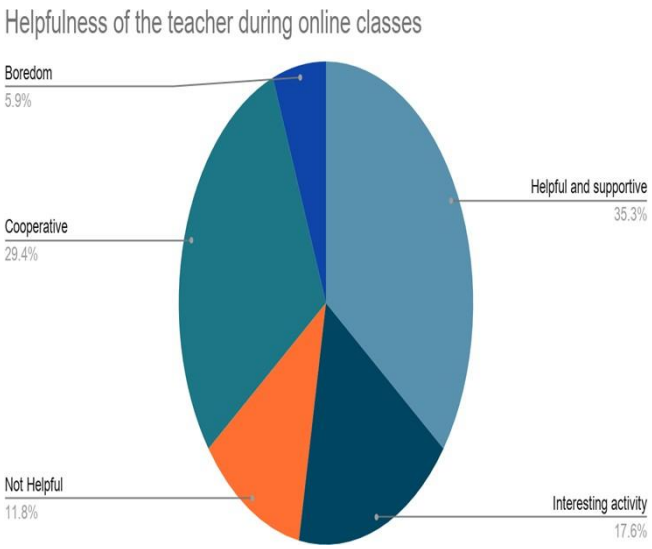


- Following the time table
- Revision of the same concept again and again
- Typing the answers in the chat box
- Solving activities
- Answering the quizzes
- Students answering/ unmuting in the middle.
- Lack of communication
- Nobody to supervise personally
- Studying without interaction with teachers and peers
- Social isolation
- No motivation because of less interaction

- **Educational Factors**

- Writing answers in the notebook

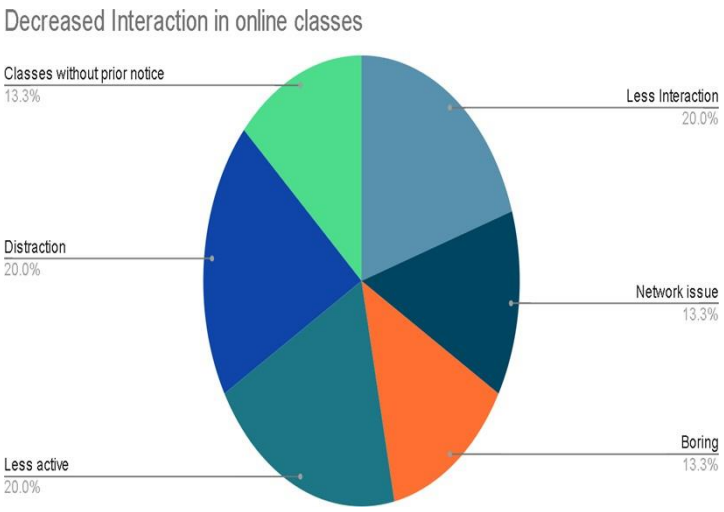
iii) Helpful instructors during online classes



- 35.3% feel that in online learning teachers are very helpful and supportive
- 29.4% of students feel that teachers are cooperative during the offline classes.
- 17.8% of students feel that teachers are using interesting activities such as quizzes and explain the lesson by showing different videos related to the topic.
- 5.9% of the students feel that online learning is ineffective when compared to a traditional classroom as they suffer from eye pain because of which they don't listen to the class.
- The remaining 11.8% of the students feel that teachers are not helpful during online classes as teachers also face many issues during the class.

iv) Decreased students interactions during online classes

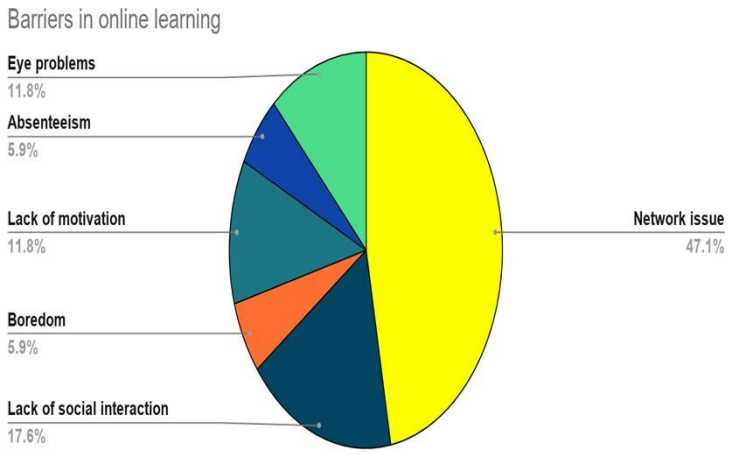
- 20% of the students feel it is due to less interaction as both teachers and students are not concerned



- 20% percent feel it is due to distraction that the online mode offers
- Another 20% asserts that it is due to lack of activity in the online classrooms.
- 13.3 % holds network issues responsible for it.
- Another 13.3% states that lectures happens anytime no proper time table
- Another13.3 % students get bored as they don't have any friends along with them to attend the class.

v) Barrier's to Online Teaching:

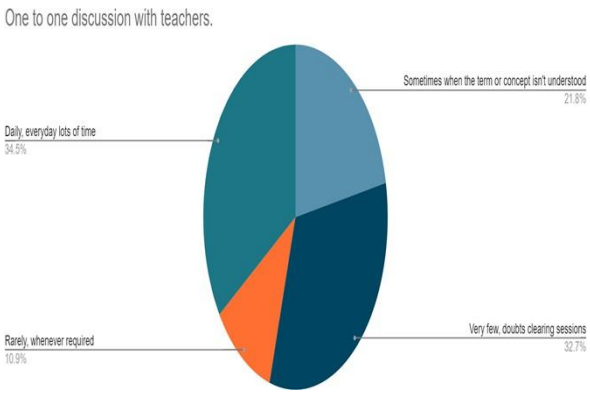
- 47.1% of students face network issues and have internet problems due to this they are not able to attend all the lectures.



- 17.6% of students don't interact in online class with their teachers and peers.
- 11.8% of students have eye problems because of looking at the computer or mobile screen for a long period of time.
- 11.8% of students don't feel motivated to study in an online classroom.
- 5.9% of students remain absent during online classes.
- Another 5.9% of students find online lectures boring.

vi) One to one interactions with Teachers:

- 21.8% say that they have discussions only sometimes, when there is a term that they have not understood or needed some help for the concept.



- 34.5% asserts that they have discussions daily, very often lots of time.
- 10.9% students say that only when required
- 32.7% students vouched that there are very few doubts clearing sessions observed in the classroom.

vii) Activities in online teaching

- 34.5% students like games in the online classes.

They enjoy playing the games in the classes.

- 32.7% of the students like to do project based learning which they enjoy.
- 21.8% of the students enjoy the quizzes which are conducted by the teachers.
- And the rest 10.9% of the students like the creative presentation which are done by the teachers.

viii) Students interaction during online classes-

- 34.5% students like games in the online classes.
- 32.7% of the students like to do project based learning
- 21.8% of the students enjoy the quizzes conducted by the teachers.

- 10.9% of the students like the creative presentation which are done by the teachers.

- 54% of the students do not interact in the classroom because of lack of confidence.
- 20% of the students do not interact with the teachers because of fear,
- 14% of the students do not interact with the teachers due to lack of concentration and
- the rest 12% of the students do not interact with the teachers because of confusion or they are not able to understand the concepts.

Discussion

The findings of the study reveal that most of the students prefer traditional classrooms as compared to online classrooms as there they get the opportunities to interact more proficiently with teachers and their peers. One of the glaring drawbacks of online learning is connectivity problem and glare in the eyes due to longer hours of screen exposure. On the attribute helpful nature of teachers, students have vouched that in traditional set up the teachers are more helpful as compared to online set ups. Also in case of content clarity students have upholded that traditional classrooms are better as compared to online. Some students though less in number have vouched for online classrooms as better medium for education as they get to learn on their own pace and also along with teacher's discourse they also learn through the different websites and audio visual aids so the concept clarity is better as compared to traditional set up. In this context according to Thomson et.al, 2010 in online courses are more useful which saves money, avoid the traffic problems, mental tensions and time to attend to the normal coaching centers. But without regular classes only depending on the e platform makes any instructor or students weaker in confidence, communication, bonding and facing challenges which occur in day to day life.

Conclusion

Online education has brought new kinds of challenges and some benefits. In developing countries like India the challenges are more glaring as this crisis has given rise to more inequality in education in terms of accessibility. For converting these challenges into strengths there requires a focused attention to increase the quality of online education because this is the new reality and we don't know how long it will continue. In such situation up-gradation technological skills and new pedagogical approach to deliver the content is very important. This will help in sustaining students' engagement in the classroom. Further researches can be conducted on college students and also on teacher perspectives of online education. Also studies on campus level or university level can be conducted to check the success or otherwise of Online education.

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STUDENT CLASSROOM MISBEHAVIOR: AN EXPLORATORY STUDY BASED ON TEACHERS' PERCEPTIONS

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ABSTRACT
This study aimed to examine the conception of junior secondary school students' misbehavior in classroom, and to identify the most common, disruptive, and unacceptable student problem behaviors from teachers' perspective. Survey design of the expost-facto type was adopted for the study The sample of study was 120 teachers in 12(5 public and 7 private) schools of Delhi. Individual interviews with teachers were conducted. Results showed that the most common and disruptive problem behavior was talking out of turn, followed by non-attentiveness, daydreaming, and idleness. The most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression. The findings revealed that teachers perceived student problem behaviors as those behaviors involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers. This study, therefore, investigated teachers' perception as well as suggestions based on their individual experiences to tackle the Students' Classroom Misbehavior in the Secondary School setting of delhi.

Keywords: *Teachers' Perception, Secondary School, Teaching Soft Skills, Assessing Soft Skills*

INTRODUCTION

A Class 12 student was arrested on 22nd Dec, 2017 for allegedly assaulting his teacher at a Delhi government school in south west Delhi. Suresh Yadav, who teaches commerce to Class 11 and 12 students, was taking a class at the government boys' senior secondary school in Sagarpur reported,"*I was teaching Class 12 (A) when he(student) came inside the classroom. When I asked him to return to his class, he attacked and punched me on the face in front of the class,*" on pretext of scolded by the said teacher for 'creating trouble' at school tour, the previous day.

In September,2016, two Class 12 students allegedly stabbed a government school teacher after he complained to their parents about their indiscipline. Mukesh Kumar, a Hindi teacher, later died. In March 2015, a principal at Tughlaqabad was attacked by a student and was left bleeding from his ears. The student had vandalised the school property. In 2014, a teacher in Madanpur Khadar had to be admitted to hospital after he was beaten by parents and students. In 2011, an eighth standard student in Rohini pulled a 58-year-old teacher by her hair, kicked her and slashed her chin with a sharp object after she asked him to submit his notes during an exam and stop talking loudly. Other teachers had to intervene to rescue her. Over the past few years, there have been quite a few incidents of teachers being assaulted by students. These could be the extreme cases of misbehaviour by students towards their teachers but teachers now a days are facing students' misbehaviour on daily basis.

"*Since Past seven to eight years, the behaviour of students in delhi schools have worsened. The students above Class VIII often have an attitude of complete disrespect for their peers, teachers,*

school staff and sometimes even principals. If the teacher tries to teach them discipline, they realiate." commented a 51-year-old school teacher of Sarvodya Vidyalaya . Not just that, the student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates.

The Pupil teachers during their Preliminary School Experience sessions have to face this misbehaviour on daily basis, which was reported back to the researcher in the capacity of Teacher educator. The School teachers of those Schools were consulted for how to tackle this regular misbehaving on the part of students. It was horrifying to notice that full fleged teachers of these schools have their own shocking stories in classrooms to tell. This situation of helplessness on the part of teachers lead to this study.

There are numerous studies examining the definitions and range of student misbehaviors. In the literature, different terms have been used to describe problematic behaviors of students. For instance, Stewart et al.(1998) referred student misconduct to disciplinary violations in school, for instance, tardiness, vandalism, fighting, stealing, disrespecting and drinking on campus. For instance, Ho(2004) & Leung (2002) referred to daydreaming in class, not completing homework, talking in class, lesson disruption, bullying, and rudeness to the teacher as "problem behaviors" or "disruptive behaviors". Arbuckle & Little(2004), defined, disruptive behaviors to "an activity that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student" .

As Thompson (2009) observed that, while classroom misbehavior is generally interpreted as disruptive and improper behavior that adversely affects the order, teaching, and learning in classroom, it is noteworthy that the range of student misbehavior varies across cultures. Particularly, as respect for authority, conformity, and obedience are highly valued in the Indian school context (Pathak,et al, 2011). In the traditional Indian culture, students who kept on asking questions would be regarded as "troublesome". The students who strictly follow teachers' orders are regarded as excellent students in indian classroom context. However very limited researches were found on student misbehavior in the Indian cultural contexts, particularly in Delhi. Delhi students has been recently shown through print & social media to be particularily notorious towards their teachers. Therefore, it is necessary to understand more about the conception of student misbehavior in Delhi as percieved by teachers. This need is particularly acute when we realize that adolescent behavior has changed tremendously with the advance in technology. Through the Internet, it does not take long to popularize certain misbehavior in young people.

Aim of the Study

The primary goal of this study was to examine classroom problem behaviors among senior secondary school students in Delhi based on the views of teachers. The aims of this study were :

(i) To generate a list of categories of students' misbehaviors perceived by teachers in Delhi senior secondary school classroom,

(ii) To identify misbehaviors that were perceived as the most common, the most disruptive to teaching and learning in classroom,

(iii) To find the causes of students' misbehaviors perceived by teachers in Delhi senior secondary school classroom.

(iv) To generate a list of suggestions by teachers to manage the students' misbehaviors in Delhi senior secondary school classroom.

Noting that the most frequent misbehavior can be somehow objectively observed, a particular behavior is regarded as the most disruptive or unacceptable depending on the teachers' subjective judgment and values, professional training, and years of teaching experiences. Therefore, this study interviewed teachers with different years of teaching experiences and training background, in order to get a comprehensive view of the issue. It is a descriptive and exploratory qualitative research study. Academically, the present findings would add to the local literature, as recent research studies on this topic are scanty in India. Practically, it was expected that the findings would have profound importance to counseling and guidance work in the school context.

Research Question:

1. What is the teachers' perception of the most common student problem misbehaviors in Public & Private Schools of Delhi?
2. What is the teachers' perception of the causes of these misbehaviours in Public & Private Schools of Delhi ?
3. What is the teachers' suggestions regarding the tackling of these misbehaviours in Public & Private Schools of Delhi?

METHODOLOGY

Research Design

Survey design of the expost-facto type was adopted for the study.

Sampling and Sample

Twelve schools were invited to join this study. The sample of study was 120 teachers in 12(5 public and 7 private) schools of delhi. Ten teachers were randomly selected from each school, who were members of the school counseling team and/or discipline teams were invited to join an individual interview. The average of their teaching experiences was 9.25 years (range = 1–22 years). Their participation was voluntary and written consent from the school principals and the interviewees were obtained prior to data collection. Issues of anonymity and confidentiality in handling the data were also clearly explained at the beginning of each interview.

The Detail Diversification of Sample is as follows:

Sample Diversification	**Total (120 Teachers)**
Male: Female	43:77
Public: Private School	50:70
Graduates: Post Graduates	27:93
Teaching Experience Less than 5 yrs: 10yrs: More than 10yrs	 32:59:29

Instrumentation

A self-constructed semistructured interview questionnaire was used for each individual interview. In the interview, questions and prompts used to explore the interviewees' perceptions of students' problem behaviors and their management strategies in the classroom and school contexts. The interviewees were asked to define "problem behaviors" based on their own understanding and interpretation. They were invited to use real-life examples to further illustrate their views.

Procedure for data collection

Twenty four pupil teachers trained for the purpose (two for each school) were employed for the data collection exercise. Their training lasted for two days. The average time for an interview was 49 minutes (range = 30–88 minutes). The interviews were audio-taped with informants' prior consent and transcribed in verbatim after the interview. After the administration of the instruments, the researchers collected the instruments for data collection, scoring and analysis.

Data Analysis

Data for this study was analysed using % ages descriptive and t-test statistics**.**

RESULT & DISCUSSION

1. **Teachers' perception on Research question 1:** What is the teachers' perception of the most common student misbehaviors in Public & Private Schools of Delhi?

Category	**Subcategory**	**Public School (%)**	**Private School (%)**
Doing Something in Private	• Dealing with personal stuff • Doing homework • Using electronic device (for texting, playing games, surfing webpage, listening to music) • Irrelevant reading • Irrelevant drawing	39 79 26 23 36	76 65 83 61 57
	Average Total = 54.5%	**40.6%**	**68.4%**
Talking Out of Turn	• Calling out • Making remarks • Having disruptive conversation	89 67 76	78 87 69
	Average Total = 77.66%	**77.33%**	**78%**
Verbal Aggression	• Teasing classmates • Quarrelling with classmates • Speaking foul language	49 77 86	71 57 49
	Average Total = 64.83%	**70.66%**	**59%**
Disrespecting Teachers	• Disobedience/Refusing to carry out instructions • Rudeness/Talking back, arguing with teacher	48 46	76 83
	Average Total = 63.25%	**47%**	**79.5%**
Non-Attentiveness	• Daydreaming/Idleness • Sleeping	49 67	48 56
	Average Total = 55%	**58%**	**52%**

Out of Seat	• Changing seats • Wandering around the classroom • Bunking the Class	89 87 76	58 69 65
	Average Total = 74%	**84%**	**64%**
Physical Aggression	• Striking classmates • Pushing classmates • Destroying things	79 72 81	58 78 65
	Average Total = 72.17%	**77.33%**	**67%**
Disobedience	**Habitual failure in submitting assignments** **Copying homework** **Lateness to class** **Eating/Drinking** **Playing** **Non- Verbal communication through Facial Expressons,body language etc.**	**69** **49** **76** **71** **83** **36**	**66** **65** **53** **59** **61** **77**
	Average Total = 63.75%	**64%**	**63.5%**

Table 2: Teachers' perception of most common student misbehaviors in Public & Private Schools.

Teacher B2 commented that,"…challenging your (teachers') authority, mainly like, if you ask them not to do something, they are rebellious and insist to behave the other way round. They won't listen to teacher's opinion. They will insist to do what they think…These behaviors are mainly perceived in lower competent classes at the moment."

Another teacher illustrated that disrespecting teachers meant rudeness, talking back, and confronting teachers. As remarked by Teacher C4: *"Sometimes they will even dispute against their teacher. If a teacher asked a serious question but the student gave a casual answer. If the teacher commented on, the student would be enraged and hostile, and then disputed against the teacher When arguing, students usually had poor attitudes, especially boys. Hence, teachers would scold at them, and the students would become hostile, temper-losing… more seriously, they would knock tables or throw books to express their anger. But this situation was very rare; say one to two cases a year*."

A teacher E8 explained that, "*Chatting during lesson affects teaching and learning most… Whereas other behaviors such as daydreaming only affect self-learning, chatting will alter the whole class atmosphere as well as class progress. I have to stop the chatting, otherwise I cannot teach and the students who chat will miss the content of the lesson. If I do nothing, other students will imitate and join the conversation…As the classroom is small, others can still hear even you talk in a low voice. Moreover, students are very attentive to the surroundings. So such chatting can be disruptive even you chat in a very low voice.*"

2. **Teachers' perception on Research question 2:** What is the teachers' perception of the causes of student misbehaviors in Public & Private Schools ?

Causes of Misbehaviour		Public Schools	Private Schools
Category	**Subcategory**		
Physiological Factors	• Hunger • Sickness • Tiredness/ Mental Fatigue • Victim of Sudden Change	79 63 63 36	35 48 74 77
	Average Total = 63.75%	**64%**	**63.5%**
Psychological Factors	• Seeking Attention • Inferiority Complex • Superiority Complex • Desire for Power • Looking for Revenge	39 83 21 76 79	55 38 74 77 87
	Average Total = 63.75%	**64%**	**63.5%**
Classroom Environment	• Poor Sitting Arrangement • Extreme Temperatures • High Noise Level/ Distracting elements • Inadequate provision of Light in Classroom • Stereotyping/ Social Stratification in Class • Peer Pressure	79 83 81 76 79 67	25 38 34 27 47 78
	Average Total = 63.75%	**64%**	**63.5%**
Student-Teacher Relations	• Perception of Partiality in students • Branding of Students' Inability • Autocratic Enviroment in class • Reward/Punishment Techniques	49 83 83 96	75 48 44 77
	Average Total = 63.75%	**64%**	**63.5%**
Home Environment	• Over/Under Enthusiastic Parents • Over/Under demanding Parents • Voilent Relationships • Aloofness	79 63 83 46	85 88 54 77
	Average Total = 63.75%	**64%**	**63.5%**
Teaching-Learning Process	• Over/under burdened Curriculum • Over/under burdened Activities/Homework/Assignment • Over/Under demanding Teachers • Instructional Style of Particular Teacher	39 43 33 86	85 88 74 77
	Average Total = 63.75%	**64%**	**63.5%**

Table 3: Teachers' perception of the of the causes of student misbehaviors in Public & Private Schools

A teacher H8 mentioned that,*"Once there was a student in my class, who had troubles in getting along with his classmates. He always yells, immediately calls out and point out other students' mistakes; when other classmates had wrong answers. This, in fact, was creating tension and discord in teaching learning environment. Later i found, he had superority complex and wanted to prove to his classmates that he is better than them"* .

Another Teacher L4 mentioned that, *"Some of my students get very aggressive towards me in 3rd period but were patient when i go to their class in 5th period. I enquired and found that this bunch come empty stomach in the morning so get frustrated till 3rd period. But after the break and having their lunch, they were calmer."*

Parenting styles and home environment also plays major role in students' behavior towards teacher. A teacher G9 narrated*," One of my student always gets voilent with his peers on minor instances even before his teachers. Later we found, he is the product of abusive parents and witness family fued on daily basis and this is the only reaction, he reciprocates in classrooms."*

3. **Teachers' perception on Research question 3:** What is the teachers' suggestions to manage students misbehaviour in Public & Private Schools ?

Suggestions by Teachers to Manage Misbehaviour in Classrooms	**Public Schools**	**Private Schools**
Lead by Example	78	82
Identifying the context and the predictable behavior (where and when the misbehavior occurs)	77.1	80.9
Have Clear Expectations That Are Enforced and Reinforced Consistently	75.3	76.7
Systematically modify the context (e.g., changes in instruction, tasks, schedules, seating arrangements)	76.6	73.4
Conduct behavior rehearsals (have students practice the appropriate behavior)	73.3	76.6
Provide strong reinforcement such as frequent and immediate teacher praise	71.2	72.8
Be always ready for alternative way or Plan II for everything	67.8	71.5
Take Student Misbehavior Professionally, Not Personally	69.4	68.5
Follow the Principles of Effective Time Out	67.5	62.5
Using Academic Instruction as a Behavior Management Tool	64.7	63.9
Including Students, Parents, and Others in Management Efforts	61.3	68.9
Ignoring Wisely	57.2	61.9

Table 3: Teachers' suggestions to manage students misbehaviour in Public & Private Schools

Since banning of corporal punishment in schools, many educators claim that problem behaviour has been increased intensively and occur more frequently in classrooms, the use of corporal punishment was part of authoritarian approach to managing classroom environment. A common sentence was used "spare the rod spoil the child". This sentence was very famous among the old teachers and heads of schools particularly for dealing with the disruptive behaviour of students of secondary level. But the new age teachers as well as progressive teachers suggests differently.

A Teacher A10 commented," *If there are a number of passive students in my class, it is hard for me to teach them. No matter how and what I teach, they just do not want to learn. Compared with these inactive students, those who make noise in class are better. At least there is interaction even if, we argue. So sometimes it is better to ignore the disruption wisely so that, interactions continue in classes."*

Another Teacher F5 advised, *"Teacher should give Clear Instruction which need to be reinforced time and again because Confusion regarding instructions generally lead to misinterpretations on the part of students."*

Teacher K1 shared her secret to successfull classroom management as *, "Teachers need to lead by example, Be polite and respectful to students in all circumstances. Students will definately reciprocate. Moreover, it is okay sometimes, for students to open up with their frustrations. So allow them occassional burst out in classrooms. Give Occasional Time outs to dissepiate tensions."*

Conclusion

Based on the perspective of teachers, this study attempted to generate a list of categories of students' problem behaviors in secondary school of Delhi. It is evident from the research of different researchers that disruptive behaviour always has created unrest among the peers, colleagues and classmates of different ages but this study particularly focused in the context of classroom management of secondary level where the students pass through teenage. The more specified nature of the study helped in getting projected results and paved the ways for achievement of objectives of the study. Disruptive behavior in the Secondary schools of Delhi has become a big dilemma whose proper solution has become indispensable for teachers and administrators for the last several years particularly since the banning of corporal punishment. Indeed, the issue has become a talk of the town among the teachers of secondary schools and is directly related to behavior and classroom management. Disruptive behaviour of a student not only harm him/her learning process but also disturb the whole class, in severe cases it jeopardize the whole system. Disruptive behaviour concerns teachers, children and parents.

Classroom behaviour problems affect the teaching learning process as it influences teacher's ability and competence in handling the classroom environment. Thus it becomes essential for the teachers to focus on how to teach in the most conducive environment which will lead to effective learning outcomes. This clearly indicates that classroom management is one of the important components of teaching-learning process. During collection of data, the researcher found that most of the teachers took remarkable interest in solving the questionnaire and reporting the types and causes of disruptive behavior which strengthen the intent of the researcher.

The Observation by teacher trainees like, at times when teachers are not competent enough to deliver content in the classroom, students stop taking interest in listening to the teacher and tend to get busy in talks with other students as well as the family values also play an important role in emergence of behaviour problems. Sometimes students copy the behaviour of their family members such as using abusive language, clowning, rudeness etc.; also put into context the other stake holders like Teachers and Parents into the limelight.

The present study suggests following implications for different stakeholders in the process of Classroom mangement:

- For Policy Makers – Pre Service and Inservice training modules should stress on better classroom management and an opportunity of counselling sessions for all stake holders to tackle such situations should be provided in each school.
- For Principal - Providing opportunities for inservice training on new ways of Classroom Management and appoiniting at least one counsellor so that children with severe behaviour problems can be dealt in an effective manner and proper care can be taken care of such children.
- For Teachers - Teachers are recommended to plan their lesson plans according to the students' needs and demands. Time management can be used as an effective way to prevent behaviour problems in the class. Teachers are also advised to use simple and clear instructions to prevent disruption in the class
- For Parents - Parents should attend counseling sessions with the counselor or a special educator so that they are aware of different behaviour problems and they don't misjudge

their child for some other disease. This would help them in learn strategies and preventive measures to deal with such problems.

- For Students - A counseling session can be organized for students to understand the consequences of behaviour problems on their personality, academic achievement and many other aspects. This would help reduce the occurrence of behaviour problems in the school.

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SAVING ENVIRONMENT THROUGH ONLINE TEACHING- A STEP TOWARDS ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS

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ABSTRACT

The present paper focuses on benefits of online teaching which could help protect the environment and hence, taking a step forward towards accomplishment of Sustainable development goals which are to be fulfilled by 2030. Deterioration of environment has been established as an actual, factual and chain of events which have been changing everyone's lives and not for the better. In 2019, a landmark report by the UNEP-hosted inter governmental science-policy platform on Biodiversity and ecosystem services (PBES) and it warned that the pace of nature's decline is unprecedented in human history. Online learning is an excellent education option towards sustainable development that offers convenience, reduced costs and a personalized experience. Colleges and Universities can help protect environment and stop its further degradation by opting and promoting online teaching and learning which will surely help achieve Sustainable Development Goals to some extent by 2030 as per UN pact.

Keyword: *Online Teaching, Sustainable Development, Environmental Issues.*

Introduction

Sustainable Development Goals is a set of 17 goals with 169 detailed targets which are to be achieved by 2030. They are successor to Millennium development goals which was set of 8 goals. Sustainable Development Goal (SDG) pact-2030 was headed by United nations and signed by 193 countries. They are termed as Global goals as all the three major sectors that are, Social, Economic and Environment sectors are targeted and inter-linked. Built on the accomplishment of their predecessors the MDGs, the SDGs address the most pressing global challenges of our time, calling upon collaborative partnership across and between countries to balance the three dimensions of Sustainable Development- Economic growth, Environment sustainability and social inclusion (The U.N., 2015). UN asked governments of all countries to spread awareness about SDGs and encourage every citizen to participate for accomplishment by 2030. SDGs, basically, are based on preserving and protecting environment, sustainable use of resources available to us and eradicating all social evils without compromising on our economic growth. Thus, SDGs encourage Sustainable Development. Sustainable development is feasible only if action at local level is taken. To meet environmental goals, people and governments across the world are responding in different ways including reusing products and recycling other but what about colleges and universities? How can they help save the environment and stop it's further degradation?

Education and Sustainable Development Goals

Education has been identified as an essential component for sustainable development worldwide. The role of education can also positively influence management of world's stressed resources mostly, natural through the incorporation of successful techniques of Environment Education.

Environment education from the beginning year of any student can help him to become a responsible citizen when it comes to protecting environment. Spreading awareness through environment education among students and motivating them to participate in environment friendly activities both at school and home is the most important contribution of teachers towards sustainable development. Environment education provides students with knowledge, skills and experiences to become successful community leaders as well as making intelligent decisions pertaining to the management of natural resources (Mishra P.K., 2018).

Environment Education and Education for sustainable development is one defined field of specialization which directly deals with environment conservation and protection without doubt. The concerned organizations responsible to put into practice the courses and curriculum in our education systems would very well list down the initiatives undertaken by them towards achieving sustainable development. With such overt attention and energy invested to achieve these goals, it is natural expected that such efforts would bring about environment literacy and the results would be reflected in our attitude towards the environment and addressing environment issues.

Online Teaching and Myths

Other than including Environment Education and spreading awareness among students; online teaching is one of an excellent education option available with schools, colleges and universities that offers convenience, reduced costs and a personalized experience. As clear from the name itself, online teaching is process of educating others via internet. This method was well known to us even before the lockdown but after lockdown its usage was increased manifolds. Starting from Google meet, webinars and group video calls; teacher started taking online classes of their students either to complete their students or to aware them about COVID-19. Online method of teaching took globalization to new level by connecting different learners and teachers according to their, individual needs and requirements. Various students were able to learn from teachers, different institutions and new things apart from their syllabus. No doubt, there are certain benefits of this but there are certain myths related to it also.

One persistent myth is that only quality assured way of teaching is traditional lecture- based way of doing it. This in spite of the fact that research indicated that many lectures have low learning outcomes (Sven Ake Bjorke, 2014). Another myth claims that online education is distant, lonely, anti-social, alienating with too little feedback and corrections.

Benefits of Online Teaching for Environment

Online Teaching Learning Process reduces negative environment impacts that come from manufacturing and transportation. The material needed for traditional educational institutions (textbooks, desks, electricity, buildings) are dramatically reduced. This reduces waste and conserve natural resources. Additionally, it saves both money and time of learner, teachers and institutions also (Dennis Hung, 2015).

Following are factors which will contribute towards environment protection through online teaching:

1. Less wear and tear of vehicles, local roads and saving earth from air pollution and Carbon Dioxide emission due to automobiles will reduce.
2. Transportation cost for student, teach and staff will drastically reduce.
3. Less energy consumption in form of electricity usage in regular classrooms.
4. Buildings use large amount of energy for power and heat. In addition to this, constructing schools and education institutions need plastic, metal, wood and other building materials. The

U.K's open university design innovation group (DIG) found that online learning consumes upto 90 percent less energy compared to traditional sources.
5. Deforestation is a serious global issue. According to National Wildlife Foundation, 60 percent of school waste is paper. One ton of paper waste is equal to 16 large tress. Recycling ten tons of paper is equal to use of upto 100 barrels of crude oil. Online learning reduces paper use and recycling energy for the same as well.

Research findings on online Teaching and Environment

Sven Ake Bjorke (2011) Bjorke wrote an article on Education for sustainable development and concluded e-learning as an important way towards sustainable development. According to her," the quest for sustainable development requires a change in attitude , and inter cultural and global corporation. The combination of ICT and transformative pedagogy can be efficient tools for such change. Dennis Hung (2015) Hung wrote an article on "Unsung Environmental Benefits of Online Education" in 2015. Online learning is an excellent educational option that offers convenience, reduced cost and personalized experience. It is estimated that half of all student will take an online course at least one time during their lifetime.
Salman Zafar (2020) Zafar wrote an article in 2020 titled "Why Colleges Should go for Online Education To save the Environment". According to him, 'Climate Change has been established as an actual , factual event that is changing everyone's lives, and not for the better. Polar caps are melting the temperature of the entire earth is rising, and our oceans are filling with garbage. People across the world are responding in different ways, including reusing products and recycling others, but what about colleges and universities? What can they do to help the environment?' There are several ways that colleges can make a positive impact on the environment, but one of the best ways is to move towards online education.

Conclusion

In conclusion, accomplishment of SDGs by 2030 is feasible only if action at local level along with, national and global level is taken. In this regard, our colleges and universities can spread awareness through efficient teachers and motivating students participation environment friendly activities. Along with it, opting and promoting online teaching can be of great help as it benefits related to environment protection and sustainable development are already discussed. Benefits of going online for both the college and environment are many, the disadvantages few.

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NEED AND CHALLENGES OF INCLUSIVE EDUCATION IN INDIA

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ABSTRACT
Recognizing that general education teachers are the main service providers for teaching students with SEN in the inclusive setting, their attitude regarding IE contributes to its failure or success. However, there is a lack of evidence as to just how beneficial IE is for general and special education students. As a result, we are inclined to be of the opinion that more research needs to be done with respect to educator attitude regarding IE. The major implication taken from this study points to the vital role that administrators enact in molding teachers' attitude with respect to IE; surveying administrators' attitudes regarding IE may well be a worthwhile effort. Parents represent another influential stakeholder group wielding authority in relation to their children's educational experience; it may be of value to survey parental attitude regarding IE. Additional investigation into the correlation between administrative support and peer support in molding positive educator attitudes toward IE may result in useful information as well.

Keywords: *Inclusive Education, Teachers Attitude, Students' Benefits, Parents as Stake holders.*

Introduction

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, &Valenti, 2010; Alquraini& Gut, 2012).
The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It's also critically important that the adults are supported, too. This includes the regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders — and that *also* include parents.

Theoretical Background and Justification for Inclusive Education

Social scientists, researchers and educational practitioners among others aretime and time again making claims, explicitly and implicitly, about the nature and the*endpoints* of the changes that are needed and wanted. These endpoints would includeclassroom design, curricular adaptations, fully accessible physical environments,optimization of resources to support teaching staff, development of professionallearning communities sustained by ongoing continuous professional development,inclusive school related inclusive pedagogy and collaborative inquiry

(Carrington,Deppeler, & Moss, 2010). The theoreticalbackground and justification for IE as a social phenomenon is to a large extentdependent on the motivations and orientations that surround the subject of socialchange in a given society. In fact, the emergence of a biased viewpoint can only bethwarted if it is made explicit and is met head-on with analyses predicated onalternative perspectives. That having been said any purported justification for IEclearly must rest within the sphere of diversity appreciation and social justice.

Importance of Identifying Educators' Attitudes toward Inclusive Education

The issue of identifying educators' perceptions of and attitudes toward inclusiveeducation is important because of the assumption that successful implementation of IEprograms depends on educators being positive. Educators' perceptions and attitudeshave informed many studies over the past twenty years and have advanced our everincreasingscope of understanding regarding educational issues (Norwich, 2008;Scruggs &Mastropieri, 1996).

An impressive array of researchers, has sought to inform and enlighten thequestion of inclusion with respect to educators' impressions, attitudes andrecommendations (Devecchi, Dettori, Doveston, Sedgwick, &Jament, 2012; DiNuovo,2012; Ferri, 2008; Kanter, Damiani, &Ferri, 2014; Waitoller&Artiles, 2013). Generaland special education teachers have completed various surveys and questionnairesexpressing their opinions and attitudes toward several basic assumptions aboutinclusion of students with disabilities including the following: perceptions of selfefficacy,professional competence, teaching satisfaction and judgments of theappropriateness of classroom adaptations (Minke, Bear, Deemer, & Griffin, 1996).

The research basis for inclusive education

Inclusive education and inclusive classrooms are gaining steam because there is so much research-based evidence around the benefits.

Benefits for students

Simply put, both students with and without disabilities learn *more*. Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini& Gut, 2012).

For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies — both in grades and on standardized tests — better communication skills, and improved social skills and more friendships. More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behavior. This could be related to findings about attitude — they have a higher self-concept, they like school and their teachers more, and are more motivated around working and learning.

Their peers without disabilities also show more positive attitudes in these same areas when in inclusive classrooms. They make greater academic gains in reading and math. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities. One of these is when they serve as peer-coaches. By learning how to help another student, their own performance improves. Another is that as teachers take into greater consideration their diverse SWD learners, they provide instruction in a wider range of learning modalities (visual, auditory, and kinesthetic), which benefits their regular ed students as well.

Researchers often explore concerns and potential pitfalls that might make instruction less effective in inclusion classrooms (Bui et al., 2010; Dupois et al., 2006). But findings show this is not the case. Neither instructional time nor how much time students are engaged differs between inclusive and non-inclusive classrooms. In fact, in many instances, regular ed students report little to no awareness that there even are students with disabilities in their classes. When they *are* aware, they demonstrate more acceptance and tolerance for SWD when they all experience an inclusive education together.

Benefits of Inclusion for Students withSpecial Needs

The benefits of inclusion for students with SEN areas follows:

• Spending the school day alongside classmateswho do not have disabilities provides manyopportunities for social interaction that wouldnot be available in segregated settings.

• Children with SEN have appropriate modelsof behaviour. They can observe and imitate the socially acceptable behaviour of thestudents without SEN.

• Teachers often develop higher standards ofperformance for students with SEN.

• Both general and special educators in inclusivesettings expect appropriate conduct from allstudents.

• Students with SEN are taught age-appropriate,functional components of academic content,which may never be part of the curriculum insegregated settings (for example, the sciences,social studies, etc.).

Benefits of Inclusion for Students withoutSEN

The benefits of inclusion for students without SENare as follows:

• Students without SEN have a variety ofopportunities for interacting with peers oftheir own age who experience SEN, in inclusiveschool settings.

• They may serve as peer tutors duringinstructional activities.

• They may play the role of a special "buddy"for the children with SEN during lunch, in thebus, or on the playground.

• Children without SEN can learn a good dealabout tolerance, individual difference, andhuman exceptionality by interacting with thosewith SEN.

• Children without SEN can learn that studentswith SEN have many positive characteristicsand abilities.

• Children without SEN have the chance to learnabout many of the human service professions,such as, special education, speech therapy,physical therapy, recreational therapy, andvocational rehabilitation. For some, exposureto these areas may lead their making a careerin any of these areas later on.

Inclusive Classroom Strategies

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral or negative attitudes about inclusive education (de Boer, Pijl, &Minnaert, 2011). It turns out that much of this is because they do not feel they are very knowledgeable, competent, or confident about how to educate SWD. However, similar to parents, teachers with more experience — and, in the case of teachers, more training with inclusive education — were significantly more positive about it. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for SWD; but positive attitudes toward inclusion are also among the most important for creating an inclusive classroom that works (Savage &Erten, 2015).

1. **Use a variety of instructional formats**

Start with whole-group instruction and transition to flexible groupings which could be small groups, stations/centers, and paired learning. With regard to the whole group, using technology such as interactive whiteboards is related to high student engagement. Regarding flexible groupings: for younger students, these are often teacher-led but for older students, they can be student-led with teacher monitoring. Peer-supported learning can be very effective and engaging and take the form of pair-work, cooperative grouping, peer tutoring, and student-led demonstrations.

2. **Ensure access to academic curricular content**

All students need the opportunity to have learning experiences in line with the same learning goals. This will necessitate thinking about what supports individual SWDs need, but overall strategies are making sure all students hear instructions, that they do indeed start activities, that all students participate in large group instruction, and that students transition in and out of the classroom at the same time. For this latter point, not only will it keep students on track with the lessons, their non-SWD peers do not see them leaving or entering in the middle of lessons, which can really highlight their differences.

3. **Apply universal design for learning**

These are methods that are varied and that support many learners' needs. They include multiple ways of representing content to students and for students to represent learning back, such as modeling, images, objectives and manipulative, graphic organizers, oral and written responses, and technology. These can also be adapted as modifications for SWDs where they have large print, use headphones, are allowed to have a peer write their dictated response, draw a picture instead, use calculators, or just have extra time. Think too about the power of project-based and inquiry learning where students individually or collectively investigate an experience.

The Study

The purpose of this study was to identify whether Inclusive Education gives a positive experience socially and academically for students with and without disabilities. Also the paper aims to find whether Students with disabilities can be best served in the special education classroom or general education classroom. The study was conducted during the first semester of Academic year 2019-20 for a sample size of 50 people which included general educator, special educator, School office staff, school psychologists and speech language Therapist. Educators' attitudes and training toward the inclusion of students with various disabilities into general education classroom settings were also studied.

Research Questions

The central questions of the study are:

1. Has Inclusive Education been a positive experience socially and academicallyfor students with and without disabilities?
2. General education teachers at my school have been adequately provided with enough training, experiences and supports in order to include students with disabilities in the general education classroom?

3. Students with disabilities can be best served in the special education classroom or general education classroom?

Method

To find the results, quantitative technique such as mean was used and data has been represented in the form of pie chart and bar graph.

Participants

An invitation was extended to the entire cadre of educators which included personnel from the preschool level through middle school. The term *educator* in this study included the following: general and special education teachers, school psychologists, speech language therapists and school office staff. A total of 50 educators completed the online survey. The breakdown for number of participants from each role group can be seen in the below presented graph.

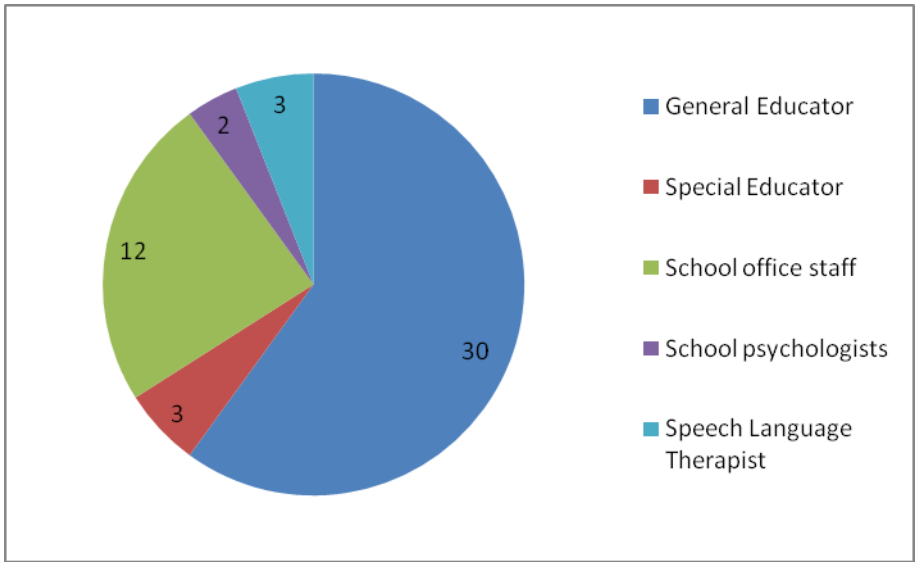

Figure 1: The breakdown for number of participants from each role group.

Data Analysis

A mixed-method research design was utilized to investigate educators' attitudes regarding IE practices in the school. This methodology is compatible with two-phase studies in which a qualitative phase follows a quantitative phase (Creswell, 2009).

The data were gathered from the online survey and were entered into three sections.
Part A identified the educator role of participants.
Part B was comprised of appropriate Likert scale responses (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree) based on individual responses.
Part C consisted of the written answers to the two open-ended online survey questions based on individual responses for all participants.

Findings

The findings of this study are presented in line with the 9 Likert scale online survey questions, the 2 open-ended online survey questions.

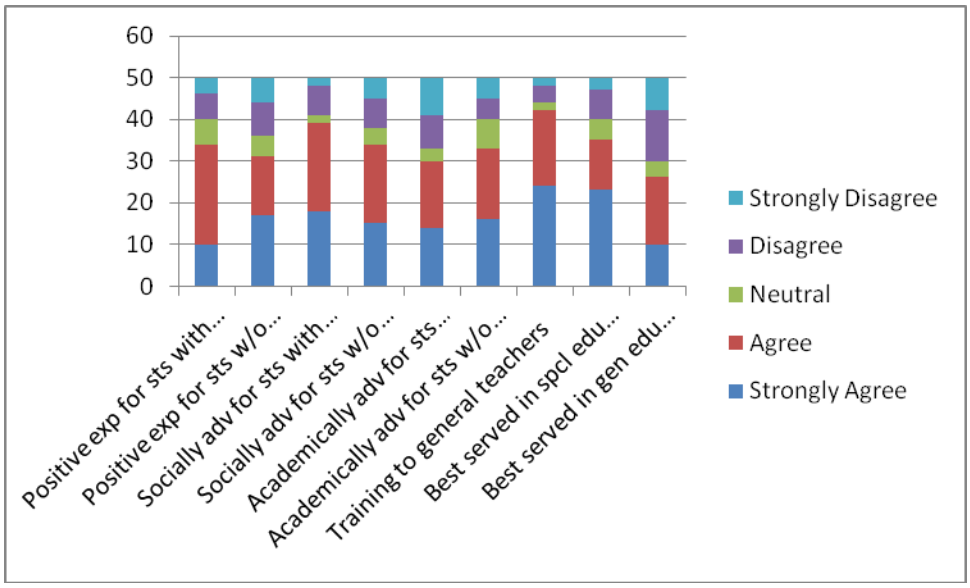

Figure 2: Online Survey Questions with 5 scale rating.

General Attitudes

Interestingly, the findings suggest that there is agreement in opinion among educator role groups in relation to their attitudes regarding IE. However, the range of percentages based on educator role group, regarding the question of IE as a positive experience for students with disabilities, ranged from a high of 60.8% as reported by school psychologists, speech language therapists, school office staff, and special education office staff, to a low of 45.0% as reported by special education teachers.

Challenges

The following quotations were provided by participants supporting the findings focusing on challenges with IE:

- A special education teacher said: *"time, money, resources/staff, differentiation of instruction and documentation/paperwork* are major challenges."
- A general education teacher expressed the following: *"The class sizes are already too large. Teachers simply cannot handle more students, let alone students with special needs."*
- Another general education teacher said: *"Class size is also an issue. It is challenging enough to differentiate in a classroom with 29 or more students."*
- Similarly yet another general education teacher lamented: *'Teachers are not given specific goals or training to deal with specific disabilities.*
- A school psychologist asserted: "*The problem is lack of experts to support the teachers with a plan to manage and improve the specific disability. The problem can be very severe and require intense clinical level interventions."*

Recommendations

With respect to training, participants recommended they be provided more opportunities to observe effective instruction in inclusive classroom settings, especially for general education teachers. Participants also recommended more and better collaboration, planning and communication, all of which require greater allocations of time and money. The recommendation was also made for smaller class sizes and more differentiation of instruction in inclusive classroom settings. In other words, the following strategies are recommended.

1. More money allocation for supports and resources
2. More time allotted for training, collaboration, planning and communication
3. More opportunities to observe effective instruction in inclusive classrooms
4. Training opportunities focusing on specific disability categories
5. Training opportunities focusing on differentiation of instruction
6. More and better opportunities for collaboration, planning and communication
7. More availability of special education specialists
8. Smaller class size
9. More and better parent communication

Limitations

The participants in the research survey were a sample of educators including general education teachers, special education teachers, speech language therapists, school office staff, and psychologist employed by the school. This has limited the ability to generalize results to other educators which include site administrators, paraprofessionals, physical and occupational therapists and certified non-teaching staff.

Another significant limitation of this study is the relatively small sample size. A larger sample size would have resulted in more significant findings.

Conclusion and Implications

Recognizing that general education teachers are the main service providers for teaching students with SEN in the inclusive setting, their attitude regarding IE contributes to its failure or success. There appears to be a normative shift in the attitudes and perceptions of both general education and special education teachers with respect to their attitudes regarding just how they view inclusive education for both students with and without disabilities. However, there is a lack of evidence as to just how beneficial IE is for general and special education students. As a result, we are inclined to be of the opinion that more research needs to be done with respect to educator attitude regarding IE.

Another major implication taken from this study points to the vital role that administrators enact in molding teachers' attitude with respect to IE; surveying administrators' attitudes regarding IE may well be a worthwhile effort. Parents represent another influential stakeholder group wielding authority in relation to their children's educational experience; it may be of value to survey parental attitude regarding IE. Additional investigation into the correlation between administrative support and peer support in molding positive educator attitudes toward IE may result in useful information as well.

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A STUDY ON THE EFFECT OF REFLECTIVE JOURNALS BY TRAINEE TEACHERS ON THEIR PROFESSIONAL SKILLS

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ABSTRACT

The teacher training and especially the training/internship or school experience programme provides the forthcoming teacher with the required exposure, experience and sensitization, towards his goal, yet the goal of any teacher preparation should be that these teachers develop skills and attitudes required for their lifelong journey as a teacher. This can only be achieved if the teacher instead of relying on their mentors, experts and authority only begin taking responsibility of their own learning. This can only be achieved if they continuously evaluate their experiences, experiments, attitudes, skills, practises and feedbacks on their strengths and weaknesses. Every new limitation should act as an opportunity for learning. This process of self-examination and evaluation is called reflective teaching. This study focuses on the use of reflective journals and their re-reflection on their reflections done during various phases of school experience programme. The findings of the study show that although students liked this activity yet they need more orientation and practise with regard to writing and reflecting on their observations. The students find the activity useful; learning centred and exposed them to different aspects of teaching and school. Reflecting on their previous reflections helped them to identify their strengths, weaknesses of their own experiences and helps them to find new and innovative approach to various instances of teaching.

Keywords: *Reflective Journals, Trainee Teachers, Professional Skills, PSE.*

Introduction

According to Kothari commission, "A teacher is a many talented task master. He is an artist, negotiator, master, strategist, planner, problem solver, guide, motivator, friend and parent to a child. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skilful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country". Hence it requires great deal of effort, competence and professionalism to prepare, nurture and develop a professional teacher. The process is continuous and un-ending and continues to takes place even after a teacher has become a full –fledged teacher. NCTE (1998) in quality concerns in secondary teacher education, has said"the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.‖ teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher education = teaching skills + pedagogical theory + professional skills".

What is reflection?

According to Jack Richards, reflection or "critical reflection, refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader

purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action". (Richard 1990). Bartlett (1990) says that 'to be reflective teacher one has to continually questions just not the how of things but more importantly "why" of the things. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life'. (Bartlett, 1990. 267). Reflective practice is now commonly used in both pre-service and in-service teacher preparation programme. The different techniques being used for carrying out reflection includes:

1. Writing journals
2. Dialogues
3. Feedback and discussions
4. Peer reflections
5. Audio and video recordings
6. Writing blogs and using social media platforms

This study focuses on the use of reflective journals and their re-reflection on their reflections done during various phases of school experience programme. The University after reframing of its curriculum for B.Ed course , rescheduled the duration of B.Ed course to 2-years and subsequently the focused shifted to more quality training of the prospective teachers. As part of this effort reflective journal writing is especially being introduced in the Preliminary School Experience programme in all the semesters. The importance given to reflective journal writing especially by the trainee teachers during their school training impels the researcher to study the effect of this exercise on the journey of a graduate student to a professional teacher. The research focuses on the following questions as part of the process to study the effect of journal writing on the student teachers:

Research Questions :

(a) What are the types of reflection written by teacher trainees in their journal writing?
(b) What are the common observations of the trainees? And
(c) What are the trainee teachers' perceptions and understandings of reflective journal writing?

JOURNAL WRITTING AS A TECHNIQUE OF SELF REFLECTION:

The recording and analysis of the events and processes and analysing the cause effect relationship in order to develop and promote reflective thinking is called as reflective journal writing. In education, all changes of value require new skills, behaviour, beliefs, and understanding. Reflections for implemented or observed lessons reflective practice involves what the teacher does before entering the classroom, while in the classroom, and retrospectively after leaving the classroom. In this program, the B.Ed teachers were asked to maintain and record all their experiences, and observations of their B.Ed journey. The students documented their whole journey from the stage when they were just have to observe school and its academic and non academic aspects to the stage where they themselves were teaching in the real classroom and dealing with the school as a full time teacher but with limited access and privileges and in topics of interest to them. Teacher candidates share entries of their choice with others during the class discussion sessions. Reflective journaling reflective journaling is a process of recording and analyzing events in a prescribed manner to foster reflective thinking. The journaling process may be formal or informal.

In this program, the B.Ed teachers were asked to maintain and record all their experiences, and observations of their B.Ed journey. The students documented their whole journey from the stage when they were just have to observe school and its academic and non academic aspects to the stage where they themselves were teaching in the real classroom and dealing with the school as a full time teacher but with limited access and privileges and in topics of interest to them. Teacher candidates share entries of their choice with others during the class discussion sessions. The student teachers were specifically asked to reflect authentically during their observations. like in other aspects of learning, all new changes require critical thinking, change in value systems, new skills, beliefs and understanding Reflections for implemented or observed lessons reflective practice involves what the teacher does before entering the classroom, while in the classroom, and retrospectively after leaving the classroom

Review of literature:

Most of the research involving journal writing has been qualitative in nature, with the journal entries analyzed for trends. Davies [3] found that in the process of journal writing, students moved from being passive to active learners during their clinical debriefing sessions. Students would come to debriefing sessions with problems or clinical issues partially solved and look to the debriefing sessions for further input and validation. Sedlack, who found that journal writing aided in placing responsibility with the student for active engagement and self-directed learning, also reported this type of paradigm shift. In addition, the students' self-confidence increased because the journals enabled them to identify their own lack of motivation.

Recently, Williams and Wessel used reflective journals with physical therapy students studying chronic musculoskeletal conditions to obtain feedback regarding their learning. Students moved through a “fix-it” mentality to a more client-centred disability focus. Over the course of the 8 weeks, interactions with patients changed students' attitudes and increased students' knowledge about chronic disease.

In another qualitative study, Ritchie reported that after completing 7 weeks of weekly journal entries, physical therapy students were provided with many opportunities for both the student and faculty member to give feedback, ask questions, and offer ideas for further reflection. In addition, bonds of trust were formed, not only between the student and faculty member, but among the students themselves as they learned to begin to trust themselves and the decisions they made. Last, students valued being able to ask the faculty member questions and receive validation without exposing their own perceived weaknesses to their peers.

Research using reflective journals include the use of journals for teaching or training purposes. Various studies on the use of journals in teaching students particular content or skills show the positive potential of using journals (Arredondo and Rucinski, 1994; Bray and Harsch, 1996; Cothern, 1991, Mcnamara and Deane, 1995; Smith and Pape, 1990; sparks-langer, simmons, pasch, colton and starko, 1990; among others).

For instance, Bray and Harsch (1996) used a reflection or review journal with their japanese students whereby the students were asked to write down their thoughts about the class lesson. The students filled in their entries onto a worksheet, which had specific, guiding questions to help them recall on what they did, what new vocabulary they learned, and what was difficult for them in the lesson. The benefits of the journal were for both teacher and the students. The teacher found it to be a useful tool for corrective feedback, to evaluate students' progress, to improve rapport with students, and as a means of conducting action research. The learners

became more aware of their role as language learners and were able to play a more active, autonomous part in developing their language learning skills (nunan, 1988).

A study by arredondo and rucinscki (1994) incorporated reflective journals in a workshop approach for graduate and undergraduate education students at university. One of the strategies used in the workshop approach was journal writing. A total of 69 students in five classes participated in the study. The findings indicated that students had used metacognitive thinking and that the journals helped foster thinking in-depth about what and how they learned or did not learn in the lessons. Students were highly involved in their reflecting and were aware of the motivational aspects of the approach.

Studies on the use of journal writing involving reflection are not many, but those that do focus on journals found various positive effects that were of considerable potential for teacher development. Hammrich (1990) examined the differences between expert and novice teacher journal writing and found that expert teachers had more comments about the underlying elements of a lesson and the principles of instruction. Their journal entries also showed that they drew upon a richer prior knowledge base when they reflected on their lesson and teaching. The study suggested that reflective and critical self-analysis of teaching might be difficult for trainee teachers who have had little experience in the classroom. The implication to using journals as a tool in teacher education was that novice teachers should be prepared and assisted in how to reflect on their teaching.

Cook et al. (1989) investigated the effect of training in reflection on the pedagogical thinking of preservice teachers. One group was trained to conduct systematic and structured thinking on reflection whereas the other group engaged in reflection without any particular guided approach or strategy. The taxonomy of teacher reflective thinking rating scale was used as pretest and postest measurements. Results, however, showed that the training alone did not cause any gain in the post-test. The structured reflective training did not seem to have a significant effect on changing the trainee teachers' pedagogical thinking.

Hatton and smith (1995) conducted research on the use of reflective journals by 60 teacher education students (1991 and 1992 cohorts) at the University of Sydney. The study examined the effect of structured strategies and tasks students were exposed to during two coursework in the teacher education program. The coursework contained tasks and activities which could assist the student teachers with their reflection. The study investigated the types and patterns of student reflection, the fundamental nature of reflection, whether the nature of the data or evidence is affected by the types of reflection and in particular, which strategies in the courses facilitated reflection. The study cited a number of related studies that examined the effectiveness of different approaches to foster reflection in teacher education.

Reflection in the study was defined as "deliberate thinking about action with a view to its improvement" (hatton and smith, 1995, p.8). The study identified four types of reflective writing: (a) descriptive writing, (b) descriptive reflection, (c) dialogic reflection, and (d) critical reflection. The first type is described as mere reporting of events or literature and is not considered reflective. The second type refers to writing which contains some form of rationale or reasons based on some evaluation or judgement. The third form is defined as writing that reflects a dialogue with the self and shows evidence of the attempt to explore possible reasons. It suggests a form of thinking aloud on paper. The fourth form is writing which involves providing reasons or justifying for "decisions or events…takes account of the broader historical, social and/or political contexts." (hatton and smith, 1995, p. 9).

The study found that 60 to 70 per cent of the journal writings belonged to the descriptive reflection type. The last form, critical reflection, was found to be present only in eight reports of the two cohorts of student teachers. Dialogic reflection was found to be the highest in the 1992 cohort making up 30 per cent. Another finding was that there were over-lapping types or embedded forms of reflection in the journals. For example, a student might begin with a descriptive type of reflection which later evolved into a dialogic reflection. According to the researchers, the descriptive phase acted as a preliminary attempt to establish context for what had taken place and as a starting point to set the writer's stance for a tentative, further exploration of ideas and reasons. The study also found the strategy of using so-called 'critical friend' dyads as a significant strategy that assisted students' reflective writing. The strategy allowed a student to talk, question, and discuss ideas openly in planning, implementing and evaluating one's teaching. The students in the study significantly drew upon the experience of a 'critical friend' dyad which facilitated their reflection. The study was an example of schon's idea of 'reflection-on-action' in that deliberation on ideas and actions were conducted after the events have taken place. This finding was also supported in a study by kettle and sellers (1996) who found that third year teacher trainees reflection was facilitated through the use of peer reflective groups.

Gilmore (1996) conducted research on the conceptions of written journals of six lecturers who taught a teacher education course at christchurch college of education, new zealand. The course required student teachers to keep a journal as a form of fostering reflection. The lecturers were asked the following questions in a half-hour interview (gilmore, 1996, p. 3):

- What do you consider a journal to be?
- Have you ever undertaken a journal?
- What do you see as the role of journaling in teacher education?
- How do you implement journal keeping with your class?
- How do you go about evaluating your journals?

The overall results of the study showed that a majority of the lecturers concurred that journaling enabled the learners to research their own learning and practice. In addition, a salient point was that the journals revealed what and how trainee students have learnt and they enabled the students to connect theory to practice. Few studies, other than that conducted by hatton and smith (1995), examined the types of reflection and strategies used by trainee teachers when they wrote to reflect on their teaching. Therefore, the study we conducted on trainee teachers investigated the nature of the trainee teachers' journal writing and examined their perception of journal as used in teaching practice.

A survey conducted on the conception, perception, and practice of reflective thinking of 108 trainee teachers in the diploma of education program and 133 trainee teachers from the bachelor of education program found that there is a weak understanding of the practice of reflection among the students (rahman, mohd jelas, and osman, 1999). In addition, the practice of reflective thinking was found to be minimal and the students had inadequate exposure on reflective thinking. The results also showed a positive linear relationship between factors such as knowledge, perception and the roles of teaching practice supervisors and the practice of reflective thinking. The study suggested explicit awareness-raising of what, how, and when reflection should be conducted prior to teaching practice; providing clear guidelines and structured tasks to student teachers, and emphasising the active participation and crucial roles of the practicum supervisors in encouraging students to reflect on teaching.

Background of the study:

The study on the use of reflective journals in teaching practice was conducted involving 95students (90female;5 male) who underwent teaching practice in schools in East Delhi. The students comprised those who were in the bachelor of education program (14 students) of the college of education. The students who enrolled in the two -year bachelors or degree program had little or no teaching experience before joining the program. Within the two programs, the students' areas of specialisation ranged from science, mathematics, English, Hindi and Sanskrit . The students as part of their school practicum were supposed to record and reflect on their experiences in schools. But in their final (IV)semester the student teachers have to reflect on their own reflections and understand how their reflections led to change in their teaching and teaching behaviour. The study has focussed on this aspect of their journal writing whereby the researcher analysed the process of re-reflection as done by student teachers.

Method used by the researcher to carry out the re-reflection process:

1. All the student teachers were asked to restudy and review their previos journals which they have prepared in their I.II and IIIsemesters
2 the students then have to analyse their strengths and weaknesses, challenges that they faced during their practise teaching
3 the students were then grouped in their respective school groups to discuss common observations, learning , incidents and events
4. The students identified their strengths, and weaknesses, and how they converted their challenges into opportunities.

Tools used for the study:

1. Open discussions with the student groups
2. Ppt. Presentation by the students on their reflections
3. An open ended Quessitionaire for the student teacher(constructed on the basis of Richards and Lockhart guidelines)

Major findings and results of the study:

1. Almost 70% reflections were descriptive in nature ,20% attempted to analyse their results but they can only identify their strengths and weaknesses. Only 10% of the students were able to critically reflect on their experiences

In their description of the reflections the focus was on the teaching methods (lecture), lack of innovation in teaching, use of teaching aids and classroom management. Lack of facilities for the students was also nan area of concern for the teachers. The study of these entries suggests that students were merely observing and documenting their regular day to day experiences. They can identify the problems and using them to defend their teaching styles.

It was also found that during discussions with their peers and teachers students were more forthcoming with their reflections and were able to identify their own weeknesses and strengths

In the findings of the students with the critical reflections students not only analysed their reflections but were able to identify the causes and for the same and came out with workable solutions.

Findings on the teachers perception and understanding of reflective journal writing:

90% of the students responded that initially they were very sceptical about this task but gradually they started liking this activity and consequently it helped them to understand their professions in a much better way. During the discussion with the students it was revealed that the writing of the journal helped them to understand and evaluate their teaching. Only 10% felt that they do not like to write the journal and it seems to them wastage of time and resources.

In response to the questions to identify the areas where journal writing help them identify and in some cases improve their experience included:

- Classroom management
- Teaching –learning pedagogy
- Application of theoretical principles in teaching
- Increase in their patient handling of children
- Re evaluating their own teaching and solving their own problems
- Evaluating their approach to the diverse needs of their students,
- Improving themselves as a teacher,
- Understanding of the teaching and learning process and the curriculum, and
- Identifying the characteristics of a good, interesting, creative, and effective teacher.

On the question with respect to the response to the process of reflecting on their own reflection, the student teachers responded that this exercise helped them to relook and revaluate their journey and understand teaching profession in a better way. When asked to summarise their experiences and opinion on journal writing, 77 per cent of the students' responses had the following common themes.

1. Helps in the evaluation of teaching methods used -- to determine which is suitable.
2. Assists teachers in identifying their strengths and weaknesses in the process of developing as a teacher.
3. Trains the mind to think before, during and after the teaching and learning process.
4. Helps in identifying problems and solutions related to teaching.
5. Facilitates the process of identifying interesting teaching techniques and activities which could attract students' attention and motivate learning.
   The remainder of the students did not respond to the question.

Conclusion and Implications of the study:

The findings of the study show that although students liked this activity yet they need more orientation and practise with regard to writing and reflecting on their observations. The students find the activity useful; learning centred and exposed them to different aspects of teaching and school. Reflecting on their previous reflections helped them to identify their strengths, weaknesses of their own experiences and helps them to find new and innovative approach to various instances of teaching. In conclusion, it can be said that journal writing is a useful exercise for teacher development. Moreover, revisiting their initial reflections gave them more insight into their own practises and make them more responsible towards their own learning.

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EFFECT OF LEARNING OUTSIDE THE CLASSROOM (LOtC) AND ADDIE MODEL ON STUDENT-OUTCOMES

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ABSTRACT

The primary aim of the study is to investigate the effect of Learning Outside the Classroom (LOtC) on the academic achievement of students. For this, an instructional programme based on ADDIE model was developed for the students of class Eighth for two weeks. The aim of the research was to investigate whether LOtC based instruction facilitates the academic achievement of students. Structured tools were used in study. The participants of the study included 46 and 33 students in the experimental and control groups respectively. For data collection procedure, achievement tests were used. For data analysis, researcher has used t-test and ANCOVA and to see the effectiveness of the proposed programme, wolf's formula was used. The results indicated that the proposed approach promoted the students' academic achievement in English language learning. The effect size of the intervention programme on academic achievement of students was found to be 0.31 which is low in magnitude.

Keywords: *Learning Outside the classroom (LOtC), Academic Achievement, ADDIE Model*

Introduction

Learning outside the classroom is linked to theoretical model of Outward-Bound Process Model", sometimes referred to as the "Walsh and Golins Model" (Cummings, 2009). Language learning can co-occur inside and outside the classroom and not only this but language learning outside the classroom also offers challenges and opportunities that are not available inside the classroom (Choi & Nunan, 2018). *Language learning beyond the classroom* provides two dimensions for language learning in inside and outside the classrooms under the aegis of rapid development of online media, communications technologies and opportunities for travel and language learning beyond the classroom is in many cases an extension of classroom learning also (Reinders & Benson, 2017).

Instructional design is the formal process of creating an effective instructional solution based on how people learn and how best to instruct people to produce authentic, well-organized and engaging materials to solve a training problem (Twilley, 2014). The ADDIE Model is one of the most widely used instructional systems models used to create and assess potential educational programs (McGriff, 2000).The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

Rationale of the Study

Access to education of poor quality is tantamount to no education at all [There is] if the quality of the education is so poor that the child will not become literate or numerate, or will fail to acquire critical life skills. Currently in South Asia, one in three children who reach Grade 4 are able to read basic texts. Millions of children, who have completed primary education, have not mastered the foundational skills of basic numeracy and literacy."*Quality education, which is essential to real learning and human development, is influenced by factors both inside and outside the classroom, from the availability of proper supplies to the nature of a child's home environment. Improvements in the quality of teaching can reduce dropout rates and ensure better retention and transitions from early childhood learning into primary and secondary education*"(UNICEF). This statement by UNICEF about quality education and its factors is the motivation for me to do this research.

It's a general consensus that in our country we are producing much more degree holders than the actual competent youth and it is because there is a wide gap between the theoretical knowledge we get in our schools and what really, we need practically. My current research "**Effect of Learning Outside the Classroom (LOtC) and ADDIE Model on Student-Outcomes"** is an attempt to see if this method (LOtC) is able to fill the wide gap of theoretical knowledge and practical use. The context of this study is delimited to secondary school particularly, class VIII.

Review of Related Literature Learning Outside the Classroom and Academic Achievement

LOtC outlines theory and practice (UNESCO; a programme run in UK; educational council, New Zealand) that will enable and encourage teachers (Thorburn &Allison, 2010; Mckenzie, 2003) to systematically and progressively incorporate meaningful outdoor learning opportunities into their daily teaching activities in a wide variety of environments and with diverse populations of pupils (Foran, 2006). While LOTC addresses the needs of today's children (Neilson et al., 2016) in terms of their social and personal development, academic achievement and physical activity (PA) (Becker et al. 2017); it also consistently emphasized the function of language and linguistic concepts in children's larger conceptual and social lives and, conversely, how children's emerging understanding of the function of linguistic symbols in larger conceptual and social structures makes language acquisition possible in the first place (Tomasello, 2002 as cited by Twilley, 2014). In recent years, the implementation of LOtC (learning outside the classroom) or outdoor learning has been frequently discussed. Some of the research has proved the advantages of LOtC, and its benefits for the students' learning performance (Choi & Nunan; Benson, 2015). However, several studies have indicated the importance of providing multimedia and proper learning guidance for supporting and bridging the in-class and out-of-class activities (Hwang & Lai, 2017; Al-Zahrani, 2015). In order to achieve the purpose of this study, Learning Outside the Classroom (LOtC) based learning approach was proposed for students to learn English language. In this learning mode, students can read English lessons in an interactive mode while they are talking to their classmates, in school corridors, in garden and take away these learning experiences to home or everywhere they go or live.

An instructional design model provides guidelines to organize appropriate pedagogical scenarios to achieve instructional goals. Instructional design can be defined as the practice of creating instructional experiences to help facilitate learning most effectively. Driscoll &Carliner (2005) states that "design is more than a process; that process, and resulting product, represent a framework of thinking" (p. 9). Instructional design models describe how to conduct the various steps. These steps involve instructional design process. The models help trainers and educators to guide and plan overall process. Branch &Kopcha say that "instructional design is intended to be

an iterative process of planning outcomes, selecting effective strategies for teaching and learning, choosing relevant technologies, identifying educational media and measuring performance" (p.77). One particular aspect of the instructional systems field is the very common reference by practitioners to the "ADDIE Model" coupled with seemingly uncertain parentage of that model. As Allen (2006) says, "Although there are many system models, almost all are based on generic analysis, design, develop, implement, and evaluate (ADDIE) model that evolved from instructional system research following World War II". (Reinbold (2013) asserts about the wide variety of uses of The ADDIE model, especially in projects requiring ongoing assessment and evaluation to demonstrate progression on instructional goals. On the other hand, Peterson (2003) says that one should not need to be an instructional designer to use this model, only by using the model with lesson plans, in the development of learning objectives and course goals, one will be able to improve that course too. Nichols Hess, A., & Greer, K. (2016);Reinbold (2013) described using ADDIE to redesign three four-hour sessions embedded into an evidence-based medicine course for first-year medical students. This iterative process allowed librarians to "demonstrate both measurable results and meaningful impact in their role as educators".

Significance of the Study

This quasi-experimental research study aimed to investigate ways to help instructors get the best use of Learning Outside the Classroom (LOtC) and improve learning outcomes. Specifically, this quantitative research intended to testify if LOtC embedded through (an instructional design model, the ADDIE Model), can effectively improve students' academic achievement and anxiety level in English language learning. In addition, this research also investigates if there is relationship between learners' academic achievement and anxiety level in English language learning.

Operationalised Definitions

- ***LOtC:*** Learning Outside the Classroom (LOtC) is a method of teaching and learning which expands outside the walls of classroom and other than the room of our benches.

- ***ADDIE Model:*** ADDIE is an acronym referring to the major processes that comprise the generic ISD process: Analyze, Design, Develop, Implement, and Evaluate.

- ***Academic Achievement:*** Academic Achievement is the extent to which a student, teacher or institution has achieved their short or long term educational goals.

Scope and Delimitations of the Study

In the present study, Hindi medium schools from West Delhi affiliated to the CBSE board have been included. It excludes schools with other media of instruction such as English, Panjabi, Urdu, etc. The present study includes eighth standard students from Hindi medium schools situated in West Delhi. Students from other primary and secondary classes have been excluded. It also excludes schools affiliated to ICSE or the state board/boards. The present research studies the effect of LOtC with the help of ADDIE Model-based instructions on students. It has adopted the quantitative approach to the study rather than the qualitative approach.

Aims of the Study

1. To develop ADDIE model based instructional programme for 8th standard students.

2. To ascertain the effectiveness of the treatment to learning on the Academic Achievement of students.

Objectives of the study

1. To compare the pre-test scores of experimental and control groups on Academic Achievement.
2. To compare the post-test scores of experimental andcontrol groups on Academic Achievement.
3. To ascertain the effect of the treatment on students on their Academic Achievement.

Research Hypotheses of the Study

Following were the research hypotheses of the study:

1. There is significant difference between experimental and control groups on the pre-test scores of the Academic Achievement
2. There is a significant difference between experimental and control groups on the post-test scores of the Academic Achievement
3. There is a significant interactive effect of the treatment and learning approaches on the Academic Achievement.

Null Hypotheses of the Study

Following were the null hypotheses of the study:

1. There is no significant difference between experimental and control groups on the pre-test scores of the Academic Achievement
2. There is no significant difference between experimental and control groups on the post- test scores of the Academic Achievement.
3. There is no significant interactive effect of the treatment and learning approaches on the Academic Achievement.

METHODOLOGY OF THE PRESENT STUDY

The study has adopted the quasi- experimental method. In the present research, the quasi-experimental design of the pre- test post-test, non-equivalent group type was used. It can be described as follows:

The pre-test-post-test non-equivalent groups design: O1 X O2 O3 C O4

Where, O1 and O3: Pre-test Scores & O2 and O4: Post- test Scores ;X: Experimental Group & C: Control Group

Sample of the Study

In the present study, the sample has been selected consisting of one intact class each of standard eighth from two different schools situated in the West Delhi. The experimental and the control groups included 46 and 33 students respectively. Sampling was done ate three levels: at the first stage, simple random sampling technique was used for selecting the schools (lottery method). At the second stage, the selected schools were assigned to the experimental and control group using simple random sampling technique (tossing of a coin). At the third stage, intact classes were used for selection of the students due to reasons beyond the researcher's control. Hence, at this stage, incidental sampling was used.

Tool of the Study

This study used two kind of tools as follows:

(i) Academic achievement tests *for data collection.*

(ii) Lessons plans developed by the researcher (Suchita, 2019) *for intervention*.

Intervention Programme

The duration of the intervention programme is two weeks. The control group was taught using the traditional method. The experimental group was taught using intervention programme. The teaching units were selected from the syllabus prescribed for the schools affiliated to the CBSE board for class Eighth. researcher has developed lesson plans to be delivered in class VIII (for Nishtha Group) for experimental group. The lessons were planned to teach prose, poetry and grammar topics as per ADDIE Model. These lessons were carefully planned to use in inside and outside of the classroom.

ADDIE Model: The ADDIE model is process of instructional system design and was developed by B. Seel and Z. Glasgow. This model takes the initial letter from each of the five components: Analysis, Design, Development, Implementation and Evaluation. Each of the step is presented below: 1) Analysis (A): This phase is the first step in ADDIE model. It is the process of defining what is to be learned and has 3 steps: Needs analysis, Task analysis and Instructional analysis. 2) Design (D): This phase is a process which leads to the goals and is driven by a search for the answers to the following questions: "What instructional strategy will achieve the objectives?", "What are the objectives?", "How will we know if the objectives are met?" 3) Development (D): The process of authoring and producing the materials by the implementation or development of media according to the result of analysis. The questions are as follows: "What will the materials say?", "How will the materials look and sound?", "Do students meet quality standards?", "Do students learn from the media?" and "How do we improve media?" 4) Implement (I): It is the process of installing media and using media among the target audience. 5) Evaluation (E): This phase is the process of determining the impact of the instruction and evaluating the media used in bringing outcomes in order to improve the quality of this media.

TECHNIQUES OF DATA ANALYSIS

The present research used statistical techniques of ANCOVA and Wolf's formula.

Data Analyses

Null Hypothesis 1: There is no significant effect of intervention programme on academic achievement of students. This hypothesis was tested using ANCOVA in which the pre-test scores of students is controlled. The following tables show the relevant statistics of academic achievement of students after intervention:

Group	Observed Mean	Adjusted Mean
CG	8.39	8.42
EG	10.54	10.51

Table 1: Adjusted mean of the scores after treatment

Table 2 shows the ANCOVA of academic achievement of students by intervention programme after partialling out the effect of the pre-test of students.

Source of Variation	SS	df	MS	F	P
Adjusted A	78.02	1	78.02	11.8	<.0009
Adjusted B	502.41	76	6.61		
Adjusted A*B	580.43	77			

Table 2: The relevant statistics of ANCOVA for post-test mean AAS of EG and CG

Computation of the Magnitude of the Effect Size

Wolf's formula was used for finding the effectiveness of the treatment on dependent variable, viz, academic achievement.

Variable	Effect Size	Interpretation of Effect Size
AAS	0.31	Low Effect

Table 3: Effect size of treatment on the dependent variable

The preceding table shows that (a) the F-ratio for intervention programme is significant at <0.0009. Hence it may be concluded that the Mean Score on AAS of the experimental group is significantly greater than that of the control group. (b) the magnitude of the effect size of the treatment is low. It also needs to be mentioned that the treatment had a relatively lesser effect on the academic achievement of students.

DISCUSSION

The treatment i.e. the intervention programme developed by the researcher is effective for enhancing academic achievement of students. The findings proved that the Learning Outside the Classroom (LOtC) can benefit students in learning context, and encourages students to construct knowledge by themselves. This result is consistent with previous studies which found that the provision of LOtC in learning can improve students' learning achievement and increase their confidence in learning (Nielson et al. 2016). Moreover, the findings of this study suggest the need to provide proper guidance and support for bridging out-of-class and in-class learning (Hwang & Lai, 2017; Al-Zahrani, 2015).

Moreover, the results are showing low effect of proposed programme. It could be because of following reasons:

The time: Time is a crucial factor in deciding the effect of any intervention. As the researcher need to spent more time there, so it could be one of the factors that 'effect size' of treatment on academic achievement is low in magnitude (Thakur, 2014). However more practice make constructive mind setwith ADDIE model.

Lack of resources: The reason behind the low magnitude of effect size of the treatment could be confounding variables such as lack of resources. The proposed approach demand abundance of resources to interact inside and outside the classroom (Murray, 2010).

Exposure of outside:LOtC demands the exposure of outside (Benson 2017, Nunan & Richards, 2015) more than traditional way of teaching and learning. Due to permissions issues and institutional constraints, students of experimental group got less exposure of outside as per the

requirement. Although this is new way of instructional design for students which make them allow to learn in outside the classroom. Result shows the achievement score has enhance because of the ADDIE model, in which student analyses the content then develop, design, implement and evaluate the content on every step.

In sum, the main contribution of this study is to show the effectiveness of "Learning Outside the Classroom (LOtC)," which refers to the use of outdoor learning to bridge the out-of-class and in-class learning by providing learning supports in the class based on the students' out-of-class learning status, as well as allowing them to bring what they have learned at home to the in-class activities. In the future, note-recommendation and advanced visualization functions can be implemented in classroom learning with proper guidance and instructions to better assist students and teachers.

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LACUNAE IN INTEGRATING ICT IN TEACHING AND LEARNING: A DESCRIPTIVE STUDY

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ABSTRACT
As the world has entered the information age, ICT has become one of the basic building blocks of modern society within a very short time. In today's world, ICT has become the unavoidable need of each and every field of life and thus its use in education has caused substantial changes for teaching and learning process. The current study focuses on this concept of integration of ICT into teaching and learning process. It aims at determining the lacunae in integrating ICT in teaching and learning. The study uses descriptive research design to fulfill this purpose using mixed methods approach, i.e. both qualitative and quantitative. The sample for the study includes school principal, ICT coordinator, and other teachers from Delhi government schools chosen through different sampling techniques. For data collection, the study uses four tools: checklist, interview schedule, questionnaire and attitude scale. The findings of the study show a gap in the implementation of ICT for teaching and learning process in government schools. The principals and teachers show positive attitude towards integration of ICT in education but they face many challenges that hinder their use of ICT in education. The study sheds light on those factors and barriers that are responsible for the ineffective use of ICT resources. The study is useful for policy makers and educational authorities to look into these gaps and issues and take necessary steps to rectify these issues for the effective integration of ICT in education for teaching and learning process.

Keywords: *ICT, Education, Teaching & Learning Process, Integration, Lacunae, Theory.*

Introduction

ICT stands for Information and Communication Technology. The term ICT is made up of two terms IT and CT. IT stands for Information Technology which refers to the generation of information by using digital devices and CT stands for Communication Technology which refers to the communication of generated information using digital tools. IT includes the processes of creating, storing, retrieving and manipulating data while CT includes the process of transferring data from one device to another (Lee, 2017). Collectively, ICT refers to the generation of information and then communicating the generated information by using digital devices. So, ICT is comprised of the tools and technological resources to create, store, modify, transmit and communicate the information.

Giles (2017) describes the concept of ICT by comparing it with a plumbing system. A plumbing system includes two major things: storage tank and pipes. Storage tank is used to store water in it and then this water is flowed through the pipes to serve the purpose. We know that ICT is also made up of two terms: IT and CT. Thus, by comparing these two concepts, he says that the storage tank works like information technology and the water pipes, through which the water flows, works like communication technology. Also, the stored water is nothing but the information which is created or generated by using information technology (storage tanks) and the flowing water is communication which reaches to the recipients through communication

technology (pipes). Also, different technological tools are used for different processes in ICT which can be seen through the following table:

Table 1: Water system analog of ICT

Water System	ICT	Examples
Storage Tanks	Information Technology (IT)	Hard Drive, Processor, Content Management System
Pipes	Communication Technology (CT)	Fibre Optic Cable, Internet Protocol, POP, E-mail Client, VOIP
Standing Water	Information	File in pdf format and html format
Flowing Water	Communication	Data Message, Voice, Data Packet

Lunes (2015) calls ICT an umbrella term consisting of radio, cellular phones, satellites, television, computer and network, hardware and softwares and any other communication device and application. However, ICT has no fixed definitions, it refers to any device used to store, retrieve, transmit, manipulate and receive information in a digital form.

In this age of information, teachers are expected not to just teaching the information, rather facilitating the gathering of this information. We all know that traditionally, the learning process is more teacher-oriented and the arrangements of any type of learning are fully controlled by the teacher. But, today's society is information society. It demands more and more participation and involvement from the students' side in their learning process. ICT plays a role of change agent in education. It enhances independent learning and makes the process of teaching learning more learners centered. It can be used as a supportive educational tool. It views learning as knowledge construction rather than memorization of facts. It enables the learners for learning by doing. It provides the opportunities to the learners to choose when and where to learn. It removes the temporal and distance constraints in the process of education faced by many students convenient to them (Desai, 2010; George, 2012).

Review of Related Literature

Chahil (2013) did a study to examine the development of ICT policy in school education. He analyzed various documents such as NPE 1986, Birla Ambani Report, NCF 2000 & 2005, National Knowledge Commission Report 2009, NCFTE 2009, National Policy on ICT in School Education (draft), RTE Act 2009, and some five year plans, and found that the emergence of ICT in school education was started in NPE 1986. Although it didn't clearly use the term ICT, but it has the roots of ICT in policy discourse in the form of technology and tools such as educational radio or television, tape recorders and computers. NCF 2005 and NCFTE 2009 both talked about technology in education and welcomed the ICT interventions. In the direction of integrating ICT in teaching learning process, many researchers have done studies related to its efficiency and level of use in education. Ilomaki (2008) investigated the effects of ICT on school education from the perspectives of teachers and students and found that the students were capable and motivated users of technology but most of the teachers found many difficulties in using it for pedagogical purposes. They had a generation gap in using ICT in education that leads to a digital gap in education. Goyal, Purohit and Bhagat (2010) investigated their perspectives to determine the factors that impact the effective use of ICT. They found four types of factors viz. institutional, pedagogical, teacher and technological factors. Their study also revealed that there was a significant gap between the expectations of respondents of ICT use and the actual implementation and satisfaction with the current use of ICT in teaching and learning process.

Similarly, Sangra and Gonzalez-Sanmamed (2010) analyzed the status of integration of ICT in schools and the role and effectiveness of ICT. They showed that ICT favors many teaching and learning processes and recommended that to attain the highest level of ICT integration in education, modernizing the technological tools is not enough. There is a need to change the teaching models. Kennah (2016) found that the teachers had basic training on ICT skills and its use in education, and had positive attitudes towards ICT use, but lack of availability of access to ICT resources and infrastructure and its access were the major factors that influenced the pedagogic use of ICT in schools. Singh (2014) highlighted these factors in extrinsic (lack of time, large class size, limited scope of technical training, no follow-up by the training programs and lack of professional development programs) and intrinsic form (teachers' pedagogical orientations and their perceived role of technology in science teaching-learning developed over their experiences with technology use). Thus, for the effective integration of ICT, Ali, Nargis, Yasmeen and Iqba (2015) recommended that the stakeholders of education should facilitate and support the teachers to use ICT for teaching learning process. They should conduct proper training for the teachers for its effective implementation. The ministry of education should also provide enough funds to the department of education for the development and use of ICT at secondary level. Also, the head teachers should take action by playing a role of leader in providing ICT devices from school funds.

Objectives of the Study

- To explore the emergence and integration of ICT in schools as per the policy documents and various perspectives reflected in them.
- To diagnose the level of integration of ICT at middle school level in government schools of Delhi.
- To investigate the perception of principals of the schools regarding integration of ICT in education.
- To find out the attitude of ICT coordinators and subject teachers of mathematics and science disciplines regarding integration of ICT in education.
- To enlist various barriers and challenges in the integration of ICT in education.
- To analyze the lacunae or gaps between policies on ICT in education and its implementation in government schools of Delhi.

Methodology

The present study used the descriptive research design having mixed methods approach to understand the actual scenario of use of ICT in teaching learning process in Delhi government schools. The researcher conducted the study in two parts. First, the researcher deeply analyzed official documents on ICT in education, and secondly, collected data from the sample, analyzed those data and compared it with the provisions written in documents to find the lacunae in integrating ICT in teaching and learning in the schools.

For the first part, the researcher chose two documents for analysis viz. National Policy on ICT in School Education 2012 and Revised ICT @ Schools Scheme 2010 to investigate the concept of ICT in education and how it should be applied as given in the documents. To do this, the researcher used checklist tool to first enlist the major criteria that should be present in the documents related to the study area concerned. After checking those criteria, the researcher analyzed them in-depth and found major provisions written in them for integrating ICT in education at school level.

For the second part, the researcher wanted to study the government schools of Delhi. School principals, ICT coordinators and some other subject teachers comprised the population of the study. For the particular sample, first the researcher selected particular government schools through multistage sampling technique. In first stage, all government schools of Delhi were listed out that the researcher found from the official website of government of India. It is known that Delhi is divided into 12 educational districts. So the researcher divided these schools into 12 groups based on the districts of Delhi using stratified random sampling. Each district has many schools that can't be studied practically. So, in second stage, from each of the groups of schools categorized above, particular schools were chosen using systematic sampling technique. The researcher used the sample size as 2. So, every f^{th} school (calculated by the total number of population of the particular district divided by 2) was the sample for the study. In total, the researcher chose 24 schools from 12 districts as sample for the study. Then the principals of those selected schools became a part of the sample. If in any schools, the principal was not present, the vice-principal or head of the school was considered for the study. After the principal, one ICT coordinator from each school was chosen using convenience sampling. The assumption was that any ICT coordinator or computer teacher would give similar details about the integration of ICT in teaching and learning process in their school. Now, for other subject teachers, classes and subject areas must be specified first. Thus, using purposive sampling, the researcher chose Mathematics and Science teachers of 6^{th} to 8^{th} grades. If the school has more than one mathematics or science teacher for the specified classes, the researcher chose the one who found conveniently or volunteered to give information for the study. Hence, principals, ICT coordinators, mathematics and science teachers of middle school level of Delhi government schools were selected for the sample of the study.

To collect data from this sample, the researcher used three tools- interview schedule for principals, and questionnaire and attitude scale for the teachers. For school principals, the study used the semi-structured interview schedule having questions based on the aspects such as awareness about ICT, ICT equipments available in schools, infrastructural facilities of the schools for ICT integration, teachers' training to use ICT in their teaching, awareness about policies of ICT, support from the administrative authorities and challenges in using ICT in their curriculum. It was a face to face interview session where responses were recorded either by note making or tape recorded, as per the suitability of the interviewees. Along with that, a questionnaire was used for ICT coordinator and other teachers selected. The questionnaire had both close ended and open ended questions based on the categories- background information of the teachers, access of ICT in school, experience with ICT in teaching, teachers' training for ICT integration, teachers' competence for using ICT devices in teaching, factors influencing the use of ICT in education and obstacles to using ICT in teaching and learning. The attitude scale was also used for them to get the understanding about their attitudes towards integration of ICT in education. The study used the attitude scale developed and validated by Mehra and Far (2013). It comprised 71 statements, both positive and negative, based on five point rating scale. Both the questionnaires and attitude scales were distributed to the sample personally and clear instructions were given by the researcher about filling the tools. On completion, the tools were collected back personally.

The data collected from interview sessions was analyzed by transcribing the responses and identifying the common responses and major themes among them with reference to the aspects that were used in the schedule. The questionnaire was analyzed by calculating the frequency and

percentage of the responses for each quantitative question, and the qualitative questions were analyzed by identifying major themes among them. The attitude scale was analyzed by calculating frequency, percentage and mean of all responses for each statement, and was analyzed by identifying the patterns among them.

Findings and Results

Documents Analysis

The data collected from checklist revealed that the documents elaborated the conceptual understanding of ICT that ICT refers to all devices, tools, content, resources, forums and services, both digital and those that can be converted into digital form, that can be used for teaching learning process and other educational purposes. Other than hardware devices and software applications, it also includes interactive digital content, internet and other satellite communication devices. They talk about potentials of ICT to overcome the challenges and issues faced by Indian education system.

They also talk about giving national award for the teachers using ICT for innovations in education every year on National Education Day to motivate them. The roles of teachers are also specified for ICT integration. They expect all teachers to become advanced users of ICT and to use a variety of techniques, tools, content and resources, ranging from projecting media, to multimedia self-learning modules, to simulations, to virtual learning environments, to improve the quality and efficiency of teaching and learning process. They are required to develop digital resources and instructional designs for different subjects, share with colleagues and use them.

The documents also provide the recommendations to many national and state level agencies such as NCERT, CIET, SCERT, NIOS, SIET, etc. to develop curriculum, resources and undertake capacity building programmes; use of BOOT (Build, Own, Operate and Transfer) model to maximize coverage of ICT programme in schools in shortest possible time. The state will make an incentive scheme for teachers, students and schools to recognize showcase and promote initiative and talent. Also the state will explore the easy loan schemes for ICT equipments and resources, partnerships and sponsorships with government and private agencies like banks, corporations and charitable institutions.

Analysis of Field Data (Interview schedule, Questionnaire and Attitude scale)

1.) Availability of ICT tools in school

All schools have computer labs or ICT labs and projectors. The computer labs have around 10-11 computers in each school. Majority of the schools also have projectors, CAL labs and internet facilities to some extent. Some schools also have televisions, interactive whiteboards, digital camera, mike systems and audio players. The facilities of computers and projectors were in specific rooms only, not in classrooms. Thus, whenever the teachers want to use any ICT resource material, they have to shift the class from regular classroom to ICT enabled rooms to use the ICT resources and present the material to the students. It leads to the loopholes in schools' infrastructure. More than half of the schools don't have an ICT coordinator or computer teacher.

2.) Teachers' use of ICT resources

Teachers have permission to use ICT resources and they do it with the help of ICT coordinator. But not all teachers use ICT resources. They don't have much interest in using ICT and they don't feel motivated to use them. Instead, the teachers who use ICT, they, usually, do it according to their time schedule. Whenever they have period with CAL lab or ICT lab, they go there with the students and show the content. Sometimes, they use projectors and smart class as

well for their teaching, but not on a regular basis. On an average, they use it once in a week. They usually do it to transact the lesson followed by lesson planning, students' assessment and maintaining records.

3.) Training of teachers to use ICT

According to the principals of the schools, some teachers from each school got training from the government department or Directorate of Education (DOE). Principals also got training to use ICT resources. Along with that some schools get support from some private companies and foundations in terms of providing ICT devices and ICT instructor to guide and assist them. The data provided by teachers of different subjects indicated that they are not much competent to use ICT facilities. They didn't get training during their pre-service education and during in-service education also, not all teachers got training. Thus, they want proper training for effective use of ICT resources. There is a great need to train the teachers for proper integration of ICT into teaching and learning of various subject areas. Many teachers in the current study felt that they are competent to use ICT resources but while talking about specific ICT activities they know, the data showed that many teachers were not comfortable in creating a database, making a spreadsheet file, creating a powerpoint presentation, editing audios and videos to teach and learn, using social networking sites, creating a blog post, using multimedia resources and online educational games. Only few teachers were comfortable in using varied ICT resources. That's why they want a proper training regarding integration of ICT in teaching and learning process to learn how to use ICT lab and ICT resources properly and effectively.

4.) Teachers' opinions towards ICT use in education

The teachers believe that ICT makes the learning joyful. It enables the students to understand the concept with more clarity. It provides interesting experiences to the students. It develops their creativity, self-confidence, attention power, and visualization skills. It enables the teachers to explain the concepts with ease. They believe that ICT improves quality of education, increases collaboration, increases student motivation, is useful in dissemination of information, and gives opportunity to learn more. They find it easy to select appropriate ICT resources and manage information effectively. They believe use of ICT for teaching and learning process has more advantages over using traditional methods of instruction. It gives them control over their work, saves their time, increases their productivity and improves their teaching satisfaction. According to them, ICT use is not frustrating and everyone can learn basic functions of ICT. Thus, they are interested in developing their ICT skills and knowledge and want extra ICT courses and training. Player-Koro (2012) did a study to investigate the attitudes and beliefs of the teachers towards the use of ICT in education. He found that the teachers had positive attitudes towards integration of ICT in education. The teachers' positive attitude towards ICT as a useful tool for teaching and learning and their strong sense of self-efficacy in using computers influenced their use of ICT in education but it was not the case with the use of ICT in classrooms; there the positive attitude and self-efficacy of teachers didn't contribute much. Ghavifekr and Rosdy (2015) did a study to analyze the perception of teachers regarding the effectiveness of integrating ICT into teaching and learning process in the classrooms. They found that the teachers were aware of the usefulness and benefits of ICT in education and had positive opinions towards integration of ICT for teaching and learning. Thus, it can be said that the teacher shave positive attitude towards ICT and its use in education but the actual practice of ICT for teaching and learning is not good. It must be investigated further and rectified as soon as possible.

5.) Factors Influencing Use of ICT in Education

The schools' principal didn't have much knowledge of government policy on ICT in education which may have affect on the ICT use in education. Along with that the infrastructure of the school, material facilities available in the school, support from colleagues, teachers' training, role of principal in decision making, dependence of schools on government authorities, and not much support from higher authorities prove to the factors affecting use of for teaching and learning process. The current study also emphasizes that the support from administrative staff proves to be a major factor influencing ICT use in education. According to most principals, they don't have much autonomy to take decisions regarding ICT use in schools. Even the authorities don't give much support. They just pass an order and gives funds to implement that. But that implementation is still a challenge before the schools as recently there is no ICT coordinator available in many schools which hinder the use of ICT in schools. Although, the teachers agreed that the school administrative staff show positive attitude towards ICT integration in education. Their colleagues also support them to use ICT. Students also show good interest in using ICT for their learning process. Also, the community and parents show interest in using ICT for the students' learning. But they don't have good department funds and sufficient technical support to use ICT in school. They don't receive any incentive to use ICT. They are not much happy with the software programs available in the school to use. Also, the training on ICT is not satisfactory to them. They get some support from the administration to adopt and use ICT for teaching and learning but the extent of support is not good. Thus, there are many factors that need to be kept in mind that affect ICT integration in schools.

6.) Obstacles in Using ICT for Teaching and Learning

Infrastructure of the schools proves to be an obstacle in using ICT by the teachers. According to the respondents, the schools have single ICT lab which doesn't allow more than one teacher to use it at the same time. The number of projectors and smart classes is also limited in the school which hinders the ICT use in schools. Some schools don't have good network facility available. The maintenance of devices proves costly which prevents the teachers to use them much. Apart from the material facilities, some schools don't even have an ICT coordinator or computer teacher that majorly affects the ICT use by the teachers. Teachers are also not much competent and trained to use ICT. Those teachers who use ICT for their teaching, they said that the shifting of students from classroom to computer lab or smart class takes much time of them. It prevents them to use ICT resources as it is time consuming for them. Number of students is more that seems difficult to adjust in single computer lab at one time.

7.) Suggestions for Effective Integration of ICT

The number of ICT devices should be more available in the school. ICT coordinator should also be available on a regular basis. The number of students per class should be less. The teachers should have more than one class period to use ICT. Also, there should be two teachers in the class while using ICT resources such that one teacher can manage the class and one teacher can teach the class using ICT resources, otherwise it becomes difficult to do both tasks together. The teachers should be made more competent and trained to use ICT. They should be made motivated and interested also to use ICT resources. Also, the syllabus should be less. Otherwise, the pressure of completing the syllabus would not allow the teachers to use ICT for their teaching. The private companies should not be hired for this purpose. Instead, the government should directly intervene in the process. Also, principal should have role in taking decisions regarding ICT use. The current study also emphasizes the fact that mere introduction of various ICT devices is not enough for effective integration of ICT; there is a need to look into other

factors that prove to be obstacles and hinder the process of use of ICT for teaching and learning process and, thus, creates a gap between policy and its implementation.

Lacunae found between Documents and Field Data

It is clear from the findings of the study that the school principals, ICT coordinators and other teachers had positive attitude towards integrating ICT into teaching and learning process. The respondents faced some issues that prevent them to use ICT for teaching and learning effectively; and comparing these findings with analysis of the documents shows that there are some loopholes in the implementation of the policy recommendations of integrating ICT into teaching and learning process.

The documents recommend developing ICT literacy curriculum and appropriate course materials for the students as per basic, intermediate and advanced levels, and having ICT as an additional subject with a certificate of proficiency. But such kind of case has not seen in the schools. The students have only one computer lab period per week in their time table within that they sometimes go to computer lab. But only sitting in the computer lab doesn't serve the purpose. The number of computers is not enough for the students. The class size is large due to which they get less exposure to work on the computers and other ICT facilities on their own. Such condition of exposure and interaction with ICT resources doesn't seem to help the students to reach to advanced level of ICT use which is the requirement of our national policy. The policy talks about ensuring that each student would reach to the advanced level of ICT use before completing school education.

The documents also recommend having at least one ICT coordinator with appropriate qualification in each school along with a technical assistant, if needed. But this was also not visible in the schools. Many schools don't have any ICT coordinator computer teacher available. Such condition adversely affects the implementation of ICT for teaching and learning process. Without ICT coordinator, other teachers don't get motivated or feel competent to use ICT.
The concept of having at least one computer lab with minimum 10 computers and at least a room with audio-visual facilities in each school is implementing in the schools recently. The schools recently prepared their new ICT labs fulfilling minimum requirements. But the actual use of this lab is not effective and good in each school.

Not all teachers develop the digital resources. They try to use readymade resources as they don't get much time to do it and also they don't feel competent to develop and use varied ICT resources.

Regarding the training of the teachers, the documents recommend both pre-service and in-service teacher training. But the data collected for the study revealed that the teachers didn't get ICT training in their pre-service teacher education. During in-service, some teachers, not all, get training organized by the government but that is also not regular. Thus, the teachers demanded proper training programme for them with respect to using different ICT resources and integrating them for teaching.

Pelgrum (2001) also highlighted the same issue of integrating ICT into teaching and learning process and found that there is a huge gap between ideal and reality in many countries. The actual practice of using ICT into the schools doesn't match with what should be done according to the theoretical underpinnings. Wairimu (2012) also conducted a similar study on integration of

ICT for teaching and learning from the perspective of students, teachers and school principals, and found that the level of ICT integration into teaching and learning process was low. Three factors, teachers' perception towards ICT, their competencies and school management support, all influence the use of ICT for the teaching. The current study also found the similar results of teachers' attitudes towards ICT use and actual use of ICT for teaching and learning process.
Hence, the hypothesis is accepted that there are some lacunae between the policy documents on ICT in education and its actual implementation in the schools.

Conclusion of the Study

The study was aimed at investigating the lacunae in integrating ICT into teaching and learning process. It was conducted on the sample of school principals, ICT coordinators, and mathematics and science teachers teaching $6^{th} – 8^{th}$ grades of government schools of Delhi. For this, the study used four tools viz. checklist, interview schedule, questionnaire and attitude scale. The data collected from these four tools helped the researcher to fulfill the objectives of the study. The researcher found that ICT refers to all devices, tools, content, resources, forums and services, both digital and those that can be converted into digital form, that can be used for teaching learning process and other educational purposes. It includes hardware devices, software applications, interactive digital content, internet and other satellite communication devices. The study found that the level of integration of ICT into teaching and learning process is not good. They want to use ICT and develop their ICT skills further but there are some obstacles which stop them to use ICT into their teaching. These barriers in ICT use include infrastructure of the schools, limited number of ICT resources, poor network facility, maintenance of devices, lack of ICT coordinator or computer teacher in school, teachers' training, class size, and pressure to complete the syllabus. Thus, the study found some gaps between theory and practical use of ICT as the policy talks about having at least one ICT coordinator in the school along with a technical assistant, if needed, but the schools don't have any ICT coordinator. The teachers don't develop the new content or activities for the students. They don't feel much competent to use ICT. Their training programmes are not regular and some of them are not trained. So, they want more training to learn ICT skills. Hence, the study concludes that there are some gaps between policy documents and actual use of ICT in schools for teaching and learning process. These gaps need to be filled soon for effective use of ICT and to improve the quality of education.

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REVIEW OF JOHN NIXON'S "A TEACHERS' GUIDE TO ACTION RESEARCH: EVALUATION, ENQUIRY AND DEVELOPMENT IN THE CLASSROOM"

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ABSTRACT

The present book bears the title "A Teachers' Guide to Action Research: Evaluation, Enquiry and Development in the Classroom". This book is a landmark in the history of the "teachers as researchers" movement. This book consisted of a series of **case-studies** which explored the problems of implementing the neutral teachers' role and its effects on pupils. It is in the form of group-discussion in which many of the contributors have learnt a great deal from one another, confirming new insights, discussing tapes and transcripts, observing lessons.

Though this book provide guidelines how to tackle classroom problems but it does not set out to tackle these problems directly. Though this book has certain limitations, But this book will sharpen perceptions, stimulate activity and encourage questioning, enabling readers to develop their own lines of enquiry. But above all it is a book for pracical use i.e in school based and teacher's centre groups, in the initial and in-service training of teachers, and by individual teachers working in schools.

Keywords: *Action Research, Evaluation, Enquiry, Classrooms*.

Introduction

There have been many books written on research or educational research, which cover a wide range of the content. But there are few books which have Action Research as part of their content. Action Research (AR) was a new technique when this book was published, useful for teachers to handle learners in the classroom. Thus, this book titled "A Teachers' Guide to Action Research: Evaluation, Enquiry and Development" edited by John Nixon published by Grant Mcintyre in Jan 1981 attracted the reviewer to choose it for book review purpose.

Every inquiry is subject to a re-view and every re-view/evaluation raises claims about its own validity. Thus, by doing review of any book or other material we try to look in the depth of the whole process of completed enquiry for a choosen problem and see whether the problem was clearly defined, whether the methods adopted to solve it were adequate, whether the solution is feasible/viable/tenable and follows from certain proven hypothesis. As this book is written in the form of a research, it will be the best point of entry to discuss criteria to see what the problem is and then to examine its ramification.

The Problem

Much educational research, both in principle and practice, was done by those outside the classroom for the benefit of those outside the classroom. Teachers, if they were considered at all, were seen merely as the consumers, never as the producers of original research. The action

research (AR), was originated for teachers. Thus, the problem of study of this book is to produce an alternative in the form of action research conducted by teachers for teachers. Thus, the problem choosen i.e. How Action Research helps the teachers to initiate, conduct and disseminate it from the inside. Its reading will help one to understand how teachers, using action research can help to improve their understanding of the classroom and child's behaviours.

The Title

From a rudimentary familiarity with the problem one can examine its ramifications in so far as they relate to the title of the problem. The importance of this lies in the fact that the title must indicate the crux of the problem and it is the title that guides one to select a focus.

The present book bears the title "A Teachers' Guide to Action Research: Evaluation, Enquiry and Development in the Classroom". The delineation of the problem shows that the title is painting to the crux of the problem. This book did not address the particular problems of every classroom teacher. It helps to retain a clear sense of their own specific wants and needs. It contains ideas and suggestions which would be of help to all teachers regardless of the age group they teach or of their subject specialization. It helps in developing one's own unique way of looking at those complex enviornments which pupils are constrained, and teachers choose, to spend their working lives. It is for precisely this reason that the present volume is described as a "guide".

Description and Statement of the Problem

If the teaching profession is to reject the paternalism of traditional research within education, it must develop a radical alternate which truely serves the needs of the teachers. Action Research play the alternative role. It enables them to take a major role in developing the lines of educational enquiry, and thereby to make a unique contribution to their understanding of what happens in classroom.

For many teachers the initial enthusiasm for classroom research is prompted by a desire to find more effective ways of assessing pupil's progress, diagnosing learning difficulties and analysing examination results. Though, this book does not set out to tackle these poblems directly but helps to guide them. AR not only improves teaching but also improves the quality of the learning within the classroom. AR serves primarily to sharpen perceptions, stimulate discussion and encourage questioning. As such it involves teachers in assessing themselves as well as their pupils. The results of this research teachers apply rather than create.

Method used to study the problem:

This book is a landmark in the history of the "teachers as researchers" movement. This book consisted of a series of **case-studies** which explored the problems of implementing the neutral teachers' role and its effects on pupils. It is in the form of group-discussion in which many of the contributors have learnt a great deal from one another, confirming new insights, discussing tapes and transcripts, observing lessons.

Main emphasis of this book: The attempt through out is to explore the role of the teacher as researcher within the number of diffirent settings like- the classroom, the school and the wider

educational context, so as to further the task of developing an effective methodology of classroom research

Review of related literature:

This book is divided into three parts. In the first part i.e. **classroom concern**, a number of research reports have been selected which serve as examples of the various ways of doing research in the classroom. The four pieces of research reported in this section represent a variety of approaches adopted in very different situations by teachers with diverse skills and aptitudes. One teacher tracked the development of a pupil's painting of landscape; another kept a detailed diary of what had happened in her classroom over two half term periods; and a third was concerned with monitoring the views of his pupils on a particular unit of work.The final contributor to this section describes how tests were devised to ascertain pupil's understanding of certain concepts in science.

It helps in knowing that no two classrooms, though, are ever alike. These are guidelines to help teacher develop a research style of their own. To answer the question,'What works best for me in my particular classroom with paticular group of pupils?',teachers need first to assess their particular skills, the constraints of the situation in which they are working.

The second part i.e. **school concern** sets action research in its social context with four pieces which explore some of the problems of implementing school based research and outline possible stategies for overcoming the organisational constraints imposed by the school.

Teachers adopting a research stance to their work cannot go it alone. They require the goodwill of collegues and the moral and practical support of senior staff. The first chapter in this section concentrate on the problems of carrying out research within one's own school. The three chapters represent a variety of ways in which teachers in different schools have tried to overcome these problems by involving a greater number of staff in the research process. One teacher forged an important link with a collegue in a neighbouring school; another participated in a departmental approach to action research; while the last chapter describes an attempt to develop the school as a self-evaluating community. Each of the authors is concerned with the question of how existing relations and structures within the school can be utilized in implementing school based research.

In the third part i.e. **looking outside**, members of three outside agencies describe how they have tried to offer support to teachers engaged in classroom research. Final chapter of this guide makes clear their contribution to knowledge about schooling is unique.

Postscript:

After examining problem and offering its resolution the researcher gives a postscript wherein the threads of the various chapters are woven together. It is again a guideline of the book for the reader. It laid emphasis on AR which ought not to be seen as a way of education teachers on the cheap. Appendix I and II are supplemented in which publications and networks are mentioned.

Evaluation: A holistic overview of the study

Having considered the various aspects of the study one can now look at it holistically. The reviewer thinks that the problem selected is significant both in itself and for implications for

alternate paradigms for education and for teachers. It laid emphasis on what is AR, why we use AR, how and where we should use this AR which is also known as classroom research.

AR increasing the understanding and informing the decisions of teachers, also bring about a modification or elaboration of theories of teaching and learning. It tells that in designing an AR project, however, grand or modest the scale, it is essential that teachers should start from where they are.

Though this book provide guidelines how to tackle classroom problems but it does not set out to tackle these problems directly. AR helps in improving teaching, it also improves the quality of the learning within the classroom. Those, who approach this book in search of a primer on pupil assessment, will however, be disappointed.

Though this book has certain limitations, but it is a good book for teacher's guidance. It includes practical knowledge for teachers in the form of case studies which gives hand-to-hand knowledge and experience. It helps us to reject the paternalism of traditional research within education, it must develop a radical alternative which truely serves the needs of teachers. AR as prescribed by the contributors to this volume and by teachers in countless classrooms represents just such an alternative. This book will sharpen perceptions, stimulate activity and encourage questioning, enabling readers to develop their own lines of enquiry. But above all it is a book for pracical use i.e in school based and teacher's centre groups, in the initial and in-service training of teachers, and by individual teachers working in schools.

Conclusion

Why are some children more successful than others? What is the teacher's role in the learning process? How can ideas be communicated in the classroom? These are some of the key questions explored by teachers in this practical guide to enquiry, evaluation and development.

Classroom enquiry has traditionally been undertaken by researchers outside schools, in higher eduaction and research institutions. Teachers may have applied the findings but they have had little say in selecting the kinds of problems explored. This book is a landmark in the growing movement to form research comminities in school. It outlines a variety of evaluation techniques and show these can be used to imform local curriculum development. Thus, this book is in the real sense ' A teacher's guide to Action Research.'

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GENDER STEREOTYPING: SOME REFLECTIONS AND SUGGESTIONS

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BSTRACT

Gender is a socially constructed concept that differs from biological sex. It encompasses norms, roles, and relationships that define expectations for individuals based on their perceived gender identity. These expectations, reinforced through societal structures, shape individual behaviors and access to opportunities. Gender roles and stereotypes influence personal identity, career choices, and societal participation, often resulting in discrimination and unequal treatment. This article examines gender roles, their formation, and their impact on social and professional environments, drawing from existing research to illustrate the complexities of gender as a social construct.

Key Words: *Gender, Stereotyping, Inequality, Biases, Gender Roles.*

Introduction

The concept of gender is distinct from biological sex, as it is shaped primarily by social expectations and cultural norms. While biological sex refers to the physiological and anatomical characteristics that differentiate males and females, gender encompasses the roles, behaviors, and expectations imposed upon individuals by society. Unlike sex, which is typically categorized based on physical attributes such as chromosomes, hormones, and reproductive anatomy, gender is a fluid and evolving social construct that varies across time and cultures. As Butler (1990) argued, gender is "performative," meaning that it is continuously created and reinforced through repeated behaviors rather than being a fixed trait. This perspective challenges traditional notions of gender as an inherent characteristic and instead positions it as a set of actions and expressions that are learned, enacted, and reinforced over time. Gender performativity suggests that individuals internalize societal norms and expectations from an early age, shaping their self-identity and influencing how they navigate social interactions.

Gender norms play a crucial role in determining how individuals are expected to behave within a given society. These norms are deeply embedded in cultural traditions, social institutions, and interpersonal relationships, guiding behaviors and setting expectations for individuals based on their perceived gender identity. West and Zimmerman (1987) introduced the concept of "doing gender," which describes how individuals actively participate in constructing gender through their daily actions and interactions. In this view, gender is not simply something one has but something one does, reinforcing social structures and maintaining distinctions between masculinity and femininity. The impact of gender norms extends beyond individual behavior to influence personal identity and broader societal expectations. From childhood, individuals receive cues about appropriate gender expressions, activities, and roles through socialization processes in families, schools, and media representations. For example, children are often encouraged to engage in gender-typical activities—such as boys playing with trucks and girls playing with dolls—further reinforcing conventional gender roles. Over time, these social cues shape individual self-perceptions and contribute to societal norms that dictate acceptable behaviors for men and

women.
Despite the persistence of traditional gender norms, contemporary discussions on gender have highlighted the complexities and limitations of binary classifications. Scholars and activists have increasingly emphasized the need to recognize gender as a spectrum rather than a rigid dichotomy. Non-binary, genderqueer, and transgender identities challenge conventional understandings of gender and push for greater inclusivity and acceptance of diverse expressions of identity. This shift toward a more fluid understanding of gender reflects broader cultural changes and advocacy for gender equality.

This paper explores how gender roles are formed, the impact of stereotypes, and their implications for social equity. By examining the ways in which gender is socially constructed and performed, it becomes evident that traditional gender roles and stereotypes contribute to systemic inequalities in various aspects of life, including education, employment, healthcare, and political representation. Gender norms and expectations often limit opportunities for individuals by reinforcing hierarchical structures that privilege certain identities over others. For instance, women may face discrimination in male-dominated industries, while men may encounter social stigmas when expressing emotions or pursuing careers in caregiving professions. Understanding gender as a social construct allows for a critical examination of the power dynamics that perpetuate inequality. Challenging gender norms requires a multifaceted approach that involves policy changes, educational reforms, and cultural shifts that promote inclusivity and equity. By deconstructing rigid gender expectations and embracing diverse identities, society can move toward greater gender equality and social justice, ensuring that individuals are not constrained by outdated norms and stereotypes.

Formation of Gender Roles

From an early age, individuals learn gender roles through socialization, a process through which cultural norms and societal expectations shape behaviors and identities. Bandura's (1977) social learning theory suggests that children adopt gendered behaviors by observing and imitating the actions of those around them, particularly parents, teachers, and media figures. This theory emphasizes the role of reinforcement in shaping behaviors, where children receive positive reinforcement for adhering to traditional gender norms and negative reinforcement when they deviate from them (Eagly & Wood, 2012).
Studies indicate that by the age of three, children begin to understand and replicate gendered behaviors (Bem, 1981). One of the earliest forms of gender differentiation is seen in clothing choices; girls are often dressed in pink, while boys are given blue clothing, reinforcing traditional gender distinctions (Martin & Ruble, 2004). The toys and activities provided to children also shape their perceptions of gender roles. Girls are often encouraged to play with dolls and engage in domestic activities, whereas boys are provided with toy cars, action figures, and building blocks, fostering skills associated with leadership and problem-solving (Ridgeway & Correll, 2004). Teachers and caregivers further perpetuate these norms by guiding children toward activities deemed appropriate for their gender. Boys are often encouraged to be assertive, competitive, and physically active, while girls are praised for being nurturing, cooperative, and well-behaved. These early influences play a crucial role in shaping children's understanding of their roles in society and contribute to the persistence of traditional gender norms well into adulthood (Eccles, 1994).

Traditional Gender Roles and Their Evolution

Historically, traditional gender roles dictated that men assume the role of breadwinners while

women took on caregiving responsibilities (Connell, 2002). Men were expected to be strong, assertive, and unemotional, while women were assigned roles that emphasized nurturing and domestic responsibilities (Wood & Eagly, 2012). Although these roles have evolved over time, their impact remains significant in contemporary society. Studies show that gender roles still influence occupational choices. According to Heilman (2012), women are often perceived as more suited for caregiving professions such as teaching and nursing, while men dominate fields like engineering and construction. This gendered division of labor contributes to persistent wage gaps and limited career mobility for women (Blau & Kahn, 2017). Additionally, societal expectations place undue pressure on men to fulfill the role of primary providers, which can contribute to stress and mental health challenges (Courtenay, 2000). Despite these challenges, progress has been made in challenging traditional gender roles. Many societies are now promoting gender equality through policies that encourage shared parental responsibilities, equal pay, and inclusive workplace environments (Risman, 2018). However, dismantling deeply ingrained gender norms requires sustained efforts at multiple levels, including education, media representation, and policy reforms.

Gender Stereotyping and Its Consequences

Gender stereotypes reinforce rigid expectations and contribute to discrimination. Stereotypes about personality traits, domestic responsibilities, and professional capabilities create barriers to gender equality (Glick & Fiske, 1996). For instance, women are often seen as passive and nurturing, while men are expected to be aggressive and dominant (Bem, 1981). These assumptions lead to biased hiring practices and unequal treatment in professional settings (Rudman & Glick, 2001). Gender stereotypes also impact self-perception. Studies by Steele (1997) demonstrate that stereotype threat—where individuals perform worse due to anxiety about conforming to negative stereotypes—affects women in male-dominated fields such as STEM. Such stereotypes discourage women from pursuing careers in science, technology, engineering, and mathematics (Ceci & Williams, 2011).

Gender Stereotypes in Media

The phenomenon of gender stereotyping dates back to the 1800s, when society began to associate specific roles and behaviors with men and women. However, it was only during the feminist movements of the 1960s that these stereotypes were critically examined and challenged. Despite advancements in gender equality, the media continues to play a significant role in reinforcing traditional gender stereotypes. Through advertisements, television shows, films, and social media, the media perpetuates the notion that men and women have distinct and predetermined roles in society. The media industry, driven by profit and audience appeal, often resorts to using gender stereotypes to attract a wider audience. By consistently depicting men as strong, dominant, and career-oriented, and women as nurturing, delicate, and beauty-obsessed, these portrayals reinforce outdated gender norms. The consequences of such representations extend beyond entertainment and influence real-world perceptions, leading to discrimination, workplace inequality, and psychological stress.

Role of Advertising in Gender Stereotyping

Gender stereotyping is particularly evident in advertising, where specific products are marketed exclusively to men or women. Television commercials often depict women as homemakers obsessed with cleanliness, child-rearing, or personal appearance. For example, cleaning product advertisements frequently feature women scrubbing floors, washing clothes, or caring for children, reinforcing the notion that household chores are a woman's responsibility. Similarly,

beauty commercials depict women as concerned with their physical appearance, reinforcing the idea that their value is tied to their looks. On the other hand, advertisements targeting men tend to emphasize strength, power, and success. Automotive and sports commercials often feature men as dominant figures, promoting the idea that masculinity is linked to physical strength and control. Additionally, cigarette and alcohol advertisements frequently depict rugged, independent men, reinforcing the stereotype that masculinity is associated with risk-taking and stoicism.

I. Female Representation in Media

The portrayal of women in the media has remained largely consistent over the years, with slight variations based on cultural and societal changes. Women are commonly depicted in one of three stereotypical roles: the housewife, the seductress, or the health-conscious individual. The housewife trope presents women as devoted caregivers, focusing on their families and domestic responsibilities. This image, though often romanticized, limits women's aspirations and places undue pressure on them to conform to traditional roles.The seductress stereotype is frequently used in advertisements for beauty products, perfumes, and luxury items. Women in these ads are portrayed as alluring and glamorous, often existing solely for male attention and approval. This portrayal not only objectifies women but also perpetuates the notion that their primary worth lies in their physical attractiveness. The health-obsessed woman is a more recent stereotype that has emerged in response to growing awareness of fitness and well-being. This portrayal often appears in advertisements for organic foods, fitness programs, and anti-aging products. While promoting a healthy lifestyle is beneficial, the emphasis on maintaining an unrealistic body image can lead to body dissatisfaction and self-esteem issues among women.

II. Male Representation in Media

Men in the media are often portrayed as dominant figures who are either powerful and successful or as ordinary, family-oriented individuals. The first category includes the archetype of the “real man” – muscular, chiseled, and assertive. This character is commonly featured in action films, sports advertisements, and luxury brand commercials. He is often depicted as a leader, a problem solver, and an object of admiration. The second category, the ordinary man, is often represented in advertisements for household products or family-friendly content. This character is portrayed as caring, responsible, and domesticated, challenging traditional notions of masculinity. However, this portrayal remains less common, as mainstream media continues to prioritize the dominant and assertive male figure.

The impact of gender stereotyping extends beyond media portrayals and influences societal norms and expectations. The reinforcement of traditional gender roles affects career choices, workplace dynamics, and personal relationships. For example, women are often discouraged from pursuing careers in STEM fields due to societal expectations that associate these professions with men. Similarly, men may feel pressured to suppress emotions and adhere to rigid standards of masculinity, which can negatively impact their mental health. Gender stereotypes also contribute to the gender pay gap, as women are often funneled into lower-paying professions that align with traditional gender roles. The perception that women are less competent in leadership positions further limits their career advancement opportunities, leading to disparities in representation at executive levels.

Gender Inequality

Despite advancements in gender equality, many societies continue to uphold discriminatory practices that favor men over women. In India, for example, the birth of a male child is often celebrated, while the birth of a female child may be met with indifference or even despair. Deep-rooted cultural beliefs and societal norms contribute to the preference for male children, leading

to practices such as female infanticide and selective abortion. Women in many societies face discrimination at every stage of life. From limited access to education and healthcare to restrictions on economic participation, gender inequality manifests in various forms. Although laws and policies have been implemented to promote gender equality, societal attitudes and deeply ingrained biases continue to hinder progress. To achieve true gender equality, it is essential to challenge and dismantle gender stereotypes. This requires collective efforts from individuals, communities, and institutions. Here are some steps that can be taken to break gender stereotypes:

- ❖ Point it out: Recognizing and addressing gender stereotypes is the first step toward change. Calling out sexist attitudes and discriminatory behaviors helps raise awareness and encourages critical thinking.
- ❖ Walk the Talk: Leading by example is crucial in challenging gender norms. Individuals should practice what they advocate, ensuring that their actions align with their beliefs about gender equality.
- ❖ Speak up: Challenging sexist and bigoted individuals is essential in fostering a more inclusive society. Encouraging open conversations about gender issues helps debunk myths and misconceptions.
- ❖ Teach boys home economics: Encouraging boys to participate in household chores promotes gender equality from a young age. This helps dismantle the notion that domestic responsibilities are solely a woman's duty.
- ❖ Switch gender roles in daily life: Challenging gender norms by defying stereotypes in everyday activities helps normalize non-traditional roles. However, it is important to ensure safety while challenging societal expectations.

Conclusion and Implications

Gender stereotypes in the media and society continue to shape perceptions, behaviors, and opportunities. While progress has been made in promoting gender equality, media representations still reinforce outdated norms that limit individual potential. The portrayal of women as caregivers and objects of desire, and men as dominant and emotionless figures, perpetuates discrimination and inequality. Addressing these issues requires a conscious effort to promote diverse and realistic representations of gender in the media. The implications of gender stereotyping extend beyond media influence and affect societal structures, professional environments, and personal identities. To create a more equitable society, it is essential to challenge and redefine traditional gender roles. This can be achieved through education, policy changes, and increased representation of diverse gender identities in media and leadership positions. By fostering an inclusive culture that values individuals based on their abilities rather than gender, society can move toward true equality and progress.

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