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# **FRONTIERS IN EDUCATION AND RESEARCH**

**A Peer Reviewed Bi-Annual Journal of N.V.K.S.D. College of Education**

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**AUTONOMOUS**

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### *Editorial*

The education sector of India and the entire world is badly affected by COVID-19 pandemic. The spreading pandemic has changed the mode of education. All educational institutions have been shut down and the educational activities are done through digital mode. This is the scenario where virtual learning platforms have risen to a level equivalent to the face-to-face classroom learning. The pandemic has transformed the centuries-old chalk and talk teaching model to technology-oriented teaching.

COVID-19 has forced educational institutions across India and the world indeed to suspend physical classrooms and shift to online classes. The students' physical access to classroom has been stopped and teaching-learning could be imparted only through online mode. Most of the schools and colleges are conducting their classes in online platforms such as Microsoft Team or Google Classroom.

Virtual learning has broadened the horizon of the present education system. Schools and colleges have started a virtual way of teaching through online classes which helps children to achieve a real classroom experience to a certain extent which in no doubt helps students to gain a wider and deeper knowledge about the subjects they learn in a more effective manner by means of audio and video lessons. The tech-enabled education system allows the schools and colleges to reach towards thousands of students. Similar to physical classroom, the students follow a timetable for their virtual classroom, interact with the teacher and also take assignments. The teachers handle lessons through digital presentations and assessment is done through digital means.

The research papers and articles in this issue focus on the areas such as Online Apps for pedagogical transaction, e-learning platforms to promote digital education, blended learning etc. which highlight the importance of virtual education. It is hoped that the readers would be enlightened through these educationally significant articles and research papers that deal with various educational issues in this digital era.

*With Regards*  
**Editorial Board**

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## EMPOWERMENT OF THE DISABLED WOMEN IN MEGHALAYA

\* Dr. Jacinta Ivory Rapphap

### ABSTRACT

All around the globe, there is diversity, not only on cultural or linguistic fronts, but also on the needs of people with varying disabilities. There are a section of people in every society who suffer from some kind of physical or mental disabilities which may be from birth, acquired or as a result from the process of ageing. Among people with disabilities, the women are the one who are greatly affected. The plight of women with disabilities is grave, despite efforts being taken to ensure better livelihood for them. Time bound amendment of all the work, employment, labour related laws, policies and schemes are needed to ensure inclusion. It is the need of the hour for the challenged/disabled women to get empowered. The abilities and capabilities of the disabled women in our society are to be taken into consideration to empower them. This article highlights the problems of women with disabilities and the need of empowerment of disabled women.

### INTRODUCTION

Every society has a section of people who suffer from some kind of physical or mental disabilities which may be from birth, or from the process of ageing. Disability is generally defined as a condition which may restrict a person's mental, sensory, or mobility functions to undertake or perform a task in the same way as a person who does not have a disability. It was also defined in the UN Convention on the Rights of Persons with Disabilities (2007) as "Who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others"

The plight of women with disabilities is grave, despite efforts made by the governments and NGOs to better their conditions. Women and girls with disabilities fare poorly in the educational arena and drop out at menstruating age as accessible toilets are not provided. Marginalized

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from livelihoods opportunities, structural and transportation barriers, inaccessibility within the workplace along with harassment and sexual abuse restrict them further. There is need for time bound amendment of all the work, employment, labour related laws, policies and schemes to ensure inclusion. As per Census 2011, in India, out of the total population of 121 crore, about 2.68 Cr persons are 'Disabled' (2.21% of the total population). Out of 2.68 crore, 1.5 crore are males and 1.18 crore are females. Majority (69%) of the Disabled population reside in rural areas. The Census of India has defined disabilities as, "Persons with disabilities means a person suffering from not less than 40 percent of any disability as certified by a Medical Authority". Disability affects hundreds of millions of families in developing countries. It results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers'. The Census 2011 revealed that, in India, 20 percent of the disabled persons are having disability in movement, 19 percent are with disability in seeing, another 19 percent are with disability in hearing and 8 percent with multiple disabilities.

### **Population of the Disabled at the Global Level**

Currently around 10 percent of the total world's population, or roughly 650 million people,

live with a disability. They are the world's largest minority. (WHO, 2008). According to the United Nation Development Programme 80 percent of persons with disabilities (PWDs) live in developing countries. (UNDP, 2008). The World Bank (2008), estimates that 20 percent of the world's poorest people have some kind of disability and tend to be regarded in their own countries as the most disadvantaged sections of the society. The International Labour Organization (ILO) estimated that there are around 386 million of the world's working-age people having some kind of disability. The UN convention on the Persons with disabilities and its Optional Protocol was adopted on 13 December, 2006 at the United Nations Headquarters in New York. The Convention came into effect on 3<sup>rd</sup> May, 2008. It is intended as a human rights instrument with an explicit, social development dimension. Globally the nature of disability like Polio is almost non-existent in the developed nations. Unemployment among the persons with disabilities is as high as 80 percent in some countries (ILO). The rates of disability are increasing due to population growth, medical advances and the growth of the ageing populations. On the other side increasing chronic health conditions also contributed to disability figures. (WHO).

### **Population of the Disabled at the National Level**

The history of collection of data on disability/ infirmity dates back to the inception of modern Indian Census in 1872. Collection of information on infirmities in each of the successive decadal censuses continued till 1931. The enumeration of physically disabled persons was discontinued during the 1941 Census. There had been no attempt to collect information on disability

through census of 1951, 1961 and 1971. After a long gap of 50 years question on disabilities was again raised at the 1981 Census as the year 1981 had been proclaimed as the “International Year for the Disabled”. The question on disability was again incorporated in census of India 2001, under pressures from the various NGOs, stakeholders and obligation under the (PWD) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. According to the Global estimates, India has about 85 million disabled people in various disability groups like the visually impaired, hearing and speech impaired, orthopaedic and mentally retarded. The prevalence is more in rural areas than in the urban areas. The Census and NSS surveys are the two major sources of official statistics. But the two differ substantially especially in respect of overall estimates of persons with various types of disability and their age distribution, mainly due to differences in the concepts and definitions as also the data collection methodologies. In Census 2011 of India information on eight types of disability (disability in seeing, in hearing, in speech, in movement, in mental retardation, in mental illness, any other and multiple disability) were collected. In the total population, the male and female populations were 51 percent and 49 percent respectively.

As per Census 2011, at all India level, disabled persons constituted 2.21 percent of the total population. In 15 States / UTs, the prevalence of disability (proportion of disabled persons to total population) is higher than that of the same at the all India level. Among the State/ UTs, Sikkim has the highest prevalence of disability. 2.98 percent of the total population of Sikkim has been reported as disabled. Daman & Diu (0.9 percent) reported the lowest

prevalence of disability. The highest number of disabled persons is from the State of Uttar Pradesh. Nearly 50 percent of the disabled persons belonged to one of the five States namely Uttar Pradesh (15.5 percent), Maharashtra (11.05 percent), Bihar (8.69 percent), Andhra Pradesh (8.45 percent), and West Bengal (7.52 percent). At all India level, 7.62% of the disabled persons belonged to the age group 0-6 years. Bihar (12.48 percent) has the highest share of disabled children in the population of disabled persons of the State followed by Meghalaya (11.41 percent). In Kerala, only 3.44% of the disabled persons belonged to the age group 0-6 years, which is the lowest among the State/ UTs. The State of Uttar Pradesh is home for the highest number of disabled children (0-6 years). Four States namely, Uttar Pradesh (20.31 percent), Bihar (14.24 percent), Maharashtra (10.64 percent), and West Bengal (6.48 percent) together have the burden of more than 50 percent of the disabled children. The Census 2011 revealed that, among State/ UTs, the proportion of disabled persons to the total population is highest in Sikkim (2.98 percent), followed by Odisha (2.96 percent), Jammu & Kashmir (2.88%), Andhra Pradesh (2.68 percent), and Maharashtra (2.64 percent). Among State/ UTs, the proportion of disabled persons to the total population is lowest in Daman & Diu (0.9 percent), Dadra and Nagar Haveli (0.96 percent), Mizoram (1.38 percent), Delhi (1.4 percent) and Chandigarh (1.4 percent).

### **Population of Women with Disabilities in India**

According to Census -2011, there are 11,824,355 women with disabilities as compared to 14,986,202 men with disabilities and the disabled women constitute 44.09 percent of total

disabled population. At all India level as well as disaggregated by various social groups (STs, SCs & other than SCs /STs), the proportion of disabled in the corresponding population is higher for males than females. Among the male disabled, 22 percent are having disability in movement, 18 percent each has disability in seeing/ in hearing while 8 percent of them suffered from multiple disability. In the case of the female disabled, 20 percent each has disability in seeing/ in hearing, 18 percent has disability in movement and 8 percent of them are having multiple disabilities. Among the disabled males, 18 percent are elderly (above 60 years of age) whereas 23 percent of female disabled are elderly (2011 Census). According to Census 2001, there are 93.01 lakh women with disabilities, which constitute 42.46 percent of total disabled population. Rai and Singh (2012) reported that there are nearly 70 million people with disabilities in India and about 48 percent of them are women. According to the UNDP (1995), women with Disabilities are twice prone to divorce, separation and violence as able-bodied women. The United Nations (2008) estimates that worldwide only 25 percent of Women with Disabilities are in the workforce. The United Nations Development Programme report (2008) revealed that illiteracy among women with disabilities (WWDs) is also very high in India and the literacy rate for women with disabilities is as low as 1 percent. As per the data available from the National Centre for the Promotion of Employment of Disabled People (NCPEDP) among the 6 to 7 crore disabled people in India less than 2 percent received education and less than 1 percent are employed. According to the National Family Health Survey (2001), the status of women with disabilities is worst in India. The NSSO Survey report in 2011

estimates that the highest number of disabled person in North East India is in Sikkim with 2284 disabled persons per 1,00,000 persons. The National Centre for Promotion of Employment of Disabled People (NCPEDP, 1998) revealed that in India the percentage of girls with disabilities going to school was 38.34 percent and that of boys with disabilities was 61.66 percent respectively. This indicates that girls with disabilities were denied access to education as compared to boys with disabilities in the country.

### **Status of Women with Disabilities in India**

The situation of Women with Disabilities in a developing country like India is however in sharp contrast to those in the Western countries. The Indian society have misconceptions that the disabled women are sinful, unfit for married life, dependent on others, will not be able to give birth to normal children and cannot contribute to the family income or economy of the country. The problems of women with disabilities have neither been voiced nor heard in most parts of the world especially in developing countries like India. The degree of social exclusion that a disabled woman will face varies enormously according to her status as an individual, as well as the type and severity of the impairment and, in particular her gender. The social model of disability views the issue of disability as a socially constructed problem and a matter of full integration of individuals into the society. It is a condition and a problem created by the social environment which requires social action. The women with disabilities have limited opportunities to earn income and often have increased medical expenses. The situations for disabled women are particularly bleak. They are underestimated and undervalued by others and gradually they begin to doubt their own abilities.



The disabled women under the Indian rural set up were not able to actively participate in decision-making, income generation economic activities and experience in public and political life due to historical and socio-cultural reasons. They are generally dependent and have no say in decision making process. Disabled women, particularly those with intellectual, visual and hearing disabilities are highly vulnerable to physical and mental abuse.

### **Extent of Disability in Meghalaya**

As per 2011 census the population of Meghalaya is 29,64,9007 comprising of 14, 92,668 males and 14, 71,339 females (2011 census). However, the disability data was not reflected in the current 2011 census. As per the State Directorate of Census Operations (2004), Meghalaya has a population of 28,803(1.2%) Persons with Disabilities (PWDs). Out of the 28,803 people with disabilities (PWDs) in Meghalaya there are 15,317 men with disabilities and 13,486 women with disabilities. (State Directorate of Census Operations, 2004). The population of the disabled in the rural areas is 22,740 whereas there are 6063 people with disabilities in the urban areas. (State Directorate of Census Operations, 2004). Of the total 28803 disabled people, 46.5 percent constitutes of the visually impaired, 17.8 percent disabled in movement, 12.7 percent hearing impaired, 11.9% verbally impaired and 11.1% mentally impaired. (State Directorate of Census Operations, 2004).

- ❖ According to the Sample Survey on the Status of disability in Meghalaya in 2006-2007(252 rural sample villages and 28 urban localities from the district headquarters randomly selected from all community and rural Development blocks of the state) there are about 2123 People

with Disabilities (PWDs) identified There are about 1111 are men and 1012 are women identified from both the rural and urban sampled units..

- ❖ Out of the total 2123 PWDs identified there are 52.33 percent men with disabilities and 47.67% women with disabilities. The male percentage of disability is higher to females in both the rural and urban areas. (Sample Survey on the Status of disability in Meghalaya 2006-2007)
- ❖ About 51.26 percent male and female PWDs in the rural areas and 52.55 percent of male and female PWDs in the urban areas are not engaged in any occupation. (Sample Survey on the Status of disability in Meghalaya 2006-2007)
- ❖ Only 27.5 percent PWDs identified have had some form of education. The dropout rate is higher in females in both rural and urban area. There is not a single PWD at the Post Graduation level. (Sample Survey on the Status of disability in Meghalaya (2006-2007)
- ❖ Out of the total 2123 PWDs identified in both the rural and urban areas 85.40 percent of the sampled population do not possess disability certificates and only 15.69 percent of them have disability certificates. (Sample Survey on the Status of disability in Meghalaya 2006-2007).
- ❖ 78.45 percent of the PWDs from the rural areas have not received any form of assistance or intervention from the government nor the NGOs. Only 6.57 percent of the PWDs from the urban areas acknowledged that they have received grants and scholarship from the

District Social Welfare Department of the State. (Sample Survey on the Status of disability in Meghalaya 2006-2007).

- ❖ Only 17.52 percent of PWDs from the urban areas have received government intervention and NGO's assistance. (Sample Survey on the Status of disability in Meghalaya 2006-2007).

### **Status of Women with Disabilities (WWDs) in Meghalaya**

Women in Meghalaya are better off compared to their counterparts in the rest of the country. However in reality, women including the Disabled women are not the heads of the family. They are always under the control of the male member - husband, father or brother. Women have no right to sell the property without the knowledge of the male member - her uncle, her brother or her father. The society has other problems like lack of access to education due to poverty and disability leading to illiteracy. In spite of being a Matrilineal society, women in homes are not free from domestic violence having more consequential effects on the challenged /disabled women and children. Violence against women including the disabled women, trafficking of women and children, child labour, etc., are other problems prevalent in the society. Almost every day cases of crimes against women are reported in the local newspaper. Rape and sexual abuse against the disabled girls and women are also common in our matrilineal society but are rarely reported due to social stigma. Alcoholism and drug-addiction are the other social problems affecting many lives in the society. Another aspect of social life that is rearing its ugly head in this matrilineal society are the rates of marital discord, divorce and separation that have gradually

increased in the society. These have rendered the women destitute and compel them to maintain their children single-handedly. The challenged /disabled women in our state are not getting access to gainful employment due to the lack of life skills training, vocational training and rehabilitation facilities for them. Unemployment and high dropout rates are also very common among the disabled women and girls as per the Sample survey study on the status of disability in Meghalaya conducted by Bethany society under the assistance of the Social welfare department in 2006-07. They are vulnerable to be exploited in the work place or fired due to lack of access to education and life skills training. As mentioned earlier the dropout rate among women with disabilities in the state is very high and the literacy rate among women with disabilities is also very high. They are not able to get access to facilities and provisions due to them as most of them do not have a disability certificate which is mandatory to claim for their rights and services. Most of the disabled women from the rural areas are not able to get access to rehabilitation programmes and other services due to the absence of Non-Governmental Organizations and Government departments around their villages.

Traditionally, women were restricted from attending Durbar unless specifically called for a specific purpose on issues pertaining to them or when their assistance is required. It has been considered abnormal for women to air their views and voice their opinions in public matters among Khasis and Jaintias. Among the Garos for instance, women are not allowed to hold the position of Nokma and for Khasis the position of headman and the Jaintias the position of Dalois. In the political arena, participation of women as candidates is still receiving a Luke-warm attitude

of the male members in particular and the society in general. In the general Assembly elections (2013) several women have contested and ever only four (4) women were elected. During the last Assembly elections in Meghalaya (Feb, 2013), the persons with disabilities (PWDs) are not able to exercise their franchise as there are no special arrangements or ramps provided for them by the concerned authorities. The services for the Persons with disabilities (PWDs) in Meghalaya are under the Social Welfare Department initiated through the interventions deliveries of the NGOs. In Meghalaya at present there are about 12 NGOs offering services to the PWDs. Yet most of the PWDs have not having access to these NGOs as most of these NGOs are concentrated only in the urban areas which make it difficult for the rural women with disabilities to avail the opportunities and to be empowered.

### **Challenges and Barriers Confronted by the Challenged /Differently -able Women:**

The challenges faced by the disabled women in their society are similar in a way to those faced by women with disabilities all over the world, though they vary in degrees. These are as follows:

- Vulnerable to Physical and Mental exploitation and abuse
- Vulnerable to be attacked by strangers, own family members and society
- Less likely to obtain police intervention, legal protection and preventive care
- Vulnerable to be abandoned or killed during natural or manmade disaster events
- Vulnerable to be abandoned, injured or killed during wars and riots
- Lack awareness of their rights as disabled women
- Lack of access to disability benefits, entitlements and disability certificates
- Lack of access to education and higher education
- High dropout rate due to lack of appropriate learning environment
- Lack access to Employment (Unemployed)
- Lack access to appropriate health care
- Lack of affordable cost of services in educational, health care (RCH), legal etc.,
- Lack of access to disabled friendly roads and public transportation
- Uneven access to buildings (hospitals, health centres), inaccessible medical equipment, narrow doorways, internal steps, inadequate bathroom facilities, and inaccessible parking.
- Difficulty in obtaining a disability certificates in order to get access to rights/ services due to them
- Time consuming government procedures to access state services and entitlements
- Specialized rehabilitation services are urban -centric
- Lack of assistive devices within the social environment
- NGOs working in the field of disability are mostly based in the urban set up and not in the rural areas
- Lack of Life skill development training programmes
- Lack on Income generating programmes and entrepreneurship development programmes
- Limited socialization in the mainstream social order

- Lack of incentives of Govt to generate employment
- Shifting of responsibilities within the governments and poor coordination
- Government schemes like NHRM, NREGA, NRLM etc. does not include provisions for the disabled women
- Lack of disabled women specific legislations and policies
- Disability rights movements in the country are male dominated
- Lack of political will on the part of the government to address the disabled women problems

Many women with disabilities experience gender-based discrimination in the private sphere, ranging from harassment and emotional abuse to rape and physical violence. Women with disabilities in India also face violence at the hands of intimate partners, including husbands and their families. Women with disabilities—particularly women with intellectual or psychosocial disabilities—are disproportionately subjected to practices such as forced or coerced sterilization, contraception, and abortion. Frequently, when these women are minors or are deprived of legal capacity, guardians, parents, or doctors may make the decision on their behalf. Women with psychosocial and intellectual disabilities face discrimination in the form of continued institutionalization in state- and privately-run care homes and hospitals. Indian Laws however do not take cognizance of the special types, intensity and magnitude of violence perpetuated against women with disabilities. While some laws address violence against women with disabilities in institutional settings, in practice women with disabilities have effectively no access to the justice

system. The most obvious barriers to equality before the law in terms of disabled women's access to the justice system are physical access, communication barriers, and financial constraints. Current policies and practices in India addressing violence against women fail to address the unique causes and consequences of gender-based violence against women with disabilities. For instance, the Rights of Persons with Disabilities Act 2016 does not address violence against women with disabilities.

#### **Attitude of the family and Society towards the Challenged /Disabled Women**

Women with Disabilities are more prone to be discriminated, exploited as compared to women without disabilities due to negative attitude of the community surrounding them. They are confronted with certain unique disadvantages as compared to men with disabilities. The status of women with disabilities in Meghalaya following a matrilineal system is the same as confronted by women with disabilities in different parts of the country. The disabled women in Meghalaya like in other parts of the country are also confronted with the following attitudinal barriers:

- They are the most socially excluded or socially isolated sections of the society.
- Perceived as being useless (Doubting their abilities and potentialities)
- Underestimated and teased
- Hidden away- ( Limited participation in social and community settings)
- Neglected
- Insensitiveness of the environment around them.
- Over-protection by parents and caregivers have hampered the growth of girls and women with disabilities.
- Viewed as passive persons

- Limited participation in Decision making
- Required charitable help
- Less likely to be married (Cases in Gujarat,2004, 41% DW are not married)
- More prone to forced sterilization.
- Viewed as incapable of bearing children
- Prevented from having children

Women with Disabilities are also severely discriminated than the non-disabled women on the basis of being disabled, being a woman and being poor.

### **Negative attitudes and behaviors of Society towards Disabled Women**

The lives of the women with disabilities (WWDs) are more difficult by the way society perceived, interprets and reacts towards them. The magnitude of the problem of the Women with Disabilities is vast and its impact is very severe on the individual, family and community as a whole. The above stereotypic attitude of the society towards them is very much bothersome and affects the psychological well being, emotional stability and confidence of women with Disabilities. Disability is a trauma through which a disabled woman always passes and its effect pervades almost every aspect of their development. Women and girls with disabilities in India are forced into mental hospitals and institutions, where they face unsanitary conditions, risk-physical and sexual violence, and experience involuntary treatment, including electroshock therapy.

### **Social Security**

The Challenged / Disabled persons, their families and care givers incur substantial additional expenditure for facilitating activities of daily living, medical care, transportation and assistive devices. Therefore, there is a need to provide them social security by various means.

### **Research Findings on Women with Disabilities in India**

A few research studies was conducted in our country to identify the challenges and issues faced by Women with Disabilities. Of these few studies, Narasimhan and Mukherjee (1981), Grothaus(1985), Mani (1992, 1995), Sheela(1994), Strong and Freeman(1997), Thomas(1997),Chenoweth(1997), Alur(1999), Shah(1999), Karana(2001), Ghai(2003), Pandey (2012), Rai and Singh (2012) have conducted studies on the issues of Women with Disabilities at their individual level in various dimensions. On the basis of these studies the relevant findings are presented as follows:

1. Girls and Women with Disabilities are given less importance in the family as compared with other siblings.
2. Girls and Women with Disabilities are given less opportunity for education as compared with other siblings
3. The needs of Women with Disabilities are rarely addressed in the family
4. Girls and Women with Disabilities are getting less exposure to the outside world
5. Family members think that Girls and Women with Disabilities are a burden to the family
6. Parents worry a lot for their daughter with disability
7. Women with disabilities are less likely to be married as compared to the disabled men
8. Girls and Women with disabilities have less access to rehabilitation than men with disabilities.



9. Very few opportunities exist for women with disabilities for gainful employment than men with disabilities.
10. Less number of women with disabilities is involved in decision making level in the family, workplace and society.
11. Restricted mobility has limited the WWD socialization in the mainstream social order.
12. Overprotection of parents and caregivers hampering the growth of the girls and women with disabilities.
13. Women and girls with disabilities are particularly vulnerable to abuse.
14. Women with disabilities are recognized to be multiply disadvantaged, experiencing exclusion on account of their gender and their disability.
15. The nutritional, medical, educational, psychological, sexual, and recreational and employment needs of the disabled girls and women are the last in the list of priorities of the family and the policy makers.

#### **International Conferences, Programmes and Policies for Women with Disabilities:**

- The 1<sup>st</sup> World Conference on Women held in Mexico City in 1975, did not mention nor address issues pertaining to Women with disabilities at all. (Report of the world conference, 1975).
- The UN General Assembly in its 19<sup>th</sup> session in 1975 adopted the Declaration on the Rights of the Disabled Persons and declared that, “the disabled persons have the inherent right to respect their human dignity”, they “have the same civil and political rights as other human beings”, they “have the right to economic and

social security and to a decent level of living to secure and retain employment or to engage in useful, productive and remunerative occupation and to join all trade unions”.

- The Second World conference on Women held in Copenhagen in 1980 only requested governments to “Direct special attention to the needs of elderly women, women living alone and disabled women”.(UN Report ,1980).
- During the 90’s Women with disabilities were well represented at different levels in disability movements in the West. In the 1990’s the Government of USA passed two (2) pieces of legislations that had a major impact on disability rights movement .These legislations are the Americans with Disabilities Act (ADA) of 1992 and the Violence against Women Act (VAWA) of 1994.
- The Platform for Action held in Beijing during the World conference 1995 advocated the involvement of the disabled women in the men dominated society. The concerns for Women with disabilities in the Western countries were taken into consideration at the international platforms like the Beijing Women’s conference held in 1995.
- In India, the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 define disability as one or more of the following: blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation and mental illness. It says that to be considered disabled, a person must suffer from not

less than 40% of any disability, as certified by a medical authority.

- The Millennium Development Goals (MDGs) were framed according to the Nations Millennium Declaration of UN in 2000. These goals were set to be achieved by the year 2015.

These MDGs arise from a realization that there will be no development without security, and no security without development, and neither is possible without respect for human rights. There are Eight Millennium Development Goals (MDGs), with targets specified under each goal:

- ❖ Eradicate extreme poverty and hunger
- ❖ Achieve universal primary education
- ❖ Promote gender equality and empower women
- ❖ Reduce child mortality
- ❖ Improve maternal health
- ❖ Combat HIV/AIDS, malaria and other diseases
- ❖ Ensure environmental sustainability
- ❖ Develop a global partnership for development

The 1<sup>st</sup> of its kind Human rights convention of the 21<sup>st</sup> century which have provided a significant space concerning women with disabilities was in Article 6 of the UN Convention on the Rights of Persons with disabilities held on 3<sup>rd</sup> May 2008. It state that women and girls with disabilities are subjected to multiple discrimination and all countries attending this convention were directed to take all measures to ensure full and equal enjoyment by them of all human rights fundamental freedom.

### **Suggestions and Recommendations to Empower the Disabled women in Meghalaya**

The problems of the disabled women are vast and these are to be tackled with an optimistic attitude and willingness. Our societies may be heterogeneous, but the problems and needs of the disabled women are the same. The Disabled Women in Meghalaya are constrained with many challenges in spite of their advantage in the Matrilineal society. These constraints are seriously affecting development of these women who are important actors of human development. If the state is to achieve human development goals these constraints need to be addressed. The following are some of the recommendations for the empowerment of the disabled women in Meghalaya:

- 1. Women Empowerment**-Empowerment literally means becoming powerful. Empowerment encompasses a few key elements such as power, autonomy and self-reliance, entitlement, participation, awareness generation and capacity building. Empowerment of women as a concept was introduced at the International Women's Conference in 1985 at Nairobi. The disabled women can be also empowered in our matrilineal community by giving them easy access to educational, economic, legal and political rights as other non-disabled women. Women with disabilities in our state must be provided a platform where they can discuss, assert and take own decision on issues that matters to them. Women Empowerment in this context means recognition of the disabled women's abilities and also their role in the development process of our society and nation.

2. **Attitudinal Change**-Healthy attitude on the part of the family and society are essential for the empowerment of Women with disabilities .There is a need to evolve institutional arrangement to bring about lasting positive change in the attitude of people in the society towards the disabled women.
3. **Education for All (EFA)**-The Jomtien Conference (1990), Salamanca Statement (1994) emphasized on inclusive schooling for all the girls and boys with disabilities in appropriate environment. Education for all involving the disabled girl right from early childhood is the panacea for eradicating all evils confronted by the women with disabilities. Education can assist them assert for their rights and other provisions accorded to other marginalized women.
4. **Adult Education**-Literacy is the most essential prerequisite for the disabled women empowerment. Through literacy, especially functional literacy they will be in a position to function effectively and be aware of the rights accorded to the disabled women The National Literacy Mission (NLM) has also accorded priority for the promotion of female literacy. Therefore special efforts are required to reach out to the disabled women too through literacy programmes in order to provide them access to education and to raise the literacy rate among the disabled women population in our state and country.
5. **Role Models**-The Society and Community members can be given awareness about the abilities and

potentialities of women with disabilities by focussing on the role models of disabled women who are holding high positions in the society. There are some women with disabilities who have grown with good qualifications, great jobs and enjoyed a prestigious reputation. They are also in decision making level. Such women could be identified and be portrayed as good example or role model for other disabled women in the society. This will boost their confidence level. It is important to identify women leaders with disabilities and focussed on their potentials that this will make a good impact on other disabled women in the society. (Ms.Bertha,Bethany Society).

6. **Employment& Income Generating Programmes** - Employment avenues can help women with disabilities to be financially independent and to have an accepted life in the family as they contribute to the family economy. The employment needs of the disabled women can be met if the Persons with disability (PWD) Act (1995) is implemented in the right earnest and with commitment. Income Generating Programmes (IGPs) must be taken up to rehabilitate the disabled women by imparting them income generating training for gainful employment skills.
7. **Barrier Free Environment**-Conducive environment is to be provided that will support and ensure independent functioning of women with disabilities. Full adoption of comprehensive building byelaws and space standards for a barrier free environment must be ensured. Public

buildings should be barrier free. The functional or recreational, transport amenities including roads, sub-ways and pavements, railway platforms, bus stops/ terminals, ports, airports, modes of transports (bus, train, plane and waterways), playgrounds, open space etc. must be made easily accessible to the disabled women.

8. **Rehabilitation**-Rehabilitation of the Disabled women lies on the four pillars which are family acceptance, social integration, education and employment. Rehabilitation needs to be provided in the same community where the disabled woman resides and she should be made to share responsibilities. Successful rehabilitation for the women with disabilities makes them contributing members of the community. Appropriate rehabilitation will in the long run bring tremendous change in the disabled women lives.
9. **Role of media**-Media can be utilized to generate awareness about disability issues as it covers a huge population. The women with disabilities and their peers are less aware about the schemes, rights, policies rehabilitative measures provided by the government and NGOs. Once conscientized through the media, discrimination, physical and mental harassment of any vulnerable women with disabilities could be exposed and brought to the court of justice. Media therefore can be effectively utilized in order to address to the needs and welfare of the

disabled women in this contemporary world.

10. **Bank Loans**-All Nationalized banks are required to provide loan to the disabled persons and this scheme can be tapped to enable and empower women to avail loan. They can be motivated to form SHGs and be provided with credit facilities from financial institutions.
11. **IRDP**-The Integrated Rural Development Programme provides a subsidy upto to 67% on loans given by nationalized banks and government institutions to the rural disabled people. It has now become mandatory to ensure that at least 3% of the beneficiaries under IRDP are persons with disabilities.
12. **DWCRA**-The Development of women and children in Rural Areas (DWCRA) scheme helps in development of horticulture, sericulture and similar activities by supporting them to form Self-help groups of 10-15 and offer credit to undertake economic activities. The rural disabled women can avail these facilities.
13. **Social Welfare Department**-This Department in various states have a loan scheme for the disabled people. Such schemes could also be avail by women with disabilities.
14. **NHFDC Scheme**-The National Handicapped Finance and development Corporation (NHFDC) implement the scheme **Swarnjayanthi Gram Swarozgar Yojana (SGSY)** through which financial assistance is provided to disabled people to start self-employment. Self-Help Group activities for persons with disabilities are promoted for

providing self employment opportunities. Funds are available through the District administration of the states to promote SHGs for the Disabled too.

**15.Disabled women's participation in developmental plans-**Better social mobilization and political will to introduce the concept of disabled women's participation in the women's empowerment Policies, Schemes, Plans and Programmes.

**16. Vocational and Skill Training-**Special programmes will be developed for education, skill development employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs. Special educational, Skills and Vocation training facilities must be setup.

**17.Representation of WWDs in large projects-**The Government must encourage the projects where representation of women with disabilities is ensured out of the total beneficiaries.

**18. Short stay homes for abandoned disabled women-**Steps should be taken to provide short duration stay homes for women with disabilities, hostels for working disabled women, and homes for aged disabled women.

**19. Disabled People's Organisations -**The Disabled People's Organisations (DPOs) must represent the women with Disabilities issues and advocate for their rights to ensure that the state and service providers are responsive to their needs.

**20.Vocational and CareerCounselling–**  
This must be made available to in both rural and urban areas.

**22 Early Screening and Identification-** Programmes must be initiated for screening of all girls to identify at risk cases.

**23.Training of Govt. and NGO functionaries-**The government must provide training and orientation of personnel's of Government and NGOs providing services to the disabled women.

**24. Training of Family Members-**The government must provide training and orientation to family members and caregivers of the disabled women to develop healthy coping mechanism and positive attitude towards them.

**25. Dialogue with Private Sectors for gainful employment-**The government shall initiate a dialogue with private sector organizations to help women with disabilities in getting employment and create a working environment necessary for the disabled women to operate without barriers in training centres/ factories/ industry/ offices etc.

**26. Communicative Technologies-**The Braille, tape-service, large print and other appropriate technologies must be use to provide information to the women with visual disability about their rights and entitlements.

**27. Research-**Research studies with an objective to develop new technologies for women with disabilities must be encouraged with national and international cooperation, wherever necessary. The results of research must be widely



disseminated. It must focus on the following aspects: Socio-cultural aspects of disability including study on the causes of different types and level of incidence of disabilities, extent, causes, problems, social attitudes and behavioural patterns of the social environment towards women with disabilities.

**28. NGO's-** Most of the NGOs working in the field of disability in our state are located in the urban areas. The government must realize that they need to motivate and support NGOs through grants in aid in the rural areas so that they can reach out to the rural women with disabilities. The Women's disability Organizations needs to be instituted at the state and national level and they must be consulted during policy formulations.

**29. Effective Legislations-** Acts, Policies, Schemes and Programmes for the welfare of Persons with Disabilities (PWDs) are not sufficient but implementation and execution should be prompt and effective. Disabled women specific legislations and policies must be enacted. Women with disabilities need to be provided with adequate knowledge about sexuality which will equip them to understand that they have been sexually assaulted. There is the need for policy makers to ensure greater accessibility to complaint and redressal mechanisms for women with disabilities. Efforts need to be made to strengthen the legal system and necessary legal aid/help to bring the perpetrators of such crime to justice has to be provided.

**30. Inclusion of women with disabilities in the gender budgeting-** Ensure providing adequate funding by introducing specific gender budgeting within the DePWD and in the overall budgeting of the Ministry of Women and Child Development at National and State levels.

**31. Strengthen Awareness Programmes-** Awareness programmes must be conducted targeting women with disabilities and their families, with the involvement of civil society, institutions and community leaders, to eliminate stigma and discrimination, and to promote media representation of a positive, non-stereotypical and non-discriminatory portrayal of women with disabilities.

**32. Ensuring that the Draft National Education Policy 2019** –The Policy must address issues of drop out of girls with disabilities, by providing not only financial support but also an accessible and non-discriminatory atmosphere, through provision of transport, accessible toilets etc.,

**33. Ensuring the inclusion of women with disabilities specifically under the National Rural Health Mission and Rashtriya Swasthya Bima Yojana-** They should cover both health and rehabilitation requirements. The state should also frame rules for strict penal action for elimination of practices such as forced sterilization, forced abortion, forced hysterectomy and forced contraception.

**34. Effective Role of the Women Commissions-** Direct National Commission of Women and State

Commissions of Women must take up issues of human rights violations of women with disabilities on an immediate and urgent basis including support in accessing the legal justice system. The State Women's Commission must be strengthened to take up issues related to disabled women.

**35. Ensuring Specific Data on Women with Disabilities-**The National Family Health Survey and National Crime Record Bureau of India must include data of women with disabilities including women with psycho-social disabilities which give a clear picture in formulating strategies and mechanisms to combat violence and crimes and address their particular needs. Data on type of disability and gender must be collected and disseminated on a regular basis by the various Governments to highlight the status of women and girls with disabilities in terms of access to education, health services, work and employment, and social security, to enable an estimation of violations and infringements of the rights of women with disabilities.

## CONCLUSION

India as a progressive country is changing rapidly in this contemporary world. The status of women has steadily improved in all aspects, but with regards to the women with disabilities there is no special change in their status. They are socially unwanted, degraded, scolded and treated partially against other able-population and amongst family members. Women with Disabilities (WWD) are also less educated and under employed. They are not considered capable of

performing well in studies, in the workplace, in performing household chores effectively, having meaningful sexual relationships or producing or rearing children. Women with disabilities do not have the same options of education, employment, marriage and motherhood as non-disabled women. There had been various Seminars, Conferences, Symposiums organized by various government departments, NGOs and Civil societies to discuss about the issue of Women's Rights and equality at the International and National forums. However, the plight and injustices posed by Women with Disabilities have never been debated.

Although a right-based approach has entered the disability rights movement, the specific concerns of women with disabilities have neither found a place in government policies and programmes nor in the voluntary sectors. The disabled rights movement in India is found as male dominated. Even within the women's movement, women with disabilities rarely figure as a distinct group. Therefore, the specific concerns of women with disabilities have to be adequately reflected in the planning process. RCH programmes will have to pay attention to reproductive health needs of women with disabilities. Violation of their reproductive rights through forced sterilization, contraception and abortion especially in institutions must be dealt with severely. Education of the birth right of every citizen as stated in Article 45 of the Constitution of India. This indicates that all children of both gender be it the disabled or the non-disabled have the right to education. Therefore, education is one of the most important means of empowering women with disabilities. Functional literacy and quality education can prepare them to enter any field based on their potentialities. It can also equip them with knowledge, skills and self-confidence which are

necessary for them to participate fully in the development process. In the 11<sup>th</sup> Five Year Plan, women with disabilities will be specifically included in gender equity programmes, both as beneficiaries and as project workers. The disabled or differently able women are definitely able women. Our prime concern is to bring out their abilities and potentialities by providing them opportunities and needed experiences. What potentiality the disabled woman possesses is God's gift to her; but what she becomes will be our gift to her and eventually her gift to God. There is a need for an attitudinal change on the part of the family and community to accept the disabled women as constructive and contributing members of the family, community, state and the country as a whole. Disability does not lie in women, but in the interaction between women and the society. The Meghalaya State Policy on disability must be made public and implanted on a priority basis. To conclude, rather than focussing on disabilities in the functioning of their organs, we need to focus and take into consideration the abilities and capabilities of the Disabled Women in our society, if we are committed in our mission to empower them.

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## SPAN OF ATTENTION AND MEMORIZATION SKILLS AMONG SECONDARY SCHOOL STUDENTS

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### ABSTRACT

Memory refers to our ability to retain information about past experiences. Attention is the most powerful asset of human beings. At the same time it is very difficult to master. A descriptive survey was conducted to find out the relationship between span of attention and memorization skills among secondary school students. Secondary school students (N=250) were selected by using stratified random sampling technique from the various districts of Kerala with the due representation of gender, locale and type of management. The students were between the age group of 13-15 years. Results show that there is a positive correlation between span of attention and memorization skills.

### NEED AND SIGNIFICANCE OF THE STUDY

Memory is the ability of an organism to store information from earlier learning process and reproduce that information in answer to specific stimuli. Cowan (2005) said that memory includes three processes – encoding, storing and retrieving. A combination of physical and mental activities can protect human memory and help us stay alert. Memorization skills can be perfectly reproduced

by a subject after a single presentation by the experimenter. Attention is a complex cognitive process of selecting important issues and ignoring those which are less important. Attention is important for the physiological and behavioural responses. When an individual is conscious, she/he possesses two types of attention, active and passive.

The terms span of attention and memorization skills are interrelated. If students will do not sustain attention during teaching learning activities, then it will affect the quality of their knowledge and memorization skills. There are many factors which can affect attention and memorisation of students in the classroom, such as duration and method of teaching, novelty and repetition of topic, surrounding environment, interest, health and emotional status (Sonika, Archana, Jerry, Meena, Jagbeer, Vandana, & Sucheta, 2014)..

According to Baddeley (2000) the ability to think depends on memory. A small amount of information accessible over short time that people can use in learning and thinking. Text memorization is not just about memorizing the materials given to learners. It is of great importance that learners

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need to fully understand the content first and then output the sentences learned in the content naturally after memorizing them. Part of paying attention is to focus. Students need to be reminded that attention in class makes remembering much more efficient. Different kind of teaching strategies optimizes attentiveness, association making, chunking, and rehearsal, while at the same time minimizes interference effects. Such teaching should promote a more complete, contextualized learning environment that can not only raise test scores but also be more effective in producing attention and memories skills that lead to transportable skill acquisition and problem-solving capability (Posner, Rothbart, Fiske, Kazdin, & Schacter, 2007).

### OBJECTIVES

1. To find out the relationship between span of attention and memorization skills among secondary school students.
2. To study the difference among subsamples on the basis of gender, locale and type of management with respect to the variables - span of attention and memorization skills.

### HYPOTHESES

1. There is no significant correlation between span of attention and memorization skills among secondary school students.
3. There is no significant difference between gender, locale and type of management among secondary school students with respect to the variables - span of attention and memorization skills.

### METHODOLOGY IN BRIEF

#### Method

In the present study, normative survey method was used.

#### Sample Used

The sample consists of 250 secondary school students selected through stratified random sampling technique from the various districts of Kerala with the due representation of gender, locale and type of management. The students were between the age group of 13-15 years.

#### Tool Used

Span of Attention Scale, Memorisation Skills Questionnaire, Personal Data Sheet were the tools used for the study.

#### Statistical Techniques used

Analysis of Karl Pearson's Product Moment Co-efficient Correlation and Test of significance of difference between means were the statistical techniques used.

## RESULTS AND DISCUSSION

Table 1

Coefficient of correlation between span of attention and memorization skills

Variables	Number of students N	Coefficient of correlation (r)
Span of attention and Memorization skills	250	Marked or substantial correlation (r=0.70)

Correlation between span of attention and memorization skills was found to be 0.70. It is significant at 0.01 levels, since the value is greater than the table value. It is interpreted that there is

significant relationship between span of attention and memorization skills among secondary school students.



**Table 2**

**Test of significant difference between means with respect to span of attention**

Group	N	Mean	SD	CR
Boys	122	10.34	3.26	4.83*
Girls	128	12.61	4.14	
Rural	124	10.57	3.01	2.24
Urban	126	11.40	2.85	
Govt.	125	10.90	2.73	1.21
Aided	125	11.28	2.20	

*\*statistically significant at 0.01 level*

There is significant difference between boys and girls with respect to the span of attention (C.R=4.83\*). There is no significant difference

between rural and urban students; students from government and aided schools with respect to the span of attention.

**Table 3**

**Test of significant difference between means with respect to memorization skills**

Group	N	Mean	SD	CR
Boys	122	8.91	3.05	0.79
Girls	128	9.25	3.76	
Rural	124	9.74	2.84	1.57
Urban	126	10.31	2.90	
Govt.	125	9.96	2.63	1.21
Aided	125	9.03	2.18	

*\*statistically significant at 0.01 level*

There is no significant difference between boys and girls; rural and urban students; and

students from government and aided schools with respect to the memorization skills.

### Findings

1. There is significant relationship between span of attention and memorization skills among secondary school students.

2. There is significant difference between boys and girls with respect to the span of attention among secondary school students. There is no significant difference

between rural and urban students; students from government and aided schools with respect to the span of attention.

3. There is no significant difference between boys and girls; rural and urban students; and students from government and aided schools with respect to the memorization skills.

## CONCLUSION

The study highlights the fact that there is positive correlation between span of attention and memorization skills. Both the skills are important in learning and developing desirable personality in children. So teachers may encourage analysing their teaching strategies critically to improve cognitive skills in students. Based on this study, it can be recommended that lengthy lectures should have breaks, small group discussions or other learning activities, which enhances attention and memorization skills among students and make the learning interesting.

## EDUCATIONAL IMPLICATIONS

Span of attention plays a vital role in teaching learning process. Without attention learning cannot be effective. It helps a child to grasp things better. It is a must to learn a skill. Lesson studied with greater attention lasts long. Thus, attention is highly vital to learning. Learning and memory are closely related concepts. Learning is the acquisition of skill or knowledge, while memory is the expression of what the person has acquired. If acquisition occurs instantly, that's making

a memory. The teacher should create a conducive environment at the time of teaching in order to concentrate full attention and to develop long term memory among the students. In order to create span of attention and memorization skills, the teacher should try to motivate the students at each stage of learning. This refers to an educational environment, curriculum, materials and instruction that are consistent with student's physical and cognitive abilities as well as their social and emotional needs.

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## SELF CONCEPT AND CONFLICT MANAGEMENT COMPETENCY AMONG SECONDARY SCHOOL STUDENTS OF KOZHIKODE DISTRICT

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### ABSTRACT

The objective of the study is to find out the relationship between self concept and conflict management competency among secondary school students. The investigator surveyed a sample of 553 secondary school students from various parts of Calicut district in Kerala and used a stratified random sampling technique to collect the data. The correlation analysis revealed the existence of positive relationship between self concept and conflict management competency among secondary school students.

### INTRODUCTION

A child receives the fundamental lessons of life from his/her family. As the child grows, he/she gets to socialize with different people such as peers, relatives, and other groups within the neighborhood. These interactions help them uncover their roles and duty within the family and community which in turn, helps them to discover their status in the society. This process of identification is known as self concept.

Shavelson et al. (1976) define self concept as the perception of oneself, formed during experiences and relationships with the environment, where society also plays an important role. Unlike in the past, children now live in nuclear families. Their parents, who struggle to survive in this fast-moving competitive world, may not get enough time to investigate his/her daily affairs. So, there are chances of little conflict to originate and spoil the child's future.

In any conflict or dispute, people instantly identify themselves using arguments and opinions. These views then become an integral part of their self concept, which faces a threat when opposed by another set of arguments. This threat is known as ego-threat (Baumeister, 1998), and it arouses hostility, competitive cognitions, and exceedingly strenuous and tenacious exchanges. In other words, it suggest that the conflict in and by itself produces ego-threat that is bound to escalate and can become too difficult to manage. Hence rather than avoiding such conflicts, the recent studies

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focus on conflict management which examines various methods to deal with conflicts.

Conflict management is defined as “A philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives” (Hanson, 1991).

The studies have shown that proper self concept helps an individual to lead a healthy life in society. Children with good perception about themselves are better equipped in handling conflicts effectively. Based on reviews from related literature, the authors found that the number of studies conducted in this area is limited. Therefore, the investigator attempt to study the relationship between self concept and conflict management competency among secondary school students.

**OBJECTIVE OF THE STUDY**

1. To findout the relationship between self concept and conflict management competency among secondary school student.

2. To study the significant difference , if any in the mean score of self-concept and conflict management competency for the subsample gender & locale.

**METHODOLOGY IN BRIEF**

**Method**

The method adopted in this study were survey method.

**Sample**

The study was carried out on a representative sample of 553 secondary school students in Kozhikode district.

**Tools used**

Self Concept Scale (Rekha & Shamsudeen, 2010)

Conflict Management Competency Inventory (Abdul Rasheed & Jeenu, 2018).

**Statistical Techniques Used**

The data of the study were analyzed using the following statistical techniques:

Test of Significance of difference between means.

**RESULT AND DISCUSSION**

The collected sample of 553 Secondary School Students were used for analysis of data.

**MEAN DIFFERENCE ANALYSIS**

The Test of significance of difference between means scores of Gender and Locale for

the variable Self Concept and Conflict Management Competency were calculated and presented in table 1 and 2

**Table 1**

**Data and Result of the Test of Significance of Mean Difference in Self Concept Scores of Gender and Locale**

Variable	Category	N	Mean	S D	t value	Sig. level
Self Concept	Gender	Male	280	166.33	2.361	0.05
		Female	273	169.10		
	Locale	Urban	259	168.42	1.150	NS
		Rural	294	167.06		

From the table, it is clear that, the independent sample t-test results that corresponding to Self Concept based on gender, the obtained t value (2.361) is greater than the table value of t(1.96) at 0.05 level of significance which is found to be significant and in the case of

locale, the obtained t value (1.150) is less than the table value of t(1.96) at 0.05 level of significance, found not to be significant. This shows that, there is significant difference in Self Concept based on gender whereas there is a no significant difference based on locale.

**Data and Result of the Test of Significance of Mean Difference of Conflict Management Competency**

Variable	Category	N	Mean	S D	t value	Sig. level	
Conflict Management Competency	Gender	Male	280	137.90	13.74	4.662	0.01
		Female	273	143.04	12.13		
	Locale	Urban	259	139.31	13.91	1.886	NS
		Rural	294	141.43	12.50		

From the table, it is clear that, the independent sample t-test results that corresponding to Conflict Management Competency based on gender, the obtained t value (4.662) is greater than the table value of t(2.58) at 0.01 level of significance which is found to be significant and in the case of locale, the

obtained t value (1.886) is less than the table value of t(1.96) at 0.05 level of significance, found not to be significant. This shows that, there is significant difference in Conflict Management Competency based on gender whereas there is a no significant difference based on locale.

### CORRELATION ANALYSIS

The relationship between Self Concept and Conflict Management Competency among secondary school students for the total sample

and the sub sample, the investigators calculate the Person's Product Moment Correlation and Fisher's t-test. The details are given in table 3.

**Data and Result of The relationship between Self Concept and Conflict Management Competency among secondary school students for the total sample and the sub sample**

**Table 3**

Sample	N	r	Type of correlation	t	Significant Level
Total	553	0.327	Low or Slight Positive Relationship	8.12	0.01
Male	280	0.290	Low or Slight Positive Relationship	5.05	0.01
Female	273	0.347	Low or Slight Positive Relationship	6.09	0.01
Urban	259	0.296	Low or Slight Positive Relationship	4.97	0.01
Rural	294	0.368	Low or Slight Positive Relationship	6.76	0.01

Table 3 shows that the correlation coefficient between self concept and conflict management competency among secondary school students for the total sample, and the sub sample, male, female, urban and rural students are 0.327, 0.290, 0.347, 0.296 and 0.368, respectively. The values indicate a low or slight positive correlation between these variables.

The critical ratio obtained for the total sample, male, female, urban and rural students are 8.12, 5.05, 6.09, 4.97 and 6.76, respectively

which is higher than the table value of 2.58 at 0.01 level of significance. It shows that the correlation is vital at 0.01 level.

**COMPARISON OF CORRELATION**

The value obtained for the comparison of the test of significance of difference in 'r' of Self Concept and Conflict Management Competency based on Gender and Locale are given in table 4.

**Table 4**  
**Data and Results of the Test of Significance of Difference in 'r' of Self Concept and Conflict Management Competency among the Subsamples of Secondary School Students with Respect to Gender and Locale**

Variables	Sample	N	Coefficient of Correlation 'r'	Z-value	Critical Ratio	Sig. Level
Self Concept and Conflict Management Competency.	Gender	Male	280	0.290	0.30	NS
		Female	273	0.347	0.37	
	Locale	Urban	259	0.296	0.31	NS
		Rural	294	0.368	0.39	

From Table 4, it is clear that the difference in correlation between Self Concept and Conflict Management Competency for the Secondary School Students based on Gender and Locale is not significant at 0.05 levels, since the critical ratio 0.823 and 0.941 is lower than

the table value 1.96. This shows that there is no significant difference in the relationship between Self Concept and Conflict Management Competency based on Gender and Locale at 0.05 level of significance.

### CONCLUSION

The results from the survey reveal that the difference in mean values of self concept scores is more decisive on gender than locale. The scores of conflict management competency also follow a similar inclination. The investigators applied correlation analysis to determine the relationship between the two, and the result showed a low or slight-positive correlation between self concept and conflict management competency among secondary school students.

The findings convey to the teachers and parents about the importance of improving self concept and conflict management competency among students. Teachers and parents must promote students to share their emotions with their family and friends. Giving students the freedom to choose and act responsibly can help them develop their self concept and conflict management competency.

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## ONLINE APPS USEFUL FOR PEDAGOGICAL TRANSACTION

\* Uma P V

### ABSTRACT

In the prevailing situation of covid-19, learning apps seems to be more relevant. There are number of apps which are used for various purposes. The most difficult and confusing fact is to select the best app suited for a particular purpose. For that one must have a technological skill to handle these apps. When we switch on to the field of education in the covid-19 context, learning apps are more pertinent. So all educational institutions have changed their pedagogical transaction of using various online learning apps. The study was conducted on a sample of 100 B.Ed student teachers of Kannur district. The objective of the study was to identify the online apps that can be used by the B.Ed student teachers for pedagogic transaction during practice teaching. The result showed that the student teachers are aware of the different apps used for pedagogic transaction.

### INTRODUCTION

Pedagogical transaction refers to the different methods, strategies and techniques for teaching. Method can be considered as a way of

learning to realise the plan used by a teacher in real and practical activities in the classroom to achieve the learning outcome. Different methods include demonstration, discussion, quiz, assignment and question answer. A strategy is a plan for achieving goals that can be used to prioritize and focus efforts in creating and implementing a design. Techniques are concrete ways of accomplishing those goals. A technique is a method of doing some task perfectly. Different techniques include drill, buzz section, brainstorming etc.

Apps are computer programmes that can run on computer, smart phone or tablet. The word app is the shortened version of word application. Apps can be useful for doing things like play music, check email, and edit photos. Mobile apps make the life of a person easier. Mobile apps can help, inform or entertain anywhere with a smart phone. Online apps are convenient, help to save money, more efficient, can work out the ways on the move from a new location, can entertain anywhere.

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For curricular transaction in the present context educational apps and all other apps are widely used and seems to be most effective for pedagogic transaction in teaching learning process. Apps are more effective because of its storage space is very little, easily accessible, retrieve it very easily. They make our life easier, inform or entertain us any where by using a phone.

An e-learning web app is an interactive webpage that allows learners to input their data and get expected results through interaction. Students can access the app from a web browser with an active internet connection from remote locations. Online education has experienced an excellent transformation with the advent of e-learning web apps. It has overcome the barriers of space and time and makes students and teachers connected from anywhere in and around the world.

Sivakumar (2015) in his study integrating skype into education says that skype for education opens the door to many possibilities. Dharmaji (2019) in his study on the role of ICT in the enhancement of English language and skills among learners observed that ICT application are the most powerful tool for making changes in education .It makes learning flexible and easy. Kacharayil (2021) in his study on webinars organised by teacher education institutions in Kerala during Covid 19 pandemic period seems that webinars conducted during Covid 19 pandemic period enabled the teacher educators to utilise the virtual platform in an effective way. Sini & Lobo (2018) in their study, role of ICT apps for enhancing classroom interactions shows that the use of ICT applications help students to bag knowledge and experience in new ways.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Due to the outbreak of the COVID 19 pandemic, schools, colleges and other educational institutions embraced online educational platforms. With e-learning web app teachers can provide an effective virtual learning experience to the learners. Education apps have been devoted to encourage students of all ages to learn and explore more in the field and generate more interest to make learning interesting and meaningful. Modern education along with the combination of online application can do wonders for the common man and more importantly to the people living in remote places.

During covid-19 pandemic all educational institutions are shut down. There was no way to carry out the teaching learning process. In order to cope up with the confronting situation all stake holders are forced to use different online application available on different platforms. Therefore the investigator felt the need for identifying the various online apps used by the teacher educators for their teaching learning process especially suitable for practice teaching.

The learning apps may be categorised into different sections like apps for business, animation, games, quiz, learning, assessment and evaluation. Due to uncountable unique features of apps, now many people are using apps in their daily lives according to their individual needs. So in the present scenario of Covid-19 Pandemic most of the educational institutions replenish their curriculum by using different learning apps. Learning apps are also part of the success of each and every institution which supports online learning. They have come a long way but are still at the early stage of development. Hence the

investigator felt the need to conduct the study to find out how the student teachers incorporate these online learning apps in their practice teaching session.

### OBJECTIVES OF THE STUDY

To identify the online apps that can be used by the BEd Student Teachers for pedagogic transaction during practice teaching.

### METHODOLOGY IN BRIEF

#### Sample

The Study was conducted on a sample of 100 student teachers studying in various college of teacher education in Kannur district.

### Method

The investigator employed the survey method in order to collect the necessary data for the present study.

#### Tools used

In this survey, the researcher used a questionnaire to gather data from the selected sample.

#### Statistical Techniques used

The data was analysed using percentage analysis.

## RESULTS AND DISCUSSION

The details of common apps used for Pedagogic transaction in multidimensional context is presented in Table 1

**Table 1**  
The details of common apps used for Pedagogic transaction in multidimensional context

Sl. No.	App used	Features	Key features	platform
1.	Zoom	Users to meet online, that sells online and offline schooling and curriculum. Focuses on the Learn- Practise-Test model. It allows students to study for CBSE and ICSE curricula ranging from pre-preliminary and class 1 to class12. In 2018 launched IIT-JEE test preparation. App and an interactive app in 2019. Sessions, screen sharing, teaching learning purpose, host meeting.	Teaching learning, host meeting	Android, iphone i pad, web
2.	Google classroom	Free web service developed by Google for schools. It can be used to store class materials, make announcement, create assignment, grade assignment etc. Upload the prepared video class.	Teaching learning	Android, ios

3.	Google meet	Any one with a google account can create a video meeting. Invite up to 100 participants, 60 minutes per meeting free. Google meet is a video-communication service developed by Google.	Teaching-Learning, host meeting, business purpose	Android, ios web
4.	ScreenCast-O-matic	Screen recorder, video editor, and video sharing services for education and used in flipped and blended learning.	Developing video content, video recording	Android, free app
5.	Webex	It allows meet with anyone, anywhere in real time from office to home as long as one has an internet access	Host meeting, share screen, teaching – learning	Android
6.	Byjus learning app	Online tutoring firm founded in2011. Mainly designed to school 4-12.This app mainly covers maths, physics, chemistry and biology and recently introduced social science for class 6-8.This includes courses like CBSE, ICSE, JEE, CAT, NEET etc It is for class. 1-12, recently launched new programme in its early learn app for students of kindergartens well.	Teaching learning	Android, not a free app
7.	Kahoot	Game based learning app to improve students engagement in virtual classroom. Multiple choice question are projected on the screen students can answer on smart phone, laptop or computer.	Gaming, quiz	Android
8.	See saw	Online web apps offer a bulk of resources to user for building a successful digital learning environment. It allows to showcase the student's strength, areas of improvement and students learning progress.	Teaching learning	Android,ios
9.	Photomath	It is an award winning educational web app. This app has a dedicated team of mathematician who examines effective maths teaching methods, develop solutions for maths problems. Understand the concepts of <b>maths</b> in a better way.	Maths learning	Free Android

10.	Edmodo	Offers communication, collaboration and coaching platform to k-12 schools and teachers. It helps to share content, distribute quizzes, assignment, manage communication with students and parent	Teaching learning	Free and paid paid android,ios
11.	Scratch	Popular e-learning web app specifically developed for 8-16 year old. It helps to develop creative skills of the children. Students can combine music, graphics and photos to create interactive games, animations and slide shows.	Animation	Android
12.	Prezi	When compared to power point presentations prezi presentations were found to be 25% more effective. It is one of the best e learning web application that provides beautiful designer templates for creating visually stunning presentations. We can grab the students attention and keep them focused on the lessons.	Presentation tool	Android
13.	Thinglink	It is an award winning education app that allows teachers to create learning methods using engaging content. It accelerates the curiosity of students to learn things and expand their knowledge. It is possible to provide virtual learning experience to the students by augmenting the images, videos, virtual tours, music and more.	Teaching learning for education business	Free app
14.	Khan Academy	Provides free worldwide education anywhere and anytime.	Teaching learning	Android, ios
15.	Udmev	Includes classes, live lesson and videos from experienced educators. They clear the doubts. Live tests, quizzes Practice session, Recorded sessions, both free and paid options.	Teaching learning	Android, ios
16.	Class Dojo	Is a virtual classroom environment. It allows teachers, students and parents to interact with one another. Teachers can use the paltform to send alerts to parents, send feedback to students, and even accept assignments.	Teaching learning	Free, Antroid, ios

17.	Unacademy Learning app	For competitive exam. Include classes, live lesson and videos from experienced educators. Main focus on competitive exam, Live tests, quizzes Practice session, Recorded sessions, both free and paid options available.	Competitive exam (IT, JEE, NEET, UPSC exams CAT, P.SC etc)	Free and paid option, android
18.	Vedantu	Is currently offering free access to all of their live online classes. The premium content for classes 1-12. Besides live classes, Vedantu also provides recorded lectures, course materials, tests assignment, etc. also get complete package of each and every class.	Live interactive tutorial classes, online teaching learning process	
19.	Extramarks	Is an educational technology company, that sells online and offline schooling and curriculum. Focuses on the Learn-Practise-Test model. It allows students to study for CBSE and ICSE curricula ranging from pre-preliminary and class 1 to class12. In 2018 it launched IIT-JEE test preparation. App and an interactive app in 2019.		Android free for first seven days
20.	Teachmint	Is an all-in -one platform created socially for the tutors of digital age. It helps teachers to conduct online classes	Teaching learning	Free app android
21.	DIKSHA	E-Learning portal launched by MHRD for enabling smooth interaction between students and teachers.	Teaching learning	Android, free software
22.	LIVE BOARD INTERACTIVE WHITE BOARD	Make classroom teaching easy, and interactive via shared white boards, Communicate with the students in real -time via live messaging or audio chat	Online white board for teachers, tutors, classroom, schools.	Android.
23.	School app Kerala	Free software currently available in Malayalam. It includes class resources from 1- 12 <sup>th</sup> Textbooks, workbooks, handbooks, audio video resources, resource blogs.	Teaching learning	Android
24.	Inshot	Video editing Photo editing	Editing	Android
25.	Kinemaster	Video editing, Photo editing	Editing	Android

From Table 1 it is evident that a number of online apps are available for pedagogic with transaction. Student teacher in their practice teaching session must have a clear cut idea about the pedagogy in their own subject and how to transact the pedagogy using different learning Apps in the present covid-19 pandemic situation. For giving assignment the student teacher can use different Learning apps like seesaw, Google classroom and telegram. For quiz we have kahoot and for discussion we can have apps like google classroom, zoom and webex. For editing the apps used is Inshot and kinemaster. Animoto Slide show creation app that can create slide show presentation easily. Schoology Free learning is a platform where one will find number of courses where anyone can actively participate as a student. Socratic utilises technology to accurately predict which concept will help a student solve their question. Study Blue online flash cards is an

app where students and teachers can create flash cards with Duolingo app, students learn language easily and comfortably. Epic app gives the student free access to fantastic books that they can listen to and read. Reminder app to remind things. Popplet is a mind-mapping application and graphic organizer that helps students think and learn visually. Netflix watch movies and TV shows. NASA app explores with NASA and discover the latest images, videos, missions, information, news, feature stories. K-5 science prefect science for 4-10 year old children. Edublogs is a Blogging platform.

In short it is clear that for each and every educational activity the teacher educator, the student teacher and the pupil can have different online apps for pedagogic transaction. The details of responses of Student teachers using online apps used for pedagogic transaction during practice teaching are presented.

**Table 2**  
**The details of responses of Student teachers using online apps used for pedagogic transaction during practice teaching are presented in table 2**

SI No.	Response of Student Teachers related to usage of online apps	Response Yes (%)
1.	Using learning apps for teaching learning process	94
2.	Learning apps helps for pedagogic transactions easily	95
3.	Possible to incorporate methods, techniques, and strategies by using Learning apps.	76
4.	Confident while using learning during practice teaching	75
5.	Take too much time to prepare the lesson while using learning apps	57
6.	Possible to incorporate all the pupils during practice teaching using learning apps.	30
7.	Learning apps create any frustration in student educators during teaching learning process.	67
8.	Teacher feels to be relaxed while taking the class by using learning apps.	50
9.	Possible to give individual attention to each and every student by using learning apps during teaching practice session.	15

From the table 2 it is clear that 94 percent of student teachers opined that they were aware of the different apps used for teaching learning process as they were familiar with the new technological application 95 percent of student teachers feels very easy in transacting the pedagogy than the offline mode due to the awareness of the technological innovation. 76 percent of student teachers are able to incorporate methods, technique and strategies in practice teaching session. About 75 percent student teachers are confident in taking the class in this platform. 57 percent student teachers take too much time for preparation than face to face interaction due to lack of technical knowledge about different apps used for teaching learning process. 70 percent of student teachers are not able to incorporate all pupils using learning apps because they are not able to give learning activities according to the abilities of the pupil which consumes too much time. About 67 percent student teachers feel frustrated as they are unaware of different technical side of different learning apps. About 50 percent of student teachers do not feel relaxed because they are not able to see their pupils behaviour changes as in offline mode. 85 percent student teachers responded that individual attention cannot be done during teaching learning process of practice teaching because it consumes too much time.

The main advantage of learning apps is that the student teachers are motivated to update within the latest technological skill so they are able to use the learning apps for pedagogic transaction and also helps to improve their technological knowledge. In the present situation of covid -19 pandemic many pupils were dispersed in many places due to many reasons and students can listen to their online classes anywhere at any time when the student teachers take their lessons by using learning apps.

One of the main disadvantages of learning apps is individual attention which is not possible in off line mode. If the teachers are not having the proper internet access Learning apps cannot be properly used. Many learning apps are paid ones so this also creates some economic issues for the student teachers and also to pupils. It also creates certain health issues related to eyes and neck.

## CONCLUSION

The use of learning apps creates a new dimension in teaching learning process. In the present scenario of Covid 19 situation the learning apps has moulded all teachers and students how to switch on to online mode. Before Covid 19 most of the teachers are unaware of many technological skills and this situation enhanced their technological skill and they are forced to carry out their teaching learning process using the learning apps. As the technology has far advanced it is a boost up to all teachers, students and parents to carry out their academic programmes without great losses.

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## GENDER DIFFERENCES ON ACADEMIC SELF-REGULATION OF SECONDARY SCHOOL STUDENTS

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### ABSTRACT

This study analyzed gender differences in academic self-regulation of secondary school students. Sample of the study consists of 400 secondary school students in Palakkad district. Academic Self-Regulation Scale was used to assess the student's academic self-regulation. Percentage wise analysis and t test were used to analyze the data. The results of the study indicated that academic self-regulation of female and male students in secondary schools of Palakkad District differed significantly.

### INTRODUCTION

Learning occupies a very important place in our life. Most of what we do or do not do is influenced by what we learn and how we learn it. Self-regulation is an integrated learning process, consisting of the development of a set of constructive behaviors that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. Learners with high levels of self-regulation have good control over the attainment of their goals. Conscious self-regulation

requires a student to focus on the process of how to acquire these skills.

The concept of self-regulation – which includes the ability to concentrate, become involved in group activities, re-strain disruptive and impulsive behaviour, and work autonomously. There is a growing level of policy interest in self-regulation and its impact on learning and attainment. From the early years, throughout the school system and in out-of school activities, those who work with children and young people are expected to help them develop self-regulation skills, with the aim of enabling them to enjoy their childhood, fulfill their potential, achieve well and become employable adults.

### NEED AND SIGNIFICANCE OF THE STUDY

Self-regulation is the ability to monitor and control our own behavior, emotions or thoughts, altering them in accordance with the demands of the situation. It includes the abilities to inhibit first responses, to resist interferences from irrelevant stimulations and to persist on relevant tasks even when we don't enjoy them.

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Self-regulated learning ability is a key to improve problem solving skills. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills. An important component of academic success is student's motivation and ability to take responsibility for their own learning. One way to increase academic performance is to teach students how to become self-regulated to identify six dimensions like learning motivation, method of learning, use of time, control of one's physical, and social environment and performance.

Several studies relating to academic self-regulation have appeared in different areas. These studies have shown that academic self regulation influences the mathematics achievement (Dalwadi, P. 2016). A study examining the relationship between early classroom adjustment and school performance (Alexander et al., 1993) found that the child's interest and active participation in classroom activities, as well as good attention spans, were positively associated with subsequent attainment in reading and mathematics tests. Self regulation strategies of the students affect their Mathematics achievement also. Students with better cognitive self-regulation can have better educational performance by managing their emotions and emotional influences. They also have a great motivation to study and can make targeted planning. The majority of educational psychologists agree that effective learning requires students' to self regulate their motivation cognition and behaviour (Zimmerman, 1989). Since academic self regulation plays a

significant role in the educational performance of students, the investigator took a genuine interest to undertake this study for investigation.

## **OBJECTIVES OF THE STUDY**

1. To find out the levels of academic self-regulation of secondary school students
2. To find out whether there exists any significant difference in the mean scores of academic self-regulation of secondary school students based on gender.

## **Hypothesis**

1. There exists no significant difference in the mean scores of academic self-regulation among secondary school students based on gender.

## **METHODOLOGY IN BRIEF**

### **Method**

Normative survey method was adopted for the study.

### **Sample**

The total sample of the study comprised of 400 secondary school students of Palakkad District. Stratified Sampling Technique was used to select the sample.

### **Tool used**

The tool used for data collection was Academic Self-Regulation Inventory constructed by the investigator.

### **Statistical techniques used**

Percentage wise analysis and t test were used for the analysis of the data.

## RESULTS AND DISCUSSION

To find the levels of Academic Self Regulation of Secondary School Students, they were classified into three groups, namely Students having 1) High level of Academic Self Regulation, 2) Average level of Academic Self Regulation, and 3) Low level of Academic Self Regulation.

The scores which are more than Mean + SD is categorized as students under High level of

Academic Self Regulation, Students who scored below Mean + SD is categorized as students under Low level of Academic Self Regulation and Students those who scored in between the above indicated two levels is categorized as students with Average level of Academic Self Regulation, which are given in Table 1.

**Table 1**  
**Data and results of analysis of level of Academic Self Regulation of Secondary School Students**

<b>Academic Self-Regulation</b>			
<b>Group</b>	<b>Norms</b>	<b>n</b>	<b>%</b>
High	M + SD and above	73	18.25
Average	M + SD to M – SD	271	67.75
Low	M – SD and below	56	14
Total		400	100

From the table 1, It is clear that 18.25 % of Secondary Students are falling into high level of Academic Self Regulation., 67.75 % of Secondary Students are observed within Average Academic Self-Regulation and 14 % of students are coming under Low Academic Self-Regulation. It was found that, for the whole sample the

majority is coming under Average group. ie , 67.75 % of students from whole sample were shown Average level of Academic Self Regulation group. Thus the result showed that different levels of Academic Self Regulation exists among secondary school students.

**Table 2**  
**Data and results of the test of significance mean difference in scores of the Academic Self-Regulation on the basis of Gender**

<b>Variable</b>	<b>Gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>P</b>
Academic Self Regulation	Female	198	182.03	16.62	4.061	0.0001
	Male	202	174.92	18.35		

The t value obtained (4.061 and  $p < 0.01$ ) is significant at 0.01 level. This means that there exists a significant difference in the academic self-Regulation of secondary school students based on their gender. It implies that academic self-regulation of female and male students in secondary schools of Palakkad District differ significantly. The mean values showed that female

secondary school student possess better academic self regulation compared to the male students.

The results obtained are in line with the results of Noushad and Musthafa (2010), Gupta (2012) Bashir & Bashir(2016) which indicated gender differences in academic self regulation of students.

## CONCLUSION

The study revealed that there exists significant difference in the mean score of Academic Self-regulation of male and female secondary school students. Female secondary school student possess higher academic self regulation compared to the male students .School authorities should include strategies to improve the level of self regulation of male secondary school students .The study also observed that students in Secondary schools need awareness and improvements in their self-regulation skills and level of confidence.

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## NEW TRENDS OF TRAINING AND DEVELOPMENT IN HUMAN RESOURCE MANAGEMENT

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### ABSTRACT

This paper discusses the impact of Training and Development (T&D) in employees' motivation in the present day. It also discusses the current technological trends in training and the various methods of Training and Development. This paper aims to attempt the need of training and development programmes in respective organizations and examine the methods and evolution of training programmes. The purpose of this paper is to explain to the reader issues and concepts that should be understood in order to think constructively about the application of the psychology of training and development to real work issues.

### INTRODUCTION

Training and Development is a structured program with different methods designed by professionals in a particular job. It has become most common and continuous task in any organization for updating skills and knowledge of

employees in accordance with changing environment. Optimization of cost with available resources has become the pressing need for every organization which will be possible only by improving efficiency and productivity of employees. It can be done by providing proper employee training and it should be provided by competent professionals.

### TRADITIONAL AND MODERN APPROACH OF TRAINING AND DEVELOPMENT

#### Traditional Approach

Most of the organizations in the past never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. Organizations used to believe more in executive pinching. But now the scenario seems to be changing.

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## **Modern Approach**

Training is now considered as more of retention tool than a cost. The training system in Indian Industry has been changed to create a smarter workforce and yield the best results.

The HR Training and Development Manager is responsible for the organization's staff training requirements, programs, and career development needs. They supervise training staff, plan and administer training seminars, and manage conflict resolution, team building, and employee skill evaluations.

The specialists in HR Training and Development plan, produce and administer staff and management training programs. They conduct programmes to develop employee skills in accordance with organization practices and policies. Additionally, they evaluate training resources, as well as suggest new topics and methods.

## **TRAINING AND DEVELOPMENT OBJECTIVES**

The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional and Societal.

### **Individual Objectives**

Helping employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

### **Organizational Objectives**

Assisting the organization with its primary objective by bringing individual effectiveness.

### **Functional Objectives**

Maintaining the department's contribution at a level suitable to the organization's needs.

### **Societal Objectives**

Ensuring that an organization is ethically and socially responsible to the needs and challenges of the society.

## **COMPUTER-GENERATED TRAINING**

As technology advances, so does the nature of training. Companies today rely more so on computer-generated training such as simulation or virtual training techniques. These types of training become critical especially as companies search ways to become more cost efficient and training more effective. Today, a number of computer-based training approaches have arisen and continue to develop.

### **Computer Assisted Training**

Computers are used in support of more traditional training approaches. This support was initially the inclusion of computer requirements and mini-programs in multimedia learning packages, extending the audio and video elements described above to the much more flexible computer.

### **Computer Based Training**

Dating all the way back to World War II, computer-based training (CBT) also known as e-learning, found itself most useful in private industries or the government. "E-learning refers to the delivery of training or education through electronic media. Today e-learning is converted into numerous training programs, but not all training programs should be incorporate a e-learning format simply due to companies' specific training needs..

## **YOUTUBE EMPLOYEE TRAINING AND DEVELOPMENT**

Ever since visual media was invented, it has been at the top of everyone's list for consumption of entertainment. People just enjoy videos more. According to Forrester Research, employees (75%) of them are likely to watch a video than to read documents, emails, or web articles. If one wants their employees to engage in training, they need to make it interesting, and videos are much more likely to keep their attention than basic text documents or classroom lectures

Interactive video is on the rise, with 28 per cent of marketers planning on using it in 2018. It is perfect for employee training and development because it can be tailored to whoever is watching. This means that people in management roles don't need to watch the same training as entry-level employees.

One of the best ways to ensure that everyone gets the same training experience is to create a video that covers all of the appropriate training and development topics that one wants to go over.

## **OPPORTUNITIES OF EMPLOYMENT IN TRAINING AND DEVELOPMENT**

Governments have traditionally played a significant role in the promotion and development of occupational psychology with regard to training, because of their responsibilities for employment, military, health and other services. People with an occupational psychology background have been employed directly by governments in areas such as job training, military training and health and safety. Government agencies have also been a major sponsor of training research and development; such investment has often provided the major underpinning of developments in this

area. Governments can also affect the impetus for change in organizations through legislation, taxation, and the general health of the economy, which in turn can create more disposable income to create new demands for products and services, affect the supply of raw materials and services, or put such pressure on consumers that markets are adversely affected. Also, government initiatives can affect health and safety requirements, fiscal issues, competition laws, and ecological concerns, working with new technology and employment practices. Such changes prompt new ways of organizing and delivering these products and services, creating new training needs.

## **RESEARCH INTO THE PSYCHOLOGY OF TRAINING AND DEVELOPMENT**

There is substantial literature concerned with the psychology of training and development, much of which has emerged from past government and military funding initiatives. Some has been funded from the commercial sector. Applied training and development research is less likely to have been funded by research councils, who tend to focus instead on pure rather than applied science.

To this end, this learning material will set out the basic ideas involved in the psychology of training and development, so that it becomes clearer how work in this area can be conducted. It will introduce the main concepts and themes, with a view to providing a framework for later work. In particular, it will present these ideas in the context of organizations, showing how they can be applied and how they might be constrained. The material will not aim to provide a comprehensive account of all aspects of the occupational psychology of training and development. Such issues will be left for one to

investigate as future requirements present themselves in their professional career. What we will focus on, however, is providing one with an overview of the main issues in the management and development of training for which a knowledge of occupational psychology can contribute towards helping solve practical problems of training in an effective way.

## **TRAINING AND DEVELOPMENT**

### **Methods**

#### **Classroom Lecture Methods**

This is the most commonly used, simple, cost effective and conventional method. It is timesaving because it covers maximum number of people in a short period of time. It involves a speech by the instructor with very limited discussions. The major weaknesses of the method are that, lecture time is more than the normal human attention span of fifteen minutes and the contents of the lecture could be easily forgotten. Since the method does not provide for active participation on the part of the trainees, the extent of take-home learning is not to be known clearly.

#### **Group Discussion Method:**

It is a method used for knowledge and attitudinal development of trainees. The main advantage of this method is that more ideas can be generated from each session. Moreover each member gets an opportunity to present one's own ideas and get feedback from members of the same group. Peer pressure and commitments made to groups serve to ensure adherence to decisions jointly taken in the group.

#### **Simulation Exercises Method**

Simulators are a group of training devices of varying degrees of complexity that model the real world. They range from simple paper mock-

ups of mechanical devices to computerized creations of total environments. In fact, some argue that case-study, roleplay and a host of other methods can be brought under the category of simulation. The advantage of simulation methods is that they improve the possibility of learning without damaging the equipments or human life or facing the numerous risks involved in actual performance.

#### **Management Games Method**

This game is used to bring out the nuances of teamwork, leadership styles and communication patterns exhibited by the members while playing the game. The demerits of the method are that, at times, games might result in lack of seriousness in some trainees and that the learning is indirect and slow. But it helps to convey messages in a non-threatening and fun-filled manner.

#### **Personal Coaching Method**

It is an on-the-job approach in which a manager has the opportunity to teach an employee, usually his immediate subordinate, on a one-to-one basis. Coaching is helping self and others gain new perspectives their intentions and behaviors, to understand what's possible and how to access inner resources such as motivation, commitment and passion.

#### **Job Rotation Method**

This method of training involves the shifting of trainees from one job to another so as to widen their exposure and enable them to obtain a general understanding of the totality of the organization. Besides helping them to overcome boredom, job rotation permits direct interaction with a large number of individuals within the

organization, thereby facilitating future working relationships. The method should be used at sufficient gaps to permit the development of a strong degree of expertise in the trainee in an assigned position.

### **Internship Method**

Internships involve placing young college and university students in temporary jobs in which they can earn while they learn, with no obligations towards any regular employment from the side of the employer or from the trainee. Such an arrangement enables to provide a fresher the much-needed exposure to an organization and also to determine the person organization fit. Students divide their attention between academic activities and practical work assignments, which help them to internalize the theory and practices. However, care must be taken to prevent the whole process from getting reduced to the fulfillment of merely an academic requirement rather than being treated as a stepping-stone towards an illustrious career.

### **Computer-Based Training (CBT) Method**

CBT is a technology-driven training method that takes full advantage of the speed, memory and data manipulation capabilities of the computer for greater flexibility of instruction. It involves the trainee sitting in front of a computer terminal rather than listening to an instructor. Learning is enhanced through presentations combining automation, stereophonic sound, full motion video and graphics. Increased speed and decreased dependence on instructor are the strengths of this method. Computer-Managed Instructions (CMI) is a system that automatically generates and scores tests, tracks trainees' performance and prescribes activities for students.

### **RECOMMENDATIONS**

Both employees and companies are concerned with developing future skills and managing careers. Companies want a work force

that is motivated and productive, has up-to-date skills, and can quickly learn new skills to meet changing customer needs. Employees want to develop skills that not only are useful for their current jobs but also are congruent with their personal interests and values. Employees are interested in developing skills that can help them remain employable with either their current employer or a future one. Given the increasing time demands of work, employees are also interested in maintaining balance between work and nonworking interests.

### **CONCLUSION**

Training and development expands the knowledge of the employees in the career of their choice. Training aims at continued self-development of the employees. Employees are expected to develop themselves continuously in an organization. When the employees in an organization are developed from time to time with all updated knowledge, then definitely that organization will grow to a greater height.

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## BLENDED LEARNING: AN EMERGING PROMISE TO THE FUTURE GENERATION

\* Subha .A

### ABSTRACT

Blended learning is an approach to learning that combines face to face classroom methods with technological innovations to form an integrated instructional approach. It was already established as a learning strategy but people began to use it widely during recent years. COVID -19 pandemic made blended learning even more relevant as it became a good alternative for traditional learning. It incorporates face to face learning with online technology. There is a digital divide that exists between old and new generation. In order to minimize the digital divide teachers should be provided with adequate training programs like seminars, online workshops, orientation programs and other educational activities. Through different learning experiences blended learning rejuvenate the learners to face the new challenges in the digital era and opens up a new path of opportunities.

### INTRODUCTION

Traditional learning focuses on face to face interaction between teacher and the learner. Offline education was one of the most prevalent modes of education up to recent years. Online

mode existed along with traditional learning mainly in the field of open learning, higher learning and distant education. But with the advent of technological innovations, online learning and tutorial became more popular and influential. Online learning and online tutorial was more popularized in the western countries and it became a part of their educational system. But in country like India the vigorous use of online learning began only with the COVID-19 pandemic. In a situation where offline mode was no longer possible people switched to online mode of learning. Thus the use of ICT became an integral part of our education system.

### Transition from offline learning to online learning

The teaching and learning environment has become more dynamic these days. Due to the imposed lockdown followed by corona pandemic there has been a major shift from traditional education systems to ‘virtual institutions’. The pandemic have paved a new path for the expansion and exploration in blended learning. Every house has been transformed into an individual classroom. The students are now able to gather knowledge from multiple resources.

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Learning has become multidimensional, utilising the digital resources available in various digital platforms.

Students have become responsible for their own learning by setting their own learning goals. By going beyond the confines of a conventional classroom, blended learning has enhanced the research skill of students by promoting anytime anywhere learning. Blended learning strategies foregrounds the individual differences of teachers and students in the new educational scenario. Concurrent with the recognition of the importance of interactive and engaged learning experiences the growing understanding of the potential of the internet and communications technology connected well all learners worldwide.

### **Worldwide scenario during covid19 pandemic period**

The episodic era of great pandemic shook the whole world. Before the pandemic, people led a fast paced life. The field of industry, education, trade and commerce, IT sector etc were in its peak of excellence and it influenced people's daily life. Unfortunately the pandemic has shaken to taled the entire world. Education field was the one which struggled mostly due to the closing down of institutions. Children were unable to attend the school and formal education was no longer possible. In such a scenario the scope of blended learning emerged.

The academic year 2020-21 during COVID-19 underlines the uses of Blended Learning strategy. It emerged as a substitute for offline mode. Since online class was prevalent in the formal education, its application and management did not seek to its expectation. To an extant recorded lessons was not much effective. In this circumstance, blended learning emerged as a successful strategy.

### **Importance of Blended Learning strategies**

The studies reveal the importance of blended learning strategies. Antony (2020) conducted a study on "Blended Learning Adoption and Implementation in Higher Education". This study systematically reviews, synthesizes and provides meta-analysis of Blended Learning reach and articles. Study also presents the factors that influence student, lectures and administration towards adopting Blended Learning. Senturk (2020) conducted a study on "Effects of the blended learning model on preservice teacher's academic achievements and twenty- first century skills". This study reveals the effects of blended teaching-learning approach on academic achievements and twenty-first century skills of preservice teachers who took the teaching principles and method course. Dziuban (2018) conducted a study on "Blended Learning :the New Normal and Emerging Technologies." The said study addressed several outcomes, implementation and possible future directions for blended learning in higher education. Kavitha (2018) conducted a study on the Student Experience in Blended Learning Environment." Through this study the researcher examines the student's experiences in blended learning environment.

Blended learning has a lot of scope to blend different approaches of learning like face to face learning, self directed learning, online learning and virtual learning. The time has come to reject the dualistic thinking that seems to demand choosing between conventional face to face and online learning, a dualism that is no longer tenable, theoretically or practically. There is a better approach with the increasing awareness and adoption of the communication technology to connect learners a more sensible way forward would be to better understand the potential of these

technologies and how they might be integrated with the best of the face to face learning. Both face to face and online learning are made better, offers the possibility of recapturing the traditional values of education while meeting the demands and needs of the twenty-first century. Blended learning approach combines face to face classroom methods with computer mediated activities to form an integrated instructional approach. It increases the options for greater quality and quantity of human interaction in a learning environment. It combines traditional face to face classroom methods with more modern computer-mediated activities. It strategy creates a more integrated approach for both instructors and learners. In this method, technology based materials play a supporting role to face to face instruction. Through this approach the teacher can provide a quality learning experience to the learners. It is possible to take class in the traditional modes and can share videos/ worksheets/ links as per the requirements of the students.

Technology allows the teachers to utilize the different modes and methods in different learning situations. Each learner has his own ways of learning and requirements that always changes according to time. In the pre-digital era traditional classes and learning environment that a teacher creates in the classroom was enough. When the time changes and when the technology advances the demands for technology also increases in education just like other fields. So what is required is to change the traditional classroom modes to the modern modes of learning of the electronic era. Information and communication technology plays a vital role in the day to day life. So it is not possible to proceed without ICT in education.

Blended learning enables the teacher to make classroom livelier and attractive when using different modes, teachers can ensure active participation of the learners though out the learning process.

Learner's motivation is very important in every teaching and learning. Learners will enjoy and interact when teachers make the learner's environment more interesting.

Blended learning not only seeking technology in learning but mixing up of different learning strategies along with classroom teaching. It doesn't neglect the traditional classroom teaching but it blends the innovative techniques with the traditional teaching and makes the approach a blended one. The term 'blended' encompasses a broad continuum and can include any integration of face to face and online instructional content. The blend of face to face and online material will vary depending on the content, the needs of the students and the preferences of the instructors. Blended learning is the combination of approaches like role play, simulation, dramatization and group work to make learning effective. It strategies cater to the needs of all learners regardless of their differences.

## **How it is benefited to various stake holders**

### **i. Teachers**

Online platform keeps teachers aware of student's progress. Teachers can utilize multiple resources in teaching. They provide adequate support and scaffolding to improve the independent learning of the students. Through this approach teachers can provide different learning environment. Blended Learning ensures high student involvement in learning.

## **ii. Students**

Blended Learning allows the students to become technologically connected. It helps to improve self confidence and the sense of responsibility towards learning. It also helps in focused learning. It is a self paced learning which enables the students to learn at their own speed.

## **iii. Parents**

The young students need the parental help in using technology. So the parents role in online learning is very important. Technology helps the parents to participate in the learning process from their homes. It enables the parent to participate in the classroom activities and guide their students in their learning process. It ensures parent's involvement in learning process.

## **iv. Supporting staff /Administration**

The pandemic had a positive impact on the administration sector. Technology helped them to reduce their workload and enabled immediate implementation of the office works. Online payment and fee remittance became paperless and eco-friendly. Online platforms like Google Meet, Zoom, Webex, Microsoft Teams, Telegram helped them to conduct online meetings. Timely actions regarding administrative duties will be more effective while using technology. Technology helped them to reduce extra cost and human labour.

## **v. Society**

Technology mediated learning has provided many indirect benefits to the society. People became more advanced in using technologies. We can see a shift from ordinary life to a technology based life. The use of

technology helps in reducing the travel expenses and human labour. There is a generation gap between the new generation teachers and the existing teachers. In this context, young generation find it very easy to follow where as the existing one find it very difficult.

Teachers should learn how to use digital pedagogical skills. While adopting Blended learning strategy, the existing teachers should give guidance and support to uplift their teaching skills. Provide online training programs and crash courses to teachers on new technology emphasising the virtual pedagogy based learning. Teacher's role is very important in blended learning because it is teacher who utilizes the different modes in learning to provide varied learning experiences for their students. The responsibility in making the learning environment is in the hands of the facilitators. The facilitators should be careful while using the technology that the future generation is in the digital hands and correct way needs to be adopted to make the best academicians.

## **CONCLUSION**

Blended learning extends teaching and learning beyond the classroom walls, developing critical thinking problem solving, communication, collaboration and global awareness among learners. It gives a fascinating learning experience for the learners. Blended learning prepares the learners to meet the new challenges in their learning process.

Blended Learning uplifts the students to the world of possibilities and it empowers their self learning techniques. While utilizing the different modes of technology it ensures the unique and varied experience that every learner demands. It

is the best model for the future technology assisted classroom. It is the hybrid model of learning that fully caters to the needs of the future generation.

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## SOFT SKILLS AND SELF ESTEEM OF B. ED. STUDENTS

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### ABSTRACT

Soft skills are so important for teachers and the attainment of these skills would make a difference in quality of teaching and effective learning. Teaching is a skill which includes both hard and soft skills to successfully manage the demands of the classroom. Since teaching is an additional complex process, novice teachers need to have important soft skills. Self-esteem is the one of the key ingredient that affects the level of proficiency in all fields of endeavour. It has been correlated to job success, school achievement, interpersonal compatibility, and general happiness. The investigators were curious to know if soft skills were a correlate of self esteem of B Ed students. The sample of the study included 300 B.Ed students. The findings revealed that there was a positive, low and significant correlation between soft skills and self esteem of B.Ed. students. The results showed the need to focus on boosting the soft skills and self -esteem of students so as to enhance their confidence and levels of aspirations and their motivation to become competent and professional teachers.

### INTRODUCTION

Education is one of the most important building blocks for a nation, serving as an instrument of economic and social development. The root meaning of education is given as bringing up or leading out or manifest the inherent potentialities in a pupil. That is bringing out of the idea of universal validity which are latent in the minds of man (Chakraborty, 2007). Soft skill is a term which refers to personality traits, social graces, facility with language, personal habits, friendliness and optimism that mark people to varying degrees. Soft skills are a set of behaviours that must be internalized as a natural aspect of a person's repertoire of social skills and character attributes. They are defined as interpersonal and human relations skills; in other words 'people skills'. It means the way an individual interacts with others and manages to achieve the personal relationship and accomplishes the quality of physical products. Some of the soft skills are planning and preparing, organizing, processing, creating, observing, designing, describing, identifying, problem solving attitude, tool development, skills transfer and process

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development (Ramesh, Gopaldaswamy and Ramesh, Mahadevan 2010).

Self-Esteem consists of two words 'Self' and 'Esteem'. Self is the core of personality, otherwise called the ego. It is the sum total of the personal awareness of the person himself. Self-esteem can be defined as an individual's judgment of his or her self-worth (Rosenberg 1965). The interests and values with which he identifies himself along with his social perceptions are central to the self of the person. Thus, self-esteem is the package of belief that carry around in your head, that have accepted to be the trust about yourself, whether it is or not.

B. Ed. students are otherwise known as student teachers or prospective teachers are the candidates who have been admitted to a teacher education course and who are undergoing the same. They are prepared as good teachers by providing them with a sound foundation of the theoretical knowledge, understanding, skills, attitude and interests through the teacher education course (Sherlin, 2013). It enables the prospective teachers to acquire knowledge, skills and techniques for effective teaching and to inculcate in them the desired ideals and behavioural patterns of the society in which we live.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Education, the basic social organization, has established its root widespread in all fields of life and its demand soars high primarily because of knowledge explosion. Our nation is proud of striving and thriving towards achieving the status of a developed nation in the years to come and, no doubt, education has a major say in this mega-effort. Obviously, it is the quality of education that

decides the quality of a nation just as the quality of teachers decides the quality of education. Though we boast of the increase in quantity of education, the question whether the status quo of high quality is maintained remains cloudy and doubtful. While concentrating the quantity, we cannot ignore omit quality. In precise view quality is more important than quantity. The solution for all these problems lies in the hands of skillful teachers. As a social engineer, a teacher should shoulder the responsibility of building the nation building.

Teaching is a skill based profession. Soft skills can enhance the career mobility of a person and increase the chances of success in all level of teaching (Singh, 2011). Teachers must be skillful, and only then, they can perform well in their profession. The study result of Anbuthasan and Balakrishnan (2015) revealed that the teachers working in boys' schools, girls' schools and co-education schools differ significantly in their overall soft skills. So, teachers must develop their skills in various dimensions to meet the educational needs of the students and maintain interest among the students. Teaching and classroom management are not a problem for a skillful teacher. In olden days people considered the skills as hard skills, which were the deciding factors for the success of any profession. But, the study result of Mitchell, Geana (2010) revealed a significant difference between the perceived importance of how specific soft skills affect success in the workforce and the location of school (city, county). The emergence of soft skills lightens the learners and professionals that, there are plenty of skills apart from the Listening, Speaking, Reading and Writing (LSRW) skills, which are considered as the essential skills required for learning. The inculcation of essential soft skills produces quality human



capital and thus, develops their knowledge, understanding, and values. All elements of soft skills must be acquired by each and every teacher to perform effectively and comprehensively. Soft skills fall under the affective domain and its importance is unquestionable. Mere possession of soft skills won't help a teacher. To become successful in teaching a teacher must be able to know how to use the soft skills in new and problematic situations.

The self-esteem is the package of belief that are carry around in their head, that they have accepted to be tract about themselves, whether it is or not. Self-esteem has been correlated to: job success, school achievement, interpersonal compatibility, and general happiness (Redenbach, 1991). It plays a vital role in every aspect of life, because it is the perception of his/her own. Good self-esteem induces the level of aspiration and thus the performance will be more. Regan, George and Lawrence, John (2017) found that there was a significant difference between male and female prospective teachers in their self-esteem and female prospective teachers have a higher level of self-esteem than the male prospective teachers. Jaya (2009) found a positive correlation between self-concept and soft skills among undergraduate students. These findings created a curiosity in the mind of the investigator and hence this study. Therefore, the investigator being a teacher educator made an attempt to study the soft skills and self-esteem of B. Ed. students.

### **STATEMENT OF THE PROBLEM**

The 21<sup>st</sup> century brings a new face to the skills i.e., soft skills. Hard skills along with soft skills and vice versa are the predictive factors for the success of any profession and teaching has also no exception. Now-a-days the teaching

performance is highly decided by the level of soft skills possessed by the teacher and thus it is considered as one of the important factor that predicts the attainment of teaching objectives. If one person thinks that he is a valuable person, then he can easily achieve his desires and goals, as it is a reflection of this self-esteem. Self-esteem thus promotes the confidence among the individuals and considered as an important cause that effect success. These two variables thus may have an impact on each other, and this thought induced the investigator to find the correlation among these variables. So for this investigation she considered soft skills as an independent variable and self-esteem as the dependent variable and entitled the research problem as, Soft Skills and Self Esteem of B.Ed. Students.

### **OBJECTIVES OF THE STUDY**

1. To find out the level of soft skills and self esteem of B. Ed. students.
2. To study the correlation between soft skills and self-esteem of B. Ed. students.

### **HYPOTHESIS**

There exists no significant correlation between soft skills and self-esteem of B. Ed. students.

### **METHODOLOGY IN BRIEF**

#### **Method**

The investigator used the survey method for the present study.

#### **Sample**

The sample for the present study consisted of B. Ed. Students studying in different colleges of education in Kanyakumari District affiliated to Tamilnadu Teachers Education University. By using simple random sampling technique three hundred (300) B. Ed. students were selected for this study.

### Tools used

For the present study the investigator used the following tools to collect the data.

- i. Soft Skills Scale developed by the Investigator (2017)
- ii. Self-Esteem Inventory by Dr. S. Karunanidhi (1996)

### Statistical Techniques Used

The investigator has used the following statistical techniques in her research for the purpose of analyzing the data.

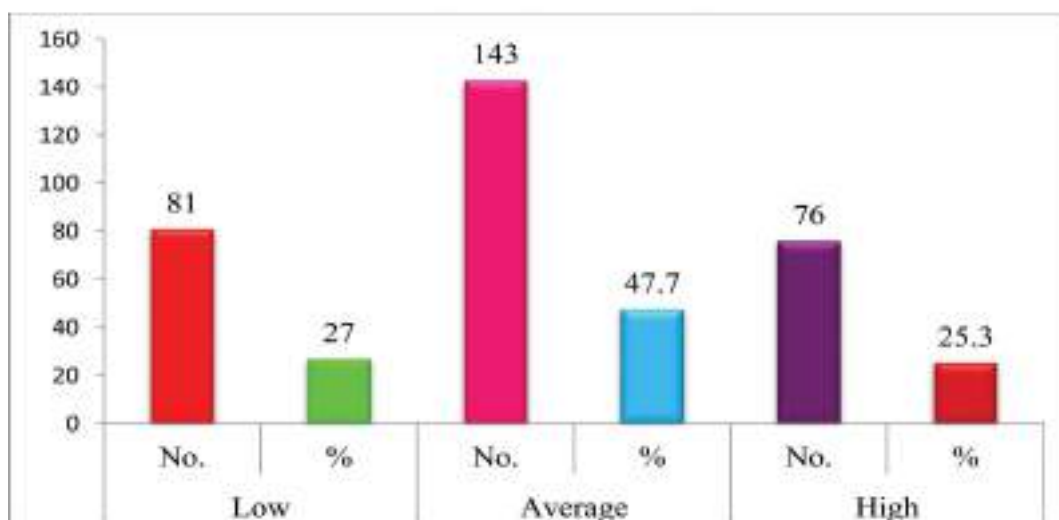
- i. Percentage wise analysis
- ii. Pearson's Product Moment Correlation

## RESULT AND DISCUSSION

**Table 1**  
**Percentage wise analysis of soft skills of B.Ed Students**

Low		Average		High	
No	%	No	%	No	%
81	27.0	143	47.7	76	25.3

**Levels of soft skills of B. Ed. students**



**Figure 1**

It is inferred from the above table-1 that 27.0% of B. Ed. students possess low level of soft skills, 47.7% of B. Ed. students possess

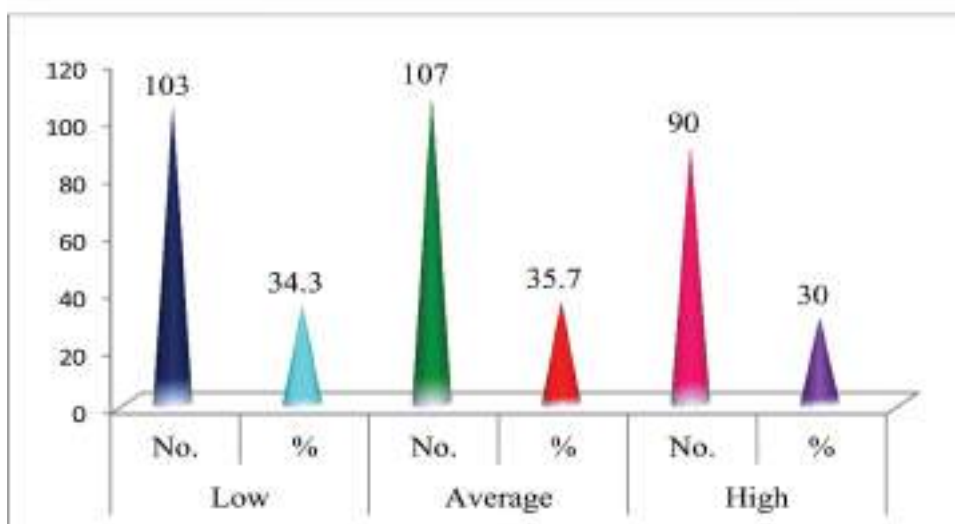
average level of soft skills and 25.3% of B. Ed. students possess high level of soft skills.

**Percentage wise analysis of self-esteem of B. Ed. students.**

**Table 2**  
**Percentage wise analysis of self-esteem of B. Ed. students**

Low		Average		High	
No.	%	No.	%	No.	%
103	34.3	107	35.7	90	30.0

**Level of self-esteem of B. Ed. students**



It is inferred from the above table-2 that 34.3% of B. Ed. students possess low level of self-esteem, 35.7% of B. Ed. students possess

average level of self-esteem and 30.0% of B. Ed. students possess high level of self-esteem.

**Correlation Analysis**

**Table 3**  
**Correlation between soft skills and self-esteem of B. Ed. students**

Variable	No.	Calculate 'r' Value	p Value	Remarks
Soft Skills and Self-Esteem	300	0.375	0.000	S.

From the above table-3, it is inferred that 'r' value is 0.375 and  $p < 0.01$ . Therefore it is significant at 0.01 level. Hence the null hypothesis is rejected. Therefore, it can be said that there exists a significant positive low correlation between soft skills and self-esteem of B. Ed. students.

### RECOMMENDATIONS

On the basis of the findings, the following recommendations are made by the investigator to the teacher and education system for the betterment of quality in teacher education and for the future teachers.

- Citizenship training camps, special camps, educational clubs and educational tours should be executed as compulsory programmes in teacher education curriculum. All these activities play a vital role in the promotion of interpersonal skills and thus soft skills and self-esteem can be promoted.
- Communicative English classes be promoted to be conducted to enhance their LSRW skills.
- Reflective report on their teaching of B. Ed. students could be encouraged.
- Activities which demand team works could be encouraged by teacher educators in their institutions. Intercollegiate, intra-collegiate, interdepartmental, and intradepartmental and district level programmes and competitions could be organized for promoting soft skills.
- Soft skills training programmes could be organised to improve the soft skills management of B. Ed. students.
- B.Ed students could develop a healthy rapport with the teacher educators, which may help them to develop all the skills and competency required for their

profession. Also, develop a healthy friendship with the peer group, which may contribute much for the professional and personal wellbeing with needed interpersonal skills and self-esteem.

### CONCLUSION

This research has confirmed the investigator that, there is significant relationship between soft skills and self-esteem of B. Ed. students. This shows that, soft skills and self-esteem are interrelated and are essential factors that decide the success in their personal and professional life. Besides the current levels of soft skills and self-esteem has revealed, emphasizing their importance in the educational process. Based on the findings, the investigator suggested some of the recommendations for the benefits of teachers and teacher education programme. The investigator thus, believes that this research endeavor would open new ways for the future researchers to focus more on these areas.

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## AWARENESS OF DYSLEXIA AMONG MIDDLE SCHOOL TEACHERS

\* S. Praveen Kumar,  
\*\* S. Sujeesh,

### ABSTRACT

Learning disabilities are nowadays prevalent in most schools. Dyslexia is a learning disability that affects reading. The present investigation is an attempt to study the awareness of dyslexia among middle school teachers. The major objective of the study was to find out the significant difference, if any, in the mean scores of awareness of dyslexia among middle school teachers with respect to the background variables namely gender and locality. Normative survey method was used for the study. The sample for the study comprised of 300 middle school teachers in Kanniyakumari district. The tool used for the study was Dyslexia Awareness Test constructed and validated by the investigators. The statistical techniques used for the study were Percentage Analysis and t test. The findings of the study revealed that majority of middle school teachers have moderate level of awareness on dyslexia. It is also revealed that there is significant difference in the mean scores of awareness of dyslexia of middle school teachers of rural and urban locality. Rural school teachers are found to have more awareness on dyslexia than urban school teachers.

### INTRODUCTION

Dyslexia is a learning disability that causes reading and language difficulties, in terms of spoken or written forms of a language. The National Institute of Neurological Disorders and Stroke definition describes dyslexia as difficulty with phonological processing (the manipulation of sounds), spelling, and/or rapid visual-verbal responding. It is considered as a cognitive disorder and not a problem with intelligence. However, emotional problems often arise because of it.

Dyslexia is characterized by trouble with reading despite normal intelligence. Different people are affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, “sounding out” words in the head, pronouncing words when reading aloud and understanding what one reads. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and learning how letters represent those sounds a key factor in their reading difficulties. Often these difficulties are first noticed at school. The difficulties are involuntary and

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people with this disorder have a normal desire to learn.

Signs of dyslexia can be difficult to recognize before the child enters school, but some early clues or signs may indicate a problem. Once a child reaches school age, the child's teacher may be the first to notice this problem and the condition often becomes apparent as a child starts learning to read. With appropriate teaching methods, students with dyslexia can learn successfully. Most children with dyslexia can succeed in school with tutoring or a specialized education program. Emotional support also plays an important role.

## **NEED AND SIGNIFICANCE OF THE STUDY**

In the present context, dyslexia awareness is very necessary for all teachers at all levels. Teachers can play an important role in dealing with students having dyslexia. Also they can educate these students to overcome their reading and spelling problems only if they have proper awareness regarding it. The present investigation aims attempt to study the dyslexia awareness of middle school teachers.

In classroom teaching, teachers come across many pupils who experience difficulty to keep pace with the progress made by other pupils or to understand what is taught. The present study investigates whether the school teachers are having awareness regarding dyslexia. Awareness of dyslexia is necessary for teachers at all levels of schooling. It is essential for teachers to identify the dyslexic children and provide remedial teaching to them. If they are trained properly, such students can overcome their problems and prove to be assets to society.

Early assessment and intervention result in the best outcome. With proper diagnosis,

appropriate and timely instruction, hard work, and support from teachers, students with dyslexia can succeed in school and later in their life. So it is the need of the hour to identify such academically disabled learners in the school and provide remedial instruction to them to overcome their learning problems. Hence a study on awareness of dyslexia among middle school teachers is found to be significant.

## **OBJECTIVES OF THE STUDY**

- 1) To study the level of awareness of dyslexia of middle school teachers with regard to the dimensions namely Concept of Dyslexia, Causes of Dyslexia, Symptoms of Dyslexia, Inclusion of children with Dyslexia and Remedial measures to overcome Dyslexia.
- 2) To study the significant difference, if any, in the mean scores of awareness of dyslexia of middle school teachers with respect to the background variables namely gender and locality of school.

## **HYPOTHESES OF THE STUDY**

- 1) There exists no significant difference in the mean scores of awareness of dyslexia of male and female middle school teachers.
- 2) There exists no significant difference in the mean scores of awareness of dyslexia of middle school teachers belonging to schools of rural and urban locality.

## **METHODOLOGY IN BRIEF**

### **Method**

Normative survey method was used for the study.

### **Sample**

The sample for the study comprised of 300 middle school teachers in Kanniyakumari district.

### c) Tool used

The tool used for the study was Dyslexia Awareness Test constructed and validated by the investigators.

### d) Statistical techniques used

In the present study, the following statistical techniques were used.

- a) Percentage Analysis
- b) t test

## RESULTS AND DISCUSSION

**Table 1**  
**Percentage distribution of different levels of awareness of dyslexia of middle school teachers**

Dimension	Awareness of dyslexia	Count	Percent
Concept of Dyslexia	Low	51	17.00
	Moderate	192	64.00
	High	57	19.00
Causes of Dyslexia	Low	43	14.33
	Moderate	212	70.67
	High	45	15.00
Symptoms of Dyslexia	Low	53	17.67
	Moderate	216	72.00
	High	31	10.33
Inclusion of children with Dyslexia	Low	63	21.00
	Moderate	206	68.67
	High	31	10.33
Remedial measures to overcome Dyslexia	Low	43	14.33
	Moderate	212	70.67
	High	45	15.00

From table 1, it is clear that majority of middle school teachers have moderate level of awareness on Dyslexia. Regarding the dimensions of dyslexia namely Concept of Dyslexia, Causes of

Dyslexia, Symptoms of Dyslexia, Inclusion of children with Dyslexia and Remedial measures to overcome Dyslexia, it is clear that more than 60 percent possess moderate level.

**Table 2**

**Comparison of awareness of dyslexia of middle school teachers based on gender**

Gender	Mean	SD	N	t	P	Remark
Male	15.94	6.15	135			
Female	17.18	5.12	165	1.871	0.062	NS

From the table 2 it is clear that it is not significant at 0.05 level. Hence the null hypothesis is accepted. Therefore the male and the female

middle school teachers do not differ significantly in their awareness on dyslexia.

**Table 3**

**Comparison of awareness of dyslexia of middle school teachers based on locality**

Locality	Mean	SD	N	t	P	Remark
Rural	17.62	5.06	172			<i>Sig at 00.5</i>
Urban	15.28	6.08	128	3.537	0.000	<i>level</i>

From the table 3 it is clear that  $p < 0.05$  and is significant at 0.05 level. Hence the null hypothesis is rejected. Therefore, the rural and the urban middle school teachers differ significantly in their awareness on dyslexia. The mean scores

show that middle school teachers belonging to schools of rural locality possess higher awareness of dyslexia than middle school teachers belonging to schools of urban locality.

## CONCLUSION

The findings of the study showed that majority of middle school teachers have moderate level of awareness on dyslexia. From the study, it is revealed that male and female middle school teachers do not differ significantly in their awareness on dyslexia. It is also revealed that there is significant difference in the mean scores of awareness of dyslexia of middle school teachers belonging to schools of rural and urban locality. Middle school teachers belonging to

schools of rural locality are found to have more awareness on dyslexia than middle school teachers belonging to schools of urban locality.

The results of the current study proved that middle school teachers do not have much awareness regarding learning disabilities like dyslexia. Teachers need to improve their understanding level of dyslexia awareness which could help them to handle children with dyslexia in their classrooms. Special educational programmes can be designed by teachers to meet



the special needs of these learners. There is a great challenge on the part of teachers to deal with those children by using innovative teaching strategies. By these specialized approaches to teaching, most dyslexic learners can be helped to learn normally.

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## CHALLENGES OF USING E-LEARNING PLATFORMS TO PROMOTE DIGITAL EDUCATION

\* Dr. Rani K. V.

### ABSTRACT

India is now in a pandemic stage of COVID-19 attack and during May 2020, there were around 1,82,490 confirmed, 86,970 recovered and 5,186 deceased cases. In this situation, as educators we are facing difficulty in our curriculum transaction and examinations. Teachers as well as students are now in first generation stage for e-learning strategy. To support them, many ed-tech startups are there to deliver education in digital means around the world. Even though we are getting enough classes to handle this platform, many people are afraid to switch on it, as it is their first time experience. Various challenges of using e-learning platforms are lack of infrastructure, budgetary problems, multilanguage problem, coping together with job, limited knowledge, student motivation, lack of communication, poorly developed course design, adaptability, lack of computer literacy, lack of knowledge of various tools, apps and resources, misusing the computer resources, physical hazards and lack of social, emotional relationships. So for solving these various

problems there must be remedies for overcoming these challenges. It is essential to implement a learning environment that encourages collaboration by considering the learner's technological incompetences and accept various ability levels, increase face to face interactions through a variety of technological modes by the use of such applications like Skype, chat forums, or discussion boards. So the e-learning platforms certainly provide a fruitful innovative media to transfer knowledge in a very effective manner in the form of multimedia and by dragging their attention and interest, it has provided a platform to collaborate with various experts from different sectors, choices and technological resources. This paper outlines some of the challenges of using electronic learning platforms in digital education and also the solutions to these challenges. With proper support from the authorities and technical supporters, we can use the media effectively by developing a purposeful and well defined online course will become a boon to secure information without the problems of distance and time.

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## **INTRODUCTION**

E-learning is the process of imparting education with the help of a combination of tools such as the internet, a medium in the form of videos, audios, images carried out interactively. Clark and Mayer define e-learning as instruction delivered by any technological mode intended to promote learning (2011). This is the most flexible and productive media to transfer knowledge and it supports individual learning too. It raises interest and attention of students, and clears their multidimension doubts as they demand. It becomes a boon for distance learning students and for students in remote area and freed them from rote memorization method.

'E-learning platforms deploy leading technologies like artificial intelligence, machine learning, data analytics and NLP'. By these tools we can track the performance of a student in graphical manner. Even though there are positive tracks for e-learning, so many hindrances are also there for the smooth transference of it. So it may lead to so many challenges in our cognitive, conative and affective domains of teaching learning process.

## **CHALLENGES OF USING E-LEARNING PLATFORMS**

### **1. Lack of infrastructure**

To support online classes, many remote areas, institutions, families lack electricity, internet connectivity and its respective tools.

### **2. Budgetary problems**

Financial problems are there for parents and institutions to invest in expensive tablets, laptops or PCs. If the online courses are conducted at the same time for children in home, it becomes a burden for parents to provide needed devices simultaneously.

### **3. Multilanguage problem**

It becomes a difficult for a country like India with multi language to create a single platform for knowledge transformation.

### **4. Coping together with job**

It finds so much difficult to cope with jobs and online courses together and also have less time to take the courses due to their various everyday commitments.

### **5. Limited knowledge**

As most of the students belong to first generation to seek knowledge through online, many parents are unaware of its pros and cons. So there develops confusion for them to permit their wards to study online. There is a digital division for students too, like those 'who have' and those 'who do not have' the knowledge to use information through internet. In education, the digital divide is most commonly defined as the gap between those students who have, do not have, and know how to use the internet and the information technologies that are currently transforming education (Bernard, 2011; Hall, 2013)

### **6. Student motivation**

Even though the students are motivated at the first, it may happen to decline as the class proceeds. So it becomes a herculean task for an instructor to maintain the interest of the students till its end as there is no face-to face interaction, peer group interaction etc. They will lack metacognition awareness, time management skills and self directed learning.

### **7. Lack of communication**

Learners often have anxiety about learning online and need to feel connected, reassured, and safe to contribute in their new learning environments and hence they hesitate to communicate freely.

### **8. Poorly developed course design**

If the course design is prepared without proper time and not considering its different aspects, it becomes a failure to transform knowledge.

### **9. Adaptability Struggle**

At first it becomes a problem to switch from traditional classroom instruction for both teachers as well as students which is entirely different from their previous experience.

### **10. Lack of computer literacy**

Even though most of us try to use plastic money and online payments, many are unaware of even the basic programmes like Microsoft word, powerpoint, excel etc and their applications. Online courses demand technological proficiency in students.

### **11. Lack of knowledge of various tools, apps and resources**

Students as well as teachers must have current knowledge about various edu apps, construction of videos and audios, its merging and editing, interactive apps like Google meet, Zoom Cloud, Google classrooms, educreations, socrative, edmodo etc. It will enhance active learning among students.

### **12. Misusing the computer resources**

Internet media can be used positively as well as negatively. So a student can be led easily to its negative aspects easily if they are not properly guided.

### **13. Physical hazards**

As in the developing stage, it may lead to some physical problems such as strain in eyes, stature etc for the students if they are using it in wrong manner for a long time.

### **14. Lack of social ,emotional relationships**

Learning digitally may lead to lack of social and emotional tie-up in classroom climate which may lead to mechanize humans in future.

## **SOLUTION TO THIS CHALLENGE**

### **1. For the instructors**

Instructors need to implement a learning environment that encourages collaboration. “Providing learners with the opportunity to collaborate, share, and create will increase the learner’s use of various technologies, enhance their e-learning experience, and support self-directed and ongoing learning” (Clark & Mayer, 2011).

It is essential for instructors to consider the learner’s technological incompetencies and accept various ability levels. It is also essential to increase face to face interactions through a variety of technological modes by the use of such applications like Skype, chat forums, or discussion boards.

Teachers need to overcome the challenge of developing online course is to collaborate often within their e-learning professional communities. Collaborating with other instructors should be spent sharing, developing, and creating which must have

- (a) opportunities for learners to collaborate.
- (b) a well-established protocol for communicating.
- (c) clear performance expectations,
- (d) opportunities for learners to choose the mode in which assignments are created and presented.

A regular schedule planner could be set as reminders for courses and assignments for people with busy schedule teachers must be aware of the negative aspects in internet usage and have some awareness about the cyber laws in order to train their students properly.

## 2. For the learners

Learners should ask questions, seek additional information from credible sources, reflect often, and interact with other learners in academic discourse related to the online learning objectives. Having an online community where learners can collaborate in a safe and respected learning environment will help close the gap of the new digital divide, and in doing so helps to create a culture of digital natives conducive to effective e-learning (Clark & Mayer, 2011).

It is essential for learners to understand the benefits of e-learning and discuss it with peers that may change the mindset for online classes. Students need to find the motivation to follow the new educational trends and also properly equip themselves for future challenges in their education and careers. Only a positive attitude will help them overcome the challenges in eLearning; though this is hard to practice, students need to understand that it is necessary in order to reap the e-learning's benefits in the future. Students have to adopt a suitable seating position for observing online classes and no compromise should be given to it, as it may hinder the proper development of the physique.

## CONCLUSION

e-learning platforms certainly prove to be a fruitful source to transfer knowledge in a very effective manner in the form of multimedia and by developing the attention and interest of students. It provides a holistic way of teaching and learning which can meet the needs of students. Even though there are so many constraints in teaching learning process, e-learning proves to be a platform to collaborate with various experts from different sectors, fields and technological resources.

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