

19. Greening for Grooming Learners in Higher Education

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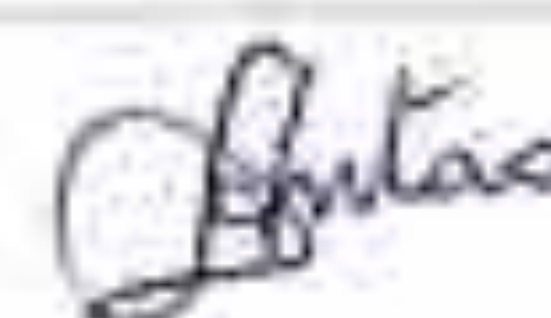
Introduction

The Guru-shishya relationship during the *gurukul* system used to be a very sacred bond, cherished by both the *guru* and the *shishya*. The teacher was not wealthy in worldly terms yet the teaching profession evoked awe and reverence in society by virtue of the wisdom, values and strength of character of the teacher. In contrast, today it is a common phenomenon to have teachers avail of all the leave admissible to them or to leave the profession due to burn-out. And in the absence of appropriate coping mechanisms, many tend to suffer from illnesses such as hypertension, diabetes and other related ailments like frustration, depression, and even alcoholism and drug addiction (Olivier M., 2003).

As for the student community, in place of the once self-motivated, well-mannered, sincere, seekers of truth and wellbeing of others, today we find the media choking with news reports of student communities involved in murders, *morchas*, *bandhs*, destruction of public property and systematically planned violence, very often under the tutelage of political parties who capitalise on the energy drives of unguided adolescents, eager to find opportunities for adventure or those undergoing emotional, attentional and physiological stress (Ulrich S. R., 1991). On the flip side, we also have students engaged in serious competitive career oriented studies which can often lead to mental fatigue and consequently predispose them to outbursts of anger, violence, fear of failure, depression, suicides owing to low threshold levels for endurance and self-control. According to Mishra R. (2000), students in general, experienced higher stress due to pressure and self-imposed anxiety as compared to changes, conflict and frustration. Emotional and cognitive reactions to stressors occurred more frequently.

The Reality of the present and the past

Learning cannot occur in isolation. We are all social beings interconnected at a deeper psychological level. Optimum output in learning will occur only if and when both, Faculty and students enjoy sound physical, emotional and psychological well-being. The campus cultures of





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1. Learning the Kahoot Way – An Experience Captured

Dr. Russell D'Souza

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Abstract

The 21st Century teacher is required to augment and connect learning via innovative digital methodologies as digital technology can excite learners and even provide an engaging alternative vis-à-vis the conventional methodologies. Kahoot an online gaming platform is widely used in classrooms worldwide. The present study exposes students to Kahoot wherein they design a Quiz and Jumbled items following test construction procedures. This paper presents a classroom adventure wherein the B.Ed. teacher trainees created Kahoots and executed them.

Kahoot Interface: The Gaming Environment

The idea about Kahoot emerged from Professor Alf Inge Wang a Professor in Computer Science and Game Technology at the Norwegian University of Technology and Science (NTNU) in Trondheim, Norway. Professor Wang called this idea Lecture Quiz back in 2006. The technology is based on research conducted by Kahoot! Co-founder Morten Versvik for his Master's degree at NTNU, who was a student of Wang's at that time. Later co-founders Jamie Brooker, Johan Brand and AsmundFuruseth joined the company and worked on the UX and design of Kahoot.

Kahoot is an online game based learning platform that is free for classrooms. It is a gamification system that can be played Player v/s Player i.e. 1:1 Devices known as the CLASSIC mode or Team v/s Team i.e. Shared Devices known as TEAM mode in real time. A real time Kahoot is a live Kahoot and hosting a live Kahoot engages the classroom or any other audience. To HOST a live Kahoot one needs a large sized screen to project the Kahoot interface and the audience should have web-enabled devices to enter the game PIN and play.

The Kahoot Pedagogy draws inspiration from several socio-cultural learning theories and socioconstructivism. The aim of Kahoot is to make learning fun, interesting, magical and engaging for all learners irrespective of age.

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12. Towards Creative and Innovative Thinking Through the Significant Application of the Six Thinking Hats Strategy

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Abstract

Edward de Bono's SIX THINKING HAT STRATEGY helps us to think and use our grey matter. It saves a lot of our time, besides helping us to be focussed in our way of thinking or direction and not get distracted. It encourages lateral thinking and helps participants to work against type or preference. And since it helps to reduce confrontation, it helps participants to shed their ego. It also encourages participants to look at the same problem from six different angles, which are represented by six different colours, i.e. Blue, White, Red, Yellow, Green and Black. The hats activate the brain with colour, thus creating a delightful and meaningful experience for those using them to teach, learn and lead. It encourages lateral thinking, thus providing a common language. Here the experience and intelligence of each person is respected and diversity of thought is encouraged. Finally, it assists in creating, evaluating and implementing action plans.

The objective of this paper entitled "TOWARDS CREATIVE AND INNOVATIVE THINKING THROUGH THE SIGNIFICANT APPLICATION OF THE SIX THINKING HATS STRATEGY IN THE GEOGRAPHY CLASSROOM" is to explain with the help of suitable examples the use of a simple yet effective thinking strategy, i.e. Edward De Bono's Six Thinking Hats. There are basically three principles behind this strategy, the first is possibility thinking, as the participants think harder, they find different possibilities or aspects or angles of the problem. The second principle is parallel thinking, where all the participants participate in all aspects of the problem in question simultaneously. Here, there is more of cooperative exploration instead of confrontation. The facilitator encourages sharing of information and discourages arguments, thus encouraging more of thinking. The facilitator also distributes learning material that is needed for the effective implementation of the strategy. Lastly the principle of "out of the box thinking" allows the participants to think freely and contribute their creative ideas to solve

21. Learning to Teach with Supportive Supervision

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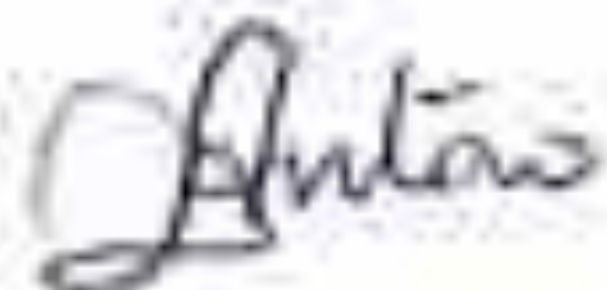
Research indicates that practice teaching is the single most powerful intervention in the professional preparation of a teacher. If that is so, then supervision of the trainee teacher is the single most powerful process in such an intervention. Besides emphasizing the importance of supervision, research literature also reveals how complicated and difficult supervision is. The trainee teacher in learning to teach should necessarily be provided support in the form of supervision of lessons followed by constructive and objective feedback. Keeping this in mind, in this paper I would like to describe what clinical supervision is all about and how we as teacher educators can best put it into practice to improve teaching by playing a supportive role.

Switzer (1976) surveyed trainee teacher perceptions of supervisor's level of helpfulness in sixty specific behaviours which can be grouped into six areas:

1. Supervisory techniques
2. Professional attitudes
3. Pedagogical skills
4. Planning skills
5. Knowledge of children
6. Human relations skills

They felt that they received most help in the area of knowledge of children. They also rated highly the human relation skills of supervisors. The areas most in need of attention were found to be planning skills and general supervisory techniques. The ten planning skills in order of most need of attention were:

- Establishing behavioural objectives
- Knowing that progress sensibly step by step
- Developing lessons appropriate to goals
- Constructing lesson plans
- Employing efficient methods for changing activities
- Providing for motivation
- Using visual aids
- Establishing long range goals


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13. The Relevance of Communicative Language Teaching (CLT) in the Twenty - First Century

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Abstract:

Teaching English as a Second / Foreign language has developed into a worldwide phenomenon that seeks to improve the quality of language teaching. The most common solution to the 'language teaching problem' was formerly seen in the adoption of various so-called designer approaches and methods. However, the language teaching profession underwent a paradigm shift in the wake of the Communicative Movement. Communicative Language Teaching (CLT) Approach addressed the functional and communicative potential of languageteaching. As educators we need to reflect on the diverse academic, linguistic and social needs of learners and thus organize teaching around authentic and meaningful contexts that are linked to learners' needs.

Keywords: Communicative Language Teaching, authentic and meaningful contexts, competencies, learner's diverse needs.

Introduction:

Teaching English as a Second / Foreign Language has developed into a dynamic worldwide phenomenon in the twenty-first century that seeks to improve the quality of language teaching and learning by addressing the key issues that shape the curriculum design and methodology. However, simple endorsements of one or other nostrum are of no service to language teaching nor does it lie in the triumphant discovery or rediscovery of a particular format or magic formula. The most common solution to the 'language teaching problem' was often seen to lie in the adoption of a new teaching approach or method. As a result there emerged several so-called designer or brand-name methods, which provided packaged solutions for use anywhere in the world. Thus, the Direct Method was enthusiastically embraced in the early part of the twentieth century as an improvement on the Grammar Translation Method. In the 1950s the Audio-lingual Method was thought to provide a way forward, incorporating the latest insights from the sciences of linguistics and psychology. As the Audio-lingual Method began to fade in the 1970s, a variety of guru-led methods emerged to fill the vacuum created by discrediting

27. Constructivism and Teaching of History Pedagogy

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Abstract

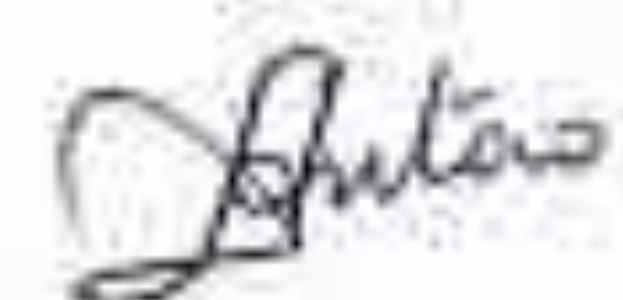
Today teacher educators have a great task of training their teacher-trainees for the Continuous Comprehensive Evaluation process which have become a norm in the schools and higher secondary. To follow the principles of CCE in true spirit, teacher has to use the theory of constructivism in the teaching-learning process. There is an increasing demand to apply the constructivist theory in the teaching-learning of History. This paper intends to share the need of using constructivism as the theory in the teaching-learning of History pedagogy. It is the time now to make History as one of the interesting and activity based subject by using constructivism in the teaching-learning of History pedagogy. This paper highlights on importance of constructivism, method to be followed and different strategies which the teacher-trainees can follow to teach History pedagogy by using constructivist approach of teaching and learning.

Introduction

Constructivism is a theory of learning based on the belief that knowledge is not to be imparted by the teachers but it is to be constructed by the students through their interaction with the environment. The idea of construction of knowledge by the students comes from the fact that humans are builders, shapers and designers, who throughout history have created artifacts from pots to skyscrapers.

The emphasis of the constructivist theory is on the process, rather than the product of learning. The constructivist approach would have the student determine how much they have learned as well as the process by which they have come to know. Such a theory of knowledge and learning has significant implication for teaching. It changes the dynamics of the traditional classroom by empowering the learner as the focus and architect of the learning process while redefining the role of the instructor to be a guide and helper rather than the source and conduit of knowledge. Gaining insight into its core pedagogical principles and how these principles determine or influence the major aspect of classroom instruction.

Constructivism draws on the developmental work of Piaget [1997] and Kelly [1991]. Constructivist teaching is based on the belief that learning occurs as learners are actively





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23. E - Learning – The Way Ahead

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Abstract

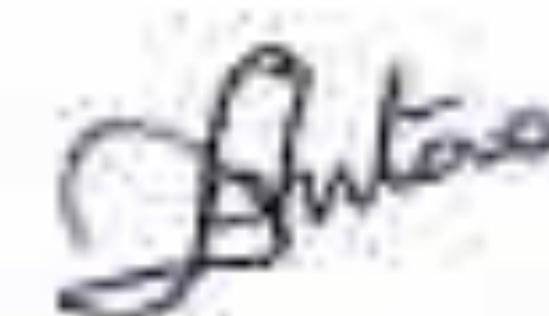
E-learning has become an integral part of the teaching – learning ecosystem in the present times. The demarcation between traditional learning and e-learning has blurred ever since e-learning has come onto the scene. It has been a blessing to all those whose aspirations to continue studies were not fulfilled due to some personal or professional reasons. It is a boon for the society and has been the driving force for technological development in the country. So, it is essential to understand the pros and cons of E-learning.

In this paper, the researcher has attempted to shed light on the advantages and disadvantages of E-learning. E-learning is here to stay and lead our nation into the new age of technological advancement.

E-learning has been the key driver for growth and development of the education sector in the present times. In the earlier days education had a restricted reach as learning was imparted by traditional methods. However, advancement in science and technology has opened multiple avenues for learning. Today, knowledge and information is more accessible to the masses than in the earlier days. The concept of e-learning has radically changed the teaching – learning ecosystem and has broken the barriers of conventional classroom set-up. E-learning has bridged the gap between the learner and learning. It has transformed the landscape of education and made education accessible to people even in the remote areas.

E-learning – Concept and Definition

E-learning is essentially imparting education through computer and network enabled digital technologies which include among other things, internet, intranet, computer, satellite TV, audio and video resources. Therefore e-learning could be broadly defined as the use of Information and Communication Technology (ICT) to enhance and support learning. This could range from teachers and students using e-mail for communication to entirely online courses. This term is used synonymously with virtual learning, online learning, computer based learning, web based learning, and networked learning.



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7. Co - Operative Learning: A Constructive Approach to Teaching

Ms. Pratiksha C. Shirodkar

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Abstract

'You can do what I cannot do; I can do what you cannot do. Together we can do great things.' - Mother Teresa

Problems in education have no fixed answers. No teacher education program can prepare teachers for all the situations they will encounter. Teachers themselves will make the final decisions from among many alternatives. Such judgments may be good or poor. Therefore, it is important for teachers to constantly reevaluate their decisions. This can be achieved through Collaborative and Reflective practices in Teacher Education. Co-operative learning in Teacher Education can instill in future teachers the value of social interactions. Reflection improves a teacher's ability to make appropriate and sound judgments and, therefore, become an empowered decision-maker. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Key Words: Co-operative Learning, Education, Teaching strategy.

Introduction

Cooperative learning is a successful Teaching Strategy. Cooperative learning groups encourage peer teaching through opportunities to clarify ideas, develop problem solving abilities and decision making strategies and develop responsibility and gain independence. As students work together to explore and experiment, students assist one another and in doing so learn more from actively teaching others.

The National Curriculum Framework 2005 talks about 'The child as a constructor of knowledge': The acquisition of knowledge through active involvement with content, and not

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20. Equal Opportunity and the Right to Higher Education

Shylaja Sherief

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Abstract

India is a land known for the rich and diverse culture of its population. However, one growing concern is that we still live in a society prevalent with prejudice and discrimination based on social class, religion, caste, and gender. There have been some winds of change, a few government initiatives in the form of reservations in employment and education apart from certain programs run by non-governmental organizations. The very purpose of these schemes will be rendered redundant unless the change is all encompassing and wholesome. In this context, the fact remains that a large chunk of masses do not have a fair chance to seek and pursue higher education. This paper provides a critical analysis of where we stand in terms of inclusive growth in higher education, the reasons for the same, and possible measures to ensure fairness in providing the opportunity to every deserving individual regardless of his/her background.

Introduction:

As per a recent United Nations report [1], India has the highest youth population in the world. This makes it a potent force for development and augurs well as far as India's aspirations to become a world super power is concerned. In light of this fact, the role of higher education becomes all the more crucial in shaping our destiny. One formidable challenge is to overcome stereotypes embedded in our society and to lend a helping hand to every deserving person irrespective of social class, religion, caste or gender.

Higher education serves as an important bridge between the elementary training at school and our choice of future profession. It paves the way to help us realize our potential and aspirations. The question is: do our higher education statistics reflect diversity in terms of the aforementioned categories of population? Granted that in a country as vast and diverse as ours, it will be a mammoth task to implement schemes to ensure justice and fairness to all, but it is certainly not impossible. In a democratic setup, the issues of access and equity assume particular importance.

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Prospective teachers beliefs about teaching and learning in the state of Goa

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Abstract---In this study pedagogical beliefs of student-teachers at three colleges in Goa state are examined. Data was collected by means of a questionnaire constructed by the researcher had been pilot tested. The underlined hypotheses were derived through the use of SPSS and ADANCO software. The theory of cognitivism is applied to analyse the beliefs of student-teacher. There is no gender dispersion, however certain teaching and pedagogical beliefs vary depending on the geographical background of the student-teachers. The beliefs of these student-teachers are influenced by their economic conditions. Study results demonstrated that students could learn more effectively by asking questions rather than just listening to their teachers. It is more likely that instructors believe in asking questions in teaching than in silent classroom. The study concluded that many teaching beliefs reflect characteristics of teachers before entering the profession, and at least some of these beliefs have socioeconomic antecedents.

Keywords---pedagogical beliefs, student-teachers, locality students, teaching subjects, cognitivism theory, Goa state.

Introduction

Human behaviour and learning are impacted by beliefs (Ajzen, 1988; Ajzen & Fishbein, 1975). In their respective studies, Breen (2001) and Bernat and Gvozdenko (2005) have argued that the attitudes, beliefs, and perceptions that learners bring with them to a given learning situation are important to the process of learning. Language learners have distinct beliefs about the nature of language, how language is acquired, the effectiveness of learning strategies, and whether or not aptitude exists. Furthermore, students have a set of expectations

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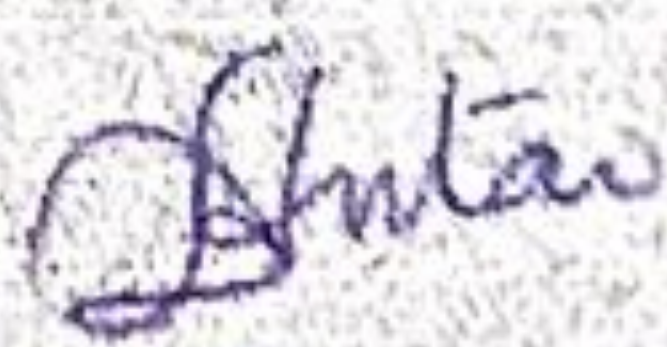


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भैरवी

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अंतर्राष्ट्रीय सम्मेलन विशेषांक



मिथिलांचल संगीत परिषद्

स्नातकोत्तर संगीत एवं नाट्य विभाग

जलिल अहमद मिथिला विश्वविद्यालय

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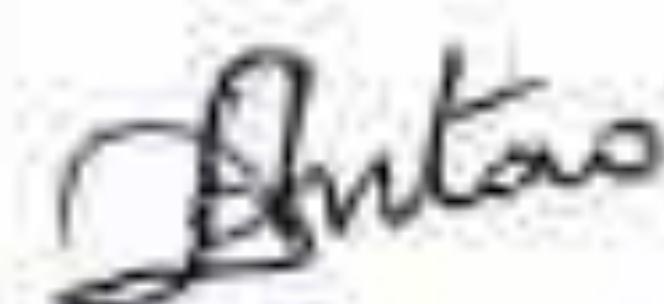
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2022

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A Study on Level of Metacognitive Awareness of Drama Students

Ms. Pratiksha Shirodkar

Abstract

Metacognition is being aware of your own self. To be precise being aware of one's cognition and ways of regulating the cognition. It deals with understanding one's self and being aware of how one functions at the cognitive level. It is the process of thinking about thinking or our ability to know what we know and what we don't know. The main purpose of this research is to understand the level of metacognitive awareness of drama students and also to understand if gender, locality and qualification has any influence on the level of metacognitive awareness of drama students. The study was conducted on a sample of 53 drama students from the State of Goa. A Metacognitive Inventory was used as a measure of metacognition of students. The finding of the study reveals that a majority of drama students had a high level of metacognition and it also found that gender and locality have no significant impact on the metacognitive awareness of students while qualification of drama students was found to have had a significant impact on it. This study suggests that more emphasis should be laid on metacognitive awareness at the Post-graduate level in order to strengthen it, as it also would help the students in future to excel in the field of drama.

Keywords: Metacognitive awareness, drama

Introduction

Metacognition is being aware of your own self. To be precise being aware of one's cognition and ways of regulating the cognition. It deals with understanding one's self and being aware of how one functions at the cognitive level.

The concept of metacognition is of recent origin in cognitive theory. It is the process of thinking about thinking or our ability to know what we know and what we don't know. It refers to higher order mental processes involved in learning, such as making plans for learning, using appropriate

Puppets as Pedagogical Tool in Formal Education

Ms. Anagha Deshpande*, **Dr. Sanjay Patil Devlankar****

Abstract

This research was conducted at 'Nirmala Institute of Education (NIE) - Goa, in the academic year 2021-2022, based on use of glove puppet as a pedagogical tool in formal education. The purpose of this research is to systematically train teacher trainees to use glove puppets skillfully, to teach their respective subject method, and report the benefits and possibilities of the use of puppets in lesson planning. The steps followed were as follows:

- a. Conducting a workshop on 'Puppet making',*
- b. Skilful utilization of puppets.*
- c. Data collection of utilization of puppets for each available subject pedagogy by S.Y. B.Ed. students (Teacher Trainees) at NIE and,*
- d. Survey of the research thus available.*

As a result, various ways of utilisation of puppets were observed in four major sections of lesson planning. Conclusion thus derived includes:

- Various kinds of utilisation techniques,*
- Benefits to learners.*

Puppets can be used in teaching most of the subjects in numerous ways. It is helpful in teaching grammar concepts, character sketches, introduction to concepts, role plays, storytelling, to assign creative assignment for students, classroom management, establishing routines and teaching vocabulary. The students become more attentive in the classroom and understand the content easily. Use of puppets makes the lesson interesting and engages the students throughout the lesson.

Key Words: *Puppets, Lesson, Glove-puppet, Education, Pedagogy.*

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Applications of Stanislavski principle's in understanding and implementing Yoga in daily life

Ms. Gauri Ravindra Patake*, Ms. Anagha Saish Deshpande**

Abstract

Konstantin Stanislavski, Russian theatre practitioner, has developed a systematic approach to train actors. His system "Art of experiencing" contrasts the "Art of representation". It mobilizes the actor's consciousness to subconscious feelings, emotional experiences, and psychological impacts of the surroundings as well as that of the mental environment. He also focuses on the relaxation of the muscles which are not in use while taking any pose. His theories and his work can be co-related to Yoga. These correlations of Stanislavski's theories to Patanjali Yoga sutras are very significant. In this paper, the noteworthy interrelationship of Stanislavsky's principles and Maharishi Patanjali's 'Patanjali Yogasutra' are studied. Major theories co-related to yoga sutra are 'Concentration and attention', 'Relaxation of Muscles'. Detailed explanation of Patanjali yog sutra is elaborated with the help of Vyasa bhashya in this paper.¹

Keywords: Stanislavski's system, Techniques, Relaxation, Concentration, Theatre, Yogasutra

Introduction

Stanislavski, the founder of 'Moscow Art Theatre' (MAT). There were very raw theatrical Practices before the establishment of MAT in Russia. Previously, there was a bit of a casual attitude regarding the acting. All the stage props were in a way and the

actors always face the audience. That's why direct one-to-one communication with other actors was minimal. It becomes an artificial way of interaction and the expressions of feelings in a role.

Stanislavsky's early productions were done without using his own

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system. His performances were centered on the actor's internal, director-centered that strove for a naturalism in its elements. Despite this method brought, his Naturalistic staging of Anton Chekhov and Stanislavski was still became the need for his own techniques.

He started developing centered techniques of realism. He then paid more attention to rehearsal processes. There were some blocks with his performances in made him develop his own actors for perfection plays. In this review overview of few Stanislavski's Methods and those are co-related to Yog Sutra.

Outline of the t

Stanislavski Method:

He developed this method in Stanislavski's system, in the 19th century at the Moscow Art Theatre. Stanislavski Technique is derived from his production process, which is still used by casts all over the world. The method is an actor-centered system made up of various techniques designed to help them to really put themselves in the place of a character.

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Pedagogical Belief of Student-teachers about Theatrical Element: Role Play in Teaching Methodology

Sangeeta Rajaram Kadam*, Dr. Anna Neena George**

Abstract

This research study aims to find out the pedagogical belief of student-teachers regarding the use of Role play in the teaching-learning process. The objectives of this research are 1) to find the relevance of Pedagogical methods incorporating role play in the development of interpersonal and communicative skills. 2.To find out role play demands thorough preparation on the part of the instructors.3. To find out role play develops an attitude of problem solving 4.To identify which subjects can be best taught by Role play? The data for quantitative research was collected by using a self-designed 5-point scale questionnaire. The content validity of the study technique was established through experts' judgement. A sample of 100 student-teachers enrolled in three different Bachelor of Education Colleges in the State of Goa affiliated to Goa University were surveyed through on-line mode. Based on the results, the role play method seems to be very well accepted by different pedagogical approaches. There is a considerable amount of seriousness among student-teachers about preparation to be necessary for successful implementation of Role Play. It is seen that 44% of student-teachers 'Strongly Agreed' and 47% 'Agreed' with the statement that instructors require to be thorough with their preparation for Role play. It is important to understand that most student-teachers responded 'Agreed' rather than 'Strongly Agreed' to the fact that role play helps in the development of attitude of problem solving. It is revealed that 74% of student-teachers with Pedagogy of Science, Mathematics, History, Geography, English, Hindi, Marathi, Konkani, Commerce, Social Sciences are of the opinion that Languages can be best taught by way of Role play. The Kolmogorov-Smirnov Test resulted in a mean of 2.12 and a standard deviation (SD) of 0.844. This indicates that most student-teachers agreed that role play improved learning across all subjects. Role Play significantly assists students in developing problem solving abilities and is approved at a significance level of 0.05. The calculated value of the One-Sample Kolmogorov-Smirnov Test =3.665 with significance level (p)=0.000 is lower than the assumption value i.e., $\alpha=0.05$. As a result, H_0 (Null Hypothesis) is rejected while H_1 (alternative hypothesis) is approved hence it is pertinent to say that role play enhances learning across all subjects with the 0.05 level of significance.

Keywords: Pedagogical Belief, pedagogy, Method of Teaching, student-teachers, Role play.

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Computational Thinking meets Performing Arts - A Case Study

Dr. Russell D'Souza

Abstract

The present study investigates students learning (understanding) across three strategic concepts through the computational learning architecture making use of few elements of performing arts such as drawings, background music, digital manipulation of objects in real time, movements, group work, use of coloured and appropriately sized learning tools and teacher behaviours.

60 students studying in Class IX in a rural village school were a part of the case study. A three-point scale designed by the investigator to capture the required information for the stated objectives. It was found that students do not differ in their overall perception about efficiency of CT in learning strategic concepts and in their perception on elements of performance on engaged learning. The investigation revealed a positive perception of students towards elements of performance in engaged learning. Creative and colourful material enhanced the aesthetic appeal of learning media while the background music positively impacted learning.

Keywords: Computational Thinking, Engaged Learning, Performing Arts

Introduction

Learning is as complex as decisions to teach. The much-deepened thought before an educational practitioner is, how do I teach, when do I teach and why? And how should this teaching engage learners? The NEP 2020 places emphasis on learner-driven pedagogies that enfold a learner into wholistic inquiry-based learning thereby making learning worthy,

interesting, consuming and growth directed. Taking a clue from the foundations of the NEP 2020, this paper attempts to address a pedagogical concern namely; integration of computational thinking through elements of performing arts.

Computational Thinking

Computational thinking (CT) is a pedagogical approach that encourages

Use of Theatre in Teaching Geography

Daniella Maria Colaco

Abstract

Geography is a study that deals with the structure of the earth, places, people and the environment. Studying Geography can sometimes be a bit abstract and boring. In the last couple of years novel methods of teaching have been adopted to make the subject more interesting. In this study various elements of theatre have been explored to study the subject. Emphasis has been laid on the use of role plays as it is most widely used. The perception of 56 Geography pre-service teacher trainees was gauged by using a 5-point Likert scale consisting of ten items. This scale was administered by using google forms. The data gathered was analysed and the frequency, percentage, mean, standard deviation and mode were calculated. It has been seen that most of them strongly agree that role plays make the lesson more interesting and that role plays can be used more effectively in collaborative teaching.

Key words: theatre, Geography, role play, teaching

Introduction

Theatre is not a new concept; it dates back to time of ancient Greek Philosophers like Aristotle. The word 'theatre' is derived for the Greek word 'theatron' which means 'a place of viewing' or 'to see/watch/observe' (Idogho, 2013). It involves performances to a selected audience. Theatre involves gesture, facial expression, speech, voice modulation, music and dance. There are different art forms in theatre like role plays, monologues, puppets, mimes etc.

Education is the backbone for the development of a nation. It involves learning, which can take place both in the formal and informal set up. "Drama has a great deal to do with pedagogy because it is an art form" (Bolton, 1992 as cited in Valverde 2002). Theatre and drama are a good medium to educate people.

The lecture method is the most commonly used method of teaching which sometimes makes a lesson boring. Novel methods of teaching are being tried out to increase the interest

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of students. The education has been This study aims various arts for monologue, role mimes, songs and to inanimate Geography. Amc since role play is an in-depth study perception of pre teachers is gauged

Objectives of the

- To illustrate by which to teach G
- To illustrate be used to
- To study th service te plays to te

Review of Relat

Theatre in educa benefits. Its foc process than th support learning Creative Drama and education. It teaching tool th learning process.

Celikkaya (2 pre-service teach felt that the Dram during spring 20 University was fu self-confidence. T the role-play tech Drama gives real-life situa

Use of Theatre Art as a Classroom Practice for Teaching Mathematics in School

Mrs. Ximena Rodrigues e Fonseca*, Dr. Jojen Mathew**

Abstract

Integrating elements of theatre and the arts in the teaching and learning of Mathematics at the school level is gaining importance and should be used to make it more interesting and enjoyable for the students. Various researchers highlight the use of drama, role-plays, and multiple intelligences as classroom practices for mathematics teachers. Some of the classroom practices that have been suggested are: Put some enthusiasm into mental mathematics, mathematics role-play, using songs to make it stick, use of physical as well as visual representations, dancing mathematics, characterization and using drama as a teaching tool. The benefits of using theatre are manifold. Theatre will reinforce learning because of the individual and active participation of the students. For the students, drama will make mathematical concepts easier to remember. Creativity and innovation will be encouraged as teachers encourage students to use their imagination to play their roles in the best possible manner. It will develop in the students critical thinking which results in a deeper learning of mathematical concepts. Hence school mathematics teachers should make it a point to use the strategies which have been tried and tested by various researchers and are found to improve their academic achievement in mathematics as an added bonus, improvement in their language and communication skills.

Key words: Theatre, mathematics, role-play, multiple intelligences, engagement, critical thinking

Introduction:

Using theatre art as a strategy for teaching mathematics in a fun way would definitely help students to understand and apply mathematical concepts and principles in their daily

life. Engagement of students in learning is a key factor in better retention and increased understanding for students. Theatre provides student engagement in mathematics topics which are closely related to their lives

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Effect of Role Playing on Academic Achievement of Secondary School Students of Goa in the Post –Covid Era

Mrs Sharmila V. Kerkar*, Jojen Mathew **

Abstract

Today's world is full of competitions. In the school a greater emphasis is placed on the academic - achievement of the students. From the last two years the COVID-19 has brought a lot of stress and negative impact on the students mind. Terms like Lockdown, Social distancing and quarantine have created a fear and stress in their mind. There is constant fear of being infected with the virus amongst the school going students. This have raised the Stress rate of anxiety and depression. Many Students have been mentally impacted by COVID-19. All these problems have brought down the academic achievement of students in many subjects and at all stages of education. To reduce the stress and to create interest in studies so that their performance can improve, teachers can make use of Role –Playing. The present study shows the positive impact of the Role-Playing technique on academic achievement of the students in comparison to the normal lecture method. Effectiveness of Role–Playing as a better technique have been proved by Pre-Test and Post –Test technique in experimental and control group. Government of Goa in collaboration with SCERT and Teacher Training Colleges should conduct workshops to train school teachers all over Goa to utilize Role-Playing for effective teaching and learning in the classrooms as the students are still stressed even in Post-COVID era.

Key Words: Academic -achievement, COVID-19, Role –Playing . Lecture,Pre-test, Post –test.

Introduction

Today's world is full of competitions. In each and every field quality of performance has become the key

factor for personal progress. In the school a greater emphasis is placed on the academic achievement of the students. It is being given importance

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Teachers: Instruments of Building Trust and Credibility in Work Culture

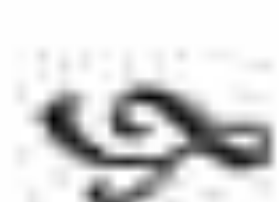
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the desire of every individual to give creative expression to the potential that lies in our being. Work is one of the forms of that expression that provides a platform and space for applying our knowledge, learning and understanding, and for utilizing space and resources to exercise our problem solving methods. Modern technology and a multitude of tools available at our disposal can trigger off our creative imagination, inspire innovation, discovery, undertake complex computation or simply work at steady algorithms, in or reports to achieve our goals. However, optimising our capacities and abilities only in an atmosphere of trust and confidence. Trust is built on credibility and requires vital attributes such as sincerity, loyalty, commitment, accountability, responsibility, fairness, gratitude and an attitude of respect for self and others. The scaffolding that supports trust and confidence. It is the integral part of the young minds, the responsibility for which rests on every citizen. Every significant individual to be a role model for those in their care. This is in particular is the duty, vocation of every teacher, and the objective of every educational institute in the country in line with the educational objectives spelt out in the National Curriculum Framework defined in the Constitution of India. This ensures that every citizen is called to display trust and credibility in their culture of work.

Words: Trust, credibility, character, optimising abilities, role models,

in a world of love can we unfold and bloom! Life abounds where trust is sown. The highest performers in any field are persons who are able to find high levels of trust in their place. According to Stephen R. Covey, *trust is the highest form of human interaction which brings out the very best in people*. He goes on to say that *the ability to*



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13. Life Skills - An Imperative in Higher Education

Ms. Maria Eutemia Fernandes

Assistant Professor in Education, Nirmala Institute of Education.

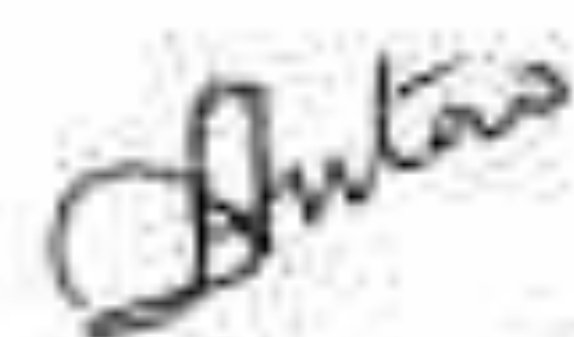
Abstract

In India one of the most important goals of higher education, besides knowledge is to promote life skills. Most of the stakeholders in Higher Education, are adolescents. Adolescence is a stage which is described as a critical period of life with many changes which include biological, cognitive and social. Besides, these changes which are rapid, the adolescence is described as "a period of storm and stress" (Stanley Hall) Our youth will be future leaders and should therefore be shining examples of well-balanced personalities equipped with good leadership skills and therefore should be trained in life skills during their higher education. Life skills have been defined as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). Life skills can be grouped into three categories: Thinking Skills, Social Skills and Emotional Skills. Thinking Skills include creative thinking, critical thinking, problem solving and decision making. Communication Skills, interpersonal Skills and empathy can be categorized under Social Skills, whereas self-awareness, management of emotions and management of stress can be grouped under Emotional Skills. In India we need to focus on the goal of promoting Life Skills in Higher Education by training our youth in the development of life skills. It will not only give an impetus to the generation of employment but will go a long way in meeting India's aspirations of emerging as a major player in the global knowledge economy.

Key words: Life skills, Higher Education, Adolescence, Adaptive, Global Economy.

Introduction

The main objective of this paper is to provide a rationale for the promotion of Life-Skills in Adolescents as they pursue higher Education in India. In doing so, I have also tried to suggest a few methods in order to develop some life skills in students.



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15. Integration of Life Skills in Higher Education

Mr. Subodh S. Haldankar

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Abstract

The youth of a nation shapes the destiny of the nation and higher education plays a crucial role in the life of the youth. Today's youth is under constant pressure of living up to the expectations of the society. There are numerous challenges which try to hog down their confidence. The ever-evolving and rapidly changing world is choking them. They can lose the battle if a helping hand is not offered to them. Integrating Life Skills in Higher Education ensures that the youth develops the psychological abilities to become more adaptive and exhibit positive behaviour. It offers them the opportunity to become more resilient and determined. They develop the indomitable spirit to face the world with a smiling face and loads of optimism.

In the present paper, the researcher has attempted to explore the effect of integrating life skills in higher education on the youth of the nation.

Keywords: Life Skills, Higher Education, Life Skills Education

Introduction

The youth are the pillars of a society. They shape the destiny of a nation. The society thrives on their successes and struggles to survive when they fail. They are the makers or breakers of a country. If nurtured well, they have the power and potential to take a country to dizzying heights and ensure abundance and prosperity for all the citizens.

Higher Education plays a crucial role in the life of youth. The stage at which the students enter higher education is one of the most delicate stages of development in their lives. This stage decides whether the students will climb the ladder of success and in turn help the society or they will enter the rat-race to seek personal gains. In other words, Higher Education has a huge responsibility of deciding the fate of a country by moulding the young minds and inculcating the right attitude in them. The psyche and the energy of the youth can be channelized in the right direction by providing Life Skills Education at this critical juncture of their lives. According to Dr (Smt) Jyoti S.Kawalekar, integration life skills in Higher Education will help learners to know


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19. Integration of Life Skills in Higher Education

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Abstract

In an ever-growing technology and data driven world, much of the focus in education has understandably taken a shift toward STEM-based (Science, Technology, Engineering, and Mathematics) initiatives that will prepare students for the coursework and careers of the future. But life skills—how well equipped students are to make good decisions and solve problems in their academic and professional careers as well as their personal lives—should also play a critical role in a well-rounded and comprehensive education. Life Skills Education is a value added programme which aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Integrating life skills in higher education will help deal with challenges effectively in one's personal life. More importantly, education experts believe that such skills, when instilled in learners, are used to boost their educational qualifications. Life skills are a comprehensive set of universal cognitive and non-cognitive skills and abilities, connecting behaviour. Attitudes and knowledge which youth can develop and retain throughout their lives. Life skills increase young people's well-being and help them to develop into active and productive members of their communities.

Key words: Life skills, adolescents, psychosocial, environment, youth.

Introduction

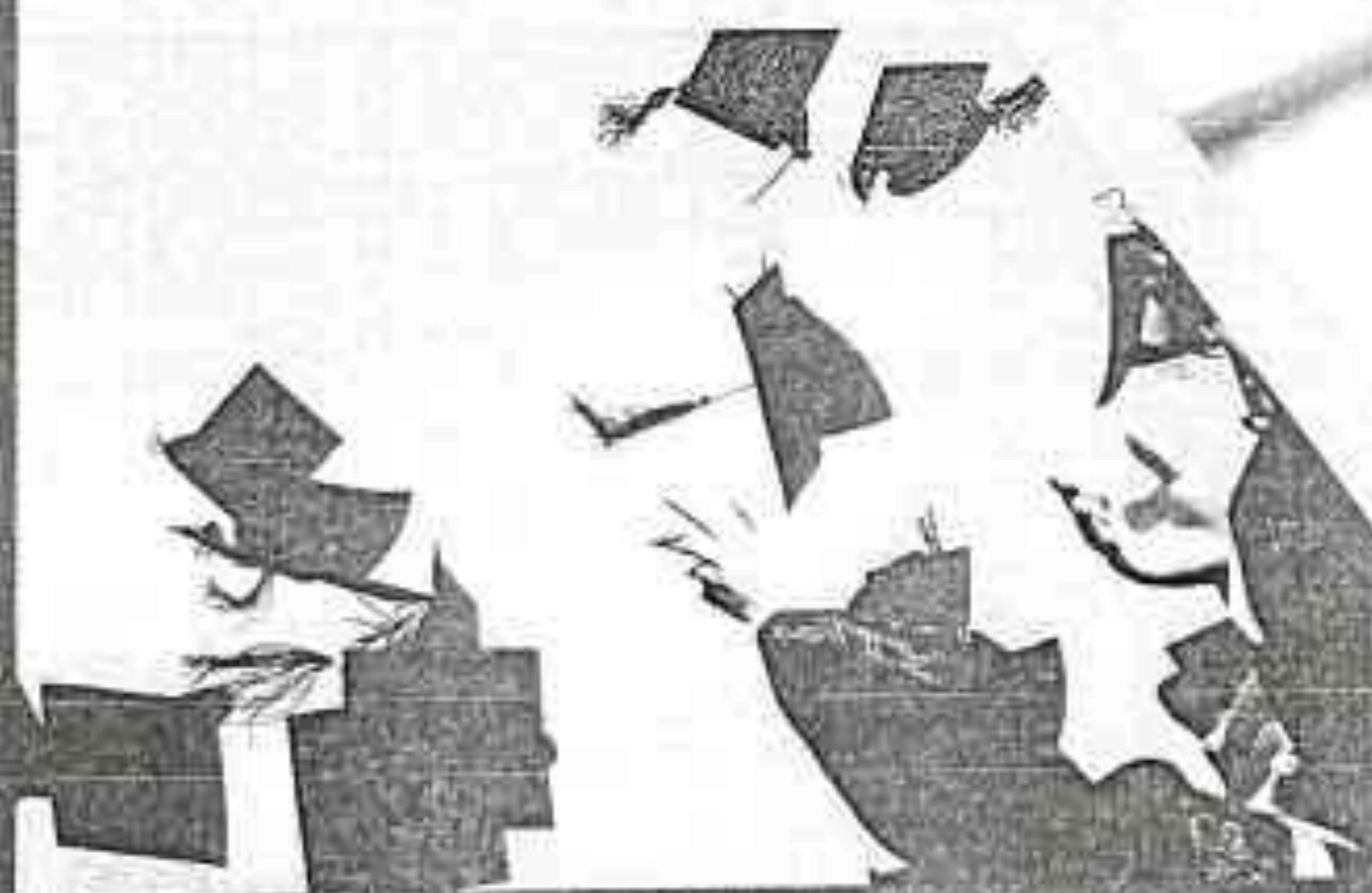
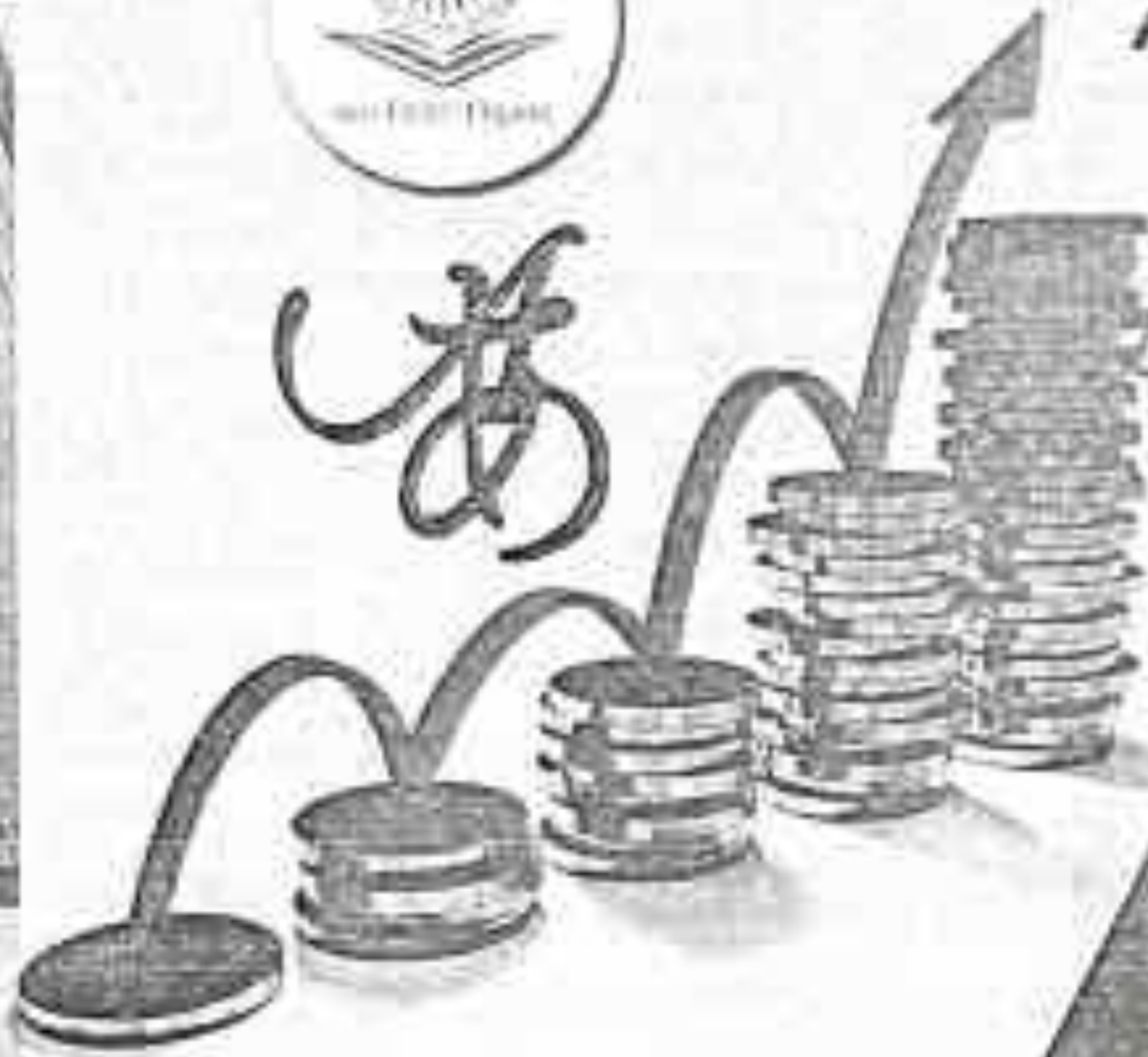
Today we generally observe more nuclear families than joint families. The responsibility of the family is decreasing in the development of the child. At the same time the precious work is going into the hands of school teachers. In real life every student undergoes mental stress. In the 21st century the duty of teacher has changed entirely. Young people as advocates need both thinking and social skills for harmony building and promotion on issues of concern. The role of a teacher here is to provide ample opportunities and situations to the students so that they can acquire, process and structure these. Life without education is a life without opportunity. Today, teachers' duty is not only filling the student with existing knowledge but also providing the skills which a child needs to exist on the earth. Hence each and every teacher must possess the

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2. Is Information Inherently Difficult to Market?

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Abstract

Academic libraries have all type of collections. To assist and encourage the collection in the it is necessary to market the academic library. The goal of the academic libraries is user satisfaction. Academic libraries support the affiliated educational institutions which play a important role by providing them with the required library and information services to support academic activities, and their contributions in the development of their institutions inadequate support from the parent institution, inadequate staff to provide the necessary services with professionalism among others. Librarianship is experiencing rapid change. Information technology has created a new gateway for information services. Information products and services in abundance of formats have made libraries and information centres more competitive and alert.

Introduction

Libraries are considered as treasures and as a storehouse of knowledge. It has been observed that all libraries are full of reading material which consist books, journals, films, images, manuscripts, Audio visual materials etc. which has knowledge, recorded by people, writers and personalities. Preservation of this knowledge is a prime task of all libraries and Information Centres; however there is a need to market these resources. With the help of Information technology many libraries and information centres has their own websites on which all kind of information is accessible with its bibliographic details and mechanism to encourage and marketing of services

As librarians, we unknowingly engage in marketing of library services. The main objective of the academic library is to attain self-sufficiency in their resources and to provide an optimum level of services in order to reach more potential library users and also to encourage the use of library information resources. This major objective of a library requires a shift from product or service oriented approach to a customer or need oriented approach. The satisfaction of the library users, who are the consumers of information resources that are acquired, processed,

3. Metacognitive Level of B.Ed. Teacher Trainees: A Study

Pratiksha Chandrakant Shirodkar

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Abstract

Metacognition means "thinking about one's own thinking. Metacognitive knowledge-awareness of one's thinking and metacognitive regulation the ability to manage one's own thinking processes are the two aspects of metacognition. Metacognitive awareness means being aware of how you think. Metacognition is the awareness of one's thinking and the strategies one is using. The researcher in this paper is trying to analyze the metacognitive level of B.Ed. teacher trainees. A standardized inventory was used to check the metacognitive level. The study tries to find out whether there exists any significant difference in metacognitive level w.r.t. locality, qualification and Birth order. Mean, Standard deviation and t test was used for knowing the differences in metacognitive ability of the teacher trainees. The results revealed that there exists no significant difference the variables and the metacognitive level.

Key words: Metacognition, B.Ed. Teacher Trainees.

Introduction

Metacognition is defined as the knowledge and regulation of one's own cognitive processes. Metacognition plays a critical role in successful learning. Good learners show high degree of metacognition. Metacognitive practices increase students' abilities to transfer or adapt their learning to new contexts and tasks. Metacognition is most commonly divided into two distinct, but interrelated areas. John Flavell, one of the first researchers in metacognition and memory, defined these two areas as metacognitive knowledge- awareness of one's thinking and metacognitive regulation the ability to manage one's own thinking processes..

Flavell(1979) describes three kinds of metacognitive knowledge:

- Awareness of knowledge- it involves understanding what one knows, what one does not know, and what one wants to know. This category may also include an awareness of other's knowledge.
- Awareness of thinking- understanding cognitive tasks and the nature of what is required to complete them.


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7. Creating an Interactive Virtual Wall through Padlets

Dr. Russell D'Souza

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Abstract

The 21st Century teacher is required to augment and connect learning via innovative digital methodologies as digital technology can excite learners and even provide an engaging alternative vis-à-vis the conventional methodologies. Padlets a Web 2.0 tool popularly known as a Virtual Wall can facilitate active learning by allowing learners not only to interact with the content but also interact with peers through a variety of presentation formats. Training a 21st century teacher trainee to construct Padlets and examine its worth in the wholistic teaching and learning endeavor is the focus of the present paper.

Introduction

The 21st century learner is tech-friendly and can maneuver the world of technology he/she uses. This tells educators that learners connect differently, they do things differently, they learn differently, they entertain themselves using various technologies and may even learn/study through technology. On the other hand some research evidences, for instance; studies by Veira, Leacock & Warrican, (2014) and Osgerby & Rush, (2015) show that in many situations, students were reluctant to use ICTs to interact with each other and furthermore showed reservation about mixing academic and social spheres. All in all, the new-gen learner does possess group skills such as ability to collaborate, communicate ideas thereby remaining active and competitive.

Traditional learning sometimes defined as "teaching by telling" (Bonwell & Eison, 1991) or "exposition-centered" (Freeman et al., 2014) freezes an already overburdened learner's faculties thereby further inactivating them. Would such learning excite a learner who we believe, we are preparing to survive in the 21st century? Obviously not. Research evidences describe such a classroom as laid-back. Active learning is connected with a constructivist course design, inquiry-based teaching, collaborative activities, and technology-enabled activities (Ruiz-Primo et al., 2011).


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8. Integrating ICT in Social Science Pedagogy

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Abstract

Information and Communication Technology (ICT) provides teachers and students with immediate access to up-to date information and highly interconnected world. It is a dynamic medium which when used appropriately can deepen the knowledge of Social Science subject and understanding as never before. Integrating Information and Communication Technology into teaching pedagogy and the curriculum is increasingly becoming an inseparable part of teaching. Teaching profession is being redefined as a result of this integration process. When effectively integrated in the classroom, ICT is believed to provide teachers with the appropriate tools, resources and context to improve students' abilities to become active learners and prepares them to transfer what they have learned to new problems and contexts. ICT has created new ways of exploring the world through Google Maps, they are easily accessible and can be integrated into teaching learning process. Multimedia software can help students to investigate information on many topics of the Social Science subject which are too remote and too dangerous. The Internet and the E-mails enables the teachers and the students to interact with peers and other communities, to access and research information and exchange details of weather environment and culture. This brings inaccessible localities into the classroom. This in turn can help to develop global citizenship and awareness of the sameness and diversity in the cultures of the world. ICT offers students opportunity to work in role, engage with 'real time' situations which promote teamwork, citizenship and thinking skills. As teaching and research goes together the role of ICT in research also need to be explored. It serves as an effective tool for collecting, storing and analysing of data.

Introduction

Information and Communication Technology is influencing the way we communicate, learn and live. It has become a medium of people and has played a pivotal role in almost every aspect of our lives. Therefore "UNESCO considers that ICTs can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers'

12. Value Education: The Key to Being Human

Suvarna P. Gauns

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Abstract

India is known for its rich culture. It has a glorious past but at present this country is passing through a period of crisis, where there is degradation of moral standards. The common observation is that, there is widespread corruption at all levels, lowering of the tolerance level in the society, violence is creeping in the form of communal and ethnic conflicts, caste-wars, harassment of the weaker sections of the society, etc. Today we need to pray to God saying that "guide us to move away from the present reality of the corrupt society into an entirely Human society. Why? Because a strong need is felt for the inculcation of values in today's society. This paper is the outcome based on the analysis of the students' responses to a set of questions based on values as well as some personal experiences during interaction with B.Ed. teacher trainees and school students too.

Key Words: Value Education, Teachers' role.

Introduction

The most precious asset possessed by us is our glorious past of ancient culture which is firmly founded on the principles of 'Sanatana Dharma'. In this connection one could recall the prayer:

Let all be happy

Let all be healthy

Let all be gentle

Let none have sorrow

But do we pray like this? For this we need education which will teach the following to us:

- How to live life well?
- How to find Happiness?
- How to make others happy?
- How to manage all kinds of people and happenings well?
- How to grow and succeed in the right manner?


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17. Trust and Credibility in Work Culture

Maria Ximena Fonseca

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Abstract

Trust is absolutely necessary in order to establish not only the leader's reputation, but also a strong network of people who will help the leader throughout his/her career. It goes without saying: No one person is responsible for the success of a company; it's a team effort. Credibility on the other hand involves transparency, trustworthiness, and moral predictability. Both these are essential qualities that help to build a great workplace. A leader can build trust at the workplace by giving co-workers praise when it's due, avoid office gossip, share information with peers, trust others, invest in employees' development, and welcome new employees graciously. Some of the benefits of building trust are increased productivity, improved morale and the ability to work effectively as a team. Factors that can be considered in building and maintaining a credible culture at the workplace are having empathy, being others oriented, responsive, accessible, competent and establishing a culture of open dialogue. There's much more to the psychology of creating credibility, but it can be boiled down to this: Employees and followers will watch the leader, and look for the degree to which the leader behaves in ways consistent with his or her expressed values. The credibility of leadership is what determines whether people will want to give a little more of their time, talent, energy, experience, intelligence, creativity, and support. Only high credibility earns intense commitment. And commitment will ultimately enable people to regenerate great businesses, communities, and economies.

Key words: trust, credibility, workplace, leader, employee

*"A great place to work is one in which you trust the people you work for, have pride in what you do, and enjoy the people you work with." Robert Levering
Co-Founder, Great Place to Work®*

What's at the core of any professional relationship? One word: trust. It's absolutely necessary in order to establish not only the leader's reputation, but also a strong network of people who will help the leader throughout his/her career. It goes without saying: No one person

१९. सामाजिक परिवर्तनाला चालना देणारे संगीत नाटक - सं. शारदा

सौ. अनघा देशपांडे

सहाय्यक प्राध्यापक, प्रायोगिक कला निर्मला इन्स्टिट्यूट ऑफ एज्युकेशन, पणजी - गोवा.

इ. स. पूर्व ग्रीक रंगभूमी किंवा इ. स. पूर्वीच्या अभिजात संस्कृत रंगभूमीपासून आजतागायतचा रंगभूमीचा इतिहास लक्षात घेता 'नाटक' आणि 'समाज' यांचं नातं नेहमी 'सामाजिक घटनांचं नाटकात प्रतिबिंब आणि नाटकीय घटनांचा समाज मनावर होणारा परिणाम' अशा तऱ्हेने एकमेकांना पुरक आहे.

लोकनाट्य, अभिजात नाटक, पारंपारिक नाट्य, वास्तववादी नाटक, प्रायोगिक नाटक आणि मुक्त नाट्य अशा तऱ्हेने आपण समग्र जागतिक रंगभूमीवरील नाटकांचे ढोबळ वर्गीकरण करू शकतो. पैकी वास्तववादी नाटकात सामाजिक वास्तव प्रकटपणे दाखविता येते, प्रायोगिक नाटकात सामाजिक चौकट मोडून जटिल समस्यांना रंगंचीय अवकाशात अपारंपारीक पद्धतीने मांडले जाते. मुक्त नाट्यात सरळ सरळ सामाजिक प्रश्न उचलून त्यावर भाष्यही करता येते. रस्तानाट्य हा देखिल त्यातीलच एक प्रकार. तुलनेने लोकनाट्य, अभिजात नाटक आणि पारंपारिक नाट्य हे साचेबद्ध आणि विशिष्ट शैलीशी बांधिल असल्यामुळे सामाजिक प्रश्नाशी प्रगट भिडताना कमीच दिसतात. महाराष्ट्रातील 'संगीत नाटक नाट्यपरंपरेचा विचार करता मात्र संगीत नाट्यसंहिता प्रेक्षकांच्या अभिरुचीशी संलग्न असल्याने रसिकमनात घर करून राहिल्या. मग त्या पुराणकथा असोत, काल्पनिक असोत, ऐतिहासिक असोत वा सामाजिक असोत! १८४३ पासून आजतागायत संगीत नाट्यपरंपरेत वेगवेगळ्या विषयांवर आधारित नाट्य प्रस्तुति होत आल्या आहेत. कथेतील वैशिष्ट्य आणि पदांच्या चालीची विविधता यामुळे जनमानसावर प्रभाव पडत आलेला आहे. आणि अजूनही पडतो.

नाट्यकृतिद्वारे सामाजिक परिवर्तन करणे म्हणजे सामाजिक चेतना जागृत करणार्या, सर्वांसाठी लाभदायक अशा संकल्पनेचे परिष्करण करून तिचा स्वीकार आणि प्रचार करणे।

हे उद्दिष्ट प्रामुख्याने साध्य करणार्या संगीत रंगभूमीशी निगडित एका कलाकृतीचा परामर्श उदाहरणादाखल येथे देत आहे. गोविंद बल्लाळ देवल यांचे 'संगीत शारदा' (इ. स. १८९९) हे 'समाजपरीवर्तक' नाटक पौराणिक नसूनही आज १०० वर्षांनंतरही रसिकमनावर राज्य करीत आहे.

सूचनक शब्द -

- 1) मराठी
- 2) संगीत
- 3) रंगभूमी
- 4) शारदा
- 5) देवल

मराठी नाटकाचा प्रारंभ

विष्णुदास भाव्यांचं 'सीता स्वयंवर' हे नाटक म्हणजे मराठी रंगभूमीची मुखात मानली जाते. 'नाटक लिहून सादर करणे' हा प्रघात या नाटकामुळे पडला. महाराष्ट्रातील 'सांगली' येथे हे नाटक झालं. सांगलीचे राजे पटवर्धन यांनी कर्नाटकातील यक्षगानाच्या खेळाने प्रभावित होऊन विष्णुदास भावे यांना हे नाटक करायला सांगितलं आणि आर्थिक पाठबळही पुरवलं.

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DEVELOPMENT OF LIFE SKILL IN HIGHER EDUCATION- A LIFE BEYOND THE CLASSROOM

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Assistant Professor,

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Abstract:

We need life skills to teach students how to act responsibly. They have the ability and knowledge, but to be able to convert it in to appropriate actions at the need of time, students must be well aware of their responsibilities and their contribution to the society. Life skill are understood to be an effective tool for empowering the youth to, take initiative, act responsibly and take control. It is based on the assumption that when young people are able to rise above their potential, they are less likely to resort to antisocial or high-risk behaviour. Life skills enhance the abilities of the individual with the changing environment and empower him to make informed and rational choices about his future and life. Life skills include self-development, self-awareness, communication skill, interpersonal and family relationship development, job and financial skills development, decision making, cooperation, negotiation, problem solving, coping with emotions, time management, stress and anger management; many life skills are 'generic', in that they can be applied to a number of specific contexts.

Introduction:

The basic goal of the Life Skill education system is to develop a mentally and physically moderate society with agreed and suitable lifestyle and behaviours. Sometimes young youth divert their energy into more experimental activities such as smoking, drugs, fighting and breaking rules. Often parents, teachers and care givers are concerned about these changes and believe that this is due to raging hormones. Life skill education believes that early intervention and support at key moments in the lives of young people is vital.

The academic world has serious doubts about where our society is going in many respects. However, the students going through higher education become the citizens who determine the nature of our society. Thus, higher education has a crucial opportunity to affect the future of our society through substantially improving the skill development of our citizens.

Life Skills:

"Life Skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life", as defined by WHO. This concept is also termed as psychosocial competency. This subject varies greatly depending on social norms and community expectations but skills that function for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

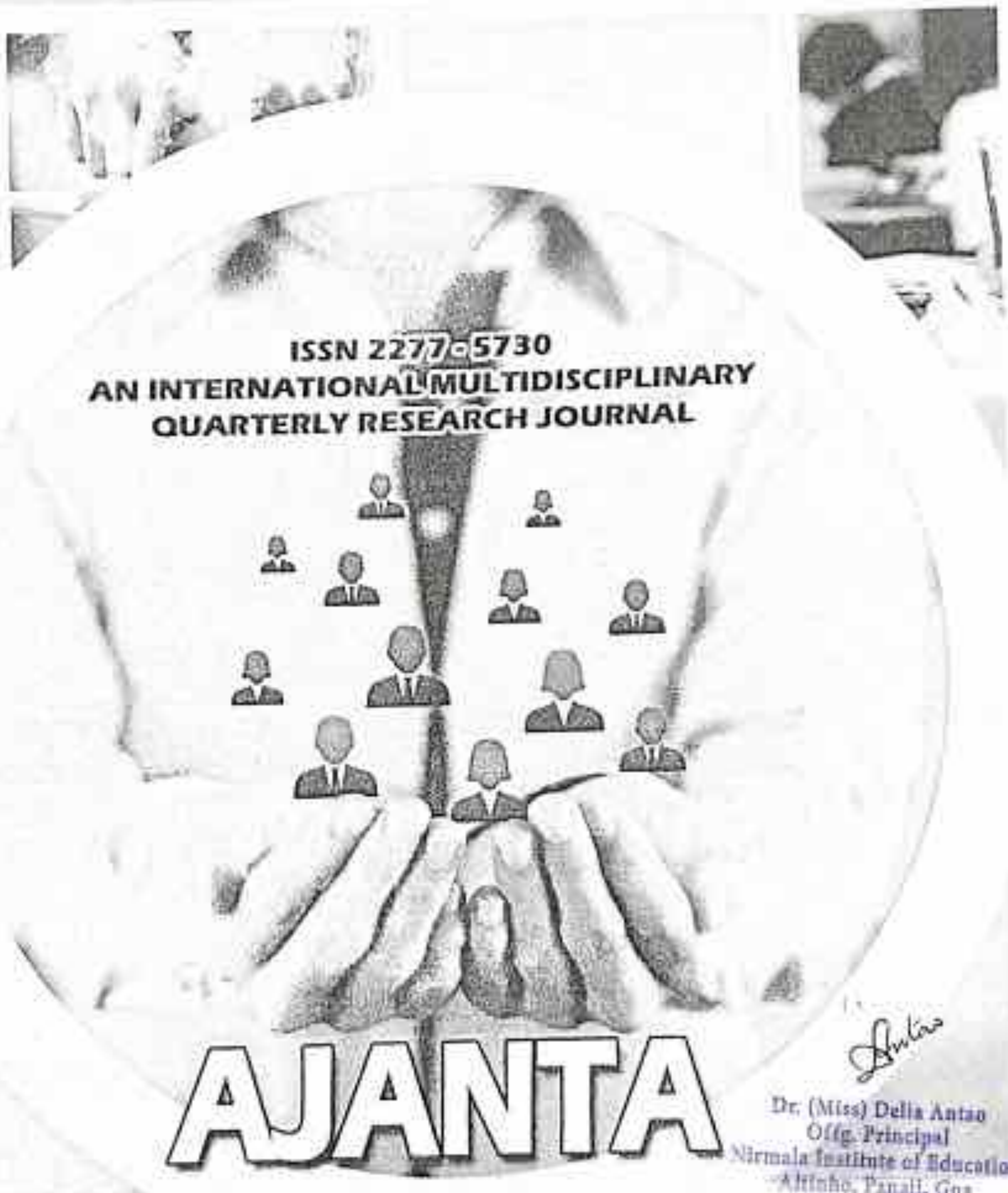
The UNICEF Evaluation Office suggests that "there is no definitive list" of psychosocial skills. Nevertheless UNICEF enumerates psychosocial and interpersonal skills that are generally well-being oriented and essential alongside literacy and numeracy skills. Life skills are a product of synthesis: many skills are developed simultaneously through practice, like humor, which allows a person to feel in control of a situation and make it more manageable in perspective. It allows the person to release fears, anger, and stress and achieve a qualitative life.

The World Health Organization in 1999 identified the following core cross-cultural areas of life skills:

- Decision-making and problem-solving: Problem solving is related to decision making and needs many of the same skills. Decision making is an ability to analyse an issue or situations by considering all possible



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7. Meaning Making & Post Traumatic Growth: A Case Study Approach

Gayle Noronha

Student, M.A. Wellness Counselling Department, Nirmala Institute of Education, Altinho-Panjim, Goa.

Dr. Brian Pacheco

Assistant Professor, Nirmala Institute of Education, Altinho-Panjim, Goa.

Abstract

The study aimed at obtaining a personalized in depth perspective of individuals' grief and the means they had adopted to make sense of the death of their loved ones. Given that meaning making, like grief is subjective and unique to each individual, the case study method was employed in this study to enable a more in-depth understanding of grief responses in a Goan population. A convenience sample was obtained wherein adult participants who had experienced the death of a family member between 7 to 12 months prior to the interview were approached in person. The study comprised of a mixed sample of bereaved individuals, some grieving the loss of their spouses, and others, their parents and finally one grieving the death of her sibling. Participants were informed of the nature of the study and their written consent was obtained. The participants were personally interviewed and, with their permission, their responses were recorded using a voice recorder application on a phone. Using an unstructured interview style, participants were interviewed about their experience of grief, followed by whether and how they had made sense of the loss and if they perceived any changes, growth or learning based on the experience. The meaning making themes that cropped up in the study are as follows:- Spiritual/religious beliefs, belief in an afterlife, continuing bonds, acceptance, new roles and responsibilities, God's will, gone for a higher purpose, no sense, end of suffering and lived to a ripe old age. The study also revealed the individual and unique ways that the subjects had made meaning, most with a combination of two or more of the above mentioned themes. The results of this study hold the potential for further research in the field of meaning making and post traumatic growth in Goan society.

Keywords: Bereavement, Meaning making, post traumatic growth, meaning making themes.


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Impact of Digital Literacy on the Academic Libraries

Dr. Maya Carvalhoe Rodrigues
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Abstract

Digital literacy is a more recent concept than information literacy and can relate to multiple categories of library users in multiple types of libraries. Digital Literacy (DL) is the process of teaching and learning about technology and the use of technology. It is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. The ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. Libraries all over the world have to keep themselves abreast with the evolving technological advancement, globalization, and digitization of information. These have led to library automation, digital and virtual libraries.

Introduction

Digital Literacy has led to increases in information that can be planned and quickly be accessed to facilitate the collaboration and sharing of computer knowledge. With other forms of digital literacy, we are also seeing an increase of digital modes of communication.

The library and information landscape has transformed with the onset of the digital era and today traditional libraries have changed their roles to serve as Knowledge Centres with priority on value added electronic information services. Digital Literacy awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify access, manage, integrate, analyze the digital resources and create media. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. Digital Literacy (DL) is the process of teaching and learning about technology and the use of technology. It is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. The ability to use digital technology.

Technological Advancement, Artificial Intelligence and the Relevance of Classroom Teachers

Dr. Delia Antao
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Abstract

Ever since the Industrial Revolution life has never been the same. The unprecedented advancement and innovative changes in technology have impacted every field, be it medicine, engineering, socio-cultural life, economy or education with many interesting developments. The internet and Artificial Intelligence (AI) pervade every inch of living space, and place communication, leisure and a wide range of services within the reach of the common man at an incredible speed. Many of the conventional professions are slowly being replaced with AI dominated careers. This is causing apprehensions in the minds of many classroom teachers lest their role too becomes redundant in the near future. This article however attempts to show that though education has to evolve, teachers will always remain indispensable because education is more than mere teaching and learning. Education without the promotion of values is detrimental to society.

Key words: Technology, Artificial Intelligence (AI), education, teachers, values.

Introduction

History reveals the quantum of change that the world has seen but that is nowhere close to the exponential speed at which transformations have been confronting us and impacting education today. The Industrial Revolution was a major breakthrough that eventually made life increasingly dependent on machines but the arrival of the internet and AI redefined the way we live, learn and work. AI (robotics) has capabilities of imitating human intelligence, performing various tasks that require thinking, learning, solving problems and making various decisions. It has revolutionised education from the 18th century 'factory mode' to a world of infinite possibilities through multiple sources of knowledge and information at the click of a button. Communication and sharing of ideas, inventions, discoveries, expertise and new developments in any field have made the world smaller, distances shorter and language no longer a barrier. As a result, many conventional services offered in the past have become obsolete or optional e.g. postal services, banking, medical facilities, travel, shopping, leisure and recreation. Hence there are apprehensions that like several other professionals, classroom teachers would soon be losing out to the superior AI such as humanoid robots (Soffar, 2019).

This paper is significant because it traces the development of technology from the First Industrial Revolution to the current age of Internet and AI. It looks at how technology has changed the way people lived in the past and made life easier, more comfortable, convenient, connected, interesting even awe inspiring. Technology has made a tremendous impact on education making endless possibilities available for students as well as teachers. However, as of now, AI does not render the teacher's role redundant. On the contrary, it provides various tools to make the teaching-learning process less cumbersome and enriching. But in the not too distant future, one can expect that AI

ACADEMIC UNDERACHIEVEMENT- A SOCIAL CHALLENGE

Dr. Delia Antao
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Abstract : The issue of academic underachievement is one of great concern for all educationists and parents. Underachievers can be found in every grade, from Kindergarten to Graduation. Underachievement can deprive the underachiever of the joy of living a fuller, happier life through optimizing his/her potential. It can impact higher education and professional careers. It affects the growth and development of the individual and consequently the progress of the nation. Underachievement could also be a manifestation of maladjustment. Hence teachers and counsellors need to play a key role in taking care of the mental health among children and the youth.

Key Words: Underachievers, teachers, maladjustment, causes, characteristics and strategies for motivation.

I. INTRODUCTION

Educational Institutions are under tremendous pressure to measure up, and be compared on performance indicators. So, underachievement of students is a huge challenge for teachers and parents, because of its great impact on studies in higher education and professional careers. According to Dr. C. S. Manna, Director General, Central Statistics Office (CSO), youth is the most important segment of the population whose human resource potential reaches its peak during this period. He said that when they are properly nourished, they can grow like a huge redwood tree but if not controlled or neglected, they can erupt like a volcano. Hence, no country can afford to neglect its youth.

In 2020 India's total youth population is expected to be 34.33% (National Statistical Commission, Govt. of India, 2017). Lagging behind in academic achievement is a serious loss to students, their families and to the nation. It will lead individuals to self-undervaluation and result in unhappiness, frustration and revolt. According to Kapri (2017), underachievement, is a psychological concept, signifying any student who has not made the most of his or her abilities and refers to a loss of potential man-power.

The percentage of underachieving students varies from 14.55% to 30.37%, depending on the statistical method that is employed (Veas, Gilar, Castejón, & Miñano, 2016). There are numerous reasons why people fail to achieve what they are capable of. Social-emotional competence and social support have strong influences on academic success during the critical period of academic skills acquisition (Elias & Haynes, 2008). Usually they are identified by the difference between their academic performance scores and their ability scores. However, some seemingly insignificant ones even go unnoticed in the hustle and bustle of the teacher's many responsibilities. Research findings suggest that school psychologists and others should address social-emotional competencies and classroom climate while designing interventions to improve achievement of disadvantaged students (op. cit.).

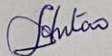
II. THE STATEMENT OF THE PROBLEM

Underachievers can be found in every grade, from kindergarten to graduate level, in both sexes, across ethnic and socioeconomic groups, and in every occupation (Karaduman, 2013). Since underachievement is a behaviour it can be modified. Therefore, it is wise to label the behaviour that the student displays and address it rather than label a student as an underachiever. Underachievement robs the student of his/her sense of fulfilment, self-worth and a promise of a bright future.

Considering the high percentage of underachieving students and the dilemma of teachers and parents who have to deal with them, this paper seeks to emphasize the need to identify underachievers and provide them with appropriate cognitive, emotional and social support systems. Contented youth make happy families, build healthy societies and a prosperous nation.

III. WHO IS AN UNDERACHIEVER?

There is no clearly defined meaning of the term 'underachiever' (Veas, Gilar, Miñano, & Castejón, 2016), due to conceptual problems mainly related to the discrepancy between achievement and some index of the learner's ability. Psychologists often use this term for a student whose academic performance scores are significantly lower than those scored on the standardized intelligence and aptitude tests. Hence, 'underachiever' or a latent achiever is generally one who performs below one's potential in any field. It could also be based on 'consistent failure to perform up to reasonable expectations, depending on the innate abilities of the student' (Parker, 1988). Until the 1980s, most psychologists and researchers held on to the unitary model of mental ability i.e. the ability to reason, problem solve, decide, learn and act successfully in the pursuit of one's valued goals. Only a few like Lev Vygotsky and Jean Piaget conceptualized human intelligence differently and proposed separate developmental theories of cognition and reasoning in the 1970s.


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10. Education for Happiness in an Era of Globalisation

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Abstract

In this era of speed and technological advancement happiness deceptively lies in quick results. However it is not success that makes people happy, but the positive affect that engenders that success. Happiness cannot come from economic prosperity, but the ability to live life to the fullest. In the wake of the pandemic caused by COVID-19 the world has been plunged into fear, uncertainty and even despair. Capacity building in scholastic areas, with adequate emphasis on life skills will groom our youth to stand up against the gravity of an uncertain world.

Key words: *Education, happiness, positive effect, well-being.*

Introduction

From time immemorial, the pursuit of happiness is evident from the legends, folk tales, myths, rituals, religious beliefs and even superstitions handed down through centuries. Across cultures, traditions and nationalities, happiness seems to be at the core of human desire and experience. Nobody is assured of sustained happiness in life, yet, deep within every being, something compels us to search for it (Blessinger, P., 2012). The outbreak of COVID-19 has exposed the emptiness of the quest for happiness in a consumerist world and the unprecedented deification of the power of technology. But "happiness is an inside job" said John Powell. Hence, education should take young beyond their shallowness and discover the secret to happiness that lies within them and can be realised only when one moves out of the self, to show concern and compassion for others.

Statement of the Problem

Our education system has successfully produced fine doctors, engineers and other professionals but that is not the main goal of education. Our levels of happiness and wellbeing are plummeting, while stress, anxiety and depression are escalating. More than the environment, human beings themselves cause pain and misery by using nationalities, classes, castes, tribes, religions... as structures for destruction and evil. This paper intends to highlight the need to

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GREEN SCHOOLS- OUR HOPE FOR THE FUTURE

□ Dr. Delia Antao*

ABSTRACT

Scientists have warned that environmental degradation is now an emergency that is threatening human life. Recent analysis has revealed that even if the destruction were to end now it would still take about 5-7 million years for the natural world to recover. World summits alone cannot ease the problem, each individual should be held accountable to conserve our planet for the future generations. The best way to do this is to train the children and youth by setting up more green schools with a green curriculum.

Keywords: World Summits, Green schools, Green curriculum, Sustainable future.

1. INTRODUCTION

A plethora of UN Conferences and World Summits since Stockholm in 1972, on environmental issues and sustainable development, failed to deter young children from coming out vociferously with their demands to save the planet and assure them of 'a future' with clean water, clean air, clean soil and healthy food. On Friday, March 15, 2019, students in more than 100 countries, marched to protest against the inaction of Heads of Nations against climate change. The well-co-ordinated 'school strikes' were inspired by 16-year-old activist Greta Thunberg, who protested outside Sweden's parliament in August 2018, starting a 'Friday School Strike' for the climate. Her grievance was, "if you don't care about my future on earth, why should I care about my future in school?" Within months, her strike evolved into a global movement.

At the UN Conference of Parties (COP24), Poland, in December 2018, she accused world leaders saying, "...You say that

you love your children above everything else. And yet you are stealing their future." She warned, "We are about to sacrifice our civilization for the opportunity of a very small number of people ...it is the sufferings of the many which pay for the luxuries of the few."

The wealthy few have been either directly plundering the natural resources from the environment for their personal gain or are directing unhealthy consumer behaviour that leads to destruction rather than progression, to pollution and illnesses rather than sustainable wholesome way of living. Traditional knowledge together with scientific evidence invariably point to the inexorable global environmental changes and their detrimental impact on human health and well-being.

2. THE STATEMENT OF THE PROBLEM

Increasingly unsustainable practices put pressure on non-renewable natural resources to satisfy the needs of a growing global population. Soil, water and air pollution, increased emissions of greenhouse gases, deforestation and massive

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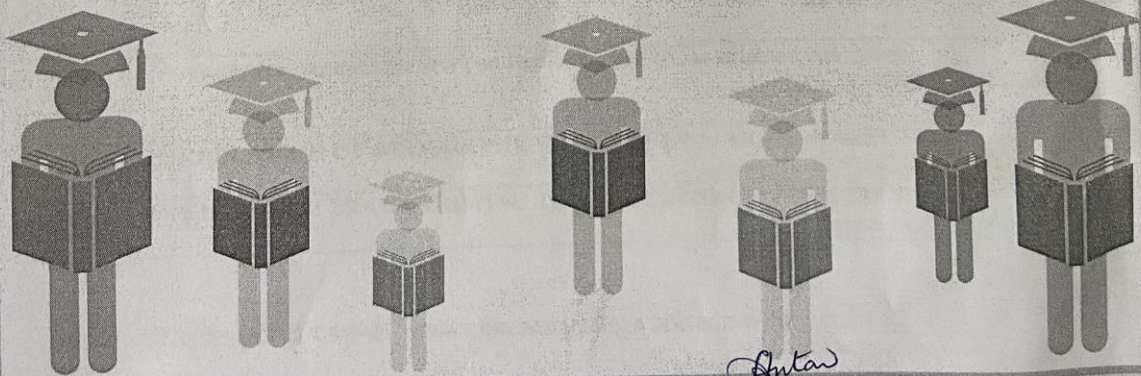
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TRANSFORMING EDUCATION for the
21ST CENTURY: PROBLEMS & CONCERNS
SEMINAR COMPENDIUM

13TH MARCH 2020



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Role of Assessment for Learning in the Secondary Schools

By Mrs Shylaja Sherief

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Introduction:

Secondary education plays a very important role in the life of a child as his/her future depends a lot on the type of education he/she receives at the secondary level. Apart from strengthening the roots of education of a child, secondary education can be instrumental in shaping and directing a child to a bright future. Assessment is a key element in the process of educational change and improvement. If it's done well, it can signify what the students want to know and be able to do and can help educators create the learning environments that support the attainment of the instructional objectives.

Assessment for Learning in Education: Review of Literature

Assessment in education is the product of the 20th Century and it has been defined differently by various researchers. Derek Rowntree states that "if we wish to discover the truth about an educational system, we must first look in to its assessment procedures" (Rowntree, 1987, p.1). William and Thompson (2008), Scriven (1967) and Bloom (1969) proposed the terminology "formative" and "summative" assessment, given the reason to differentiate the role of evaluation. Formative assessment is introduced as an ongoing process of evaluating students' learning, providing feedback to adjust instruction in learning and improving the curriculum. Summative assessment are administrative decisions and able to assign grades to the tests. It may be formative in helping the teacher to identify areas where more explanation or practice is needed. But for the pupils, the marks or remarks on their work may tell them about their success or failure but not about how to make progress (Broadfoot et al; 1999). Assessment significantly affects students approach to learning. Assessment paradigms have shifted from "testing learning of students to assessing for students learning" (Birenbaum and Feidman, 1998). The term 'Assessment for learning' was more preferred and defined as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how to get there" (Broadfoot et al: 2002). As educators actively involved in evaluation practices, we must agree to the fact that assessment has an important influence on student's learning. Student's learning is closely related to the student's approach to the way they learn and express. The way in which a student thinks about learning and studying, determines the way in which he tackles the given assessment tasks. The learner's experience of evaluation and assessment determines the way in which the student approaches his future learning. Assessment for learning has many generic features but there are some features which can be used for science teaching and learning. Education need to create a good learning type of environment to achieve good learning outcomes one of which is scientific literacy. The importance of expressing ideas about science through questioning and discussion is evident in much of the literature and to find out pupil's misconception which is considered as a valuable Assessment for Learning (AFL) benefit. Researcher like (e.g. Keogh. and Naylor 1998, 2007) shows that children have a wide range of ideas about a variety of science topics and some of these ideas are incorrect and perhaps more important, it can be very difficult to encourage students to adopt the correct

the society. Value based education helps in development of the child in his character, physique, and mentality. The aim of choosing student teachers in the study was to know their perspectives related to provide value-based education to the students in the society. Teacher trainers are the future trainers who would help in shaping the future of the society, hence they play a very important role in inculcating good values among the students. In this 21st century it is very important that each and every child should be provided with the qualitative value-based education in the society. With the rising quantity of the population the quality of each and every individual is deteriorating which leads to increase in crime rates, violence rise, discrimination rates in the society. Hence value- based education plays a very important role in shaping the life of each and every individual.

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CORRELATION OF GEOGRAPHY WITH OTHER SCHOOL SUBJECTS: (PAPER PRESENTED BY ASSISTANT PROFESSOR, N.I.E., MS MARIA EUTEMIA INES FERNANDES).

INTRODUCTION:

At one time geography was supposed to serve other subjects like a faithful maidservant. Later on, it was included in the syllabus and thus gradually earned an important place for itself in the school curriculum.

Today Geography is a link between the physical sciences on the one hand and the social sciences on the other. Consequently, as it stands midway between the two, it is considered to be a liaison subject. A large part of Geography is natural science and the remaining part is social science and the two are closely interrelated. Because of its relationship with the social and natural sciences, it generally appeals to a scientist and to a student of social sciences. The geography teacher should bring home to the pupils the inter-relationship between the two. Geography can be correlated to other school subjects like History, science, math and language.

Now let us see how Geography is co-related to History:

- ✓ Geography and History: Geography and History are most intimately related. In fact, they are twins, one stresses time and the other space. History studies people of different times and Geography studies people of different places.
- ✓ Therefore, historical facts can serve as a good basis for arousing interest in geographical studies. The two subjects are now studied separately for convenience, but we cannot separate the two subjects.
- ✓ Geography is the stage on which the drama of history is enacted

Upon further analysing the sub-categories of the positive behaviours observed, (graph 3), it was observed that there was an overall improvement in all the categories which included Attention, Organisation, Work Habit, Conflict Resolution and Interaction with Peers

Upon further analysing the sub-categories of the negative behaviours observed, (graph 4), it was observed that there was no overall improvement in the categories which included Classroom Behaviour, Organisation and Conflict Resolution.

DISCUSSION AND CONCLUSION

The questionnaire used in this study, was designed to cover generic positive behaviours that we would like to improve in the students as well as a few negative behaviour that we endeavoured to control in students. Positive behaviours that were focused upon were categorized under

1. Attention
2. Organisation
3. Work Habit
4. Conflict Resolution
5. Interaction with Peers

Negative behaviours that were focused upon were categorized under

1. Classroom Behaviour
2. Organisation
3. Conflict Resolution

A five point rubric scale was used ranging from 0-4,

Always: 4 Frequently: 3 Sometimes: 2 Rarely: 1 Never: 0

Students were evaluated on their behaviour in each category and overall, before and after the intervention programme.

In conclusion, this study successfully proved that encouraging positive behaviours like politeness, completing homework and books on time and helping others in a classroom can result in a noticeable improvement among the students' mannerisms. On the other hand, controlling or reducing negative behaviour patterns like the use of foul language, interrupting the teacher etc... proved to be a harder task.

On the whole, the designed intervention technique was successfully implemented and showed good results. Yet, there is always room for improvement. The future scope for such research is as vast as it is vital. A well mannered society leads to a well organised and happy society.

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GANDHI and NAI TALIM in the 21st CENTURY

Mrs Sharmila V. Kerkar
Assistant Professor

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ISBN: 978-93-5406-616-0 GVM'S DR. DADA VAIDYA COLLEGE OF EDUCATION

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INTRODUCTION

Mohandas Karamchand Gandhi who is popularly called as Mahatma Gandhi was a great man. Almost all the great leaders of the world gave and still gives him due respect. Albert Einstein once expressed that 'generations to come people will not believe that a man with flesh and blood like Gandhi ever walked on this earth.' (Dash, 1990). Barrack Obama Ex, USA President expressed his wish to have dinner with Mahatma Gandhi. Martin Luther, the King stated that Gandhi showed him the way to fight with the White not to hate him. It was the Gandhi who made Ashramas to be the epic centres of India's freedom struggle which was just against the Hindu ideology of Ahsramas which believes that they are meant to rest after the retirement.

Mohandas Gandhi was really a unique personality who understood the people of India very well. He was a great communicator who has according to me he is the first women liberator in India. He believed that to be spiritual there is no need to go to the mountains; service to the humanity will serve the purpose. For him 'Truth was God and God was Truth. 'But here one should remember that God is not the person but it is a Principle. Gandhi has tried to give solution to every problem that prevails in our society today. It may be the political problem, social problem, economic problem, environmental problem or the educational problem. But we the Indians have not given the serious thought to his ideas and the principles. Teachings of Mahatma have been forgotten in his own country and by his own people. With this regard I would like to give the translation of first four lines of a poem written by late Shri Vishnu Surya wagh which meant that 'politicians simply come to pay homage to Gandhi on his death and birth anniversary on Rajghat, they do not know the meaning of Ghandhi-ism and it is because of the film called Lage Raho Munnabhai have taught them the true meaning of Ghandi's principles. In Marathi language it goes like this....

Education system of the country should be revised from time to time as per the emerging needs of the society. Today India is trying to strive for 'Make in India', Digital India 'or 'Life skill Education' and 'Lifelong Education. 'All this can be achieved through the system of education which was suggested by Gandhi in 1937 at Wardha conference.

Ghandhi have given his educational ideas through Basic Education Scheme which is also called as the Wardha Scheme of Education or Nai Talim or Buniyadi Shiksha. Through there is a little difference between the Basic education and Nai Talim which may be made clear in the latter half of the write up.

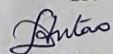
Brief Life Sketch of Gandhi

He was born on 2nd October 1869 at Porbandar, Kathiawar in Gujarat. At the age of 14 he was married to Kasturba. He passed his Matriculation examination in 1887 and went to England for studying Law. In 1891 he passed his Law examination from England. Then he went to South Africa for attending the Legal matter of a rich Indian Firm. It was here he evolved the ideals of 'Truth and Non-Violence.' Being Indian he was thrown out from first class compartment. He has bitter experience of racial discrimination. On his return to India he took leading part in the freedom struggle movement. He believed in simple, well disciplined life. He spent his life in the upliftment of the sick and the poor. He established 'Sabarmati Ashram and Sevagram which acted as centres for most of his educational and political activities too. His ideals are reflected in his books "Hind Swaraj" and "My Experiments With Truth." It is really great irony that Gandhi, the apostle of Truth and Non-Violence was shot on 30th January, 1948 by Nathuram Godse.

Gandhi's Philosophy of Life

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Introduction:

Higher education Institutions have a major role to play in preparing the younger generation for promising future. Apart from imparting quality education, they need to instil ethical, moral and social values amongst the student fraternity. Values are the auto-regulators of human behaviour. One's vision remains restricted to oneself only without value education. It is the value education which develops the competence of recognising the universality of human aims and aspirations. Values give a person his individuality and character. It acts as a guiding force and tells us what we should and should not do. Schwartz (1992, 1994). Schwartz (1992) defines a value as: "a desirable trans situational goal varying in importance, which serves as a guiding principle in the life of a person or other social entity" (p. 21). Value Education is a pathway to global paradise. In order to achieve sustainable development value education is essential. Tagore, Mahatma Gandhi, Sri Aurobindo, Dr. S. Radhakrishnan and all other thinkers and educationists laid special emphasis upon the development of spiritual aspects and values through education. Each and every person of the society should be conscious about accountability to himself or herself, to the parents and family, to his or her neighbours, to the society, and more over to the God. A close analysis of education reveals that good education is inseparable from value oriented education which should promote a spirit of service, social sensitiveness, cooperation, sacrifice and high moral character. There is an old saying that "values are to be caught and not to be taught." If there is a value based ideal and moral society it may be correct. The growing generation will get ample situation to see and practice a moral life. They can catch values of elderly people and either by imitation or by special efforts they can develop appropriate values accepted and respected in the society. But it is not the present condition. So values have to be taught as well as caught.

Present Scenario:

In these days and age, newspapers are teeming with alarming news akin to "Mother killed her children", "Girl Gang-raped", "women killed for Dowry" and so on, exposing the mind-set of the society (Kaur, Sukhjeet. and Saini, S.K. 2006). Various barbaric qualities and other destructive forces give clear indication of the process of degeneration of human society. True to say that communication is the key factor in inculcating values. There is a need to understand the attitudes, emotions, feelings and motives of students. No doubt, values can be transmitted through action, yet communication seems to be the most important. The youth of today seem to have lost all decent moral, social and ethical values. There is a mad pursuit for accumulating wealth and power and acquiring superior status in society even at the cost of humanity in us. We have entered in a century full of crisis-particularly crisis in character, credibility, competency and value based competency. There should be equilibrium between knowledge and skills that science and machinery bring with the values and insights of ethics. The loss of moral and ethical values among students is leading to conflicts in the globe. The moral and ethical values that make us honest individuals can be inculcated only by value-based education. Knowledge Based Education can only be transferred to our younger generations but Value Based Education (VBE) can transform them (Raju Narayana Swamy, 2010). It is more awakening and informing. For life-oriented education, we need to create a special environment in institutions to transform our students.

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2. Impact of Globalisation on Performance Text

Anagha Deshpande

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Abstract

The traditional concept of acting deals with an actor's action and its subsequent reaction performed in front of the audience. The actor communicates the script and the concept of the playwright. This communication format has undergone quiet a transformation since the classical eras to the modern multimedia genre of play production.

Playwright and his word were of utmost importance during the classical period of Greek theatre and the Indian Sanskrit theatre. The writer himself used to be the director of the play then. This outlook has changed in the last 2000 odd years and more so during the last century. Social stratification of the modern times has demanded a more comprehensive script which have given rise to various theories for the actors to adapt the writer's word into action and then into his performance.

Keywords: Drama, Acting, Stage, Globalisation, Playwright, Script

Introduction

The methodology of acting has been interpreted and explained by various civilisations and by thinkers like Aristotle in his *Poetics* (Greece) and elaborately by sage Bharata in his treatise, *Natyashastra* (India).

More lately, other theatre practitioners developed their own theories of which some were for the proscenium while others defied the pictorial frame itself. Of these, some of the global writer/directors who have made a mark on the school of acting while inspiring different branch of the performance text for the 20th century are,

- (a) Konstantin Stanislavski, *Moscow* (method of physical action),
- (b) Vsevolod Meyerhold, *Moscow* (the principle of biomechanics with symbolism),
- (c) Bertolt Brecht, *Germany* (de-familiarising or distancing effect)
- (d) Antonin Artaud, *France* (expressionistic approach through theatre of cruelty),
- (e) Jerzy Grotowski, *Poland* (physical expression by disobeying the spoken word) and,
- (f) Sanford Meisner, *New York* (performing instinctively to the surrounding environment)

All of these theories have been practiced and put to use by different directors through their actors and accepted by their audience. Why would an act of a stage performance need so many different theories? Changing times, changing social values and sensibilities led to the propagation of these various theories in acting. These alterations occurred due to the progressions taking place globally in the styles of writing the drama text. These were the result of changing social structure. A changed text demands a novel performing text and so, these methods evolved to convert and transform the writer's script into the 'script of an actor'.

To comprehend this difference, one has to understand the process of acting and play making.

Actor's Performance Text

The formulated manual of instructions is the performance script of each individual actor. In this process, the dramatic text of the playwright reconstructs itself into the performance text for that individual artiste. A drama actor is different from other performers of theatre forms. Jugglers, Stand-up Comedians, Circus Actors, Folk Performers, Singers and Dancers are aware of their audience and their reactions. But an actor is focussed and involved in the character that is being portrayed and lives in that moment. To be in that particular space at that particular moment while being a different person (character), an actor needs to create his own text. Dramatic text by a writer mainly deals with the story, characters of the story, their inner world, their relationships, problems and events. Each writer chooses his structure to communicate and an individual method to narrate the story. This dramatic text mentions very little about the character's gestures, postures, emotional expressions, movements and compositions. Hence an actor needs to use his/her ability to interpret this dramatic text and analyse the development of his/her character. With this understanding he/she has to translate this into an effective performance. To achieve this, an actor needs to create his/her own craft and subtext. This way, the dramatic text is enriched and supported by universal sounds, intonations, physical movements, gestures and expressions. This text of the actor is then supplemented by the director's interpretation and technical support by various designers such as Set, Lights, Costume, Music and Make-up. With everyone's inputs, a dramatic performance takes place. A performance text thus becomes different and enhanced than the original dramatic text. The audience can thus get to experience a variety of versions of the same dramatic text when performed by different groups and actors due to their different interpretations which emerge during the process. Experiencing such various

Effect on Soccer Trapping, Dribbling and Passing Skills When Training With Futsal and Soccer Balls

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(Vidya Prabodhini College of Commerce,
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ABSTRACT

This study deals with motor skill development and factors affecting it. For this purpose the effect of futsal ball on soccer dribbling, passing and trapping skill was seen. For this purpose two group control design was used. Thirty boys from MSB educational institute Pune were selected using non probable convenience sampling method (Best and Kahn, 2008). Ann stehouwer soccer skills assessment was conducted pre and post intervention went on for 3 days a week for 6 weeks. Intervention included soccer lessons for developing trapping dribbling and passing. Descriptive analysis showed a mean of 34.7(± 2.12) and 35 (± 2.26) of pre-test for experimental and control group respectively. Mean of 42.2 (± 3.189) and 38 (± 2.529) of post-test for Ann Stehouwer soccer skills assessment of experimental and control group respectively. To determine the statistical significance independent sample t test was used. A significance difference was found as the t value was 4.007 for Ann Stehouwer soccer skills assessment at 95% confidence level. Hence it can be concluded that using futsal ball when training led to significant improvement of soccer dribbling, trapping and passing of intermediate level players aged 8 to 10.

Keywords: soccer skills, futsal ball, modified equipment, Ann stehouwer soccer skills assessment etc.

INTRODUCTION

Soccer is one of the most popular game in the world governed by FIFA and 209 countries affiliated to it (<http://www.fifa.com/aboutfifa/organisation/associations.html>). Soccer requires a combination of skills and techniques. The game is unique because primarily only feet are used to play the game. This requires far more skill and co-ordination than other sports where hands are used. The important thing about soccer is that being team game that would inculcate in young players the importance of playing as a single unit and playing hard. The second thing that soccer has brought to attention is physical fitness and agility since healthy body is must in today's age (Saha , 2012). Therefore more and more people are turning to soccer as it is easily accessible, fun as well beneficial.

In India there is no system in place to identify and train children at tender age. There is no infrastructure in place for soccer (Saha , 2012). Whereas Europe soccer clubs have got nurseries for nurturing talent top European clubs like FC BARCELONA in Spain AJAX AMESTRADAN in Netherlands an many more have their own academies which nurture talent (<http://www.fcbarcelona.com/club/facilities-and-services/masia>). The training methods practiced in India are old and non-scientific this needs to improve in order to improve overall performance of soccer in the country. Rink, (1985) States that „the general sports skill age occurring between the ages 7 to 10 is period of applying fundamental movement pattern in more complex and specific form“. So many researchers over a period of time have conducted research to improve training methods

Subjective Well-being, Optimism, Self-esteem, and their Impact on Teacher Efficacy

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Abstract

Subjective well-being, optimism and self-esteem are among the most indispensable psychological constructs needed for teachers desiring professional and personal satisfaction. Considering the dearth in research studies investigating the impact of self-esteem, optimism and subjective well-being in the teaching learning situation, this paper is an attempt to study the relationship between of self-esteem, optimism and subjective well-being, their role in building teacher efficacy, the role of Positive Psychology Intervention (PPI) in building teacher wellbeing and consequently the well-being and happiness of students.

Keywords: Self-esteem, optimism, subjective wellbeing, teacher efficacy, student well-being , PPI.

Introduction

The goal and mission of educational institutions is to groom students to be academically competent as well as mature, responsible and happy adults. Teachers play a decisive role in the life and learning of a student in the school environment. Society and families encounter significant challenges in bringing up children. This is because students today are often adversely affected by 'insecurity, impulsivity, social comparisons, lack of trust, lack of sense of identity and low self-esteem' leading to skewed and imbalanced growth which can have dangerous consequences (Iyer, 2018). Hence apart from academics, the wellbeing and happiness of students need to be addressed. Positive psychologists have found two factors that seem to be most closely associated with happiness i.e. having strong interpersonal relationships, and having a sense of personal improvement and productivity. Schools should be places where students develop strong interpersonal relationships besides having facilities to constantly expand their capabilities (Crawford, M. 2017). The findings of Tian, Zhao and Huebner (2015) suggested that both social contextual factors e.g. school-related social support, namely 'teacher support', besides classmate support as well as self-system factors like scholastic competence and social acceptance, are crucial for adolescents' optimal well-being in school. Schools need teachers who are passionate about their work and interested in the all-round development of their students. It is therefore, imperative that teachers possess characteristics that will positively affect student outcomes and bolster student success. Some of these characteristics come under the psychological constructs of Subjective Well-being, Optimism and Self-Esteem, which are indispensable for teachers desiring to achieve professional and personal satisfaction. However, teachers are expected to take up several activities in school besides teaching e.g. planning, evaluating internal examinations, writing reports, maintaining discipline, overseeing cleanliness, supervising meals, planning and organizing co-curricular activities. They have to work under pressure to handle heavy workloads while trying to meet deadlines (Gitonga and Ndagi, 2016). These and other factors result in teachers' increased stress levels, increasingly demanding workload and teacher burnout (Turner & Thielking, 2019).

The present study will add to the growing literature that demonstrates the relationship between self-esteem and optimism and subjective well-being. The findings make it is necessary for teacher education institutions to design and include suitable components into the B.Ed. syllabus or prescribe special 'add-on' courses, to

Online Teaching – Another Battle against COVID-19 in Goa

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Abstract

Education has been one of the seriously affected areas in the wake of the COVID 19 pandemic. The universal paradigm shift from the prevailing dominant traditional pattern of classroom instruction, to the digital mode of teaching, was aimed at maintaining continuity in the learning process of the students. However, training teachers to use the various e-resources and digital platforms for the online mode of teaching within a short period was a massive challenge for the government and the educational institutions. This study tried to find the relationship between the Digital Literacy of teachers, the Training Programme for the Online Mode of Teaching provided by the Department of Education, and the Implementation of the Online Mode of Teaching in Goa. The sample consisted of 532 school teachers from all over Goa, the majority of them teaching Std. V to X. A 5-point Likert Scale questionnaire, standardised using Cronbach's Alpha was administered through Google Forms and the data collected was analysed using descriptive statistics, correlational analysis, and the Pearson Correlation Coefficient using SPSS 26. The analysis shows a weak negative correlation between the Digital Literacy of the school teachers and the Training Programme for online teaching. There is also a weak negative correlation between Digital Literacy and the Implementation of the Online Mode of Teaching. A positive correlation is observed between the Online Training Programme and the Implementation of the Online Mode of Teaching.

Keywords: Digital literacy, training for online teaching, online mode of teaching, e-resources, digital platforms, professional development programmes.

Declarations

- Funding - Not Applicable.
- Conflicts of interest/Competing – Not Applicable
- Ethics approval - Ethical approval for the study protocol has been obtained from the Committee for Research Ethics, Nirmala Institute of Education and signed by Dr. Maya Carvalho e Rodrigues, the Co-ordinator of the committee.



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- ☐ **Consent to participate –**
The purpose of the study was explained to the participants in the Google Form. Confidentiality and secrecy about their identity was communicated at the very beginning of the questionnaire.
- ☐ **Consent for publication –**
All 532 participants have consented for publication.
- ☐ **Availability of data and material –**
A questionnaire (5 point Likert scale) was designed for the purpose of collecting the data. The data was collected through online mode using Google Forms.
- ☐ **Code availability**
Data analysed with SPSS, 26.
- ☐ **Authors' contributions**
Both the authors contributed to the study, design, analysis and discussion.
 - Conceptualisation of the study: Delia Antão
 - Methodology: Delia Antão
 - Design of the tool: Delia Antão and Areena Fernandes
 - Formal Analysis and Investigation: Delia Antão and Areena Fernandes
 - Literature search : Delia Antão and Areena Fernandes
 - Writing - Original draft preparation: Delia Antão
 - Review and editing : Areena Fernandes

1.0. Introduction

The COVID-19 pandemic plunged the entire world into uncertainty. The strangely unpredictable and seemingly mysterious, uncontrollable illness unlike any known pandemic in history, has impacted the lives of individuals and families, social situations and economy, work, and careers. There seem to be fear and anxiety everywhere. Permanent changes in the type and use of power and resources has resulted in a complete paradigm shift to the digital mode of communication and interaction as the present-day normal. One of the seriously affected sectors of active life has been education. The global education system was compelled to shift almost overnight from the traditional mode of classroom teaching to a digital mode of instruction. The lockdown and measures of social distancing have posed several challenges to educators. Teachers have been struggling to adapt themselves to teaching students online to ensure continuity in their learning process. There are changes in the field of education occurring continuously with the validation of new theories of teaching and learning and the availability of new technologies that can enhance the teaching-learning process (NiShé et al. 2019). China was the first country to swiftly swing into action and engage the teaching fraternity into what is undoubtedly the largest online mode of teaching 'ever recorded in human history'. Their innovative practices helped them adopt a variety of models of online teaching (Yao, Rao, Jiang and Xiong 2020).

The unprecedented advancement in the field of Information and Communication Technology (ICT) and an array of digital resources have made multiple modes of digital education possible. The online teaching-learning process involving the synchronous as well as the asynchronous modes is possible on different digital platforms accessible via android phones and computers, provided there is steady internet connectivity. Online activities in education involve sharing a variety of digital resources via multimedia to facilitate online submission and evaluation of assignments.

In Goa too, the concerned authorities' sudden decision to get teachers ready for the online mode of teaching through a quick, short, and intense online pedagogical training program sent many in the teaching community into a tizzy. At the outset, teachers anxiously hurried to equip themselves with new devices and digital packages which would enable them to make the most of the brief training period. On the other hand, parents and students also scurried to get whatever it takes to remain in sync with the educational program.

However, the transition from traditional classroom teaching to remote digital teaching has not been without difficulties for teachers, managements of the educational institutions, and parents. Many factors can shape the reality of education in these difficult times; first and foremost, teachers need to

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Marketing of Library and Information Products and Services During Covid -19 Pandemic: A Study

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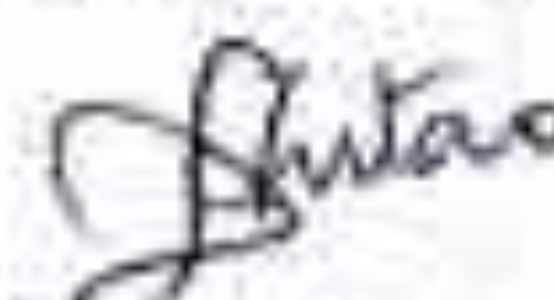
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Rodrigues, Maya Carvalho e. Mandrekar, Bala Library Philosophy and Practice, Lincoln (Sep 2020) 1-19

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IMPACT OF ACADEMIC LIBRARY SERVICES ON STUDENTS SUCCESS AND PERFORMANCE

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ABSTRACT

Libraries play an important role as a reliable and beneficial information provider in the modern academic success and performance. The aim of this study is to investigate the

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ABSTRACT

Libraries play an important role as a reliable and beneficial information provider in the students academic success and performance. The aim of this study is to investigate the students satisfaction with library resources and services provided by the academic library. Random surveying was conducted to find out the problem and difficulties faced by the students in accessing the library resources and its impact on their academic success and performance. The finding in the study showed that there is a significant and remarkable relationship between the library usage and the students' academic performance and success. the major finding of the study is to conduct the information literacy programme for the students to promote awareness about the resources, services and facilities available in the library so that the students can take maximum advantage of the benefits provided by the library. One way to overcome this problem is to encourage the students to embrace using the library in their academic studies and explain its benefits.

KEY WORDS: Students Success, Library Services, Library Resources, student performance, Information literacy.

INTRODUCTION

The purpose of this study was to examine the use of the academic library and whether it correlates to the performance and achievement of the student's roles in their studies. The library is considered as an integral component of any educational system. It plays a vital role in the


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Importance of Web Based Services During the Pandemic: A Critical Analysis of the Content of College Library Website

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Importance of Web Based Services During the Pandemic: A Critical Analysis of the Content of College Library Website

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Abstract:

Library websites are instrumental in the promotion and disseminating of information to all users. Academic and research activities are web-based services that play an important role. The present study was carried out to examine the extended library services over the internet by the college libraries in Goa (India) to their user community during the covid-19 Pandemic. The web pages of all the college libraries were analysed to see if the contents of the library meets the standards. Forty college libraries were chosen for the study but only Twenty nine college library websites were found to have their existence felt on the college web page and the Twenty nine college library websites were accessed and examined during this study. The websites were accessed from 27th July 2020 to 26th November 2020. In the study, it was found that the contents were not well-organized and well-structured to meet the user needs during this pandemic period. The study suggests there is a need to develop a unique type of library website which will develop well-organized content that will provide better quality services to satisfy the information needs of the academic user. It was also found out that eleven college libraries do not have their existence on the college website or on the internet. The findings in the study will further help the researchers to study the design concepts and various sections to be included in the library website which will extend better services for the user in future over the internet.

Keywords: Library website, Content analysis, college libraries, library webpage, Web accessibility, user community, Covid-19 Pandemic.

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Students e-Learning Access in Select Higher Learning Institutions of Less-Economically Developed South East Asian Nations: Implications for Economics of Education

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ABSTRACT

Because of the growing pandemic of Corona Virus Disease-2019, Higher Education Institutions (HEIs) must utilize electronic learning (e-learning). Today's work economy, which is forever in flux because of the creation of new jobs and the continual disappearance of old ones, necessitates an on-the-job shift. Despite HEIs in less-wealthy nations like some countries of Asia being developed countries, in essence, it is much more difficult for students and teachers at these higher learning institutions to deal with the transition to e-learning due to their tight financial restrictions. This study sought to determine whether learners at the start of the COVID-19 Era were ready for e-learning and a connection between demographic variables and readiness for e-learning. A quantitative survey obtained information from 1200 students from elite higher educational institutions in South East Asia. A majority of respondents' scores lacked on the Online Learner Readiness Self-Assessment (OLRS). Inadequate OLRs findings among younger, female, and rural respondents. Factors affecting the success of students on the OLRs were age, sex, family socioeconomic status, and where they lived in the neighborhood. The inferences drawn from the study's findings would serve as an excellent benchmark to improve the delivery of e-learning processes.

Keywords: Economics of education; COVID 19; HEIs; Online Learning Readiness; E-learning.

JEL Classification: A20, A29, I20

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Quality of Life in the Perspectives of Teachers in COVID 19 Pandemic Era: Implications for Funding Allocation for Faculty Well-being Initiatives

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ABSTRACT

People all around the globe have been impacted by the COVID-19 global health crisis, which has led to severe mental and psychological health problems and a weakened overall sense of well-being. However, there is not a lot of information available regarding the effect of COVID-19 on Indian instructors. The objective of this research was to discover if COVID-19 impacts the professional teachers' quality of life (QoL) in India. The descriptive study that included 890 licensed teachers was the respondents of this cross-sectional approach. The primary instrument in this research was the COVID-19 Impact on Quality of Life (COV19-QoL). Statistics used to evaluate the data included descriptive statistics, t-test, and one-way ANOVA to measure the effect of COVID-19 on the QoL of instructors. Results showed that it had a modest impact. COVID-19 impacted QoL differently depending on the program degree. The effect of COVID-19 on the patient's overall quality of life did not vary greatly according to age, sex, marital status, employment status, monthly salary, whether or not they had any COVID-19-related cases near their home, whether or not they knew anyone who had contracted or died from COVID-19, and whether or not they believed they were at risk. Teachers' mental health and quality of life must also be attended to, and supports must be offered to enable them to cope with the ramifications of the COVID-19 pandemic. This research has added to the increasing body of literature on the pandemic's effect, making it an important source of data for future investigations.

Keywords: COVID 19; Mental Health; Teachers; Quality of Life.

JEL Classification: I20, M10, I10

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"I Teach the way I believe": EFL Teachers' Pedagogical Beliefs in Technology Integration and its Relationship to Students' Motivation and Engagement in the COVID 19 Pandemic Year

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Abstract. This study aimed to investigate language teachers' pedagogical concepts and attitudes and the effect of these on students' motivation and engagement levels. Its results were based on a cross-sectional correlational research survey which was conducted online. The participants in the study were chosen at random from among 205 language teachers (n= 205) and 317 language students (n= 317) from various higher educational institutions in Asian countries. Results of the study of language teachers revealed that the respondents' pedagogical ideas and orientations were positive when it came to using technology-based teaching in their language classroom. Results of gender differences

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