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A CONCISE OVERVIEW OF TEACHER EDUCATION IN NIGERIA AND THE WAY FORWARD

Dr. Aliyu Yaya Aliyu *

Abstract

The paper explored the historical development of teacher education in Nigeria from a brief but comprehensive perspective. Specifically, the paper looked at the establishment of academic institutions for the training and production of teachers in Nigeria, the general curriculum content of early teacher-training institutions in Nigeria; and the development of National Teacher Education Policy (NTEP). The challenges facing teacher education such as recruitment and training, obsolete theory-based curriculum, funding, monitoring and evaluation; and brain drain from colleges of education to the universities are concisely discussed. The paper concludes by suggesting the way forward for teacher education such as, the credo that no educational system can rise above the level of its teachers must be given demonstrable political support. The federal government must provide leadership in keeping the National Teacher Education Policy (NTEP) alive through regular review of its implementation. Government should provide incentives to attract the right type of candidates into teacher education programmes and also ensure lecturer recruitment requirements in teacher training institutions are rigorously pursued and adhered to.

Keywords: *Teacher Education, Challenges, Way forward.*

Introduction

Teacher education is generally conceptualized as an educational programme designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider society.

However, several authors have presented the concept in different lights. Teacher education according to Mkpa (1987) is “that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement

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in the quality of teachers for the school system”(p.12). Fafunwa (1995) asserts that “teacher education is a set of educational activities and experiences designed to equip a prospective teacher with the skills, competence, knowledge and disposition which help to develop his personality as well as making him a competent teacher”(p.17). Osuji (2009) states that “teacher education is the professional education of teachers towards attainment of knowledge, skills and attitudes considered desirable so as to make them effective and efficient in their work in accordance with the needs of society at any point in time”(p.3). Teacher education is a “professional education, training and life-long development of teachers usually comprising pre-service course work combined with supervised teaching practice and also formal in-service courses as well as career-long self development for practicing teachers” (as cited in Babalola, n.d. p.1).

In view of the foregoing definitions, the concept “teacher education” can be understood to mean any professional programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It is a preparatory programme designed to equip the would-be teachers with knowledge, skills, and attitudes before assuming the role of professional teachers. Teacher education involves all that professional training that occurs before commencement of service (pre-service) and during service (in-service or on-the job). It aims at improving both academic and professional quality of the would-be teachers. In Nigeria, both pre- and in-service teacher education programmes are offered by different teacher education

institutions as provided for, in the National Policy on Education (2014).

The paper therefore explores the history of teacher education in Nigeria, teacher education in post-independent Nigeria, teacher education in contemporary Nigeria, and some challenges still facing teacher education and development in Nigeria.

Historical Overview of Teacher Education in Nigeria

Anikweze (2016) reported that the history of teacher education in Nigeria often proceeds from the history of formal or western education in Nigeria, and the advent of western education in Nigeria could be credited to the Christian missionaries whose major goal was to produce teachers of Christian religion otherwise called catechists. Thus, the Christian missionaries were responsible for the production of initial school teachers in Nigeria. Initially, there existed little distinction between Church teacher and school teacher since the major purpose was to facilitate literacy so that converts would be able to read the Bible. The production of teachers of Christian religion by the missionaries is said to have continued until the colonialists identified the need to develop, through education, human resources that would serve as interpreters for the European Divisional officers and as office clerks to record administrative developments and tax collections. The content of education then was essentially based on the 3R’s: Reading, Writing and Arithmetic. The worth of education at that time was, for all practical purposes, tied to the Christian faith; hence the tag “Christian education” as substitute for western education thereby making it rejected by the Muslim dominated Northern Nigeria.

Fafunwa (1995) also reported that the first teacher education institution in Nigeria was established in the year 1952 by the Church Missionary Society (C.M.S.) in Abeokuta, and was known as “the training institution”. The general curriculum content of early teacher-training institutions include: “English language, Arithmetic, Hygiene, Geography, History, Drawing, Nature study, Agriculture, Music, Singing, Christian Religion, Vernacular, and Vocational training” (as cited in Anikweze, 2016 p.22). Similarly, Uche (2006) posits that the implementation of the Ashby Report after some amendments led to the establishment of eight Advance Teachers Colleges (ATCs) in various parts of the country from 1962 to 1968. Both at the Grade III teachers colleges and the Grade II teachers colleges, pre-service teachers were exposed to courses that would deepen their intellect in the general curriculum contents of the early teacher training institutions. However, there were clear distinctions in the area of the education programmes offered. At the Grade III level, students were introduced to peripheral child study and principles of teaching. Emphasis was also on infant methods involving look and say method, play way method, dancing and singing, storytelling and drama. Education courses taught at the grade levels of the teachers’ colleges also included child study, comparative education, history, church history, learning theories, and principles of teaching. Instructional technology was centered on senior pedagogy and improvisation of instructional materials, while Teaching Practice (TP) spanned for six months in two phases; and served as a prerequisite for certification.

Teacher Education in Post-Independent Nigeria

Isyaku (2005) claims that while there was a collaborative pattern of teacher production in southern Nigeria between the missions and the government, the North enjoyed the direct intervention of government in funding and managing teachers’ colleges; examples of such teacher colleges were Teacher Training College, Katsina and Toro Teacher Training College. This trend continued until Yaba Higher College was established to serve as the most notable academic and training institution for the production of intermediate manpower needs for engineering, medicine and training of teachers for secondary schools. Independent Nigeria, in addition to accelerating the pace of educational development in the country, also for the first time, used a scientific rationale to adapt the rate of expansions envisaged at the other levels. This scientific approach was furnished by the Ashby Commission. The Ashby Commission’s report (FRN, 1960) recommended massive expansion of “intermediate education” of teachers aimed at upgrading the existing teaching force in the primary schools and supply of trained teachers for the expansion of secondary education.

The Nigerian Government in its White Paper on the Ashby Report endorsed the recommendations of the Ashby Commission and went ahead to implement the development of teacher education as a priority programme. Thus, the Ashby report gave rise to the first four Advanced Teachers Colleges (ATCs), by the early 60’s to produce holders of the Nigerian Certificate in Education (NCE), a non-degree but highly qualitative professional

diploma in education. The ATCs therefore became the progenitors of the current Colleges of Education in Nigeria. The NCE programme as originally conceptualized was to strengthen the teaching force at both primary and secondary school levels. The introduction of the Universal Primary Education (UPE) in 1976 resulted in an unprecedented explosion in pupils' enrolment. This was unexpected because crash programme teacher education had already begun, aimed at raising the number of teachers required for a projected enrollment of 9,511,000 pupils in 1979 at the teacher-pupil ratio of 1:28. To cope with teacher supply to sustain the UPE programme, four categories of the Teachers' Grade II Certificate Crash Programme were instituted. These were as follows: 1-year pivotal programme for holders of West African School Certificate (WASC), 2-year TC II programme for failed WASC candidates, 3-year TC II programme for holders of Modern II and S.75 Certificates, 5-year TC II programme for holders of Standard Six or the First School Leaving Certificate. In addition to the crash programme pre-service training, in-service teacher education was also intensified, particularly as there were tremendous numbers of unqualified or under qualified teachers in the teaching service especially in Northern Nigeria. For instance, Anikweze (2016) found that by 1977, Sokoto state had 92% sub-grade II teachers while Borno State had only about 20% qualified teacher needs. Kano state had 91% sub-grade II teachers while Niger State had about 87% sub grade II teachers. Kaduna state fared better than the other Northern states with 57% qualified teacher availability and this figure compared favorably with most of the southern states.

The ATCs which became the progenitors of the current colleges of education in Nigeria have continued to expand rapidly. The Nigerian government recently approved the establishment of six new colleges of education across the six geopolitical zones in the country. The establishment of the new institutions is to address the emergency education needs of the country particularly in the states where federal institutions do not exist. Currently, there are 152 colleges of education in Nigeria, consisting of 21 federal, 49 state, and 82 private colleges (FME, 2014). The addition of 6 new ones will bring the total to 158. Additionally, the federal government mandated some institutions to see to the training and maintenance of required standards of teachers of different categories to function at different levels of the educational system. Such institutions include colleges of education, faculties and institutes of education in universities, national teachers institute, schools of education in the polytechnics, national institutes for Nigerian languages, national mathematical centres and of recent; colleges of legal studies. These institutions are charged with the responsibility to create programmes that will equip the teachers to become effective in the classroom. The programmes are made up of core education courses, courses in the teaching subject area, teaching practice and general courses. The core education courses include: Curriculum theory and development, Philosophy of education, Psychology of education, History of education, Sociology of education, Educational Technology, Educational research and statistics, Educational Measurement and Evaluation and Educational Administration and Management. The teaching subjects are

mainly the subjects taught at the Universal Basic Education (UBE) levels. The subjects are chosen by trainees depending on their areas of interests and capabilities. Teaching practice is also embarked upon in the third year of the four-year programme of universities or in the third year of the three-year programme of colleges of education. Furthermore, the federal government has also instituted some agencies to regulate, accredit and maintain standards of the programmes in the training institutions. Such agencies are: National Universities Commission (NUC); National Board for Technical Education (NBTE); National Commission for Colleges of Education (NCCE); and Teachers' Registration Council of Nigeria (TRCN).

Teacher Education in Contemporary Nigeria

Nigeria like most countries of the world is undergoing rapid, social, economic and political reforms. The impulse for these reforms is influenced by the nation's commitment to international goals of development such as: Education for All (EFA); Millennium Development Goals (MDGs); Sustainable Development Goals (SDGs); and the nation's own home-grown National Economic Empowerment and Development Strategy (NEEDS). These international goals of development recognize education as a means for empowering the people for the attainment of the nation's developmental plans and targets. Nigeria's National Policy on Education (NPE) which is a statement of intentions, expectations, goals and standards for quality education delivery prescribes national guidelines and requirements for the effective administration, management and implementation of education at all tiers

of government. Thus, the National Policy on Education (2014) stipulates that: "in recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development"(p.43). The policy further adds that all teachers in our educational institutions beginning from primary school to the universities will be professionally trained, and all teacher education programmes will be structured to equip teachers for effective performance of their duties. The goals of teacher education as enumerated in the National Policy on Education are to:

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- b. further encourage the spirit of enquiry and creativity in teachers;
- c. help teachers fit into the social life of the community and society at large and enhance their commitment to national goals;
- d. provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and
- e. enhance teachers' commitment to the teaching profession

In spite of these lofty goals, funding still remains a perpetual challenge as Nigeria's funding of education at all levels is still below the benchmark recommended by the United Nations Scientific and Cultural Organization (UNESCO). Hence, a good number of teacher training institutions in the country operate with dilapidated infrastructure and furniture, overcrowded lecturer-halls and insufficient

equipments and learning resources. Recent studies have also shown that pre-service teacher education course content in NCE and university undergraduate programmes fall below the requirements of today's knowledge economy (FME, 2014). In addition, the poor quality of student intake most of whom take to teacher education as a last resort and will readily abandon it as soon as better opportunities are available has exacerbated the issue. The result of this trend is that of a limited repertoire of skills, worsened by the low quality of the curriculum. Furthermore, several researches (Anikweze, 2016; Arikpo Inaja & Arikpo, 2014; Ogunyinka Okeke & Adedoyin, 2015; Uche, 2005) conclude that teacher educators are also faced with the problem of inadequate teaching resources, access to modern library and information resources and exposure to other educational systems. The implication of this is that teachers' skills are likely to be too basic and limited to be able to communicate the curriculum effectively. The Nigerian society is therefore faced with products of teacher training institutions who are apparently unable to manage the classroom of the 21st century, and this state of affairs is not only antithetical to growth and development, it is also counterproductive.

In order to reiterate its commitment towards quality teacher education in the country, the Federal Ministry of Education (FME) in collaboration with ENHANSE/USAID developed the National Teacher Education Policy (NTEP) in February 2014. The development of the policy was seen as an achievement towards qualitative improvement of initial education and career-long professional development of teachers in Nigeria. The policy took into cognizance the pivotal role of quality teachers in the

provision of quality education at all levels and gives emphasis to teacher education. The policy was intended to complement, and more importantly, reinforce efforts at improving the lot of teacher education programmes by ensuring that key aspects of quality teacher education are effectively implemented (FME, 2014). Specifically, the implementation of the policy was to enhance the production of quality, highly skilled, knowledgeable and creative teachers based on explicit performance standards through pre-service and in-service programmes that are able to raise a generation of students who can compete globally. Some focus areas of the policy include: the use of standards in design of teacher education programmes, recruitment of quality candidates into teacher education programmes, rigorous admission and graduation requirements, mastery of academic content disciplines and of pedagogy principles, supervision of student teachers during teaching practice, availability of sufficient quality teacher educators; and provision of opportunities for the continuing professional development of service teachers. The ultimate goal of the policy is quality teaching and learning in Nigerian schools in the overall context of ensuring quality education that can produce citizens who can ensure the continuing development of the country and who are also capable of competing globally. The policy which is the guiding document for the reform of teacher education in Nigeria is made up of the policy document, implementation guide and the monitoring and evaluation framework.

Challenges Facing Teacher Education and Development in Nigeria

Ogunyinka, Okeke and Adedoyin (2015) noted that in spite of the various

recommendations and reforms that are targeted at repositioning teacher education for optimal performance, the challenges facing teacher education in Nigeria are still numerous. While some of these challenges have emerged with the changing socio-economic and political condition of the time, other challenges have emerged as a result of government neglect of the education sector especially as it concerns keeping pace with emerging realities, such as servicing Nigeria's growing population. However, some notable challenges still facing teacher education and development in Nigeria are summarized as follows:

Recruitment, appointment and training:

Teacher education recruitment, appointment and training requirements have been found to be inadequate (Arikpo, Inaja & Arikpo, 2014). Few incentives exist to attract top talents into the teaching profession. School leadership is often subjective and not dependent on clear cut performance indices. Also, lecturer recruitment requirements in teacher training institutions especially in the COEs are not rigorously pursued and adhered to. Teacher educators were found to be inadequately prepared to teach in the areas to which they are assigned. Worse still, teacher educators have very limited opportunities for continuous professional and academic development.

Obsolete theory-based curriculum:

Pre-service teacher education curriculum content of the Nigerian Certificate in Education (NCE) and that of the university undergraduate programmes have been found to be insufficient for the demands of a knowledge economy

(National Teacher Education Policy [NTEP], 2014). The mastery of content knowledge in teaching subjects especially in science, mathematics and technology was found to be poor and emphasis is on content memorization and use of teacher-centered methods. There is prevalence of memorization-regurgitation due to the predominance of the lecture method of teaching. In-service teacher education programmes are also not structured to address the needs of teachers. In-service training for basic education teachers consists primarily of programmes to provide for upgrading or certification through distance and sandwich courses.

Funding, monitoring and evaluation:

Funding, monitoring and evaluation of teacher education programmes still remains inadequate. Lack of adequate funding has resulted in teacher training institutions having to operate with dilapidated infrastructure, overcrowded lecture halls and insufficient equipment and learning resources. There is little or no skill development in the application of ICT and modern media in the teaching and learning process. There is also the issue of inadequate monitoring and evaluation in teacher education to ensure that teacher training institutions comply with predetermined standards and norms.

Brain drain from colleges of education to the universities:

In Nigeria, the conditions of service of teacher educators in the colleges of education do not hold enough incentives to attract and retain the best brains. The quality of teacher educators in the colleges of education is reduced in recent years because of the brain drain phenomena which have led to the drift

of more qualified and experienced teacher educators to the universities. This reliance on unqualified and inexperienced teacher educators in COE's, has contributed to the poor standard of practice in the COE's and impacts negatively on the products of the system.

Conclusion

Teacher education is any professional programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Various governments have been doling out education policies aimed at improving the lot of teacher education in Nigeria. But unfortunately, the teacher education sub-sector still faces numerous challenges. The need to have quality teacher education in Nigeria has informed the development of the National Teacher Education Policy (NTEP). The policy contains lofty ideas which if properly and wholeheartedly implemented will go a long way in enhancing teacher quality and invariably the products of the educational system. The major challenge still remains the lack of political will to fully implement the policy.

Way Forward

There is an urgent need to have quality teacher education in Nigeria. Hence, the way forward for teacher education and development in Nigeria is to have a robust policy which will identify the pivotal role of quality teachers in the provision of quality education at all levels. To this end, the development of the National Teacher Education Policy (NTEP) is a step in the right direction. However, for the National Teacher Education Policy to be effectively

implemented, the federal government must continue to provide leadership in keeping the policy alive through regular review of its implementation, along with states and local governments. State and local governments must also demonstrate their strong commitment to the policy by establishing appropriate structures for ensuring its implementation down to the grassroots levels. Agencies of curriculum development and innovations in Nigeria must also work to integrate the requirements of the National Teacher Education Policy (NTEP) into the minimum standards requirements of the different levels of education they represent in the country. Lastly, a consistent model or strategy of implementing the NTEP must be adopted instead of the fluctuating manner of implementing policies in the country over the years. There should also be a firm commitment to implementation on the part of all stakeholders. It is not enough to desire effective implementation of policies, stakeholders must show commitment to it.

In view of the challenges facing teacher education and development pointed out in the paper, the following are hereby suggested:

1. The credo that no educational system can rise above the level of its teachers must be given demonstrable political support by radically improving the conditions of work and of living of teachers.
2. Government must provide incentives to attract the right type of candidates into teacher education programmes. Lecturer recruitment requirements in teacher training institutions must be rigorously pursued and adhered to.
3. Government must also ensure that admission and graduation requirements

of teacher training institutions are reviewed so as to significantly improve the quality of their entrants and graduates.

4. The curriculum content of Nigerian Certificate in Education (NCE) and that of the university undergraduate programmes should be reviewed to meet the demands of a knowledge economy.
5. There is need for constant monitoring and evaluation of teacher education programmes to ensure that teacher training institutions comply with predetermined standards and norms.
6. The 27% allocation of the annual budget to education advocated by the united nations scientific and cultural organization (UNESCO) should be adhered to in order to improve the financing of education at all levels

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A LINGUISTIC INVESTIGATION OF CHINUA ACHEBE'S 'POEMS ABOUT WAR'

Dr. Udaba, Regina Obiageli*

ABSTRACT

The Nigeria's famous writer, Chinua Achebe, has popularized himself by his classics in novels. Not much has been written about his poetry, let alone the language of his poetry. This study chooses to examine some of his poems and more so, makes a full linguistic study of the selected poems, from the volume 'Christmas in Biafra and Other poems', using the parameters laid down by the all-embracing linguistic research on grammar, introduced by Noam Chomsky, known as, Transformational Generative Grammar (TGG). This kind of grammar builds and improves on the structural grammar preceding it. TGG has its advantages over the structural type. This is because it examines language use in all its ramifications and so employs what he calls levels of linguistic analysis namely: the graphological, the phonological, the syntactic or grammatical and the lexico-semantic levels, in analyzing especially literary texts. This approach does not end up with the normal and casual remarks which the literary critic makes about the language use in a literary work, like, the language of this work is simple, lucid, accessible etc. Rather, this approach drives deeper into the language use of any piece of writing, describing the linguistic arrangements and stating what actually has made the language of the work lucid, accessible or otherwise. This linguistic approach complements the critic's work and therefore helps to produce a holistic study of the text in question.

Keywords: Transformational generative grammar, levels of linguistic analysis, embellishment, Biafran, literary.

Introduction:

Chinua Achebe has immortalized himself through his classics especially in fiction. The main focus of his works cannot be concluded without mentioning. *Things Fall Apart, No Longer at Ease* and others.

He presented his experience in the Nigeria Biafra War in prose, entitled. *There was A Country: A Personal History of Biafra*, 2012. His two volumes of short stories, a volume of poetry, four stories for children

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and six volumes of critical commentary, are referred to by G.D. Killam (in vol. II of *African Writers* 1997 ed. Brian Cox), as ‘other writings’. The ‘second fiddle’ position in which his poems are placed among his writings, has informed this research, in order to highlight their merits. Most of his poems were published in *Beware Soul Brother and Other Poems* in 1971. He incorporated other poems and later published them in the volume entitled *Christmas in Biafra and Other Poems*, in 1973.

Achebe put his thrust in ‘re-navigation’ of Africa especially Nigeria’s political cum social ‘waters’, which the early colonizers had bastardized through their writing about Africa. In his 1964 essay, “The Role of the writer in the New Nation”, G.D Killam in *African Writers p. 17* quotes Achebe:

As far as I am concerned, the fundamental theme must first be disposed of. This theme – put quite simply – is that African people did not hear of culture for the first time from Europeans; their societies were not mindless but frequently had a philosophy of great depth and value and beauty; that they had poetry and above all, they had dignity. It is this dignity that African people all but lost, during the colonial period and it is this that they must now regain.

After all the years of enormous task of re-establishing Africa and Nigeria in particular, the unexpected but unfortunate experience of the out-break of hostilities against the Ibos, (his own people) by their ‘brothers’ from the Northern part of Nigeria in 1966, led to Nigeria – Biafra war, which happened in his life time and those experiences, he has tried to write about in his collections of poem, ‘Poems About War’.

Achebe in seven different poems in this section with different titles and themes, brings home to his readers his face to face account of the disaster of war. This linguistic investigation will explore the poems using the parameters of graphology, phonology, syntax and semantics, where each exists, in order to produce a holistic result and so make a better and more interesting reading of the poems.

The whole poems are examined at a stretch at the graphological level, commenting on the layout of them all, especially where the layout contributes to the meaning of the poems.

The First Shot

At the level of graphology, this first poem ‘The first shot’, is presented in a block form with six short lines, with practically no punctuation marks except the capital letter ‘T’, which starts the first line of the poem and the full stop which ends the poem in the last line. The use of a capital letter for the first line of each stanza, followed by small letters for each line of the stanza, is a regular occurrence in each of the poems. The dearth of punctuation marks represents the disorganized state of the people during the civil war. In the second poem ‘Refugee Mother and Child’, the poet makes a little change only with the inclusion of a full-stop at the end of each stanza and the introduction of some dashes and three dots in some places to allow the reader to participate by imagining what has happened and then to complete the information as he deems fit. This style is also present in the third poem ‘Christmas in Biafra’ e.g. distilling pure transcendental hate ...’ (line 14). In some poems in this section the use of dots could also be, to express strangeness of situations e.g. ‘motionless across her shoulder ...’

stanza 3 of 'Christmas in Biafra'. The fourth poem 'Air Raid', does not share in the embellishment of dots. It just comes in two short stanzas of 10 lines, representing the flash nature of air raids during the war. The fifth poem 'An If of History', has a stylized structural lay-out. It starts with a stanza of seven lines followed by indented four lines and after that, comes another stanza with seven lines normally arranged in poetic lines and finally has a block of stanza with fifteen lines. Here Achebe uses the World War II experience where Hitler was defeated, yet he committed untold atrocities. He imagines if he, Hitler, had had the opportunity to win the Second World War, it would have been unimaginable what the vanquished would have suffered. The world would have known chaos. He symbolically talks of the Nigeria – Biafra War and compares the evils that would have been meted to his country men Biafrans, if mighty Nigeria had been victorious. He endorses the war outcome of 'No victor, No vanquished' in the Nigeria – Biafra war. The first two stanzas depict the two warring parties, while the indented block depicts the war front and the last stanza of 15 lines represent the period of warfare and the verdict of no victor, no vanquished.

The sixth poem 'Remembrance Day' is presented as a block of one stanza containing sixty-three lines, closely following one another. Although there is a little improvement in the punctuation marks applied, they are still sparsely used. There are just two dashes, 7 commas, 5 full stops, 4 semi-colons which generally serve as full stops. Interspersed are, such marks as 2 question marks, 5 exclamation marks, a set of 3 dots which appears four times. These marks although varied, yet few, give insight to the subject of discussion and

also the mood and manner of utterance. The poet makes a mockery of the annual remembrance day, which is instituted by the Nigerian government to honour her fallen hero soldiers, who lost their lives during the world wars, especially in Burma, where majority of them fought in support of their British masters. He tries to compare the reality of remembrance day celebrations which had been celebrated many years before the Nigeria – Biafra war, with the very remembrance day which came immediately after the Nigeria – Biafra war. That is why there are dots which hoard unreleased information e.g. 'the peril on the edge of the chasm ...' (line 26). The poet withholds the nerve – wrecking danger that the soldiers went through. This is followed by the use of exclamation marks which the poet engages, to warn the soldiers celebrating remembrance day, that they are open to attacks by their fallen kindred, wronged to death.

On the other hand, the question marks have been employed rhetorically to show the enormity of the loss of the lives lost. 'But when, how soon, will they their death? (lines 31 – 32). All the poet is trying to say is that brothers fighting their own brothers in a war, is futile.

The 7th poem 'After a War', is presented in four unequal stanzas with three dots (...) clustered in the midst of other few punctuation marks in the stanzas.

It is necessary to highlight a whole stanza of 8 lines without a punctuation mark used, until after the last word. It is one out of four such stanzas. Paucity of punctuation marks creates a problem of reading. Firstly, its reading will be breathless and the meaning will be diverse, according to where the reader opts to place a punctuation mark.

Let's examine stanza 4 of 'After a War',

After years of pressing death
and dizzy last – hour reprieves
we're glad to dump our fears
and our perilous gains together
in one shallow grave and flee
the same rueful way we came
straight home to haunted revelry
lines 29 – 36.

A war is not a pleasant experience and so the poet has no provision for rhymes, rhythms or embellishments. Therefore, not much can be retrieved phonologically from the poems, except that the dearth of punctuation marks makes its movement or reading fast and speedy.

Grammatically, 'The First Shot' actually shoots out a double – barreled compound sentence, which stretches over seven lines in one stanza with just a full stop at the end of the sentence. The compound sentence represents the force with which the first bullet escaped from the rifle and resounded in the ears of the non – expectant citizens. This sound is different from the sound of thunders which the suburbs are used to, 'at the break of season of thunders'. This has created an impact described as 'nervous suburbs' – a collocation that is very strange. The adjective nervous is rightly known to collocate with NP^s with semantic features / + concrete, + animate\ . Because of this breach of collocational rule, the poet says that the unprecedented noise will continue to linger in the memories of the hearers. This is true because, many generations of Biafrans had not for decades met war, let alone ones fought with rifles. They are used to clubs, and at most den-guns, which are only for hunting, and land rockets used during funerals of prominent men.

The comparative word 'than' is used to bring a sharp contrast between the different noises. thus:

That lone rifle-shot anonymous
in dark striding chest-high
through a nervous suburb at the break
of our seasons of thunders will yet
steep its flight and lodge
more firmly *than* the greater noises
ahead in the forehead of memory.

In the poem 'Refugee Mother and Child', Achebe in the midst of his war – stricken and ravaged populace, produced a live-picture of destitution and hunger, usually suffered by mothers and children. This is because the men were usually conscripted and taken away to war zones to fight, while women were left behind to cater for the children. The phrase mother and child always go together. In this poem the mother and child in question bear an oxymoronic expression – 'mother's tenderness for a son', should go with protracted joy and love but here, it is cut short by the clause 'she soon would have to forget' (line 3). That clause spells out doom and death. The poet applies heavy subordination and qualification, to enable him to produce exhaustively the picture of the children and their mothers who are refugees. e.g The air was heavy with odours of diarrhoea of unwashed children' (lines 4 – 5)

He goes further to qualify the children thus:

unwashed children
with washed – out ribs
and dried – up bottoms.

The above parallel structure also produces ellipsis of the preposition 'with' in the second line. The two lines also produce a pleasant rhythm which gives a regular beat. It can be stated thus.

with washed – out ribs
(With) dried – up bottoms.

Furthermore, the poet describes the children as

struggling in labored
steps behind blown empty
bellies lines 7–8

There is a picturesque imagery here. One can visualize tiny legs struggling to walk, and put before them are, blown empty bellies. There is an irony here because the bellies are said to be blown and at the same time empty. Some collocations are absurd like ‘a ghost smile’, ‘singing in her eyes’. These depict the atmosphere of the time, where many children suffered from ‘kwashiokor’ caused by malnutrition. There is an array of hyphenated words which helps the poet to coin adequate adjectives to describe the child e.g.

washed – out ribs	line 6
dried-up bottoms	line 7
rust – coloured hair	line 13

This gloomy picture drawn of the child having the description above, prepares the reader for the child’s finality thus, ‘parting her child’s hair this time, is like putting flowers on a tiny grave’ (lines 20 – 21). The reader gets the message though not harshly, because there is an anticipatory final farewell from a mother to her son, because of hardship caused by the war.

In the poem ‘**Christmas in Biafra**’, the poet compares the way of heralding Christmas in an ordinary circumstance, with that of war time in Biafra. He draws the contrast using the cribs in the manger set by the nuns. The scenery of the manger bears evidence of good and healthy-looking creatures in plaster cast. These include the

infant Jesus ‘plump, wise – looking and rosy cheeked, and one of the magi in sumptuous robes, and other figures of men and women looking well-dressed On the other side of real life are the poor worshippers who have come to pay homage, looking wretched and making wretched offerings. These are refugees who are barely starving. Their description is worthy of note.

‘poorer than the poor worshippers
before her who had paid their homage
with pitiful offering of new aluminum
coins that few traders would take and
a frayed five – shilling note ...
her infant son flat like a dead lizard ...
his arms and legs cauterized by famine ...
large sunken eyes ... lines 25–29.

The picture of destitution is drawn in this poem, using hyphenated words to describe the terrible condition of children represented by this singular case.

Grammatically, participial adjectives are used. They attract expressions like ‘sunken eyed’ (line 1) ‘broken bones’ (line 2), ‘open eyed,’ (line 30), ‘stricken past boredom’, (line 35), ‘dead pan look’, (line 44), ‘gathering sorrows’, (line 4), ‘exploding inferno’ (line 7), twinkling star’ (line 9) ‘crackling waves’ (line 11) ‘well-appointed distances’ (line 21). These kinds of participial adjectives span the poem and they have helped the poet to give a good description of the situation at hand. The usual adoration of the newly born baby at the crib at Christmas in the churches, excites both the young and the old. The irony of this circumstance of war can not move the child of this desperate, destitute woman, as she turns her baby around and ‘points at those pretty figures of God and angels and men and beasts’ (lines 30 – 41.) This spectacle would ordinarily excite the heart

of a child but this exercise fails because the child is weak and tired, out of hunger. The poet describes the child's reaction as 'one slow deadpan look' (line 44.) The refugee woman who performs the traditional visit and adoration of the child Jesus in the crib at Christmas, hopelessly crosses herself, shrugs her shoulder in despair and walks away with her child whose hope for longer life is not assured. All he does is to 'mope often at his empty distance ...' line 47

The poem '**Air Raid**' brings to our memory one of the numerous events which send people to untimely death. The swift speed at which the plane flies and the result of its venture make the poet metaphorically refer to it as 'the bird of death' (line 2). The irony created by the expression 'from evil forest' or 'Soviet technology', is unimaginable. Both words 'forest' and 'technology' are mutually exclusive. The presence of one, precludes the other. The forests spell out absence of technology, let alone 'evil' which brings in fetish ideas. The emphasis on air raid is its rapidity of movement. The poet compares it to the time a man can take to cross the road to greet a friend, with the havoc the air raid does by cutting into halves a human being just active a while before. It also shows that the air raid is not time bound. 'Air raid' is a war terminology which runs shivers down people's spines, especially at the time of war.

The fifth poem '**An "If" of History**', considers the fate of various categories of people and their involvements in the war. The poet uses 'Hitler', to represent the war lord in Nigeria and if he had won his war, the course of history would have changed. Other bloodier wars are mentioned like Viet Nam war, where hanging would

have awaited people guilty of war crimes and those guilty of treason. In this form, 'Hitler' becomes a metaphor for absolute wickedness against defeated people in wars. On the other hand winning the war would have brought immeasurable gains for some people, like retaining their jobs, if the Nigeria's war-Lord had won his war. However, that is why the poet likes the verdict of 'no victor, no vanquished' in the Nigeria's war.

The next poem '**Remembrance Day**' brings an array of fake and pretentious acts of celebrating the fallen heroes during the world wars. It has become an annual event introduced by our colonial masters. Achebe compares the intentions of the Remembrance Day introduced after the world wars, with that celebrated after the Nigeria-Biafra war. Their fallen kindred have been 'wronged in death' and they have malice in their graves for which they would rise one day and visit those celebrating Remembrance Day. The shallow sorrow for the dead includes

Your proclaimed mourning,
your flag at half-mast your
solemn face your smart backward
step and salute at the flowered
foot of empty graves your
glorious words. none, nothing
will their spirit appease. lines 1-7

The fallen kindred would have gladly done all those things had they the opportunity to be alive. Achebe brings comparison of the state of those survivors of Nigeria-Biafra war and the fallen kindred. While those kindred 'squashed back into primeval mud have greatly lost out, the ones alive, although they suffered much, now 'have a choice of a dozen ways to rehabilitate themselves like

shops stock again a variety
of hair-dyes, the lace and
the gold are coming back so
you will regain lost mirth and girth
lines 27 - 31

The poet asks ‘But when, how soon, will they their death?’ This is a rhetorical question to which nobody can readily give an answer . The poet does not hide his feelings in apportioning blames to the culprits in Nigeria – Biafra war. The affluent ones who have regained their losses should:

Fear their blood – feud
Tremble for the day of their
Visit! flee! flee! flee your
guilt palaces and cities! Flee
line 42

The grammatical structures above are parallel and underscore the act of remembrance, as the poet lines up with emphasis, actions which will also remind their fallen kindred who have been ‘wronged in death’, their wasted death. A pattern emerges from the structures thus

Your + $\left\{ \begin{array}{l} \text{(Proclaimed) mourning} \\ \text{Flag (at half mast)} \\ \text{(solemn) face} \\ \text{(smart backward) step} \\ \text{(smart) salute ...} \\ \text{(glorious) words} \end{array} \right\}$

The possessive pronoun ‘your’ is syntactically related to the various NP^s which are qualified by descriptive adjectives put in bracket. The NP^s are ‘mourning’, ‘flag’, ‘step’, ‘salute’, ‘words’ and they are semantically related under the general feature /+ ceremonial/. Those activities are sham and showy. The syntactic and the semantic levels converge and reinforce each other. The poet carefully qualifies the

NP^s to show that the actions are practiced and not spontaneous e.g. proclaimed mourning, solemn face, smart step and smart salute and glorious words. The poet sounds a note of warning to the celebrants of Remembrance Day, using very powerful verbs connoting danger thus: The verb fear is repeated three times, flee repeated four times and tremble once. These come with powerful exclamation marks to demonstrate the reality of the reaction of the dead war heroes.

Attention must be drawn to the structural layout of this poem – one block of stanza containing 63 lines without any demarcation. This is a premonition to those celebrating Remembrance Day, that the occasion they purport to be remembering is green in the ‘memories’ of their dead colleagues because they feel wronged in death ‘and their families might not have been compensated, while the survivors of the war have long forgotten about the war and its experience and have re-settled themselves.

Achebe advises them to pray that the dead kindred would not meet them still in their homes, to unleash their red – hot hatred on them. The only solution is that ‘a new generation of heroes would rise and tender ‘rites of reconciliation!

In the last poem ‘**After a war**’ the poet uses. expressions and choice of words to show that one becomes the architect of one’s destiny. He does this by purposely writing this poem with few or no punctuation marks such that whatever side one takes from one’s reading, one is liable for it.

In stanza 1, he likens the return to normalcy after the war, to ‘vines entering a hollow twig; its famished roots close on

rubble and every piece of broken glass.’
lines 4 – 7)

The expressions ‘hollow twig’ on which the vines grow, and famished roots almost resting on broken glass, give a sign of all not being well – a keg of gun powder awaiting an explosion

Stanza II reminds the reader of the ‘irritations’ we used to cause, ‘return to joyous tables like prodigals home from the city’ (lines 9-11). In other words, we are back again to ‘where the metre-man serving the bill brings a friendly face to a circle of sullen strangers, smiling gratefully to the door’ (lines 14-16). The prodigal son now leaves his father’s house and comes back when he runs into difficulty. This analogy explains how the Biafrans hardly allow the dust to settle before rushing back to where they call their ‘homes’. In stanza III they not only come back to the very place they fled, they “clutch strongly at watery scum pulsating on listless eddies of our spent deluge (lines 18 - 20.) As if that is not enough, they reintroduce their circle dance even when their ‘convalescent dancers’ can only display half-remembered eccentric steps’ (lines 25 – 26). These ‘convalescent dancers’ can be said to be wiser than those who have jumped soul and body back into the dance circle. Stanza iv states what has happened after years of ‘pressing death and dizzy last – hour reprises’. They are glad to dump their fears and perilous gains in one shallow grave and flee ... home ...’ (lines 27 – 32). This can be seen as a vicious circle for which the Biafrans will never learn their lessons and they forget too soon, their gruesome experiences in Nigeria’s war.

At lexico-semantic level this poem summaries the war story and reaction of the people directly affected by the war. Such

words and expressions are as follows:

famished roots
irritations
sullen strangers
watery scum
circle dance
convalescent
eccentric steps
pressing death
dump our fears
one shallow grave
flee the same rueful way
to haunted revelry.

The expressions have been coined by the poet to describe the people’s emotions and irrational behaviours even after the war

In conclusion, Achebe has stated his view of the Nigeria-Biafra war in poetry form. Most of the poems in this section fall in line with Achebe’s characteristic writing. His words and expressions are accessible but the last poem which is ‘After a War’ is challenging because one will need to understand and to make one to one representation of reality with the proverbial expressions. The writer of this work is not surprised because Achebe has the reputation for simplicity of language use in his works. He can also pose challenges with his language. Both Fred Troller the jacket designer and Robert Andrew Parter, the cover jacket painter of this volume affirm: that

Achebe’s poems are marked by a subtle richness of language
which blends simplicity and eloquence,
fierceness and tenderness ... and a careful attention
to the minute – facial expression, a wrinkled hand

a sunbeam-as a means of enlarging on the more perplexing aspects of life – death, suffering, life’s strange inconsistencies and paradoxes.

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WEBINARS ORGANISED BY TEACHER EDUCATION INSTITUTIONS IN KERALA DURING COVID-19 PANDEMIC PERIOD

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Abstract

This paper examines the webinars organised by the colleges of Teacher Education during the COVID-19 pandemic period. The present study was conducted using a qualitative research method. A Questionnaire was filled up by 44 Teacher Educators who had attended more than Ten webinars during the COVID-19 pandemic period. Informal discussions were conducted with co-ordinators and participants of the webinars in the colleges of teacher education to supplement the information collected through questionnaire. It was observed that a webinar offers great opportunities for both participants and presenters. Webinars during COVID-19 Pandemic Period enable the teacher educators to utilise the virtual space in an effective way. Active participation in Webinars helps to improve the digital learning and online education. The technological advancement acts as a facilitator for developing an academic culture among the teacher educators.

Introduction

The COVID-19 crisis has led to an education crisis due to the closure of all educational institutions in March 2020 in India. Government of Kerala came forward with an initiative to provide an online platform to students to make use of the holidays from June 2020. Accordingly, Government devised a program of Online/Digital Classes named FIRST BELL to be broadcasted through VICTERS

Educational Channel. Many teacher education institutions in Kerala started to make use of the online platforms to organise online teaching and learning and also to organise webinars for catering the educational needs of the stakeholders. A webinar is an online meeting that consists of educational presentation on the Internet. Webinar is similar to seminar, except that it is held on the internet and participated

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by a virtual gathering. Registration forms for the participants have to be filled in online. It can accommodate a large number of participants from different parts of the world through web. All the programmes can be recorded so that other people can view it later, if they can't attend the webinar. Webinars are convenient to both the presenters and participants, as no one has to travel to attend the programme

Need and Significance of the study

The COVID-19 pandemic has affected almost all spheres of human life especially in the education of students at various levels. In order to face this confronting situation, the government and educational institutions suggested various online initiatives using virtual platforms. The teacher educators, teachers, educational administrators, students and parents now realised the importance of digital media and its necessity for the learning process. During the pandemic situation, the teaching community at large is facing a lot of challenges in acquiring skills with regard to the use of online tools. Maria Assunção Flores & Marília Gago (2020) in their study point out that "The ways in which students and teachers (and teacher educators) interact, teach and learn have changed as a result of the lockdown due to the spread of COVID-19. The new context of remote teaching and supervision has implied an ongoing adaptation process on the part of all stakeholders."

Andreas Gegenfurtner & Christian Ebner (2019) in their study observed that "webinars work well for students in higher education and professional training, and indicated that webinars were positively associated with gains in knowledge and skills". In Kerala, the educational

institutions remain closed in the state for a long period and all institutions started organising online programmes for their students in a regular basis. Teacher Education Institutions particularly has started organising webinars for teacher educators, research scholars, students and other stake holders. In this context the investigator intends to study about the Webinars organised by the Teacher Education Institution in Kerala during Covid 19 pandemic period .

Objective of the study

The present study was conducted with an objective to study about the webinars organised by the colleges of Teacher Education in Kerala during the COVID-19 pandemic period.

Methodology

The present study was conducted using a qualitative research method on a sample of 44 teacher educators from colleges of teacher education who had attended more than ten webinars during the COVID-19 pandemic period. A Questionnaire was used to collect data through online. An informal discussion was conducted with coordinators and participants of the webinars in the colleges of teacher education to supplement the information collected through Questionnaire. The collected data was then interpreted using percentage analysis.

Results and Discussion

Need for a Shift from offline mode to online mode

Nowadays using internet and social media platforms help the people to connect different parts of the world. This makes it possible to share various media contents, and live streaming experiences with others.

The present COVID -19 pandemic situation forced the academic community to a shift from the existing offline mode of transaction to an online mode for imparting curricular contents. Familiarising the elements of technology, knowledge of online tools, the selection and effective delivery of e-content and use of appropriate tools for evaluation and feedback are very important to meet the challenges of the present situation.

Teacher Education Institutions to mark their digital presence

To cope up with the growing demand of the digital medium and to meet the challenges of this lockdown period ,the College of Teacher Education in Kerala organised Webinars on various topics during the pandemic period This helped Teacher Education Institutions to mark their digital presence among the stakeholders. The educational institutions in Kerala organised webinars either individually or sometimes in association with other colleges or various departments under University of Kerala, Mahatma Gandhi University, University of Calicut, Sree Sankaracharya University Kalady, Kannur University and Tamil Nadu Teacher Education University, Chennai . Some institutions organised webinars in collaboration with The Kerala State Higher Education Council (KSHEC) and organisations like Council for Teacher Education Foundation, (CTEF), Kerala, Council for Educational Administration and Management (CEAM), Kerala Chapter, Society of Innovative Researchers and Academicians (SIRA), and Kerala Association of Kerala Government College Teachers (AKGCT) .

All the teacher education institutions in the state took part in this new venture of using virtual platforms for organising

webinars and conducting various pedagogical practices. Most of the colleges provide these webinars free of cost and those who were interested can enroll and attend these session from anywhere in the world. The admission will be given on first come first serve basis. During the presentation or after the presentation, the participants have the opportunity to ask the questions either directly or through chat box. E- certificates will be issued to all active participants through the registered email.

The different types of programmes organised by the Colleges of Teacher Education institutions in Kerala during the COVID-19 pandemic period are Webinars on various topics, FDP Programme or Short Term Courses , Online Workshops and Other Online programmes. The details of the programmes are presented below

Webinars on various topics

1. Seven day/One Week International / national online webinars
2. Five day International /national online webinars
3. Three day International /national online webinars
4. Two day International /national online webinars
5. One day International /national online webinars/conference/panel discussion
6. Webinars on NEP 2020

FDP Programme or Short Term Courses

Some institutions organised FDP programme or short term courses in collaboration with UGC-HRDC University of Kerala , or other educational institutions or Department in various Universities. Most of them are free of fees, some institutions charged fees of range Rs100 to Rs1000.

Some programmes organised during covid-19 period are:

1. MOOC with four quadrants approach in MOODLE platform. Themes for discussion in the programme included - Understanding Online Education, Various LMS platforms and tools for online education, Introduction to MOOC, and Course Creation in LMS.
2. Short term courses which is designed to run through MOODLE Learning Management system and Assignments, activities, quizzes presented through MOODLE .
3. Online FDP on ICT in Teaching-Learning & Evaluation
4. Short term course on continuous professional development
5. One week international online faculty development programme on prospects of virtual teaching: engaging learners and empowering teachers

Online Workshops are conducted on the following topics:

1. Digital platforms and its familiarisation which includes Google meet, Face book, You tube live streaming, You tube channel creation, Zoom, Cisco Webex Meetings, Google classroom and Moodle
2. Digital tools for the Smart Teacher includes Video creation Tools, Video editing tools and Augmented reality
3. ICT Tools for online education like Google lens, Slide share, Audio recording, Video editing ,Screen recording ,Presentation video making, Video editing tools and Google forms

4. E Content Development and Digital text Preparation Workshop (The one Step towards garnering the requisite e-skills for teachers)

Other Online programmes organised by the Teacher Education Institutions:

1. Invited talks/ motivational talk by eminent resource persons and scholars
2. Competitions on Elocution, Essay writing, Poster making and Debate
3. Quiz competitions in various topics and different Subject
4. Inter collegiate competition of research Paper presentation
5. Inter collegiate competition of bottle Art and Photography
6. Micro teaching skill competition
7. Video preparation and presentation
8. Spot Selfie Video recording of ones immediate environment followed by narration through google meet
9. Preparation of Digital album Day observance(world ozone day, National teachers day and International Teachers Day)
10. World life Week Celebration

Webinar on New Education Policy 2020

Govt of India announced its New Education Policy July 2020. Since then UGC and Ministry of Education have taken a series of initiatives such as organising National Conclave on Transformational Reforms in higher education, Governors Conference, Visitors Conference and a series of Webinars on various themes of NEP2020. Higher education institutions are also organising webinars on NEP 2020. UGC in its letter (October 2020) requested

all higher education institutions to organise webinars on implementation of NEP 2020 and insisted to upload on the University Activity Monitoring Portal (UAMP) of UGC. In Kerala, the Teacher Education Institutions organised a number of Webinars on NEP2020 during the period of July –October 2020. The important among them are:

1. National Online Conference on Integrated Teacher Education Programme (ITEP) : Concerns And Trends
2. National Webinar on Teacher Education in India: A Panoramic Outlook on NEP 2020
3. Webinar on Awareness about new NEP2020 & NAAC Assessment and Accreditation Process
4. National Level Webinar on National Education Policy 2020: Highlights and Challenges
5. National Webinar on NEP2020 & Teacher Education : Prospects and Challenges
6. Online National Conference NEP 2020 : Towards A Self-Reliant India
7. National Webinar on Sree Narayana Guru’s Perspective on Education in the context of National Education Policy 2020
8. National online webinar on National Education Policy and Higher Education
9. National online webinar on NEP-2020 & Teacher Education
10. National Webinar on National Education Policy 2020 & Paradigm Shifts in Research Scenario
11. Webinar on NEP 2020 : Perspective Changes and Challenges

12. National webinar on National Education Policy 2020

Response of teacher educators towards the webinar organised by Teacher Education Institutions during Covid 19 Pandemic Period are presented in Table 1.

Table 1
Response of teacher educators towards the webinar organised by Teacher Education Institutions during Covid 19 Pandemic Period

Sl	Webinars	Participation	
		Yes	No
	helps	N	%
1	Knowledge of Virtual / Digital /online platform and its familiarisation	44	100
2	How to conduct webinars and other online programmes	42	95.45
3	Identify different Digital & Online resources	40	93.18
4	Understand various Digital tools necessary for online education & How to use online tools	40	90.91
5	Know MOODLE platform and its advantages	39	88.63
6	E Content Development and Digital text Preparation	33	75
7	MOOC, and Course Creation in LMS	33	75

1. Hundred percent participants suggests that webinar participation helps to improve the Knowledge of Virtual/ Digital /online platform and its

familiarisation The common Platforms used by the teacher education Institutions for organising the webinars are ; Google Meet, Zoom ,Cisco Webex Meetings, Google classroom , and Moodle. Now , many webinar services offer live streaming options, to record webinar and publish it in You tube. By Using virtual platforms, the quality education is now more accessible for all the stakeholders in general.

2. 95.45 % opined that the participation in the webinar helps them to know how to conduct webinars and other online programmes such as presentation, invited talks , workshop or a seminar using video conferencing software. In webinars the registration process is simple and automated. There is an opportunity to share or download additional digital material at any time during the webinar and easy to evaluate and store presentation for further uses.
3. 93.18% observed that the webinars also helps to identify different Digital & Online resources available for teaching learning process The teacher educators get opportunities to become self regulated learners through this virtual medium and started to use online pedagogical strategies in their classroom interaction.
4. 90.91% opined that webinar helps them to understand various digital tools necessary for online education and to use online tools. Reluctance to use the virtual platforms, online learning tools among the teacher educators, teachers and students are reduced to a certain extent.

5. 88.63% suggested that webinars during the COVID-19 period helped them to understand MOODLE platform and its advantages.
6. 75% opined that webinar provide opportunity for e-content development and digital text preparation, MOOC, and Course Creation in LMS. These programme enabled the teacher educators to explore new frontiers of technology for imparting academic inputs to the learners.
7. All the participants of the Faculty Development Programme opined that they were enriched with an understanding of technical knowledge related to online Learning tools and virtual platforms after undergoing the training sessions. They are also familiarised with the use of effective pedagogical strategies for online teaching. The webinar gives chances to interact with resource persons and others from across the world.

Conclusion

Webinars during COVID-19 Pandemic Period enabled the teacher educators to utilise the virtual space in an effective way. Webinars enable students and other stake holders to access learning material anywhere at any time. The chance for discussion existed in the webinar but it is in the limited form. Teachers and students feel comfortable with online communication through Q & A and chats to a certain extent. Active participation in Webinars helps to improve the digital learning and online education. It has been found that, at the beginning of the pandemic almost all the institutions showed enthusiasm and interest and there was sometimes a sort of

competition among the teacher educators to organise the webinars, but gradually towards the end of September this trend of organising national and international webinar was reduced and it is mostly confined to institutional level programmes only.

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ASSESSMENT OF TEACHER'S IMPLEMENTATION OF INCLUSIVE EDUCATION AT UNIVERSAL BASIC EDUCATION LEVEL IMPLICATION FOR SPECIAL NEEDS CHILDREN

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Abstract

The research work focuses on teachers' implementation of inclusive education at basic education level; Implication for special needs children. A survey research design was adopted for the study. The population consists of basic education teachers teaching in public schools in Aguata education zone of Anambra state. Purposive sampling technique was used to sample forty teachers. The questionnaire was the major instrument for data collection and it was validated by an expert in teacher education and measurement and evaluation. The mean statistics was used to analyse the data collected. The finding of the study showed that inadequate physical facilities and architectural barrier, inadequate funding of UBE programme, lack of instructional materials, lack of reliable data on the number of children with special needs, lack of quality and quantity of teachers and personnels are some of the barriers to implementation of inclusive education at UBE level. The paper also discovered that adequate funding of UBE programme, recruitment of qualified teachers, public enlightenment on the importance of education for special needs children, improvement of infrastructural facilities among others are measures to address the barriers to implementation of inclusive education. The paper concluded that if challenges militating against the implementation of inclusive education such as architectural barrier, inadequate funding, lack of instructional materials lack of accurate data on children with special needs are not tackled, UBE programme may fail to meet the needs of children especially the special needs. Relevant recommendations were made.

Keywords: Teachers, Implementation, Inclusive, Basic, Education

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Introduction

National development is realizable through education. This is why Nigeria has adopted education as an instrument for national development in ensuring that Nigerian citizens are educated. The Federal government has mounted different programmes. One of such programme is the Universal Basic Education (UBE). The Universal Basic Education is an attempt to achieve equal educational opportunities for citizens irrespective of social status, religion and tribal origin. In a related development, inclusive education is that type of education that provides students with disabilities full membership in their neighborhood schools with appropriate supplementary aids and supports services. Olajide (2012) sees inclusive education as the educational process that provides opportunity, access and enabling environment for all children to be equitably educated without segregation or discrimination, irrespective of perceived disabilities. The platform for implementing inclusive education is at the basic education level. According to Ukeje (2000) Basic education is the education that prepares an individual for life and for living. It is also a legal imperative as well as a social necessity. Disabled persons are however individuals who require special attention to be able to achieve the objectives of the UBE goal. These individuals are still members of the society and should not be neglected. They also have the right to a further life and vigorous activities as their abilities and disabilities can afford them. Many of these disabled children need special aids in order to function effectively. If these aids are not provided, they will be at disadvantage and may not be able to cope with other normal children. Special needs persons need the provision of special education facilities

to enable them to learn effectively which could lead to self-reliance.

The objectives and scope of the Universal Basic Education include: the provision of free universal basic education of every Nigerian child of school age; reducing drastically the incidence of school dropout from the formal school system; catering for the learning needs of young people who for one reason or the other, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

The bane of Nigerian policies, by the political, economic, social or educational, has been implementation. At the proposal level our policies are lofty and grandiose, but more often than not, we have failed woefully at the implementation stage (Okafor 2009, p. 108). The implementation of inclusive education at basic education is faced with many challenges and problems. One of the problems encountered in implementing inclusive education at basic education level is lack of on special needs children. The issue of enrolment is a crucial one. If planners of educational programmes in general and UBE in particular do not have at least an estimated percentage of all school age children, school aged adult or target population for whom the programme is meant for, how can they effectively provide the needed facilities and personnel? According to Weber (2010), the United States Bureau of Education for the Handicapped (USBEH) as far back as 1968 estimated that approximately 10% of all school aged children were handicapped

Nigeria should do the same because such information is important for effective planning and implementation. Lacks of quality and quantity of personnel have continued to militate against the effective implantation of inclusive education at basic education level. Okafor (2007) maintains that basic education may not take root without the presence of an effective teacher. The teacher imparts knowledge, information, skills, values and attitudes to learner who are assumed to be inexperienced. In spite of the teachers' proficiency in pedagogy, we do know that not every teacher can manage the different needs area of the special children. Apart from the teacher, there is other support staff, like the interpreters, the brail list and others. Are the teachers and the support staff efficient and adequate to successfully lead special needs persons or children to benefit from the UBE programmes? Yaya (2001) observes that the problem facing basic education is that of having teachers of required quantity in appropriate quality. Having quality teachers means having effective teachers. Some of the teachers who teach special needs children at basic education level may be professionally qualified, but lack the pedagogical skills, the commitment and practical orientation required for effective teaching of special needs children.

The issue of using appropriate instructional materials to teach children with special needs has been the concern of scholars (Omabe, 2009). More attention was and is still being paid to how the materials and the teacher should work in the classroom to the neglect of how learners should benefit from the classroom and learning situation. This led to the more importantly to reverse the centre of instructional activities from the traditional

'teacher centered' to 'learner centered' structure (Okafor, 2012). Instructional materials are print materials and equipment which have been selected, arranged and presented in such a way as to serve the needs of teachers and students in the in the effort to improve teaching and learning. They the teacher to increase his students learning experiences as children learn with materials, they become conversant with many issues or ideas. Literatures on audio-visual or instructional material and graphic materials have proved useful instructional materials at all levels and for many parts of many subjects (Enem, 2003). Russel (2008) stressed that audio-visuals help to facilitate the learning of abstract concepts, skills and students' new skills through practice. There is also research evidence that students learn better when audio-visual aids are employed. Okafor (2007) found that students who were taught with audiotape achieve significantly than students taught using the conventional teaching method. Therefore, it is an exaggeration if one says that instructional materials are indispensable in the teaching and learning of children in general and special needs children in particular. Through the appeal they make to eye and ear, they provide for systematic improvement of knowledge and skills as well as favorable influence and on attitude and appreciation. Thus the Chinese saying "a look is worth a thousand words". In spite of the place of instructional materials in the teaching and learning enterprise, one scarcely notices the use of them in the Nigerian classrooms. An investigation into the use of audio-visual aids in teaching children with special needs at some primary schools in Anambra State showed that the government has not done much in the provision of teaching materials and teachers employed to teach do not improvise materials.

Inadequate funding of education and low morale of the teachers have negatively affected the implementation of inclusive education at the basic education level. The Federal Republic of Nigeria in her National Policy of education (2013), made it clear that the aim of teacher education is to produce highly motivated conscientious and efficient classroom teachers and enhance their commitment to the teaching profession. But researchers, Yusuf and Ajere (2014) have shown that the stipulated aims in the National policy on Education have not been achieved as teachers are neither properly paid nor are they committed to teaching profession. The things in teaching profession could only be done if teachers are motivated to attend to their duties regularly. Some of the Policy Education at the basic education level could not be implemented because of lack of funds.

Inadequate of physical facilities and architectural barrier are constraints to accommodating the special needs persons in current UBE programme. Some of the school buildings do not take into account the special needs of the handicapped. In the schools, some of the buildings and staircases to these buildings are not accessible yet the policy statement on making buildings accessible to all and sundry disabilities not withstanding has been there for over a decade. The UBE programme has been conceived and launched without addressing the issue under consideration.

To make basic education inclusive at the current UBE programme, Ofoefunna and Onyejekwu (2010) have advocated for adequate funding of UBE programme, recruitment of qualified teacher, public enlightenment, on the importance of education for special needs children, data collection and analysis, improvement

of instructional facilities, provision of textbooks and instructional materials, training and re-training of teachers.

Basic education is for life and living. Universal basic education is geared towards laying basic foundation for lifelong education. Its objectives and implementation plan if properly planned, coordinated, integrated and implemented can go a long way in improving the lots of the Nigerian child.

Research Questions

The study has guided by the following research questions

1. What teaching materials are appropriate for teaching special needs children?
2. What are the barriers to the implementation of inclusive education at UBE level?
3. How can the barriers to the implementation of inclusive education be addressed?

Methodology

A survey research design was adopted for the study.

The population is made up of fifty public teachers teaching at basic education level at Aguata education zone of Anambra State; using purposive sampling technique, forty respondents were sampled for the study.

The instrument for data collection is the questionnaire which has fifteen items designed to elicit information teachers implementation of inclusive education at UBE level. The instrument was first validated at by expert in teacher education at Nnamdi Azikiwe University, Awka and expert in measurement and evaluation at Nwafor Orizu College of Education Nsugbe.

The reliability of the research instrument was determined through a measure of internal consistency of the items. The Cronbach Alpha was used to establish the internal consistency of 0.70. The measure is high enough for the instrument to be considered reliable. For data analysis, the research questions were analyzed using mean. Any mean of 2.5 and above is said to be high and effective and those below 2.5 are said to be low and ineffective.

Results

The following are the results of the data analysis

Research Question 1: what teaching materials are appropriate for teaching special needs children?

Table 1: mean rating score on materials appropriate for teaching special needs children.

S/N	Items	\bar{x}	Remarks
1	Films and audiovisuals materials appeal to the senses	3.4	Agree
2	Audio tape is good for teaching special needs children	3.5	Agree
3	Graphic materials are good for teaching all classes of learners	3.2	Agree

The result presented in table one shows that items 1-5 were rated high by the respondents. This is clearly indicated from their respective mean scores of 3.4, 3.5, and 3.2 which are above the criterion of acceptance fixed at 2.5 and above. It means that films and audiovisual materials, audiovisual tapes and graphic materials are good for teaching all classes of learners

especially children with special needs.

Research Question 2: what are the barriers to implementation of inclusive education at UBE level?

Table 2: mean rating score on barriers to implementation of inclusive education at UBE level.

S/N	Items	\bar{x}	Remark
4	Inadequate physical facilities and architectural barrier	3.2	Agree
5	Inadequate funding of UBE programme	3.4	Agree
6	Inadequate motivation of teachers	3.1	Agree
7	Lack of instructional materials	2.9	Agree
8	Lack of quality and quantity of teachers and personnels	3.1	Agree
9	Lack of reliable data on the number of children with special needs	2.9	Agree

The result presented in table two shows that items 4-9 were rated high by the respondents. This is clearly indicated from their respective mean scores of 3.2, 3.4, 3.1, 2.9, 3.1, and 2.9 which are above the criterion of acceptance fixed at 2.5 and above. It means that inadequate physical facilities and architectural barrier, inadequate motivation of teachers, lack of instructional materials and lack of reliable data on the number of children with special needs among others are some of the barriers to implementation of inclusive education at UBE level.

Research Question 3: how can the barriers to implementation of inclusive education be addressed.

*Table 3:
mean rating scores on the measures to
address the barriers to Implementation of
inclusive education.*

S/N	Items	\bar{x}	Remark
10	Adequate funding of UBE programme	3.5	Agree
11	Recruitment of qualified teachers	3.2	Agree
12	Public enlightenment on the importance of education	2.9	Agree
13	Improvement of infrastructural facilities	3.1	Agree
14	Provision of instructional facilities	3.2	Agree
15	Provision of accurate data on special needs children	3.4	Agree
16	Training and re-training of teachers	2.9	Agree

The result presented in table three shows that items 10-16 were rated high by the respondents. This is clearly indicated from their respective mean scores of 3.5, 3.2, 2.9, 3.1, 3.2, 3.4 and 2.9 which are above the criterion of acceptance fixed at 2.5 and above. It means that adequate funding of UBE programme, recruitment of qualified teachers, public enlightenment on the importance of education for special needs children, improvement of infrastructural facilities among others are some of the measures to address the barriers militating against the implementation of inclusive education.

Discussion of Findings

The result of the analysis of research question one shows that film and audiovisual materials, audio tape and graphic materials are good for teaching all classes of students especially children with special needs. This finding is in line with Russel (2008) and Okafor (2007) discovered that student who were taught with audio tape achieve significantly than students taught using conventional teaching method. Enem (2003) revealed film and graphic materials have proved useful instructional materials for all levels of learners.

The result of the analysis of research question two shows that inadequate physical facilities and architectural barriers, inadequate funding of UBE programme, inadequate motivation of teachers, lack of instructional materials among others are some of the barriers to implantation of inclusive education at UBE level. These findings are in agreement with Yusuf and Ajere (2014) observed that some of the provision I the national policy on education at the basic education level could not be implemented because of lack of funds.

The result of the analysis of research question three shows that he measures to address the barriers militating against the implantation of inclusive education; adequate funding of UBE programme, recruitment of qualified teachers, improvement of infrastructural facilities, provision of instructional materials, training and re-training of teachers among others. These findings are in line with Ofoefuna and Onyejekwe (2010), both scholars have advocated for adequate funding of UBE programme, recruitment of qualified teachers, improvement of infrastructural facilities, training and re-training of teachers.

Conclusion

Implementation of inclusive education through the universal basic education (UBE) is a welcome development for all and sundry, disability notwithstanding. However, lack of accurate data on children with special needs, inadequate physical facilities, architectural barrier, inadequate funding of UBE programme, lack of instructional materials, lack of quality and quantity of teachers and personnel among others are constraints that can prevent special needs children from benefiting maximally from the programme. If the above issues are not addressed, the UBE programme may fail to meet the needs of children especially the special needs.

Recommendations

Based on the findings of this research, the following recommendations are made:

1. There is need for private individuals, federal and state government to adequately fund UBE programme.
2. Federal and State government should recruit qualified teachers and supporting staff to pilot the UBE programme.
3. There is need for public enlightenment on the importance of education for special need children.
4. Provision of accurate data on special needs children will help in planning and provision of infrastructures.
5. Regular training and re-training of teachers will equip them with skills to teach all classes of learners especially special needs children.
6. Adequate motivation of teachers through enhanced salary and allowance, promotion as and when due will strengthen UBE programme.

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THE DEVELOPMENT OF METACOGNITION IN PRACTICE

Dr. Bindu David *

Abstract

This paper proposes a theoretical review of the term 'metacognition'. Flavell (1979) viewed metacognition as learners' knowledge of their own cognition, defining it as 'knowledge and cognition about cognitive phenomena'. Metacognition is often referred to in the literature as 'thinking about one's own thinking', or as 'cognitions about cognitions'. It is usually related to learners' knowledge, awareness and control of the processes by which they learn and the metacognitive learner is thought to be characterized by ability to recognize, evaluate and, where needed, reconstruct existing ideas. Flavell's definition was followed by numerous others, often portraying different emphases on or different understanding of mechanisms and processes associated with metacognition. Metacognition means "thinking about one's own thinking". There are two aspects of metacognition: - reflection- thinking about what we know and self-regulation managing how we go about learning. Taking together, these processes make up an important aspect of learning and development. Developing these metacognitive abilities is not simply about becoming reflective learners, but about acquiring specific learning strategies as well. Metacognitive beliefs, metacognitive awareness, metacognitive experiences, metacognitive knowledge, metacognitive skills, executive skills, higher-order skills, metacomponents, metamemory are some of the terms that we are often using in association with metacognition. Metacognitive awareness means being aware of how you think. Metacognition is the awareness of one's thinking and the strategies one is using. It enables students to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differently in different situations.

Key Words: *Metacognitive knowledge, Metacognitive regulation, Metacognitive experiences, etc*

INTRODUCTION

Metacognition refers to "thinking about thinking" and was introduced as a concept in by John Flavell, who is typically seen as a founding scholar of the field. Flavell said

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that metacognition is the knowledge you have of your own cognitive processes (your thinking). Flavell (1979). It is your ability to control your thinking processes through various strategies, such as organizing, monitoring, and adapting. Additionally, it is your ability to reflect upon the tasks or processes you undertake and to select and utilize the appropriate strategies necessary in your intercultural interactions. Metacognition is a big word for something most of us do every day without even noticing. Reflecting on our own thoughts is how we gain insight into our feelings, needs, and behaviors and how we learn, manage, and adapt to new experiences, challenges, and emotional setbacks. It's the running conversation we have in our heads, mentally sounding ourselves out and making plans. Training kids to use it proactively to overcome obstacles, it turns out, can be a powerful tool.

Metacognition refers to one's awareness of and ability to regulate one's own thinking.

- awareness that you have difficulty remembering people's names in social situations
- reminding yourself that you should try to remember the name of a person you just met
- realizing that you know an answer to a question but simply can't recall it at the moment
- realizing that you should review an article you read last week because you have forgotten many of the key points
- realizing that there is something wrong with your solution to a problem

These types of mental events are common for all of us. Metacognition may

not seem to be an especially important skill until you consider how central it is to effective learning. For example, research demonstrates that *good* readers monitor their comprehension as they read and poor readers do not. Specifically, good readers notice when they don't understand something and then do something about it (e.g., re-read, stop and think it through, take note that something doesn't make sense and decide to come back to it later, ask a question about it, etc). Good readers are strategic, and it is metacognitive skill that makes them so. Weak readers fail to monitor their understanding. Some studies show that weak readers simply plow through a reading from beginning to end with little recognition of what made sense and what didn't.

Metacognitive practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, group members, etc. A key element is recognizing the limit of one's knowledge or ability and then figuring out how to expand that knowledge or extend the ability. Those who know their strengths and weaknesses in these areas will be more likely to "actively monitor their learning strategies and resources and assess their readiness for particular tasks and performances

For our students to be successful in the future, they need opportunities to develop skills that are transferable beyond high school to do whatever it is that they ultimately decide to do once they graduate. They need to be able to self-assess their needs in learning, areas of potential weaknesses and identify their strengths. Students then need to know how to use this information to plan their next steps. While the world

of work will continue to change, some of the essential skills that students will need the most will stay the same. Skills like the ability to set one's own goals, to problem solve, to analyze the tasks that they have before them, and to evaluate any challenges that might come along the way. These skills are in alignment with the three phases of metacognition: planning, monitoring, evaluating. Each of these is essential in the learning process and students need to learn how to reflect and to self-direct to the next steps.

Components of Metacognition

Metacognition is divided into three components:

- Metacognitive knowledge
- Metacognitive regulation
- Metacognitive experiences

Types of Metacognitive Knowledge

The metacognitive knowledge component of metacognition is divided into three different types of knowledge: Declarative knowledge, Procedural knowledge, Conditional knowledge

Declarative knowledge refers to the factual information that we know, and can both be spoken or written. This is also the knowledge about ourselves as learners and about what factors can influence our performances.

Procedural knowledge refers to information on how to do something or how to perform the procedural steps that make up a task. A high degree of procedural knowledge allows us to perform tasks more automatically through a variety of strategies.

Conditional knowledge refers to the knowledge about when to use a procedure,

skill, or strategy or when not to. Such knowledge allows us to assign optimal resources for various tasks.

Metacognitive regulation

This refers to the different strategies that students may use to manage their thoughts and emotions. This includes how well they plan, monitor and evaluate their performance. For example, identifying that a particular strategy is not giving them the results that they want and deciding to try a different one is an instance of metacognitive regulation.

Metacognitive experience

Flavell (1979) described metacognitive experiences as “any conscious cognitive or affective experience that accompany or pertain to any intellectual enterprise”. He believed they were more likely to occur during a task due to the importance of individuals’ decisions and actions in the endeavor. Efklides (2001) maintained that metacognitive experiences monitored task characteristics and also reflected an individual’s goals in task-making. She identified different categories of metacognitive experiences, and some of these included: feeling of familiarity, feeling of confidence, feeling of difficulty, feeling of satisfaction, estimate of solution correctness, and estimate of effort expenditure. She found individuals’ metacognitive experiences were influenced by cognitive ability as well as “personality and other affective factors” (p. 306). Moreover, the author joined Flavell (1979) in linking metacognitive experiences to triggering metacognitive knowledge. Efklides maintained that metacognitive experiences “monitor online cognitive processing” from the individual’s perspective, and “online

task-specific knowledge” as well as for influencing “control decisions” (p. 315). Her research revealed that metacognitive experiences varied according to the level of “task difficulty” and “phase of cognitive processing

Metacognitive Strategies

Metacognition is thinking about how you think and learn. The key to metacognition is asking yourself self-reflective questions, which are powerful because they allow us to take inventory of where we currently are (thinking about what we already know), how we learn (what is working and what is not), and where we want to be (accurately gauging if we’ve mastered the material). Metacognition helps you to be a self-aware problem solver and take control of your learning. By using metacognition when you study, you can be strategic about your approach. You will be able to take stock of what you already know, what you need to work on, and how best to approach learning new material.

Metacognitive strategies facilitate learning how to learn. You can incorporate these, as appropriate, into your own learning strategy

1. **Ask Questions.** Asking questions allows learners to reflect on their own learning processes and strategies. It also allows for enhance comprehension
2. **Foster Self-Reflection.** Critically analyze your own assumptions and how these assumptions have influenced your learning.
3. **Adopt Autonomous Learning.** Challenge how you learn information. Is it the most efficient and effective way of learning? If not try new strategies as a trial and error experiment until you find a strategy that works for you.

4. **Find a Mentor.** Many people learn best by interacting with peers who are slightly more advanced. Look for opportunities to observe the proficient use of a skill by a mentor, ask questions and learn from their learning experiences.
5. **Find a Group:** Cooperative problem solving can enhance metacognitive strategies by discussing possible approaches with group members and learning from each other. This can be an excellent way of testing your knowledge on a given subject.
6. **Think Aloud.** Report your thoughts while performing a difficult task. Discover any potential errors in thinking to address any sabotaging thoughts or language while learning new information.
7. **Self-Explanation.** Talking aloud while learning new information can help you improve your comprehension of a difficult subject and bring to light your gaps in retention.
8. **Be ok with Making Errors.** You are given the opportunity to make errors while learning. Allow yourself to make mistakes as learning is about the process of getting to know information, not the arrival at knowing information perfectly.

Metacognition and Class Room Learning

Metacognitive practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, group members, etc. A key element is recognizing the limit of one’s knowledge or ability and then figuring out how to expand that knowledge or extend the ability. Those who know their

strengths and weaknesses in these areas will be more likely to “actively monitor their learning strategies and resources and assess their readiness for particular tasks and performances” Strategies that target students’ metacognition—the ability to think about thinking—can close a gap that some students experience between how prepared they feel for a test and how prepared they actually are. strategies, boosting their metacognitive skills and giving them tools to be more independent learners. It’s far too easy for students to overestimate their understanding of a topic simply because they’re familiar with it.

Metacognition helps students recognize the gap between being familiar with a topic and understanding it deeply. But weaker students often don’t have this metacognitive recognition—which leads to disappointment and can discourage them from trying harder the next time. The key to metacognition is to encourage students to manage their own learning instead of passively absorbing material. Donna Wilson and Marcus Conyers use the phrase “*drive your brain*” as a metaphor to explain to students how they can become more aware of their learning. In addition, promoting a *growth mindset* helps students understand that learning isn’t fixed: Through dedication and hard work, they can learn to be more resilient and overcome many challenges that may otherwise feel impossible. Simply being aware that there’s a difference between a fixed and a growth mindset is one of the most effective metacognitive strategies that students can benefit from.

Perhaps the most important reason for developing metacognition is that it can improve the application of knowledge, skills, and character qualities in realms beyond the immediate context in which they were learned. This can result in the transfer of competencies across disciplines—important for students preparing for real-life situations where clear-cut divisions of disciplines fall away and one must select competencies from the entire gamut of their experience to effectively apply them to the challenges at hand. Even within academic settings, it is valuable—and often necessary—to apply principles and methods across disciplinary lines.

Reflexivity is the metacognitive process of becoming aware of our biases and prejudices that get in the way of healthy development. Teachers can *create a classroom culture for deeper learning* and reflexivity by encouraging dialogue that challenges human and societal biases. When students engage in conversations or write essays on biases and moral dilemmas related to politics, wealth, racism, poverty, justice, liberty, etc., they learn to «think about their own thinking.» They begin to challenge their own biases and become more flexible and adaptive thinkers.

Most teachers know that if students reflect on *how* they learn, they become better learners. For example, some students may think and process information best in a quiet library, while others may focus better surrounded by familiar noise or music. Learning strategies that work for math may be different from those applied in the study of a foreign language. For some, it takes more time to understand biology than chemistry. With greater awareness of how they acquire knowledge, students learn to

regulate their behavior to optimize learning. They begin to see how their strengths and weaknesses affect how they perform. The ability to think about one's thinking is what neuroscientists call metacognition.

The science behind metacognition (especially in education) has been extensively researched as it covers a very broad area. Recent evidence suggests that it can add up to 7 months of additional learning for students. Metacognition can be enhanced by improving your ability to predict how well you will perform on a task. Other recent research has found that reflecting on which study resources to use, why these resources are useful, and how you will use them improves metacognition, self-reflection, emotional control and grades. Recent research has revealed that those with strong metacognitive abilities have more grey matter in the part of the brain known as the anterior prefrontal cortex. Interestingly, the anterior prefrontal cortex, which plays a critical role in metacognitive abilities, is one the few parts of the brain where we as humans show differences to our closest relatives, the great apes; therefore, it seems as though this ability to introspect may be unique to us. Researchers still remain unsure as to whether the prefrontal cortex developed as individuals become better at introspection, or whether individuals who are better at introspection have greater development in this area in the first place. However, this does not mean that those with a lower functioning prefrontal cortex cannot demonstrate metacognitive abilities, as through practising the strategies highlighted below, everyone can improve.

Ways to Boost Metacognition

Metacognition is a natural part of the learning process. However, students

often need additional support to see what metacognitive thinking actually looks like. Teachers can model metacognitive thinking by walking students through the process verbally and making the process visible for students. It shouldn't be an isolated lesson plan on metacognition so much as an integrated part of direct instruction and checking for understanding. You can model the process in small groups or one-on-one as well. In some cases, you might provide scaffolding, such as sentence stems or graphic organizers.

It also helps to provide specific metacognitive strategies and structures. This will help students to assess the tasks and planning the approach. For example, you might help students learn how to look at a complex task and develop a to-do list or a checklist.

Self-assessments might include self-reflection questions and surveys that help them articulate where they are in terms of mastery. But they can also include diagnostic rubrics and checklists to compare what they need to do with what skills they have mastered. Other times, it might be more open-ended, with students annotating their work with a critical eye. Notice that this type of self-assessment also helps students monitor their progress.

However, self-assessment doesn't have to be solitary. Sometimes students experience blind spots and need fellow students to help provide more accurate feedback. Students can do a peer conference with sentence stems. You might provide a specific critical friends structure, like the twenty-minute peer feedback system or you might try a shorter structure like see-think-wonder, 3-2-1, or the feedback carousel. Teachers can play a critical role in

this process, too, by using student-teacher conferences.

Visualization is a critical component for metacognition because it helps improve executive functioning skills. You might simply ask students to start a class period by visualizing what they will accomplish. This helps support the idea of developing a plan. However, for longer-term planning, you might want to have students sketch out their plan. I once saw a teacher who had students sketch out a large calendar on butcher paper (despite the fact that she clearly wasn't a butcher) and then create stick figure sketches as they broke down the tasks. Each day, students would unroll their butcher paper and review their visual planning document.

Good design not only takes the content to be learned into consideration, but also what students bring to the learning experience. Linda Darling-Hammond and her colleagues (2003) identified two types of metacognition: reflection, or "thinking about what we know," and self-regulation, or "managing how we go about learning." When planning metacognitive activities, we must strive not only to introduce students to new concepts, but also to facilitate reflection and conversation about how new concepts connect with knowledge and professional frameworks with which students are already familiar. Simple questions like the ones below can spark discussions or help students begin the reflection and self-regulation process.

- *What do I already know that can help me be successful?*
- *What do I already know that I need to reevaluate?*
- *What do I need to do that can help me reach my goals.*

Another simple and effective way to help students "reflect and connect" is to ask them to create a chart highlighting what they know, want to know, have learned, and still want to learn. This activity can be revisited at any time during a course, or can be designed as a regular part of students' weekly routines.

CONCLUSION

Metacognitive strategy training enhances learning inside and outside the classroom but many students have difficulty in using this approach once there is no longer a reminder to do so. Within a social-constructivist perspective, metacognitive skills and metacognitive knowledge, including a realistic self-concept, develop through social interaction and are then internalised. The key to more effective metacognitive strategy training would seem to be through simultaneous training in social strategies together with social learning tasks. The latter may serve to reduce or eliminate negative aspects of an individual's self-concept such as learned helplessness, negative self-labels, competitiveness, perfectionism etc., which prevent realistic and effective goal-setting, planning, attending, monitoring or evaluating in real life contexts. Activities that encourage a reflective and strategic stance towards learning should be embedded in the regular activities of a classroom. Such reflective activities are an add-on, which takes away from the ongoing reflection, evaluation, and revision, and being strategic about work. When teachers make aspects of learning and problem-solving visible, and help students identify their own strengths and strategies, they can have a lasting impact on how their students learn once they leave their classrooms. Adequate knowledge and

apt utilization of Metacognition strategies will improve instruction of teachers and learning of students.

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THE U.S-CHINA RELATIONS: EDUCATIONAL, ECONOMIC AND SECURITY IMPLICATIONS FOR AFRICA

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Abstract

The trade war between the United States and China has generated so much debate among academics, economists, policymakers and analysts. The onus of the debate revolves around the implications of the trade war on the global economy. There is already a consensus in the literature that both developed and developing countries have great prices to pay, especially in a prolonged war between the two largest economies. However, beneath the trade war, relations between U.S and China have been surrounded with so many areas of strategic mistrust and with China's emergence as a global power and challenger to the United States, the two countries are also engaging in a struggle for dominance. In the perspective of the Power Transition Theory, 'war' is expected between a dominant power and a challenging power. While it is a known fact that China is increasingly challenging the U.S, the U.S under the leadership of Donald Trump is also increasingly campaigning for economic nationalism against economic internationalism with his 'America first' slogan, thereby contributing to the conflict. However, whether it is a trade war or war of dominance between the U.S. and China, Africa, though an innocent bystander, will be faced with economic and security challenges. Thus, this paper analyses Africa's challenges in the U.S-China 'war.'

Keywords: U.S, China, Trade, War, Economic, Security, Implications, Africa

INTRODUCTION

It is a well-known fact the United States has been the lone superpower and an established global hegemon since the end of the Cold War. China emerged as a powerful challenger to the United States following its economic reform and subsequent positive

economic growth. For instance, at the beginning of the 21st century, the Chinese economy was growing at the rate of almost 10 percent per annum (although growth slowed down to 6.9 percent in 2015). China has become one country among other

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countries that have significant national interests in every part of the world and that commands the attention, whether willingly or grudgingly of every other country and every international organization.¹ Often referred to as 'Asian Driver' of global economic growth, the sheer population size and the phenomenal rate of growth of China ensure that it influences the global game² among other emerging powers such as India. Scholars agree that power is shifting to the east and that the structure of power and parameters of action that have characterized the international system over the past half-century are being altered³. China remains the major country causing the global shift in power. China's rise and expanding global interests have resulted in a drastic change in the global geopolitical order.⁴ Its growing assertiveness⁵ in regional and global politics, economy and security cannot be overemphasised. China's rise is a real game-changer both economically and geopolitically and represents both an opportunity and a challenge for the major global power, namely the United States.⁶ China's increasingly growing clout and challenging actions to the United States in Asia, Africa, and Latin America are visible. For example, there are several Chinese activities that the United States find uncomfortable such as China's reclamation of lands in the South China Sea, its establishment of a military base in Africa and the China Road and Belt Initiative (the Silk Economic Belt or the 21st Century Maritime Silk Road). The motives for China's international behaviour are often assumed to be similar to those of any emerging, or in China's case, re-emerging power.⁷

Rising powers naturally seek to challenge the status quo or revise

the dominant norms of the system in order to reflect their own interests and values.⁸ Although there are times emerging powers might choose to integrate with the existing system, it solely depends on the interest of the rising power. For instance, China's accession into WTO was done in order to have easy access to markets abroad. Scholars to a great extent agree that emerging powers play challenging roles, especially when they are dissatisfied with the existing system. One clear example is China's establishment of Asia Infrastructure Bank to counter U.S leadership in the World Bank and IMF. Gilpin⁹ argued that as states' relative power increases, they do not only attempt to change the rules of the existing order, but such a quest to change the rules sometimes triggers conflicts with the existing powers. Graham Allison in his work titled, 'The Thucydides Trap: Are the U.S. and China Headed for War?', argued that the tension between the predominant United States and a rising China is almost inevitable according to historical precedents.¹⁰ As China rises, the United States will fear China's rise and would act to prevent it.¹¹ For instance, the trade war initiated by Trump is a way of countering China's influence and economic dominance, particularly in the area of trade.

No doubt, the United States is concerned about the threat China poses to its economy. China is today much stronger and is acting in ways (from cyberattacks to the market influx and aid policies in developing countries) that are counter to U.S. interests and values.¹² Washington must respond not only to the China factor in its domestic economy but also 'to the realities in today's Asia where U.S historic allies are nervous about China's rise.¹³ For example in 2010 when the U.S. trade deficit with China hit

a record high of \$273.1 billion, in October 2011 the U.S. Senate moved to sanction China for being a ‘currency manipulator’, although the measure did not pass the House of Representatives because according to them, the Treasury Department did not label China a currency manipulator.¹⁴

Also, in 2011, President Barack Obama announced a U.S. ‘pivot to Asia’, a move to counter China’s threat.¹⁵ It is clear that prior to Donald Trump’s ascension into power that the rise of China has been attracting U.S. attention. Trump’s current strategy of going on all-out trade wars is no doubt different from other administrations, but the concerns are the same.¹⁶ In 2017 for example, the U.S. trade deficit in goods and services with China was put at \$335.4 billion.¹⁷ At the outset of his Presidential campaign, Donald Trump had a protectionist agenda and promised to address the trade imbalances with China and to bring U.S. jobs back. After winning the Presidential election, he maintained an ‘America first’ slogan. The Trump administration is demanding more direct benefits from international cooperation while tolerating fewer rewards for others.¹⁸ Initially, Trump imposed 25% tariff on steel imports and 10% tariff on Aluminum, setting the stage for an international trade war with nations in Europe and Asia, including China. Trump has been widely perceived as an economic nationalist, and the trade war with the U.S. is believed to be coming from ‘a protectionist penchant.’¹⁹

Beyond the protectionist action of Donald Trump, China’s rise presents her as a contender for the status of global superpower, a position which the U.S. has held for several decades, and would not want to relinquish.²⁰ As China grows

economically, its interests are more and more global and intertwined with those of the U.S.²¹ leading to confrontation, which is evident in the current trade war. In the U.S-China confrontation or contestation, Africa is confronted with economic and security challenges emanating from the ‘war’ between these two elephants.

Against these backdrops, this paper examines the economic and security implications of U.S.-China contestation for Africa. The remaining parts of the paper are structured as follows. Section II is a brief overview of U.S-China historical relations. Section III examines Donald Trump’s ‘America first’ slogan and protectionist moves from an economic nationalist perspective. Section IV analyses the U.S-China war from the perspective of the Power Transition Theory. Section V discusses the economic and security implications of the U.S-China war for Africa. Section VI concludes.

U.S-China Historical Relations: An Overview

The United States and China have had their ups and downs ever since the 1780s, when New England briggs first sailed to China with beaver skins and silver coins, ushering in more than a century of exchanges that sent Christian missionaries to the Middle Kingdom and Chinese railroad workers to the Wild West.²² The two nations fought as allies in World War II and later faced off as foes in the Cold War.²³ The first major battle between them came at the end of the Chinese Civil War in 1949 (the war between mainland China and Taiwan). The United States backed the Taipei government (Taiwan) during the War and supported it to the extent of ensuring that Taiwan gained a seat at the United Nations Security Council,

even though China won the war. U.S actions(triggered by Cold War ideological struggles)set the stage for several decades of strained relations with mainland China.

However,the Sino-Soviet rift that broke out in 1969 led to Beijing's eventual rapprochement with the United States.²⁴With the first public sign of warming relations between Washington and Beijing, the then U.S. Secretary of State Henry Kissinger made a secret trip to China in 1971.²⁵In 1972, President Richard Nixon visited China, and in 1979 the then U.S. President Jimmy Carter granted China full diplomatic recognition.

In 1989, the normalized relations between Washington and Beijing became strained again due to the Tiananmen Square Massacre by the Chinese government. In the spring of 1989, thousands of students and intellectuals held demonstrations in Beijing's Tiananmen Square, demanding democratic reforms. The Chinese government sent in military troops to clear the square, leaving hundreds of protesters dead, many imprisoned, including students identified as U.S citizens.²⁶ Full normalization of relations after the Tiananmen Square incident did not come until the year 2000 when U.S. President Bill Clinton signed the U.S.-China Relations Act. At this time China's economy was booming and the normalization of relations with Washington helped pave the way for China to join the World Trade Organization (WTO) in 2001.Having gained the most favoured nation status in WTO, China easily accesses markets of WTO member states. This was a great bonus for China because at home China was already suffering from industrial overproduction and market saturation in many sectors²⁷ and

it increasingly needs foreign markets to sell its manufactured goods.

China's market penetration in many countries became an area of concern for countries. For example, Americans blame China for shuttered factories and jobless workers for years.²⁸Donald Trump on coming into power in 2016 insisted on applying tariff on a number of trade partners who had manipulated their way into stealing American jobs and contributing to their malaise.²⁹ China due to its global economic expansion and ascendancy is one country that the U.S. sees as a "cheat" and this has led to the present trade war.

Trump's 'America First' Slogan: The Economic Nationalist Perspective

Trump's 'America first' slogan and his recent actions such as the trade war with China, could be best explained from the perspective of economic nationalism. Economic nationalism is one of the variants of the political economy theory; a theory that established the nexus between economics and politics. Scholars produced a number of ideas to explain the political economy theory in relation to economics (market) and politics (state), but three schools of thought stand out and have a profound influence on political and economic affairs.³⁰

According to John Rourke and Mark Boyer, the three schools of thought are Economic Internationalism (also called Liberalism), Economic Structuralism (also referred to as Marxism), and Economic Nationalism (otherwise called Mercantilism).³¹ Here, the focus is on economic nationalism. This school of thought (economic nationalism) was originally called mercantilism or the realist school. Nationalists ascribe to the primacy

of the state, of national security, and of military power in the organisation and functioning of the international system³² and in their relations with other states. Economic nationalism or mercantilism is essentially a doctrine of state-building and state using its economic strength to further its national interest. The foremost objective of nationalists is industrialisation. For the nationalists, gaining national power is identified solely with the development of manufacture (industries). Nationalists believe that industry has spill-over effects (externalities) throughout the economy, which leads to overall development.³³ As argued by Rourke and Boyer, the ideas of economic nationalists could be put in both benign and malevolent forms.³⁴ In its benign form, economic nationalist attempts to protect the economy against untoward external economic and political forces, which is basically the goal of Donald Trump's economic policies- to bring back jobs from China and to prevent America's domestic industries from closure due to the influx of Chinese manufactured goods. In its malevolent form, economic nationalism is the conduct of economic warfare most prevalent among expanding powers³⁵ and the dominant power. The trade war is a case in point.

The U.S.-China War: Analysing through the Lens of Power Transition Theory

A trade war is simply when a nation (country A) imposes tariffs or quotas on imports from another country (country B) and such country (country B) retaliates with similar forms of trade protectionism.³⁶ A trade war between countries commences if one country perceives another country's trading practices to be unfair and harmful.

A trade war is distinct from other actions (e.g. sanctions) that have detrimental effects on the trading relationship between two countries because its goals are related specifically to trade.³⁷ As a candidate for President, Trump campaigned on anti-Chinese stance. His grievances against China center mostly on Chinese illicit trade activities and Chinese threats to American industries. On his assumption into office, Trump was bent on keeping to his promises. President Trump first instituted tariffs on Chinese products in January 2018, which resulted in a tit-for-tat series of tariffs.³⁸ In early June, President Trump announced a 25% tariff on \$50 billion worth of Chinese exports, which Beijing retaliated. On July 6, 2018, U.S.-China trade war escalates. The Trump administration imposed fresh tariffs totaling \$34 billion worth of Chinese goods. More than eight hundred Chinese products in the industrial and transport sectors, as well as goods such as televisions, aircraft parts, and medical devices, face a 25 percent import tax. China retaliated with its own tariffs on more than five hundred U.S. products. Its reprisal, also valued around \$34 billion, targeted commodities such as beef, dairy, seafood, and soybeans.

The Trump administration in Mid-September imposed 10% tariffs on the \$200bn of Chinese products, stating that the tariffs would go up to 25% by the end of 2018. The trade war continued although, at the concluded G20 summit at Buenos Aires in 2018, the U.S and China reached a 90-day truce, where Trump agreed not to increase new US tariffs on Chinese imports as scheduled for January 1, 2019. As part of the agreements reached, China was to buy a 'not yet agreed upon, but a very substantial amount of agricultural, energy, industrial and other products from the United States

to reduce America's huge trade deficit with China.³⁹ At the end of the 90-day truce, U.S resumed its tariff imposition, as the two countries could not come to a satisfactory agreement.

However, scholars have argued that U.S.-China issues are complex and are beyond trade. Arguments abound that with the rise of China and other emerging powers that we are witnessing the most powerful set of challenges to the global order that the United States sought to construct within its own camp during the Cold War and to globalize in the post-Cold War period.⁴⁰ China is seen as a challenging power and as a result, the U.S would want to suppress its rise.

Much of the arguments of scholars fall within the purview/ambit of Power Transition Theory. Power Transition Theory basis its argument on the transition of power from a dominant power to a rising power. According to the theory, the international system is structured hierarchically; where a dominant power sits at the top and challenger(s) to the dominant power exist.⁴¹ There is every likelihood that the dominant power would be uncomfortable with the actions of the emerging powers because the former wants to retain its power. Power Transition Theory predicted that war (global or regional) will be most likely either when there is parity between the dominant power and the challenger; when the challenger surpasses the dominant power, or when the challenger is dissatisfied with the established order of the dominant power.⁴² As affirmed by Tammen et al, war is most likely, of longest duration, and greatest magnitude, when a challenger to the dominant power enters into approximate parity with the

dominant state and is dissatisfied with the existing system.⁴³ This can be interpreted to mean that even though U.S and China find common grounds and end the current trade war, the fact that China has emerged as a challenger to U.S. leadership and dominance would continually be resisted by the United States; and in the process could lead to conflict. Beyond the trade issues, the transition of power is rarely peaceful, even though China has termed its rise as a 'peaceful rise.'

U.S.-China 'War': Economic And Security Implications For Africa

The U.S-China trade war has been going on for over a year now. Although a temporary agreement was reached in November 2018 at the G20 Summit in Bueno Airesto haltthe imposition of new tariffs on Chinese goods, 'experts expressed doubt that any concrete steps to totally ease tensions between the two economic giants can be achieved within the 90-day time frame.'⁴⁴ Truly, U.S and China could not resolve their issues in the given 90-day and as a result, the tariff was re-imposed by Donald Trump. Realistically, a trade deal that addresses all the complaints that the U.S. has about China would take years to negotiate, Dutch bank ING wrote in a note.⁴⁵ According to Jue Wang, the actual intention behind the Trump administration's recent series of anti-China moves has two aspects: (1) forcing Beijing to open its market further for US goods and services and to provide US companies with more favourable investment conditions; and (2) curbing the state-backed high-tech sectors that form the core of Beijing's 'Made in China 2025' strategy.⁴⁶ To Jue, China can compromise on the first aspect by making the Chinese market and investment environment more

favourable for US companies but the second, is less feasible, if not impossible, for Beijing. This is because it is unlikely that the Chinese state will withdraw support for its strategic industries, especially those at the core of 'Made in China 2025'.⁴⁷ Thus, this means that the 'end' of the U.S-China trade war may not be near. It also means that the world should still be prepared for the consequences of the conflicts between the two largest economies.

For a developing continent like Africa, the consequences of the war and struggles for dominance between the United States and China could be dire and damaging not only to Africa's economy but to the continental security. In the economic aspect, African import-dependent economies are likely to suffer. According to Muda Yusuf, the Director-General of the Lagos Chamber of Commerce and Industry (LCCI), many of U.S and China's markets mainly of manufactured goods will be dumped on markets in Africa to ensure that they do not overconsume or experience market saturation⁴⁸, which would to displacement of local products, especially when their goods (China for instance) come in cheap.

Prior to the U.S-China trade war, the rise of internationally competitive Chinese business and goods had displaced domestic sales as well as exports by Africa producers.⁴⁹ For example, in 2006, there was a huge protest in Zambia against the flooding of local markets with 'made in China' goods, which threatened the local and small-scale industries, leading the opposition candidate in Zambia Presidential election, Michael Sata, to campaign on an anti-Chinese platform.⁵⁰ Nigeria, South Africa, and other African countries faced the same plight. Many workers, particularly

in the textile industries lost their jobs due to the local firms' inability to compete with cheap Chinese goods.

Also in the security sector, Africa faces great challenges. This is because Africa has become a battleground for the U.S. and China in their power struggles. After the September 11, 2001 attacks, U.S. military, and security agencies claimed an unlimited mandate to pursue what they deem terrorist threats, causing the Bush administration to open a major military base in Djibouti.⁵¹ Scholars believe that America's military base in Africa goes beyond only its global fight against terrorism. It is also a move to counter China. As noted by Eric Shewe, 'the longest-term strategic threat to the United States in Africa is not terrorism but China's influence.'⁵² China in a bid to flex its power with the United States, opened its own first overseas military base, at Doraleh, in Djibouti in 2017. Beijing relies on economic aid⁵³ and promises of development to bring countries like Djibouti into its sphere of influence.⁵⁴ While Djibouti is reliant on its competitive advantage (strategic location), foreign powers such as China and the United States are using that opportunity to flex their economic and political muscles in Africa. Many other states (Japan, Italy, etc.) followed the US strategy of military occupation..... especially as international rivalry among global powers (or aspirant global powers) intensified.⁵⁵

Although there is the argument that such bases allow the forward deployment of both troops and equipment, allowing for quicker response times, and a shortening of distance, especially in terms of the need to refuel⁵⁶, foreign military bases come with security challenges for Africa. First, these

foreign military bases could help to fuel insecurity in Africa. For example, it has been pointed out that the US uses these bases to carry out activities on other continents; drones operating from Chadelley base in Djibouti have been deployed in Yemen and Syria. This then could insert African states into conflicts unrelated to them.⁵⁷

Second, the creation of these military bases also has its impacts on the Africa populations.⁵⁸ For example, the base at Diego Garcia that set the trend in Africa reveals the drastic and potential impacts of a foreign military base. The island's population has been reduced to one lacking rights and freedoms, with many of its members forcibly removed from their homes and deported, most to Mauritius and Seychelles, not allowed the right to return.⁵⁹ The UAE base in Assab Port in Eritrea, for instance, has been used by Abu Dhabi to dispatch armaments and troops from both the UAE and other Saudi coalition countries, for their military campaign in Yemen, leading to dire humanitarian consequences and the likely fragmentation of that country.⁶⁰ Also, the UAE base in Somaliland's Berbera port heralds the end of the project to ensure a unified Somalia. Already, Somaliland possesses a relatively strong security force; the base construction and consequent support by the UAE will ensure that Mogadishu will not be able to extend control over Hargeisa. In 2015, the UAE, sought to strong-arm Djibouti to allow Emirati and coalition aircraft the use of its territory as a base for the Yemeni operation. Djibouti and Abu Dhabi subsequently severed diplomatic ties, but the UAE found a willing substitute in Eritrea.⁶¹

However, many other foreign powers are courting Djibouti. With access to the

Gulf of Aden and the Indian Ocean beyond, Djibouti is a significant gateway to the Horn of Africa and the wider region of East Africa. As far back as the 19th century, when trade and competition between European powers fuelled their imperial ambitions, Djibouti was of particular interest to foreign powers.⁶² In the present struggle for global dominance, every major global power is making an effort to have a military footprint in Djibouti. According to Bruno Macaes, with this development, Djibouti will resemble a live model of state conflict in the 21st century.⁶³

Third, the construction of these military bases by foreign powers has undermined African countries and continental sovereignty. The bases have ensured that Africa has little control over its territories. World powers in their quest for influence have undermined the territorial integrity and sovereign powers of African states, which the Treaty of Westphalia enthroned and sanctified. Fourth, the race to create bases (along with other geopolitical agendas) has seen foreign countries often support African strongmen (not surprising, considering that some of these foreign states themselves are dictatorships), thus enabling the abuse of human rights and stunting continental efforts (particularly the efforts of the African Union) at finding solutions. The Libyan imbroglio, for example, has seen countries such as Egypt and Russia support General Khalifa Haftar, who has promised basing rights in the event of his victory.⁶⁴ Great powers interference in Africa is of great security concern as it undermines both the AU and the neighbourhood initiatives to resolve conflicts.⁶⁵

Conclusion

Finally, Donald Trump protectionist actions turned the U.S-China trade disputes into a trade war. Trump in its pursuit of 'America first' policy has tended towards protectionism to ensure the survival of American industries and to counter China's invasion and threat. For some years, Washington has accused China of illicit trade practices and deployment of predatory tactics in its technology drive, including stealing trade secrets and forcing American firms to hand over technology in exchange for access to the Chinese market. Today, Trump has taken a hard-liner path to address it. Beyond America's trade grievances against China, other issues such as China's reclamation of territory in the South China Sea and undermining of America's 'interests and values' in Africa, South America, etc. are bound to trigger conflict.

Moreover, the fact that China has emerged as a strong challenger to the world's dominant superpower also makes war inevitable. Thus, U.S-China war is bound to happen not only because of the Trump's nationalist penchant and other areas of disagreement but also because China is a challenger to the dominant power, which the established power (US) is working hard to suppress. Thus, as the two largest economies engage in war, there are repercussions (economic and security) for other regions of the world, particularly Africa. In the economic sector, Africa faces collateral damage, especially from China that would want to ensure that its goods that deprived of entering U.S markets are sold elsewhere. Africans and their firms have had it rough and tough with the 'arrival' of China, and the trade war would ultimately

make it worse. The security implications come as a result of their struggle for influence/dominance in Africa. For example, the establishment of military bases by the U.S. and China (and other countries too) could fuel great insecurity in the region and also trample on the rights and freedoms of the citizens. Military bases also erode continental sovereignty, and the African Union's effort to provide an African solution to African problems. Thus, Africa should brace up for actions with good policies to curtail or halt the invasion of foreign powers and their taking advantage of Africa's 'weakness' to fuel instability. Africa Union should also address the impacts of foreign powers interference on Africa's security and economic development.

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INFLUENCE OF INFORMATION LITERACY SKILLS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

In the present information society, information and knowledge are the basic resources and access to them is necessary. Without the knowledge of ICT and information literacy skills, it is difficult to deal with the ocean of information and knowledge. Information literacy is a broad area of competence that encompasses the content. Many Studies repeatedly show strong positive correlations between student/ user achievement and information literacy programs. In the present study an attempt has been made to study the influence of information literacy skills on the academic performance of the students. In the present study three variables namely gender, place and information literacy skills considered as predictor variables and academic achievement as a dependent variables.

The present study aims to find out the Influence of Information Literacy Skills on Academic Achievement of Higher Secondary School Students. The tools used was a test for measurement in Information Literacy Skills. The sample consisted of 450 Higher Secondary Students of randomly selected from Schools following Kerala State syllabus. The study revealed that academic achievement and Information Literacy are Positively correlated..

Key words: *Information Literacy Skills, Academic Achievement, Higher Secondary School Students.*

INTRODUCTION

A teacher can change the teaching and learning into a game with his teaching styles. Teaching is not only an activity of the mind but also a function of the heart. If we suppose that teacher is a magician who helps students about dream of success

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in here life. There is a need to focus on learning strategy and to support the learner by innovative ideas.

Today, It is being believed that schools are the places of torture, but now these are formed in a place of learning with fun. The schools of new generations are creating the environment of happiness among learners and giving suggestions for best performance. Teaching and learning are significant responsibilities, it's not merely jobs.

Now a days, teaching an art of understanding the learner, his needs, his psychology, his functioning, his mental stages, his stress, his happiness, his weakness, his strong sides and science of learning. Educators should devise the simplest and most effective methods for turning minds around. It shouldn't be the art of implanting sight in the organ, but should proceed on the understanding that the organ already has the capacity, but is improperly aligned and isn't facing the right way." It is believed that a teacher has the third eye by which he can see what a learner wants. Sometimes the teacher is called as future predictors due to his ability to know the strength and ways to increase the stamina of the learner. The teacher must be taught such type that the learner can be able to create self-awareness among his students to monitor other comprehensive difficulties. It was the past when "chalk with talk" method was used to teach. But in this continuous growing world, there is a compulsion to change the techniques of teaching by the teacher and learning by the learner.

The considerable growth of information and communication technology and its excessive influence on different aspects of life have affected many activities, especially

educational activities such as changing students' educational requirements, students and teachers' essential skills, teaching methods, and the application of information and communications technology in the process of teaching. The ability to accommodate oneself with the changes, competitiveness, and lifelong learning are the means of success in the contemporary society

Excessive increases of information resources from one hand and rapid advancements of other sciences on the other hand have made students unable to learn the whole materials in their normal educational courses. This is why helping students on how to learn, in other words training lifelong learners, is among the most important tasks of educational institutes. Students should be able, after they graduation, to continue their creativities and reach to higher levels of education by combining their new and old information sets. What it takes to reach to this level is having special skills known as information literacy. In fact, information literacy is the most essential requirement of students in information society. These skills absolutely guarantee students' success in playing their social role.

The earlier generations' drive to study was robustly rooted in conscientiousness. The new generations have different motivational profiles: in their lives interest, emotions, and engagement matter much more.

Need and Significance of the Study

Since the ability to use information effectively and wisely is crucial to student's success in higher education, it is increasingly important to incorporate information literacy skills among them

for better performance of their academic achievements. The students of the degree colleges are basically associated with learning and co-curricular activities. The students basically require information on their subject for studying and prepare for examinations. They may need constantly update their existing knowledge in their domain. Further, Information plays a vital role in all spheres of life in this technological era. Information is available in different formats and forms in various sources. To get the right information at the right time from the abundance of unclassified data information, the students must be information literate. In this context, role of the student is very important, if the student wants to be competent and serious in their studies, he/ she should have competence and skills in information literacy, so that they can become life- long independent learner. Hence, in the present study, an attempt has been made to assess the information literacy skills on the Academic Performance of the Students of Higher Secondary Level.

ICT is a powerful tool for the development of society. It is a valuable tool required for planning, controlling, decision making, motivating, forecasting and research and development activities to ensure productive and gainful operations.

Now a days the usage of technology is being increased among students, Modern technological media has been got more popularity among students. During the last few decades, there has been a tremendous growth in the use of ICT in all fields such as industries, businesses, societies, lives of people and education. Now the educational institutions all over the world are integrating ICT with the teaching – learning process in order to provide knowledge and skills

to the learners to meet the challenges of educational environment.

The presence of technology can be distracting to students. When kids play video games, they can find themselves reacting with addiction-like behaviors. Their focus is on the entertainment they receive more than anything else.

Some students may not know the difference between reliable and unreliable resources. There is a lot of information on the Internet today that is fake or exaggerated in some way, but it masquerades as being real. According to research published by New York Magazine, less than 60% of web traffic today is actually human-based searches or content interaction. Up to half of the traffic on YouTube each year are bots that masquerade as people. Not only is the content sometimes fake, but then also the users might not be real too. Teachers must show students how to access real information, show them how to verify its validity, and then encourage them to use it appropriately.

Hypotheses of the Study

The following hypotheses were formulated

1. There is significant relationship between Information Literacy Skills and Academic Achievement of higher secondary school students.
2. Information Literacy Skills influence on Academic Achievement of Higher Secondary School Student.

Objectives of the Study

1. To find out the relationship between Academic Achievement and Information Literacy Skills of higher secondary school students.

- To find out the influence of Information Literacy Skills on Academic Achievement of higher secondary school students.

Methodology used for the Study

In the present investigation, normative survey method was employed by the investigator. Stratified random sampling technique was used for selecting the sample. By giving sufficient weightage to the factors like gender, type of institution, place of institution optional subject, a sample of 450 Std XII students were selected the study. Information Literacy Skills of Higher Secondary School Students was measured using Test for measuring Information Literacy Skills. The mark scored by the students in their annual exam in Std XI was considered as the indicator of academic achievement. The data relating to total marks obtained by the students in XI examination and the score obtained in Test on Information Literacy Skills were subjected to different statistical analysis and summarized below.

Relationship between academic achievement and Information Literacy Skills of Higher Secondary School Students

The calculation of coefficient of correlation is done by Karl Pearson's product moment method and it is tested for significance by finding t-value.

Relationship between Academic Achievement and Information Literacy Skills of Higher Secondary School Students

The relationship between Academic Achievement and Information Literacy Skills is studied by computing 'r' and tested

for significance using t-value. Table 1 contains the details.

Table 1

Result of test of Significance of 'r' between Academic Achievements and Information Literacy Skills of Higher Secondary School Students for total sample

N	df	r	t
450	448	0.34	7.65**

**P<0.01

The obtained value of 'r' is 0.34. The calculated t-value is 7.65 and the table value for t-test for degrees of freedom 448 is 1.96 at 0.05 level and 2.58 at 0.01 level. It is clear that the calculated t-value is greater than both the table values. That means 'r' is significant at 0.01 level ($t=5.65$; $P<0.01$). Thus it can be inferred that there is significant positive relationship between rejected the Academic Achievement and Information Literacy Skills of higher secondary school students.

The null hypothesis is Rejected. Hence hypothesis 1 is Accepted.

Influence of Information Literacy Skill on Academic Achievement of Higher Secondary School Students

In order to Influence of Information Literacy Skill as Academic Achievement of Higher Secondary School Students. sample is divided in to three groups, i.e., high average and low based on information literacy skills scores. The mean and standard deviation of information literacy skills scores for total sample is 13.87 and 4.02 respectively. Those who are having higher scores than mean plus half of standard deviation ($M+1/2r$) has come under high group. Those who are having scores between mean plus half of standard deviation ($M+1/2r$)

and means minus half of standard deviation ($M-1/2r$) is considered as average. And those who are having scores below mean minus half of standard deviation ($M-1/2r$) has come under low group. Number, mean and standard deviation of the high, average and low groups are given in the table 2

Table 2

Mean and standard deviation of Academic Achievement of High, Average, Low Information Literacy Skill Group

Variation	Group	N	M	SD
Information Literacy Skills	High	46	13.56	3.12
	Average	338	14.34	3.68
	Low	66	13.01	3.01

To test the significance of difference between the mean values of Academic Achievements scores of the high, average and low Information Literacy Skills groups ANOVA is used. Details are given in table 3

Table 3

Summary of ANOVA

Source of Variation	df	SSx	MSx	F
Between groups	2	2409.335	1204.667	11.25**
Within groups	447	48084.444	107.324	

** P<0.01

The calculated F Value is 11.225 The table value of F for degrees of freedom (2, 447) is 2.99 at 0.05 level and 4.60 at 0.01 level. From this it is clear that the computed F value is greater than the table values. It indicate that there is significant difference between the mean Academic Achievements scores based on high, average and low Information Literacy Skills at 0.01 level. So there exists a significant difference

between the Academic Achievements of high average and low Information Literacy Skills. Since ANOVA is significant the Post hoc is done by using the formula,

Table 4

Scheffe's Post -hoc analysis for the comparison of the Academic Achievement among the levels of Information Literacy Skills of Higher secondary school students

Level	N	Subset for alpha = 0.05	
		1	2
Low	46		126.4941
Average	338	119.1304	
High			127.5606
Sig.	66	1.000	.819

Above table shows the means of Academic Achievement at each level based on their Information Literacy Skills. It is clear that the data of each sub-set is different, i.e., the students have high Information Literacy Skills also have high Academic Achievement compared to average level Information Literacy Skills and low level Academic Achievement of higher secondary school students. Therefore it can be interpreted that Information Literacy Skills of students influence Academic Achievement.

The null hypothesis is Rejected. Hence Hypothesis 2 is accepted

Conclusion and Implication

We are living in information era, where our day-today actives are very much dependent on the information. Information is needed by human being to resolve their problems and fulfill necessary tasks. Information is the life blood of human being and it is the currency of 21st century.

Many studies repeatedly show strong positive correlations between student's user achievement and information literacy skills. Since the ability to use information effectively and wisely is crucial to students' success in school education. In the present study, an attempt has been made to study the influence of information literacy skill on the academic performance of the students. In the present study, two variables namely Academic Achievement and information literacy skill were considered as independent variables and tested their interaction effect on the academic achievement of the students. It is observed that information literacy skill can be considered as one of the important predictor to influence on the academic achievement of the higher Secondary school students. It is increasingly important to incorporate information literacy skills among them for better performance of their academic achievements. Hence, the school and library should provide all the necessary resources, facilities and IL training to ensure in order to enhance better academic performance of the students.

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PROBLEMS OF ARABIC LEARNING DURING CLASSROOM INTERACTION

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Abstract

The present study aims to explore the various problems associated with learning Arabic during class room interaction. The sample consists of 50 students of standard IX th of Calicut girls higher secondary school. Regular observations, analysis of oral test, written class test and achievement tests, analysis of home assignments, note books, project works were used to collect data. The result shows that there exist a number of problems associated with learning Arabic during classroom interactions. The paper is also put forward some suggestion for improving their classroom teaching learning activities so as to improve their academic excellence.

Key Words: Arabic Learning, Classroom Interaction, Group Activities, Curricular Approaches, etc.

Introduction

Arabic education has been an integral part of our educational system since decades. In no other state of India Arabic is studied and taught at so wide scale as in Kerala. The study of Arabic language and literature has become part of the educational system of this state in all its stages from primary to doctoral level. In these, thousands of teachers taught Arabic to lakhs of students as a part of their curriculum. (Suleiman .M, 2006). But it is a felt fact that Arabic language teachers in the state of Kerala are

facing a web of problems associated with learning Arabic during their class room interaction

The classroom research enables the teachers as well as the students to ensure their creative, effective and meaningful class room interaction throughout the academic year. It was observed that many students have certain academic problems with learning Arabic during classroom interaction. In this context the present situation necessitates the need and relevance

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for the study, and therefore the study is focussed on the following objectives.

Objectives

1. To identify the group activities and curricular approaches commonly used in Arabic pedagogic transaction
2. To study the problems associated with learning Arabic through class room interaction.

Methodology

The purpose of the study is to find out the problems experienced by the Secondary school students of Kerala while participating in teaching – learning activities during Arabic class room interaction. Study was conducted on a sample of 50 students of standard IX th of Calicut Girls Higher Secondary School, Kozhikode. The data was collected on the basis of checking home assignments, regular observation of learning process, checking nature of participation of students in class room activities and conducting periodic oral and written test and achievement tests, analysis of note books and project works,. The study was conducted on the basis of qualitative analysis of the results obtained through continuous evaluation and informal discussion with Arabic teachers during their classroom interactions and interpreted using percentage analysis.

Analysis and Interpretation

In a constructivist class room atmosphere learning is an active mental process of the children and provides maximum opportunities to the learner for construction of new knowledge during class room interaction each learner must constructs knowledge by linking it with his / her own past experience. The investigator

thoroughly examined curricular approach of existing syllabus of IX th standard Arabic text book of Kerala state in detail and understood the various class room activities and performance done by the students during their teaching – learning activities.

Group activities and curricular approaches commonly used in Arabic Pedagogic Transaction

In a Constructivist class room atmosphere learning is made very effective and interesting through multisensory experiences, reflective learning, metacognition, co-operative and collaborative learning. In the classroom interaction, the students must actively participate in group activities with their peers and encourage others to ensure their participation in classroom activities. Individual assignments, group assignments and other academic activities to be provided on a selected topics as a part of their academic work and should be submitted on time. Some activity based group work commonly used for effective and meaningful class room interaction are ; action song, caption writing, conversation, crambo, debate, dictionary making, dramatisation, elocution, essay writing, group song, narrations, poster making, picture album, project work ,picture analysis, preparation of class room dictionary, puzzle completion, quiz, recitation, story writing, storytelling, story chart preparation, spell fun, table completion, translation, video observation, and word game

In constructivist class room atmosphere learning is an active mental process. It provides opportunities for construction of new knowledge through activity based class room group work. The learning outcome may be in the form of ideas, concepts,

skills, attitude, values and experiences to be acquired by the learners during various stages of interaction during school education. The teacher should provide suitable learning experience and strategies to the learner through learner friendly, learner oriented meaningful social intervention. So learning is natural, spontaneous, active and complete life long process Constructivism promotes learning through real life experience. The teacher can adopt different types of teaching techniques, methods and strategies in their classroom to ensure the active, continuous, and meaningful participation of the learners in all the stages of the classroom group activities irrespective of intellectual differences.

Findings of the Study.

The investigator closely observed some class room activities, situations and experiences and identified certain problems of Arabic language learning during class room interaction are presented below:

1. Students showed difficulties in learning Arabic numeracy.
2. Students showed difficulties in pronouncing certain Arabic alphabets.
3. Students showed difficulties in learning certain concept in Arabic grammar.
4. Students have the inabilities in spoken language communication
5. Problems related to instructional and infrastructural facilities
6. Students showed inabilities in writing Arabic Calligraphy.

1. Difficulties in learning Arabic numeracy

Forty percent opined that they are facing difficulty in learning and remembering Arabic numeracy. The complexity of the

rules in Arabic numeracy, improper method of teaching, lesser opportunities, lack of interest in the subject, inability to memorize the concept of numeracy in Arabic, and lack of Proper motivations are the main reasons for these difficulties.

To rectify the Problems associated with numeracy in Arabic language a teacher can motivate the pupils by adopting modern, innovative techniques and teaching strategies. Through effective language games, suitable pictorial representation one can minimize and rectify the problems associated with Arabic numeracy to some extent. By using colour full charts, sand, seeds, golly, stone and pearl, a teacher can drill the pupils with different numerical puzzles through proper and correct motivation. By displaying the basic differences in Arabic numeracy from digit one to three, four to nine and ten to twelve in a colour full decorated chart can increase their interest, curiosities and motivations to ensure the confidence of the pupils to minimize their numerical mistakes forever.

2. Difficulties in pronouncing certain Arabic alphabets.

Twenty four percent students show their difficulty in learning and pronouncing certain alphabets in Arabic language. The important reason is that the same and equal sounds of pronunciation of such Arabic alphabets are not found in their mother tongue. So it is very difficult for a teacher to demonstrate, introduce and familiarize the sounds of such complicated Arabic alphabets to the pupils.

To rectify the problems associated with the pronunciations in certain Arabic alphabets we can depend different

strategies and techniques, so as to increase their interest and improve their academic curiosities in learning Arabic alphabet's. With the help of effective and meaningful use of language laboratory and other digital equipments a teacher can increase their academic interest, motivation and aptitude. The real purpose of language laboratory is to provide a convenient means of hearing and responding to audio drill. Language laboratory is a classroom equipped with a range of equipment with which it becomes easier and more effective to learn a new language. The equipment enable correct intonation, pronunciation, accent and fluent like an original native speaker in normal conversation. The equipments enable correct pronunciation of words, relative stress on different syllables, intonation, volume control, fluency, rhythm, etc (Kumar. KL, 1996). With the help of proper and meaningful use of well equipped Language Laboratory and other audio-visual equipments a teacher can minimize and avoid such basic conflict in Arabic alphabets.

3. Difficulties in learning certain concept in Arabic grammar.

Fifty eight percent of the students opined that there are difficulties in learning certain grammar in Arabic language. Basic grammar in Arabic language is very easy, but the higher level grammar in Arabic is so difficult and complicated to understand. This may be due to the several reasons such as lack of interest of the students, lack of attention of the students, poor method of curricular transactions of the teachers, lack of processing and sequencing of the study materials, inability of the learner's to memorize the grammar concepts in proper

way and the lesser opportunities to use Arabic grammar in day to day life.

To rectify the difficulties associate with grammar, concept in Arabic language, the teachers can adopt a number of modern innovative teaching learning strategies and techniques in classroom transaction like inductive and deductive methods, principles of maxims of learning such as from simple to complex, from known to unknown, from concrete to abstract we can strengthen the cognitive domain of the pupils to ensure the meaningful assimilation of the grammar concept in depth. By following different types of language games and other activities the teachers can also make the classroom interactions and other teaching learning activities more effective, meaningful and interesting connecting them with the daily life experience of the learner. The teachers can also use different types of colour chalks and colour marker to point out the grammatical changes in a sentence. The teachers can use various learning resources to increase their confidence in Arabic grammar

4. Inability in spoken Arabic language.

Seventy eight percent opined that the students have inability to speak Arabic language fluently. They showed lack of interest and hesitation in spoken Arabic. Some of them were found to have difficulty in remembering the sequential order of Arabic grammar in application level. They are actually very much aware of the theory part of Arabic grammar but failure in application level. The unscientific and faulty method teaching, over encroachment and interference of mother tongue, lack of sufficient teaching- learning resources and poor motivation are the main reasons for the inability and inefficiency of spoken Arabic.

To enable and expertise the students in spoken Arabic, the teachers must create proper concern language atmosphere during classroom interaction. In order to encourage and motivate the learner the teacher must provide suitable learning atmosphere by using suitable learning resources with proper classroom atmosphere which may help the learners to cope up with the situation. Listening skill is the most powerful ways to understand / grasp any language. In the case of Arabic language teaching, most of the teachers depends mother tongue for their classroom interaction which may affect negatively against the right of the learner to hear the concern original language from its original and authentic sources during classroom interaction. It also added the seriousness of the problems to a greater extent. With the help of regular and continuous use of language laboratory the teachers can improve, increase and arouse the interest and curiosities of the pupils in spoken Arabic.

5. Problems related to instructional and infrastructural facilities

Forty four percent opined that Arabic is a foreign language. It is very difficult to teach a foreign language like Arabic without sufficient and advance arrangements in our institutions. Student's show disinterest and difficulty in learning Arabic language. This may be due to the lack of motivation and inadequate instructional and infrastructural facilities inside the class room. Lack of proper and suitable language atmosphere in the classroom is also another important reason for it. Without proper systematic and scientific and sufficient advance arrangement we can't impart a foreign language like Arabic in a meaningful, fruitful

and systematic way. The un-scientific and faulty method of Arabic teaching has added the amount of problems to a great extent. Listening, speaking, reading, and writing are the basic and fundamental skills for learning a language. Among the four skills the 'listening' skill is the fundamental skill for learning any language. Without regular, continuous and systematic hearing process no one can attain or imbibe any language. Generally in the case of Arabic teaching most of the teachers are depending mother tongue for their classroom interaction. It also deny the right of learner's to hear, to observe, to understand, to familiarize, to drill and to practice a foreign language from its original sources or from the mouth of teachers. It also denies the scope and possibilities of linguistic improvements and linguistic progress of the learners from its beginning stage.

To rectify the problems associated with instructional and infrastructural facilities in teaching Arabic, the teacher should make necessary steps to ensure the classroom interactions more effective, interesting and enjoyable. By adopting the different digital gadgets and other audio – visual instructional facilities teachers can minimize and overcome the classroom problems related with the instructional and infrastructural facilities to some extent. By using the innovative teaching techniques and modern strategies with highly sophisticated digital facilities of teaching equipments like Language laboratories, audio-visual teaching aides, Multi- Media, Projects, Hard- ware and Software in teaching aides, Slide Projector, Filmstrips, Projector, Motion picture projector Loop Cassette Film Projector, Instructional television, Educational Televisions, Satellite

Instructional TV Experiments (Sampath K ,1995) and other hands own experiences teachers can avoid this academic issues for ever and also increase the interest ,apitude and curiosities of the learners in classroom teaching – learning activities. Besides the teachers can provide employment guidance, social reputations, and other relevant information's to those who knows Arabic not only in India but in abroad.

6. Difficulties in writing Arabic calligraphy correctly

Seventy percent of the students opined that there are difficulties in identifying Arabic calligraphy correctly. Many students showed their hesitation and disinterest in writing Arabic calligraphy correctly. This may be due to the Lack of awareness, lack of confidence ,complexity of the style of calligraphy, lack of learning resources , lack of proper guidance and motivation, lack of experience in Arabic calligraphy, lack of training in Arabic calligraphy writing. Without regular, scientific, systematic, and continuous training one can't familiarize and expertise their students in different type of Arabic calligraphy.

By using modern digital technology in the field drawing, 3D animations and picture creation the students can train, practice and develop their skills in Arabic calligraphy writing. The institution can organize special training programmes with the help of state level calligraphy experts both to the teachers as well as to the learners also.

Suggestions

1. Arabic classroom should be attached with smart class rooms to increase the interest, attentions and curiosities of the learners and to ensure the active

participations of the learners in the classroom teaching learning activities.

2. The effectiveness of classroom interaction will be depends upon the effective utilisation of the various innovative teaching learning strategies in classroom teaching. The Teachers can also use the various innovative teaching learning strategies to ensure the active participations and meaningful assimilation of the concept of the students in class room activities.
3. Enhance the practical sessions than theory sessions, more group activities than individual activities to share and compare the ideas and opinions of the learners with their peers in order to increase, and strengthen their academic confidence in practical sector.
4. The teachers can use illustrative materials such as photographs, drawings, charts, Flash cards. Story charts, maps, graphs, posters, and other electronic gadgets to ensure the meaningful assimilation of the concept of learners in classroom activities.
5. The teachers must select appropriate materials, equipments, resources, and environments required for students experience so as to ensure the meaningful assimilation of the concepts and other specific goals. It will also create a positive outlook and self confidence among the learners in tackling their academic problems in future.
6. The teachers must arrange special spoken Arabic classes with their regular classes to ensure the safety for their future employment in gulf countries, Present difficult concepts or ideas with more practical oriented sessions

connecting it with their daily life for better and meaningful assimilation.

7. Utilize modern electronic gadgets and other audio – visual equipments to rectify, and solve the complicated learning issues of Arabic language like the problems in numeracy, problems in alphabets, problems in grammar concepts and problems in calligraphy writing to ensure proper usage of ideas in the appropriate situation.

Conclusion

The purpose of language teaching is to enable the students to understand, speak, read, and write the language with the native speed. The proper use of learning resources can provide integrated experiences for effective use of language in multidimensional context. The Arabic teachers must change their attitude towards the medium of instruction from translation method to direct method with the help of modern digital technology such as

Language laboratory, computer lab, smart classroom and other digital resources can train the students in spoken areas. Learner's must be provided suitable age level teaching –learning atmosphere and innovative teaching strategies to ensure their meaningful, effective and creative presence and participation in the classroom teaching learning activities so as to improve their academic excellence.

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PEACE EDUCATION AND VALUE PREFERENCES IN THE CONTEXT OF DEVELOPING PEACE VALUES AMONG TEACHER EDUCATORS

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Abstract

Education is a deliberate and systematic process aims to draw out the best and inculcation of essential values. At the same time education should concentrate on developing peace among all through conflict resolution. The peace of mind and inner peace is to be developed through education and other related activities. Peace value model is one of the best strategies in this regard. Through analysing the value preferences of the teacher educators, their peace values can be identified. The present study is entitled as 'Peace Education and Value Preferences in the Context of Peace Values among Teacher Educators. Peace Values are the values which are foundations of live together in harmony for peaceful resolution of conflicts. Some core peace values are given below; Co-operation, Justice, Love, Truth, Forgiveness, Sincerity, Simplicity, Non-violence, Tolerance and Empathy. The major Objectives of the study are: To find out the peace values of teacher educators and To identify the peace value preferences of teacher educators. The present study was conducted on a sample of 18 teacher educators in Kottayam District. Peace Value Identification Inventory prepared by the investigator for identifying the peace values and peace value preferences of teacher educators. Descriptive Survey method is used for the present study. The finding of the study showed that, the order of peace value preferences of teacher educators are; Truth, Co-operation, Sincerity, Love, Non-violence, Forgiveness, Honesty, Spirituality, Justice, Kindness, Moral stability, Truthfulness, Tolerance, Adjustment, Sympathy, Interdependence, Discipline, Dharma, Democracy, Social Service, Patriotism, Social Conformity and Simplicity.

Key Words: *Peace Education, Value Preferences, Peace Values, Peace Skills, Teacher Educator; etc.*

INTRODUCTION

Education is essentially a human affair. It is a deliberate and systematic influence external by the mature person on the immature through instruction and

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discipline. Mahatma Gandhi says “By education I mean an all-round drawing out of the best in child and man-body mind and spirit”. According to Swami Vivekananda, “Education is not the amount of information that is put into your brain and runs not there, undigested all your life. We must have life building, man making, character making and assimilation of ideas.” These words show the relation of education with life, character, ideas and ideals. The first and foremost aim of education is the liberation of an individual from the bondage of evil, which arise out of ignorance. Education enables one to adjust with the society. It also helps the socialization of the individual. So education must aim at the inculcation of essential values.

Peace education programs centered on conflict resolution typically focus on the social-behavioural symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation. Learning to manage anger, “fight fair” and improve communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises.

Concept of Peace

The concept of peace, by and large, has remained has an elusive concept which has many interpretations ranging from as simple as absence of conflict or war. Peace has also been associated with peace of mind or inner peace through out the ages. Mahatma Gandhi has given much broader explanation of the concept of peace. He described violence to clarify the concept of

peace. In Gandian concept of peace, truth, non-violence, self suffering, means as well as ends of a relationship are important.

Peace is an idealistic term and rarely there will be stable peace which means that peace can be achieved but maintaining it is difficult. It means the absence of violence in any form and resolving the conflict in a constructive way. Peace exists where people are interacting non-violently and are managing their conflict in a positive way keeping in mind the concerns and interests of others. Peace may be described as style of life, a mental attitude, a state of equilibrium. It is a feeling of internal well being and good will towards others. To have an everlasting peace, it is essential that a person develops the ability to look inward , harmonizing thoughts, motives, words and actions. Peace begins with the individual and spread to the family, to the community, to the nation and to the global village.

Peace Education

Peace education is that education which is “directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms”. It promotes “understanding, tolerance and friendship among all nations, racial or religious groups” and furthers “the activities of the United Nations for maintenance of peace”. (Article 26, Universal Declaration of Human Rights). Originally peace education aims at eliminating the possibility of global extinction through nuclear war. Peace Education currently addresses the broader objective of building a culture of peace. Hence a comprehensive system of education and training is needed for all the groups of all levels and forms of education, both formal and non-formal.

Peace Education must attempt to develop a set of behavioral skills necessary for peaceful living and peace building. It can be provided at different levels (i) individual level, (2) school and community level, (3) national level, (4) international level. Peace Education is based on a philosophy that teaches non-violence, love, comparison, trust, fairness, co-operation and reverence for the human family and all life on our planet, it leads to peaceful living. Peace Education operates differently in various global contexts. Questions were raised about practical strategies that link theory and practice, especially in the context of countries experiencing the war or having the causes of war and the attempts of international systems to avoid war. Peace educators establish democratic classrooms that teach co-operation and promote positive self esteem among their students.

Teachers serve as peaceful role models to help the counteract images of violent behavior young people receive through popular culture and in their homes. Their teaching style adjusts to the developmental needs of their pupils, respecting the various identities and concerns about violence students bring to the classroom.

Education for Peace

We are at present halfway through the decade for the promotion of culture of peace approved the UN General Assembly in 1999. The period 2000- 2010 was declared by the UNESCO as the International Decade for promotion of culture of peace and non-violence for the education of the world. UNESCO's 1994 action plan for education for peace, human rights and democracy endorsed by 144 countries, are two of the prominent landmarks.

Access to education and to various forms of learning is a necessary but not sufficient condition for a culture of peace. A comprehensive system of education and training is needed for all groups of people at all levels and forms of education formal and non-formal. The development of a holistic approach based on participatory methods and taking into account the various dimensions of education for a culture of peace (peace and non-violence, human rights, democracy, tolerance, international and intercultural understanding, cultural and linguistic diversity) of its main objective.

Education for peace is different from Peace education. In the later, peace is a subject in the syllabus. In the former, peace becomes the shaping vision of the education. This implies a paradigm shift in the total transaction of education. Education for Peace is education for life, and not merely training for a livelihood. Equipping individuals with the values, skills and attitudes they need to be wholesome persons who live in harmony with others and are responsible citizens is the goal of education for peace.

Peace Values and Skills

Peace skills are the skills (as well as attitudes) developed by the individuals necessary to be proactive and effective makers. (National Curriculum Framework, 2005) Peace skills promote academic excellence. Fostering peace skills in children need to be as an investment in building the foundation for life long learning and enduring achievements.

Peace values and skills can be shaped, nurtured and developed at home and educational institutions. How to teach

peace in the classroom is a challenge as it is different from other conventional subjects, which are taught at any level of education. There are reasons for this difference firstly peace is a component that could be integrated well with all the subjected instead of teaching it separately. Secondly peace has to be practiced not just learned. Therefore, for developing the right attitudes and values a different approach to teaching about peace has to be adopted keeping in mind the developmental and psychological characteristics of the children.

Need for the Study

Peace has an important area of concern in the present day world. Peace is a state of harmony, the absence of hostility and it is generally agreed that a culture of peace is an essential precondition for the development of human beings both as individuals and as collectively. So the inculcation of value of peace in the minds of the growing generation assumes great significance. For this, peace must become an integral part of education. That is why peace education is given an important place in today's educational programs. It may be said that Peace Education is a system of education directed towards the generation of peace.

What we need today is an education that is capable of saving man kind from the present predicament of violence and disorders prevailing in the society. But unfortunately the education system in India does not give adequate importance to the component of peace in its curriculum in modern times. Many eminent educationists have pointed out this serious drawback in the system. Hence it is highly desirable that peace component is included in the process of education to build a world of peace and harmony.

Peace Education is more effective and meaningful when it is adopted according to the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values. The task of educating the younger generation about the values and ideals enshrined in the constitution is borne upon the teachers. Perspective teachers have to be made aware of and consciously exposed to such values in order to encourage peace, justice, freedom, equality and fraternity.

Teacher education is an important aspect of the entire educational system. It has to represent the aspirations of the nation in all its aspects, curriculum has to represent the national values and social goals of our country and all the cultural, social, traditional aspects of the Indian society are to be made know to the teacher. A teacher educator is a person providing training teachers at pre-service and in-service levels. They have to make student teachers interact with their surroundings so as to grasp the reality and reflect it in their teaching. They have to inculcate values in their students to provide quality education at school level.

Statement of the Problem

The present study is entitled as 'Peace Education and Value Preferences in the Context of Peace Values among Teacher Educators'

Operational Definitions

Peace Values

Peace Values are the values which are foundations of live together in harmony for peaceful resolution of conflicts. Some core peace values are given below; Co-operation, Justice, Love, Truth, Forgiveness, Sincerity,

Simplicity, Non-violence, Tolerance and Empathy.

Teacher Educators

Teacher educators are the teachers working in the field of teacher education programme under primary, secondary and post graduate level.

Objectives of the study

1. To find out the peace values of teacher educators.
2. To identify the peace value preferences of teacher educators.

Sample

The present study was conducted on a sample of 18 teacher educators in Kottayam District.

Tool

Peace Value Identification Inventory prepared by the investigator for identifying the peace values and peace value preferences of teacher educators.

Method and Data Collection

Descriptive Survey method is used for the present study. To collect the data from the educators under primary, secondary and post graduate levels the peace value identification inventory developed by the investigator was given to the selected sample. Based on the value preferences given by the teacher educators the preferences were listed as I, II and III preferences. For the first preference a score of five is given and for second preference and the third preference the scores were three and one respectively. Mostly descriptive analysis is carried out for analyzing the data.

Analysis and Findings

Descriptive analysis is used for the present study. The Peace Value Identification Inventory was given to 18 teacher educators to mark their peace value preferences. The most important objective of the study was to find out the peace value preferences of teacher educators. Out of 18 teacher educators 17 (94%) of teacher educators opted Truth as their first preference and only one teacher educator opted truth as second preference. From table – 1, it is clear that score 88 is obtained for the value ‘truth’, which is the highest. Secondly, the value ‘co-operation’ got 72% as their first preference. 13 (72%) teacher educators opted ‘Sincerity’ as their first preference and only five teacher educators opted sincerity as the second preference.

13 (72%) teacher educators opted ‘love’ as their first preference and four teacher educators prefer ‘love’ as second preference. The value ‘non-violence’ got 67% in first preference and 27% in second preference. The value ‘forgiveness’ opted by 12 teacher educators as their first preference and got 67% in first preference. Out of 18 teacher educators 13 (72%) teacher educators opted ‘honesty’ as their first preference and only three teacher educators opted ‘honesty’ as second preference. The value ‘spirituality’ got 72% in first preference and 17% in second preference.

12 (67%) and five teacher educators (27%) preferred the value ‘justice’ as first and second preferences respectively. The values ‘kindness’ and ‘moral stability’ got 55% in the first preferences of teacher educators. The value ‘tolerance’ opted by 11(61%) teacher educators as first preference, three teacher educators opted as second preference and three teacher

educators opted 'tolerance' as third preference. Out of eighteen teacher educators 4(22%) as first preference. From the table -1, it is clear that the score 4 is obtained for the value 'simplicity', which is the lowest.

In the Peace Value Identification Inventory, space is provided for giving the suggestions of teacher educators. Besides the values given in the inventory they suggested the following, Equality, Fraternity, Brotherhood, Empathy, Patience, Humility, Self respect, Prudence, Unselfish and Impartiality.

Table 1
Peace Values of Teacher Educators

Sl. No.	Peace Values	Preferences						Total Score
		I		II		III		
		No	%	No	%	No	%	
1	Truth	17	94	1	6	0	0	88
2	Co-operation	13	72	5	28	0	0	80
3	Sincerity	13	72	5	28	0	0	80
4	Love	13	72	4	22	0	0	77
5	Non-Violence	12	67	5	27	1	5	76
6	Forgiveness	11	61	7	39	0	0	76
7	Honesty	13	72	3	17	2	11	76
8	Spirituality	13	72	3	17	2	11	76
9	Justice	12	67	5	27	0	0	75
10	Kindness	10	55	6	33	2	11	70
11	Moral Stability	10	55	6	33	2	11	70
12	Truthfulness	12	66	3	17	1	6	70
13	Tolerance	11	61	3	17	3	16	67
14	Adjustment	7	38	8	44	3	16	62
15	Sympathy	7	38	8	44	3	16	62
16	Interdependence	7	38	7	39	4	22	60
17	Discipline	6	33	9	50	2	11	59
18	Dharma	5	27	8	44	5	27	54
19	Democracy	5	27	8	44	5	27	54
20	Social Service	3	16	9	50	6	33	48
21	Patriotism	3	16	9	50	5	27	47
22	Social conformity	2	11	10	56	6	33	46
23	Simplicity	4	22	8	44	6	33	44

From the above analysis, it can be concluded that the order of peace value preferences of teacher educators are; Truth, Co-operation, Sincerity, Love, Non-violence, Forgiveness, Honesty, Spirituality, Justice, Kindness, Moral stability, Truthfulness, Tolerance, Adjustment, Sympathy, Interdependence, Discipline, Dharma, Democracy, Social Service, Patriotism, Social Conformity and Simplicity.

Educational Implications and Suggestions

Teacher education institutions need to improve the pedagogy to train teachers not only in teaching and intellectual skills, but also developing in them civilized emotions and awakening in them moral sense, humanistic, ethical and spiritual values to encourage peace, justice, freedom, equality and fraternity among the students. For inculcation of appropriate peace values among in-service teachers, some value oriented programmes and activities is, workshop, moral lectures, seminars, meditation camps, moral lectures, seminars and refresher programs may be organized. Teacher should take over the responsibility to provide value education to the students.

Studies are needed to identify peace value preferences of teachers at different levels such as Primary, Secondary and Post

Graduate level. More studies are needed to identify the value preferences and its transfer from teacher educators to teacher trainees. Special programs for development of peace values among students at different levels are also the need of the hour. This study may be extended to a large sample. Studies are needed to identify whether the teacher educators inculcate the values among the teacher trainees. Studies are needed to find out whether the teacher trainees are able to transfer the values among the students. The present study was only to identify the peace value preferences of teacher educators. It has revealed that most of the teacher educators prefer truth as the first preference.

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EFFECTIVENESS OF TASK BASED TEACHING IN ENGLISH ON CREATIVE THINKING AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

Based on constructive theory of learning and communicative language teaching methodology, the task-based view point of language teaching has emerged in response to some constrains of the traditional process of presentation, practice and performance. Task based approach aims at presenting opportunities for learners to master language both in speaking and writing and to engage them in the natural, practical and functional use of language for meaningful purpose. The present study aimed at measuring the effectiveness of Task Based Teaching in English on Creative Thinking among Higher Secondary School Students. For this study the investigator adopted Experimental method with Quasi Experimental design and there the Investigator selected pre-test post-test non- equivalent group design. Eighty students of standard eleven of a Higher Secondary School of Idukki District following the Kerala state syllabus during the academic year 2017-2018 were considered as the sample. The study revealed that Task Based Teaching in English is very effective for enhancing Creative thinking among higher Secondary students.

Keywords : *Social interaction, Task-based activities, Creative thinking, Comprehensive structure etc.*

Introduction

Based on constructive theory of learning and communicative language teaching methodology, the task-based view point of language teaching has emerged in response

to some constrains of the traditional process of presentation, practice and performance. Hence it has the significant meaning that language learning is a developmental

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process enhancing communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way. It was in the eighties that these viewpoints of language learning give rise to the flourishing of various task-based approaches. Moreover, during the nineties, it developed into a comprehensive structure for the communicative classroom where learners did task-based activities via cycles of pre-task preparation, task performance, and post-task feedback via language focus. Obviously, as Ellis (2003) states, task-based language teaching has been re-investigated recently from a variety of perspectives covering oral performance assessment.

Task-based approach in second language teaching was first performed by Prabhu, who published the Bangalore research report on 1982 and advice the concept of task-based approach. Its functions and value in constructing learner-centered classrooms and language learning contexts, giving learners the chance to communicate and interact and enhancing learner's ability to deploy the target language and sort out communicative problems were highly appreciated and recognized by researchers in the area of language teaching.

Task based approach has attracted more and more attention in the foreign language teaching field since the 1980s. Being a learner-centered approach, it views language as a communicative tool. Task based approach aims at presenting opportunities for learners to master language both in speaking and writing and to engage them in the natural, practical and

functional use of language for meaningful purpose. The present study aims to realize the Effectiveness of Task Based Teaching in English for enhancing in Creative Thinking among Higher Secondary students

Research Questions

1. Is it possible to implement TBLT in the prevailing classroom setting?
2. Whether the TBLT is effective for developing creative thinking?
3. Whether there is any significant difference in the effect of TBLT in developing creative thinking with respect to gender?
4. How do students perceive TBLT compared to traditional learning?

Statement of the Problem

“Effectiveness of Task Based Teaching in English on Creative Thinking among Higher Secondary School Students”

Operational Definitions of the Key Terms

The key terms used in the title are defined here.

Task Based Teaching

TBT is a method of language teaching in which meaning is primary and there are real world problems to solve and priority is placed on the completion of the task which are assessed in terms of the outcome.

Creative Thinking

Creative thinking is a kind of scientific thinking labelled on divergent thinking which makes deviation from common and obvious thoughtful action. (Guilford, 1968)

For the purpose of the present study, the term creative thinking means the ability of pupils to think divergently and to produce a

number of original and rational responses to specific situations.

Higher Secondary School Students

Students of standard eleven and twelve in the age of 15-18. In the present study H.S students following the Kerala State syllabus during the academic year 2016- 2018 are considered.

Objectives of the Study

The objectives of the study were:

1. To find out the effectiveness of Task Based Teaching in English on creative thinking among Higher Secondary school students.
2. To find out the effectiveness of Task Based Teaching in English on creative thinking among boys of Higher Secondary Schools.
3. To find out the effectiveness of Task Based Teaching in English on Creative Thinking among girls of Higher Secondary Schools.
4. To find out whether there is any significant difference between boys and girls of experimental group on Creative thinking.
5. To find out whether there is any significant difference between boys and girls of control group on Creative thinking.

Hypotheses of the Study

The investigator framed the hypotheses of the study as follows.

1. The mean of gain scores of Experimental group is significantly higher than that of Control group.
2. The mean of gain scores of girls of Experimental group is significantly higher than that of Control group.

3. The mean of gain scores of boys of Experimental group is significantly higher than that of Control group.
4. There is a significant difference between boys and girls of Experimental group on the means of scores of post-test.
5. There is a significant difference between boys and girls of Control group on the means of scores of post-test.

Method Adopted

The present study aimed at measuring the effectiveness of Task Based Teaching in English on Creative Thinking among Higher Secondary School Students. For this study the investigator adopted Experimental method with Quasi Experimental design and there the Investigator selected pre-test post-test non- equivalent group design.

Variables of the Study

In this study the investigator selected Task Based Teaching strategy as independent variable and Creative Thinking as the dependent variable.

Sample

Eighty students of standard eleven of a Higher Secondary School of Idukki District following the Kerala state syllabus during the academic year 2017-2018 were considered as the sample.

Tools Used for the Study

- Lesson transcripts based on TBLT for teaching the Experimental group.
- Lesson transcripts based on prevailing teaching method for teaching the control group.

- Baqer Mehdi verbal test of Creative Thinking

Statistical Techniques

In this study the descriptive statistical techniques Mean, inferential statistics ANCOVA and t- test were used.

Facilitative tool for Experimental Group

The facilitative tool was the instructional material based on TBLT strategy to enhance creative thinking. The preparation of facilitative tool is explained in the following section.

Steps in Preparing Instructional Material

The instructional material is prepared in a step by step process.

They are:

1. Determining the objective of instructional material.
2. Selection of the content.
3. Selection of approach for instructional material
4. Writing the instructional material
5. Validation of instructional material
6. Final draft of instructional material.

Facilitative tool for control group

The instructional materials prepared by the investigator based on the prevailing method

Evaluative tool for Creative thinking test

The investigator employed a creative thinking verbal test, standardized by Baqer Mehdi for experimental and control group as evaluative tool.

Objective wise Analysis

1. Analysis and Interpretation of Objective One

First objective of the study was to find out the effectiveness of Task Based Language Teaching in English on Creative thinking among students of standard eleven.

In order to study the effectiveness of the approach, using the pre-test and post test scores of the Experimental Group the gain scores of each student was calculated. Then the mean and standard deviation of the gain scores of the Experimental Group was found out. In a similar way these statistics were calculated for the control group also.

In order to test the significance of means inferentially a research hypothesis was formulated as:

H1: The mean of gain scores of Experimental Group is significantly higher than that of Control Group.

To test the significance it was converted into null hypothesis as:

Ho: The mean of Gain Scores of Experimental Group is not significantly higher than that of control Group.

*Table 1
Number (N), Mean (M), Standard Deviation (SD), and t value of Gain of Scores of Experimental Group and Control Group*

Group	N	M	SD	't' value	Result
Exp. Group	40	8.62	5.17	5.94	Significant at level 0.01
Corl. Group	40	3.32	4.46		

From table 1 it is observed that the obtained t value was higher than the

theoretical value 2.64 set at 0.01 levels. Hence the null hypothesis was rejected and the research hypothesis that the mean of Gain Scores of Experimental Group is significantly higher than that of Control Group’ was accepted.

2. Analysis and Interpretation of Objective Two

Second objective of the study was to find out the effectiveness of Task Based Teaching in English on Creative thinking among girls of Standard Twelve.

In order to study the effectiveness of the approach, using the pre-test and post test scores of girls of the Experimental Group, the Gain Scores the mean and standard deviation of the Gain Scores of Girls of the Experimental Group and Control Group was found out.

In order to test the significance of means inferentially, the research hypothesis and corresponding null hypothesis was formulated as:

- H1: The mean of Gain Scores of Girls of Experimental Group is significantly higher than that of Control group; and
- Ho: The mean of Gain Scores of Girls of Experimental Group is not significantly higher than that of Control Group.

*Table 2
Number (N), Mean (M), Standard Deviation (SD), and t value of Gain of Scores of Girls of Experimental Group and Control Group*

Group	N	M	SD	‘t’ value	Result
Exp. Group	23	8.30	3.07	7.40	Significant at level 0.01
Corl. Group	23	2.52	1.13	0.01	

From table 2 it is observed that the t value was higher than the theoretical value, 2.69 set at 0.01 level. Hence the null hypothesis was rejected and the research hypothesis, ‘The mean of Gain Scores of girls of Experimental Group is significantly higher than that of Control Group’ was accepted.

3. Analysis and Interpretation of the Objective Three

The third objective of the study was to find out the effectiveness of Task Based Teaching in English on Creative thinking among boys of Standard Twelve.

In order to study the effectiveness of the approach, using the scores obtained at the pre-test and post-test for boys of the Experimental group, the mean and standard deviation of the gain scores of boys of the Experimental Group and that Control Group was also found out.

In order to test the significance of means inferentially, the research hypothesis and corresponding null hypothesis formulated as:

- H1: The mean of Gain Scores of Boys of Experimental Group is significantly higher than that of Control Group; and
- Ho: The mean of Gain Scores of Boys of Experimental Group is not significantly higher than that of Control Group.

*Table 3
Number (N), Mean (M), Standard Deviation (SD) and t value of Gain Scores of Boys of Experimental and Control Group*

Group	N	M	SD	‘t’ value	Result
Exp. Group	17	9.05	7.47	9.58	Significant at level 0.01
Corl. Group	17	2.85	1.58	0.01	

From table 3 it is observed that the t value was higher than the theoretical value 2.72 set at 0.01. Hence the null hypothesis was rejected and the research hypothesis that the mean of Gain Scores of boys of Experimental Group is significantly higher than that of Control Group was accepted.

4. Analysis and Interpretation of Objective Four

The fourth objective of the study was to find out whether there is any significant difference between boys and girls of experimental group on Creative thinking.

In order to study the effectiveness of the approach on gender, the scores obtained at the post test by of boys and girls of the Experimental group was calculated. Then the mean and standard deviation of the post test scores of boys and that of girls of the Experimental group was found out.

In order to test the significance of means inferentially, the research hypothesis and corresponding null hypothesis were formulated as:

H1: There is a significant difference between Boys and Girls of Experimental Group on the means of Scores of Post-test and the null hypothesis is stated as

Ho: There is no significant difference between Boys and Girls of Experimental Group on the means of scores of post-test.

*Table 4
Number (N), Mean (M), Standard Deviation (SD), and t value of Mean scores of Boys and Girls of Experimental Group*

Group	N	M	SD	t value	Result
Boys	17	90.5	14.52	4.54	Significant at level
Girls	23	85.39	9.43		

From table 4 it is observed that the t value was higher than the theoretical value 2.71 set at 0.01 level. Hence the null hypothesis that there is no significant difference between Boys and Girls of Experimental group on the means of scores of post-test was rejected and research hypothesis was accepted.

5. Analysis and Interpretation of Objective Five

The fifth objective of the study was to find out whether there is any significant difference between Boys and Girls of Control group on the means of scores of post-test.

In order to study the differences the post test scores of Boys and Girls of the Control Group was calculated. Then the mean and Standard deviation of the post test scores of Boys and Girls of Control Group was found out.

Then by employing the t-test with the level of significance at 0.01 levels, the significance of difference was tested. For this the research hypothesis formulated was:

H1: There is a significant difference between Boys and Girls of Control Group on the means of scores of post-test and the null hypothesis was :

Ho: There is no significant difference between Boys and Girls of Control Group on the means of scores of post-test.

*Table 5
Number (N), Mean (M), Standard Deviation (SD), and t value of Mean scores of Boys and Girls of Control Group*

Group	N	M	SD	t value	Result
Boys	17	77.64	8.02	1.82	Significant at level
Girls	23	78.7	9.32		

From table 5 it is observed that the obtained t value was less than the theoretical value 2.71 set at 0.01 levels. Hence the null hypothesis there is no significant difference between Boys and Girls of Control Group on the means of scores of post-test was accepted.

Major Findings of the Study

1. Task Based Teaching in English is very effective for enhancing Creative thinking among higher Secondary students.
2. The instructional Material based on Task Based Teaching is effective in the case of girls of standard twelve.
3. The instructional material based on Task Based Teaching is effective in the case of boys of standard twelve.
4. There is significant difference between boys and girls of experimental group on the means of scores of post-test.
5. There is no significant difference between boys and girls of control group on the means, of scores of post-test.

Educational Implications of the Study

The study has several implications for students, teachers and curriculum constructors

Implications for Students

- It makes the students active participants of an educational process.
- It can be used with all the categories of student's viz. higher, average and low intelligent students.
- It increases the concentration of students in English.
- It helps in developing group and interpersonal skills.
- This method can arouse the curiosity

among the learners towards the teaching- learning process.

- This method helps in the development of higher order thinking skills.

Implications for Teachers

- The study has shown that the Task Based Teaching in English is much effective than existing method for enhancing creative thinking. Hence teachers must be encouraged to apply this method of teaching.
- The teachers may be encouraged to reduce the importance given to conventional method of teaching.

Implications for Curriculum Constructors

- More importance to the use of Task Based Language Teaching for the teaching of English may be given while the syllabus of English is revised. In the hand books of English sufficient description should be given regarding the use of Task based language teaching.
- Due importance should be given in the in-service training module of English teachers regarding the preparation and use of Task Based Language Teaching method.
- At the in-service training programs of English teachers, adequate number of demonstration classes using this strategy should be conducted.

Suggestions

1. Similar studies may be conducted with a larger sample.
2. The study can be extended at different levels namely primary, secondary and higher levels.

3. A study can be conducted to find out the scope of Task Based Language Teaching package using Creative thinking for the teaching of English in professional courses.

Conclusion

The investigator examined the effect of an instructional material based on Task Based Teaching package using Creative thinking in English among Eleven standard students. It is concluded that the instructional material is more interesting and effective compared to the prevailing method. The investigator hopes that the teachers should make use of this strategy for improving the Creative thinking in English among the students.

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COGNITIVE STYLES OF SECONDARY LEVEL STUDENT TEACHERS

Gilu G. Ettaniyil*

Abstract

Understanding the cognitive style of individuals helps to improve and enhance his or her judgment capacity and develop strategies to utilize their strengths. They replicate the information processing regularities that progress around underlying personality developments. The present study is to identify the different cognitive styles of secondary level student teachers. 1115 student teachers studying various government, aided and unaided teacher education colleges of Kerala were selected as sample of the study. 'Cognitive Style Inventory' developed and standardised by Jha is used to identify the Cognitive Styles. The data were collected and analysed with the help of descriptive statistics. The study reveals that majority of the Student Teachers possess Split Cognitive Styles and only a very few students belong to Intuitive Cognitive Style.

Key Words: *Cognitive Styles, Student Teachers, Systematic style, Intuitive style, Integrated style, Undifferentiated style, Split style, etc*

Introduction

Cognitive style is the term used for the stable and constant characteristic patterns of a person's in organizing and processing of information in a preferred and frequent in the selected and systematic manner. "Cognitive Styles are usually conceptualized as characteristic modes of perceiving, remembering, thinking and problem solving, reflective of information processing regularities that develop in congenial ways around underlying

personality trends. They are inferred from consistent individual differences in ways of organizing and processing information and experience.(Messick, 2003)" Cognition is a collection of thinking processes which incorporates knowledge, understanding, reasoning and comprehension. Cognitive style is the process which is the self-generated, transient, situational determined conscious activity that a learner uses to organize and to regulate, receive and

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transmit information and ultimately behaviour. It describes how the individual acquires knowledge (cognition) and process information (conceptualization).

Cognitive style influences the way of thinking, perceiving, decision-making, approaches, and attitudes to various ideas and events that have occurred in a person's life. Messick (1984) defined cognitive styles as "characteristic self – consistencies in information process that develop in congenial ways around underlying personality trends". Understanding the cognitive style of individuals helps to improve and enhance his or her judgment capacity and develop strategies to utilize their strengths. They replicate the information processing regularities that progress around underlying personality developments. Our cognitive style leads us to process information in specific ways. Some individuals logically think considering minute factors and solve any problems, while others observe the issue as a whole. Some people apply conventional procedures for making decisions, whereas others create their innovative strategies. Some learners are concentrated on images, while some others are using verbal information for making judgments. So the cognitive styles influence the different learning methods ranging from our capability to use diagrams, texts, and practical tasks for gathering information from different kinds of sources (Jarvis, 2005).

According to Sternberg Cognitive Styles is the interface between cognition and personality. As for indicators of cognition, they describe individual differences in how people use their cognitive abilities to solve problems and process information.

As reflections of personality, cognitive styles refer to references for using cognitive abilities in certain ways. For example, some students may be more likely to process information by attending to the specific details, while other students may instead tend to focus on the overall picture (Sternberg and Grigorenko, 1997).

Nature of Cognitive Styles

The difference between cognitive style and intellectual ability depends on the performance of individuals. The strength of a person depends on the performance in their duties. The nature of the responsibility is one criterion for the positive or negative influence of cognitive style on the individual's performance. The Cognitive Style is inbuilt, frequent in use, and approximately fixed, while learning approaches may be acquired by the student to help in situations. Cognitive Style appears to be unquestionably different from additional individual differences such as personality and gender. The origins of style may be where there are two competing ways of processing information, and the individual uses one of the best pairs.

Cognitive Styles represent stable traits that learners employ in perceiving information and stimuli while interacting with the environment. Cognitive Styles refer to psychological dimensions that represent the consistencies in an individual's manner of acquiring and processing information (Ausburn & Auburn, 1978). Cognitive Styles describe unique approaches of individuals in acquiring and organizing information. Consistency and Stability are the observable characteristics of the cognitive styles of an individual. Learner's styles do not occur any significant change, and it is stable over time. However, many

cognitive features of a typical style may be strengthened with age.

Objectives of the Study

1. To Identify the Cognitive Styles of Student Teachers at Secondary Level.
2. To study the distribution of Cognitive Styles among Student Teachers at Secondary Level based on Gender, Type of Management and Streams of Discipline.

Methodology of the Study

The population of the present study comprised all the secondary level Student Teachers studying in government, aided and unaided teacher education colleges in Kerala State. Stratified sampling technique was used for the selection of the samples. Keeping in view of the descriptive nature of the study the investigator selected 1115 samples of Secondary Level Student Teachers in Teacher Education Colleges from different colleges in Kerala State by giving due weightage to Gender, Streams of Discipline and Type of Management. ‘Cognitive Style Inventory’ developed and standardised by Dr. Praveen Kumar Jha (2010) is used to identify the Cognitive Styles of Secondary Level Student Teachers. The descriptive statistics is used for analyzing the collected data.

Analysis and Findings

Distribution of Cognitive Styles of the Student Teachers at Secondary Level

To identify the Cognitive Styles of Student Teachers at Secondary Level, the investigator administered Cognitive Style Inventory developed by Jha (2010). Based on this, Cognitive Styles among the Student Teachers are classified into Systematic Cognitive Style, Intuitive Cognitive Style,

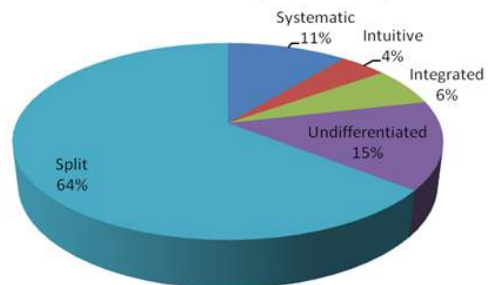
Integrated Cognitive Style, Undifferentiated Cognitive Style and Split Cognitive Style. The distribution of the scores is given below in Table 1

*Table 1
Frequency Distribution of the Cognitive Styles among Student Teachers at Secondary Level*

Cognitive Styles	Number (N)	Percentage
Systematic	120	10.8
Intuitive	47	4.2
Integrated	70	6.3
Undifferentiated	162	14.5
Split	716	64.2
Total	1115	100

From the Table 1 the investigator observes that 10.8% of Student Teachers have Systematic Cognitive Style, 4.2% of students have Intuitive Cognitive Style, 6.3% of the students possess Integrated Cognitive Style, 14.5% belong to Undifferentiated Cognitive Styles and 64.2% have Split Cognitive Style. Figure 1 gives the Pie Diagram of the classification of Cognitive Style among Student Teachers.

Distribution of Cognitive Styles



*Figure 1
Distribution of Cognitive Styles among Student Teachers at Secondary Level*

From the figure the investigator observes that majority of the Student Teachers possess Split Cognitive Styles and only a very few students belong to Intuitive Cognitive Style.

Distribution of Cognitive Styles of the Student Teachers at Secondary Level based on Gender

The investigator analysed different types of Cognitive Styles such as Systematic Cognitive Style, Intuitive Cognitive Styles, Integrated Cognitive Styles, Undifferentiated Cognitive Styles and Split Cognitive Styles with respect to Gender. The number and percentage of Student Teachers at Secondary Level belonging to each Cognitive Style is shown in Table 2.

Table 2
Frequency Distribution of Cognitive Styles among Student Teachers at Secondary Level with respect to Gender

Cognitive Style	Male		Female	
	N	%	N	%
Systematic Style	21	1.83	99	8.88
Intuitive Style	6	0.54	41	3.68
Integrated Style	17	1.52	53	4.75
Undifferentiated Style	13	1.17	149	13.00
Split Style	69	6.19	647	58.03
Total	126	11.30	989	88.70

From the table 2 the investigator observes that 1.83 % of Secondary Level Male Student Teachers have Systematic Cognitive Style, 0.54% belong to Intuitive Style, 1.52% belong to Integrated Style, 1.17% belong to Undifferentiated Style and 6.19% belong to Split Style. The table

also reveals that 8.88% of female student teachers belong to Systematic Style, 3.68% belong to Intuitive Style, 4.75% belong to Integrated Style, 13% belong to Undifferentiated Style and 58.03% belong to Split Style. The distributions of Cognitive Styles among Student Teachers with respect to Gender are also shown in Figure 2.

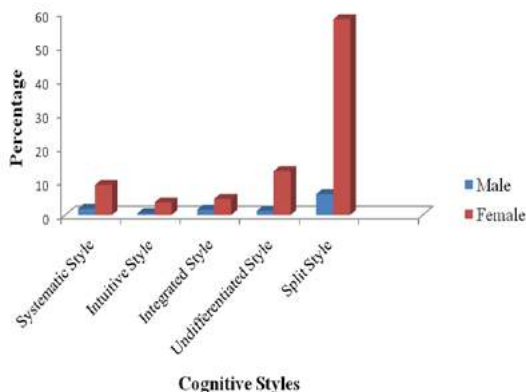


Figure 2
Gender wise Distribution of Cognitive Styles among Student Teachers at Secondary Level

Figure 2 shows the gender wise distribution of the Cognitive Style among Student Teachers at Secondary Level based on the scores obtained in Cognitive Style Inventory. Majority of the Male and Female Student Teachers belong to the category of Split Style and the Intuitive Style category has least number of Student Teachers.

Distribution of Cognitive Styles of the Student Teachers at Secondary Level based on Type of Management

The frequency distribution of different Cognitive Styles among Student Teachers based on the demographic variable Type of Management is given in the Table 3.

Table 3
Distribution of Cognitive Styles among Student Teachers at Secondary Level with respect to Type of Management

Cognitive Style	Govt.		Aided		Unaided	
	N	%	N	%	N	%
Systematic Style	18	1.61	52	4.48	52	4.66
Intuitive Style	5	0.44	21	1.88	21	1.88
Integrated Style	17	1.52	29	2.60	24	2.15
Undifferentiated Style	22	1.97	64	5.74	76	6.82
Split Style	153	13.72	315	28.25	248	22.24
Total	215	19.28	479	42.96	421	37.76

Table 3 reveals that 13.72% of the Student Teachers in the Government Colleges belong to Split Cognitive Style, 1.97% possess Undifferentiated Style, 1.61% have Systematic Style, 1.52% possess Integrated Style and 0.44% belong to Intuitive Style. Table 3 also shows that 28.25% of the Student Teachers at Secondary Level in the Aided Colleges have Split Cognitive Style, 5.74% belong to Undifferentiated Style, 4.48% have Systematic Style, and 2.60% have Integrated Style. Only 1.88% of the Student Teachers possess the Intuitive Cognitive Style.

The Table 3 also shows that the percentage of Student Teachers at Secondary Level in the Unaided Colleges belong to the Systematic, Intuitive, Integrated, Undifferentiated and Split Cognitive Styles are 4.66, 1.88, 2.15, 6.82 and 22.24 respectively. The investigator

presents the Graphical Representation of the different dimension of Cognitive Styles among Student Teachers with respect to Type of Management in Figure 3.

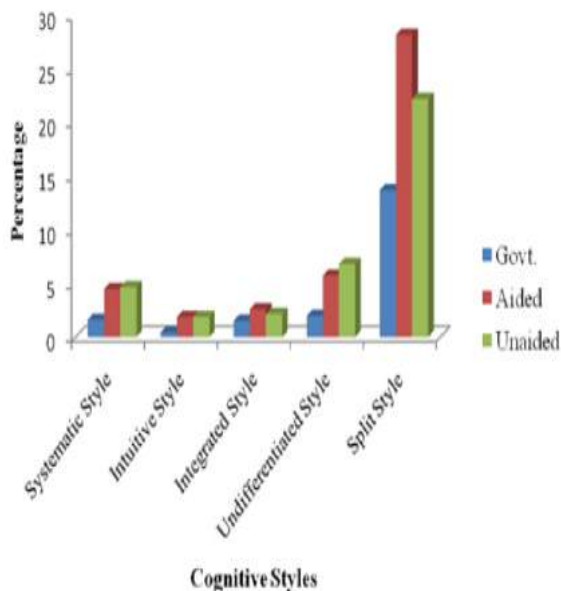


Figure 3
Distribution of Cognitive Styles among Student Teachers at Secondary Level based on Type of Management

From Figure 3 the investigator observes that irrespective of the type of management, the Split Cognitive Style category has the highest number of Student Teachers and the Intuitive Style category has the least number of Student Teachers.

Distribution of Cognitive Styles of the Student Teachers at Secondary Level based on Streams of Discipline

The frequency distribution of different Cognitive Styles among Student Teachers based on the demographic variable Streams of Discipline is shown in the Table 4.

Table 4
Distribution of Cognitive Styles among Student Teachers at Secondary Level with respect to Streams of Discipline

Cognitive Style	Science		Arts		Language	
	N	%	N	%	N	%
Systematic Style	58	5.20	32	2.87	30	2.69
Intuitive Style	16	1.43	14	1.26	17	1.52
Integrated Style	43	3.86	18	1.61	9	0.81
Undifferentiated Style	76	6.82	37	3.32	49	4.39
Split Style	385	34.53	163	14.62	168	15.07
Total	578	51.84	264	23.68	273	24.48

Note: N- Number of Students, %- Percentage of Students

Table 4 reveals that 34.53% of the Student Teachers in the Science Stream belong to Split Cognitive Style, 6.82% possess Undifferentiated Style, 5.20 % have Systematic Style, 3.86% possess Integrated Style and 1.43% belong to Intuitive Style. It also shows that 14.62% of the Student Teachers at Secondary Level in the Arts Stream have Split Cognitive Style, 3.32% belong to Undifferentiated Style, 2.87% have Systematic Style, and 1.61% have Integrated Style. Only 1.26% of the Student Teachers possess the Intuitive Cognitive Style. The table 4 also shows that the percentage of Student Teachers at Secondary Level in the Language Stream belong to the Systematic, Intuitive, Integrated, Undifferentiated and Split Cognitive Styles are 2.69, 1.52, 0.81, 4.39 and 15.07 respectively.

The investigator presents the Graphical Representation of the different dimension of

Cognitive Styles among Student Teachers with respect to Streams of Discipline in Figure 4.

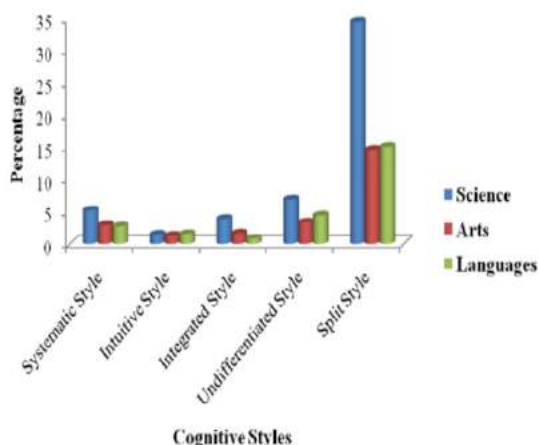


Figure 4
Distribution of Cognitive Styles among Student Teachers at Secondary Level based on Streams of Discipline

From Figure 4 the investigator observes that irrespective of the Streams of discipline, the Split Cognitive Style category has the highest number of Student Teachers

Conclusion

Cognitive Style is characteristic way of organizing and processing of information in an individual .The dimensions of Cognitive Styles used for the present study are Systematic Cognitive Style, Intuitive Cognitive Style, Integrated Cognitive Style, Undifferentiated Cognitive Style and Split Cognitive Style. The study reveals that more student teachers belong to the category of Split Cognitive Style and a less number of Student Teachers comes under the category Intuitive Cognitive Style for both Male and Female. The number of Student Teachers,

from Government, Aided and Unaided Teacher Education Colleges, who belong to the category of Split Cognitive Style is more than the number of Student Teachers who belong to the Intuitive Cognitive Style. It reveals that the number of Student Teachers who belong to Split Styles is more for the Science, Arts and Language Streams and less for Intuitive Style for Science and Arts Streams. Also, a less number of Student Teachers belong to Undifferentiated Style for the Language Stream.

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KERALA STATE LIBRARY COUNCIL: AN OVERVIEW

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Abstract

Researcher conducted her research only among the public libraries which are registered under Kerala State Library Council because every year government allots grants to Kerala State Library Council to serve the information needs of the citizen through these public libraries. These government grants are distributing to the public libraries based on their grades. As per the latest annual report of the State Library Council on March 2019, there are 8,588 public libraries in the state which are affiliated to Kerala state Library Council ranging from A+ Grade to F Grade. Library council giving grades to the libraries based on their performance as per the grading criteria which includes assessment of application of modern technologies in Public libraries. For the convenience, researcher selected one A+ Grade libraries from all the fourteen district and seven District Libraries. Among the fourteen districts, two districts don't have any A+ Grade libraries, thus the researcher selected two A Grade library from that districts. Study is based on primary data. As the study covers a universe with infinite population, the sample size is calculated with Cochran's formula. The research is based on primary data collected with the help of a structured Questionnaire. Response rate of the survey was about 89.55 percent. Statistical package of SPSS 22 used for data analysis.

Key words: Library Council, Pre-independence Period, Post-independence Period, Digital and Print Resources, Plan Scheme, etc

Introduction

Recent progress in information technology brought a drastic change in the information system of whole world. This trend compelled every library to implement modern technologies in libraries to extend better information services to

their user community. Among the various types of libraries, Public libraries plays an important role in the educational and cultural enhancement of the society which lead to the overall development of the nation. To build a Knowledge society in the

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country, public library which is considered as people's university should provide quality services with fine technologies in this digital era. Today most of the public libraries are equipped with so many information communication technologies in different areas like collection development, organization, retrieval of information and dissemination of information. Change from print media to digital media, enriched public libraries with both paid and open access digital resources which facilitated the libraries to provide digital services to the patrons. In this changing scenario, researcher planned to study about the significance of Kerala State Library Council and public libraries coming under KSLC.

Development of Public Libraries in Kerala

Public library movement in Kerala was started during the time of the Indian freedom struggle and it laid a strong foundation for the development of Public libraries in Kerala. The graph of Public library development in Kerala can be divided into two phases i.e., pre-independence and post-independence period.

Pre-independence Period

A unique feature of Kerala was the existence of a high percentage of literate people with good reading habits prior to independence when compared with other states of India. Because of that, a large number of public libraries were established throughout Kerala during the nineteenth century itself. Veteran administrator and versatile genius Swathi Thirunal Maharaja is deservedly named as the founder of the Library development movement in Kerala and in a way, India as well. Free education and library services were two

projects implemented by Swathi Thirunal for enlightening of the general populace. The concept of economic aid to the libraries (grant) was formulated by Swathi Thirunal. An example is the establishment of the Trivandrum Public Library in 1829 which is considered as the oldest and first public library in India. Later it was renamed as State Central Library of Kerala. Initially the use of this library was restricted to the European community in Trivandrum and invitees to the Durbar of the Maharaja. In 1898, the library was handed over to the Government and His Highness Sreemoolam Thirunal officially declared the gates open to public. Even the Calcutta National library was only established in the year 1836. At the time the name of this library was Imperial Library. Only after attaining freedom was the library renamed as The Calcutta National Library. Thus, it is clear that, the concept of public libraries as is known to us today originated in Travancore. Suguna Poshini at Vanchiyur Hilltop was the first common popular public library. After that, several libraries originated in different parts of the State. Other important libraries established in the 19th century were Ernakulam Public library in 1869, Kottayam Public library in 1881 and the Trissur Public library in 1873. Establishment of some of the libraries such as Jnana Pradayani Library at Neyyattinkara (1910) Munderkavu Sankaravilasom Library at Chengannoor (1910), Sree Chithirathirunal Library at Trivandrum accelerated the public library development in twentieth century in Kerala.

Ernakulam Public Library established in the year 1861, was the first public library in Kochi. Another public library was established in the year 1873 by the government in Trissur. When the Central Government began to show an interest in

public library development, a mass popular movement began to spread. This can be considered as the second phase in Kerala. Development of public libraries in Malabar region came into being, primarily as a part of the National Movement. The public library development had been awakened after the Salt Sathyagraha of 1930. Libraries began to be organised by the admirers and friends of Dr. S.R Ranganadhan who is considered as the Father of Library Science in India. Libraries were also set up by disciples of great philosophers such as Vagbhadanandha and Sree Narayana Guru. Libraries organised by educated youth and book lovers and the libraries organised by the western missionaries though with a different outlook were equally a part of Malabar public library development. Library formed in 1901 at Thalassery named Victoria Memorial Library (Now the Azad Memorial Library), the Sen Gupta Memorial library of 1933, and the Kozhikode Desaposhini Library were a part of this movement.

Library movement was very active in northern parts of Kerala during the beginning of the 20th century. With the publication of the quarterly journal “Grantha Viharam” by the Samastha Kerala Pusthakalaya Samithi in 1931 public library movement in Malabar received a strong footing. Malabar Vayanasala Sanghom established in the year (1937) which contributed a lot for the development of public libraries in the State was registered as ‘Kerala Granthalaya Sanghom’ in 1943 and later merged with Kerala Granthasala Sanghom in 1956. The meeting of the representatives of forty seven libraries of Travancore State in Ambalappuzha P.K Memorial library led to the formation of All Travancore Granthasala Sanghom under

the leadership of Mr. P. N. Panicker. The Sanghom conducted various programmes in public libraries to promote the cultural interest of the people and later it was renamed as Kerala Granthasala Sanghom in 1956. During the year 1977 Government of Kerala take over the Sanghom with the education minister as the Chairman. In short, the development of public libraries in Kerala was full-fledged and consolidated in three places namely, Travancore, Cochin and Malabar – and today it has become the largest mass cultural movement in Kerala.

Post-Independence Period

Kerala Granthasala Sanghom became very active after the independence and took initiatives to establish more public libraries in the State. Kerala Granthasala Sanghom or Kerala State Library Council was established with a clear vision and objectives. Some of the objectives are function as a central organization for all public libraries of Kerala State, to conduct developmental activities for the betterment of existing public libraries, promotion of adult education through public libraries, conduct literacy programmes, to educate the people to read and write and also to acquire required knowledge, establishment of a library department in the State, provide help to library workers in publication activities, conduct training programmes for library staff to provide better services to their user community, to start a Central library in each Taluk.

In addition to all these, Kerala State Library Council was actively engaged in various extension activities like Mobile library services, Home library services, Women Empowerment activities, Agricultural Corner etc.

There are four categories of Public libraries in Kerala. They are:

- I. Libraries directly run by the Government.
- II. Libraries (Grant-in-aid) affiliated to the Kerala State Library Council
- III. Libraries run by the Local bodies
- IV. Libraries run by the Individuals /Clubs/ Associations etc.

Libraries directly run by the Government

State Central Library at Thiruvananthapuram is the only library which is directly governed by the Kerala State Government. The State Central Library was established in the year 1829. At that time only a privileged class who were called to attend the Durbar of His Highness the Maharaja was allowed admission into the Library. The Library was then known as Trivandrum People's Library. In 1898 Trivandrum People's Library was opened to the public. His Highness Sree Moolam Thirunal took a special interest in the development of this library. He ordered the construction of a beautiful building for housing the library in 1900. The present building of great architectural beauty in the Gothic style was put up in Trivandrum City to commemorate the Diamond Jubilee of Her Majesty Queen Victoria. In the year 1938 the administration of the Trivandrum Public Library was handed over to University of Travancore. In 1948 by a resolution of the State Legislature, the State Government was directed to take over the administration of the Library from the University. In the year 1958, the Trivandrum Public Library was declared as State Central Library. Subsequently in the year 1988 the library was given the status of a minor

department under the administrative control of Higher Education Department with the State Librarian as Head of the Department.

Kerala State Library Council

KSLC conducted annual reading survey in order to know the interest and taste of reading of the people of Kerala. Annual grant, librarian's allowance and building grants were increased in 1996. KSLC worked hard to bring about a revival in Kerala Literacy. A literacy procession was organized from Kasargode to Thiruvananthapuram in the year 1997 which inspired many illiterates to attain literacy. The allowances for librarians, buildings and other resources have been gradually increased to satisfy day to day necessities. The contribution of Raja Rammohan Roy Library Foundation (RRRLF) towards the development of public libraries in Kerala is quite exemplary. KSLC institutes various awards for the leading libraries throughout the State. The date of formation of KSLC, September 14th is observed as Library Day every year by all the libraries of Kerala. Various innovative steps are taken for the social, cultural and literary upliftment of the people of Kerala under the State-District-Taluk library councils. This includes setting up of libraries in hospitals, prisons, juvenile homes, tribal areas etc; starting reading clubs and career guidance centers; planning and executing technological enhancement in libraries; conducting professional training on sophisticated technologies of library systems and services; organizing other cultural activities for conservation of heritage etc.

As on March 31st, 2019 there are 8,588 public libraries registered under Kerala State Library Council. Government of Kerala gives financial assistance to the

public libraries through the State library Council based on their performance and activities every year. Evaluation of the public libraries is conducted every year following a gradation system. Distribution of the government grant is based on their grades. Grades of Public libraries in Kerala range from A+ to F. There are 4 district libraries and 3 deemed district libraries functioning under Kerala State Library Council. A State library is also currently being set up in Kozhikode which is the first State library under Kerala State Library Council.

Libraries (Grant-in-aid) affiliated to the Kerala State Library Council

In March 1931, a meeting of the followers of library movement was held under the auspices of Chenkulathu Kunjirama Menon (M.R.K.C) in Trissur and a new group named Samastha Kerala Pusthakalaya Samithy was organised. They were able to start a quarterly as their frontal publication named "Grandha Viharam" the first edition of which was released in April 1931. Nowadays this magazine is known as "Grandha Lokam". On the basis of the resolution taken on September 26th, 1943, the Malabar Grandhasala Sangham that came into being on June 1931 in Kozhikode was renamed as "Kerala Grandhalaya Sangham" and the boundary of its activities also expanded to the states of Kochi and Thiruvithamcore. Akhila Thiruvithamkur Grandhasala Sangham formed on 14th September 1945 was a milestone in the history of Kerala Grandhasala Movement. The Kerala Grandhasala Sangham (Kerala State Library Council) is a successor to Akhila Thiruvithamkur Grandhasala Sangham which convened with 47 representatives of Library workers of

Thiruvithamkur. K.M Keasavan was the president; P.N. Panicker, the convenor; N. Kesava Pillai, the treasurer and 14 others were selected as committee members.

In the year 1949 Thiruvithamkur and Cochin States were united and the Thiru-Cochi State came into being. In the year 1949 a committee convened by P.V. Krishnan Nair and P.N. Panicker, were given the responsibility to make a by-law for the Thiru-Cochi Grandhasala Sangham. On the basis of the by-law enacted by this committee "The Akhila Thiruvithamkur Grandhasala Sangham was resulted in the formation of Thiru-Kochi Grandhasala Saghm. With the Madirasi Library law of 1943, another new organisation was formed in Malabar under the ownership of the government i.e. Local Library Authority. Indian states were re-divided on the basis of their languages in the year 1956. On the basis of Malayalam language, Malabar, Kochi and Thiruvithamkur united and Keralam came into being. As a part of the change, Thiurkochi Grandhasala Sangham essentially had to be renamed Kerala Grandhasala Sangham. Even though Kerala was formed in the year 1956 Thiru-Kochi Grandhasala Sangham came into being officially as Kerala Grandhasala Sangham (Kerala State Library Council) on 14th September 1958.

In the very initial period, Nursery schools, Crèches, Tailoring training centres, Sports clubs, Art units, Manuscript magazines, and Debate centres were an integral part of public library activities. The Kerala public libraries took the first initiative for launching a literacy movement effectively. Since 1937 onwards, night classes were started in Malabar area. After 1947, the literacy movement was one

of the major activities of the libraries of Thiruvithamkur. Kerala Library Council could impart a scientific and effective shape to the literacy movement. As a result of these activities the council was able to obtain the UNESCO award.

In the year 1977 government dispersed the Kerala State Library Council and directly took over the entire administration. In April 1959, S.R. Ranganathan came to Kerala. On the basis of his study, a report of the development plan was submitted to the government. The name of that report was known as “The Development plan with a draft Library Bill for Kerala State”. The Library Act of February 1989 not only established a restoration of democratization of entire library activities but introduced a self-governing institution with the premises of law.

Now there are 8,588 public libraries in the State which are affiliated to Kerala State Library Council (as on 31st March, 2019). Kerala has the largest number, per head of rural libraries in India. Roughly speaking, there is one public library in each 10 square kilometers. Kerala public libraries excel not only in the number of libraries, but also in the quality of library services, activities and resources. As per the Kerala Public Library Act, there is a three-tier administrative system named State Library Council, District Library Council and Taluk Library Council for the organization and administration of the public libraries of Kerala, besides the Government of Kerala at the top. The State Library Council coordinates the working of the District Library Councils and the Taluk Library Council.

The formation of Kerala State Library Council (KSLC) brought about drastic changes in the public library movement of Kerala. The three-tier administrative

system of State-District-Taluk library councils enhanced the development of public libraries.

Digital and Print Resources, Services, Facilities and Activities under Plan Scheme

The Government of Kerala has allocated about twenty six crores to the Kerala State Library Council under two heads i.e, Plan and Non Plan Scheme, for the enhancement of overall performance of the public libraries by meeting technological information needs and other activities. Ninety two lakh rupees under Plan scheme was used for various activities like establishment of Model Village libraries, Academic Study centres, Prison library services, Juvenile home library services, Hospital library services, Orphanage library services, Hermitage library, Library computerization and construction of the headquarters of Kerala State Library council.

Model Village Libraries: Model village libraries have been designed by combining modern library concepts and application of innovative technology in library operations by giving importance to socio - cultural features of Kerala for effective knowledge dissemination. The main objective of the Model village libraries is to provide economic and scientific strength to the growth of public libraries of the state, which is considered as the largest popular medium of the society. These libraries work as a focal point of development in rural areas. Each model village library has shown how a library can disseminate required information to the user community by incorporating the importance and characteristics of each region. There are 14 model village libraries in every district. The working period of a centre is five years.

Academic Study Centres: These libraries are mainly focussed on the collection and development of academic resources and provide services especially for those who need academic information. Public consider the public libraries as rural Universities. Understanding the value of such centres, Kerala State Library Council took initiatives to establish an academic centre in every district. These academic centres provide special services to satisfy the information needs of the academic community which includes students and teachers who use these resources and services for their academic excellence.

Prison Libraries: Good books can change a person. With this intention, Kerala State Library Council provides prison library services to the prisoners of 9 prisons of the State. During the year 2017-18, the council intended to extend these services to 6 additional prisons.

Juvenile Home Libraries: State Library Council has set up libraries in Juvenile homes to assist in the educational and intellectual development of inmates' in Juvenile homes.

Hospital Libraries: The council provides library resources and services such as books for recreation, Power Point presentations on Yoga, books on positive thinking etc. to the patients, their helpers, and hospital staff of 7 hospitals in the state to improve their mental health.

Orphanage & Hermitage Libraries: State Library Council offers its library services at 4 Orphanage libraries and 7 Hermitage libraries of senior citizens to relieve the pain of alienation by allowing them to enter into the world of letters.

Library Computerization: The main objective of this programme is to transmit

good results of modern information technology to public libraries in rural areas. The council intended to implement this computerisation in 1000 rural public libraries. The fruitful utilization of available information technology facilities will help to upgrade these computerised public libraries into information centres of the Government and Local Government. This scheme was introduced in public libraries in the year 2013-14. So far more than 460 public libraries have benefited from this scheme. A huge amount (49,50,000/-) from the annual budget of 2017-18 was allocated for this purpose.

Digital and Print Resources, Services, Facilities and Activities under Non - Plan Scheme

The Library council initiated works to link Taluk and District libraries with the digital library collections of British Library Council and also implementation of RFID technology in selected public libraries during the year 2017-18. The council has completed and installed the library management software with an objective of providing better library services to public library users in the State by making use of various applications of information technology. They have also taken initiatives in the field of digitalization; computerised cataloguing; retro conversion of data; training for library professionals, secretaries and committee members; installation of modern equipment including computers etc.

The State Library Council conducts library science certificate courses to hire qualified and experienced librarians who are able to provide digital services using modern technologies in public libraries of Kerala and thereby improve their functioning. They are also conducting training programmes for

council employees, library professionals and committee members to enhance awareness of computer and software applications. The programme 'Festival of Reading' has got significant value in this era as it promotes reading habits among students which is organised by the council in association with high schools of Kerala every year. The publication 'Grantha Lokam,' which is considered as the official news letter of the Library Council, acts as an important medium for informing the general public about public library activities.

Based on the suggestion of the Eleventh Finance Commission, Library council implemented Taluk Reference Library Scheme in selected public libraries. Such public libraries should be capable of providing reference books in print and digital form in addition to the usual printed matter to meet the changing needs of the people. Only then can we say that, libraries are growing with time. It is with this intention that the Taluk reference library scheme has been implemented. Works has started to develop a documentary on the creative activities of KSLC, like publication of a book on the history of State Library Council and a mass programme on the collection of historical details of every region of Kerala State to publish a book.

The council gives much importance to imparting education to tribal communities. With this intention they have provided infrastructure facilities and documents for tribal libraries. The programme named 'Munnettam' was implemented to provide informal education. Ten tribal libraries of the State serve as model informal education centres, providing informal education to tribes. The special package named **Idamalakkudi package** for the tribes

of Idamalakkudi panchayath, the only Panchayath consisting entirely of a tribal population in Idukki district gives special attention to organising literacy programmes.

Through the Council's **Career Guidance Centres** in 75 Taluks in Kerala, many of the unemployed youth get benefits. Public libraries of these seventy five Taluks conduct various training programmes, coaching classes and activities for them. In addition to that, they also provide coaching classes for Entrance examinations like Common Admission Test, National Eligibility Test etc.

'**Balavedi**' is a programme intended to promote reading habits among children. There is a person in charge of this programme in each library and a resource person in each Taluk. Balavedi organizes seven programmes in a year. These programmes are usually conducted during holidays. '**Little Theatre**' is another programme for children in public libraries.

The Council also conducts various programmes for **empowering women** such as programmes on Personality development, programmes that help to increase leadership quality, training programmes to attain self-sufficiency, invited talks of successful women entrepreneurs and training for self-employment. There is also another programme intended to help women and the senior citizens who are not able to visit the library to borrow books from the library collection. At present this programme is limited to print resources but the authorities plan to extend this service to digital resources too.

The decision to establish **E-Vinjan Kendras** in public libraries has become a milestone in the history of the development work envisaged by the State Library

Council. At present these centres act as local information centres of Government that provide digitised government services. Through this programme public libraries facilitate the e-governance of the country. The public can get any information regarding the services they are being provided by the government and also about the various projects undertaken by Government. Libraries can improve their services by getting connected to the online network provided by state library council. This will help the libraries to upgrade to knowledge centres that can be accessed anywhere from the world.

Kerala State library council has also taken the initiative to upgrade reading rooms in libraries having computer facilities to **Smart e-reading rooms**. The best library in each district will receive an upgraded smart e - reading room. The selected library staff are getting necessary training for this upgradation from the library council on a continuous basis.

Technological experts are training selected librarians through the training programme named '**Nava Madhyama Koottayma,**' to generate awareness on how to take advantage of the new options in media especially social media like Facebook, WhatsApp and Twitter. Use of social media in public libraries for marketing their resources and services will result in better use of the libraries and also help to maintain a healthy relationship with their user community.

The programme entitled '**Ente Pusthakam, Ente Kurippu, Ente Ezhuthu pettikku**' for Upper Primary school students has received a good response. UP schools near the library are selected for this programme. Participating students prepare

notes on the books which they read every month and prizes are awarded for their best notes.

In association with Folklore Academy, Musical Academy, Drama Academy, South Zone Cultural Centre and Kerala Sahithya Academy Council various programmes are conducted in public libraries and in open theatres as part of Cultural festivals every year. Thus, we can say that, public libraries of Kerala play an important role in socio-cultural development of the society.

'**Yuvatha,**' is a programme for people over the age of 15, which focuses on creative interventions in social media, Anti-drug activities, awareness about scientific developments, gender justice, Arts and sports activities etc. This youth project is being implemented in 813 centres in fourteen districts. Through this programme, a strong representation of youth and teenagers are ensured in public libraries.

By conducting film shows and documentaries which show the importance of humanitarian values the '**Film Clubs**' in Taluk libraries enable the public to be aware of and combat the trends which affect the positive growth of the country like fascist trends and terrorism. It helps to mould good citizens in the country. Through these clubs, screening and discussion on films/documentaries is made possible.

Valuable and rare documents such as Palm leaves documents, Manuscripts of famous personalities, and Minutes books from the initial period of the Granthashala Sangham are available in many local libraries. The Council allocated four lakh rupees from the 2017-18 budget, for the **digitalization** works of these documents.

The State Library Council took the initiative to upgrade the Kozhikode District Library as the State Library. This will be the first State Library under Kerala State Library Council. There is another State library in Kerala i.e., State Central Library at Thiruvananthapuram which is directly governed by the Government. This new State Library will be established by merging Kozhikode Mananchira Public Library and the District Central Library. The state-of-the-art library is designed to fit the modern era with all sophisticated and latest technologies.

The Council's policy is to protect the right to information and to make the services of the library accessible to all categories of people. Hence, the Council gives priority to the information needs of the community of people with visual impairment by providing resources and services such as Braille books, introduction of good books with the help of the hearing media etc. As part of this, the Council started **Braille Auditory libraries** in Kasargode and Malappuram districts.

The Council has proved its commitment to Science and Technology by encouraging the participation of public libraries in the 'Kerala Rally for Science 2017' an event organised by the Kerala State Department of Science and Technology and Sasthra Sahithya Parishith. KSLC gives priority to attracting more people to public library activities and tries to organize these activities scientifically. The government of Kerala executes various developmental activities in association with the Library Council like protection of general education, Green Kerala programmes, 'Santhwanam' programme for palliative activities, 'Sourorjam' scheme to participate in Energy Conservation,

'Nattunarvu' for Farmers, 'Ente Gramam Plastic Vimuktham' programme to eradicate environmental pollution, Organic Farming etc. Besides these, the State Library Council organises some other programmes in public libraries such as 'Guru Sangamam' for senior citizens; 'Ezhuthukoottam' – An interactive 2-day camp for selected high school students with well-known writers; training programmes for library professionals by Kerala Institute of Local Administration (KILA) team and Reading competitions on historical and scientific books.

Conclusion

Libraries in Kerala are not merely centres for collection or lending of books but also responsible centres of social work. The libraries act as a meeting place for the people of all categories without any other consideration. In a developing country like India, where a majority of the people reside in rural areas, the failure in the implementation of Information Communication Technologies (ICT) in Indian Public libraries especially in rural libraries resulted in the inequality of free information access affecting the living conditions of the rural community. Adoption of modern technologies in public libraries will help to impart knowledge to the illiterate community of undeveloped areas of the country. Modernisation of libraries to cope – up with the exponential growth in the scientific and technological sectors is a great challenge to the library council. It also gives importance to the protection of our heritage. KSLC is immensely focussed on the programme 'From School to Library.' In collaboration with Schools, Colleges, Universities and other academic institutions the KSLC provides supplement to formal and informal education to Indian

citizens through public libraries. Proper organization, sufficient fund, cooperation, professionally qualified and trained staff, good remuneration and application of ICT facilities in public libraries will enhance the quality of library services which will finally result in the enrichment of the society/ country.

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MISSION OF EDUCATION AND KERALA MODERNITY

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Abstract

The Evangelization, the vision and mission of missionaries was not so easy in Kerala because of the jathi oriented hierarchical society. Hence the Missionary enterprises in Kerala worked with the aim to educate the lowest sections of the society. It was also not so easy because of our so complicated religious customs and practices. They advocated an ideology of equality to the untouchable society in Kerala. The missionary education made them aware of the social disabilities and partialities attributed by the society over the lower levels. Thus the missionaries provided education as a part of their evangelization and it caused for Social transformation. Though critics argue that evangelicals applied English Utilitarian modernity in India in terms of Christian morality the fact is that their efforts brought light to the land. Missionary schools became the centres, imparting the human values such as equality and freedom and gradually it penetrated in to the native societal structure. This was the major result of missionary enterprise in Kerala. The spirit of European Renaissance also penetrated to the intellectual life of Kerala society through the missionaries. These novel and rational ideas paved the way for moulding modern Kerala.

Key Words: *Mission of Education, Evangelization, Kerala Modernity, etc*

Introduction

The Evangelization, the vision and mission of missionaries was not so easy in Kerala because of the *jathi* oriented hierarchical society. Hence the Missionary enterprises in Kerala worked with the aim to educate the lowest sections of the society. It was also not so easy because of our so complicated religious customs and practices. They advocated an ideology

of equality to the untouchable society in Kerala. The missionary education made them aware of the social disabilities and partialities attributed by the society over the lower levels. Thus the missionaries provided education as a part of their evangelization and it caused for Social transformation. Though critics argue that evangelicals applied English Utilitarian

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modernity in India in terms of Christian morality the fact is that their efforts brought light to the land. Missionary schools became the centres, imparting the human values such as equality and freedom and gradually it penetrated in to the native societal structure. This was the major result of missionary enterprise in Kerala. The spirit of European Renaissance also penetrated to the intellectual life of Kerala society through the missionaries. These novel and rational ideas paved the way for moulding modern Kerala.

Education became an effective tool in aiming for a casteless society in Kerala. So the missionaries met the educational needs of the downtrodden sections of Kerala society as their primary responsibility. The new phase advocated by the missionaries opened its doors to all people without discrimination, on the basis of caste or creed and the educational opportunities provided by the missionaries to the social 'outcasts' enabled them to acquire knowledge and necessary skills. Education widened the horizon for freedom and Keralites became more powerful. British governments especially Lord Macaulay gave support to prepare future education programme.

The most recognized contribution of Churches to the Kerala society is in the promotion of education. Modern education was introduced in Kerala by the Protestant missionaries in the eighteenth century. The Basel Mission, Church Missionary Society and London Missionary Society were the three major missionary groups worked in the territory. The Basel Mission concentrated in the northern region and the Church Missionary Society focused in the central part of Kerala. The centre of the London Missionary Society was

Thiruvananthapuram region. As a part of their efforts primary, secondary, higher education and technical institutions arose in different parts of the State.

The missionaries obsessed a wide vision about the education of low class people in the society. Under the caste system the study of Vedas was the monopoly of the higher class; especially Brahmins and the right to this was denied to *ksudras* and other untouchables. Caste system was denounced in their schools by the missionaries who admitted all students who were interested in education. Initially this created resentment among the high class students who were reluctant to share the class rooms with the *ksudras*. The students from the lower class also hesitated to come to the classes. To resolve this problem the missionaries began to start separate schools for the lower class. In 1861 a school was started for *Pulayas* (untouchables) in Trivandrum. The Missionaries also started evening classes for those who worked in the estates and other firms. To encourage the education of the erstwhile slaves, Rev. Meed gave the teacher one *pana* for a boy and one and a half *pana* for a girl, besides their monthly salaries. As a result, more than a thousand 'slave students' were admitted to the schools of Neyyoor Mission Centre.

Missionary effect resulted in the assurance of government aid and cooperation in the establishment of schools in the land. In 1904 the Government decided to provide primary education to all students including the *ksudras*. Subsequently in 1911-1912 Government schools were opened to *Pulayas* and all other low class students. These attempts helped in redeeming the caste system and the practice of slavery that existed in the educational field in the state.

Step by step the educational activities of missionaries paved way for the growth of vernacular languages also. As a part of the evangelization they studied Malayalam and prepared hundreds of textbooks on languages, Physical Science, History, Social Studies etc. Thus, they taught regional books in vernacular languages. Malayalam, Tamil and Sanskrit were taught in their schools along with English.

Education became the most powerful weapon to Eradicate inequalities from the society. By 1783 the Government in England had stopped the import of African slaves into the British colonies. Slavery had come to an end in England by 1833. The British Government wanted to implement the same in India too with the support and help of the missionaries. V. NagamAiya wrote, *If the missionaries had not tried to uplift the untouchables or avarnas, majority of the Hindus could not have risen from their pathetic living conditions.* Though there were bitter resentments and threats from higher community, missionaries bravely stood against the ruin out situation and presented a new ideology in India”.

Women education was very significant one to restructure the caste based, 'superstitious' society. Education of women is an essential condition for the modernity. Consequently, Girl's schools were started in Kerala and its syllabus included not textual knowledge only. Cooking, needle work, craft works, home management etc., also included in the syllabus. The first girl's school was started in 1822 at Calcutta. Very soon many girls' schools were opened in different parts of the land. Thus the modernity found one of its ways to enter into the households of the native life through the site of women

education. In the very notion of social life western educated Indians followed modernity and happened a cultural shift in the society.

In 1819 Mrs. Meed opened a Technical School at Nagarkoil to promote their economic life. In the next year Rev. Meed established a Technical School in the same place. Printing and Book-binding were taught here. Shortly, a number of Technical Schools were started in different parts of the country. Students were taught to make paper, sugar, indigo, etc. To impart Medical training in the treatment of diseases the Missionaries even started Medical schools at Neyyoor. This attempt encouraged the Government and the people to give technical education to the children. According to the Census of 1901, there were four technical Schools in Kochi run by the missionaries. These technical schools provided opportunities for self-employment among down trodden sections of the society. These efforts of the Missionaries enabled the low class people to find their own indigenous economic bases. Through these schools; they introduced western architectural models to the natives. Gradually western architectural style became popular. This gave way to the replacement of the traditional all wood model of house construction to the western constructions. The industrial schools cleaned out the monopoly of jati specialization to various architectural functions. Missionary industrial schools introduced artisan works and technology to various other non-conventional jatis. Above all through modern education a new refined culture evolved Kerala to modernity

Together with the practice of western education, the introduction of printing technology by the Portuguese missionaries

further strengthened the waves of changes in society. It also provided an unprecedented boost in the development of educational and cultural fields. In 1577 they established a printing press at Cochin fort. In 1577 John Gonzalves, a Paulist lay brother made the necessary types in Tamil. The Paulists (Jesuits) printed a theological treatise at Fort Cochin, in 'Malayanma Speech' [Tamil]. Besides the printing press at Cochin, the missionaries opened a number of printing presses in different parts of Kerala with a view to spread the Gospel in every nook and corner of the country. They printed books on catechism in order to teach the children, so that the work of the missionaries became easier and far reaching.

In 1578, Fr. Henriquez started a printing press in Punnakayal in Thirunelveli District. Among the books published during this period *DoctrinaChristamen lingua Malabar Tamil* or *ThambiranVanakkam* is the most important one. It was the translation of a Catechism Book written by FrancisXavier in Portuguese into Tamil by Fr. Henriquez S.J. and Manuel San Pedro. In 1579 another book was printed at Cochin fort. It was named as *DoctrinaChristiana*. It was a translation of the Portuguese work published by Fr. MarkoseGeorge in 1566. The translation of this work was also done by Fr. Henriquez. But in the early years Malayalam books were not printed in these presses. All the early works were printed in Tamil. In 1602 Fr. AlbertLersiasS.J. established a press at Vaippinkotta. In 1605 this press was transferred to Kodungallur when Bishop Rose transferred his capital from Angamaly to Kodungallur. In South India Ambazhakkadu was the most important printing centre in the seventeenth century. These efforts of Portuguese

missionaries paved the way for a cultural awakening in Kerala.

The Dutch also had great interest in studying the culture and history as well as the flora and fauna of Kerala. The greatest contribution of the Dutch to Kerala culture was the compilation of the monumental botanical work *HortusMalabaricus* which deals with the medicinal properties of Indian plants. It was published from Amsterdam in twelve volumes. The work was completed under the enthusiastic patronage of Admiral Van Rheede. Thus the Malayalam types, for the first time, were printed in Amsterdam in the *Hortus Malabaricus* in 1678.

Education was considered by them as an effective tool in aiming for a caste-ridden society. The 'New Veda' advocated by the missionaries opened its doors to all people without discrimination on the basis of caste or creed. The educational opportunities provided by the missionaries to the social outcasts enabled them to acquire knowledge and necessary skills. Education widened their horizon to freedom and they became more powerful. Hence, these efforts of the missionaries made the eighteenth century an age of reawakening and enlightenment in the history of Kerala and it led to enlightenment, in the social atmosphere and a new culture began to evolve. This can be considered as one of the most important impacts of the work of Christian missionaries in the socio-cultural context of Kerala.

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GEN NEXT PEDAGOGY FOR THE 21ST CENTURY CLASSROOM

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Abstract

Market for e-learning is foretold to breed multiple times in the coming years. Forecast for online education in India has presented a growth of eight times in the next five years and in money terms it is expected to grow from USD 247 million in 2016 to USD 1.96 billion in 2021 with an increased number of paid online education users from 1.57 million in 2016 to 9.5 million in 2021. As per report of the online education market in India 2018-23 India's online education market is expected to grow at a Compound Annual Growth Rate (CAGR) of 20.03% from 2018-2022 with penetration of smart phones and internet connectivity. This shows immense potential and opportunity. (Technavio,2018). As learning contexts are increasingly rich in electronic and mobile technologies, so research into e-learning has more to offer the mainstream of educational practice. Rethinking pedagogy for an age of digital information and communication are trying to re-articulate the entire discipline in this new context. This chapter offer a critical discussion of the issues surrounding the design, sharing and reuse of learning activities, and offer tools that practitioners can apply to their own concerns and contexts. The aim is to bring the insights of learning design into the educational process, and to extend the repertoire of tools and techniques in everyday use.

Key words: *Intelligent, Distributed, Engaging, Agile and Situated Pedagogy, etc*

Introduction

During our studies we will have encountered the term *pedagogy* and be familiar with what it refers to. It is the basis of teaching profession and many of the teachers would have an idea in their mind

of what an effective pedagogy would be for the phase of learning or subject area they are planning to specialize in. Simply it is the study of being a teacher and the process of teaching. In this twenty-first

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century, substantial changes are going on related to new scientific encounters, informatization, globalization, the development of astronautics, robotics, and artificial intelligence. This century is called the age of digital technologies and knowledge. Those changes had taken place in our classroom also.

Gen Next Pedagogy- Meaning and it's Relevance

Next generation pedagogy is a type of teaching and learning reform that breaks away from the traditional models of education. Lecture halls, busy work, standardized tests, blocks of classroom time, just about anything that replicates the learning process designed a century ago are considered by many to be antiquated models of learning. Instead of using standardized curricula and former models, next generation pedagogy focuses on the learning and teaching process for each student and tailors the process to each student's interests and capabilities. Technology has changed the world, and in a sense, made it smaller. Traditional methods of education are seen as problematic for many reasons. They fail to effectively diversify education models to meet the needs of the students. The United States is continually falling in its global rankings in science, math and reading. Current education has a more centralized focus rather than addressing the global world we live in today. Next generation pedagogy hopes to address these issues and create a better practice for student learning that will not only improve the quality of education, but the quality of students' lives by giving them the tools to make them lifelong learners.

The five components of this model are Policy, Course selection, Disseminate

information, Designate coordinator, Evaluation and Credit mobility. Following these components, this model suggests that a research on globally available online courses should be done and appropriate courses should be selected. Students should be informed that completion of any of the selected course is allowed for credit mobility to the tune of 20%. The host institute offering the course does the evaluation and provides marks/grades. University where student is registered does appropriate checks on delivery methods and may do additional evaluations. According to Arpita, Ananthan and Rishabh (2019), integration of online courses with the traditional system of education and allowing credit mobility is the way forward for education.

General Framework of Gen Next Pedagogy

Framework for describing gen-next pedagogy can be summarized in the acronym **IDEAS: Intelligent, Distributed, Engaging, Agile and Situated**. (Guardia, et.al.2016)

The IDEAS framework presents five "signposts" on the roadmap of innovative approaches to teaching, which point to **Gen Next Pedagogy**:

- **Intelligent pedagogy** is an approach to teaching in which technology is used to enhance the learning experience.
- **Distributed pedagogy** refers to shared or distributed ownership of different elements of the learning journey by different stakeholders in the process.
- **Engaging pedagogy** is an approach to curriculum design and delivery in which learners are encouraged to actively participate in the learning process.

- **Agile pedagogy** refers to flexibility and customisation of the curriculum and the student experience.
- **Situated pedagogy** encompasses the idea of contextualisation of learning and emphasises the need for curricula with real-world relevance.

Basic Characteristics of IDEAS framework

Key characteristics of innovative, Gen Next Pedagogy: intelligent, distributed, engaging, agile and situated encapsulated in the acronym, IDEAS. A description of each element is given below.

Intelligent pedagogy

Intelligent pedagogy is the appropriate use of technology to enhance the learning experience. Landmark practices come under this framework are the following.

- Using analytics to give learners access to different parts of a learning platform, for example as enrolled students or visitors
- Identifying students who may be off track in their studies and providing appropriate support for them, for example by sending automatic emails prompting them to take recommended actions, or by requiring them to discuss their situation with a tutor, coach or advisor before enrolling for another course
- Identifying students who may be suitable coaches/ mentors for others after they have graduated
- Showing students live details of their progress and how their performance compares to others on their course

- Identifying students in financial need and directing appropriate support to them
- Identifying the most popular learning materials and their characteristics, creating more engaging resources, and adapting courses to suit the audience.
- Replacing the Learning Management System (LMS) with a new software architecture that is integrated into other institutional systems, such as student data management, human resources, and financial management, to enable more effective use of analytics.
- Ensuring that digital competences are explicitly built into intended learning outcomes for students

Distributed pedagogy

Distributed pedagogy refers to shared or distributed ownership of different elements of the learner's journey by different stakeholders in the process. It includes, at the one end of the spectrum, collaborative partnerships between institutions based on agreements, and at the other, a deliberate disaggregation of services to allow learners to select different aspects of their learning experience from a marketplace of potentially competing providers. Landmark practices come under this framework are the following.

- Building curricula and credentials with employers and employer bodies
- Tailoring programmes both to enhance students' employability and to support innovation in industry.
- Partnering with agencies that can provide specific services more flexibly,

for example round-the-clock general academic support for students.

- Offering courses and course materials openly (e.g. via OERs or MOOCs), along with assessment and formal credits (micro credentials) for successful demonstration of learning outcomes.
- Collaborating with other institutions to recognise credits obtained via open, non-formal learning.
- Offering Challenge Exams or other forms of recognition of prior learning, enabling learners to potentially achieve formal credit for learning from a wider variety of formal and non-formal sources than is currently the norm.

Engaging pedagogy

At the heart of next-generation pedagogy is student engagement in the learning process. Some landmark practices come under this framework for engaging pedagogy are the following.

- Learners generating some of the content - this may include creating assessment questions for peers, sourcing and curating content from the Web, or creating their own content as OERs (with the express purpose of reuse by the public) which are published either on the Web or in a closed online space visible to peers .
- Learners playing an active role in using technology effectively for learning, for example by sourcing suitable learning apps on the Web to help manage their learning .
- Learners building up portfolios of their best exemplars of work for their own future reference or to use as evidence of achievement.

- The use of gamification in courses where appropriate for Online and Blended Higher Education.
- Encouraging learners to proactively seek and use feedback, not only from the teacher but also from their peers and from a wider community of academic and professional practice.

Agile pedagogy

- Agile pedagogy refers to flexibility and responsiveness to learners' needs. Some of the landmark practices come under this framework are the following.
- Modularising degree programmes as stand-alone blocks that can be studied through the home institution or through partner institutions
- Providing different entry points to degree programmes and offering second chances
- Eliminating most pre-set deadlines but keeping fixed moments for assessment of learning
- Providing a self-assessment tool to help students decide if a flexible programme is right for them
- Recommending an optimal course plan (learning pathway), with grade requirements and milestones, for those learners who need it
- Offering a variety of personalised assistance services, such as an online tutoring service to support students around the clock
- Tailoring communications to suit the needs of individual students and teachers and responding rapidly to students' needs
- Tailoring access to learning resources, activities and support to different

types of users with different enrolment statuses.

5. Situated pedagogy

Situated pedagogy refers to the real-world relevance of the curriculum and the contextualisation of the learning process in terms of learners' personal or professional goals. Some examples follow.

- Ensuring that teaching and assessment reflect authentic contexts and give learners opportunities to apply what they have learnt in the real world wherever possible
- Partnering with companies, community organisations, government institutions and non-governmental organisations to identify key job-related competencies, integrate career development opportunities into the curriculum, and foster real-world relevance
- Setting up an online platform to facilitate the coordination, development and documentation of real-world projects.
- Facilitating virtual mobility in the form of virtual placements, internships and research projects for industry clients
- Integrating assessments that simulate on-the-job work into programmes, and emphasising feedback instead of grades.
- Offering online access to job vacancies, employer lectures, international opportunities, networking events, career profiles and CV-building resources.
- Enabling students to portray their knowledge and capabilities to prospective employers via a video platform.
- Encouraging alumni to share their work-related experiences via video

with current students, and providing mentoring or internships.

- Facilitating student-led social entrepreneurial activities or research projects addressing society's "big issues", with input from the public or community partners on custom-built platforms

The IDEAS and their associated landmark practices identified above paint a picture of a rich educational experience for learners, accompanied by new roles for academics and administrators, and new kinds of engagement by higher education institutions with the outside world. These are indicative rather than comprehensive, and descriptive rather than prescriptive or predictive of any particular future. Possible ways of using them would be as the basis for generating a checklist for curriculum development or programme review, as a template for representing organisational alignment of policies, strategies and practices, or simply to spark discussion amongst colleagues in course teams, departments or institutions about their daily teaching practice.

Conclusion

As educators strive to continually improve the learning potential of the students in our classrooms, it is wise to suggest the Gen Next Pedagogy for the effective and time demanded implementation of teaching learning methods. Technological skills are not the defining factor for an effective digital pedagogy. This innovative pedagogy does not argue that we all need to become expert programmers or web page builders. Gen next pedagogy is more about an attitude towards and aptitude with digital technologies. It is more about a willingness

to use them in the classroom effectively and to understand how and why they should be used. On a deeper level, Gen Next Pedagogy definitely may inspire open-ended dialogue and contribute towards the development of a shared vision for the future of online, blended and lifelong learning provision within and between institutions in the higher education sector.

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