

International Journal of
Education and Research

NEW FRONTIERS IN EDUCATION

ISSN : 0972-1231

Vol 53 No 4, October-December 2020 & Vol 54 No. 1 January-March 2021

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New Frontiers in Education

International Journal of Education

ISSN : 0972-1231, Vol 53 No 4, October-December 2020 &
Vol 54 No. 1 January-March 2021

New Frontiers in Education

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Frequency: **Quarterly**
Annual Subscription: **Rs 1000/- (India) USD 100.00**

Published by:

New Frontiers in Education Trust,

All India Association for Higher Education, New Delhi 110058

Note: Opinions expressed in the articles are those of the contributors and do not reflect the views and policies of the Association.

Printed at: IMPRESSIONS, Okhla, New Delhi 110 020

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Editorial

EDUCATION WITH ITS CHANGING CONTOURS IN (POST) PANDEMIC SCENARIO

Priya Topno*

Education in India is at the crossroads. Several changes in the policy and praxis of education are the call of the time. New education policy has been proposed by the government to fulfil the aspirations of the country which is the largest democracy in the world today. On the one hand we have National Education Policy 2020 and on the other hand we have had to battle a yearlong pandemic situation which is still having its staggering effect in the multifarious strata of the lives of the people of the world. Education has been an important engagement from the ancient times of the *Vedas* where the *guru* and the *shishyas* lived together for the teaching – learning purposes, is undergoing a change in its contours. Western civilization also has similar notion of coming in contact with the person in academia to learn. This age-old system of educational praxis of socializing in a school/college/university environment was brought to a standstill by the stringent policies of the governments of the world to combat the spread of the virus. Academics in the world immediately shifted the vantage point of this exchange of space of class/lecture room to a medium. A new dependence was developed (though ICT was/is used to enrich the lesson transactions by the teaching fraternity at varying degrees) to use technology to

disseminate education to all the groups of people. So, there was a shift from socialization as an aim of education that academics harped on in the lessons all the while before pandemic which was questioned and surveyed as ‘social distancing’. Therefore, the new synthesis is to be developed from this antithesis; challenge totally is thrown to the academia to mitigate and reconcile.

It is fascinating to note that suddenly distancing have become the necessitated normal. Online life, gift of the gab, visual and vocal became the norm of the day. Teaching-learning took a new turn. Not to mention the work space increased to a broad spectrum. The education in India at this juncture is, therefore, still settling from a new fault movement of the continental plates. We have a gamut of student population struggling with the accessibility of technology owing to poverty and far-flung geographical location from the reach of connectivity. These are some of the daunting challenges of diversity and inclusivity in the education in spirit and letter. The desired result of the online teaching–learning is also not achieved. This has been observed by Dipti Kulkarni in *The Indian Express*. The progressive mobility in a civilisation is possible through holistic education where students are provided

with right skills, leaning experiences, value formation, critical thinking and rational morality is developed. Towards this end, I argue, that the academia should not take a step back, but take up the stride to do the very best. Frontier is dangerous and unknown but we have tools in our hand, we have technology, we have good will and we have immense opportunity.

In this issue of *National Frontiers in Education* we have authors/contributors from erudite

academia who have written about some specific issues, prospects, status and challenges in/of education. The articles ranging from IT and its challenges and prospects, child centric education and cognitive developments, challenges of online teaching and learning, women education are some of the broad areas of this issue. This issue encompasses a variety of viewpoints bringing to light both our present situation in the academic sphere as well as the main theme of the journal - new frontiers in education.

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INFORMATION AND COMMUNICATION TECHNOLOGY: BENEFITS AND BARRIERS IN TEACHING-LEARNING

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Abstract

This paper examines the benefits and barriers of the use of Information and Communications Technology (ICT) in teaching and learning in higher secondary schools in Meghalaya, Northeast India. Three hundred students, hundred and fifty teachers and ten principals were randomly selected from five urban and five rural schools to be the participants in the study. The data for the study were collected through the use of questionnaires. The findings of the study reveal that the use of ICT enhances learning and that teaching becomes very effective with the use of ICT. On the other hand, the study shows that the barriers in the use of ICT in learning are medium compared to those in teaching. It is also found that the use of ICT improves the quality of higher learning and helps teachers to engage the students effectively.

Keywords: *ICT, Teaching and Learning, Benefits and Barriers*

Introduction

Information and Communication Technology (ICT) has become ubiquitous and integral in daily living in the 21st century. ICT is defined as a range of technological tools and resources used to communicate, create, disseminate, store and manage information (Tinio, 2003). It

refers to electronic devices, handheld devices, interactive devices, application software, and social media tools. They are used for commerce, communication, information gathering, learning and a myriad of other purposes. Although many schools in India have computers and other technological devices in the classrooms, little has changed in terms of teaching practices or student outcomes. It is often assumed that the mere presence of technology in the classroom will lead to changes in instructional practices and enhance student learning. Several studies conducted across the globe and, in particular, in India suggest that the evidence for the effectiveness of ICT in school is, at best, mixed.

Studies that demonstrate benefits of the use of ICT for the teacher and students are many. The use of ICT has transformed positively the ways of teaching and learning (Warshchauer, 2000; Block and Cameron, 2002). Appropriate use of ICT encourages critical thinking and enables the learners to learn independently (Cox, Preston and Cox, 1999; Goodison, 2002; Goswami, 2014). ICT has the inherent potential to become a communication tool that leads to collaborative learning through various activities (Krajka, 2002). As a tool, ICT can be used in facilitating conferences and discussions online and thus it leads to a virtual experience (Flecknoe, 2002). Application of ICT helps in improving the

quality of education by motivating learners and engaging them, thus leading to a learner-centred environment approach to education (Chera and Wood, 2003). Further, ICT influences on school subjects, increased motivation for teachers (Choudhury, Dwivedi and Purbey, 2011). Students performed better in academic life when ICT was used (Bayraktar, 2002 and Eng, 2005; Yong and Ping, 2010). A positive correlation between ICT resources and pupil attainment in primary and secondary schools were noticed (British Educational Communication and Technology Association, 2003). ICT plays multiple instructional roles such as making the learners active; feel more relaxed to learn the different topics and tasks (Grabe and Grabe, 2005).

There are several studies that outline the barriers for the teacher and students in the use of ICT in teaching and learning. Lack of time and extra planning requirements are stated as reasons for the failure to use ICT in teaching and learning (Baurer and Kenton, 2005). Keong, Horni and Daniel (2005) identified some of the major barriers preventing the integration of ICT in teaching mathematics such as insufficient time in the school for projects involving ICT, inadequate teacher training, lack of technical support, insufficient knowledge about ways to integrate ICT to enhance curriculum, problems in integrating and using different ICT tools in a single lesson. According to Pelgrum (2001), lack of computers and lack of knowledge among teachers to use computers come as the major barrier. Lack of training to use technology by teachers in the classroom can also be a barrier (Christenson, 2002). According to Aduwa-Ogiegbaen and Lyamuk (2005) high cost of computer hardware, weak infrastructure, lack of human skill and knowledge in ICT, relevant

software appropriate and culturally suitable to the context are the major stumbling blocks to the adoption of ICT. For Bingimlas (2009), the major barriers were lack of confidence, incompetence of teachers and lack of access to resources are the barriers. Richardson (2011) stated the hardware incompatibility, complexity, language barrier, lack of electricity as main obstacles in integrating ICT in education. Keeping this scenario in the backdrop, this study investigates the benefits and barriers of using ICT in education.

Information and Communication Technology has an impact on education. Critical factors in ICT in education include the ICT infrastructure and how they are used for academic purposes. This study focuses on the benefits and barriers of the use of Information and Communications Technology (ICT) in teaching and learning in higher secondary schools in Meghalaya, Northeast India. ICT has widely been used across the globe to support pedagogical practices that provide effective learning environments that are more learner-centred, knowledge-centred, assessment-centred and community-centred. The mere availability of computers does not impact student learning. This study intends to find out if ICT used along with student-centred pedagogy enhances learning and improving the effectiveness in teaching and if the use of ICT improves the quality of higher learning and enables the teacher to engage the students effectively in higher secondary schools in Meghalaya.

Methodology

This study is quantitative in nature. The population consists of higher secondary students, teachers and principals of Meghalaya Board of Secondary Education (MBOSE), Meghalaya, and Northeast India. A random sample of 300 students from 10

schools (150 from 5 urban schools and 150 from 5 rural schools), 150 teachers from 10 schools (75 from 5 urban higher secondary schools and 75 from 5 rural higher secondary schools) and 10 principals from 10 schools (5 from 5 urban higher secondary schools and 5 rural higher secondary schools) participated in this study. Before collecting the data the first author went to the schools and introduced himself and explained the purpose of the study and a consent form was distributed ensuring them to protect participants' identity. The data for the study were collected through the use of questionnaires. The instrument had two parts. The first section was composed of biographical details like age, gender, locality, academic qualification, and teaching experience. Another section contained statements with the options of strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The statistical analysis of the quantitative data was performed using Statistical Package for Social Sciences (SPSS) for windows version 20. The statistical procedures like descriptive analysis for mean and standard deviations were performed for answering the research questions and testing the hypothesis.

Research Questions

1. What are the benefits of the use of ICT in learning?
2. What are the barriers of the use of ICT in learning?
3. What are the benefits of the use of ICT in teaching?
4. What are the barriers of the use of ICT in teaching?

Hypothesis

The following null hypothesis was framed for examining the objective:

H_0 : There are no significant benefits or barriers to using ICT in teaching-learning.

Results and Discussion

In view of addressing the above hypothesis research questions are framed taking into consideration the two dimensions of education: 1) Teaching, and 2) Learning. Hence, this segment has two parts addressed separately. In the first part, the benefits and barriers of learning are addressed while the second part focuses on the benefits and barriers of teaching.

Results of the research questions:

1. What are the benefits of the use of ICT in learning?

The benefits of the use of ICT in learning are many. These benefits are broadly classified into four categories:

- a. Motivational benefits
- b. Cognitive benefits
- c. Learning environment
- d. Learning outcomes

The questions were addressed to the students and hence SQ is used under the Item column and just before the statement in the Tables below.

a. Motivational benefits

There are a number of motivational benefits when ICT is used for learning. These benefits are shown in Table 1.

Table 1: Benefits of the use of ICT in learning

Motivational benefits	Item	N	Minimum	Maximum	Mean	Std. Deviation
Interest	(SQ) Computer related activities create interest in me.	300	1	5	3.85	0.871
Curious	(SQ) When I am in computer class, I tend to be more curious about what is taught.	300	1	5	3.79	1.005
Focused	(SQ) I find myself more focused when I use the computer in my study.	300	1	5	3.49	0.980
Attention	(SQ) When I use the computer my attention on the subject is longer.	300	1	5	3.37	1.081
	Valid N (list wise)	300				

Among all the Motivational factors such as interest, curiosity, focus and attention, it can be seen from Table 1 that *creating Interest* is the most ($M = 3.85$, $SD = 0.871$). On the other hand, Attention on the subject is the least motivational factor ($M=3.37$, $SD = 1.081$). Thus, one can conclude that the *use of ICT creates interest in students, which in turn helps them to perform better in their academics*. The overall Mean in the category of Motivational factor is 3.6.

b. Cognitive benefits

The cognitive benefits of the use of ICT in learning are many. They are indicated in Table 2.

It is evident that among all the cognitive factors, *Memory* is the highest cognitive factor ($M = 3.70$, $SD = 0.921$) whereas *Word usage* is the least ($M = 3.18$, $SD = 1.129$). Therefore, one can conclude that *the use of ICT enables the students to register the lesson taught, which in turn helps*

Table 2: Benefits of the use of ICT in learning

Cognitive benefits	Item	N	Minimum	Maximum	Mean	Std. Deviation
Memory	(SQ) Visual presentations with the help of computers enable me to remember the lessons easily.	300	1	5	3.70	0.921
Comprehension of difficult concepts	(SQ) I understand difficult concepts easily when the teacher uses the computer to explain to us.	300	1	5	3.69	0.903
Learning faster	(SQ) Teachers' multiple ways of explaining the lesson by using computers enables me to learn faster.	300	1	5	3.50	0.916
Word usage	(SQ) When I write an essay I use Google for correct word usage.	300	1	5	3.18	1.129
	Valid N (list wise)	300				

them to perform better in their academics. The overall Mean in the category of cognitive factors is 3.51.

c. Learning Environment

Learning Environment is another area where there is a benefit. Table 3 shows this aspect.

Table 3 shows the Mean scores of the benefits in the use of ICT in learning in the category of Learning Environment. Among all the elements in this category, Friendly classroom is the highest influencing factor ($M = 3.79$, $SD = 0.946$) whereas Interactive classroom is the lowest ($M = 3.48$, $SD = 0.941$) one. Saying differently, a friendly

Table 3: Benefits of the use of ICT in learning

Learning environment	Item	N	Minimum	Maximum	Mean	Std. Deviation
Friendly classroom	(SQ) Computer-equipped classrooms are friendly and enjoyable to be in.	300	1	5	3.79	0.946
Active class	(SQ) When I use the computer I tend to be more active in the class.	299	1	5	3.62	0.931
Student Involvement	(SQ) Students are more involved in the classroom when computer technology is used.	300	1	5	3.62	0.878
Interactive classroom	(SQ) Students tend to interact with one another more in a computer-based teaching environment.	300	1	5	3.48	0.941
	Valid N (list wise)	299				

classroom environment engages the students and engagement is the engine for learning. The overall Mean in the category of Learning Environment is 3.62.

d. Learning Outcomes

The fourth and final domain where the benefit is seen in the use of ICT in learning is in Learning

Outcomes. Table 4 shows this trend.

Table 4 shows that *Effective Learning* ($M = 3.75$, $SD = .840$) is higher than *Weaker Students' Improved Learning* ($M = 3.59$, $SD = 0.937$). This is to say apropos to weaker student's improved learning, effectiveness in students learning is relatively high when ICT is used. The overall Mean in the Learning outcomes is 3.67

Table 4: Benefits of the use of ICT in teaching-learning

Learning Outcomes	Item	N	Minimum	Maximum	Mean	Std. Deviation
Effective learning	(SQ) The use of computers improves my learning effectiveness and quality.	300	1	5	3.75	0.840
Weaker students' improved learning	(SQ) The use of computer enables the weaker students to improve learning	300	1	5	3.59	0.937
	Valid N (list wise)	300				

The levels of ICT use among teachers and students are considered to be the basis for identifying the degree of ICT use. In order to determine the level of ICT usage among teachers and students, arithmetic means and standard deviations regarding ICT use and its applications were calculated. Furthermore, an arbitrary 'level' was identified (high, medium, low) based on the following equation.

$$\frac{\text{The scale's highest value} - \text{the scale's lowest value}}{\text{Number of levels}} = \frac{5 - 1}{3} = 1.33$$

This equation is used to organise and summarise data to provide a simple indication of the level of the means associated with each response. Using these intervals of 1.33, one can define 3.68 to 5.00 as a 'high' response, 2.34 to 3.67 as a 'medium' response and any value below 2.34 as a 'low' response. In this analysis, the author also uses a value of '1' to differentiate between high (or divergent) and low (or convergent) levels of standard deviation.

Table 5: Scale value and response level

Scales Value	Response level
1.33 to 2.33	Low
2.34 to 3.67	Medium
3.68 to 5.00	High

Different elements of the benefits of the use of ICT in learning with their respective Means are given below in Table 6.

It can be observed from Table 6 that the *benefits of the use of ICT in learning* are medium. To be more specific, *Learning outcomes* is the highest

Table 6: Benefits of the use of ICT in learning

Elements	N	Mean	Std. Deviation	Level
Motivational factors	300	3.62	0.984	Medium
Learning environment	300	3.62	0.924	Medium
Cognitive factors	300	3.51	0.927	Medium
Learning outcomes	300	3.67	0.888	Medium

(M = 3.67, SD = 0.888) of all whereas Cognitive Elements is the lowest (M = 3.51, SD = 0.927) in considering the benefits of the use of ICT in learning. In conclusion, it can be stated that the *benefits in the use of ICT are indeed moderate in enhancing learning.*

2. What are the barriers of the use of ICT in learning?

There are many benefits to the use of ICT in learning. However, there are some barriers too in the use of ICT in learning. These barriers are broadly grouped under different factors:

- a. Student factors;
- b. Teacher factors;
- c. School factors; and Operational factors

a. Student factors

Among many factors that come across as barriers in the use of ICT in learning student factors come as one of the main factors. Table 7 shows this trend.

Table 7 demonstrates that among all the barriers in the use of ICT learning, *Peer group pressure* is the highest (M = 3. 21, SD = 0.896) whereas *Fear for the computer* is the lowest (M = 1.93, SD = 0.949) factor that inhibits the students in using ICT for learning. The overall Mean in the category of Student factor is 2. 63.

Table 7: Barriers of the use of ICT in learning

Student factors	Item	N	Minimum	Maximum	Mean	Std. Deviation
Peer group pressure	(SQ) Peer group pressure also plays a critical role in the usage of computers.	299	1	5	3.21	0.896
Time consuming	(SQ) I find it time-consuming using computers and its applications in learning.	298	1	5	2.86	0.937
Distraction	(SQ) When I use the computer I get distracted very easily.	300	1	5	2.64	0.970
Difficulty in using	(SQ)) I find it difficult to use the computer.	300	1	5	2.53	1.052
Fear	(SQ) Computer frightens me.	300	1	5	1.93	0.949
	Valid N (list wise)	297				

b. Teacher factors

The second factor that obstructs the use of ICT in learning is Teacher factor. Table 8 indicates this dimension.

Table 8: Barriers of the use of ICT in learning

Teacher factors	Item	N	Minimum	Maximum	Mean	Std. Deviation
Teacher assistance	(SQ) I need help from teachers to learn with computers.	300	1	5	3.61	1.105
Teacher encouragement	(SQ) Lack of encouragement from teachers affects my usage of computers.	299	1	5	3.09	1.071
Competent teachers	(SQ) Lack of competent teachers affects my usage of computers.	300	1	5	2.74	0.946
	Valid N (list wise)	299				

Table 8 indicates that among all barriers in the use of ICT in learning, need for **Teacher assistance** is the highest obstructing factor in the process of using ICT for learning (M= 3.61, SD = 1.105). On the other hand, **Lack of competent teachers** (M = 2.74, SD = 0.946) is the least Teacher factor. In other words, **lack of assistance from teachers hinders students from using ICT in their learning**. Incompetence of the teachers seems to be a trivial factor they encounter in their learning experience. The overall Mean in the category of Teacher factor is 3.14.

c. School factors

Besides student and teacher factors yet another factor that is seen as a barrier in using ICT for learning is school factor. Table 9 demonstrates this trend.

Table 9 indicates that among all barriers faced by students in the use of ICT in learning, **School Environment** is the highest hindering element they confront in their use of ICT (M = 3.35, SD = 0.941). On the other hand, **Lack of support from the school authority** is the least one they faced in their venture to use ICT for learning (M = 2.78,SD = 1.072). The overall Mean score in the category of School factor is 3.03.

d. Operational factors

The fourth and final barrier that is seen in the use

Table 9: Barriers of the use of ICT in learning

School factor	Item	N	Minimum	Maximum	Mean	Std. Deviation
School environment	(SQ) School environment plays a role in my usage of computers.	299	1	5	3.35	0.941
Insufficient computers	(SQ) Insufficient computers in the school affect me the use of computers.	300	1	5	3.05	1.111
School policy	(SQ) Lack of strong school policy affects me to the usage of computers.	300	1	5	2.94	1.031
Support from school authority	(SQ) Lack of support from the school authority does not promote my computer use	300	1	5	2.78	1.072
	Valid N (list wise)	299				

of ICT in learning is Operational factor. Table 10 depicts this dimension.

Table 10 indicates the Mean scores of the barriers in the use of ICT in learning. Among all The

Table 10: Barriers of the use of ICT in learning

Operational factors	Item	N	Min.	Max.	Mean	Std. Deviation
Electricity failure	(SQ) Electricity failure affects the use of computers.	299	1	5	3.58	1.038
Internet speed	(SQ) Slow speed of the internet affects my use of the computer.	300	1	5	3.43	1.018
Maintenance of ICT	(SQ) Poor Maintenance and up gradation of ICT devices influence my computer usage.	299	1	5	3.12	1.014
Technical support	(SQ) Lack of technical support discourages me to use a computer.	299	1	5	3.05	1.122
	Valid N(list wise)	299				

Operational factors, *Failure of electricity* is the topmost barrier they encountered while trying to use the ICT in learning (M = 3.54, SD = 1.038). On the other hand, *Lack of technical support* is the lowest (M = 3.05, SD = 1.122) factor affecting the students negatively. The overall Mean in the

category in the Operational factors is 3.29.

Different elements of the barriers in the use of ICT in learning with their respective Means are given below in table 11.

Table 11 states that the barriers in the use of

Table 11: Barriers in the use of ICT in learning

Factors	N	Mean	Std. Deviation	Level
Student factors	300	2.63	0.960	Medium
Teacher factors	300	3.14	1.040	Medium
School factors	300	3.03	1.072	Medium
Operational factors	299	3.29	1.048	Medium

ICT in learning are medium (Medium levels of all elements). To be more specific, **Operational factor** is the highest (M = 3.29, SD = 1.048) whereas Student factor is the lowest (M = 2.63, SD = 0.960) in considering the barriers in the use of ICT in learning. In conclusion, it can be stated from the Mean scores that **the barriers in the use of ICT are medium**. It does not seem to relatively hinder learning. Having established some of the benefits and barriers in the use of ICT for learning, it is time to look into the benefits and barriers in the use of ICT for teaching. They are stated below.

into four factors. The questions were addressed to the teachers and hence TQ is used under the Item column and just before the statement. The four categories are as follows:

- a. Motivational Factors
- b. Professional Factors
- c. Learning Environment
- d. Effective teaching

a. Motivational factors

Motivational benefits of the use of ICT are many. Table 12 displays these benefits.

Table 12: Benefits of the use of ICT in teaching

Motivational Factors	Item	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Interest	(TQ) Use of ICT makes my teaching more interesting.	150	2	5	3.95	.611
Fun-filled lessons	(TQ 68) Use of ICT makes the lessons more fun for the students.	150	2	5	3.93	.652
Being creative	(TQ 63) I find it easy to think of ways to use computers in my teaching.	149	2	5	3.67	.652
	Valid N (list wise)	149				

Results of the research questions

1. What are the benefits of the use of ICT in teaching?

In order to answer this research question, the benefits in the use of ICT in teaching is categorised

It is evident from Table 12 that among all the Motivational factors, **Teacher Interest** is the highest (M = 3.95, SD = 0.611). In contrast, **Being Creative** is the lowest (Mean = 3.67, SD = 0.652). The overall Mean in the category of Motivational factor is 3.85.

Table 13: Benefits of the use of ICT in teaching

Professional Factors	Item	N	Min.	Max.	Mean	SD
Professionalism	(TQ) Use of ICT makes me more professional.	150	1	5	3.93	0.631
Modernity	(TQ) I feel modern when I use ICT.	150	1	5	3.93	0.752
Role enhancement	(TQ) Use of ICT enhances my role as a teacher.	150	1	5	3.91	0.572
Teacher confidence	(TQ) Use of ICT has given me more confidence in teaching.	150	2	5	3.85	0.673
Access to teaching materials	(TQ) Through the use of ICT I have the access to the best and teaching materials.	148	2	5	3.82	0.667
Network connectivity	(TQ) Use of ICT challenges me to expand my network with the professional community.	150	2	5	3.63	0.660
Exposure to teachers	(TQ) Through ICT use I am exposed to the best teachers in the world.	148	1	5	3.45	0.749
	Valid N (list wise)	148				

b. Professional factors

The professional benefits of the use of ICT are enormous. They are demonstrated in Table 13. It is evident from the table that **Professionalism and Modernity** (M = 3.93, SD = 0.631) &

(M= 3.93, SD = 0.752) are equally the highest beneficial factors. On the other hand, **Exposure to teachers around the world** is the least one (M = 3.45, SD = .749). The overall Mean in the category of Professional factor is 3.78.

for the teaching-learning process to take place. This is seen in Table 14. It is evident from Table 14 that **Positive change in learning environment** has a higher Mean score (M = 3.92, SD = 0.640) whereas **Change in relationship among students and Change in relationship between students and teacher** have equally the lowest score (M= 3.71, SD = 0.659) &(M = 3.71, SD = .698). The overall Mean in the category of Learning Environment is 3.78.

d. Effective Teaching

Table 14: Benefits of the use of ICT in teaching

Learning environment	Item	N	Minimum	Maximum	Mean	Std. Deviation
Change in learning environment	(TQ) Use of ICT positively changes the learning environment in my classroom.	150	1	5	3.92	0.640
Change in relationship among students	(TQ) Use of ICT changes relationships among the students in my classroom.	150	1	5	3.71	0.659
Change in relationship between teacher and students	(TQ) Use of ICT positively changes the relationship between students and me.	150	1	5	3.71	0.698
	Valid N (list wise)	150				

c. Learning Environment

The third benefit of the use of ICT in teaching is creating a Learning Environment conducive

The fourth benefit of the use of ICT is Effective Teaching. Table 14 below indicates this trend. It is evident that among all the Effective teaching factors, **Time saving** element is the highest (M

Table 14: Benefits of the use of ICT in teaching

Effective teaching	Item	N	Min.	Max.	Mean	Std. Deviation
Time saving	(TQ) Use of ICT helps me to save time in reproducing images.	150	2	5	4.00	0.624
Improved presentation	(TQ) Use of ICT improves the presentation of material in my lessons.	150	2	5	3.92	0.562
Lesson preparation	(TQ) Use of ICT makes preparing lessons systematic.	150	2	5	3.91	0.579
Diverse lesson	(TQ) Use of ICT makes lessons more diverse.	150	2	5	3.87	0.587
Lesson planning	(TQ) Use of ICT helps me to plan and prepare the lessons well in advance.	150	2	5	3.81	0.639
Flexible pedagogy	(TQ) Use of ICT enables me to be flexible in my pedagogy.	150	2	5	3.72	0.625
	Valid N (list wise)	150				

= 4.00, SD = 0.624). On the other hand, *Flexible pedagogy* is the lowest (M = 3.72, SD = .625). The overall Mean in the category of Effective teaching factor is 3.87.

Different factors of the benefits of the use of ICT in teaching with their respective Means are given below in Table 15.

Table 15: Benefits of the use of ICT in teaching

Factors	N	Mean	Std. Deviation	Level
Effective teaching	150	3.87	0.602	High
Motivational Factors	150	3.85	0.638	High
Learning environment	150	3.78	0.665	High
Professional Factors	150	3.78	0.672	High
Valid N (list wise)	150			

It can be observed from Table 15 that the benefits of the use of ICT in the teaching are high (high

means of all factors). To be more specific, *Effective teaching* is the highest of all (M= 3.87, SD = 0.602). *Professional Factors and Learning Environment* (M = 3.78, SD = 0.672) & (M=3.78, SD = 0.665) do not have significant benefits when ICT is used for teaching. In conclusion, it can be stated from the above mean scores of various factors of benefits in teaching, that the more the use of ICT *the more the benefits deriving from it for teaching.*

2. What are the barriers of the use of ICT in teaching?

In view of answering this research question, the barriers of the use of ICT in teaching are categorized into three. They are given below:

- Teacher Factors
- Management Factors
- Operational Factors

Table 16: Barriers of the use of ICT in teaching

Teacher Factors	Item	N	Min.	Max.	Mean	Std. Deviation
Lack of ICT skills	(TQ) Lack of ICT skills influence the teacher in employing ICT in teaching.	150	1	5	3.59	0.837
Teacher Interest	(TQ) Lack of teacher interest plays a role in employing ICT in teaching.	150	1	5	3.31	0.926
Students' ICT illiteracy	(TQ) Lack of ICT literacy in students influences the teacher to avoid using ICT in teaching.	150	1	5	3.29	0.972
Diverse lessons	(TQ) Use of ICT makes lessons more diverse.	150	1	5	3.25	0.897
Presentation of materials	(TQ) Use of ICT challenges me to present the materials in multiple ways.	149	1	4	3.10	0.836
Lesson preparation challenging	(TQ) Use of ICT makes preparing lessons more challenging.	150	1	5	3.10	0.939
Limitation of content	(TQ) Use of ICT limits the content of my lesson.	150	1	5	2.78	0.904
Student motivation	(TQ) Use of ICT decreases students' motivation.	150	1	5	2.33	0.800
Teaching difficulty	(TQ) Use of ICT makes teaching more difficult.	150	1	4	2.30	.632
Class control	(TQ) Use of ICT makes it more difficult to control the class.	150	1	5	2.27	0.739
	Valid N (list wise)	149				

a. Teacher factors

Teacher factors are the major barriers in the use of ICT in teaching. These are enumerated in Table 16.

The above Table demonstrates that **Not acquiring the ICT skills** is the highest barrier teachers face while using ICT (M = 3.59, SD = 0.837). Lack of teacher interest (M = 3.31, SD = 0.926) and Lack of students' ICT literacy (M = 3.29, SD = 0.972) are the other two more barriers they deal with in sequential order. **Difficult to control the class** when ICT is used, is the lowest factor (M = 2.27, SD = 0.739) among all the other barriers while using ICT. The overall Mean in the category of Teacher factor is 2.93.

b. Management Factors

Management factors are the other factors, which are indicated as barriers in the use of ICT in teaching. Table 17 displays this dimension.

Table 17: Barriers of the use of ICT in teaching

Management Factors	Item	N	Min.	Max.	Mean	Std. Deviation
Teachers' workload	(TQ) Heavy workload of teachers discourages the use of ICT in the classroom.	150	1	5	3.36	0.999
ICT Policy	(TQ) Lack of School ICT Policy influences the teachers in employing ICT in teaching.	150	1	5	3.29	0.924
Attitude of school authority	(TQ) Unfavourable attitude of school authority is one of the major obstacles in the use of ICT in teaching.	150	1	5	2.74	0.979
	Valid N (list wise)	150				

It is evident from the above Table that **the Heavy workload of the teachers** is the main obstacle (M = 3.36, SD = 0.999) teachers face as they deploy the ICT. On the other hand, **Unfavourable attitude of the school authority** is a trivial barrier (M = 2.74, SD = 0.979) while trying to use ICT for teaching. The overall Mean in the category of Management factors is 3.13.

c. Operational factors

The third and final component cited as a barrier in the use of ICT is Operational factors. These are examined and the observations are indicated in Table 18. It is evident that among all the Operational Factors, **Operational constraints such as poor maintenance of equipment, not updating, disruption in power supply, poor connectivity etc.** - is the highest element (M = 3.70, SD = 1.008) whereas **Interruption in software** is a trivial barrier (M = 2.84, SD = 0.828). The overall Mean in the category of Operational factor is 3.39.

The three broad categories of barriers, which are playing a key role in determining the use of ICT by teachers, are given below in Table 19.

It can be observed from Table 19 that the barriers in the use of ICT in teaching are high (high means of all factors). To be more specific, teacher factors such as Lack of ICT skills, Lack of teacher interest

in the deployment of ICT, Students' lack of ICT literacy etc., are the most (M = 3.87, SD = 0.602). Operational factors (M = 3.78, SD = 0.665) such as Poor maintenance of equipment, not updating, disruption in power supply, poor connectivity etc., do not have any significant barrier when ICT is used for teaching.

Table 18: Barriers in the use of ICT in teaching

Operational Factors	Item	N	Minimum	Maximum	Mean	Std. Deviation
Operational constraints	(TQ) Operational Constraints – poor maintenance of equipment, not updating, disruption in power supply, poor connectivity etc. affect the usage of ICT.	150	1	5	3.70	1.008
Training and technical support	(TQ) Lack of training and technical support for teachers, play a critical role in the use of ICT in teaching.	150	1	5	3.61	0.865
Cost of equipment	(TQ) High cost of ICT equipment prevents the utilization of ICT in teaching.	150	1	5	3.48	0.988
Inadequate resources	(TQ) Lack of resources in the school hinders the use of ICT in teaching.	150	1	5	3.35	0.976
Interruption in software	(TQ) Use of ICT often prevents teaching because of interruption in software.	150	1	5	2.84	0.828
	Valid N (list wise)	150				

Table 19: Barriers of the use of ICT in teaching

Factors	N	Mean	Std. Deviation	Level
Teacher factors	150	3.87	0.602	High
Management factors	150	3.85	0.638	High
Operational factors	150	3.78	0.665	High
Valid N (list wise)	150			

Conclusion

To summarise, it can be stated that considering several benefits in the use of ICT in teaching-learning, the barriers in the use of ICT is very minimal and this has been effectively understood from the literature reviews mentioned in the article. Benefits in the spheres of motivational, learning environment, cognitive, learning outcomes and effective teaching are but a few to mention in the teaching-learning domain. Hence, one can easily conclude that the use of ICT is more beneficial to

the academic community in enhancing teaching-learning process than in inhibiting the same. With the innumerable advantages of the use of ICT, teachers are empowered and students are engaged. The secret of quality education is the quality of teachers. The increasing use of Information and Communication Technology is altering the very concept of education. With the accelerating growth of technology in education a paradigm shift is taking place in the teaching-learning process. Accessibility to quality of education is a possibility in the near future. The concept of 'education for all' is an imminent reality. The impact of the use of Information and Communication Technology reflects in enhancing learning and teaching efficiency. The use of ICT empowers teachers and improves schools.

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LOCAL PARTNERSHIPS MAKE STRIDES IN COMMUNITY ENGAGEMENT: AN ANALYSIS OF THE EXTENSION SERVICES OF HIGHER EDUCATION INSTITUTIONS IN KERALA

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Abstract

The community engagements through the extension services are conceived as an essential dimension of higher education to create better wellbeing for humanity. Higher Education Institutions (HEI) are being encouraged by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to foster social responsibility and community engagement in their teaching and research activities. The regulatory authorities of higher education pay more attention to the aspect of extension in the accreditation process of colleges and universities. The extension dimension of higher education is experimented by the various colleges in the context of the ongoing process of accreditation and best practices were reported from various parts of the country. The partnerships of Higher Education Institutions with local self-governments and civil society organizations are identified as an effective model of community engagement.

Keywords: *Community Engagement, Extension Higher Education Institutions Partnerships*

Introduction

The concepts of extension and field-level interventions were primarily introduced by

agriculture sciences but gradually spread across various disciplines to link the educational as well as research outcome with the society. The extension is understood as activities connected with the application of the new knowledge developed in the universities to the field outside through the dissemination of research findings and transfer of technologies for solving the innumerable problems faced by the people. The community engagements through the extension services are conceived as an essential dimension of higher education to create better wellbeing for humanity through the interventions of the higher education institutions as well as to ensure social connectedness for the students and academicians in all their educational endeavours. The regulatory authorities of higher education have begun to pay more attention to the aspect of extension in the context of growing realization that universities and colleges are having institutional resources and should develop sensitivities to involve in the development of the community with particular reference to overall and diverse needs of all segments of people in the community (Bijili & Tiwari, 2011).

Rationale and Significance of Extension in Higher Education

National Assessment and Accreditation Council

(NAAC), established in 1994 as an outcome of National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) has experimented with the issue of extension and identified the best practices in extension services of colleges and universities. The extension aspect is given some weight age in the assessment process of NAAC. The Criteria-based assessment promotes judgment based on values. For example the Criterion on “Research, Consultancy and Extension” promotes the values such as contribution to national development, participation in local community development, and social justice. This criterion seeks information on the policies, practices and outcomes of the institution, concerning research, consultancy and extension. (NAAC, 2013)

Globally, higher education institutions (HEI) are being encouraged to foster social responsibility and community engagement in their teaching and research activities over the past decade. The second United Nations Educational, Scientific and Cultural Organization (UNESCO) Conference on Higher Education held in Paris in July 2009 stated explicitly that, ‘Higher education has the social responsibility to advance our understanding of multifaceted issues... and our ability to respond to them... Through its core missions of teaching, research and service, it should lead society in generating global knowledge to address global challenges, inter alia, food security, climate change, water management, intercultural dialogue, renewable energy and public health. (UNESCO, 2010)’

The extension dimension of higher education is experimented by various colleges in the context of the ongoing process of accreditation and best practices were reported from various parts of the country. Loyola College, Chennai is engaged in various outreach programmes

to make the students experience and express concern for the marginalized sections of the society. To make the initiative meaningful, the second-year undergraduate students of both aided and self-supporting courses from 32 departments numbering to 1817 students are involved in various activities. The activities are streamlined and focused on women, children, and youth covering health, literacy promotion, and women empowerment etc. The outreach programmes include skill training, Widows’ empowerment services health camps, nutrition and diet support for children e, medical camps and health awareness programmers, women self-employment and programmes for the Youth. (Loyola College, Chennai, 2012) In the year 2014, C. Achuthamenon Government College, Thrissur bagged the University level best National Services Scheme (NSS) unit and the best Programme Officer Award (C. Achuthamenon Government College, 2014). The main attraction of the unit was the concept of “*Bhoomithrasena*, under NSS, through which the college has promoted organic farming in the campus and extended community. Various other services like awareness programmes, blood donation camps are organized every year along with the Additional Skill Acquisition Programme (ASAP) coaching centre for the Government of Kerala, UGC sponsored competitive exams coaching classes, entrepreneurship development programmes etc. (C. Achuthamenon Government College, 2014)

The Union Christian College (UCC), Ernakulam is also involved in the capacity building based community extension services. The main activities of the college are under the NSS unit along with other clubs and organizations in collaboration with Help Age India and Alzheimer’s and Related Disorders Society of India (ARDSI) for the welfare of the elderly. (Union Christian College, Aluva, 2011)

The extension programs of colleges and universities have got immense potential in addressing manifold aspects of development in the community. Policymakers have begun to pay more attention to how the untapped energy of Higher Education Institutions could be utilized to address the developmental issues of the region/state. (Bijili & Tiwari, 2011)

Statement of the problem

The extension or community engagement wings of higher education institution has better avenues to collaborate with the various government as well as private organizations to contribute towards the local economic and social development of the poor people who are the important stakeholders of higher education. The basic question in the context of *extension* is 'How far the higher education institutions are reaching out to the villages in India? In the context of decentralization with the local self-government (LSG) getting more operational freedom and powers under the Panchayat Raj Act, critical linkages could be developed between higher education institutions with LSGs and Community Based Organizations (CBOs) so that the intellectual capital of the colleges can be used to scale up the development programs in the local community in an effective manner with the participation of higher education institutions.

Objectives

The objectives of the study are:

- To study the extent of partnership and linkages of higher education institutions with the Panchayat Raj Institutions (PRI) and other development organizations in Kerala.
- To study the effect of partnership and linkages in scaling up the community engagement of higher education institutions in Kerala

Methodology

The study has adopted a descriptive design to capture the aspects of community engagement of the HEIs based on selected criteria. The study comprised of 191 government and aided Arts and Science HEIs (41 government HEIs and 150 private aided HEIs) in Kerala coming under the three State universities namely University of Kerala, Mahatma Gandhi University and Calicut University. A sample of 450 respondents from 30 colleges was selected purposively based on the accreditation status, geographical location and type of management of the college. From each of the selected colleges, 15 respondents are selected for the interview. The respondents for the study were the teachers and students involved in community extension activities and community representatives. The primary data for the study were collected from the selected colleges from the teachers, students and community members.

Results and discussion

The major findings of the study are scripted under the sections of the profile of the institutions, extension units & linkages, local-partnership and community services by the colleges.

Profile of the Institutions: The majority of the colleges (86.7%) are aided colleges which include the Christian (53.3%), Hindu (16.6%) and Muslim (16.6%) management institutions and the rest of the colleges (13.3%) are Government Colleges. As far as the geographical area is concerned a good number of colleges (60.0%) are located in the rural area which widens the possibilities of community extension activities in the local economic development of the rural sector. Regarding the NAAC accreditation by the University Grants Commission (UGC), 14 colleges each are accredited with A and B grades respectively (93.4%) and only 2 colleges (6.6%)

accredited with C grade. Most of the colleges (83.3%) have two units of NSS with 200-299 students' members, showing the representation of NSS volunteers in a wide range of extension activities of the colleges

Extension Units and Linkages: The majority of the colleges (66.7%) have extension departments with manifold activities in the community. The significant community engagement activities are community awareness programs, consultation services to community-based organizations, research collaborations, pain and palliative care services, child guidance, family counselling services, women entrepreneurship development, protection of traditional plants, housing and sanitation programs for the poor, career guidance, training programs for children, weekly food collection program for the poor, organic farming and paddy cultivation. It was observed that even without an extension department, some of the colleges are involved in community development programmes as part of the curriculum as well as part of their departmental activity.

Local Partnership: A good number of colleges have signed agreements (MoU) with Local Self Governments (LSGs) and various other organizations for mutual collaboration in implementing the welfare and development programs for the community. 13 colleges (43.3%) have signed a Memorandum of Understanding (MoU) with the LSGs and other organizations for implementing the development projects of the local panchayat/municipality. Some of the colleges have more than one collaborations with the LSGs and other organizations. Six colleges have MoU agreements with the Kerala State Aids Control Society for HIV/AIDS awareness and prevention programs. Some of the colleges have MoU agreements with local cultural forums,

Kerala State Council for Science and Technology (KSCST), Catholic Health Association of India (CHAI), Palliative care services, department of agriculture and research institution Jawaharlal Nehru Tropical Botanical Garden and Research Unit (JNTBGRU) for the development collaboration.

Testing of Hypothesis

Importance of Memorandum of Association (MOU) with Local Self Government (LSG) and other agencies for extension services of the colleges A self-constructed arbitrary two-point rating scale (Kothari, 2004) was used to assess the level of community engagement of the colleges under the study The alpha reliability of the arbitrary scale was found to be 0.646 (Cronbach's Alpha =0.646). The perception of all the respondents (N=450) regarding the community engagement of the colleges are captured using the aforesaid arbitrary scale with six items (Min = 0, Max = 6, Mean = 2.95, S.D = 1.78).

Table:1 Level of Community Engagement of Colleges based on the perception of the Respondents

Category	Frequency	Per cent	Cumulative Per cent
Low	190	42.2	42.2
Medium	89	19.8	62.0
High	171	38.0	100.0
Total	450	100.0	

Source: Primary data

Since the data is not strictly following the characteristics of normal distribution (the level of significance is < 0.05, for both Kolmogorov-Smirnov & Sapiro-Wilk test for normality) the non-parametric test of the Mann-Whitney U test is used to draw the following inference based on the research hypothesis framed for the study.

Research Hypothesis: There is a significant difference between colleges with and without a Memorandum of Association (MOU) with Local Self Government (LSG) and other agencies for extension services, in their level of community engagement.

Table 2: Test result

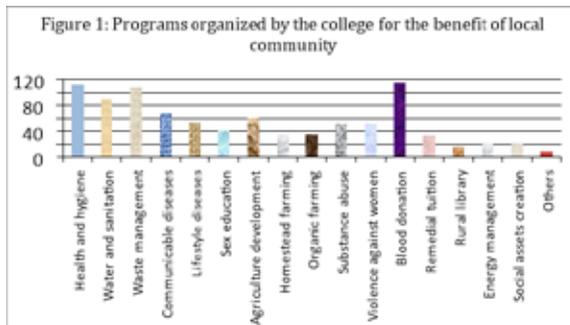
Hypothesis Test Summary			
Null Hypothesis	Test	Sig.	Decision
1 The distribution of Exdscore is the same across categories of MOU.	Independent-Samples Mann-Whitney U Test	.004	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Source: Primary data

The research hypothesis is accepted (sig = 0.004, at 5% level of significance) indicating that the official Memorandum of Understanding (MoU) of the colleges with local Self Governments and other community-based organization help the institution to interact with different community structures, agencies in a proactive manner. The aforesaid details of the MoU of the 13 colleges (43.3%) with Local Self Governments (4 colleges, 13.6%), Kerala State AIDS Control Society (KSACS) (6 colleges, 20.0%) and other agencies have provided a facilitative environment for sustainable engagement for higher education institutions in local development. The formal MoUs and subsequent plan of action and implementation is found to be effective in enhancing the community involvement of the colleges.

Community Engagement Services: The following figure has depicted the perception of the community representatives about the various programs organized by the department/college for the benefit of the local community in study areas.



Source: Primary data

Out of 150 representatives, 112 representatives (74.7%) say that the department/college has done programs to promote health and hygiene. 90 representatives (60%) agree that the college/department has done awareness generation programs on water and sanitation. 107 representatives (71.3%) say that community-level waste management programs are organized by the college. 67 representatives (44.7%) say that awareness classes based on communicable diseases and 53 representatives (35.3%) say that awareness classes on life-style diseases are organized by the college. Only 41 representatives (27.3%) say that sex education awareness classes are organized and held by the college. 60 representatives (40%) agree to the agriculture development initiatives of the college, while 35 representatives each (23.3%) are aware of the homestead and organic farming initiatives of the colleges. A small group (34%) say that the college/department organizes programs to prevent the use of substances like a cigarette, pan masala, *Chaini Khaini* etc. among the community people. 52 representatives (34.7%) only confirms that programs to prevent violence against women are been organized by the college.

115 representatives (76.7%) are aware of the blood donation camps of their local colleges in the panchayat. The community representatives

are well aware of the blood donation campaigns of the colleges. It is the most common community extension activity of colleges.

Only a meagre 34 representatives (22.7%) are aware of the remedial tuition programs organized by the colleges, while only the minority number of 16 representatives (10.7%) is known about any rural library which is established by the colleges. Only 22 representatives (14.7%) know that the colleges organize energy management programs, while only the same number of representatives (14.7%) is aware of any social assets created by the college for the welfare and development of the local community. Only 9 representatives (6%) say that the college/department has involved in any other kind of programs for the benefit of the local community like adolescent development program, blood test camps etc.

Table 3: Opinions of the respondents: the prospective contributions of the College towards meaningful community engagements (N=450)

Statements	Number	Mean	Standard deviation	Rank
The college can organize programs for self-employment training and entrepreneurship development for Local Economic Development.	450	2.49	1.252	2
The college can collaborate with the Local Self Government in strengthening democracy and decentralization.	450	3.18	1.355	5
The College can contribute towards the development of marginalized communities in the locality.	450	2.70	1.311	3
The college can organize various awareness programs on health and sanitation and waste management.	450	2.38	1.341	1
The college can organize multiple programs for the development of children in the locality.	450	2.89	1.331	4

According to Table 3, the standard deviations of all factors are not much deviated (opinion is consistent); the ranking of mean scores is meaningful. The least mean score obtained (mean = 2.38) for statement 4, which is ranked

as 1. As per the common opinion ranking of both the teachers, students and the community representatives (N=450), the most important community activity which should be initiated by the colleges in the awareness programs on health, sanitation and waste management, which is followed by the rank 2 statement (mean = 2.49) of programs for self-employment training and entrepreneurship development for local development.

In the context of the spreading of communicable diseases in India, one of the main reasons for it is open defecation which includes human wastes and the wastes from the food remains. According to Dr Bikash Verma, poor waste management is to blame for many ills including communicable diseases like a vector-borne disease which was one of the suggestions/recommendations of the community representatives in this study. (Bhatia, 2013) In the report which came in the newspaper Times of India, the wastes dumped in open are the breeding grounds for mosquitoes and other insects

which transmit deadly diseases. Open sewage transmits infectious diseases from one place and person to another besides contaminating the water systems and causing massive health hazards. In this scenario, the Swachh Bharath Mission of

the Indian Prime Minister Shri. Narendra Modi has great importance. (Mukane, 2014) Following the vision of Mahatma Gandhi, Swachh Bharath Mission or Clean India Campaign is an effort to clean our surroundings and should be promoted to all the citizens of the country, including school and college students.

The local economic development can be achieved through constant and continuous quality skill development and vocational training programs which gives employment to the people. (Ministry of Labour, 2009) Occupational patterns are changing; new jobs and new titles, job enlargement and enrichment and new flexible work arrangements are emerging. Employment demands are shifting towards higher skill categories. It is imperative, therefore, for India to move up the skill-ladder and produce a larger number of people with higher education and generic training for new types of knowledge work, both in high skill services and high technology industrial production. From these two opinion statements which are ranked as first and second it is to be concluded that in the present scenario, the higher educational institutions should focus on the health, sanitation, waste management and employment-oriented training and skill development programs for making local socio-economic development through proactive community engagement.

Conclusion

The analysis of the community engagements of arts and science colleges in Kerala has presented an overall perception of the teachers, students and

community representatives associated with the 30 colleges under the three Universities in Kerala. The colleges had organized various programs and created necessary infrastructures and facilities for implementing collaborative community engagement programs. The health and sanitation programs have to be given priority by the college along with the entrepreneurship development programs. The partnership of higher education institutions with local self-governments and civil society organizations is identified as an effective model of community engagement. Such partnership based engagements of the colleges with the local community shall be able to provide professional support in spearheading sustainable development initiatives in the community in the context of Sustainable Development Goals (SDGs) 2030. The *Unnat Bharat Ahiyaan* (UBA), launched by the Ministry of Human Resource Development (MHRD), in February 2018 aims to bring a transformative change in rural development through the active participation of higher education institutes with rural communities and reorientation of communities through research and development (UGC, 2020). The UBA Scheme has provided the necessary institutional support system for colleges to develop a proactive partnership with local self-governments to scale up community engagement in a partnership model. Vocational training and skill development projects leading to livelihood promotion in multiple sectors can be better facilitated by utilizing the existing support services and linkages of the colleges with community organizations under UBA schemes.

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STRESS AND JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS AFTER IMPLEMENTATION OF TRISEMESTER SYSTEM AND CONTINUOUS AND COMPREHENSIVE EVALUATION SCHEME

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Abstract

The study aims at investigating the stress and job satisfaction among primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme. The sample consists of 500 primary school teachers of Kanyakumari District. A self-prepared and standardized Stress Questionnaire and Job Satisfaction Scale were used for data collection. The data was analyzed by using mean, standard deviation, 't' test and F- test. The present study reveals that the demographic variables such as marital status, type of the family, type of the school, teaching experience, age and monthly income influences the stress of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme. Also the present study reveals that the demographic variables such as locality of the school, locality of the house, type of the school, teaching experience, age and monthly income influences the job satisfaction of primary school teachers. There is significant relationship between Stress and Job Satisfaction of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme.

Key words: *Stress, Job Satisfaction, Primary School Teachers, Trisemester System, Continuous and Comprehensive Evaluation Scheme*

Introduction

Continuous and Comprehensive Evaluation Scheme is the process to provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development, such evaluation will not only take into account the academic performance of the child but will also focus on scholastic and co-scholastic activities. This research is an attempt to study the Stress and Job Satisfaction among primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.

Need and Significance of the Study

In any school setting, Teachers are the source of guidance in all the crucial steps in the academic life of the students. The role and responsibility of a teacher is multi tasked in the present-day school system. Continuous and Comprehensive Evaluation Scheme requires more time and energy for works. The workload of teachers has increased as it involves formative and summative evaluation, grading system, frequently observing

the learners and recording data, more freedom to students etc. The present system has forced the teachers to hastily finish their work and increased their burden.

With the changes in the type of teaching and learning strategies, teaching has been identified as one of the most stressful professions especially at the primary level where teachers have to deal with a lot of problems connected with lesson planning, classroom management, teaching – learning process and co-curricular activities. Job Satisfaction will largely determine the quality of education. Hence the investigator wants to study the Stress and Job Satisfaction among Primary School Teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

Statement of the Problem

Stress and Job Satisfaction are the results of various attitudes the teacher holds towards their job and life in general. Continuous and Comprehensive Evaluation Scheme is the process to provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development. The present system has increased the workload of the teachers. So, the area selected for the study is entitled as “Stress and Job Satisfaction among Primary School Teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.”

Operational Definition of the Variables Used

Stress: The term Stress refers to an environmental, social, behavioral factor or combination of factors capable of inducing responses that are helpful in survival situations. In this study, the word “Stress” refers to the Stress of Primary School Teachers.

Job Satisfaction: Job Satisfaction refers to the extent to which a person is pleased or satisfied by the content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job contents. In this study, the word “Job Satisfaction” refers to the Job Satisfaction of Primary School Teachers.

Primary School Teachers: The teachers who are participating in the teaching and learning activities of Standard I to Standard V of Department of Education of Government of Tamil Nadu.

Trimester System: In a move to reduce the burden of school bags of students, the State Government introduced the trimester pattern in all schools from the academic year 2012-2013 for classes I to VIII.

Continuous and Comprehensive Evaluation Scheme:-Continuous and Comprehensive Evaluation Scheme refers to a system of school based evaluation of students that covers all aspects of student development.

Objectives of the Study

1. To find out the level of Stress of primary school teachers after the implementation of Trimester system and Continuous and Comprehensive Evaluation scheme.
2. To find out the level of Job Satisfaction of primary school teachers after the implementation of Trimester system and Continuous and Comprehensive Evaluation scheme.
3. To find out whether there is any significant difference between the Stress of primary schoolteachers after implementation of Trimester system and Continuous and Comprehensive Evaluation scheme based on their Gender, Locality of the school, Locality of

the house, Marital status, Type of the family and Type of class handled.

4. To find out whether there is any significant difference among the Stress of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme based on their Type of the school and Teaching experience.

5. To find out whether there is any significant difference between the Job Satisfaction of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme based on their based on their Gender, Locality of the school, Locality of the house, Marital status, Type of the family and Type of class handled.

6. To find out whether there is any significant difference among the Job Satisfaction of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme based on their Type of the school and Teaching experience.

7. To find out whether there is any significant relationship between Stress and Job Satisfaction of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme.

Null Hypotheses of the Study

H_{01} : There is no significant difference between the Stress of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme based on their Gender, Locality of the school, Locality of the house, Marital status, Type of the family and Type of class handled.

H_{02} : There is no significant difference among

the Stress of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme based on their Type of the school and Teaching experience.

H_{03} : There is no significant difference between the Job Satisfaction of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme based on their Gender, Locality of the school, Locality of the house, Marital status, Type of the family and Type of class handled.

H_{04} : There is no significant difference significant difference among the Job Satisfaction of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme based on their Type of the school and Teaching experience.

H_{05} : There is no significant relationship between Stress and Job Satisfaction of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme.

Methodology in Brief

The researcher used Normative Survey Method to study the Stress and Job Satisfaction of Primary school teachers after implementation of Trisemester System and Continuous Comprehensive Evaluation Scheme.

Population and Sample of the study

The population of the present study includes all the Primary school teachers in Kanyakumari District. The researcher selected 500 primary school teachers from 58 schools in Kanyakumari District as the sample. Random Sampling technique is used for the study.

Tools used

1. Stress Questionnaire constructed and standardized by the researcher and Dr. D. Packialakshmi (2014) and 2. Job Satisfaction Scale constructed and standardized by the researcher and Dr. D. Packialakshmi (2014). In the present study for establishing validity of the tools, the content validity was found out by submitting the tools to a panel of experts from the fields of Education, Sociology and Psychology. The reliability of the Stress Questionnaire was found using test-retest method and the reliability coefficient value was calculated as 0.77. The reliability of the Job Satisfaction Scale was found using test-retest method and the reliability coefficient value was calculated as 0.81.

Statistical Techniques

Mean, Standard Deviation, Percentage analysis, Test of significance of mean difference (t-test), ANOVA (F-test), Post Hoc ANOVA – Waller - Duncan Test, Chi-square and Pearson's Product Moment Correlation.

Findings

The present study reveals that the demographic variables such as marital status, type of the family, type of the school, teaching experience, age and monthly income influences the stress of primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme. Also the present study reveals that the demographic variables such as locality of the school, locality of the house, type of the school, teaching experience, age and monthly income influences the job satisfaction of primary school teachers. There is significant relationship between Stress and Job Satisfaction of primary school teachers after implementation of Trisemester system and

Continuous and Comprehensive Evaluation scheme.

Delimitations of the Study

The investigator sincerely worked and tried her maximum to make the study a success. Due to lack of time the following limitations are observed:

1. The study is limited to primary school teachers of Kanyakumari District.
2. The sample of the study is limited to 500 only.
3. The investigator has only used the tools-Stress Questionnaire and Job Satisfaction Scale. No other techniques like interview, observation etc. were employed.

Educational Implications of the Study

The school authorities should identify the ways and means through which teachers can be provided with a facilitating work environment. The findings of the study should be acknowledged by policy makers outside the school. Administrators in the field of education must ensure fair promotional policy, congenial working conditions, timely reforms on service condition, revision of salary and incentives for the hard work of the teachers so as to make them satisfied and committed to their organization. School can take steps to identify the persons with symptoms of stress and develop effective coping mechanisms, proper recreational and physical facilities and promotion of interpersonal relationships. Pre-school education should be given importance by the government. Administrative policies of the government should cover the private pre-schools in the state. For selection, promotion and placement of teachers, preference must be given to those possessing nursery or pre- primary teacher training. The general attitude towards pre-school must be

changed and research and training should be encouraged in the early childhood education.

Suggestions for Further Research

On the basis of the limitations and findings of the present study, the following suggestions are given for further study:

1. This study is limited to primary school teachers only. It can be extended to the teachers of other grades also.
2. A study on occupational stress and job satisfaction of school teachers may be conducted.
3. A comparative study on job satisfaction of male and female teachers could be conducted.
4. The study can also be extended to other districts also.
5. A study on relationship between teaching competency and job satisfaction of teachers may be conducted.

Conclusion

Trisemester system and Continuous and Comprehensive Evaluation scheme has increased the workload of the teachers and there is a problem of feasibility also. It is a fact that the classrooms are overloaded but the concept of Continuous and Comprehensive Evaluation tells that the learners should be examined individually. Hence possible measures must be undertaken to reduce stress and enhance the job satisfaction of primary school teachers. School can take steps to identify the persons with symptoms of stress and develop effective coping mechanisms, proper recreational and physical facilities and promotion of interpersonal relationships. Pre-school education should be given importance by the government. Administrative policies of the government should cover the private pre-schools in the State.

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INFLUENTIAL FACTORS INDIAN STUDENTS ENDURE TO STUDY ABOARD

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Abstract

Education is an essential tool which is very valuable in everybody's life and distinguishes us from other living beings on earth. It makes human the smartest living being on earth. It vests them and gets them ready to face problems of life efficiently. Educational cognizance needs to be spread through the country to make education reachable. But, this remains inadequate without first considering the prominence of education. Only when the people realize what importance it holds, can they consider it an essential for a decent life. In such a case, this paper illustrates the factors influencing the Indian scholars to choose education abroad.

Keywords: *Education, Abroad, Career*

Introduction

The quality of human resources plays a major factor for the development of any person; and it is through quality persons in education that good human resource is produced. The opportunity to reflect upon one's moral, social, spiritual, cultural and economic issues are only possible with the help of education and contributes towards the development through promulgation of specialized knowledge and skills.

Indian Higher education has experienced phenomenal expansion since independence. India has produced scientists, engineers,

technologists, doctors, teachers and managers who are in great demand all over the world.

The Indian higher education teaches every individual how to classify and reclassify information, how to look at problems from new direction.

India is known for its educational excellence. Indian Education has recently gained global recognition with its distinguished diversity. India with over 1.2 billion inhabitants, is a top contender for sending its students abroad for higher studies. India has many prestigious colleges and universities, such as the IITs and IIMs but to varied reasons many Indian students desire to pursue their studies abroad.

The Roots of Indian Education

Education is a social process and was created out of social needs. Education always evolves out of historical and cultural contexts. Education in India dates back to its early civilization time where teaching and learning process revolved around the 'Gurukulam System'. Education was provided under the guidance of a "Guru" in different areas of religion, philosophy and science.

Due to invasions and disorder in the country, the education system of India got obscured. A huge transformation was brought in the system of higher education by the European rulers.

The formal system of higher education was introduced by the British which focused on languages, history, philosophy and literature. These learning centres were focused on generating English-speaking working-class people for the British administrative services, army and trade. India's current educational system is a product of centuries-old dualities that characterize the genius and decadence of an ancient but wounded civilization. The higher education system in India grew rapidly after independence.

Why Indians study abroad

Following are various reasons why young Indian considers to study abroad.

1. More options than traditional courses

Despite having advanced higher education, colleges tend to offer traditional courses over new ones and students are forced to opt for such courses. Many of such courses include science, technology, engineering, and mathematics. The key reason why many Indian students today want to study abroad is because their courses are still not commonly found in India. Institutions in India lack the ability to provide the desired career options to students despite of the various courses they offer. Studying internationally offers a wider variety of courses; some also provide research options and skill-based training for students.

2. Accessibility to admission

Due to massive population, millions of students in India compete fiercely to obtain their dream course and later their dream jobs. Admissions to top colleges with fewer seats are exceedingly competitive. These days they have the possibility to sidestep this rat race and pursue their dream course abroad if they have the academic credentials and are financially secure.

3. Immigration

Indian students pursue foreign course largely because they want to settle outside the country. Countries like Canada and the US are welcoming more immigrants into their homeland these days by giving them lucrative prospects of jobs. A recent study has shown that, after completing their graduate studies, 80 per cent of students from Asian countries choose to continue living outside. Studying abroad is considered as a golden opportunity by most Indians to stay ahead in the game.

4. Research opportunities

Research is one of the significant career paths taken by Indians who go abroad. Indian students with a degree from a top global school, find that research opportunities open up tremendously. The best research institutes around the world are happy to admit them. Top companies like Microsoft and Google provides chance to the students who want to study abroad in the research sector.

5. Better career growth

Students studying abroad possess better job prospects in India. A 2-year graduate degree abroad or a 4-year undergraduate degree helps them start their career at the point in a job without an education abroad after 4-8 years of working. Their rate of career growth will be very high. Pursuing a degree overseas signals employers that you have courage, flexibility, cultural awareness and an understanding of how other people work and think. This experience puts you ahead of the pack when it comes to internships and job applications.

6. From learning a language to living a language

One of the best ways to become fluent in another language and understand a new culture is through

immersion. Since interacting with English language speakers every day, it would be easier to grasp the language in relevant cultural context. Being fluent and confident in communicating in English language will help to surpass in studies and make new friends from other parts of the world.

7. Brings international exposure

Studying abroad helps to learn new approaches to handle different circumstances, manage time between studies and part-time jobs, experience international methods of instructing and deal with a multi-ethnic crowd. This in turn also helps to increase interest on the subject and life.

8. An experience of a lifetime

Studying abroad experience doesn't end at the campus gates. It also offers the chance to travel to tourist hotspots or get off the beaten track in chosen country, to experience geographies different that from India and come back with interesting stories.

9. Benefits of pursuing an undergraduate degree abroad

Pursuing an undergraduate degree abroad helps

in exploring an international way of learning and working at an early stage. It also promotes understanding of various cultures and widens the scope of career options

10. Benefits of pursuing a post graduate degree abroad

Pursuing post graduate degree abroad enhances the technical skills of the students and helps in developing their social and professional network

Conclusion:

Albert Einstein once said, "Everyone's a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid." With the difference in ability, aptitude and interest of a student and the societal demands of expertise and specialization, the standardized testing and curriculum does not give much scope for the students to relate to the world of work and wages. The current educational system expects conformity and rewards predictable behaviours, both intellectually and emotionally. The width of cultural understanding makes a person grow more in humanness grounds.

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IMPACT OF CHILD REARING PRACTICES ON THE COGNITIVE ABILITIES OF ADOLESCENTS

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Abstract

Education opens our minds and hearts and modifies our closed attitudes towards great horizons. In India the pattern of family life today is radically different from the pattern of family that existed before the cultural changes took place due to the emergence of multinational companies. The purpose of this study is to examine the impact of child rearing practices on the cognitive abilities of adolescents. To achieve this, the descriptive survey research design was adopted. Random Sampling Technique was used for selecting the sample of 768 adolescents. The findings revealed that there is significant relationship between child rearing practices and cognitive abilities of adolescents. Teachers and parents can help their children to improve their cognitive skills through proper nutrition, emotional support and meta-cognitive training.

Keywords: Child Rearing Practices, Adolescents, Cognitive abilities.

Introduction

Man is considered as the roof and crown of all creations. He can develop sophisticated physical and social skills. He has dexterity of the mind in the form of intelligence, thinking and reasoning. Education is the process of progressively developing man's inner potentials – physical, mental, social moral and cultural. Education

opens our minds and hearts and modifies our closed attitudes towards great horizons.

Need and significance of the study

Emergence of multinational companies produces changes in Indian culture, have brought changes in all areas of family life and have fundamentally affected the relationships between husbands and wives and between parent and children. As a result, the pattern of family life today is radically different from the pattern of family that existed before these cultural changes took place. Families become smaller, ties with relatives are weaker and there are fewer contacts with them. Many mothers are working outside the home. Divorce, separation, remarriage are at the increase. Parents are more ambitious for their children and are willing to make personal sacrifices for education to prepare them for their futures and there is more interaction with outsiders than with family members. A new philosophy regarding the child status in the family has resulted in child centered families as compared with adult centered families of past generation. Poor parent- child relationship affects the normal functioning of a person thus pulls his constructive energy and thereby affects the prosperity of the country which necessitates the study of child rearing practices.

Statement of the problem

Parenting is a great responsibility and it involves

handling numerous problems. Parents have a sacred duty to rear their children in love and logic, proper nutrition and meta-cognitive training which are the determinants to improve their cognitive skills and also are the bases of learning and behaviour of human life.

The present study is entitled as, “**Impact of Child Rearing Practices on the Cognitive Abilities of Adolescents**”.

Operational definitions of the key terms

Impact: A marked effect or influence, the action of one object coming forcibly into contact with another.

Child Rearing Practices: A generalized term used to refer to ways of handling or dealing with one's children.

Cognitive Ability: An ability to perform any of the function involved in cognition. It can more generally be termed as intelligence.

Adolescent: According to the dictionary, the transitional period between puberty and adulthood in human development, extending mainly over the teen years and terminating legally when the age of majority is reached; youth.

Objectives of the study

1. To find out the level of child rearing practices and cognitive abilities of adolescents.
2. To find out whether there is any significant relationship between the child rearing practices and cognitive abilities of adolescents with respect to the background variables such as gender, class, type of school, nature of school, medium, father's education, father's occupation, mother's education, mother's occupation, annual income, number of

siblings, order of birth, location of home, location of school.

3. To find out whether there is any significant difference in the child rearing practices of adolescents and also the cognitive abilities of adolescents with respect to the background variables such as gender, class, medium, location of home, location of school.
4. To find out whether there is any significant association in the child rearing practices of adolescents and also the cognitive abilities among adolescents with respect to the background variables such as type of school, nature of school, father's education, father's occupation, mother's education, mother's occupation, annual income, number of siblings, order of birth.

Hypotheses of the study

- H₁: The level of child rearing practices and cognitive abilities of adolescents is moderate.
- H₂: There is significant relationship between child rearing practices and cognitive abilities of adolescents.
- H₃: There is significant difference in child rearing practices and cognitive abilities of adolescents with respect to background variables.

Method for the study

The researcher used Survey method to study the Impact of Child Rearing Practices on the Cognitive Abilities of Adolescents.

Population and sample for the study

The population for the present study is Adolescent community. The investigator has used Random Sampling Technique for selecting the sample which consists of 768 adolescents from standards

IX and XI from various schools of Thoothukudi, Tirunelveli and Kanniyakumari districts.

Tools used for the present study

1. Personal Data Sheet
2. Home Environment Inventory by Dr. Karuna Shankar Misra (2003).
3. Group Test of Intelligence by G.C. Ahuja (2009).

Statistical techniques used for the study

Percentage Analysis, t –test, F- test and Correlation were used.

Findings

From the analysis it is found that the level of child rearing practices and the level of cognitive abilities of adolescents taken for the study are moderate. It was seen that there is a significant relationship between child rearing practices and cognitive abilities of adolescents and a significant relationship between child rearing practices and cognitive abilities of 11th standard students. There was also a significant relationship between child rearing practices and cognitive abilities of adolescents of private schools and Government aided schools and a significant relationship between child rearing practices and cognitive abilities of adolescents whose fathers' occupational status are Government job, private job and self-employment. There is significant relationship between child rearing practices and cognitive abilities of adolescents whose mothers' occupational status are private job, self-employment and no job. It was observed that a significant relationship was present between child rearing practices and cognitive abilities of adolescents with respect to annual income. There is significant relationship between

child rearing practices and cognitive abilities of adolescents whose number of siblings are one and more than one. There is significant relationship between child rearing practices and cognitive abilities of adolescents with respect to order of birth. There is significant relationship between child-rearing practices and cognitive abilities of adolescents with respect to location of home. There is significant relationship between child rearing practices and cognitive abilities of adolescents with respect to location of school. Significant difference exists when comparing the child rearing practices with respect to gender and medium. While comparing the mean scores of child rearing practices with respect to gender male have better child rearing practices than female. While comparing the mean scores of child rearing practices with respect to medium of instruction the English medium students have better child rearing practices than Tamil medium students. Significant association is found when comparing the child rearing practices with respect to type of school and occupation of mother.

There is significant difference between the mean scores of child rearing practices of adolescents with respect to occupation of mother and the difference was statistically high between Government and private job. There is significant difference between the mean scores of child rearing practices of adolescents with respect to type of school and the difference was statistically high between private and Government aided school. Significant difference exists when comparing the cognitive abilities of adolescents with respect to gender, class, medium, location of home, location of school. While comparing the mean scores, the cognitive ability of female adolescents is better than male. While comparing the mean scores, the cognitive abilities of 11th standard students are more than the 9th standard

students. While comparing the mean scores, the cognitive ability of Tamil medium students' is better than the English medium students. While comparing the mean scores, the cognitive ability of students whose location of home is town is more than the village. While comparing the mean scores, the cognitive ability of adolescents whose location of school is town is more than the village. There exists significant association in the cognitive abilities of adolescents with respect to nature of school, type of school, educational status of father, educational status of mother, occupation of mother, annual income, number of siblings, order of birth. There is significant difference between the mean scores of cognitive abilities of adolescents with respect to nature of school and the difference was statistically high between Girls' school and Co-ed school. The mean value of cognitive abilities of adolescents who were studying in Girls' school are greater than those who were in Co-ed school. There is significant difference between the mean scores of cognitive abilities of adolescents with respect to type of school and the difference was statistically high between Government and Government aided school. The mean values of cognitive abilities of adolescents who were studying in Government aided schools are greater than Government schools. There is significant difference between the mean scores of cognitive abilities of adolescents with respect to educational status of father and the difference was statistically high between schooling and PG. The mean values of cognitive abilities of adolescents whose fathers' educational status was PG are greater than whose educational status was schooling. There is significant difference between the mean scores of cognitive abilities of adolescents with respect to mother's occupation and the difference was statistically high between Government and private job. The mean values of cognitive abilities of adolescents

whose mothers' occupation is Government are greater than whose mother's occupation is private job. There is significant difference between the mean scores of cognitive abilities of adolescents with respect to educational status of mother and the difference was statistically high between schooling and PG. The mean values of cognitive abilities of adolescents whose mothers' educational status is PG are greater than whose mothers' educational status is schooling. There is significant difference between the mean scores of cognitive abilities with respect to annual income and the difference was statistically high between below Rs.30, 000 and 30,000-50,000. There is significant difference between the mean scores of cognitive abilities with respect to order of birth and the difference was statistically high between first and last. Significant association exists in the child rearing practices of low, medium and high level of adolescents and gender, type of school, medium. Significant association exists in the cognitive abilities of low, medium and high level of adolescents and class, type of school, nature of school, medium, educational status of father, occupational status of mother, annual income, place of home and place of school.

Educational Implications

The results revealed that every academic activity a child participates is requiring strong, efficient underlying learning skills if it is to be completed successfully. Many children become discouraged and find school work tough because they lack the cognitive skills required to process information properly. Teachers and parents can help their children to improve their cognitive skills through proper nutrition, emotional support and meta cognitive training. As cognitive skills are the bases of learning and behaviour of human life which can be improve through innovative strategies. The teachers should motivate the students in order

to develop the cognitive style of the students. Training in visual imagery skills and Mnemonic strategies can also facilitate learning. Engaging in Physical activity, enhancing Openness to experience, developing Curiosity and Creativity, increasing Social connections, promoting Mindfulness meditation, allowing Brain-Training Games, encouraging to get enough sleep and guiding to reduce Chronic stress are some of the ways to improve the cognitive abilities of adolescents. Musical training improves the function and connectivity of brain regions and improves cognitive function. Interactive smart boards, online group discussions and webinars provide educational opportunities to students to develop their cognitive styles. Teachers, with the help of useful instructional material and developed technology should try to transmit useful personal social experiences and skills to improve their cognitive skills.

Above all, identification of visual – verbal type of cognitive style by the learner, teachers and parents is essential to enrich full success and satisfaction. Verbalizer prefers and shines in the field of language, writing essays, journalism etc. Object visualizers are able to successfully use abstract mathematical strategies to solve science problems. They shine in visual art and design, photographic memory, drawing ability, landmark discrimination, emotional and aesthetic processing.

Spatial visualizers excel in Technical drawing, repair and assembly of mechanical devices, mechanical and civil engineering, structural space organization, driving and piloting, videography and cinematography, military field tactics and robotic teleportation. Analysis of visual – verbal cognitive style will enrich the students to know the cognition of their own enrichment and facilitating more activities according to their

taste is highly expected in the field of Education. As teachers we need to match the curriculum to the students' level of development through appropriate stimulation.

If the child is overwhelmed, cognitive growth might be arrested. Cognitive dissonance is a psychological tension that can be minimized by careful handling. An egalitarian society committed to Socialistic pattern such as India, must ensure social justice to the underprivileged so that children from disadvantaged homes are assured of advantaged classroom environment.

Suggestions for further Research

Based on the findings of the present investigation, the investigator suggests the following area for further research in this field. Some of the suggestions are as follows,

- The present study is confined only to the adolescents who are doing IX and XI standards. Similar studies can be conducted on all level of students.
- The present study deals with the impact of child rearing practices only on the cognitive abilities of adolescents. But the study of child rearing practices is very much needed for the present era as the world faces problems like child abuse, illicit child trafficking, raping, suicide attempt, terrorism, drug addiction at the adolescent stage, the study can be done by considering these behavioural problems.
- A correlative study can be done to know the relationship between child rearing practices and the mental health of the adolescents.
- A correlative study can be done to know the relationship between the child rearing practices and self-concept.
- A study can be done to know the influence of child rearing practices on personality development.

- A study can be done to know reflective thinking and learning strategies in relation to school and home environment.
- A study can be done to know the adolescents' adjustment in relation to family structure.
- A study can be done to know the moral judgment in relation to their parental behaviour.
- A study can be done to know the parental beliefs about education and child development.
- A study can be done to know the influence of home environment on achievement motivation.

Conclusion

A person's intelligence is thus said to be built up on the base provided by his intellectual breadth and height maintained by his intellectual altitude. How intelligently he will function in a given situation thus depends upon his innate basic abilities and the required mental functioning. The atmosphere at home should be safe, yet challenging; structured, but not overwhelming. Beyond the basic necessities the family members must provide the child with a home life that can either thwart or catalyze the child's cognitive development. An interactive and responsive parent facilitates cognitive development.

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CHANGING FRONTIERS IN EDUCATION – AN INTROSPECTION THROUGH THE LENS OF NEW NORMAL

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Abstract

The current pandemic situation has brought about a paradigm shift in the traditional pedagogical structure. The teachers as well as students have been made to switch to the online mode of teaching learning from offline mode. In this article we tried to point out the challenges that were thrown to us by this shift and ways of accepting and responding to these challenges. We have also pointed out how St. Xavier's College (Autonomous) Kolkata has made the necessary arrangements in order to continue its quality education service.

Key Words: *Online Teaching Mode, Blended learning, Covid-19 Pandemic*

Context of the study

“Plants are shaped by cultivation and men by education. ... We are born weak, we need strength; we are born totally unprovided, we need aid; we need judgment. Everything we do not have at our birth and which we need when we are grown is given us by education.”

This famous quote by Jean Jacques Rousseau, in *Emile* in his writing on ‘Philosophy of Education’ gives an insight of importance of education in human life. Currently we are going through a different phase resulting from the incidence of Covid-19 pandemic. The epicentre of Covid-19

in Wuhan in China has shaken the global towers of business, trade and commerce in New York, London, Paris, Milan and Madrid. It has spread over 188 countries all over the world. Being one of the global players, Indian economy has been hardly hit by the ongoing Covid-19 driven global shock. The unprecedented hike in the carriers of this pandemic has been alarming within the nation. This has instinctively resulted in the changing frontiers in education across the globe. This article makes an attempt to look into the paradigm shift in the delivery of educational services across the globe. A case study approach is pursued in this study with reference to the initiatives taken by St. Xavier's College (Autonomous) Kolkata in this regard.

Paradigm shift in the education frontier

The paradigm shift to virtual mode has widened the transmission of knowledge across the world. The stakeholders of education have been instrumental in this regard. The remote learning has been the challenge though the education canvas has expanded. The new waves will definitely usher in new horizons but the country like India will take up the lead to foster in the new domain of education.

Some of the key areas of opportunities are the following:

- *Rise in Blended Learning (Catin Tucker, 2020):* Universities and colleges will shift to a model of blended learning where both face-to-face deliveries along with an online model will become a norm. This will require all teachers to become more technology savvy and go through some training to bring them to the level that would be required.
- Improvement in learning material: The learning resources will be more enriched as they will cater to more quality improvements. This will inculcate collaborative work.

The research potentials are also emphasized in this domain. The delivery of online courses will make the competing students to excel further.

Teaching-Learning Process at St. Xavier's College (Autonomous) Kolkata in Current Pandemic Situation

One of the highly esteemed educational institutions in the country namely St. Xavier's College at Kolkata in West Bengal, India has initiated its online classes during the current trying times. In order that the staff and students may experience hassle free smooth online teaching-learning, College has purchased licensed versions of "Microsoft Teams" for each of the students, teachers and office staff.

To facilitate online teaching-learning, professors have been asked to prepare e-learning materials. They have been encouraged to use Information Communication Technologies like Video Lectures, Power-Point presentations, Movie links, Google Classroom, etc. Arrangements have been made for secure transportation of the e-learning materials to students. Digital library materials have been made available to the students through Digital Repository. Students can access these materials from their residence through secured

login ids and passwords. For those students, who are unable to make use of the above technologies, are receiving emails from the College containing the e-learning materials. Group email ids have been created for this purpose. Students can clarify their doubts through emails. Professors have been instructed to designate time on each day to clarify the doubts. Arrangements have also been made so that examinations may be carried out smoothly and efficiently in the online mode. Special adjustment was made to the score sheets such that the examiners may enter the marks online in a flawless manner.

Orientation programmes for faculty members have already been organised so that online teaching can be carried out effectively. Students are also receiving online learning materials from College. Students are also being made aware of online resource materials. The College has prepared a full handbook for the students explaining various steps for conducting the online teaching-learning process smoothly. The handbook also contains dos and don'ts regarding online pedagogical activities.

Conclusion

There is one certainty that we can envisage and that is going to change how higher education will operate globally and in India (Emile, 1762). This transformation opens up flexibilities in teaching-learning process and will definitely cross boundaries in terms of knowledge and self-upgradation. This article makes introspection through the lens of 'New Normal regime' - a term coined to portray the changing lifestyles during Covid-19 and beyond. The education sector has registered significant changes in its structure starting from dissemination of knowledge and evaluation patterns. The world is ushering the concept of blended learning in the near future.

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TEACHING: DREAM OR NIGHTMARE

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Abstract

The following paper draws our attention to various facets of the profession of teaching. It provides a clear depiction present scenario in the field of teaching. The paper also highlights the core values to be inculcated by prospective teachers and how Loyola College of Education has been striving to create teachers to become the most creative agents of the world.

Keywords: *Teaching as a profession, Educational System, Loyola College of Education*

Expectations

Teaching is considered as a noble profession. One can retrospect a moment of why this compassionate job is being chosen and the reason for choosing a College of Education. One can also ask oneself why he/she wishes to become a teacher. The expectation of the Jesuit formation is that a teacher helps students to acquire knowledge, become competent, and live on ethical values. For some, this mission might be a dream job and for a few the same might become a nightmare. But, once the job is chosen, it is imperative that the teachers should make the dreams come true and get relieved from the nightmares, if any.

Teaching

As you begin your formation as the teacher, it is good to ask yourself the question whether teaching is a profession or a vocation. A

profession brings in money, property, and wealth but a vocation assures you of inner satisfaction. A profession makes you gain power, whereas vocation helps you influence people for the better. In any profession people build their lives, on the other hand a teacher builds the lives of students. People who are for profession ask: what do I get for myself; but a teacher always thinks about: what I can give my students to make their life worth living. A teacher, by teaching the students of today, prepares the world of tomorrow. And you have taken your first step towards this noble career.

Right from the beginning we would like to give you caution that not all educated persons become good and noble. At the end of the World War II, a letter was found in a Nazi concentration Camp. The letter is addressed to the teachers and the central message of the letter goes like this:

“I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So, I am suspicious of education.

My request is: Help your students become human...

Reading, writing, arithmetic are important only if they serve to make our children more humane”.

Hence, the teachers’ mission should be to form oneself in order to form the students. Every student is unique, and every student has something great about him/her. And you, as teachers, have the noble mission of shaping the students. As Dr Abdul Kalam said, ‘Genius could be found at the back bench of the class; and every question from the students is an eye-opener of insight’. One’s teaching, in addition to the prescribed syllabus, is to give them social outlook so that, they come out of the school as men and women who would work for the equality and dignity as well as equity of the people, especially the downtrodden and the oppressed.

As teachers an individual is in the place of parents. The biological parents give birth to the child but you, as the intellectual parents of the students, treat them with patience, and accompany them all along. Every word thus spoken to them should enlighten them. I am reminded of an incident in a classroom: It was a Friday. A child asked the teacher, a question. The teacher, who was in a foul mood, told the child: “You ugly face, sit down”; and the teacher continued with the class. But in the evening, he felt bad about his being harsh with the child but consoled himself saying he would speak nicely with the child on Monday. To the disappointment of the teacher, the student did not come to the class on Monday. On Tuesday, he enquired of a friend of the student. That student said: “Sir, your remark hurt her so much. She was brooding over it and when she was returning home distracted with your harsh comment, crossed the road without taking note of the oncoming traffic. She was hit and killed

on the spot. Yesterday was the funeral.” Then she added: “Sir, you killed her.” The teacher, out of remorse, resigned his job. The words uttered by a teacher are important and we need to respect the feeling of the students. You may not know the answer to their questions, but you need to have the heart to understand them.

Present Scenario

When one completes their teacher-training and enter the actual classrooms, you might find the students, among other attractions, media-addicted, listening disorder, short-lived friends, exposure to the danger of alcohol and drugs etc. And this would bring in intermittent concentration as their focus would be elsewhere. And they would be drawn, at times, to despair with disinterest in anything for lifelong commitment. As teachers one has the mission to make them realize the need and use of education, especially to the poor students. When I visited the refugee camp in Dzaleka (Malawi in Africa) I was told of Charles, who fled Democratic Republic of Congo after his father was assassinated. Charles said: “The only thing my father left me with was this advice before he died – ‘I don’t have anything to give you, but I ask you to continue with your education. Education will be your mother and father when I am no longer there.” Charles diligently followed the advice of his father. It would be your noble mission too to motivate the students, especially when they become hopeless and disoriented. They should learn when sailing through a stormy sea, not to focus on the rising waves but on their courage to face the situation.

What to acquire

As teachers, one needs to acquire a number of skills and attitudes. These would be the unfailing companions along the path of the teaching-profession and even more, in your own life.

Before: Before one comes in, one needs to have interest in their studies. This is the initial investment one needs to make in their life - dream of becoming an ideal as well as a popular teacher. Then, comes the need of sustaining efforts and that would be their hard-work. Nothing is impossible on the face of hard work coupled with determination and patience. A dream does not become reality through magic; it takes sweat, determination, and hard work. This process could be fuelled or energized by the insatiable curiosity to learn – learn more and learn unceasingly. One needs to have ambition to master the subject you learn, and this is achieved with focused mindset.

We are coming from a protective bubble. We have been well taken care of by your parents, but now we are launching on your own. So, we need to break the protective bubble. Open the great door of opportunity that is not only inviting but also challenging us. Cast out our fear and this is the first lesson you learn for your entire life. We might have read the novel *The Life of Pi* or seen the movie with the same title that came out in 2012. Pi is the little boy whose father runs a circus company in Puducherry. When the father ships out the entire circus to Canada, there was a shipwreck. The boy finds a way to survive in a lifeboat that is adrift in the middle of nowhere. To make things worse, he finds a Bengal tiger hidden in the same life boat. The challenge is how to survive the situation. First, the boy gets rid of his fear and he tries to become friendly by catching fish and giving it to the tiger. Life becomes not only tolerable but friendly. Get rid of fear and put on hope. We are there for you to walk with you to realize your dream and to dispel your nightmare in life.

During: During one's formation time in Loyola College of Education, we would pick up teaching-learning methodology.

- i. The pre-requisite is critical thinking. However great or popular your teacher might be, you do not surrender your critical thinking. We need to analyze what you are taught and what we learn as you are already the budding teachers who are going to teach life to our future students.
- ii. We need to develop keen observation and intuition. Both these qualities would make us great not only in our life-time but in the history of the world. Take any great person in the world history. Each one of them had minute observation of events around them; and intuition to decipher and understand the events. This would also give us the impulse for research.
- iii. We need to pick up resilience. Resilience is more than patience. Resilience is a combination of flexibility and patience. In cyclones and storms, even banyan trees are uprooted but not the reeds on the banks of the river. They patiently wait for the turbulence to pass by, and they are flexible by bending low in high velocity wind, only to stand up later with renewed vigour.
- iv. Then, one needs to develop the thirst for learning and do not forget a teacher is a professional student. As Benjamin Franklin said: An investment in knowledge pays the best interest.
- v. And finally, one needs to build up lasting and meaningful relationships. Good relationships, compassionate friendship, and peace of mind are more precious than any achievements, awards, wealth, and money.

These are the values that you would be able to grow in at Loyola College of Education. We create the atmosphere, and the students can make use of the opportunities offered.

After: What is more important is what happens when one leaves the portals of this temple of learning. Keep up the habit of continuous reading and reflection. Develop the openness to accept changes, especially changes for the better. Grow in the habit of learning from others: All may not know everything but each one knows something that would be valuable to us now and later. When one begins their professional journey as a teacher, they should always remember that they have to come down to the level of the students. One needs to be gentle but firm in forming their character. A student may not remember what the teacher has taught him/her but each student would remember what the former have been to him/her. Hence, one should be a mentor and counsellor to their students. In today's world, when people are busy with WhatsApp, Facebook, Instagram, TV serial etc, one does not easily find a person to listen to them. The life of a teacher begins the day one realizes that they are always a learner.

One should always have time for their students. One should not just hear what they say, but listen to what they try to convey. It is important to listen to understand them, not just to respond to them, since each one is in the making and so fragile. Abraham Lincoln mentions in his letter to the teacher of his son: "Treat him gently... let him have the courage to be impatient... let him have the patience to be brave". One should also try to overcome prejudice – Very often our bias and prejudice colour and predetermine our thinking and action. We should remember the words of Martin Luther King, the African-American freedom fighter in 1960s in the United States of America. He said: 'Do not judge my children by the colour of their skin, but by the content of their character. We should always try to see the best in others, only then would we become great. It is also important to be aware that no one is 100%

good, neither is anyone 100% bad. Each one is a combination of both good and evil – One should always try to replace the bad in other by good through their goodness and excellence.

Values to pick up

Loyola College of Education is a Jesuit Institution. Jesuit education may not teach one how to make money but it would enrich us with peace of mind; joy of heart; and fullness of life. The Jesuit pedagogy would sharpen the critical thinking; create an affective and all-embracing heart; and strengthen the hand to help the needy. This holistic formation is based on social responsibility. Once an anthropologist went to a village in Africa and gathered the children. He kept a basket filled with sweets near a tree a little distance away and told the children: "Whoever runs first and gets the basket gets all the sweets for himself/herself." The children took a moment to reflect and then, they held their hands and ran together, reached the basket, and shared the sweets. This is called the Ubuntu principle – It is the recognition of society with the feeling that 'I am because of you all in the society'. This is the conviction that the whole is more than the sum of the individuals or parts. This is what is learnt from the Jesuit institution, the readiness to learn from others and at the same time we learn to do the best for the least in the society.

We also need to pick up in our studies and teaching, the smartness that enriches our hard work. Napoleon, the Emperor of France, after his defeat in the war at Waterloo, was a prisoner in the island of St Helena. Someone presented him with a chessboard as Napoleon was very fond of chess. Inside the chess board, the escape route from his imprisonment was inscribed. But Napoleon, in his depression and despair, never opened up the chessboard. To be a successful

and popular teacher, you need to imbibe 5C's, namely competence, creativity, commitment, compassion, and consciousness. Competence and creativity are job oriented as business strategy for success; commitment is mission oriented as forming the students; and compassion and consciousness are the yeast that transforms the society at large. Loyola College of Education would be the ideal place for one to grow in all the five characters.

Best Educational System

By and large we use the chalk and talk method. One good thing that the corona-19 pandemic brought in is online teaching-learning. One needs to become experts both in online as well as in-person teaching. Whatever is the advantage of online teaching, nothing can be compared to sitting face to face in the class for teaching-learning process. To make teaching effective, one should try to know how education is offered in other countries. For example, in Europe and in the USA students learn by doing. They learn through laboratory experiments and projects. The best system in education is Finland and examination is conducted there only for deciding the next step in life, like at the end of the school final year or at the end of the college final year. Thus one should try to evolve their own teaching pedagogy that would make miracles in forming the students.

Road Ahead

Once a student leaves Loyola College of Education, they should develop their own philosophy of teaching and life. So far one has been following their role model. While they continue to be inspired by a role model, without their own knowing it, they would be becoming role model to many of their students. They become great

teachers with their own philosophy. Socrates, the great Greek teacher, said: 'Know yourself' as all your knowledge spreads wings from self-knowledge'. As a teacher we should know the way and we should be clear of where we are getting to in our vocation and in life. Remember what Jesus said: A blind person cannot lead another blind person. Thiruvalluvar would say, if a teacher cannot explain what he/she has studied, his/her knowledge is equivalent to a flower bouquet that doesn't have any smell. The modern understanding of it would be: If we can explain colours to a visually challenged person, then we can explain or teach anything.

If one is a great teacher, their student would say as Alexander, the Great said: "I am indebted to my father for living, but to my teacher for living well." It is because, as Leo Tolstoy, the greatest authors of all times would say that education is forming the students for actual life, instead of presenting them with an overwhelming amount of information that they would never use. Hence, in the words of Dr Radhakrishnan, on whose birthday we celebrate the Teachers' Day, 'Teachers should be the best minds in the country', because 'the end product of education should be a free creative person, who can battle against historical circumstances and adversities of nature.'

My Experience

In my own experience, I am grateful to teachers who found my potential talents. My 2nd grade teacher trained me to be a public speaker and my 9th grade teacher turned me into a writer. And my professor in the college encouraged me to read a lot, starting with novels. In my first year in the college, it is my English tutor who turned my diffidence into confidence. My teachers have formed me.

All of these are possible, if the teacher sees and understands the world of the student from his/her perspective and if the teacher understands each one in his/her language. The teacher is there not to fail the student, neither in exam nor in life, but to form the student. The teacher accompanies the student. Actually, a teacher is known as a pedagogue – The word ‘pedestrian’ comes from this word. The Greek teachers used to walk up and down with the students, either in the public places like parks or along the seashore, answering their questions and discussing social and political issues.

What to find in Loyola College of Education (LCE)

The Loyola College of Education (LCE) offers a green campus with conducive atmosphere. One would find the campus filled with over 1,100 trees of about 28 different species (and more trees are planted every now and then). One would see and hear more than 35 species of birds and would also be delighted to see around 12 species of butterflies in Loyola Campus. The college offers a set of experienced and committed teachers as well as an understanding management. There are excellent facilities and there are other institutions: Loyola College (Arts and Science), Loyola-ICAM College of Engineering and Technology, Loyola Institute of Business Administration, and Institute of Dialogue with Cultures and Religions, in the same campus, for interaction and enlightenment.

Teachers as Creative Agents of a new World

Our expectation from you is that you would become constructing agents of a new world. We dream that you would make your students fit for the future and for their fellow human beings.

- i. We assume that you would *motivate* them by becoming their role models.

- ii. We dream that you would become their *models* in life to imitate.
- iii. We expect that you create in them the *mindset* to do ever better amidst challenges in life.
- iv. We would help you to *mobilize* the students with the charm of galvanizing the power within through collaborative assurance from others.
- v. And we would convince you that when you *migrate* from Loyola College of Education, you would be teachers who would transform the world and people as you move on.

In short, we shall help each one of you find meaning and fullness of life in becoming an inspiring teacher.

Conclusion

Loyola College of Education thus offers a platform which is creative and contributive in a world of confusion and destruction. Being here is an antidote to the poisoned world of commercialization and corporatization, through the process of learning now, and teaching later, to make students to be persons of values and ethics. This college offers to build relationships: Intra-relationship with oneself as they become aware of their hidden potential to do greater things; inter-relationships starting from their classmates extending to the entire globe; and trans-relationship with God who brought us out into the world; who has so far led us along; and who would see us through life.

I would end my message with the words of Kahlil Gibran, the Lebanese-American writer:

“Whoever would be a teacher of men, let him begin by teaching himself before teaching others; and let him teach by example before teaching by

word. For he who teaches himself and rectifies his own ways is more deserving of respect and reverence than he who would teach others and rectify their ways.”

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INDIA'S ECONOMY: A 'GOLDILOCKS ECONOMY' IN 2021

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Abstract

According to research published by Morgan Stanley, the Asian economies of India, China, Singapore and Indonesia are expected to rebound from the devastating effects of the COVID-19 pandemic, entering a 'Goldilocks' introduce 2021. A Goldilocks economy may be a phrase that has been used by the former RBI Governor Raghuram Rajan in a number of his speeches. In 2016, Rajan used the term to debate the perfect value of the Indian rupee vis-a-vis the US dollar, stating that it should be "neither strong nor weak." The following paper thus focuses on the various aspects of Goldilocks economy with respect to the Indian economical scenario.

Keywords: *Concept of Goldilocks Economy, Features, Indian Economy & Goldilocks Phase*

Introduction

The Goldilocks principle is named after the children's story 'The Three Bears', in which a young girl named Goldilocks tastes three different bowls of porridge and finds that she prefers porridge that's neither too hot nor too cold, but has just the proper temperature. Today the concept of "just the right amount" is easily understood and applied to a wide range of disciplines. It includes:

In **business**, the Goldilocks Principle describes for what quantities one should create or sell products. It states that one should always create/

sell a product in at least large, medium, and small sizes. This will cover the widest range of people who want the product.

In **marketing**, the Goldilocks Principle is to offer versions of a product at high, mid and low prices with the aim of encouraging the buyer to purchase the mid-priced product rather than a cheaper product.

In **economics**, a Goldilocks economy sustains moderate economic growth and low inflation, which allows a market-friendly monetary policy. A Goldilocks market occurs when the price of commodities sets between a bear market (a trend of decrease in prices) and a bull market (a trend of increasing prices). Goldilocks pricing is a marketing strategy that, although not directly related to the Goldilocks principle, uses product differentiation to offer three versions of a product in different parts of the market: a high-end version, a middle version, and a low-end version.

In **education**, the 'Goldilocks principle' states that teachers should focus on material that is not too easy or too hard, but 'just right'. Children prefer activities which are neither too simple nor too complex consistent with their current representation of the planet. When the content becomes too hot, it means it's an excessive amount of and where children try hard to understand the content. If the content is just too cold then it doesn't even scratch the surface of the learner.

In **communication**, the Goldilocks Effect is our tendency to consume information that's not too long, detailed and complex, yet not too short, simple and watered down.

The Goldilocks Economy

The term Goldilocks economy refers to the ideal state of an economic system. In this perfect state, there is full employment, economic stability and stable growth. The economy isn't expanding or contracting by an outsized margin. It exists when growth is neither too hot, causing inflation, nor too cold, creating a recession. It is a perfect rate of growth of 2–3 percent, as measured by gross domestic product growth and has moderately inflation, as measured by the core rate of inflation. A Goldilocks economy is a phrase that has been used by the former RBI Governor Raghuram Rajan in some of his speeches. In 2016, Rajan used the term to debate the perfect value of the Indian rupee vis-a-vis the US dollar, stating that it should be “neither strong nor weak.”

The Features of Goldilocks Economy

- 1. Low unemployment rate:** The unemployment rate, essentially, defines the number of people in an economy who are willing to work but are unable to find gainful employment. India's unemployment rate rose to an unprecedented high in April 2020 following the implementation of a rigid nationwide lockdown. Since then, it has shown some recovery but nevertheless remains rather high.
- 2. Low inflation:** The rate of inflation dictates the purchasing power of the rupee in the economy. When the rate of inflation is low, it effectively means prices of products and services in an economy aren't rising too steeply and too quickly. Over the previous

couple of months, the Monetary Policy Committee (MPC) of the RBI has slashed interest rates on several occasions within the hope of boosting private spending and credit growth to form things as normal as possible.

- 3. Steady growth in GDP:** A Goldilocks phase is typically witnessed when an economy is recovering from a slump. As a key metric indicating the health of an economy, the GDP may be a broad measure outlining the entire value of all finished goods and services produced during a country. Steady GDP growth of between two and three per cent is typically related to a Goldilocks phase.
- 4. Employing Fiscal and Monetary measures:** They help in maintaining a Goldilocks phase in the economy. A government could prefer to reduce taxes on businesses or increase its own expenditure on infrastructure projects like roads and bridges. Monetary policy measures may involve slashing interest rates to spur lending within the economy. Lower interest rates make an incentive to the companies and consumers to borrow more. However, if the financial institution ascertains that the economy is growing too quickly, it could prefer to increase interest rates.

Maintaining a Goldilocks Economy

Fiscal spending by the government is a way to create and manage a Goldilocks economy. Governments can boost their spending through infrastructure projects such as the creation of roads and bridges as well as entering contracts with private companies. The use of taxes is additionally a tool employed to manage an economy. The reduction of taxes on businesses encourages business investment and consumers' tax cuts encourage consumer spending. However,

the consequence of fiscal spending and tax cuts can have mixed results and is never a long-term solution to maintaining the Goldilocks economy.

Goldilocks and the Central Bank

Central banks are liable for regulating the cash supply and therefore the banking sector. The banking authority uses monetary policy tools to cause and maintain a Goldilocks economy. The RBI can cut interest rates, stimulating lending in the economy as consumers and businesses increase borrowing to take advantage of lower rates. Conversely, the RBI can increase interest rates if they feel the economy is growing too hot and inflation is rising at a faster rate than inflation target set by the Central Bank.

Rising prices can hurt an economy because consumers tend to cut their spending. Companies get hurt by inflation if their raw materials become too expensive since the added costs consume their profits. As a result, businesses can cut their investment. Central banks react by increasing interest rates to slow the growth in the economy, which ultimately slows or prevents inflationary pressures. However, if central banks raise interest rates, their actions can trigger an economic slowdown.

Economic conditions abroad and therefore the response from foreign governments and other national central banks also can influence whether an economy are able to do a Goldilocks state. It is often challenging for central bankers and governments to engineer a Goldilocks economy since many factors got to close for this economic state to exist.

Indian Economy to Enter 'Goldilocks' Phase Soon: Morgan Stanley

Goldilocks economy is the economy in

equilibrium: with economic stability, good employment figures and higher than global average growth. According to research published by Morgan Stanley, the Asian economies viz India, China, Singapore and Indonesia are expected to rebound from the devastating effects of the COVID-19 pandemic, entering a 'Goldilocks' phase in 2021(**Morgan Stanley** is an American multinational investment bank and financial services company headquartered at New York city).

Morgan Stanley report shows that "The macroeconomic impact on AxJ (Asia except for Japan) from COVID-19 resurgence in different parts of the world has been manageable so far. We remain bullish and expect AxJ to transition from below-trend growth this year to a new 'Goldilocks' phase in 2021," the report said.

The report by Morgan Stanley economists - Deyi Tan, Zac Su, Jin Choi and Jonathan Cheung - suggests that economies, including India, have seen some action from the government which is set to make an impact in the economy.

In economies where the COVID-19 situation is under control or improving, policymakers are in a position to adopt proper measures, the report added. China has again tightened its border controls amid the rise in COVID-19 cases globally.

Conclusion

Although a lot is being spoken, however, there are risks concerning the Goldilocks economy situation. Globally, if the trade war between US and China escalates, the turmoil could spill-over to the Indian economy. In India, higher minimum support prices announced by the govt and other sops could put pressure on government borrowing. RBI in its statement had flagged

upside risks to its inflation target including play out of monsoons, uptick in global petroleum prices. Fixing banks' balance sheets, containing fiscal deficit, reviving corporate capex, is what the government must do if it wants Goldilocks to remain.

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LEARNING DISABILITY: STILL AN UNEARTHED MALADY

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Abstract

The present paper deals with the meaning of learning disability, its different types and why there is an urgent need to discover it among the children. In India the problem of learning disability is far more widespread than it is known and considered. Parents and teachers are unaware and ignorant of the problem and they mistake it for the stupidity of the child. Thus, there is an immediate need to create more awareness about the disorders and to identify the problem in children. The children are the worst sufferers and they suffer in silence. The purpose of this paper is to highlight the needs and the requirements of more and more comprehensive research in the area of learning disability and the various reasons why the research should be done so as to help the children, parents, teachers and policy makers as well to devise ways to help with coping and dealing with such children with utmost care.

Keywords: Learning Disability, Policy Makers

Introduction

Disability is a term mostly and widely misinterpreted. People still have the delusion that if a person or a child is disabled he or she will not be able to achieve anything in life which is largely proven to be incorrect. Any sort of disability does not necessarily make a person handicap but it can make a person abled in a different and unique way hence the term differently abled.

One such type of disability is learning disability. Children from all over the world have been reported to be inflicted by this disability and the numbers are growing at an alarming rate. Each and every classroom has such children around the globe irrespective of the fact that they may or may not be diagnosed. Blake and Timothy(1990) have found out in their research that the children with learning disabilities have low self-esteem as compared to the normal children. Sadly this disability is quiet at the ignorance of people due to lack of awareness and acceptance amongst parents. The parents are reluctant to accept that their child has any such type of disability. Sreedevi and Devi, (2008) conducted a study to know about the stress and coping among parents of learning disabled children found out that most of the parents had faced financial burdens. They had reduced social and recreational participation and had a lot of worry about the child's future resulting in moderate levels of physical care burdens, very poor relationships with families and teachers and had a reduced family support and low self-esteem due their child having such disorder. In another study done by Mcdonald (2008) it was found out that the secondary special education teachers included in the study did not feel that they were well trained and fully prepared through their pre-service training to teach the students at secondary level with learning disability. This highlights the situations both the parents and the teachers are facing regarding this.

We have seen in recent times that the child has to suffer as the parents are still not aware of the problems of the child. A live example was beautifully portrayed in the movie *Tare Zameen Par* by Amir Khan where a story of the real life situations of a dyslexic child was shown which very aptly proved that such children suffer in mere silence at the hands of ignorance and lack of awareness. Debra (1990) found out in the research done that the children with learning disabilities and the mild handicapped children have a low self-report for the subjects with learning disability as compared to the normal students. Peterson and Edward (1991) while studying self-esteem, behaviour and academic achievement of both the normal and special education students have found out that the children having the learning disabilities show a great deal of behaviour problems as compared to the regular students. The students having such type of disability have been usually found to suffer from serious behavioural problems. Neilson (2002) was able to find out in his study that the learning disabled children were emotionally unstable. They were reported to have frequent mood swings and attacks of frustration and depression. They were seen to suffer from frequent temper outburst without any specific reason. To cater to the needs of such children many scholars have suggested to include them in the normal classroom in order to make them part of the normal classroom.

Inclusive education has been gaining momentum in order to help such children. Chang & Rose (2002) chose to study the effects of inclusion on the children with learning disabilities in academic and non-academic activities on self-esteem and were able to find out that such children feel good about themselves and their self-esteem increases with their involvement in school based and community based activities.

Ganesan (1999) conducted a study where the normal children were compared with the learning disabled children. It was found that the children with learning disability were poorer in self-concept and self-control and they were less responsive, less sociable, less intuitive and less emotionally mature amongst the other findings. The normal observable situations support this study as these children tend to socialise less with the people around them. They are seen to enjoy their company more and remain in solitude.

Having such a disorder makes the children different from others is obvious. These children will differ in many things from the other children. Verma (2002) conducted a study on the cognitive and motivational aspects of children with learning disabilities and he was able to find that these children differed significantly with respect to the selective attention, auditory discrimination, visual discrimination, visual memory and perception from their normal counterparts. But to only belittle the talents of such children will be wrong. They may suffer from one aspect that is problematic but other areas can be very developed. Behera & Pradhan (2007) conducted an experimental study in which it was found that these children were more creative and that they could not be considered inferior to the normal children as they fared better in the creative activities conducted.

It can be seen that the findings on the topic are mostly from the studies conducted in the foreign countries. The researchers abroad have taken the problem seriously and have tried to dwell deeper into the various arenas of the problem. They have been constantly researching on the various ways that need to be devised to help such children. The parents and the teachers of children with special needs are equally in need of support. Many such aspects of needs of special children have been

found out in the studies done comprehensively outside India. This concept gained the attention of the people in India after quite a long time. Many people are still unaware that this area needs to be dealt with utmost care and needs in depth understanding. Many studies are now being conducted and are a welcoming trend. But more in depth study of all the aspects of the problem needs to be done by the researchers in our country. There is an immediate need to know more and more about the problem so that the children of our country who are suffering silently get the needed help.

Learning Disability- Meaning

We can simply understand learning disability as the helplessness or problem the person or child faces in terms of his academic achievement. It is a sort of handicap the child has to deal while he is unable to cope up with his everyday academic activities. This disorder has a wide spectrum. There are many known types of learning disability. The problems may be confined to two or more cognitive areas of the individual. The child needs special attention, medical help and remedial intervention. The disorders ranges from problem in reading, writing, spelling, arithmetic, drawing etc.

There are many reasons for these type of disabilities found in the children. Some of the major reasons which have been known till now are:

i. Neurological reasons: These reasons range from many of the different factors that affect the brain of the child. As well-known learning is an action primarily performed by the brain, any sort of malfunctioning can lead to serious troubles such as learning disabilities.

ii. Heredity and genetics: Such disorders can be passed on from generation to generation through the genes in the chromosome. Also if there is any alteration in the genes before the birth of the child such problems can occur.

iii. Physiological reasons: Any sort of difficulties during or just before birth can also cause an alteration in the areas of the brain that are responsible for learning leading to such disorders.

iv. Social and Environmental reasons: The children who face severe deficiencies in their social and environmental conditions can face difficulties in their learning.

v. Psychological reasons: These disorders if not caused by any of the aforesaid factors can be a result of the psychological malfunctioning of the child. The psychological well being of the child gets disturbed due to various factors and that results in these learning difficulties.

vi. Accidents and Injuries: Unfortunately if any part of the brain faces trauma or severe damage as result of any accidents or injuries to the child such type of learning difficulties have been reported.

Types of Learning Disabilities

There are several types of learning disabilities found in children. Various ways have been adapted to classify these disorders. The most commonly occurring ones are briefly described in the following sections:

Dyslexia: This is one of the most common types of learning disability. This condition is when the child has difficulty in reading. The child has a problem in identifying speech sounds and their relation to the letters and words. The child's ability

to read, write, spell and speak is greatly affected by this disorder. It makes reading and learning very difficult for the child and as a result the child comes under the category of low achievers. These children have normal intelligence and normal vision. Though not curable but conditions can be made better by support and treatment.

Dyscalculia: This difficulty is every parents fear. The child who has a problem in calculating, understanding numbers, performing mathematical procedures is said to be suffering from this disorder. This condition is brain related and that is what makes it hard to learn and understand arithmetic. Children suffering from dyscalculia often take long to count and may miss the calculations altogether. This condition needs attention and special care to make it better for the child.

Dysgraphia: Mainly a writing disorder, dysgraphia makes the child suffer as the writing skills are badly hampered. This disorder is also related to brain as the muscles used for writing are not in perfect coordination which makes the handwriting of the child distorted and unclear. A child affected by this disorder may find it difficult to write the alphabets and numbers correctly. The motor skills of such children seem to be very low which makes the condition serious. Early detection and intervention can only be the ways the child can be helped.

Dyspraxia: This is a developmental disorder found in children. This causes clumsiness in the children suffering from it. The child has difficulty in the activities that require coordination and movement. This does not affect the intelligence of the person suffering from it. This causes learning problems in the child. Language problems and problems with thought and perception are common with the individual suffering from it.

Therapy and training are the best known methods to help individuals suffering from it.

Dysphasia: This is a condition in which the ability of speech is affected. The child has problem in his ability to produce and understand language. This disorder can cause reading, writing, and gesturing problems. This is basically a language disorder. This is mostly caused by damages in the brain. Strokes have been seen to be the most common reason for dysphasia. Infections, injuries and tumours can also cause this problem. Speech therapy is one such treatment that causes a lot of improvement in the children.

Why it is an Unearthed Malady

Learning disability is a secret, unearthed disorder that has been haunting the children all over the world and we have done very less to help those in need. Children suffer from all sorts of disorders and we are not aware of the fact that the child has a learning disability. Researches have been going on in the area since quiet long but still many areas are still untouched. There is an urgent need to do more research in the area in order to help the children suffering from it and the parents also suffer along with the children.

Education is the only tool which can refine the child as well as groom him. The children who suffer from this disorder face problems in learning that makes the condition more severe. Children become helpless without any fault of theirs and suffer in silence. This makes it even more imperative to research more in the areas so as to help the child in early detection, intervention, rehabilitation and therapy.

The following are the major reasons to research more in the area:

1. To spread awareness: Most of the problem

arises because the parents are not aware of the fact that these types of disabilities are present and their child might be suffering from it. They keep on blaming the child for poor performance and keep on burdening them with undue expectations. This makes the child suffer more and without any fault of his he faces punishment.

2. To help generate acceptance: Even if the parents are aware of these facts they fail to accept it. They remain ignorant. They tend to hide it from the society instead of helping the child. They make the child feel as if it is his own fault and that he is responsible for it. All this creates severe situations in the lives of the child.
3. For early detection and intervention: The child suffers most because the problem does not get detected at an early age. Once the problem is detected the parents and the children can be helped with the needed interventions. This will make the child suffer less and generate a positive attitude of the parents.
4. To reduce the ignorance of the parents and the society: The parents and the society are always ignorant to such problems in the children and that makes the condition worse. The children suffer a lot because of lack of support. To combat this prevalent ignorance more researches should be done so that the various aspects of such disorders are uncovered and the children get the benefit from the findings.
5. Technology designed to help the parents, teachers and students: Once more and more research findings are brought out, the technologies can be designed to help the children in their education. Such children need special care and intervention, which can be given to them more effectively if the reasons become known to the people and the society.
6. To design a new curriculum: The curriculum needs to be redesigned. The curriculum for the teacher training course and the students in the various classrooms need to be in accordance with the need of such children. The teacher training programmes need to include various topics which shall prepare the future teachers to take special and proper care of the students in the classrooms. Also the curriculum of the students' needs to be according to the special needs of such children. These children cannot learn at the same speed and way of their normal counterparts so they will need a different approach for teaching and learning.
7. To help future parents avoid any sort of carelessness in future for their children: Once the valid reasons are researched upon the future parents can be made aware of the facts that need to be taken care of so that any such type of problem in their future children is avoided.
8. To stop the treatment of such maladies as a taboo: The parents of such children often consider themselves cursed and unlucky because of the various problems faced by such children. New research findings can end the superstition around such problems and make the society aware that it is not a taboo. It occurs due to certain factors and need to be made aware to all the people around.
9. A guide to the policy makers of the country: More research findings can provide a

concrete guideline to the policy makers. New and improved policies can be made based on the research findings to include such children in the mainstream and they can be made a part of the whole social structure. They can be given needed relaxation according to their needs and that will be a way they can be given proper chance to earn their living and contribute to the entire country.

10. To help generate livelihood for such children: The different stakeholders of the country once made aware of such disorders can help generate skill based training which can then help such students to earn a livelihood in future and become independent. This will reduce the burden of the parents and they will stop considering them as a curse for themselves.
11. To encourage the concept of inclusion and mainstreaming: Once the major reasons are brought about clearly, the need for inclusive education and the need of it can be dealt with at ease. The children can be helped in the inclusive classrooms and they can be streamlined with the normal children who will help them in their overall growth and development.
12. To devise new technologies for instruction and teaching: After knowing the reasons, factors and problems the new and creative instructional technology can be developed to help cater to the students with such difficulties. New teaching methodologies can

be devised to teach such children with care and expertise.

Conclusion

Hence, from the above description of the maladies it is evident that the problem of learning disability is far more severe as it is considered and mistakenly understood. The people here are still unaware of such disorders and the acceptance level is very low. The more researches are done, the more the depth of the problem will be unearthed. This will further guide and help the parents, teachers, guardians and the children in their studies and academics. The results of the future studies should help and motivate the policy makers of our country to make provisions that can help the children as well as their parents in whatever way they can. Many findings can motivate the scholars and educationist to devise certain special ways to include these children in the inclusive classroom and also set up special schools for the severely affected children and keep that in their reach. The focus should be on the various reasons that are causing this widespread disorder and finding out the measures which can help solve these problems. More researches should be done in order to devise useful instructional strategies and methods that can be used to successfully teach these students and bring out the best in them. Studies should also be conducted in order to know more ways these children can be trained and made skilful enough so that they become independent and lead their life with dignity and respect.

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JESUIT EDUCATION – FORMATION FOR TRANSFORMATION: A REVIEW

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Abstract

It is a collection of the papers and talks of Fr Francis in the recent past. A unifying theme of all these is Jesuit Education. During the mandatory self-quarantine period in India in 2020 March-June, he lost no time to make the moments productive to gather his papers, some of them he revised and updated – all these for an opportunity of a publication; thus, this book. This book presents Jesuit Education as one of the ways for people to learn from and participate in the transformation of individual persons, communities, society and the world. This transformation may take place through the use of, among others, the integration of knowledge, science, the service of faith that does justice, emotional and social intelligence, and the stories of the power of the teaching and learning communities of teachers and students, and leadership. This book, namely, *Jesuit Education: Formation for Transformation* by Fr Francis P Xavier SJ PhD (2020), may be reviewed through nine guide questions, such as: (1) What is this book about?, (2) What can be known about the author?, (3) How does this book relate to the personal and professional life of the author?, (4) What is the thesis of the book?, (5) How is the book organized?, (6) What are some of the arguments of the book?, (7) Why is this book essential, especially to teachers?, (8) In what areas does the book do well and in what areas could it

improve on?, (9) What does this book contribute to the growing corpus on Jesuit Education?

Keywords: *About the author, Relation to the Personal and Professional Life of the Author, Organisation of the Book, Arguments about the Book, Importance for Teachers, Areas of Improvement*

About the Author

Rev. Dr. Francis P Xavier SJ is a Jesuit Priest who has actively worked on various life-affirming tasks and responsibilities in Tamil Nadu, India and abroad over the years. Equipped with science degrees of B.Sc., M.Sc. in Physics and Ph.D. in Conducting Polymers in India and the United States of America, he is an internationally published scholar and Professor of Physics at Loyola College (Chennai). He has done further studies in Philosophy in Jnana Deepa Vidyapeeth (Pune, India) and Theology in Sankt Georgen (Frankfurt am Main, Germany).

Founder-Director of the Loyola Institute of Frontier Energy (LIFE) and Loyola ICAM College of Engineering and Technology (LICET), both in Loyola College (Chennai), Fr. Francis served as the Gasson Professor in Boston College (USA) and Vice-President for Academic and Research in the Jesuit Worldwide Learning (Geneva, Switzerland). Moreover, having conducted over 90 courses and workshops on

Time Management for Jesuits and other Religious information, he continues to serve as a resource person on Religion, Science, Education and Administration. Former Provincial of the Jesuit Madurai Province, he is currently the Rector of the Loyola Institutions in Chennai, India.

How this book relates to the personal and professional life of the author

This book is among the testimonies of the care, commitment and competence of Fr. Francis vis-à-vis the meaning and meaningfulness of human potentials for the service of the common good of people and creation. Thus, this book is a convergence of his commitment to and passion for life-affirming multi-dimensional engagements in which he integrates, very remarkably, the natural and social sciences with the faith that does justice, human dignity and freedom, technology and leadership, among others.

What is the thesis of the book? Fr. Francis does not explicitly state the thesis of this book. Yet, through a close reading of it, one can discern its strategic opening which may well serve as its thesis: *“Jesuit education is formation of mind, heart and hand – rational, affective, and action-oriented. On the one hand critical thinking is the outcome of Jesuit education; and on the other hand social leadership is the ultimate end of education”* (Xavier SJ, 2020: ix).

This implicit thesis is further contextualized through the following articulation on the important role of research in Jesuit Education: *“Research is an integral part of education. Common people, especially those at the bottom of the social pyramid, are the focus of Jesuit education. As Pope Francis would put it, research should look into the root cause of suffering as well as find a viable solution to alleviate this suffering*

of the common people. Jesuit Education is walking the talk concerning the hard reality of the poor, the unserved, and the under-served – It is marching with the marginalized. The Jesuit mantra of education is: Educate – Enlighten – Empower” (Xavier SJ, 2020: x).

It may be understood that Fr. Francis has attempted to put into free-verse poetry this thesis which, as it may be construed as a work in progress – thus inviting readers’ positive feedback and suggestions – welcomes readers and educators alike to respond:

*“In a nutshell,
Jesuit education is
an integrated formation
resulting in holistic formation
culminating in social transformation –
the ultimate enrichment of the society.
Your feedback and suggestions are most welcome”*
(Xavier SJ, 2020: xi).

Organisation of the Book

Beginning with Jesuit Education as “a result of much soul-searching and long deliberations” of the Jesuits vis-à-vis service to mankind (Foreword, ix), the book ends with poetic reflections on a positive and convincing Presence who, amidst the aggressive and deadly silent coronavirus pandemic, by travelling with people causes the re-birth of the world which is compared to a flower that “will bloom again”:

*... Let us start anew and afresh:
We realize the Persian saying,
Which is ascribed to the Buddha:
This too shall pass.*

*We have to live out the hope, namely
When you come to the end of the rope,
Tie a knot and hang on!
The Lord of history and the God of Mercy
Would lead us all
Towards global unity and harmony.
God will be our fellow traveller!
The world will bloom again.
Let us stand together and march forward
Towards universal peace, joy, and health (Xavier
SJ, 2020: 282).*

Flowing from its Title, Foreword, Preface and Introduction, the book is organized into nine topics/sections. With sub-topics, the nine sections proceed with the following main topics: (1) What is Jesuit Education?, (2) What for is Jesuit Education?, (3) Beneficiaries of Jesuit Education, (4) Future of Jesuit Education, (5) Global Contribution of Jesuit Education, (6) Power and Glory of Teacher, (7) Outcome of Jesuit Education, (8) Appendix I: Impulses and (9) Appendix II: Guiding principles of Jesuit Education.

Curiously, the organization of this book might be a subtle metaphor of a human and a scientific process of childbirth, flowing through the nine sections which might relate to a mother's nine-month pregnancy. The progression of this book's organization is a birthing of a package of Fr. Francis' ideas, experience, insights on research, studies and exploration into Jesuit Education which helps prepare, form, change and transform individual persons, communities, nations and the world.

What are some of the arguments of the book?

Among many arguments, it may be helpful to highlight and quote at least five. First, Jesuit Education helps activate a positive change within each person's "transformation, through integrated knowledge, leading to societal transformation" (Xavier SJ, 2020: 18). This argument is related to Fr. Kolvenbach's thought that, through Jesuit education, students are helped to "perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed" (Xavier SJ, 2020: 18). Second, aside from her or his teaching and community service, and living out the challenge of the social component of research, each educator-researcher "should think and feel and work to make this universe, where he/she comes from, should become a more livable place – livable and affordable for all people especially the needy in the society" (Xavier SJ, 2020: 29).

Third, in Jesuit Education, it is important to understand that "Excellence is not in training the best students and obtaining the best results but turning the students who are average or below average in studies, especially those who come from our rural areas and students from the socially marginalized sectors, as the best for the future" (Xavier SJ, 2020: 35). Fourth, in the current health crisis of the global Covid-19 pandemic,

Jesuit Education advocates and promotes the blended model: in-class and online pedagogy. Especially in the context of Covid-19 ... we feel the necessity of keeping a physical distance and taking care of personal hygiene. Crowding the classroom may not be appreciated – So the possibility of learning from home could be enhanced. But at the same time, it is not mere

learning but it is formation that the students need. Personal interaction cannot be replaced by machine- or media- learning (Xavier SJ, 2020: 54).

Fifth, the importance of family bonding of students: “The purpose of education is to grow to be fully human and to be fully alive. The best education in the world today ... is offered in Finland: Children do not go to school till the age of seven – They need to bond with family members and should take root in love and affection which would be the permanent support-system in life. Then in the school, there is general education with very little or no exam” (Xavier SJ, 2020: 130-131).

Why is this book essential, especially to teachers?

This book is essential to individual persons and communities who are challenged by, learning from and would like to contribute to the education of people. In this book, Fr Francis articulates that “a nation’s destiny depends on its citizens. But the quality and the future of the citizens in turn depend on the values imbibed by them at home and in the classroom through their effective learning. If they are raised and groomed well, the citizens will do their best for their nation. Thus, the greatness of a nation is the reflection of the classroom quality” (Xavier SJ, 2020: 192).

Why especially to teachers? Teachers do the frontline task, ordinarily in their classrooms (including online classrooms), of educating the whole person of each of the learners/students and helping them to learn to lead themselves so that they may lead to serving others. In this regard, this book of Fr. Francis offers these teachers some matters, narratives and vignettes to periodically reflect on vis-à-vis the on-going development of

their teaching that, in various ways, may have breadth and depth through their employment of the transforming challenge, dynamism, meaning and meaningfulness of Jesuit Education.

To some extent by sharing parents’ home-based educational responsibility for their children, the teachers are vested with the task of educating the students for the development of their potentials in service of the community, society, nation and the world. Thus, teachers may do well to ruminate on the many vignettes of this book. In the context of India and which can apply to many places, two of these are good to feature here:

First

The 9th President of India, Shri Shankar Dayal Sharma, once visited Oman. Against all protocols, the Sultan of Oman went to the airport to welcome him in person. As the aeroplane landed, the King went into the aeroplane and welcomed the Indian President and accompanied him as he descended the steps. And to the surprise of all, he took the driver’s seat in the assigned vehicle and drove the President to his royal palace. When asked why this extraordinary honour, the King of Oman said: He was my teacher when I studied in Pune. The teacher is always revered however highly the student is placed... A teacher is a role model as each teacher inspires and encourages us to strive for greatness and they show the way to live our fullest potential and to see the best in ourselves... (Xavier SJ, 2020: 192-193).

Second

All the products in the world market have expiry dates but a teacher has no expiry date – Once a teacher, one is always a teacher. Dr. Abdul Kalam expressed his vision for a teacher in India as he presented the National Awards for Teachers in 2004. He identified teachers as the backbone

of any country. He said: The creativity (in any country) is indeed the result of the education process and the environment of the school and above all the teachers' capability igniting the minds of the students..." (Xavier SJ, 2020: 192-193).

It may be good to reflect further on Jesuit Education as one of the possible ways for the positive change of the world. This matter may sound ambitious – namely, a positive change of the world – but this is really why teachers hone their craft of learning and teaching, in the sacredness of the physical and virtual classrooms, very well to help educate and form the students who, by a multiplier social effect, can do greater things for the common good of all.

Thus, it may be remembered that among the early Jesuits, Fr. Pedro Ribadeneira in his letter, dated 1556 February 14, to King Philip II of Spain explained the matter of "institutio puerorum, reformatio mundi" (loosely translated as the learning of the young boys is the transformation of the world). Fr John O'Malley SJ has toned this matter down by saying it in a wider sense, with depth and greater inclusivity: "... the proper education of youth will mean improvement for the world ...". (How the First Jesuits Became Involved in Education by John W O'Malley SJ in *The Jesuit Ratio Studiorum: 400th Anniversary Perspectives*, edited by Vincent J Duminuco SJ, New York: Fordham University Press, 2000: pp 56-74). Fr John has explained this exaggeration in context:

Ribadeneira was simply echoing the principal article in the humanists' creed--for their faith in their style of education was ardent and their expectations high. Exaggerated though those claims might sound today, even ridiculous, like any great faith they had a certain self-fulfilling

dynamism. Don't you agree: an educator who has no faith in the high potential of the enterprise, no matter how defined, is hardly an educator at all? (O'Malley SJ, 2000).

In a similar vein, this book of Fr. Francis encourages the teachers to continuously make greater use of their teaching vocation, knowledge, practice and tasks that are most of the time spent in the classroom as a sacred venue of the nation's citizens on their way to richer, fuller and deeper progress. Besides, it is in this reality that the book of Fr. Francis is essential especially to teachers' vis-à-vis the call towards the greater good:

a nation's destiny depends on its citizens. But the quality and the future of the citizens depend on the values imbibed by them at home and in the classroom through their effective learning. If they are raised and groomed well, the citizens will do their best for their nation. Thus, the greatness of a nation is the reflection of classroom quality.

The inception of learning, the innovation of the idea, and application in suitable fields form the backbone of any nation's progress and development. Higher inroads of development take place by encouraging healthy incubation of formative thinking and creation of innovative ideas within classrooms. Classrooms, therefore, form an important 'impetus' or rather holy centres of education, where ideas stem and grow, multiply, create wings for themselves, fly higher and shape the destiny of a nation (Xavier SJ, 2020: 192)...

In what areas does the book do well and in what areas could it improve on?

In all nine sections, the book does very well in presenting and developing the topics with explanations and applications to the real life situation of learning and teaching for the common

good. It may be good to highlight two areas here, such as: “Learning as Integrated Knowledge” (subtopic of Section 1, what is Jesuit Education?) and “Marching with the Marginalized” (subtopic of Section 7, outcome of Jesuit Education).

In “Learning as Integrated Knowledge”, Fr. Francis asserts that personal transformation leading towards social transformation is possible through Jesuit Education which fosters a meaningful, and very importantly useful, integration of knowledge. He explains further that: “This is achieved through the ongoing dialectic of personal freedom and social responsibility, envisaged through critical thinking and evolving leadership...” (Xavier SJ, 2020: 18).

Moreover, this book does well as Fr. Francis, being a scientist himself, makes a creative and scientific connection, in an understandable explanation, among the realms of faith, Bible and the natural sciences:

If one goes through the creation story as described in the beginning of the Bible, we could get an idea about the inter-relationship between physics, chemistry and biology. First light is created (Gen 1: 3) which is physics, though even today we are not able to decide whether light is a particle or a wave! Then comes the dome called the Sky, which separates ‘the waters (*of the heavens*) from the waters (*of the earth*)’ (Gen 1: 6). Once the water comes into the picture then life sets in, first vegetation (Gen 1: 11); then living creatures (Gen 1: 20); and finally human beings (Gen 1: 27). We see the importance of water in connecting physics and chemistry with biology. Physically water can be a solid, a liquid, or a gas; chemically it is labeled H₂O; and biologically water is the major component of every living being, not only to originate (along with life) but to sustain life.... We could say:

Physics + Chemistry → Biology (Xavier SJ, 2020: 23).

In “Marching with the Marginalized”, Fr. Francis directs the conscience-oriented focus of Jesuit Education that targets the matter of providing the best for the least. Specifying the context of the Indian social caste system, he explains that:

The Bible, as the history of liberation from repression, crystallizes that the rights of the poor are the rights of God. It has now dawned on the Jesuits the realization that the poor have opted for the Church before the Church every opted for the poor ... the Catholic Dalits (those reduced to be “untouchables”) and the rural poor are discriminated against in many ways. Through three millennia of bonded labor and suppression as outcasts, they are reduced to economically impoverished, socially neglected, religiously disregarded and politically marginalized. It is in this context that the Jesuits ... took their stand for the rural poor and the socially marginalized, namely the Dalits, the Tribal etc in their empowerment mission.

The focus of the Jesuits, as it is anywhere when working for human dignity, is an understanding that the missing link between faith and justice is empowering the marginalized. This realization has been the moment of grace for the Jesuits, to have the audacity to look into the eye of the harsh reality of discrimination: to muster the courage to walk the talk of option for the outcasts...

... The Jesuits and their mission partners use education as the anchor ministry to empower these Dalits and the poor. The mission-oriented strategic blueprint is:

Education → Employment → Empowerment → Leadership → Social Transformation.

Education should lead the individual into the vistas of economic betterment with political awareness for their rights and dignity. Then, socio-political reformers are expected to come up to effect social transformation (Xavier SJ, 2020: 229 – 230).

In what areas could this book improve on?

Perhaps, for a future edition and/or expansion of this book, the author may do some editing or correction of its minor concerns such as with regard to the typographical errors and modification in the language in certain portions. For example:

1. In page xv. ‘... to empower education Jesuitically*... * Jesuitically may be awkward in the context of Jesuit Education or Ignatian Pedagogy’ and therefore could be modified to ‘... education in a Jesuit or Ignatian way ...’
2. In page xv. ‘the inner world of the individual &* the outer world *& is better used inside the parenthesis or in informal statements’ could be modified to ‘... and ...’
3. In page xvi. ‘I am highly impressive* about the book ...*I am highly impressed is the correct idiom as the person considers the book remarkable’ and therefore could be modified to ‘I am highly impressed with the book ...’
4. In page 82, the red marks of an arrow and the word space might be unfinished editing that needs to be done.
5. In page 145, ‘... trained personnel and experience* faculty members... *experienced as an adjective qualifying the faculty members’ and therefore could be modified to ‘... and experienced faculty ...’

6. In page 193, ‘As a teacher* we need to have... *antecedent and pronoun agreement: teachers ← we need to ...’ and therefore could be modified to ‘As teachers, we need to ...’
7. In page 237, ‘Adopted* from* the article... *adopt an infant / child... adapt / modify something... *from something...’ and therefore could be modified to ‘Adapted from the article’.

What does this book contribute to the growing corpus on Jesuit Education?

First, its contribution to Jesuit Education is its affirmation of the transforming power of Jesuit Education for the lives of teachers and students alike in the face of the challenge to change the world. This affirmation is replete with motivation so that the learning communities of teachers, students, researchers and families may draw inspiring ways of relating with people, building on traditional knowledge, creating new knowledge and doing more research tasks for the common good.

Second, to the practice of reflective teaching into doing, this book contributes some understanding and possibilities of the interweaving of Jesuit Education in the lives of people who may benefit from the dynamic elements of the Ignatian Pedagogical Paradigm (IPP), namely, Context, Experience, Reflection, Action and Evaluation (CERAE). By employing the CERAE of Jesuit Education and IPP, the integration of knowledge is not only possible but is meaningful as it allows for further ways of connections among the areas of faith, history, science, mathematics and the practice of reflective teaching that promotes purposive action for the common good. Fr Francis gives a seamless example of the integration of learning through Jesuit Education from the

aspect of its (Jesuit Education) ingredients, to the matter of *cura personalis* (care for the person), accompaniment, integrated worldview, the interrelatedness of subjects, multi-dimensional reality and up to the complementarity of Physics, Chemistry and Biology (Xavier SJ, 2020: 18 -31).

Third, this book serves as a provocative catalyst for a continuing positive change in the lives of people, the rich and the poor, who may find happiness and satisfaction in using their time,

talent and treasure to help other fellow human beings and the creation through the art and science of the systematic Jesuit Education and IPP that are open to the possibilities of the trinity of the true, the good and the beautiful. Thus, Fr Francis encourages all that the future of Jesuit Education, facilitated via formal or non-formal ways, should continue “to cater to the socially, politically, and religiously marginalized people” (Xavier SJ, 2020: 100).

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TWO MUST-READ RESOURCE BOOKS FOR BUDDING JOURNALISTS

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Abstract

The two latest works by Fr. (Dr.) Francis Karackat, *Journalism: A Manual for Budding Reporters* and *Journalism: A Manual for Budding Subeditors* put into perspective the process of empowering media students for their profession in news organizations. Sans the monotony or the verbosity of a pure academic text, these books prompt the prospective readers to emerge as champions of journalism, sniffing out the veiled tactics of 'lap dogs' and uncovering the orchestrated operas of 'spin doctors'. In an era that is often plagued by scathing criticisms against journalists and media organisations for their alleged flaws, introspection is the best key to discover the truth. It can even begin with a critical self-thinking on the declaration by Dr. Francis Karackat in his book *Journalism: A Manual for Budding Reporters*: "A journalist who does not have passion for reading will suffer from constipation of ideas and diarrhoea of words." David Carr, a popular American author and journalist with *The New York Times* puts it straight: "Being a good writer doesn't make you a good journalist. It takes hustle." A modern journalist has to work rapidly and energetically, has to hustle about battling with deadline pressures, and has to jostle and shove, to be ahead of the rivals, in this highly competitive news media world.

Keywords: *Journalistic Style, Generalism to Specialism, Unsung Heroes, Rhythmic Writing, All Time Best*

Journalistic Style

These two books become distinctive as they strictly stick to all the golden principles of journalistic writing. One can easily feel the ease of journalistic language in all descriptions and narratives. There is accuracy in the presentation of facts, precision in the portrayal of examples, and candour in attribution to sources. The author's wide experience as a journalist and as an academician gives credence to these books envisaged for emerging journalists and media critics. For a student, it opens a window to the world of fair media practices. A teacher in the subject can trust it confidently for the formation of future journalists. In the case of practising media professionals, it puts forth classic yardsticks for self-examination. For those who stay out of these three segments, it guarantees a set of professional utensils to pick the art of constructive media criticism and to hold the professionals accountable for their gaffes.

Cherry-picked Examples

Taking a 'U' turn from the quick-fix texts filled with intricate theoretical lessons and definitions, these journalism manuals stand a class apart with cherry-picked quotes for clarifications and accepted samples of writing for spot references. The erudite and scholarly research carried out by the author makes these two books an in-depth repository beyond the frames of any half-baked learning material meant for creating crammers.

While reading, one is naturally compelled to underline the facts with an urge to apply them on the job.

Dr. Karackat reiterates: “Gullibility and credulity cannot go with journalism. A journalist never takes anyone’s statement as gospel truth. Everyone has images and illusions. The challenge of a journalist is to trash that illusion.” Journalists are the eyes, the ears, and the tongues of the public, and therefore, they are called to be “detached observers” and never, “attached participants.”

A newspaper has to be as “unpredictable as Kamal Hassan” literally explains the varied skills to be cultivated for the job. In simple words, it logically proves that a journalist will have to have mastery over language, maintain a strong ethical conviction and nurture the instinct to trace what constitutes a big story.

Rhythmic Writing

Have you ever thought of the possibilities of rhythmic writing and the cadence of your story in pulling your readers? Bringing rhythm into writing or visual presentation is often an ignored area in training young journalists who often forget to hold a metaphorical pencil. The astute choice of vocabulary is a prerequisite for rhythmic writing style. For a talented writer, the rhythmic crafting of reports creates a natural rhyming effect in the minds of the readers, viewers or listeners. He or she can think of some duple or quadruple metre to pep up the language. When trained persons employ these underexplored options to fine-tune their job, the untutored will create dissonance and drag their audience to disharmony.

The reason has been clearly explained in the book taking Hemingway as the best example. Dr. Karackat asserts: “Hemingway’s writing style demonstrates that the power of the written word

comes not so much from the words themselves, but the way they are arranged, the rhythm in the writing and the flow of ideas.” Journalism written in the simplest language maintaining such a rhythm can move readers profoundly to tears of joy or sadness, to anger, and can spur them to action.

Generalism to Specialism

With the proliferation of fake news, journalists have a moral obligation to ensure that what is reported is true. It is very easy to be a ‘generalist’ in journalism, but persistence and passion are required for domain experience in specific beats like crime, cultural reporting or politics. The way journalists now handle crime reporting is the best example to check what can go into the rights and wrongs of beat reporting. The primary responsibility of a beat reporter is to gain thorough knowledge in the domain and its hierarchy as clearly explained in this text. The errors of those who just plunge into the beat sans any homework thus become a blot on the whole profession.

According to Dr. Karackat, “The problem finds its worst manifestation when the media extensively cover cases under *sub judice*, publishing information and opinions prejudicial to the interest of the parties involved in litigation pending before the court”. The moral principle that a person is presumed to be innocent until he/she has been found guilty in court is often overlooked, while journalists are engaged in sensationalism. Reorientation of journalism to explore its constructive aspect with more focus on solutions than problems gets high priority in this training module with the clear intention of heralding a change from the conventional style. It underscores the need to train “journalists in such a way that they can present both the problems

and solutions in a contextualised style so that the public can form the accurate picture.”

Unsung Heroes

The subeditors in a news organization are called “unsung heroes.” The book *Journalism: A Manual for Budding Subeditors* presents the demands placed on the subeditors in a newspaper or in a television news channel to be accountable for the accuracy of the information in the news and features, to be responsible for balance and moral propriety and to be answerable for factual errors. The challenge before a subeditor in maintaining the reputation and credibility of the news organization is substantiated with several classic examples into his book. In an era where the new media journalists play the role of reporters and subeditors simultaneously, there are numerous risks of inadvertent errors. Journalists need to be accountable for the stories they tell, acknowledging and correcting the mistakes committed quickly and clearly.

Even a missing alphabet or misplacement of words can harm the reputation of a news organisation. For example, ‘Irrigation Minister’ can become ‘Irritation Minister’ owing to a minor error. Similarly, ‘Chief Minister’ can become ‘Chef Minister’.

All-Time Best

The content of both these books can never go

‘obsolete’. The examples quoted are classic with universal application and valid for training as long as journalism exists. It cements the basic ethical concept that a journalism aspirant will have to be competent enough to recognise one’s prejudices, biases, and avoid getting them into the media space. Just like a passionate lexicographer who never wants to miss out on any word, Dr. Karackat has put in the greatest efforts possible to include every practical aspect of a job involving a reporter or a subeditor. The chapter in his book on the latest trends in new media journalism, widely explored by new-gen citizen journalists, is a very authoritative and sagacious critique of unethical practices.

In a well-defined media set up, reporters and subeditors act like responsible partners. Their responsibilities are well-defined as they set the benchmark for any firm. Precisely, their work reflects the standard of evolving journalism and a parameter to draw fire. Indeed, they are the ones who gradually climb up to the post of editorial policymakers. Training them to be the perfect partners in the industry thus demands the support of credible institutions, trainers and custom-made tools. Dr. Karackat’s *Journalism: A Manual for Budding Reporters* and *Journalism: A Manual for Budding Subeditors* live up to our expectations in fulfilling these valued goals.

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THE SAVIOUR OF HUMANITY: A FILM REVIEW ON MOTHER TERESA AND HER LIFE

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Abstract

The following article is a review based on a collection of films on Mother Teresa and how through her love, kindness, compassion and sacrifice made the world a better place to live for the poor, destitute, sick and the homeless. She was known to the world as “a living saint” because of her hero like service. She was a woman who had dedication her whole life serving the poor and was honoured with many awards and was declared a Saint.

Keywords: Mother Teresa, Life History, Service to Mankind

*‘To the poor, she was a saint
To the world she was an inspiration.’*

In The Name of God’s Poor (1997)

This quote on Mother Teresa is just the perfect way of describing as what kind of a person she was throughout her life, because she really changed the vision of people towards people through her acts of selfless service by making someone feel loved and special. She believed that love has to be put into action and action is service.

Life at Home

Mother Teresa now called St. Mother Teresa or St. Teresa of Calcutta, was born on August 26, 1910, in Skopje, Macedonia, Ottoman Empire [now in Republic of North Macedonia] and was baptized under the name Agnes Gonxha Bojaxhiu on

August 27, 1910. She was born in a family of Albanian descendant to Dranfile Bojaxhiu and Nikola Bojaxhiu. The Bojaxhiu family were a devoted Catholic family; especially her father was deeply involved in the local church. He was an entrepreneur and was also involved in city politics.

In 1919, when Agnes (Mother Teresa then) was only eight years old, her father suddenly fell ill and died, after which she only had her mother to lean on, due to which she became a devotee towards charity work. Agnes attended a convent school. She actively sang for the local Sacred Heart choir and where they often had activities and visits, it was on one such annual trip to the Church of the Black Madonna in Letnice, where she first felt a calling for a religious life at the age of 12. Six years later, when she graduated from high school, in 1928, when she turned 18 year old, she decided to become a nun. As she was young her mother was worried about sending her away, also because she had to move towards a rough path in life but she prayed for a whole day and made a decision on agreeing with Agnes and she set off for Ireland to join the Sisters of Loreto in Dublin. It was where she took the name Sister Mary Teresa after Saint Therese of Lisieux.

Life in Calcutta and the Establishment of Missionaries of Charity

Though she was admitted to serve the Lord as a

nun, she always wanted to visit India and serve there, she was so determined in going to India and serving there that she learned about India and the languages, and finally a year later, Sister Mary Teresa travelled to Darjeeling, India, for the novitiate period; in May 1931, she made her First Profession of Vows. Afterward, she was sent to Calcutta, where she was assigned to teach at Saint Mary's High School for Girls, a school run by the Loreto Sisters. Sister Teresa had mastered and learned to speak both Bengali and Hindi fluently and was considered one of the best teachers of the school. While staying and teaching there in the school, she learned about the people and rising poverty of India, particularly Calcutta. She would often save the food given to her, sell her clothes and offer it to the people living in the slums of Calcutta. Due to her helping nature she often found herself in challenging situation.

Despite everything on May 24, 1937, she took her Final Profession of Vows to a life of poverty, chastity and obedience. But even though she loved teaching, her will to help the people in need kept revolving in her mind, she kept praying for the will of the God and for a right path to walk upon. On September 10, 1946, Mother Teresa experienced a second calling, the "call within a call". She was riding in a train from Calcutta to the Himalayan foothills for a retreat, when she had a vision and Christ spoke to her and told her to work in the slums of Calcutta to care for sick and poor. But she had already taken her final vow and hence she could not leave her convent without official permission. After she returned she immediately asked for the permission to leave the congregation, and after nearly a year and a half, in January 1948 she finally received approval to pursue this new calling. That August, she left the Loreto convent, wearing white sari with blue border that she would wear in public for the rest

of her life and went out into the city. After six months of basic medical training, she voyaged for the first time into Calcutta's slums with no more specific goal than to aid "the unwanted, the unloved, the uncared for."

It was not easy for her and she was started to be weary of her work and she constantly prayed to God for her to make the right choices. Under her petition to serve the poor, the Municipal authorities, gave her a pilgrim hostel, near the sacred temple of Kali in 1948, where she aided many sick, destitute and poor people of Calcutta. It was where her former student Subhashini Das(now known as Mother Nirmala Joshi, first successor of Mother Teresa) joined her in her mission to serve the poor and sick. In October 1950, Mother Teresa founded a new Roman Catholic congregation, the Missionaries of Charity, which she started with only a few members mostly her former students from St. Mary's School, which was mainly formed to serve the people in need, especially to help the slums of Calcutta. St. Mother Teresa on her 42nd birthday in 1952, two years after she established Missionaries of Charity in Kolkata, with the help of Indian officials, changed an abandoned building which previously served as a temple for the Hindu goddess Kali into the "Kalighat- home for the dying", where she and her congregation served the sick and dying people for free, as part of her service. Later on she changed the name to "Kalighat the Home of the Pure Heart (Nirmal Hriday)". Her organization which was started with a vision to help the poor and needy in a small area of Calcutta eventually ended with helping the needy people all over the world.

She had numerous awards and honours bestowed upon her, for her selfless work, some of which are the 1962 Padma Shri, one of the highest and

respected civilian awards, given by the Indian government, for her selfless love and services to the people of India. She was also awarded the Nobel Peace Prize in the year 1979 for her humanitarian work, and in the year 1980 she was also honoured with the Bharat Ratna, the country's highest civilian honour, by the Indian government for her works done in India.

Mother Teresa died on September 5, 1997 in Calcutta, India. She dedicated her whole life to the poor, particularly to the destitute of India. Mother Teresa was truly "a living saint on earth", which people often called her and also experienced it themselves, while serving beside her. Many volunteers and supporters from India and all over the world have worked alongside her and experienced her love for the people in need; they could also understand why she got the call to serve the poorest of the poor.

At the time of Mother Teresa's death, the congregation that she had started with a handful of members from her former school had grown into hundreds of centres all over the world, precisely in more than 90 countries with some 4,000 nuns and hundreds of thousands of enthusiast workers. It was almost after two years

of her death, the process to declare her saint was set about, and the Pope then, Pope John Paul II issued a special permission to expedite the process of canonization. She was beatified on October 19, 2003, and was canonized by Pope Francis I on September 4, 2016; she was one of those, who were declared saints in the shortest time in the history of the Catholic Church.

Conclusion

'Her heart found the forgotten, her faith found a way.'

Mother Teresa (2003)

Even though Mother Teresa is not with us today, we cannot deny the presence of her when we see the same selfless love and work, still being continued through her congregation and social workers. Her contribution towards humanity can never be forgotten, which is why she can be considered as the saviour of humanity, she not only kept alive her vision alive within herself but it helped others realize what humanity is in true terms, and her vision is still being carried on by those who realize this vision and continue to serve the poorest of the poor.

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About Us: Salesian College (SC) is a Government recognized, minority educational institution of the Catholic Church, run by Salesians of Don Bosco, Kolkata Province where over 2000 students do their Arts/Humanities, Commerce, Science and Professional Courses (UG & PG) under the North Bengal University (NBU). On 26th February 2010, Salesian College was conferred the status of a 'College with Potential for Excellence' (CPE) by the University Grants Commission. The college has retained its 'A' Grade in the Third Cycle starting from May 2019, the first College to receive such grade under the University of North Bengal. The college started MA in English in the academic year 2016-17 and MA (Education), MA (Psychology), Bachelor of Social Work (BSW), and Bachelor of Vocational Studies in Retail and Tourism Management from 2019.

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- 1.B.A. Tamil
- 2.B.A. English
- 3.B.A. Economics (Tamil)
- 4.B.A. Economics (English)
- 5.B.A. Religion, Philosophy & Sociology
- 6.B.Sc. Mathematics
- 7.B.Sc. Physics
- 8.B.Sc. Chemistry
- 9.B.Sc. Botany
- 10.B.Sc. Zoology
- 11.B.Com.

Aided PG

- 1.M.A. Tamil
- 2.M.A. English
- 3.M.A. Economics
- 4.M.Sc. Mathematics
- 5.M.Sc. Physics
- 6.M.Sc. Chemistry
- 7.M.Sc. Botany
- 8.M.Sc. Zoology

Aided MPhil

1. MPhil Zoology

Satellite Campus

- 1.B.A. English
- 2.B,Sc, Mathematics
- 3.B,Sc, Physics
- 4.B,Sc, Computer Science
- 5.B,Sc, Data Science
6. BCA
- 7.B.Com.
- 8.B.Com.(Computer Application)
- 9.BBA
- 10.BMS - Bachelor of Management Studies
- 11.MBA

Self-Financed UG

- 1.B.A. Hindi
- 2.B.A. French
- 3.B.A. English
- 4.B.A. Economics
- 5.B.Sc. Mathematics
- 6.B.Sc. Physics
- 7.B.Sc. Chemistry
- 8.B.Sc. Biochemistry
- 9.B.Sc. Microbiology
- 10.B.Sc. Computer Science
- 11.B.Sc. Visual Communication
- 12.B.Sc. Information Technology
- 13.B.Sc. Physical Education
- 14.B.Sc. Food Science & Nutrition
- 15.B.Sc. Psychology
- 16.B.Com.
- 17.B.Com (Computer Applications)
- 18.B.Com (Information Technology)
- 19.B.Com (Professional Accounting)
- 20.BBA
- 21.BCA

Self-Financed PG

- 1.M.A. English
- 2.M.A. Social work
- 3.M.Sc. Mathematics
- 4.M.Sc. Physics
- 5.M.Sc. Microbiology
- 6.M.Sc. Food Science & Nutrition
- 7.M.Sc. Visual Communication
- 8.M.Sc. Data Science
- 9.M.Sc. Applied Psychology
- 10.M.Com.
- 11.MCA

Ph.D

- 1.Tamil
- 2.English
- 3.Economics
- 4.Mathematics
- 5.Physics
- 6.Chemistry
- 7.Botany
- 8.Zoology



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