

Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.

- Albert Einstein

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MODERN SKILLS FOR MODERN TEACHERS

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From the Editors' Desk

Modern teaching and learning make the most of new and immersive ways to explore the curriculum. It nurtures a growth mindset in students, emphasizing future-ready skills to help them thrive in jobs not yet invented. It's unafraid to use new technologies and new forms of assessment to gauge student progress. Inspiring and motivating experiences are the lifeblood of teaching and learning. They're also at the heart of systemic transformation in education. Proficient educators are the driving force in modern teaching and learning. By personalizing learning pathways, they empower every student to reach their potential. The most successful strategies for creating sustainable teaching practices are to knit together online professional development with local and global communities of practice. Modern skills are about new approaches and tools. Modern skills help educators to unlock a students' sense of purpose and inspire them to achieve more. At the same time, students develop essential 21st-century competencies. The key to a transformed learning system is understanding students' strengths and weaknesses. The implication of modern skills in the teaching-learning process helps the students vividly outside their own experience. The webinar focused on these thought-provoking thrust areas such as Digital Pedagogy in the Era of Industry 4.0, Emotional Intelligence in Teaching and Learning Process, Transforming Leadership Skills – A Challenge or A Change Required, and Communication Skills - An Essential Tool for Moulding Modern Teachers. The editorial board is glad to bring forth webinar proceedings to disseminate knowledge, values and skills to all ignited minds. We are grateful to **Gateway Software Solutions, Coimbatore**, for their collaboration. We are indebted to **Sr.Landrada Centre for Research, St.Ignatius College of Education(Autonomous), Palayamkottai**, for rendering the support to publish the proceedings of the National webinar on “Modern Skills for Modern Teachers”.

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St. Ignatius College of Education (Autonomous), Palayamkottai, Tirunelveli-2***ABSTRACT**

The role of innovative technologies in providing modern knowledge to young people in the educational system cannot be overemphasized. In the course of the lesson, the uses of advanced pedagogical technologies, as well as modern methods improve the quality and effectiveness of Education; serve the training of competitive personnel. Each lesson has its own unique technology of training subject. Since the goal of the teacher and the student is to achieve a positive result, the lesson is at their disposal what kind of technology to use. Depending on the skill of the teacher, it is possible to apply computer-based work, film, distribution material, poster, information technology, various literature, carefully designed interactive methods. Innovative pedagogy is perceived as a proactive approach to integrating teaching strategies and methods into classroom learning in more creative ways. The essence is to ensure that learners take full responsibility for their learning and actively pursuing their learning objectives.

Keywords: Innovative technology, Competencies, Interactive methods

Introduction

Education is one of the most important and critical aspects of any nation but with the outspread of COVID-19 pandemic, this sector has seen a tremendous disruption and has changed our lives. Educators around the world have quickly adapted and switched teaching from physical to the virtual classroom. In the changing world the teaching process continue to witness the paradigm shift from the traditional mode of learning to a student centered approach of learning (Schleicher.2012). For the successful teaching and learning process it is important to increase students motivation, create positive climate and involve the students actively in the process of learning (Fiksl,M.,Flogie,A.,Abersek,B.2017). The shift in the teaching- learning process increases the huge expectations on educators' innovative teaching skills (Hoffmann and Koifman. 2013). Innovative pedagogy is a creative use of the right teaching methods and learning materials for students' benefit (Mandula et al.2012). The learning goals of 21st century skills can be taught within the context of scientific inquiry or project based learning, which requires "ambiguous" teaching (Windschintl.2009). The most important task of every educator is to educate a healthy generation, independent-minded, thorough master of modern science and professions, self-sacrificing his country, his people, able to continue the work started by our compatriots, in all respects the most important duty, but also duty, in the interpretation of our compatriots. The fulfilment of these duties and tasks requires every educator

to have high knowledge, great skills, to be aware of the achievements of modern science, to have a thorough knowledge of foreign languages, to have skills of computer technology, targeted use of the internet, as well as high qualifications. In this plays an important role in achieving the goal for which innovative educational technology is used in the educational process (Bunatovich,U.H., Khidayevich,D.B., & Abdurakhmonovich,O.M. 2020). Teachers' competencies affect their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teachers' competencies to improve the teaching-learning process in school is of great importance (Mandal,S.2018).Education is the need of the hour as it creates a literate society and in the process of educating the society, motivation and instructions are very crucial and teachers, guides and administrators are responsible to motivate learners.

Modern Teaching Methods

The modern teaching methods help to build or develop a productive understanding of basic science and technology (BST). Hence, the elements of contemporary teaching methods include:

- **Learner-centered**-One of the essential characteristics of the modern teaching methods in basic science and technology (BST) is it is learner-centred. It focuses on learners while using or applying during classroom and laboratory lectures. The teacher acts only as a guide, and all the learning process involves learners. Learners significantly appear as a dominator in classroom interactions (Namitha.2018).
- **Task-Based or Activity-based**-The teacher or guide of BST organizes activity or task and engages students to learn through this way. Hence it is an activity-based or commission-based. Students are offered or asked to take part in classroom interaction through these interactive activities.
- **Resource-Based**-BST teachers should be resourceful. They should collect and distribute all the required study material to the learners for their learning or to understand the topic clearly. The resources can be collected from the school environment or any other place where it is available.
- **Interactive in Nature**- One characteristic defines the modern teaching method as very interactive. The teacher asks the students to form small groups or work as individuals to perform the learning tasks and come up with the desired results.
- **Integrative in Nature**-One of the vital characteristics of modern teaching methods is it is integrative. Teachers link topics of one subject, e.g., social science topics like drug use, domestic violence, safety, pollution, food distribution, crime etc.
- **Peer Collaboration**-Modern teaching methods not only encourage students by allowing them to present their ideas or initiative by noticing their responses, studying their research, and allowing

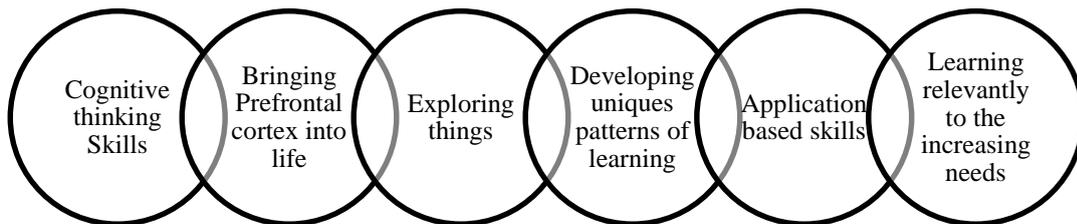
them to answer during interaction in classes but also selects students based on interest, needs, and feelings.

- **Collaborative Learning**-In this modern teaching method, every student is a part of the success of a group as they help each other to reach the desired result, and they also learn to communicate with each other. Learners learn to tolerate others, develop skills to listen to others and how to work in a team. Students present their ideas and expect a response when they are in group learning. It allows them to exchange their creativity and gain more knowledge (vijayalakshmi.2019).
- **Spaced Learning**-Spaced learning is one of the modern teaching methods, which is being followed by teachers. In this method, teachers repeat a lesson multiple times, basically until the students understand entirely.
- **Flipped Classroom**-Flipped Classroom is a well-known term in the pedagogical method.. It is one of the very vital modern teaching methods that has been in use these days. In this method of teaching, the teaching procedure takes place in a flipped manner(Gaible & Burns, 2005).
- **Self-learning**-Curiosity pushes the learner to learn new and more always. It drives the learners to learn and memorize large spaces of the text that they will either miss gratefully or forget immediately. Through their curiosity, students get motivated to explore the subjects they are interested in. Teaching students to operate the internet and find results themselves helps them to be self-dependent and gives them a deep understanding of the content.
- **Gamification**-It is a well-known fact that children love games either it is online games or playing games at the field. Teaching through games is one of the essential modern teaching methods that have been in use under modern teaching ways. The significance of Gamification in teaching has mostly been seen in the elementary and preschool system (Buelh, D. 2008). Learning through playing games won't be even realized by students. It motivated students as well and proved effective not only to the students of preschool but of any age.
- **VAK teaching**-VAK is a modern teaching method whose effects can be seen clearly. We divide learner into three categories: Visual, Audio, and kinesthetic (movement). One needs to recognize to which category they belong to or the teacher must know to which category her students relate to. A teacher should keep the category of students in kind while teaching because some students catch the information by seeing, by hearing or by feeling. So, they should present the same material in different ways.
- **Crossover Learning**-The not-so-common modern teaching method is Crossover learning which uses both formal and informal teaching and learning environments. It is one of the perfect ways to

give the best education to learners. Crossover learning effectively engages learners and provides authentic yet innovative results. (Supovitz, J.A., & Turner, H.M. 2000)

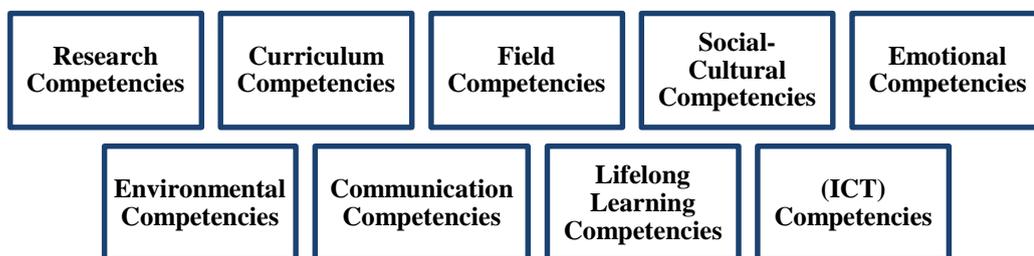
Advantages of Modern Teaching Methods

The modern teaching system doesn't entirely rely on spoon-feeding techniques, which used to be a part of the ordinary teaching system. The following figure show the advantages of modern teaching skills.



Competencies of the Modern Teacher

Teachers are responsible for operating educational system and they need strong and efficient professional competencies. The main feature of teachers' professional competencies are explained in Figure 2. (Mandal, S. 2018).



Characteristics of Competencies

Competencies also help teachers become effective teachers while monitoring the students' learning. Learning requires emotional supports that create positive feeling for learning teaching process. Teachers become a learning consultant and mentor about learning for their students (Cetin, & Bayrakcr. 2019).

Some characteristics of a competency are as follows:

1. A competency consists of one or more skills whose mastery would enable the attainment of the competency.

2. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.
3. Possessing a performance dimension, competencies are observable and demonstrable.
4. Since competencies are observable, they are also measurable.

The competencies are variously categorized.

1. Cognitive — requiring knowledge, intellectual skills and abilities to be demonstrated.
2. Performance — requiring instructional strategies, technical and vocational skills to be used.
3. Consequence — requiring the performance of students taught by the trainee.
4. Affective — requiring attitudes and values to be demonstrated.
5. Exploratory - requiring an experience or activity in which the trainee is to participate. The fifth category, often omitted,

21st-century teaching competencies

1. Effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies should be employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities should ensure the active and equitable engagement of students in productive tasks (Yuvayapan, 2013).
- 2) Effective teaching practices, representing differing viewpoints, theories, “ways of knowing” and methods of inquiry in the teaching of subject matter concepts. Multiple teaching and learning strategies should help engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities while helping them assume responsibility for identifying and using learning resources.
- 3) Effective assessment, incorporating formal tests; responses to quizzes; evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned. Assessment strategies should be developed that involve learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning.
- 4) Technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning.

Conclusion

Educational innovation has drawn increasing attention around the world, and many countries have already embarked on educational reforms that aim to change both the goals and practices of education. Expectations that such innovations can be leveraged or supported by incorporating ICT (Information and Communication Technologies) into the learning and teaching process are widespread. Such innovations are fundamentally changing students' learning experiences. So the present teachers should improve their competencies to fulfil the need of the students.

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VIRTUAL GAMES IN ENHANCING KNOWLEDGE AND SKILL*** Sahaya Mary T.****Research Scholar, Manonmaniam Sundaranar University, Tirunelveli,
Tamil Nadu, India – 627 012.***** Prof. William Dharma Raja B.*****Professor & Head, Department of Education, Manonmaniam Sundaranar
University, Tirunelveli, Tamil Nadu, India – 627 012.***ABSTRACT**

Technology is an interwoven part of today's life. E-learning is the acquisition of knowledge which takes place through electronic technologies and media. Digital game-based learning is one of the prominent types of e-learning. Electronic games have become an integral part of children and adolescents' lives in recent years. Game based learning involves the use of computer and video games specifically designed to produce learning outcomes. This article discusses the opportunities and challenges of digital game-based learning.

Keywords: Digital games, Digital game-based learning, Learning environment.

Introduction

The modern education system uses technology to provide education. E-learning is one among them, which describes education by means of electronic devices and digital media. It refers to using electronic applications and processes to learn. Digital learning allows remote learning and gives the learner flexibility. It allows students to learn and broaden their horizons by making them more interested. The recent trend in technology is to learn everything online that can benefit from being constantly connected. It is not necessary for students to sit in a classroom and always rely on teachers to understand. Such benefits of technology will enrich the process of teaching-learning (Mary & Raja, 2020).

Digital Games

Any game played with the help of a computer or other electronic device is a digital game. Digital game is an interactive program for one or more players, designed to provide entertainment at least, and possibly more (Salen & Zimmerman, 2005). It has the ability to immerse students in a rich instructional experience when they are used in an educational setting. Digital games are used to bring children into the virtual world. The ways in which they communicate with technology will change the way they learn and the production of knowledge (Gros, 2007).

Digital Game-based Learning

Game-based learning is gameplay with specified learning objectives and is intended to present subject matter in the form of a game to help learners understand the concepts. It is a teaching technique that uses the media to learn (Shaffer, Halverson, Squire, & Gee, 2005). It is defined as a form of learning

that promotes players' participation in learning activities using technological resources such as computers, tablets and smartphones (Kiili, 2005). Generally, game-based learning is designed to balance the subject matter with gameplay and the ability of the player to retain and apply the subject matter to the real world. Students learn on their own through game-based learning in an atmosphere where they are able to persevere, solve problems, and derive connections that will contribute to long-lasting learning outcomes (Pabolu, 2020). One of the main aspects of game-based learning is that each student gets direct feedback on their results, with suggestions on how to enhance them (Dadheech, 2021).

Revealing from the Reviewed Studies

Children love to play games-whether board games, card games, outdoor games, or digital games (Juraschka, 2019). Many researchers have studied the educational purpose and examined the efficacy of games. Some studies reported on the extent of knowledge gained by students (Huizenga, Admiraal, Akkerman, & Dam, 2009; Papastergiou, 2009). It is established by a study (Chuang & Chen, 2009) that computer-based video game can be considered as an instructional approach to improve students' higher order thinking. A study conducted by McFarlane, Sparrowhawk, and Heald (2002) found that video games that are used in larger educational activities can be very powerful to involve children. The combination of games with education in the form of digital game-based learning enhances engagement, motivation, and overall educational achievement (Papastergiou, 2009; Kebritchi, Hirumi, & Bai, 2010; Tuzun 2014; Ahmad, Malik, Siddiqui, & Khan, 2018). There are studies (Becker, 2001; Mokka, Vaatanen, Heinila, & Valkkynen, 2003; Rosas et al, 2003) which revealed that students were positive towards use of educational games in learning and they normally describe educational games as motivating. It is also observed that digital game-based learning increases students' learning interest, improves learning confidence, and enables a greater willingness to learn (Bakker, 2001).

Digital Games in Classrooms

Classroom games promote creative thinking and problem-solving. Digital games, when used in educational settings, have the power to immerse students in a rich learning environment.

- Students as gameplay experts. Many students are more conscious of the medium than their teachers. Let students work together to teach and examine the game rules and features of a game.
- Game vs a Worksheet. Teachers may use gaming by encouraging students to play the game while structuring the experience that shows learning goals.
- Students as challenge and empower to overcomers. The concept behind each game is a challenge that needs to be solved, and it is up to the players to use their resources to solve those obstacles

(Rozelle, 2017). Virtual Game-based Learning - Profits how playing digital games can enhance a child's learning (Diane, 2013; Hurix, 2019). It is abstracted hereunder.

- Make students smarter. Digital games technologies enhance critical thinking abilities, which are the foundation for logical reasoning growth. Interactive skill games are excellent learning resources that teach consistency to children because children need to obey rules and guidelines in order to engage in playing games.
- Develop skills. Children who become frustrated with other methods of learning may stick with games longer because it is rewarding to play themselves. This ultimately allows them to improve their patience, a valuable life skill.
- Actualise students more accountable and self-motivated. Students are more involved in using interacting games and more interested in developing their knowledge base. They may not even understand that they are actively learning while they learn by engaging strategies.
- Help to retain learning insights. Game-based learning encourages learners to progress at their own pace, thereby providing a more personalized experience for learning.
- Stimulate imagination. Game-based learning enables learners to visualize 3D models in real-time. A digitally enhanced environment allows learners to use their creativity in a fun and engaging way and explore new possibilities.
- Help to simplify difficult concepts. It can be hard to teach abstract concepts. Games can be used to give these ideas a tangible shape, allowing learners to see them from a different viewpoint.
- Enhance learning by doing. Virtual games allow players in a challenging environment, where they can make mistakes and learn by doing.
- Higher receptivity to learning. Game-based learning is multi-sensory learning that substantially increases the ability of a learner to understand and retain concepts.

Virtual Game-based Learning - Provocations as with any new approach to education, there are numerous challenges to the use of games in the classroom. Virtual game-based learning is also not an except.

➤ Financial constraints. Games need time, knowledge, and money to shape themselves. Some organizations will not have the resources to develop educational games. It may be too expensive for institutions to manage the cost of financing a game.

➤ Lack of parental support. It is not an easy sale to market the concept of game-based learning to parents. The disgrace related with games and play is hard to defeat in an instructive setting where responsibility and results are essential and required.

- Requiring knowledge and skills. The knowledge and skills needed to develop a game that meets the needs of different learners, engages students, responds to the curriculum, and cost-effective are vast and hard to come by (Epper, 2012).
- Challenges of instructor. It will take time for the faculty working with the game to create, introduce, assess, direct and examine what and how learners are learning (Diane, 2013).

Conclusion

Gaming-being inherently fun and engaging has the ability to teach a lot of skills. Children learn best when they're fully engaged. The gaming process creates a healthy competitive atmosphere. They are trying to do better to meet their own learning objectives. It awakens a desire to study more effectively in order to reach the milestones set. In order to leverage the potential of learning games in the classroom, teachers need to be comfortable, too.

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EMOTIONAL INTELLIGENCE AMONG HIGH SCHOOL STUDENTS IN NAMAKKAL DISTRICT***Chandraprakash M.****Ph.D., Research scholar, Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai-97.***** Subramanian P.*****Assistant professor, Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai-97.***ABSTRACT**

A study is intended to Emotional Intelligence among High School Students in Namakkal district. The Normative survey method has been adopted to study the Emotional Intelligence among High School Students in Namakkal district. The Emotional Intelligence Questionnaire Scale was used for the study. Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. The finding there is no significant difference between male and female of high school students in respect to their Emotional Intelligence. There is a significant difference between Nuclear and Joint Family of high school students in respect to their Emotional Intelligence. On comparing Nuclear family and Joint family mean scores, Nuclear family mean score is better than Joint family with respect to their Emotional Intelligence. There is a significant difference among high school students in Emotional Intelligence with respect to Types of School. On comparing the mean values of government, private and aided schools, the mean value of aided are better than government and private mean values with respect to their Emotional Intelligence.

Keywords: Emotional Intelligence, High School Students, Namakkal district

Introduction

Education in the modern context, with a perspective for the future is to aid each student in the development of his/her own personality, unique talents and abilities. It should help the individual to become emotionally mature, physically healthy, psychologically balanced and morally exemplary. However, studies revealed that today's children are more distressed emotionally than the past. They are lonely and depressed, short tempered, uncontrollable and more nervous and prone to worry, so teachers are expected to foster emotional and social adjustment in the pupil.

Intelligence

Intelligence has been defined in many ways, including: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context.

Emotional Intelligence

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills:

emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.

Definition of Emotional Intelligence

The term emotional Intelligence was formally coined and defined as “the ability to monitor one's own and others' feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions” by Salovey., & Mayer (1990) and was empirically demonstrated that it could be tested as a mental ability (Mayer, Dipaolo, & Salovey,1990). Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. According to Goleman (1995) Emotional intelligence is a skill of self-control, zeal and persistence and the ability to motivate oneself. Later Mayer and Salovey (1997) defined “Emotional Intelligence is a set of abilities to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. In 2000 Bar-on define emotional intelligence is an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands..

Related literature

Saliman-Nurhamizah (2019) The education system in Malaysia contributes to the institutional pressure and competitive school environment. For instance, when a student's success was determined by their academic performance, they are motivated to be kiasu. However, the phenomena of kiasu behavior is not well understood. Therefore, this study aims to explore how Malaysian undergraduates' kiasu behavior is influenced by their family income level and emotional intelligence (EI). Based on past findings, we hypothesized that people who have lower EI and higher family income level will have higher level of kiasuism. A total of 358 UTAR undergraduates responded to an online survey consisting of the Emotional Intelligence Scale (EIS) and Kiasu Measure 2.1. Family income level was recorded in the demographic information. Correlation analysis reported positive relationships between subscales of EI (self-awareness, self-regulation, motivation, empathy, & social skills) and kiasuism. Multiple regression analysis indicated that none of the predictors has an impact on kiasuism. The current study fill in the research gap by further confirms that family income level and emotional

intelligence does not predict kiasuism significantly. It also provides a foundation for a variety of directions for future research.

Priyam Dhani, Tanu Sharma (2017) The objective of this study is to explore the relationship between Emotional Intelligence (EI) and Personality among middle level management in India. For this purpose data was collected from 200 randomly selected managers both male and female from various organizations in India. An 18 items questionnaire DKEIT, concerning EI and 50 items questionnaire MPI, concerning personality was used to collect the data for the study. The findings of the study suggest that empathetic and self-confident individuals are more emotionally intelligent than the introverts, pessimists, neurotics and dominant individuals.

Objectives of the Study

The following objectives are formulated for present investigation.

1. To find out the significant difference on Emotional Intelligence of high school students based on Gender.
2. To find out the significant difference on Emotional Intelligence of high school students based on Type of family.
3. To find out the significant difference on Emotional Intelligence of high school students based on Type of School.

Hypotheses of the Study

1. There is no significant difference on Emotional Intelligence of high school students based on Gender.
2. There is no significant difference on Emotional Intelligence of high school students based on Type of family.
3. There is no significant difference on Emotional Intelligence of high school students based on Type of School.

Methodology

In the present study, the investigator has employed for the normative survey method.

Tools Used for the Study

To verify the framed hypothesis the following tools were used in the present investigation.

Emotional intelligence tool developed by Hyde, Pethe and Dhar was used by the investigator. Effectiveness of the study largely depends on the accuracy of measurement. Accuracy of measurement in turn depends on the precision of the instrument. The investigator has selected the questionnaire form and the tool had 34 items by Hyde et al (2002). The five point scale was used and the responses were agree, strongly agree, disagree, strongly disagree, uncertain.

Population and Sample Selected for the Study

Population

The Population of the study consists of high school students studying in Namakkal District

Sample

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure that the researcher adapts while selecting items from the population. The sample of the study consists of 300 high school students are selected from 3 schools in Namakkal District. Purposive sampling technics are used in this study.

Analysis and Interpretation of Data

To find the meaningful interpretation of the raw scores, the data analyzed using Mean, SD, t test and F test.

Hypothesis: 1

There is no significant difference on Emotional Intelligence of high school students based on Gender.

Table –1

Mean, SD, SED and t-value for the Male and Female Students in their Emotional Intelligence

Gender	N	Mean	SD	SED	t-value	5% level of Significant
Male	175	320.15	38.87	5.54	1.003	Not significant
Female	125	325.72	57.21			

df=298

Since the calculated 't' value (1.003) is less than the table value (1.96) for 0.05 level of significant. Hence the Null Hypothesis "There is no significant difference between Male and Female of high school students in respect to their Emotional Intelligence" is accepted. Therefore it is concluded there is no significant difference between male and female of high school students in respect to their Emotional Intelligence.

Hypothesis: 2

There is no significant difference on Emotional Intelligence of high school students based on Type of Family

Table – 2

Mean, SD, SED and t-value for the Nuclear and Joint Family in their Emotional Intelligence

Type of Family	N	Mean	SD	SED	t-value	5% level of Significant
Nuclear	236	328.83	49.148	6.46	4.609	Significant
Joint	64	299.05	30.53			

df: 298

Since the calculated 't' value (4.609) is greater than the table value (1.96) for 0.05 level of significant. Hence the Null Hypothesis, "There is no significant difference on emotional intelligence of high school students based on Type of family" is rejected. Therefore, it is concluded there is a significant difference between Nuclear and Joint Family of high school students in respect to their Emotional Intelligence. On comparing the Nuclear family and Joint family mean scores, Nuclear family mean score is better than Joint family mean school with respect to their Emotional Intelligence.

Hypothesis: 3

There is no significant difference on Emotional Intelligence of High School students based on Type of School.

Table -3

Mean, SD, SED and F-ratio of High School Students in Emotional Intelligence with respect to Type of School

Type of School	N	Mean	SD	Sources of Variation	Sum of Squares	df	Mean Sum of Square	F-Ratio	Significance At 5% level
Govt	65	299.63	30.66	Between Groups	92670.939	2	46335.469	23.793	Significant
Aided	172	337.56	52.10	Within Groups	578379.848	297	1947.407		
Private	63	304.84	29.49	Total	671050.787	299			

df: 2,297

Since the calculated 'F' ratio (23.793) is greater than the table value (2.56) for 2,297 degrees of freedom. Hence the Null Hypothesis "There is no significant difference on Emotional Intelligence of High School students based on Type of School" is rejected. Therefore it is concluded that there is a significant difference among high school students in Emotional Intelligence with respect to Types of School. On comparing the mean values of government, private and aided schools, the mean value of aided are better than government and private mean values with respect to their Emotional Intelligence.

Findings of the Study

1. It is concluded that there is no significant difference on Emotional Intelligence of high school students based on Gender.
2. It is concluded that there is a significant difference on Emotional Intelligence of high school students based on Type of family. On comparing the Nuclear family and Joint family mean scores, Nuclear family mean score is better than Joint family mean score with respect to their emotional intelligence.
3. It is concluded that there is a significant difference on Emotional Intelligence of high school

students based on Type of School. On comparing the mean values of government, private and aided schools, the mean value of aided is better than government and private mean values with respect to their Emotional Intelligence.

Conclusion

The researcher presents study with the fervent hope of will draw the attention for high school students on the various aspects about Emotional Intelligence. This study will provide a good measure high school students' Emotional Intelligence. The level of Emotional Intelligence needed to be improved since fifty percent of students is found to be in need of improvement in Emotional Intelligence. There is no significant difference between the levels of Male and Female, Type of Management and Medium of Instruction on Emotional Intelligence. Also the significant association between the Type of Family and Type of School did differ in Emotional Intelligence.

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EMOTIONAL INTELLIGENCE AS THE NECESSITY IN MODERN TEACHING***Wangshisungla Lemtur****Lecturer in Christian Ministry: Counselling, New Theological College, Dehradun***** Amy Praiselin Karunya*****Student of Bachelor of Divinity, Calcutta Bible Seminary, Kolkata***ABSTRACT**

The topic “Emotional Intelligence in teaching and learning process” has been gaining more attention in the recent days. A teachers teaching generally consists of the knowledge of the subject and the method of teaching. However, it becomes complete when the teacher also uses emotional intelligence to teach. Both the teacher and the student benefit a lot in the teaching and learning process when emotional intelligence (EI) is used. EI helps the teacher to balance work and emotion and also develop oneself which helps in managing stress. EI influences the teacher’s relationship with the teachers. A teacher with good EI recognizes her students individually, understands their feelings and expectations and adjusts her lessons according to such factors. The teacher will let the students understand their perspective and their feelings which develop an effective listening and communication system. If teachers do not make use of emotional intelligence they may struggle a lot because they may be confused while handling various groups, preferences and prejudices. Therefore, it is necessary to train the teachers about emotional intelligence and how to make use of it in their teaching process. EI also makes the process of learning easier for the students as the teacher tries to meet their expectations, understand their perspectives and feelings. Emotional intelligence can also be effective in the online teaching and learning process.

Keywords: Emotional intelligence, Modern teaching, Online learning

Introduction

In the new age of emerging education, it is no longer a mere ‘teaching’ process but a ‘teaching-learning’ process. Education is an important aspect of an individual and the ability to educate is a skill that only some possess. Emotional intelligence is that which enable those who educate to develop and thrive in the process of educating or teaching. Emotional intelligence is a psychological term which has gained more attention in the field of education. It has become an important element in the teaching process which upholds the skill and knowledge of the educator. The ability to execute emotional intelligence in the classroom enhances the learning process beyond the classroom. It also helps in discovering creative paths towards teaching thereby boosting up the ‘teaching-learning’ process. Emotional intelligence enhances the modern patterns to learn for life instead of an academic fulfilment.

Definition

In 1990, Drs. Peter Salovey and John D. Mayer defined Emotional Intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and use this information to guide one’s thinking and actions.” Daniel Goleman added the ‘motivating and managing factor’ of emotion intelligence by defining it as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our

relationships.” A person with emotional intelligence is able to manage and control one’s own emotions and that of others as well. Simply put, an emotionally intelligent person influences the emotions of other people.

Components of Emotional Intelligence:

According to Daniel Goleman, there are five components of emotional intelligence. They are: self-awareness, self-regulation, internal motivation, empathy and social skills.

- **Self-awareness:** Self-awareness is the ability to be aware of one’s own feelings and the impact those feelings have on oneself. For example, the effect of excitement or anger on oneself.
- **Self-regulation:** Self-regulation means to be capable of managing one’s feelings according to one’s environment or situation. For example, keeping calm while feeling stressed.
- **Internal motivation:** It is the ability to motivate and encourage oneself to do something and not expect motivation from someone else. This component extend the motivation to others as well.
- **Empathy:** The ability to understand and empathise with others is complex. But one who is emotionally intelligent can easily put oneself in others shoes, understand their feelings and empathise with them effectively.
- **Social skills:** Having good social skills is to be able to have an effective interaction while handling one’s emotions.

Need of Emotional Intelligence in Teaching:

- **Stress management:** Most teachers face burn-out syndrome and struggle with handling their emotions in such situations. But a teacher with emotional intelligences will be able to handle stress and not let stress have an impact on his/her teaching.
- **Deal with challenges:** Some of the challenges that teachers have are dealing with various subjects, various groups of people and different types of students. Very often, dealing with varieties can be very difficult. Emotional intelligence helps a teacher to sort out these varieties and deal with these varieties in a step-by-step process.
- **Positive impact:** The emotional intelligence of a teacher has an impact on the learning process of a student. The way the teacher manages his/her emotions in the class leaves an impact on the students. An emotionally intelligent teacher leaves a positive impact on his/her students.

Usage of Emotional Intelligence in Teaching:

Alan Mortiboys, in his book “*Teaching with Emotional Intelligence*,” mentioned some usage of emotional intelligence in teaching. Some of them are given below.

- **Relating to the learners:** Relating to the learners means to help the learner understand the role the teacher wants to play in the student-teacher relationship. The role may be to build trust or to

discipline. Letting the students know this influences their behaviour in the class.

- Dealing with learners' expectations: It is necessary to take time to listen to the expectations and worries of the learner in regard to the subject. This will put them at ease and enrich the relationship between the students and the teachers. The learners will feel assured and develop interest in the class.
- Acknowledging individual learners: Students require some amount of acknowledgement and recognition so that they will feel they are a part of the group. They can be acknowledged by using eye contact, calling them by their names and referring to their contributions in the class. This will help them to feel that they are remembered and acknowledged.
- Listening to the learners: Listening to the students makes their opinions heard and helps the teachers in preparing their subject according to the students' perspectives. It leads to a learner-centred lessons which is beneficial to the students' academics.
- Reading and responding to the feelings of individuals and groups: While teaching, paying attention to the feelings of the learners and understanding those feelings is important. At times, those feelings may not be pleasant to the teacher but teachers must be able to accept those feelings. Doing so can help them in teaching the students effectively based on their feelings. For example, when students subtly show that they are bored the teaching method can be made interesting.
- Recognizing one's own prejudices and preferences: Some teachers tend to have certain prejudices towards certain students and prefer some students over others. This would disrupt the teaching and learning process directly or indirectly. Therefore, a teacher should be aware of such prejudice and preference and make it a challenge to put those behind while teaching.
- Non-verbal communication: Non-verbal communication such as posture, facial expressions, voice tone and hand movements play an important role in the teaching process. However even the students may not be aware of its impact on the learning process. Therefore, a teacher should also pay attention to the non-verbal communication.
- Revealing one's feelings to the learners: In the teaching and learning process, both the learners and teachers have feelings. Students very often forget that the teachers are just like them too which then causes various misunderstandings. Therefore, the teacher should also share their feelings with the student with some limitations.

Training for Emotional Intelligence

When a teacher starts their teaching experience newly, they tend to rely on the role their own teachers played and how they thought teachers should be. This might negatively impact their role as a teacher if their experience and expectation is not right. Since emotional intelligence has become an expected

component of a teacher, teachers can be trained to develop emotional intelligence before they start their teaching careers.

A model developed by Gary Low and Darwin Nelson for an emotional intelligence education for teachers was based on five systems. They are:

- **Belief system:** Belief system is about what one believes that they are capable of doing. The skills that come under this system are: Self-esteem, congruence, self-appreciation and self-confidence.
- **Support system:** Support system is the function of building relationships by providing support to others. Some skills to build support are assertion, teambuilding, empathy and leadership.
- **Guidance system:** Guidance system focuses on personal development. The skills that come under this are personal orientation, goal setting and self-control.
- **Balance system:** Balance system is about balancing one's achievements and performance. Skills that fall under this system are decision making and stress management.
- **Power system:** Power system determines the commitment and achievement. The skills of power system are drive strength and self-management.

Emotional Intelligence and Online Teaching

Online learning and teaching can be challenging as the flow of communication may be disrupted and the ability to retain concentration can be difficult. Emotional intelligence calls for an open communication, sharing expectation, recognizing feelings and understanding roles. Online classes are difficult for both the teachers and the students. Most students may not be able to pay proper attention to the class. An emotionally intelligent teacher will be able to adapt eventually to the change in the environment and listen to the struggles and expectations of the students while preparing to teach online. Both the teacher and the students must become completely aware of the drawback in the environment and strive to create a better environment, share their perspectives of the teaching and learning process and have effective dialogues by making use of emotional intelligence. If proper attention is not given to the struggles, expectations and perspectives of the learners the teaching and learning process may not be a success. The goal of teaching is effecting learning. However, in online teaching, in most cases, the goal has been set to fulfil duties because of which learning is not efficient.

Conclusion

Education is the basis of a good society. Education is a combination of teaching and learning in which the teachers are the benefactors and the students are the beneficiaries. Students are influenced and motivated through teachers in this process. Therefore, the need to become an efficient teacher who motivates and inspires the students can be seen in every teacher. In order to do so, a teacher must be

emotionally intelligent. An emotionally intelligent teacher is able to develop oneself as well as impart good lessons to their students while considering the students in a positive light and not as a threat to question their abilities. They make the students comfortable and at ease by paying complete attention to them and making the teaching process learner-centred irrespective of the teaching environment.

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LEADERSHIP DEVELOPMENT OF TEACHER*** Santhi R****Assistant Professor, Government Arts College, Thiruvannamalai***ABSTRACT**

Teacher leadership is the process by which expert educators take on roles at the classroom, school, district, state, or national levels to advance the profession, and improve educator effectiveness in order to increase access to great teaching and learning for all students. To maximize teacher impact on student and school success, accomplished teachers must have defined opportunities to share their professional knowledge and expertise with colleagues. While teachers in some schools do participate in collaborative leadership activities, others work in isolation and have few opportunities to engage in conversation on ways to improve teaching and learning. It is the students who ultimately miss out on the benefit of shared knowledge. One way to increase collaboration is to establish systems of teacher leadership that formalize the sharing of expertise in order to promote professional learning throughout a school or district. Examples could include opportunities to leverage expertise by mentoring, peer observation and coaching, leading engagement with families and communities, and taking on responsibilities for curriculum or school improvement activities.

Keywords: Leadership, Professional, Collaborative Leadership

Introduction

Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to lead or guide other individual's teams or entire organizations. There is a great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including our country India, there is recognition that schools requires effective leaders and managers if they are to provide the best possible education for their learners. As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining or becoming competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but try in turn need the leadership of highly effective principals and the support of other senior and middle managers. The field of educational leadership and management is pluralist with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline. One key debate has been whether educational leadership is a distinct field or simply a branch of the wider study. While education can learn from other settings educational leadership and management has to be centrally concerned with the purpose of aims of education. These purposes or goals provide the crucial sense of direction to under in school management. A recent Center for Teaching Quality paper suggests that in order for teacher leadership opportunities to take hold, seven conditions must be in place:

(1) A vision and strategy for teacher leadership;

- (2) Supportive administrative leadership;
- (3) Appropriate and adequate human, fiscal, and physical resources;
- (4) Enabling work structures;
- (5) Supportive social norms and working relationships;
- (6) Constructive organizational politics blurring roles of teaching and leading;
- (7) A school and system wide orientation toward inquiry and risk taking.

In addition, states and districts must ensure their teacher leadership systems include opportunities for teachers of color. National and International Efforts to Grow Teacher Leadership Opportunities There is growing momentum and interest across the country in using teacher leadership as a lever for improving student learning and teaching practice. Led by the U.S. Department of Education, the National Board for Professional Teaching Standards, ASCD, and more than 100 partner organizations the Teach to lead initiative seeks to initiate conversations among teachers and stakeholders at the federal, state, local, and school level on ways to build or strengthen models of teacher leadership. The Teacher Leadership Initiative (TLI), a partnership between the Center for Teaching Quality, the National Education Association and the National Board for Professional Teaching Standards, is a comprehensive effort begun in 2013 to recruit, prepare, activate, and support the next generation of teachers to lead the profession. In 2011, a broad group of stakeholders developed the Teacher Leader Model Standards, including a consensus definition of a “teacher leader.” Organizations like the Teachers and the National Network of State Teachers of the Year have also increasingly focused in recent years on ways to expand teacher leadership opportunities. Internationally, many countries have growing recognition that teachers need opportunities to lead and grow to best serve students. Education experts often point to Singapore as a model of teacher leadership. Teachers may follow: master teacher, curriculum specialist, or school leader. Teachers receive a wide range of professional development and training opportunities regardless of the path they choose, and they progress to the next stage of their career based on their performance. Each of the paths receives similar compensation, and as a leader in one of these fields, teachers may earn as much as a principal. Develop or strengthen systems of teacher leadership and career advancement. The Coalition for Teaching Quality recommends that states and districts develop or strengthen systems of teacher leadership and career advancement that provide opportunities for teachers to use their professional expertise and knowledge to influence student learning, instructional practice and school improvement. These systems of teacher leadership must include at least the following elements:

Common planning time;

- Significant and sustainable compensation for teachers that serve in leadership roles;

- Training for teachers that agree to serve in leadership roles, which may include training on cultural competence and working with adult learners;
- Rigorous selection criteria for teachers in leadership roles, which may include Board-certification, a strong track record of improving student learning, and a proven ability to work with adult learners;
- Diverse pool of teacher leader candidates.
- States have also moved forward on teacher leadership policies. For example, in 2013, Iowa developed a Teacher Leadership and Compensation System designed to improve student achievement by strengthening instruction. This initiative provides opportunities for teachers from across the state to collaborate and learn from one another and rewards effective teaching by providing pathways to increased leadership responsibilities and compensation. Support Distributed Leadership Models. The Coalition for Teaching Quality recommends that states and districts support a distributed leadership model whereby teachers and school leaders work together to take collective responsibility for student outcomes, school improvement and professional learning. This may include training and support for principals to develop and maintain school leadership teams that include teacher leaders. . Partner with and Draw on the Expertise of Innovative Teacher Leadership Development Programs. To help build capacity, the Coalition for Teaching Quality recommends that states and districts partner with and draw on the expertise of national non-profits and institutions of higher education implementing innovative teacher leadership development programs across the country. Developing and Supporting Opportunities for Teacher Leadership.

Conclusion

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school its learners and stakeholders. Each of the leadership models discussed in this chapter is partial. They provide distinctive but one dimensional perspective on school leadership sergiovanni adds that much leadership theory and practice provides a limited view, devilling excessively on some aspects of leadership to the virtual exclusion of others. As the core of a country through science and education the development of education degree is more important. The current process of teaching management of higher education the educational administration and management develops gradually to become the core of the work. Standardized management and leadership have important influence will automation and strengthen the methods of education and the overall development of the nation.

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EDUCATION 4.0 FOR ENHANCING THE AWARENESS ABOUT TAXONOMY OF PLANTS AMONG GRADUATE LEVEL BOTANY STUDENTS***Sajan K S.****Assistant Professor, N.S.S Training College Ottapalam***ABSTRACT**

Education 4.0 is the desired approach to learning in line with the Fourth Industrial Revolution. This industrial revolution focuses on smart technology, artificial intelligence, and robotics. Universities continue creating successful graduates; they must prepare their students for a world in which these cyber-physical systems are pervasive in all industries. This means teaching students about this technology as part of the curriculum, changing the approach to learning as a whole, and using this technology to better enhance the university experience. Most of schools are deprived of laboratory facilities available to teach Biological science concepts and principles and adoption of innovations is very slow. Besides, the investments for experiments through multimedia- based systems lessen the burden of the government budget for education. Nowadays most of the teachers are not interested in conducting real science experiments in the laboratory, because of the shortage of facilities and lack of equipment. This shortfall can be minimized when we introduce Education 4.0 in the biology laboratory experiments.

Keywords: Education 4.0, Science Experiments, Industrial Revolution

Introduction

In the case of science subjects, the practical session remains a difficult area for the learners. The Education 4.0 and its derivatives may be useful to tackle the problem by creating virtual laboratories. Here we would like to change the wet lab training method by using Dry Lab Systems and enhance the lab practices among graduate-level Botany students, especially in the taxonomy field. The traditional way of conducting experiments causes a number of difficulties for teachers and students and does not attract the attention of the students. Now a day, a teacher cannot depend on any single method of conducting experiments in the laboratory, but he/she may highly depend on the technology linked experiments to overcome the ethical issues related to carry over the real experiments and practical's teacher has to try out several innovative methods to present the content to the student. When they are taught by innovative methods the students are able to understand the concept, principles and content in an effective manner. The Innovative approach, such as Augmented reality, Robotics, AI , multimedia based experiments, animated programs virtual lab method, video-based laboratory experiments are a modern boon in the field of Biology laboratory experiments.

All the modern gadgets are effective only when the teachers have the potential to use these inside the classroom very effectively. Almost all the countries have started changing the mode of changing the traditional method of experiments into multimedia simulated and video-based experiments. The role of laboratory experiments through Education 4.0 and its derivatives have been slowly occupying in our modern Biology classrooms in India also. So, it is agreed that knowledge of

computers, especially Augmented reality, virtual lab and simulated experiments are essential for the Biology teachers in all levels of Biology practical. Here we are trying to answer the following questions like what is Education 4.0? What are the advantages of Robotics, AI, Augmented reality etc as a media for lab practices? What are the online lab practices we can use nowadays? How to verify the effectiveness of these type of lab practices?

Education 4.0

Education 4.0 is the desired approach to learning in line with the Fourth Industrial Revolution. This industrial revolution focuses on smart technology, artificial intelligence, and robotics; All of this now affects our daily lives. In order for universities to continue creating successful graduates, they must prepare their students for a world in which these cyber-physical systems are pervasive in all industries. This means teaching students about this technology as part of the curriculum, changing the approach to learning as a whole, and using this technology to better enhance the university experience. Education 4.0 uses the Internet as the information carrier and transmission channel, and uses smart terminals and mobile smart terminals as human-computer interaction interfaces to meet the mental experience of learners and promote their mental development as the goal. Community) is an educational form of organization. Education is about to enter the 4.0 era. Education is a unique social phenomenon of mankind, and it always accompanies the footsteps of human civilization. Whenever human civilization jumps to a new level, then correspondingly, the education of this era will also take a major leap-education goals, teaching methods and organizational forms will undergo corresponding changes. Educational goals, teaching methods and organizational forms are the three core elements that determine the characteristics of education. When these three core elements undergo fundamental changes, we can announce the arrival of a new era of education.

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Education is about to enter the 4.0 era

Education is a unique social phenomenon of mankind, and it always accompanies the footsteps of human civilization. Whenever human civilization jumps to a new level, then correspondingly, the education of this era will also take a major leap-education goals, teaching methods and organizational forms will undergo corresponding changes.

Educational goals, teaching methods and organizational forms are the three core elements that determine the characteristics of education. When these three core elements undergo fundamental changes, we can announce the arrival of a new era of education. Based on the changes in the three core elements, we can roughly divide the development process of education into the following four stages.

The first stage: Education 1.0 era

At this time, human civilization is in the era of "picking and fishing and hunting civilization". The main goal of education is to develop learners' survival skills (hunting, gathering, fishing, sewing clothes, fighting). The teaching method is mainly precepts and deeds, and the organization of teaching is mainly group activities.

The second stage: Education 2.0 era

At this time, mankind has entered the era of "agriculture, animal husbandry and breeding civilization". The main goal of education is to teach people "how to be a man" and "how to be an official" (learning to be good is to be an official). The main carrier and dissemination tool of knowledge (information) are books. In this era, the development of papermaking and printing has played a huge role in promoting the dissemination of knowledge, and at the same time promoted the great development of education. The teaching methods are mainly "face-to-face instruction" and "independent reading" activities, and the main organizational forms are government-run institutions (such as Taixue, etc.) and private schools (private schools).

The third stage: Education 3.0 era

At this time, mankind entered the era of "machine industrial civilization". Socialized large-scale industrial production requires a large number of professional and technical personnel, so the main goal of education is no longer to train "good people" and "good officials", but to teach modern scientific knowledge and develop professional skills. The carrier of knowledge (information) is still dominated by books, but carriers and communication channels such as radio and television have also appeared. In addition to face-to-face teaching and reading activities, the teaching methods also include listening to the radio and watching videos. Its organizational form is mainly based on modern schools established by the state, supplemented by private schools and educational guidance agencies.

The fourth stage: Education 4.0 era

With the rapid development of the Internet and intelligent terminal equipment, human civilization has entered the era of "information and intelligent civilization" from the era of

"machine industrial civilization", and education is about to move from the 3.0 era to the 4.0 era. As the update speed of knowledge and technology continues to accelerate, "intellectual foundation" will replace "intellectual foundation", "academic ability" will be more important than "educational background", and the educational goal is shifting from "transmitting knowledge" to "developing mind." The main carriers and dissemination tools of information are transferred from books to the Internet and smart terminals or mobile smart terminals. The teaching method is shifting from "pure offline" to "online" or "combination of online and offline", and its organizational form is also changing from a single "other organization" (such as a traditional school) to "other organization" and "self-organization". "(Such as the learning community) combined and transformed.

Advantages of Education 4.0 and its derivatives for lab practices

Biology education plays important roles in human development in various areas such as medicine, agriculture, environmental protection and food security. It is important for students in their everyday life, in global competitiveness, resource utilization and environmental stewardship, in problem-solving skills, and understanding of the scientific methods (Kuddus,2013). Biology practical activities are experiences in the learning –teaching process where students interact with materials to manipulate, observe and understand the natural world (Hofstein and Mamlok-Naaman, 2007). The Biology practical skills are science process skills that are taught as part of the biology curriculum and these skills can be acquired and developed through activities involved in the biology practical sessions (Ongowo and Indoshi, 2013). There is a lot of practical work going on in Botany and Zoology at the degree level. Works in Botany mainly include dissection and identification of algae, bryophytes, pteridophytes then identification of bacteria in microbiology, plant identification in taxonomy, herbarium preparation etc. works in zoology also include dissection of animals, experiments at molecular level, collection of specimens etc. These are the current biology practical works included in the graduate level. Virtual lab, simulated experiments, computer assisted learning, Augmented reality AI Robotics and Data sciences, online labs etc can be made use of the lab practices of Biology. Some computer assisted programs are very useful for transacting the plant and animal dissection works, herbarium preparation lab works, taxonomical classifications etc. In taxonomy level the images and animations can be effectively provided through this platform. For dissecting the plants as well as animals we can use simulation and other computer assisted programs. 3D virtual objects can be used for showing physiological systems.

Effectiveness of Education 4.0

We can verify the effectiveness of Education 4.0 and its derivatives by conducting a study. Education 4.0 and its derivatives help to develop problem solving ability, improving process skills etc. One of the important objectives of teaching Botany among graduate students is that creating awareness about variety of plant species all around the nature, and the need of protecting plants for sustainable living. The present era gives wonderful opportunities for understanding the taxonomy of plants through developing Education 4.0 and its derivatives-based training manual. This dry lab training manual will provide a great chance to know about variety of plant species more easily, interactively, in an interesting way and avoid the drawbacks of wet lab training. The study will make the teachers think about including these new technologies in their class which will make a drastic change in the field of education. The knowledge about the Education 4.0 and its derivatives will help teachers to develop lesson plans and organize other practical sessions through this.

We can conduct a true experimental study by selecting control group and experimental group. Control groups are treated with typical teaching method and experimental groups are provided with a course package through Education 4.0 and its derivatives. First pre-test is conduct to both the groups and then Education 4.0 and its derivatives-based course is given to experimental group. After the course again a post test in the form of achievement test conduct to students both control group and experimental group. The comparison of results will give a clear idea of effectiveness of the Education 4.0 and its derivatives.

Conclusion

Conducting lab practices for graduate level students is not so easy, because of the large number of students and based on the cost of materials regarding Biology subjects. The main lab materials are either plants or animal species. Some of their materials are very costly or rare and regarding the environmental concerns and some of their specimens are endangered species. So, utilisation of such materials for lab works of graduate level students may affect environmental equilibrium. The best remedy for this is the use of virtual lab. But the digital immigrant Teachers of this Era are not capable of handling training for virtual lab. So, the best practice way to transact the training is through an Education 4.0 and its derivatives based learning management system. This paper describes the strategies to be adopted to develop a good Education 4.0 and its derivatives based for virtual lab practices among graduate level students. Nowadays most of the teachers are not interested in conducting the real science experiments in the laboratory, because of the shortage of facilities and lack of equipment. This shortfall can be minimized, when we introduce Education 4.0 and its derivatives based programs in the biology laboratory experiments. But we have to conduct more research in this

area to find out the effectiveness of dry labs. In a situation where there are a lot of environmental problems, a Dry lab like concept based on Education 4.0 and its derivatives has to be introduced to ensure that the flora is not extinct. Environmental concern should be more important than knowledge gain in practical work.

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ENHANCEMENT OF SOFTSKILLS THROUGH AUGMENTED REALITY***Kokila Selva Kumari G.****Research Scholar, Department of Education, Manonmaniam Sundaranar University,
Tirunelveli, Tamil Nadu***** Sundaravalli S R*****Assistant Professor, Department of Education, Manonmaniam Sundaranar University
Tirunelveli, Tamil Nadu***ABSTRACT**

Soft skills play an important role for achieving professional growth and employment. With the knowledge of soft skills, one stand out in a crowd of job seekers with even mediocre skill and talent. There is no doubt that hard skills i.e. knowledge and technical expertise are prime requirement, for employability but without soft skills it becomes difficult for even highly talented people to corner a job. The most common traits asked by every prospective employer are positive work ethics, good attitude, and desire to learn and be trained. Good attitude being a behavioral skill cannot be taught. But consistent practice and training can instill that in a person. Right perspective and readiness to learn and turn the situation to a positive outcome, take responsibility of one's action with the capacity to take any challenge, so the job seekers must possess soft skill to attract the employer.

Keywords: Soft skills, Attitude, Professional growth

Introduction

Soft skills are personal attributes that enhance an individual's interactions, career prospects and job performance. Unlike hard skills, which tend to be specific to a certain type of task or activity, soft skills are broadly applicable. Soft skills are personal attributes that describe an individual's ability to interact with others. Soft skills, also known as people skills, complement hard skills to enhance an individual's relationships, job performance and career prospects. Soft skills differ from field to field, mostly due to different career attributes requirement though the basic people and social skills remain the same. Soft skills are the basic requirement for today's employability. Soft skills are a combination of interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes and emotional intelligence quotient (EQ) among others. Technical knowledge of any subject is considered hard skill. Soft skills are also called corporate skills. Soft skills can be more useful and practical. A definition based on review literature explains soft skills as a cluster of productive personality traits that characterize one's relationships in a social environment with other people and the key three abilities/elements are people skills, social skills and personal career attributes, in other words social skills is an umbrella term for skills under this functional elements.

Augmented reality or AR is a visual and sometimes interactive experience in a real-world environment where the objects in the real-world are “augmented” by computer-generated perceptual information. These virtual enhancements in the real world can appear as something visual and auditory. AR enables students to experience a different learning cycle that will make them retain more

knowledge longer. As Confucius said: “I hear and I forget; I see and I remember; I do and I understand”. In educational settings, AR has been used to complement a standard curriculum. Text, graphics, video, and audio may be superimposed into a student's real-time environment. Textbooks, flashcards and other educational reading material may contain embedded "markers" or triggers that, when scanned by an AR device, produced supplementary information to the student rendered in a multimedia format.

Types of Soft Skills

There are various components that comprise soft skills. Some are inborn such as confidence, friendliness and whether or not someone has sociable nature, while others are skills that can be taught or improved upon, such as developing effective communication, organization, and social graces. A large number of soft skills are known today. However, a different set of soft skills is required for a specific type/nature of work. For our purpose these may include the following skills such as communication skills, listening skills, presentation skills, interpersonal skills, team skills, leadership skills, cross-cultural skills, language skills

AR is also a gateway for students to nurture soft skills that are essential for success in higher education and the workforce - empathy, perseverance, compassion, to name a few. Supplementing the core knowledge and skills students gain in a lesson, AR experiences are interactive and often deliver a number of social and emotional learning opportunities:

- **Persevering Through Failure.** In a lifelike AR/VR environment, students are able to fail safely and develop the perseverance and grit to repeat a process and adjust variables to correct their initial errors. Failure is incorporated as an effective strategy for learning.
- **Overcoming Anxiety and Developing Confidence.** AR/VR applications that guide users through challenging or uncomfortable social situations can help children and young adults learn how to identify anxiety triggers and manage anxiety successfully. Students can virtually practice interactions in both a one-on-one and group setting.
- **Empathy and Compassion through Cultural Exposure.** “Before you judge a man, walk a mile in his shoes”. Students can use AR/VR to travel to other countries, get a taste of different cultures, or bring historical content to life to understand the challenges experienced by others around the world and feel the effects of societal change. Similarly, experiences that bring students closer to the Earth itself can sharpen critical thinking skills on issues like climate change and its impact on various ecosystems and societies.

Augmented Reality Apps in Education

- **3D Bear:** Users can build and share scenes using 3D models with this app’s object library or content imported from **Thingiverse**. Teachers create and assign lessons through a web-based dashboard, and students use the app to create scenes. Ready-made lesson plans cover a range of topics.
- **Catchy Words AR:** Elementary school teachers will enjoy this free word game that combines learning with movement. Without touching the screen, students walk around “catching” letters with their devices to solve word puzzles.
- **CoSpacesEdu:** This design tool allows students with coding experience to create virtual 3D worlds, create info graphics and tell stories through virtual exhibits and tours. Teachers create a class and post assignments. Images and 360-degree photos can be uploaded, and a companion app is available. cycle and anatomy of a frog through a guided virtual dissection.
- **JigSpace:** This educational app offers a library of knowledge, and each “Jig” is a 3D presentation of how everyday things work, explained in simple steps and viewed visually in augmented or virtual reality. Students can view the human heart, the solar system, inventions and other objects from a variety of angles.
- **MERGE Cube:** MERGE Cube lets students “hold a hologram” in their hands. Available through popular retailers for about \$15, the foam cube features unique designs on each side. When held in front of a device’s camera while using one of MERGE’s apps, the cube transforms into a digital 3D object or scene that can be viewed from different angles by rotating the cube.
- **Metaverse:** Recommended for ages 13 and older, this free platform (website and app) allows users to create and share interactive content in augmented reality. Educators can use the tool to gamify learning through warm-up exercises, review games or formative assessments. Students can download the free mobile app to participate in teacher- or user-created games, location-based experiences, scavenger hunts, geocaching and more.
- **Moatboat:** is creation engine app for augmented reality and virtual reality. The user gives simple commands to add objects and give them behaviors. Users can then “place” their creations on a table to share with others.
- **Orb:** Tech-savvy teens bring imagined spaces to life with this app. Students add 3D shapes that, from the device’s screen, appear to be part of the real world. Users can apply custom colors to the shapes, manipulate them with rotation tools and combine them. The final creation can be downloaded, saved as an image or video, shared or exported to a 3D printer.
- **WorldBrush:** This AR experience lets people “paint” the world around them. Paintings are created in the app, remain anonymous and are only visible where they were rendered. Art teachers may

assign students to create virtual drawings anchored to real objects and locations on their school campus.

- **ZOOBurst:** This is a AR app to help elementary level students learn through visual imaging. With this app, students get to interact and become a part of a story. ZooBurst allows the children to engage in digital storytelling by designing storybooks complete with 3-D characters.
- **Acrossair:** This is a browser which can be used in real-world surroundings and in the classroom for learning and discussion. The browser can carry apps that push the boundaries of the uses of augmented reality. You can find locations near you and share your locations with friends. Students can also create interactive classroom projects, and participate in interactive photo walls displaying wiki and multimedia on a classroom topic.
- **Wonderscope:** This is a storytelling app that uses augmented reality to transform ordinary places into real time stories. Students also learn to read with the app. They ask questions to the characters in the story and listen to the characters' answers.
- **Layar:** With this augmented reality software, you can enhance flyers, postcards, packaging or any other item with interactive content, including video messages, Web and social links, photo slideshows, music clips and much more! Imagine what this app can do with your traditional paper worksheets.
- **Shapes 3D:** Use this AR app for math, or more specifically, to teach geometry. Create prisms, pyramids, solids of revolution and Platonic solids. Start easy with simple figures and gradually explore the most complex ones. This AR tool wants to enhance the teacher's capabilities and provide possibilities to show things that cannot be shown with physical tools or within the classroom.
- **Snapchat:** Believe it or not, but almost every snapchat filter is based on AR technology. You can place filters over pictures and make them stand out. Students can also make their own augmented reality filters.
- **Google Translate:** It has some AR features as well. Download the app and use it to translate words on objects. All you need to do is point the device towards an object that displays a word and you'll get a real-time translation.
- **AR Makr:** It is a creative toolbox for augmented reality. With this app, students can sketch, scan, and snap the environment around them. Let them transform creations from 2D to 3D virtual objects. When you've created a 3D AR object, you can place your creations anywhere in your environment. Students can also record, save, and share scenes with their teacher.

Ways to enhance Soft skills using AR

Using augmented reality in the classroom can be a real game changer. You'll see that students will find this an exciting experience and will be more motivated to learn with augmented reality.

- **Spatial Awareness:** students rebuild an object using the Shapes 3D augmented reality app. Take for example a little toy car. What shapes can be used to rebuild it? It will help them develop a better spatial awareness
- **Reading Comprehension:** Use AR Makr to add some augmented reality effects to books. As a teacher you can create them yourself. These could be video's or just "floating" questions you can ask your students. When the students go through the book, they scan the pages and see the questions about the book they have to answer. It's a fun way to use AR for reading comprehension.
- **Breakout Games:** Use Metaverse to create your own escape room or breakout game. You can add augmented reality characters that ask questions about your lesson material. Students have to find clues and codes to go to the next character or questions. You can really create an interactive story here!
- **Snapchat Filters:** There are a lot of important people that achieved great things. Ask your students to make a snapchat filter about the person. For example, let them create an Einstein filter and add important things that represent him or his work.
- **Listening and Reading Comprehension:** Let your students watch the stories within the Wonderscope app mentioned above. You can assign it in the classroom or as homework. Then, ask questions about a story to see if your students understood it. I think students are going to love doing homework.
- **New Year's Letter:** How cool would it be if your students could create a New Year's Letter and share their best wishes with their loved ones through an augmented reality video or a photospecial of themselves? You can use the app Layar for this. You can make something really memorable, a letter nobody will forget.
- **Translate a Menu:** Students have to learn to carry on daily life in a foreign country with a foreign language. That's not always easy. When you're on a classroom trip in a restaurant, let your student use the Google Translate app and translate the menu. They will learn a lot of new words and recognize words they have already learned.

Conclusion

Teachers are still pioneering how augmented reality can best be used in the classroom. One thing is for sure though, that with the right apps, students' engagement and overall level of understanding can be increased. By providing a completely different interface in which to interact with the environment around us, there are many possibilities for how AR technology can be used in the classroom and

developed in the future. AR provides new ways of interacting with the real world and can create experiences that would not be possible in either a completely real or virtual world. AR has the unique ability to create immersive hybrid learning environments that combine real and virtual objects. AR technologies enable users to experience scientific phenomena that are not possible in the real world, such as certain chemical reactions, making inaccessible subject matter available to students. The skills and knowledge that students develop through technology-enhanced learning environments may be developed more effectively through AR technology. . AR offers a better opportunity to develop and achieve practical experience while learning soft skills. The learner acquires greater confidence in the new skill as he is exposed to a supportive and safe environment by repeating, correcting and practicing the targeted skills during their learning.

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LEADERSHIP SKILL FOR MODERN TEACHERS**Ruby Manoranjitham D.***T.N.D.T.A. Primary School, Arulur-628 613, Thoothukudi***** Kanagarani Christy J.***Student, St. John's College (M. Sc Mathematics), Palyamkottai- 627 002, Tirunelveli***ABSTRACT**

The aim of this article is to discuss and clarify the modern skills for modern teachers and especially leadership skills. In schools, the term teacher-leader is commonly applied to teachers who have taken on leadership roles and additional professional responsibilities. Teachers in carrying out learning also act as leaders in the classroom. Leadership skills are needed by teachers to cater the needs of the modern education as well as the modern society. Teacher leaders are both teachers and leaders. Teacher leaders are have been teachers with significant teaching experience, are known to be excellent teachers, and are respected by their peers. In many schools, teachers assume leadership roles. These teacher-leaders roles vary greatly in their selectivity, responsibilities, and authority from school to school, and in some cases teacher-leaders do not have a formal title. Teacher-leaders take on various roles. They collaborate, research, innovate, mentor and advise, among numerous other responsibilities. While teacher leadership takes on many forms, one thing is for certain: Teacher leaders are making a concrete difference in our schools and communities. A teacher leader does not always have authority over peers. There are many teacher leadership qualities that help them be successful. Becoming a teacher leader starts with loving to educate others.

Keywords: Leadership Skill, Leadership Style, Teacher Leader, School Community

Introduction

The teacher has a role to support the success of the school and students either in a role that is formally or informally assigned. Teacher leaders are the professionals who carry through with this process to lead change in their schools for the benefit of all students. Therefore it is essential to know more about leadership and the characteristics of a good leader so that we can train teachers for effective leadership.

What is leadership?

According to sprott “anyone who acts as a model to others in a group is often called the leader of the group”. According to Lapiere and Fransworth “Leadership is a behaviour that affects the behaviour of other people, more than their behaviour affects that of the leader”.

Who are Teacher Leaders?

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement.

Teachers with Leadership Skills

Teachers fulfill many roles in today's world and one of the most important is the role of a leader. Teacher leadership occurs every day in the classroom and provides an environment that enriches the lives of not only the students but all of the professionals with whom they come in contact. For teachers

with advanced leadership skills, there are many opportunities in education that require visionaries with the ability to lead. Teacher leadership roles go beyond the classroom, as many school administrators and nonprofit organization leaders are former teachers or were previously involved in education.

Qualities of teacher leaders

Following are those are consistently seen in teacher leaders such as Passion, Integrity, Collaborative, Communicative, Positive attitude, Confidence, Inspirational, Engagement, Fearlessness,

- **Passion**-Teachers are very passionate about teaching and learning. They continuously feed their passion by staying on top of the latest evidenced based practices for teaching their students. In addition, they are passionate with regards to professional learning to enhance their career goals.
- **Integrity**-Teacher leaders display honesty in all of their interactions with their students, colleagues and administrators. Also they are trustworthy and can be counted on to produce quality work and meet all of the many timelines that are part of their everyday commitments. When they make a promise to their students they always follow through.
- **Collaborative**-Teacher leaders ask for input from all the members of their classroom team, their colleagues and administrators. They realize that to be a truly effective teacher leader they cannot close their classroom door and operate independently.
- **Communicative**-Teacher leaders are able to clearly articulate their vision for their classroom in order to insure that the team is working towards the same goal. Teacher leaders are also able to communicate the vision for each student to parents and anyone else that is part of the student's learning community. Teacher leaders are able to communicate to each student the goals that have been set for them so that the student has a clear picture of the path that they and the teacher are on.
- **Positive Attitude**-Teacher leaders consistently demonstrate an upbeat demeanor that motivates those with whom they interact on a daily basis. They manage to maintain an important balance between productivity and fun.
- **Confidence**-They keep the team moving forward and focused on the long term goals. When a student is having a hard time either with an academic concept or maintaining appropriate classroom behavior, the teacher is the voice of calm in the middle of the student's storm and is able to re-focus the attention of the student back to the task at hand.
- **Inspirational**-Teacher leaders keep their students and teams invested in the goals that have been set. They do this though acknowledging both large and small accomplishments that are made daily.
- **Engagement**-Teacher leaders keep their teams engaged. They do this by challenging them and asking for their input on a frequent and consistent basis. Teacher leaders keep their student's consistently engaged by setting high expectations and reachable goals.

- **Fearlessness**-Teacher leaders are not afraid to take risks and in doing so, make mistakes. They realize that making mistakes allows them an opportunity for growth. They create an atmosphere in their classroom that encourages all team members and students to take risk without the inherent fear of making mistakes.

Different Styles of Leadership

In schools, there are always selfless teachers who support students at all costs. Trusted by students and staff alike, these teachers are known to make decisions based on students' needs. Their dedication to improve students' academic and social experiences is proven by their willingness to dedicate lunches and after-school hours with students to grow their activities and programs.

The Following are the five leadership styles that teacher leaders can use inside and outside the classroom.

- **Authoritative Leadership**-Authoritative leaders push their teams to pursue common goals. They balance maintaining a high bar and inspiring their teams to success. Authoritative leaders can also be relentless in their pursuit of meaningful growth and demonstrate determination and resilience. In education, this means authoritative leaders may be teachers with many years of experience or higher degrees.
- **Affiliative Leadership**- Affiliative leaders are people who their teams can trust and feel safe going to. They validate their colleagues and build rapport among them. A school's success largely depends on building culture and values. This requires Affiliative leadership to push staff and students alike in the same direction.
- **Democratic Leadership**-Democratic leaders are the first to seek feedback and share decision-making responsibilities. In education, this often means gathering feedback from students, staff, administrators, and families to implement school-wide changes and policies. "Democratic leadership is about believing students, parents, and the community has a voice,"
- **Pacesetter Leadership**-Pacesetter leaders essentially focus on the practice of leading by example inside or outside the classroom. They do it all, setting the tone of a school and inspiring other teachers by their skills, dedication, and achievements.
- **Coaching Leadership**-Coaching leaders take young or struggling teachers under their wings to mentor. This style of leadership is usually time-consuming and requires much empathy and patience on the leader's part. However, it has significant benefits to teacher development and student academic success.

Five dimensions of effective Leadership

- Establishing Goals

- Resourcing strategy
- Planning and evaluating
- Teacher learning
- Environment

Conclusion

Teachers who have the leadership value will be able to create a harmonious working environment and establish a culture of strong cooperation. As a leader, the teacher will be a role model to the students, classroom, teachers, school and community. Teacher leadership provides professional learning opportunities that affect changes in the classroom and school and also can change and build the direction of the school from the existing level to the higher standard.

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ROLE OF CENTRAL GOVERNMENT FOR ENHANCING DIGITAL LITERACY IN INDIA

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ABSTRACT

Digital literacy is the foremost necessity of the 21st-century world. Common people, nation builders, and the next generation of modern techno age are in the dire need of properly digitally literate. Digital literacy is the new life skill in this age. The digital environment is spreading out around the whole society. In the modern system of education teacher must have digital skills. A teacher who is digitally literate can survive in the digital era. Technology will not replace the teachers, but teachers who use technology will replace those who do not. It is the time to enhance those skills which are the foundation for the present global and growing educational society. This paper will deal with role of central government for enhancing digital literacy.

Keywords: Central Government, Digital Literacy, Digital India, National Digital Mission

Introduction

Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy. Information and technology are playing an indispensable role in our day to day life. ICT's have their influence in each and every sphere of human life. With the opportunities provided by information and communication technologies, the most important value of the 21st century is twenty-four hour and seven days access to information in the fastest way. With the advent of mobility, digital tools have become an indispensable part of our lives and also enhanced three meaningful factors such as speed, virtuality, and networking

Digital India

The Digital India is a dream project of the Indian Government to remodel India into a knowledgeable economy and digitally empowered society, with good governance for citizens by bringing synchronization and coordination in public accountability. 'Digital India' was launched on 1st July 2015 by Prime Minister Narendra Modi to make Government services available to people digitally and enjoy the benefit of the newest information and technological innovations.

Aims of Digital India

Digital India has 3 major aims:

- **To create a digital infrastructure as a utility to every Indian citizen-**The government is planning to provide high-speed internet connectivity to 2,50,000 gram panchayats, which will be a

core utility for digital inclusion.

- **Digital empowerment of citizens**-This program aims to empower citizens through digital literacy and universal access to digital resources e.g. Mygov website for crowdsourcing ideas and will focus on finding ways to encourage people to opt for cashless financial transactions.
- **Governance and services on demand**-The initiative also aims at seamless integration across government departments/jurisdictions and ensuring availability of services in real time from online and mobile platforms. It will also result in real-time service delivery from an online platform.

Pillars of Digital India

The 3 building blocks of digital India form the foundation on which the 9 pillars of Digital India can be built upon. The 9 pillars are listed as below:

1. Broadband highways, E-governance, E-Kranti, Universal Mobile Access, Public Internet access, Information for all, Electronics manufacturing, IT for jobs, and Early Harvest programmes

Impact of Digital India-A nationwide scheme such as Digital India has the potential to impact various sectors of society. Following are some key impacts where Digital India can provide a sustained benefit.

Impact on Technology-The Digital India project provides a huge opportunity to use the latest technology to redefine India the paradigms of the service industry. A digitally connected India can help in improving the social and economic condition of people living in a different geographical area.

Impact on the Economy- It can play a key role in macro-economic factors such as GDP growth, employment generation, labour productivity, growth in a number of businesses and revenue leakages for the government.

Impact on Social sector-Social sectors such as education, healthcare, and banking are unable to reach out to the citizens due to obstructions and limitations such as middleman, illiteracy, poverty, lack of funds, living locality and investments. Modern ICT makes it easier for people to obtain access to services and resources. The penetration of mobile devices may be highly useful as a complementary channel to public service delivery apart from the creation of entirely new services.

Impact on the Environment- The major changes in the technology space have not only brought changes to the economic system but are contributing to the environment changes. The next generation technologies are helping in lowering the carbon footprint by reducing fuel consumption, waste management, greener management, greener workplaces and thus leading to a greener ecosystem.

Impact on Agricultural Sector- The governance will shift from e-governance to m governance i.e. is mobile governance. Farmers can access all kind of information through their mobile phones as when required which will boost this sector also.

National Digital Literacy Mission- National Digital Literacy Mission (‘NDLM’) has been initiated with the vision to empower at least one person per household with crucial digital literacy skills by 2020. The National Digital Literacy Mission is a dynamic and integrated platform of digital literacy awareness, education and capacity programmes that will help rural communities fully participate in the global digital economy. Our focus is on making technology central to enabling change.

Aim

This mission is aimed at empowering mainly the poor, rural and women of the country and giving them a fair chance for building a better life for themselves.

Objective

The objective is to impart basic ICT skills relevant to the need of the trainees which would enable the citizens to use IT and related applications and participate actively in the democratic process and further enhance opportunities for their livelihood. The persons shall be able to access information, knowledge and skill through the use of digital devices.

Components

- Initiate and promote entrepreneurship and deliver uniform digital Literacy
- Bring socio-economic impact at rural regions;
- Offer the necessary tools for information security and digital literacy.
- Contribute towards Supplementary Education
- Inculcate critical thinking in the youth through Digital Literacy Skills
- Contribute towards Women Empowerment
- Act as complete and thorough Knowledge Centres

Conclusion

Digital Literacy is a life skill in the present era of growing and global educational society. Digital literacy is playing a vital role in our life. In the digital age, there are types of literacy which are essential to living in the present society. It is a need of the time to be digital literate to every person. Principles of digital literacy are very much helpful for the whole society. In this digital era technology is growing day by day. In digital environment, digital learning has positive as well as negative impacts. Parents must be digitally literate so that they can help their wards and keep an eye on their wards in this digital learning era.

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**TEACHER LEADERSHIP: LEADING THE WAY TO
EFFECTIVE TEACHING AND LEARNING*****Michael Jeya Priya E.***Assistant Professor of Biological Science,**St. Ignatius College of Education(Autonomous), Palayamkottai, Tirunelveli-2***ABSTRACT**

Teachers have a very significant, lifelong impact on all of their students. This impact involves not only the teaching of particular academic skills, but as importantly, the fostering of student self-esteem. Reinforcing self-esteem in the classroom is associated with increased motivation and learning. Despite an emphasis on teacher leadership in educational settings, teachers often lack skills and competencies to assume leadership roles and thus require enhancing their repertoire of leadership skills and contributing to organizational effectiveness. Therefore, it is essential to identify potential leaders in schools or seek the support of those who would accept the added responsibility of leadership roles. This paper deals with the skills required for teacher leadership, personal skills for teacher leader, and overarching leadership competencies in teachers and teacher leader roles in educational institutions.

Keywords: Teacher Leadership, Competencies, Organizational Effectiveness, Personal Skills

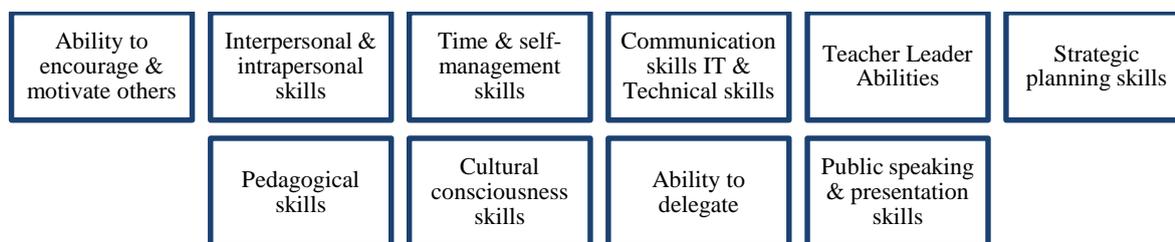
Introduction

Leadership has been described as “a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task”. Leadership is an activity of influencing people to strive willingly for group objectives and influence people to follow in the achievement of a common goal. Leadership in school is the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational aims (Dalal,S.,& Sarla Rani,S.2013). Skilled teachers have the power to make a real difference in the lives of students. But educators who exemplify leadership skills within the field are able to make an even greater impact. Teachers who learn to translate their successful classroom practices into a shared vision that can help drive the school, the district or even the industry forward can benefit students far beyond their classrooms (Fook,C.Y.,& Sidhu,G.K.2009). Teacher is a valuable resource to communities worldwide, nationwide, and community-wide. Teaching has great potential for many individuals to leave a mark on society and benefit their lives and self-worth. Teachers have excellent resources, skills and tools to achieve their goals and to reach out to numerous students in their careers. Teachers are not only workers but are also members of the profession. Teaching is a very professional career where an individual is held accountable through a series of tests, assessments and tools to gauge the achievement of students and their learning. Teaching is such a rewarding and challenging career and a partnership between schools, community, and parents to help children succeed in their academic careers by overcoming personal, academic, social and emotional challenges to ensure success.

Skills Required for Teacher Leadership

Teacher leadership can have a wide range of roles, it is important to discern what types of skills they need to possess in order to be effective in leadership positions. First and foremost, pedagogical excellence of teachers is considered a key to effective teacher leadership as “one cannot be an effective teacher leader if one is not first an accomplished teacher” (Odell.1997). Lack of knowledge about classroom practices or lack of credibility as a teacher might negatively influence teacher leader roles. According to Snell and Swanson (2000) expertise as a classroom teacher is a critical aspect of teacher leadership, which gives a teacher credibility among peers and colleagues. Hence, teacher leadership is a means by which credible teachers exercise influence over supervisors, colleagues and members of the school community through shared or collaborative relationships that advance pedagogical practices (Poekert, 2012). The following skills are required for the teacher.

Fig.1.Showing the Skills required for teacher leadership



Moreover, teacher leaders are honest, competent, forward-looking, and inspiring individuals who derive strength from character and competence; rather than from their middle-level leadership positions (Chapman, 2008). It can be inferred that leadership knowledge and skills are interdependent concepts that complement each other to facilitate teacher leaders in educational leadership roles. Knowledge may only provide an understanding of a leadership role or a task; however, to practically perform it one needs to have leadership skills(Shah,S.R.2017).

Personal Skills for Teacher Leader

Teacher leaders can help to create a culture of collaboration is through the facilitation of learning teams. As the term implies, a learning team is a group of teachers working together to focus on important issues within the school, such as addressing the meeting of student needs. The following skills may be necessary to fulfill the role of a teacher leader. These skills are briefly described below:

Fig.2. Showing the personal skills for teacher leader

WORK ETHIC	<ul style="list-style-type: none"> • Teacher leaders have been described as perseverant, resourceful, actionoriented committed, and passionate.
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- **The passion they have for their mission allows teacher leaders to find the courage to persist in the face of adversity and obstacles**

TEAMWORK

- Teacher must possess the ability to build solid relationships with colleagues, parents, students, administration, and the community.

LEADERSHIP

- Teacher leaders can lead by engaging, inspiring, and motivating others to improve and become better through their actions
- Teacher leaders are adaptable, open-minded, and creative. They are open to exploring options to gather the necessary resources to improve the state of education

OPENNESS

- Teacher leaders are able to adapt and adjust to situations through their creativity and flexibility.

POSITIVE AFFECT

- Positive emotions have been demonstrated to have a number of beneficial outcomes.
- The successful teacher leaders often succeed with the help of positive affect.
- Their tendency to display optimism, enthusiasm, and confidence leads others to think creatively and work together to solve problems

VISION

- They actively seek out such opportunities rather than simply waiting for them to appear

RISK TAKING

- They are willing to take the chance to attempt new and innovative initiatives despite the fact that what they are doing may end up failing and expose them to external criticisms

Teaching related skills. Teacher leaders are also good teachers. They display outstanding teaching skills, hold a comprehensive philosophy of education, and are relatively altruistic (Katzenmeyer & Moller, 2001). Furthermore, they have a deep understanding of various theories and practices of teaching (Killion & Harrison, 2006). Teacher leaders are willing to expand their role as teacher to develop their career, and have the time, energy, and patience required to assume such a role (York-Barr & Duke, 2004).

Overarching Leadership Competencies in Teachers

Knowledge and Skills Needed by Effective Teacher Leaders. The skills teacher leaders need to be effective in a variety of roles can be broken into five main categories. These skills sets are further defined on subsequent pages.

1. Working with adult learners 2. Communication 3. Collaboration 4. Knowledge of content and pedagogy 5. Systems thinking

The following are some of the overarching competencies educational leaders often exhibit.

- **Reflective practice:** Helping systems to function with a culture of mindful and meaningful reflection by creating conditions that encourage thoughtful consideration among peers, administrators and other staff members.
- **Personal effectiveness:** Understanding your own personal strengths, leadership style and passions, and capitalizing on those attributes to support lifelong learning in others and yourself.
- **Interpersonal effectiveness:** Seeking opportunities to better support your colleagues and building critical relationships to promote action that's based on a shared vision and is deeply rooted in serving the needs of students.
- **Communication:** Defining, differentiating and sharing carefully crafted messaging that can spur others to pursue positive change at all levels of the education system.
- **Continuing learning and education:** Creating meaningful professional development goals and seeking learning opportunities to help you achieve them.
- **Group processes:** Open-mindedly engaging in working with others, skillfully managing group dynamics and guiding groups through challenges.
- **Adult learning:** Building an awareness of adult learning to better understand how to impact colleagues and collaborate to enhance instructional growth and student success.
- **Technological facility:** Incorporating emerging technology as a tool to communicate with diverse audiences, facilitate collaboration and offer learning activities that would otherwise be inaccessible.

Teacher Leader Roles

Teachers as leaders can take various roles in different domains which may be categorized into formal or informal roles. In formal roles, teachers undertake managerial and pedagogical responsibilities (Muijs et al., 2013) Such roles include department chairs, mentors, coaches, curriculum reformers, instructional leaders and subject coordinators who aim to implement decisions taken at a strategic level and find ways of encouraging staff to conform (Margolis & Doring, 2012). On the other hand, informal leadership roles, which involve teacher leaders in collegial tasks not only contributing to organisational improvement, but also to the professional learning of their colleagues. These roles include peer

coaching, leading a new team, setting up action research groups and assisting in the development of school curricula (Katzenmeyer & Moller, 2001). Since leadership is considered a context-specific phenomenon, teacher leaders' roles might be perceived and applied differently in different contexts. The following are the ten key factors which influence the emergence and maintenance of teacher leadership: (1) supportive culture, (2) supportive structures, (3) strong leadership (4) commitment to action enquiry and data richness, (5) innovative forms of professional development, (6) coordinated improvement efforts, (7) high levels of teacher participation and involvement, (8) collective creativity, (9) shared professional practice, (10) recognition and reward. (Muijs & Harris, 2006).

Conclusion

In a rapidly changing and more technologically oriented society, students will need to acquire the knowledge and skills that will help them achieve success in school and in life. The evolving nature of school environments has placed high demands on educational leaders. Where knowledge of school management, finance, legal issues and state mandates was once the primary focus for the preparation of school leaders, education reform has created an urgent need for a strong emphasis on development. Teachers often emerge as teacher leaders after they achieve success in the classroom through their experiences and expertise. The success of a school needs the full participation and smart partnerships from all parties concerned. Besides that, strong support, clear vision and appropriate empowerment are also seen as critical and crucial factors that should go hand-in-hand with good leadership. It reflected a learning leader that practiced a form of leadership that is collaborative, cooperative, participative, democratic and centrally concerned with giving others the responsibility to lead.

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**DIFFERENT STRATEGIES OF TEACHING IN THE MODERN TECHNOLOGICAL
WORLD. POSSIBILITIES OF INTEGRATING TECHNOLOGY IN
PEDAGOGICAL DEVICE AND ITS IMPACT.**

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As like the saying, "The Only Constant in Life Is Change" humankind has been evolving since its existence. This leads to the civilizations and the pinnacle of which is the education. The societal needs are different from years ago and the education and its methods has to be in par with that. This article deals with the different strategies used by the modern day teachers to keep the students' interest and intellect intact. Which are Learner centered, Gamification, Flipped Classroom, Computational Thinking and VAT (Visual Audio & kinesthetics). These makes learning a bit interesting and keeps the students awake in the classroom as it demands the involvement of the students in the learning process. In addition, integrating technology in pedagogical device helps in keeping the leaning place lively and provides a wider range of education. It could be considered as limitless one. When students are allowed to use m-learning, social media and other learning applications, they find it more interesting and relevant to their time. Then there should be a discussion about the advantages and its limitations needed very much particularly in a multicultural nation like India. It brings the fear of digital divide, mental health issues and eye diseases and most importantly the quality of learning. It has both the optimistic impact and also the possibility of impacting the other way around. The choice should be made in what capacity a learner could be exposed to digital literacy.

Keywords: Digital literacy, M-learning, Social media, Gamification

Introduction

From inventing fire to develop Artificial Intelligence to create Virtual Reality and Augmented Reality, the technology of the human race has seen various innovation and growth. Likewise, over the years, there has been visible changes in teaching style. Opposite to the memorization and same old recitation practice to teach the students, now with modern teaching methods, interactive methods of teaching have been introduced, and its result can be seen. This is an education reform which provides an entirely different angle of teaching and learning because modern teaching methods do not treat all students at the same level of their understanding ability, unlike the conventional method of teaching. Rather than the only Type equation here.teacher-based method, modern teaching methods focus more on questioning, demonstration, explaining, practical, collaboration methods, and are more activity-based.

Modern Teaching Strategies

The teaching method focuses more on teaching the students for improving their intellect behaviour by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is Modern Teaching Strategies. The new teaching method which we called the modern teaching method is more activity based and centres the learner's mind which involves them entirely into the process of learning. Through this way, learners actively participate in

the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment. In India SSA (Sarva Shiksha Abhiyan), introduced ABL (Activity Based Learning) for primary level students in 2003 and it first entered the state of Tamil Nadu. And for higher learning ALM (Active Learning Methodologies) was introduced. On a practical level, active learning includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to reading material, to complex group exercises in which students apply course material to “real life” situations and/or to new problems. In an active learning environment, teachers facilitate rather than dictate the students’ learning. Active learning allows students to learn in the classroom with the help of the instructor and other students, rather than on their own. This activity-based learning need to follow some modern teaching strategies in the place of learning.

Learner Centered

One of the essential strategies of the modern teaching methods in basic science and technology (BST) as it is learner-centred. It focuses on learners while using or applying during classroom and laboratory lectures. The teacher acts only as a guide, and all the learning process involves learners. Learners significantly appear as a dominator in classroom interaction. It is also called as a Child centric strategy. The teacher’s own role in children’s cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. A child constructs her/his knowledge while engaged in the process of learning. Allowing children to ask questions that require them to relate what they are learning in school to things happening outside, encouraging children to answer in their own words and from their own experiences, rather than simply memorizing and getting answers right in just one way.

Gamification

A class game is also considered an energetic way to learn because it not only helps the students to review the course material before a big exam but it helps them to enjoy learning about a topic. Different games such as crossword puzzles always seem to get the students’ minds going. As it is a well-known fact that children love games whether it is online games or playing games at the field. Teaching through games is one of the essential modern teaching methods that has been in use under modern teaching ways. Learning through playing games won’t be even realized by students. It motivated students as

well and proved effective not only to the students of preschool but of any age. The responsibility of teaching through gamification is of the teachers as they should plan or design projects that will be suitable for the students of their respective age for keeping their interest alive.

Flipped Classroom

In this, the teaching procedure takes place in a flipped manner. As unlike traditional ways, students study new material or content at home by themselves and practice the same at school. The method is the reverse of providing content at school and asks students to rework on it or practice it at home. The students practice this at home by watching a video tutorial, search online, or work on the content usually shared by the teacher. They do not need to complete the homework at home. Instead, they end it at school. Through the practice of flipped classroom, students get enough time to grasp the topic, unlike school where they get only a few minutes to understand the content. Students prepare themselves with the content before arriving in school, and if they face any doubt, they can discuss it in the classroom or ask the concerned teacher. They can also suggest their ideas related to the content and share it with other classmates. Moreover, there is another advantage of this modern teaching strategy that students would not have to suffer due to their sickness. Sick days won't interrupt their learning.

Computational Thinking

Computational thinking is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging). Such computational thinking skills can be valuable in many aspects of life, ranging from writing a recipe to share a favourite dish with friends, through planning a holiday or expedition, to deploying a scientific team to tackle a difficult challenge like an outbreak of disease. The aim is to teach children to structure problems so they can be solved. Computational thinking can be taught as part of mathematics, science and art or in other settings. The aim is not just to encourage children to be computer coders, but also to master an art of thinking that will enable them to tackle complex challenges in all aspects of their lives.

VAK Teaching

VAK is a modern teaching method whose effects can be seen clearly. We divide learner into three categories: Visual, Audio, and kinesthetics (movement). One needs to recognize to which category they belong to or the teacher must know to which category her students relate to. In VAK, V is visual means seeing the data, A is Audio means gathering information by hearing the data, and K is

Kinesthetics means feeling the data. A teacher should keep the category of students in kind while teaching because some students catch the information by seeing, by hearing or by feeling. So, they should present the same material in different ways.

The VAK teaching method was introduced in the 1920s to help children with dyslexia. However, its impact is more effective in the modern era. In the time of the internet, watching and learning through videos has become a popular new medium of teaching. Students grasp fast when they see, hear or feel instead of reading the material. And also, a learner is not limited to any one as they can use even all three mediums of instruction.

Crossover Learning

Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom and everyday experiences. These connected experiences spark further interest and motivation to learn. An effective method is for a teacher to propose and discuss a question in the classroom, then for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, then share their findings back in the class to produce individual or group answers.

These crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events. It is one of the perfect ways to give the best education to learners. Crossover learning effectively engages learners and provides authentic yet innovative results.

These are some of the teaching strategies used in the modern times. While looking into the modern world, there is a new era going around the world. The new industrial revolution, artificial intelligence and robotics are becoming the peak of technology. However, education also took a leap into Education fourth industrial revolution and about transforming the future of education using advanced technology and automation. Creativity is the foundation of Education 4.0. This demand a collaboration of technology and education.

1.Modern technology in education

According to the latest insights as to how exactly modern students of today prefer to use technology and how does their learning get an impact if they use technology, it was revealed that the use of modern equipment technology and tools, the learning and interactivity of students increases. They also find it

much more interactive, as well as full of interesting areas, when aided by technology. The transfer of knowledge becomes very easy and convenient, as well as effective. What this means is, that our minds now tend to work faster when assisted with the use of modern technology, be it any part of life, here the talk is about education. The reliance and dependence of such an innovation, that simply makes life an easy, smooth journey is completely unavoidable these days even in schools, universities and colleges.

2.Importance of technology in education

Education is essential in corporate and academic settings. In the former, education or training is used to help workers do things differently than they did before. In the latter; education is geared towards creating curiosity in the minds of students. In either case, the use of technology can help students understand and retain concepts better. Because of technology education has gone from passive and reactive to interactive and aggressive. Moreover, with time being changed to an extent, learners demand new techniques and methods to gain knowledge which specializes them not only in theoretical study but ensures them to provide practical knowledge, sharpen their skills, and make them educated to face any kind of challenges. Therefore, integrating technologies into the education could be the only way to meet the requirements of modern times.

3.Integrating Technologies in Pedagogical Device

Paul Nightingale opines that the definition for technology has been changing as the time progress. And one of his definition is a scientific gadget developed from the scientific knowledge for increasing productivity. And pedagogical device could be seen as a set of means (methods, tools, procedures, and actors) intended to support a learning process. Therefore, in some ways, these technologies could be used as a pedagogical device in the process of learning.

M-Learning

In general, mobile learning or m-learning can be viewed as any form of learning that happens when mediated through a mobile device, and a form of learning that has established the legitimacy of ‘nomadic’ learners. Similarly, some authors see m-learning as learning environment based on mobility of technology, mobility of learners and mobility of learning that augments the higher educational landscape. They also add that m-learning is a new and independent part of e-learning where the education contents are handled solely by mobile 4.0. Education 4.0 is a purposeful approach to learning that lines up with the technology devices. While it has been described as ‘an emergent paradigm in a state of intense development’ few universities have adopted widespread m-learning technologies. Despite the significant potential of mobile technologies to be employed as powerful learning tools in higher education, their current use appears to be predominantly within a didactic,

teacher-centred paradigm, rather than a more constructivist environment. It can be argued that the use of mobile devices in higher education (essentially content delivery) was pedagogically conservative and regressive. But after the strike of Covid-19, people are forced to use mobile phones for their education. Though m-learning was in practice in some of the countries, a country like India might not have expected that this would happen until some years from now. However, nowadays most of the classes for college going students are happening in real time video calling through the help of a mobile. Particularly in some schools for kids, homeworks are shared in WhatsApp and other messaging application. Not to forgot how the senate of Serampore University wrote and send their answer scripts. Hence mobile itself becomes a pedagogical tool.

Utilization of Social Media

Every kid, every teacher in fact everybody uses and enjoys social media. So, when this social media is used for teaching purposes, it turns out to be of great use. Students love being social, collaborating, sharing and exchanging ideas. Various important aspects that are integral part of teaching like collaboration and interaction can happen seamlessly via social media. Not just that it is being used by all but it also enables you to keep things all checked up and helps you in assigning tasks, assignment and other class related activities effortlessly. Social media also plays an important role when you talk about keeping guardians updated about the students' performance and other school activities. Various platforms like Facebook, Instagram and Twitter are being used by educators worldwide and are enjoyed by the masses. For example there are people teaching mathematics, photography, to invest in stocks, misconception about various things and other different matters. Not to forget about YouTube. This is another social media platform where one may attend various classes.

Use of Multimedia

Vivid images, videos, instantaneous information, all of this capture attention from students easily. Use of various multimedia resources brings dynamism to the classroom sessions. Students enjoy distinctive resources and variety of these resources keeps students engaged and interested in the classrooms throughout. Multimedia can stimulate more than one sense at a time, and in doing so, educators reach all different types of learners and hold student's attention longer. Giving students the ability to create and utilize different types of multimedia creates a more collaborative classroom and allows students to communicate and actually apply what they are learning, thus enhancing the overall educational experience. Visual images always have a strong appeal compared to words. Using projectors and visuals to aid in learning is another form of great technological use. Media literate youth and adults are better able to understand the complex messages we receive from television, radio, internet, billboards, video games, music, and all other forms of media. Media literacy skills are included in the

educational standards worldwide not only to provide them the knowledge about its use but also to save them from the potential harm.

Internet – Online Degrees

Online degrees now have become a very common phenomenon. People wish to take up online courses for their learning and certifications. Top institutions offer amazing online programs with the use of various applications and the internet. This is a concept that will continue to rise as it gets more support and awareness. The online degree scenario around the world is more famous among students who work and look for flexible studying programs. Therefore, internet itself could serve as a pedagogical device. Just by using internet one can learn a lot especially in the educational department. There are lot of websites offers various online courses. The student has to know these things and they can start learning. The process may require simple registration to the particular website and the student can surf through a number of courses. Here is an online study platform called coursera which offers various degrees and certificate courses from different reputed universities. Grow with Google is another program which is offered by Google itself provides a number of skill development certificate courses. Ministry of Education, Government of India has a website called Swayam, also has a number of courses offered that anyone can enrol and learn from anywhere. This could be a great tool particularly in the quarantine context.

Innovative Education Technology (Application)

Integrating technology in education enables one to take classes from the best teachers but also personalizes the way students learn. It allows a combination of teachers, video lessons and interactive games - explaining concepts by relating it to real life experiences. This improves understanding and retention of concepts for life. It makes complex concepts visual and contextual, which will help students understand not just the ‘What’ of learning it, but the ‘Why’ and the ‘How’ as well. The huge availability of data on the learning patterns of students allows for personalized feedback and assessment. This way, the learning program is personalized to every child’s style and pace of learning based on their proficiency levels and capabilities which helps them learn at their own pace and style. A huge collection of educational apps is available for the learners which help them in personalized learning. Learning through apps is self-paced and are optimized for the needs of each learner. Educational apps like Meritnation, SoloLearn, Coursera, Unacademy, Byjus, Extramarks, Digital Teacher: The Learning App, etc. are designed keeping the learner in mind. Byjus for instance is one of the biggest educational apps in the world. Once a start-up, Byjus now caters to almost 300 million students in India. The app uses 3-D animation, motion graphics and visual effect technique to provide

an immersive learning. They even provides courses even for IAS, JEE, NEET and other government exams as well. It could be also seen as a product of the integration of technology in education.

Technology of Future

Day by day the technology is facing new leap and innovation. There is no guarantee that in what way the future is going to be. There are new technologies like hologram, augmented reality in development. It may not take much longer to assist in the pedagogy. Augmented Reality (AR) is a new technology that involves the overlay of computer graphics on the real world. Virtual Reality is a term used for computer generated 3D environments that allow the user to enter and interact with synthetic environments. The users are able to “immerse” themselves to varying degrees in the computers artificial world which may either be a simulation of some form of reality or the simulation of a complex phenomenon. These, combined to make a kind of virtual lecturer or teacher and given the development in the Artificial Intelligence, it can involve in a dialogue with the learners individually to rectify their doubts.

4.Digital Literacy

Digital literacy could be defined as the means of having the skills one may need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, mobiles and other digital means. Therefore, it is not just about reading something on internet or any other digital platform. It helps students to expand their knowledge beyond the four walls of the building. They help students use critical thinking skills to evaluate the quality of digital sources and information, which in turn helps students to become a better thinker. According to Cornell University, digital literacy is “the ability to find, evaluate, utilize, share, and create content using information technologies...”

Development of Digital Literacy

If something is emerging or in a process of development, a particular situation or condition paved the way for its growth. In the same way Digital literacy is essentially a product of the past several years, although in different forms it already existed slightly earlier. For Digital Literacy the origin could be defined as “The action of Digital Literacy came by the need and necessity of the situation.” As the technological era develops Digital Literacy seems to be a development in the field of literacy. It is evident, that modern devices and means of information transfer are necessary for its development. Therefore, this type of education would not be possible without the rapid development of computers and the Internet. In fact, it can be said that they were primary in relation to digital education and they forced its emergence. Because the prevalence of computers and broadband Internet has given a very

strong impulse to use them also in the educational activity. The other important and most contextual cause is the current situation (Quarantine) demands this sudden leap particularly in our society.

Impact of Digital Literacy

As like any other progress, Digital Literacy could also have both the positive and negative impact in its own community. Therefore, it should be analyzed as how for it is helpful for the educating community and what are the concerns it comes with. It should have both the optimistic and pessimistic effect in one way or in the other in any given circumstances. And so, will see the advantages and issues Digital Library bringing into the community. Advantages

First will look into the advantages of the digital literacy in the community as it plays a massive role in the changing arena of the education.

- **Decentralized Learning-** One of the most crucial changes which stem from integrating technology into higher education lies in decentralized learning. It is no longer required for students to commute or outright move to different cities/states/countries in order to gain the desired degree.
- **Effective & Interesting-** Many studies confirm that education using multimedia is more effective. According to Dorota, when using this type of education, its effectiveness increases by as much as 56%. It increases the pupil's activity by 40-80%. As a consequence, this leads to savings in time of approximately 38-70%.
- **Component of life skills-** Digital Literacy is most important to ICT (Information and communication Technology) users, e-business professionals, and IT/ICT professionals.
- **Beyond Boundaries-** It helps the students to be life-long learners. Also, it unveils almost all the stream of subjects with its every aspect. There is no visible limit in the Digital Literacy realm as long as one could access the sources.
- **Digital Citizenship-** It teaches the students how to appropriately and safely interact with their digital community. Since now a day almost everyone is living in the virtual world, this aspect could bring a virtual relationship among the community members.
- **Study pace-** It allows a person to study at his/her own pace. It is very much important as in a class room there are variety of students with various intellectual capacity. But the process will be on a constant pace. But here the student has the power to control the pace in which he/she needs or want to study.
- **Teamwork-** This Digital realm took the concept of Teamwork into a different level. For an example, Google Docs is a great tool for teamwork. Students can all be on the same document at the same time while working on their own devices. They do not have to be in the same

location anymore. And there are other tools handy for the students. They could also use social media to pose questions. They can ask their favourite author a question about a book on Twitter or Instagram. Follow scientists working with new technology. Use their digital world to gain information and insight.

- **Career-** 21st century jobs rely on technology for production and information processing. And Digital Literacy gives this dimension to the people to go for their careers. These are some of the advantages and there are much more to point out in favour on the digital literacy and the technological development in the field of education. Then, there is the other side of the coin, the Limitations.
- **Limitations of Digital Literacy-** As like any concept which is been in the stage of evolving, Digital Literacy also have some limitations of its own. The reason for this could be the different levels of development throughout the country, particularly in India.
- **The Digital Divide-** The term itself means that there is a great information gap between those who have access and those who do not. The term emphasizes the contrast between the information “haves” and the “have-nots.” There are poor people, who could not afford a smartphone and internet connection. Also, in our country there are people who live in roadsides and are homeless. This makes the digital literacy to be limited or with a strong term a failure.
- **Social Isolation-** Digital learning tends to make participating person to undergo contemplation, remoteness and a lack of interaction. As a result, many of the students and teachers who inevitably spend much of their time online can start experiencing signs of social isolation, due to the lack of human communication in their lives. This is a psychological issue that needs to be checked. This also could make the students a bad communicator. Though they think efficiently they may find difficulties in expressing themselves.
- **Attention-** Too intensive use of multimedia leads to distractions and it limits pupil’s ability to concentrate. Even in the virtual class rooms the students seem to be inactive during lectures. This may also lead to question the quality of education it provides.
- **Source issues-** Students need to know the difference between a trustworthy and untrustworthy source. Students must learn how to find quality sources and evaluate their effectiveness in order to help them accomplish their purpose or task. They must also learn how to use those sources to inspire their own original ideas to be shared with others. Simply Googling an answer does not provide students with true, deep learning. And, most students understand how to use a search engine, it is up to teachers to provide students with these additional skills to bring the answers to the next level.

- **Health issues**-There is a growing risk of health loss caused by the use of electronic devices, especially by children. This mainly concerns the eyesight and the risk of myopia. Digital Literacy requires ‘a seven-hour eye contact with a computer screen a day’ from a student. But, studies revealed that even ‘two hours a day’ is harmful for children. This is not only for children but, a kind of universal issue to all who are more prone to the display for any purpose. Speaking of issues, there are some practical issues digital literacy should address.

Issues Regarding Digital Literacy

The issues with which Digital Literacy is evolving in our context are

Some teachers may find it difficult to integrate digital literacy in a pedagogically sound and interesting way. Educators must be adaptable towards technology use, be open minded and willing to learn from students, and stay abreast of technological advancements. It could also be misleading people when they apply digital literacy skills to research tasks and when completing projects & theses. It is seen as a taboo to use any gadgets for a long time in many families. This is really one of the most important things as students find it difficult to convince their parents that they are studying with a mobile or laptop. These are some of the barriers Digital Literacy needs to break in our country to be a successful mode of education.

Evaluation

After all the studies done above, it would be virtuous to conclude that Digital Literacy, as like any other thing, has both the poles in the impact it makes among the educating community. Moreover, it could be a good addition but not an alternative one. And a very important thing is that as an educator, one should resist disregarding these new approaches and instead embrace them, in addition to traditional forms, accompanied with an understanding of impact, time, place, purpose and audience. Teaching digital literacy is important not only in supporting students to become independent, critical learners but also in narrowing the gap between children’s lived experiences inside and outside of school.

In addition, one must know that handling gadgets does not mean that the person is intelligent or intellectual. And so it is about the person uses the gadget to learn and educate oneself. In other words, how for the gadgets are helpful in building an intellect community. Coming to the technology, the scope is wide and unlimited both for the studies and the development. As the technology tends to upgrade, the educationist must try to fix it into the pedagogical device in order to cop up with the ever-developing technology.

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THE ROLE OF EMOTIONAL INTELLIGENCE OF MODERN TEACHERS IN MODERN EDUCATION

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ABSTRACT

Our olden traditional education system mainly focussed on educational for living which means education for earning money. People also prefers to study the subject which helps to get jobs immediately. Also, it believed that people with high Intelligent Quotient (IQ) will become the successful teacher, but it is totally changed in current modern era. One should have good Emotional Intelligence (EI) to become a successful person in the teaching profession. Initially EI is considered as the term of psychology, but as the human resources theories developing EI gradually moved to Education field. Emotional Intelligence is the ability to understand our own emotions and those of other people around us. A teacher should be Emotionally Intelligent to have the self-awareness which helps to understand the feelings of students and able manage their emotions. In this paper we are going to discuss about “Role of Emotional Intelligence of Modern Teachers in Modern Education”

Keywords: Intelligence Quotient (IQ), Emotional Intelligence (EI), Modern teachers

Introduction

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Emotional intelligence, sometimes referred to as EQ ("emotional quotient"), refers to a person's ability to recognize, understand, manage, and reason with emotions. It is a critical ability when it comes to interpersonal communication—and a hot topic not only in psychology, but in the business world. The term was coined by psychologists in the 1990s. Its use quickly spread into other areas including business, education, and popular culture. The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Imagine a world in which you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in your overall success in life.

History of Emotional Intelligence

Emotional intelligence as a term did not come into our vernacular until around 1990. Despite being a relatively new term, interest in the concept has grown tremendously since then.

Early Growth

As early as the 1930s, the psychologist Edward Thorndike described the concept of "social intelligence" as the ability to get along with other people. During the 1940s, psychologist David

Wechsler proposed that different effective components of intelligence could play an important role in how successful people are in life.

Later Developments

The 1950s saw the rise of the school of thought known as humanistic psychology, and thinkers such as Abraham Maslow focused greater attention on the different ways that people could build emotional strength. Another important concept to emerge in the development of emotional intelligence was the notion of multiple intelligences. This concept was put forth in the mid-1970s by Howard Gardner, introducing the idea that intelligence was more than just a single, general ability.

The Emergence of Emotional Intelligence

It was not until 1985 that the term "emotional intelligence" was first used by in a doctoral dissertation by Wayne Payne. In 1987, an article published in *Mensa Magazine*, Keith Beasley uses the term "emotional quotient." In 1990, psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*. They defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions."

Importance of EQ in success

Interest in emotion psychology and the concept of emotional intelligence really caught fire with the 1995 publication of Daniel Goleman's book "Emotional Intelligence: Why It Can Matter More Than IQ." Goleman suggested that while traditional intelligence was associated with leadership success, it alone was not enough. People who are successful at work are not just smart—they also have a high EQ.

Measuring of Emotional Intelligence

Several different assessments have emerged to measure levels of emotional intelligence. Such tests generally fall into one of two types: self-report tests and ability tests.

Self-report tests are the most common because they are the easiest to administer and score. On such tests, respondents respond to questions or statements by rating their own behaviours. For example, on a statement such as "I often feel that I understand how others are feeling," a test-taker might describe the statement as disagree, somewhat disagree, agree, or strongly agree.

Ability tests, on the other hand, involve having people respond to situations and then assessing their skills. Such tests often require people to demonstrate their abilities, which are then rated by a third party.

Components of Emotional Intelligence

Researchers suggest that there are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

Perceiving emotions: The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reasoning with emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that they are dissatisfied with your work, or it could be because they got a speeding ticket on their way to work that morning or that they have been fighting with their partner.

Managing emotions: The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions and responding appropriately as well as responding to the emotions of others are all important aspects of emotional management.

Impact of Emotional Intelligence

Interest in teaching and learning social and emotional intelligence has grown in recent years.

Social and emotional learning (SEL) programs have become a standard part of the curriculum for many schools.

Thinking Before Reacting

Emotionally intelligent people know that emotions can be powerful, but also temporary. When a highly charged emotional event happens, such as becoming angry with a co-worker, the emotionally intelligent response would be to take some time before responding. This allows everyone to calm their emotions and think more rationally about all the factors surrounding the argument.

Greater Self-Awareness

Emotionally intelligent people are not only good at thinking about how other people might feel but they are also adept at understanding their own feelings. Self-awareness allows people to consider the many different factors that contribute to their emotions.

Empathy for Others

A large part of emotional intelligence is being able to think about and empathize with how other people are feeling. This often involves considering how you would respond if you were in the same situation.

How to Use Emotional intelligence

Emotional intelligence can be used in many ways in your daily life. Some different ways to practice emotional intelligence include:

- Being able to accept criticism and responsibility
- Being able to move on after making a mistake
- Being able to say no when you need to
- Being able to share your feelings with others
- Being able to solve problems in ways that work for everyone
- Having empathy for other people
- Having great listening skills
- Knowing why you do the things you do
- Not being judgemental of others

How to Become More Emotionally Intelligent

While emotional skills may come naturally to some people, there are things that anyone can do to help improve their ability to understand and reason with emotions. This can be particularly helpful in the workplace, where relationships and business decisions often rely on the interpersonal understanding, teamwork, and communication.

If you are interested in improving your emotional intelligence skills to benefit your workplace performance, take steps to improve your skills in the five categories of emotional intelligence: Self-awareness, self-regulation, social skills, empathy, and motivation.

Become More Self-Aware

One of the first steps toward utilizing emotional intelligence skills in the workplace is to practice recognizing your own emotions. Self-awareness involves being aware of different aspects of yourself, including your emotions and feelings. It is one of the foundational components of emotional intelligence. To recognize your emotions and understand what is causing these feelings, you need to first be self-aware.

- **Pay attention to how you are feeling.** How do these emotions influence how you respond? Do the things you are feeling have an impact on the decisions you make or how you interact with others? As you reflect on these questions, you may find that you become much more aware of your own emotions and the role that they play in your daily life.
- **Take stock of emotional strengths and weaknesses.** How well do you communicate with others? Do you find yourself experiencing impatience, anger, or annoyance often? What are some ways you

can deal with these feelings effectively? Recognizing weaknesses allows you to look for ways to deal with them.

- **Remember that emotions are fleeting.** A co-worker might irritate you or your boss might give you a frustrating task to complete. Before you react, remember that these things are temporary. Making rash decisions based on intense emotions can be detrimental to your long-term goals and success.

Practice Self-Regulation

Goleman identified self-regulation as a critical part of emotional intelligence. Being aware of your emotions is an important first step, but you also need to be able to manage your feelings.

To improve your self-regulation skills in the workplace:

- **Find techniques to release workplace stress.** Having hobbies outside of work is a great place to start. Physical exercise is also a healthy way to release stress.
- **Keep your cool.** Accept the fact that you cannot control everything. Look for helpful ways to respond that do not add fuel to the fire.
- **Think before making decisions.** Emotions can overwhelm you in the heat of the moment. You can make a calmer, more rational choice if you give yourself time to consider all the possibilities.

Improve Social Skills

Research on emotion psychology suggests that people with high EQs also have strong social skills. Because they are adept at recognizing other people's emotions, they can respond appropriately to the situation. Social skills are also highly valued in the workplace because they lead to better communication and a more positive company culture.

- **Listen to what others have to say.** This does not mean just passively listening to other people talk. Active listening involves showing attention, asking questions, and providing feedback. Whether you are a manager or a team member, active listening can show that you are passionate about work projects and willing to work with others to help the group reach its goals.
- **Pay attention to nonverbal communication.** The signals that people send through their body language can convey a lot about what they really think.
- **Hone your persuasion skills.** Being able to carry influence in the workplace and convince team members and supervisors to listen to your ideas can go a long way in advancing your career.
- **Avoid office drama.** Do your best to stay out of the petty office politics that sometimes take over the workplace, but be aware that conflicts are not always avoidable. Focus on listening to what others have to say and look for ways to solve problems and minimize tensions.

Become More Empathetic

Emotionally intelligent people are good at stepping into another person's shoes and understanding how they feel. Empathy is more than just recognizing how others are feeling. It also involves how you respond to these emotions.

- **See things from the other person's point of view.** It can be challenging at times, especially if you feel like the other person is wrong. But rather than let disagreements build up into major conflicts, spend time looking at the situation from another's perspective. It can be a great first step toward finding a middle ground between two opposing points of view.
- **Pay attention to how you respond to others.** Do you let them have a chance to share their ideas? Do you acknowledge their input, even if you disagree? Letting others know that their efforts have merit often helps everyone feel more willing to compromise.

Work on Your Motivation

Another key component of emotional intelligence is intrinsic motivation. People who have strong EQ tend to be more motivated to achieve goals for their own sake. Rather than seeking external rewards, they want to do things because they find them fulfilling and they are passionate about what they do.

- **Focus on what you love about your work.** There are probably things about your job that you love and things that you hate. Try focusing on the aspects of your job that you enjoy, such as the feeling of accomplishment you get when you complete a big project, or helping your clients progress toward their own goals. Identify those components of your job and take inspiration from them.
- **Try to maintain a positive attitude.** Notice how optimistic people in the workplace tend to inspire and motivate others. Adopting this kind of attitude can help you feel more positively about your work.

Promoting emotional intelligence in the classroom

According to **Albert Bandura**, children learn best by observing their elders. Thus, as teachers, if we develop our EI, by mere observation, they will learn to be more intelligent emotionally. Some tips for promoting EI in the classroom:

- Show respect for each individual child's feelings, and remember his negative feelings are indications of unmet emotional needs.
- Do not label your students negatively. Avoid 'should' and avoid subjective labels.
- Instead of saying 'students' try to address them as 'children.'
- Help the children label their feelings properly. Teach them a wide range of feeling words. Talk about feelings, ask them how they feel, teach them how they can feel, show empathy, concern, and care for your children. Ask them how they feel and 'What would help you feel better.'

Teach them to solve their own problems using empathy, compassion, and mutual respect for each other's feelings.

- Support their individual needs, talents, potential and interests.
- Reassure the students that it is okay to be honest about their feelings. Tell them that if they feel hateful, hurtful, vengeful, violent, or destructive, it is okay to say it.
- To lighten up the tension, set a goal of finding 3-30 things that everyone can agree on. Use humour.
- Do not lecture them as they are expressing themselves.
- Let them express themselves without showing disapproval, shock, horror. Do not invalidate or judge anything they say. If you want them to open, turn off your inner judge.
- Don't add to their pain, stress, discomfort and fear by trying to control their behaviour through saying things like 'Look me in the eyes when I am talking to you. Stop playing with your hair. Take your fingers out of your mouth. Sit up.'
- While interacting with your students it is important to keep a check on your language.
 - Label your feelings rather than your students. Say 'I am confused about why you aren't doing your work,' rather than 'You are just being lazy.'
 - Express your emotions rather than issuing commands. For example – 'I feel bad when I see you take things from others without asking. I am afraid you might lose their friendship.'
 - Learn to take responsibility for your own feelings rather than blame them on your students. For example, say 'I felt embarrassed when the principal was here,' rather than 'You embarrassed me in front of the principal.' First validate the student's feelings before addressing their behaviour. For example – 'It looks like you are feeling a little restless today. It looks like you really don't want to come inside.'

Loftus says, 'If teachers make comments to kids that are personally challenging or insulting to them as a person, kids will never look at their own behaviour.' The connected approach, on the other hand, GETS POSITIVE RESULTS 'HUNDREDS OF TIMES.'

How to Improve EI in the Classroom

Managing a student's emotional intelligence allows for greater outcomes. I have observed teachers read their student's emotional states, understand their reactions and stress levels, and watched the instructors manage their classrooms with strategies and approaches that were very understanding and compassionate, thus producing incredible student achievement.

First, teach students to understand the vast variety of emotions

Children need to understand these various emotions and learn how to read them in others. When they see their teachers and parents handle difficult situations, they learn how others cope and handle their emotions. They also learn from one another and watch their peers' reactions in the classroom as well as on the playground. Their antennae are always working, whether it is conscious or unconscious observation.

Next, work on strategies to control their emotions

Students need to practice controlling their emotions. Having them brainstorm on ways they might react in different situations and then allowing them to role play, will provide an opportunity to practice their responses.

Teach students to feel empathy

Encourage students to view life from another person's perspective. The purpose of this is to develop empathy in children for others going through some very difficult times.

Teach students to volunteer and give back to society

By teaching children to help others, makes them feel important and shows them they are doing something that really matters to the world. The act of charity teaches them to give back to their community and they will, in turn, develop the intrinsic values that come with it.

Allow students to make mistakes

Students need to learn that every action comes with a consequence and it is okay to make mistakes. We learn from our errors. "...Errors need to be welcomed: The exposure to errors in a safe environment can lead to higher performance" (Hattie, 2011).

Let your students feel frustration

When they get stuck on a math problem, there is usually someone there showing them the way to solve it quickly. Life is not always like that. There will be times when no one is there and they must find ways to look at the problem from different angles and solve it on their own. In the classroom, now the time to struggle and experiment with ways to handle frustration.

Conclusion

"If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far." Daniel Goleman. Managing one's emotions is critical in the game of life. Learning to manage those emotions starts at a very early age and should continue throughout one's career. Your students are a combination of their IQ and their EQ. Both equally important in developing a strong, healthy individual. As teachers it is our responsibility to teach and develop the Whole Child, so take the time

to help nurture their emotional intelligence, for that will not only be an asset to the student and the classroom culture, but to our society as well.

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MANAGING THE DIVERSE LEARNERS IN THE CLASSROOM***Maheshwari G.***Assistant Professor of Biological Science**Dr.SNS College of Education, Coimbatore***ABSTRACT**

Education is the manifestation that already exists in the man says Swami Vivekanda. Teachers' role in the classroom plays a crucial role to meet the expectations of the diverse learners. Teachers of the school have shown much concern about meeting the diverse needs of intelligent, average and weak students improving their skills in order to prepare them for the normal functioning. They have tried to cater for students' different needs and help them build a firm foundation through effective curriculum planning, specific learning and teaching strategies and assessment.

Keywords: Classroom management, diversity, discipline, learning and teaching

Introduction

Managing refers to the system of properly organized and systematized behavioural activities on the part of management personnel for the proper planning, organizing, actuating and controlling the men-material resources' needed for the effective running of an organization with an eye on the best realization of the stipulated objectives of that organization. Diverse Learners include children and students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds. The school administration may be regarded as the system of school responsible for laying down programmes, policies and objectives of the school keeping vigil over their implementation and realization and providing desired assistance and guidance for the proper co-ordination and integration of the available men-material resources' to ensure proper functioning of the school resulting into the maximum development of the potential of the pupils along with the needed professional growth of the school personnel. The social context of teachers' work that is the type of learning environment in which they teach also can serve as a critical area of concern for teachers. Teachers concerns about the classroom management are sometimes ethnicities, religions and abilities may be highly diverse and may or may not be shared by the teacher. We present the classroom approach of the two teachers from the urban and middle school. We attempt to extend the construct culturally responsive classroom.

Need of the school organisation, administration and management

- laying down the objectives purpose and ideals for the establishment and running of the schools
- Thinking about the scope and sphere of the communities' regions and people whose needs are to be catered through the establishment of the school.

- Taking care of the qualitative establishment and quantities expansion of the school.
- Organization and management of guidance and counseling services to the students.
- Making provision of the action research programmes and projects in the schools.
- Preparing a code of conduct, ethics, service etc.

Characteristics of diverse learners

Diversity encompasses many characteristics including ethnicity, socio-economic background, home language, gender, special needs, disability, and giftedness. Teaching needs to be responsive to diversity within ethnic group.

Classroom management by teachers

Classroom management aims at establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of classroom management. The classroom management is based on the students and student learning, professional knowledge, teaching practice, leadership and community and ongoing professional learning.

Techniques for better classroom control

Teacher needs to focus entire class and must not talk over student chatter.

Techniques for Better Classroom Control

Teacher needs to Focus attention on entire class and must not talk over student chatter. At times Silence can be effective. Students should know what is going to happen in the class and monitored to check progress. Teacher should move around the room so students have to pay attention more readily and give students non-verbal cues. Lessons should be planned to ensure that the period is filled with learning activities. Teacher should have a knack to memorize student names as quickly as possible. It enhances class control and confidence of the teacher. Few techniques are mentioned below

Managing student behaviour

The student behaviour in the classroom can be modified by the following ways.

Classroom management is a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with students with disruptive behavior.

- Understanding the basic principles of behavior
- Understanding motivation and the variables
- Importance of maintaining high and positive expectations
- Personal relationship with students
- Implementation of guidelines for success

Positive learning environment

Successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of the problems. The most effective decisions in classroom are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish. The social context of teachers work that is the type of learning environment in which they teach also serve as a critical area of concern of the teachers. Teachers concerns about the classroom management are sometimes ethnicities, religious and abilities maybe highly diverse and may or may not be shared by the teacher. The positive learning environment can be made by the classroom organization, time management, student behavioural management, classroom instructional plan and communication with parents. The classroom management of the two teachers from the urban and diverse middle school. We attempt to extent the construct culturally responsive classroom management, considering the ethnic background of the teachers and students in the study as well as the context. Every community or the society.

Conclusion

Teachers must ensure effective learning for all students in the classroom, teachers need to develop sensitivity to individual students' needs and respond to them by flexibly adapting their teaching strategies and content. Teachers can then give their students opportunities to develop their potential. We must acquire knowledge of our students' diverse cultures inform our teaching. This, along with a sincerely caring attitude, increases student participation and engagement. Sensitively use multicultural literature, especially children's literature, to honor students' culture and foster cross-cultural understanding.

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EFFECTIVE COMMUNICATION: AN ESSENTIAL SKILL FOR TEACHERS*** Stella Rajakumari C**** Assistant Professor of Mathematics, St. Ignatius College of Education,
Palayamkottai– 627 002, Tamilnadu, India.***** Dr Jani V*****Assistant Professor of Mathematics, St. Ignatius College of Education,
Palayamkottai– 627 002, Tamilnadu, India.***ABSTRACT**

Communication is the basis of teaching - listening, speaking, reading, presenting and writing. Teachers who enhance their communication skill can efficiently instruct, advise and mentor students entrusted in their care. Additionally, teachers must communicate well to effectively work with colleagues and keep administrators informed on student progress. When parents call, visit or send an email, teachers must be skilful at responding to questions verbally and in writing. Fundamental to teacher and student success is the teacher's ability to communicate effectively with students, parents, and colleagues. Teachers must have good communication skill to help their students to gain academic success. Communication skill also enables the teachers to further their careers in education. The use of efficient communication skill enriches the learning process of the students. Good communication skill also helps in the career mobility of the teachers. Hence this paper analyses the importance of effective communication for a teacher and some strategies for effective communication in the classroom.

Keywords: Communication, Essential skill, Strategies, Teachers

Introduction

Every individual uses communication to communicate with one another. Even animals have their style of communicating with other animals. Not a single person in this world can survive without communicating. Communication refers to the exchange of thoughts and ideas to convey information. Communication is a two-way course that includes vocalization as well as a gesture. The purpose of communication is to express one's beliefs, ideas, thoughts, or needs with clarity to cohere and have a mutually acceptable solution. One should not underestimate the power of good communication skill. Even before the invention of language, facial gestures, hand gestures and body language were used to converse with each other. Good communication skill is necessary for all walks of life. The lack of good communication skill would affect the personal as well as professional life of a person. A teacher who communicates effectively with the students can inspire them to learn and participate in class. Teachers' active participation in a facilitated workshop can improve communication in their workplace. As a facilitator, teachers need good communication skill and should identify dormant participants and encourage them to raise their views that might help other participants. All this is impossible unless the facilitator has incredible communication abilities with a natural empathy towards the participants.

Effective Communication

Communication is a vital element in the classroom. Successful teaching requires only 50% knowledge and 50% communication skill. As a result, a teacher should be proficient in all four modes of communication - listening, speaking, reading, and writing. The teacher should also know how to make use of these skills effectively in a school environment. Being able to do this will have an impact on the academic success of the students. It will enhance the teacher's career success as well. Also, the teachers benefit by good communication skill from three different areas i.e., when communicating with students, parents, and colleagues.

(i) **Teacher - Students Communication:**

Teaching becomes effective with good communication skill. In turn, students will make more academic progress. Studies have found that interactive and engaging teaching environments formed by able teachers determine the success of students. The teaching styles and learning environment indirectly influences the academic performance of the students. Additionally, communication with students can positively affect their perceptions of school, their role in the classroom, themselves and their abilities, and their motivation to succeed. Therefore, effective communication between teachers and students is of great value. It allows the teachers to execute their job well with positive results from the pupils. An added benefit is that the students can use the teacher as a model for improving their communication skills, which are crucial for their development and future learning.

(ii) **Teacher - Parents Communication:**

Parent and teacher communication is largely important since the child's time is predominantly between school and home life. Hence the teacher must need to communicate effectively with the parents. It may include communication through phone calls, emails, and in-person meetings. So, it is necessary of the teachers to be skilled in both verbal and written language. Communication with the parents should be clear and diplomatic. Failing to communicate well with the parents could lead to doubts on their part about the teacher's ability to teach and possible complaints as well as a lack of understanding of their child's performance and educational needs.

(iii) **Teacher - Colleagues Communication:** Teaching is not an independent work; it requires collaboration. Teachers must use good communication skills in staff meetings and training sessions. They must be able to lead gatherings, present in front of varied audiences, and give feedback to other staff could illustrate to colleagues and superiors that the teacher is a good candidate with communication skills which helps even for promotion.

Effective Strategies for Effective Communication in the Classroom

There are many strategies that the teacher should use to make the pupils listen to the class. Effective communication also depends on our context. Some methods to bring out effective communication between both the students and the teachers are in the following.

1. Create a conducive learning environment with nurturing relationships

A good teacher-student relationship has an impact on the class engagement, participation, and achievements of the students. These supportive relationships may invalidate the tendency for low-income students to have poorer school outcomes. Communication develops a supportive learning environment. A teacher should get to know the students and show them that they are safe from judgment or humiliation in the classroom. A teacher should make efforts to learn the names of the students early and use them often. The teachers should be open and available for students to come and talk with them about any complications, and be empathic and caring when they interact with them whenever they like. Additionally, the teachers should recognize that some students do not feel comfortable talking before the class. When such students need to participate, the teachers can use scaffolding (such as sentence starters) to make them feel safer involve in talking and participating in other activities. However, it is unnecessary to force them to participate. Most quieter students have excellent listening skills and are learning just as much as the others, despite not sharing their thoughts.

2. Group Discussions

Group discussions contribute to making the classroom a more comfortable environment. By working in small groups, students share their ideas without difficulty and improve their communication skills. These activities further allow them to ask questions and get feedback on their work from the teachers. They lead to effective communication between the teachers and students and a better understanding of the lesson. It also benefits the academic development of the students.

3. Gesture

Communication is not only verbal but also non-verbal. The teachers should ensure that the signals they give through their body language are positive, confident, and engaging.

For example, making eye contact with students when talking to them shows that the teacher is supportive and attentive. The teacher should make eye contact when presenting to the whole class. It motivates the students to pay attention, helps them to learn, and makes them feel involved. Gestures can be made use of while teaching to emphasize words. It increases the interactivity of the lesson, making it more visually captivating and more memorable. The teachers should keep their arms open and not fold them, use smiles, nods, and thumbs up to encourage students when they participate. To remove the barrier between teachers and students, the teacher can move around the classroom while teaching. It gives the students less opportunity to zone out or get distracted.

Body language is also crucial when dealing with negative behavior. To avoid being confrontational, teachers should ensure that they do not stand directly above or in front of a student, point, or invade their personal space. The teacher should get down to their level and talk about the student's behavior or speak to them outside the classroom to avoid drawing too much attention. They should keep in mind that the behavior of the student is also a form of communication.

4. Active listening

The 'listening' component of communication should not be overlooked. Over 60% of all misunderstandings result from poor listening. Practicing good listening in the classroom is beneficial in two ways. Firstly, the teacher will become a model for the students, who will improve their listening skills, and thus retain lessons better. Secondly, by using active listening, the teacher can correct misunderstandings and extend learning, resulting in a better education for students. Active listening involves listening carefully to what students say, checking to understand them correctly (for example, repeating what you think they have said), building on their ideas, and challenging or questioning them. It is the best approach to foster understanding in the classroom and is an excellent example of effective communication.

5. Critique

Giving comment is also a needed component of communication in the classroom. Positive feedback (i.e., praise) builds students' confidence by making them more likely to believe that they can succeed and helps create a supportive environment and increase academic success. The teacher should also use positive feedback to modify students' behavior: for example, praising a student for having their hand up is likely to cause the students around them to stop 'shouting out' and copy good behavior, to receive compliments themselves. However, positive feedback can damage learning when used without being deserved or used too frequently. Phrases such as 'good job' or 'beautiful' may not motivate students because they do not understand what such compliments are specifically for. Over-praising can cause children to lack interest in situations when they do not receive praise. As a result, we should give specific, deserved positive feedback, use the student's name, explicitly state what they are doing right, and thank them enthusiastically. Finally, the teacher should also be willing to receive comments from the students on the lessons they teach or their teaching styles. It shows that the teacher values the opinions of the students. It also increases communication between the teachers and students and helps them to improve their teaching and the students' learning.

6. Sense of humor

The use of humor in the classroom has increases learning, self-motivation, and positive relationships between students and teachers. It establishes a rapport with the class and keeps them interested in the

lesson. For example, the teacher might tell jokes or humorous anecdotes, give examples from light-hearted personal experiences, or laugh at students' puns. However, the teacher must ensure that negative humor in which students feel demeaned or embarrassed is averted. The teacher must avoid humor that is either irrelevant to the lesson, disturbing, violent, sexual, or forceful. Only continue to use humor that has received a positive response from the class (such as laughing).

7. Digital skills

Using up-to-date teaching aids such as computers, e- Content, e- instructional modules, videos, and online resources is another way to keep students engaged and reinforce their understanding. It can also increase the effectiveness of our communication with students with different learning styles, who may benefit more from online resources than more old-fashioned ones.

8. Be intelligible

Good communication and good teaching are about understanding a subject or topic. For this reason, the teachers should always be unambiguous and adapt their words to the students. They should write lesson plans to ensure that complex ideas are broken down into simple, logical parts for the students to understand. They should also simplify their words while interacting with the children after presenting the lesson. For example, the teacher may wish to check that their teaching was clear by questioning the students or requesting summaries of the subject in their own words.

Conclusion

Communication plays a vital role in every individual's life specifically in that of the teachers. Therefore, to make a difference in the life and career of the students, teachers need to improve their communication skills. One should not underestimate the importance of effective communication in the classroom. Communication skills do not mean speaking in an excellent language without any grammatical errors. It involves minute things which one would not have noticed. It also brings an impact on the minds of the students. It can impact the students' academic progress, self-worth, perceptions of school, and the teachers' career. Using communication strategies mentioned above could allow teachers to become a more successful teacher who better meets the needs of the students.

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**ATTITUDE OF THE STUDENT TEACHERS TOWARDS
TEACHING PROFESSION*****Priyadharshini G.***Ph.D Scholar, Department of Education, Bharathiar University, Coimbatore-46*****Dr Prema K.***Assistant Professor, Department of Education (SDE), Bharathiar University, Coimbatore-46***ABSTRACT**

The study attitude of the student teachers towards teaching profession has important implication in the field of the teaching profession. Teaching profession is primarily a service based, nor a commercial one. Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like gender social strata, age, stream of education and previous experience of the job. What bearing the gender and stream of education has on the attitude of student teachers towards teaching profession to throw light on this a study was conducted using a readymade tool. Studies on attitude reveal that teacher's efficiency and classroom performance are based on her attitude towards profession up to a large extent.

Keywords: Attitude, Behaviour, Teaching proficiency, Student teachers

Introduction

Teaching is a wholesome activity. The teacher's personality factors are equally responsible for his or her effectiveness in the teaching learning process. The teacher is key to effective implementation of the use of materials in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students, it is important to understand the biases and stereo types that teachers may hold about the development and use of language materials and the factors that act as facilitators to teachers' positive language material development, selection and usage.

Attitude of Student Teachers towards Education

Teaching is considered as a profession, when viewed from the internationally accepted yard stick of a profession. Teaching profession is primarily a service based, nor a commercial one. Every profession has to make an arrangements for its own development. If this is not done the profession will be rendered absolute and is bound to be rejected by the society in the long run. The combination of motivation, aptitude and competence that forms the real basis for the professional development of teachers. The primary obligation of the teaching profession is to guide the children, youth and adults in pursuit of knowledge and skills to prepare them to the way of democracy, which help them to become happy, useful, self-supporting citizens. The teaching profession should be an intellectual, a learning and practical activity. A strong, secure and effective profession of teaching is essential to build up

public intelligence and to solve the social problems. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice can only build teaching profession.

Objectives of the Study

1. To find out the significant difference in the attitude of student teachers attitude towardsteaching profession with respect to their level of education.
2. To find out the significant difference in the attitude of student teachers towards teaching profession with respect to their discipline.
3. To find out the significant difference in the attitude of student teachers towards teaching profession with respect to their residence.
4. To find out the significant difference in the attitude of student teachers towards teaching profession with respect to their father's qualification.
5. To find out the significant difference in the attitude of student teachers towards teaching profession with respect to their mother's qualification.
6. To find out the significant difference in the attitude of student teachers towards teaching profession with respect to their locality.

Hypothesis of the Study

1. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education.
2. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their discipline.
3. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their residence.
4. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their father's qualification.
5. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their mother's qualification.
6. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their locality.

Population and Sample

The population for this study is attitude of the student teachers are studying in the education colleges in Coimbatore District. The tool was developed by the Investigator, The researcher has selected 193 student teachers from Educationcolleges in Coimbatore District.

Data Analysis

After collecting data, the investigator classified and tabulated in order to ensure perfect interpretation of data. The entire data were processed and analyzed by making use of SPSS. The 't' test is used to analyse the data. The results and interpretation is displayed as follows;

Hypothesis: 1- There is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education.

Table: 4.1

Level of Education	N	Mean	SD	t	df	Sig.
Student teacher (I yr)	110	69.95	5.72	0.08	191	0.33
Student teacher (II yr)	83	69.98	5.07			

The above table indicates that the 't' value for level of education (0.08) less than the table value (1.96) at 0.05 level of significance. Hence the formulated null hypothesis is accepted and there is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education.

Hypothesis: 2

There is no significant difference in the attitude of student teachers towards teaching profession with respect to their group.

Table: 4.2

Group	N	Mean	SD	t	df	Sig.
Science	99	70.37	5.08	1.172	191	0.08
Arts	94	69.46	5.77			

The above table indicates that the 't' value for Group (1.172) less than the table value (1.96) at 0.05 level of significance. Hence the formulated null hypothesis is accepted and there is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education.

Hypothesis 3:

There is no significant difference in the attitude of student teachers towards teaching profession with respect to their residence.

Table: 4.3

Residence	N	Mean	SD	t	df	Sig.
Day scholar	158	69.99	5.64	0.359	191	0.23
Hostel	35	69.63	4.47			

The above table indicates that the 't' value for Residence (0.359) less than the table value (1.96) at 0.05 level of significance. Hence the formulated null hypothesis is accepted and there is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education.

Hypothesis 4:

There is no significant difference in the attitude of student teachers towards teaching profession with respect to their father's qualification.

Table: 4.4 ANNOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.086	2	16.543	.558	.573
Within Groups	5635.899	190	29.663		
Total	5668.984	192			

The above table indicates that the 'F' value for Father's Qualification (0.558) less than the table value (3.03) at 0.05 level of significance. Hence the formulated null hypothesis is accepted and there is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education.

Hypothesis 5:

There is no significant difference in the attitude of student teachers towards teaching profession with respect to their mother's qualification.

Table: 4.5 ANOVA

Total	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75.236	2	37.618	1.278	0.281
Within Groups	5593.749	190	29.441		
Total	5668.984	192			

The above table indicates that the 'F' value for Mother's Qualification (1.278) less than the table value (3.03) at 0.05 level of significance. Hence the formulated null hypothesis is accepted and there is no significant difference in the attitude of student teachers towards teaching

profession with respect to their level of education.

Hypothesis 6:

There is no significant difference in the attitude of student teachers towards teaching profession with respect to their locality.

Table: 4.6

Locality	N	Mean	SD	t	df	Sig.
Rural	87	70.48	5.52	1.29	191	0.81
Urban	106	69.47	5.34			

The above table indicates that the 't' value for Locality (1.288) less than the table value (1.96) at 0.05 level of significance. Hence the formulated null hypothesis is accepted and there is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education.

Findings of the Study

1. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their level of education. Second year Student teachers attitude is more than the first year Student teachers attitude.
2. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their group. Arts group student teachers attitude is more than that the science group student teachers attitude.
3. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their residence. Day scholar student teachers attitude is more than that hostel student teachers attitude.
4. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their father's qualification.
5. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their mother's qualification.
6. There is no significant difference in the attitude of student teachers towards teaching profession with respect to their locality. Rural student teachers attitude is more than that urban student teachers attitude.

Implications of the study

Education of school teachers is a process. Regardless of the aspects discussed, the responsibility for enabling candidate teachers to develop a positive attitude towards the occupation falls mostly on the institutions that educate teachers. Attitude of the teachers towards the occupation is in general related to how much they love and are loyal to their occupation, to the degree they perceive their occupation as essential and important in the society and their belief that they need to continuously develop themselves as a requirement of the occupation. It is believed that a positive attitude towards the occupation would help the candidate teachers to pursue their career and fulfill their responsibilities in a more efficient and effective manner. Even though a low correlation was detected between the two variables in this study, it is possible to argue that this positive attitude towards the occupation would expand and permeate all aspects of the life of the individual, resulting in a higher life satisfaction and improved psychological well-being.

Conclusion

Some teachers are not oriented towards continuous enhancement in their profession. They are also not interested in new techniques and innovations. The negative outlook of teachers towards teaching profession may affect the teacher's productivity which in turn affects the future citizens and the country as a whole. Therefore, the researcher selected her topic on the Attitude of the student teachers towards teaching profession.

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MEDIA LITERACY IN HIGHER EDUCATION**Bagavathi B.***Research Scholar in History, Madurai Kamaraj University***ABSTRACT**

Media Literacy builds students' media literacy step-by-step to make them more knowledgeable and engaged producers and consumers of media. Media literacy encompasses the practices that allow people to access, critically evaluate, and create or manipulate media. Media literacy education is intended to promote awareness of media influence and create an active stance towards both consuming and creating media.

Keywords: 21st Century Media Literation; Historical Learning.

Introduction

The development of technology is increasing the easiness to access the information. In the everyday life, information is such as the primary need for the society. The society is very thirsty for the information. Consuming information is becoming a new lifestyle. The information is generally packaged into various types of media, such as printed media, newspapers, magazines, books, electronic media, radio, television, and digital media (Wiedarti., 2016: 9). Today, the information is commonly presented in the form of electronic and digital media that complement each other. This is being considered as the cause of the rapid development of technology that produces advanced such as a smart phone and computer. In the concept of 21st century media literacy, the learning history tends to use technology. For instance, in order to learn about museums or historical events, the students do not need to come to the historical sites. Just playing the documentary film in the classroom, the students are able to give an awareness of the place. Bellino (2008: 99) stated the utilization of the film as an exemplary case study of a medium that fosters historical thinking. The Bellino's article illustrates the mutual harmony between the construction of historical understanding and articulation of media literacy as a dispositional tendency to think critically about messages and media representation. The use of media in the learning process has positive values as well as benefits. However, it also causes a negative effect. According to Juditha's statement (2013: 47), the children are categorized as the group that most vulnerable to a positive or negative impacts of mass media such as television, radio and internet. Thus, they require the supports from the adults or teachers in the learning history process. In the learning history of teachers could serve as the facilitators who are ready to provide direction to their students. And for the sake of smoothness in the process of formal education, the presence of teachers in the

classroom is still urgently needed. Teachers carry out their main tasks and functions in the multirole as educators, teachers and trainers (Danim., 2002: 15). Another aspect that should be noted, according to Arief Sadiman (2006: 23), is that the selection of media should not be separated from the context of learning instruction as a whole.

Media Literacy and Education

Media Literacy –The concept of ‘literacy’ meant being able to understand and use language: having the skill to interpret signs (letters), which, when put together, form words that convey meaning. For a very long time, the printed word was the dominant medium, and it still is. But although knowing how to read and write is still essential, it is no longer sufficient in a world where the image and audiovisual media – be it television, cinema, information technologies or the Internet – is increasingly becoming the dominant medium (Goodman 2003, p.4). Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms Media Literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. Media Literacy Education In the last 40 years, the field of media literacy education has emerged to organize and promote the importance of teaching this expanded notion of ‘literacy’. At its core are the basic higher-order critical thinking skills – e.g. knowing how to identify key concepts, how to make connections between multiple ideas, how to ask pertinent questions, formulate a response, identify fallacies – that form the very foundation of both intellectual freedom and the exercising of full citizenship in a democratic society.⁸ Although media literacy is not yet a permanent fixture within school curricula, there has been rapid growth in the media literacy movement around the US, Canada, Australia and Europe in recent years. In Europe it is especially the United Kingdom that has developed educational models for media literacy.

Categorized 21st-Century Skills Internationally into Four Broad Categories:

Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning

Ways of working. Communication and collaboration Tools for working. Information and communications technology (ICT) and information literacy Skills for living in the world. Citizenship, life and career, and personal and social responsibility The ATC21S project has now moved from conceptual to practical, working with two skills that span all four categories:

Collaborative problem-solving. Working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.

ICT literacy — learning in digital networks. Learning through digital means, such as social networking, ICT literacy, technological awareness and simulation. Each of these elements enables individuals to function in social networks and contribute to the development of social and intellectual capital

Skills for Living in 21st Century World

The list of digital tools is never ending. New releases make something that was new yesterday old today. Educators as well as students must thoughtfully determine which tools are essential to their digital literacy tool kit. Tool kit's vary from one educator to another as they do from one student to another. Once you have mastered a particular tool, move on to another so you can increase your digital power. Students are wired to learn digitally. They come to us with handhelds practically attached to their limbs. Our obligation is to teach them to become responsible digital citizens as well as discerning users of everything the internet has to offer in our globally collaborative world. Pamela Ann Kirst states in a November 2013 Zanesville Times Recorder article "Accessing information takes a nanosecond; the assimilation of that information, the interpretation and application of it, are the skills we need today. Anyone with Internet skills can find the data; it's the finder who can tell us why it's important that gets recognized."

Role of Teachers in the Media Literacy of the 21st Century

According to Prijadji, the role of teachers is very important in the learning history, even the Curriculum of 2013 has posited teachers only as the facilitator and educator, who have roles to accompany the students in the learning process. The important role of the teachers is to support the students in facing a lot of fake information that would be dangerously as the controversial subject matter of history. The students must be prevented with the knowledge and other evidence to evolve the students' critical thinking. Thus, the teachers' role is very important to teach, explain, and directed the students to select the appropriate information and opinions. Before the learning process, the teacher has prepared the lesson plan and materials that needed in the learning process. The lesson plan and materials should be differenced, and as the consequence is the media that teachers utilized will be made to be different.

Conclusion

Media literacy in the 21st century now has another meaning regarding to the development of the technology and information that is expected to accommodate the use of literacy including media literacy. In applying the media literacy, the teacher's role is needed to achieve the goals of the media literacy. The impact of media literacy varies greatly between positive and negative. This 21st century

media literacy will have a positive impact if the teacher is playing their role properly. However, the negative results will also be obtained when the students learn by utilizing media literacy without any direction or out of control. Therefore, the authors conclude that it is important for the teachers to understand the importance of the media literacy in the 21st century. Besides that, the government should evolve the teachers' experience or guidance to improve the quality of the teachers.

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