

TeLeS

ISSN 2348-8409

VOLUME. : 24 NUMBER : 01 MARCH - 2024

Journal of Teacher Learner and Society

Teacher Learner and Society (TeLeS)

Print ISSN 2348-8409 Volume 24, Number 1, March 2024

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Official Publisher

Teacher, Learner and Society (TeLeS) is published Biannually in March, and September by The Kumari Press and Publication Division, Monday market, Thuckalay, Kanniyakumari District Tamil Nadu, INDIA. Please note: There is no other Teacher, Learner and Society (TeLeS) issues with this ISSN 2348-8409.

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Teacher, Learner and Society (TeLeS) is published by The Kumari Press and
Publication Division, Monday market, Thuckalay, Kanniyakumari District,
Tamil Nadu, INDIA.

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Formulation of *Terminalia catappa* Seed Products and its Nutritional Analysis

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Terminalia catappa is a large tropical tree in the lead wood tree family, Combretaceae, native to Asia. The large seeds of this tropical tree are edible and taste like almonds. They can be eaten fresh or roasted and incorporated into dishes. It reduces cholesterol, inflammation, promotes bone health, improves immune system, helps in weight loss etc. In the present study, products such as kesari, laddoo, kinnathappam, almond milk and sharja were prepared using *Terminalia catappa* seeds and the sensory evaluation of the formulated products were done by 25 selected panel members and their acceptance were recorded. The keeping quality of *Terminalia catappa* seed powder was examined for 2 months in both room temperature and refrigerated storage and the changes were recorded.

Keywords: *Terminalia catappa*, Combretaceae, cholesterol, inflammation.

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.

Introduction

Tropical almond (*Terminalia catappa* L.) is a native species of South East Asia. It is presently found in many countries of the tropics, including Northern Australia, Pakistan, India, Sri Lanka and many other South Asian countries. The seeds are edible and tasty; however, it is not grown on a plantation scale in any of the countries (Kinoshita et al., 2006).

The tasty kernels or nuts of tropical almond have traditionally been incorporated, in modest quantities, into the diet of peoples in coastal areas throughout much of the Asia- Pacific region. The nuts may be consumed fresh shortly after extraction from the shell or else preserved by smoking and consumed up to a year later. In some areas the nuts are mainly a snack food consumed by children, with the fleshy fruit also sometimes being consumed. In other areas tropical almond nuts were highly regarded as a human food source. Types with larger kernels and softer shells were selected and preferentially propagated and maintained in parts of Melanesia (Sosef, et al., 1995).

TC seeds are rich in nutritional value and fiber, so they are also known as tropical almonds with high fat content and energy value. In Nigeria, TC seeds are used to overcome nutritional deficiencies because they are rich in macro and micronutrient content. TC seed kernel contains 43.89% saturated

fatty acids and 56.1% unsaturated fatty acids. TC seeds contain mineral salts in the form of Calcium, Iron, Zinc and tannins depending on the location (Mbah et al., 2013).

The use of plants as traditional medicines is relatively safer than synthetic drugs, although understanding of their bioactivity needs to be increased so that side effects can be minimized. The hydro alcoholic leaf extract of TC has mutagenic activity so that its use for medicinal purposes should be used with caution (Mininel et al., 2014).

Methodology

Collection Of Sample

The sample used for the proposed study was *Terminaliacatappa*. The sample was collected from open ground, Amaravila.



Processing of the Sample

The dried tropical almond was collected and the hard shell was broken down using hammer. The collected seeds were sundried for 2 - 3 days. Then the seeds were roasted and powdered.



Formulation of the Products

The products such as kesari, laddoo, kinnathappam, sharja and almond milk were formulated using *Terminalia catappa* seeds. The products were prepared based on standard procedures.

Formulated Products

*Terminaliacatappa*Kesari*Terminaliacatappa*Laddoo*Terminaliacatappa*Kinnathappam



*Terminaliacatappa*Milk



*Terminaliacatappa*Sharja



Sensory Evaluation of the Formulated Products

Sensory assessment was evaluated on the quality description ie, appearance, colour, flavor taste, and texture. The formulated products were organoleptically evaluated by using a 9- point hedonic rating scale. The products were evaluated by a panel of 25 semi trained panel members from PG and Research Department of Nutrition and Dietetics, Muslim Arts College, Thiruvithancode, Kanyakumari District. Data analyzed are mean values of each determinants \pm standard deviation.

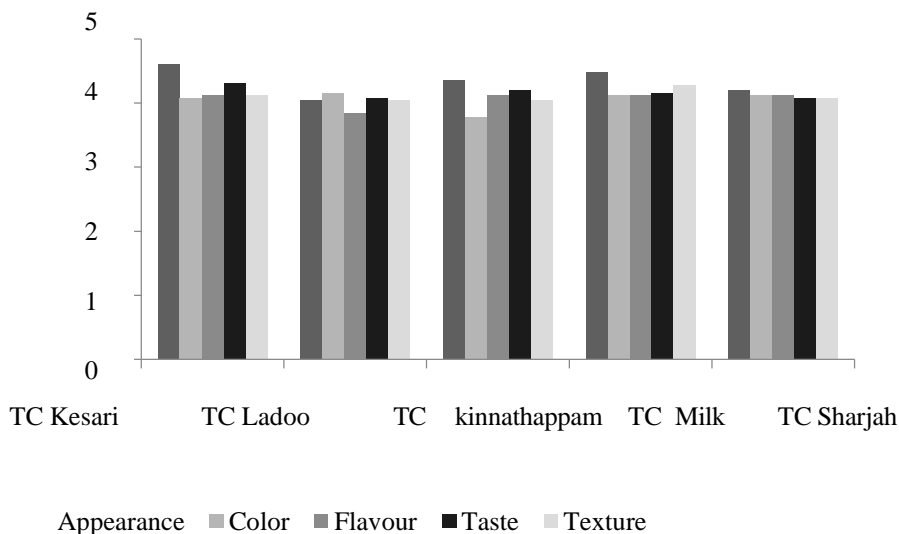
Nutrient Analysis

The nutrients of the *Terminalia catappa* seeds such as carbohydrate, protein, fat, phosphorus and potassium were analyzed.

Results and Discussion

Sensory Evaluation of the Formulated Products

Five different varieties of products were prepared using *Terminalia catappa* seed powder. The sensory analysis of the formulated products is given below:



Nutrient Analysis of *Terminalia Catappa*

The nutrient analysis for *Terminalia catappa* seed was carried out using standard procedures. The carbohydrate content of *Terminalia catappa* seed was 67.62 mg/g. The protein content of *Terminalia catappa* seed was 19.96mg/g. The fat content of *Terminalia catappa* seed was 0.3%. The phosphorus content of *Terminalia catappa* was 3.10 mg/g and the potassium content of *Terminalia catappa* seed was 0.76 ppm/mg.

Conclusion

From the present study, it can be concluded that, this plant is a valuable medicinal plant. Nutritive analysis of the fruit shows the presence of various nutrients. In addition, it can be used as a food ingredient to make products like kesari, laddoo, kinnathappam, sharja and almond milk. Presence of large number of health benefits indicate that we can further explore the potential of this seed and we can look forward to do pharmacological studies in future.

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Strategies for Professional Development of Teachers Through Seminar

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Effective teaching and learning strategy is one of the most important topics in the field of teachers' professional development. The results indicated that beyond regular coursework, field experience, and internship experiences embedded in the curriculum, additional seminars allowed the participants to establish inter-disciplinary teaching strategies and critical thinking skills.

Keywords: Professional Development, Seminar

Introduction

Education is a never-ending process. Even if a person's formal education ends, he still keeps learning. Teachers are conventionally the ones who impart wisdom and thus it is expected of them to be know-it-all. Teachers have to teach the young minds of the world and their job is to provide guidance to them. In the pursuit of becoming the best mentor, a teacher needs to become a learner first. Professional development goes beyond the term training with its implication of learning skills and

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice and explore new or advanced understanding of content and resources. Professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understanding about the use of technology to support inquiry-based learning.

Definition of Professional Development

TALIS adopts a broad definition of professional development among teachers, “Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.”

Objectives of Professional Development

- ❖ To update individual’s knowledge of a subject in the light of recent advances in the area.
- ❖ To update individual’s skills, attitudes and approaches in light of the development of new teaching techniques, objectives, new circumstances and new educational research.
- ❖ To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice.
- ❖ To enable individual to apply changes made to curriculum

or other aspects of teaching practice.

- ❖ To help weaker teacher to become more effective.
- ❖ To exchange information and advice among teachers and others.

Strategies of Professional Development

- Focus on objectives.
- Manage obstacles and distractions.
- Set boundaries.
- Make learning a habit.
- Make every minute count.
- Learn at your best.
- Find your own learning style.
- Collaborate with others.

Five Forms of Professional Development

- Individually Guided
- Observation/Assessment
- Involvement in a development/ improvement
- Training
- Inquiry

Models of Professional Development

- Seminar
- Workshop

- Panel discussions
- Self-study
- Orientation
- Refresher course

Seminar

Seminars are basically arranged to discuss current issues and problems or to share ideas. Seminar is a small groups discussion in a formal setting with clear agenda. A Seminar are an interactive method of group teaching which usually enables. Audience interaction with the seminar tutor allows for debate and discussion based on new ideas generated from listeners. It leads to more proactive, interesting session in which both the audience and tutor have learning. Seminars can be of 2 types paid and free

Objectives of seminar

- Awareness of how to use values in improving your own professionalism
- Learning about personal and communication styles for team building
- Increase knowledge about emotional intelligence
- It develops an appreciation for diversity
- It helps in exploring new ideas

Methods of conducting a seminar

- ❖ Usually it is conducted in a small room, sometimes a classroom
- ❖ Seminar can have 5 to 30 or more participants depending on the topic
- ❖ The audiences to be invited for a seminar differ depending on the subject
- ❖ If the seminars are educational and information it is open to all that are interested
- ❖ The method in which a seminar is conducted has a huge impact on the result
- ❖ It can commence with a presentation comprised of discussion as whole or it can comprise a presentation followed by separate, small groups which discuss and work out solutions

Education/Academic Seminar

In a seminar teachers can discuss problems regarding admission, staff, development, evaluation, new idea of teaching or relevant innovations. In a seminar a teacher may contribute a paper or an idea, constructively criticize or review a conventional approach

Needs of seminar

- It plays a significant role in simulating the thought process
- It induces people to exchange new information that

would not have been available otherwise

- When a seminar is conducted at its best the purpose of the gatherings fully met
- Confidence and listening skills are developed
- A teacher learns about time management

Advantages of Seminar

- A sense of camaraderie where individuals can meet others with the same
- Interest/problems/concerns that they may have their chosen field
- A sense of renewed hope and inspiration is developed. Being with others that understand individuals problems or concerns
- It improves knowledge of a specific subject

Disadvantages of Seminar

- Sometimes it can be costly because the teacher has to attend it at its own cost. The printouts, slides for presenting can be costly.
- The chances that the speaker may be sharing incorrect knowledge, or not at all knowledgeable.
- It is time consuming
- The chance that topics may not help you
- The chance that attendants will expect too much

Conclusion

Professional development programs help the educators with not only adding new skill sets to their resumes but also learning new teaching tools and techniques and building professional relationships. They also help educators in connecting their subject material to the newly learned skills and use these skills to optimise their understanding of their or the subject matter.

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Relationship between Self-esteem and Emotional Intelligence of B.Ed. students

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In this study aimed at finding the relationship between Self-esteem and Emotional Intelligence of B Ed students of Mandya City. Comparing the groups in pairs classified on the basis of gender and types of institution. The investigator finds that there is negative correlation between Self-esteem and Emotional Intelligence and there is no significant difference between gender and types of institution in Self-esteem and Emotional Intelligence of B Ed student teachers.

Key words: relationship, self-esteem, emotional intelligence

Introduction

Abraham Maslow states that psychological health is not possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by her or his self. Self-esteem allows people to face life with more confidence, benevolence and optimism and thus easily

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

reach their goals and self-actualize. It allows oneself to be more ambitious, but not with respect to possessions or success, but with respect to what one can experience emotionally, creatively and spiritually.

Here comes Emotional Intelligence basically, intelligence is related to interpersonal and intrapersonal areas referred to as Emotional Intelligence. Emotional Intelligence is a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding. And it was Daniel Goleman who popularized it through his research on Emotional Intelligence. It said that Intelligence quotient alone is no more the measure for success, it only accounts for 20%; Emotional and Social Intelligence and luck account for the rest.

The relation between Self-esteem and Emotional Intelligence

Self-esteem is the sum attitudes which depend on perceptions, thoughts evaluations, feelings and behavioral tendencies aimed toward ourselves, the way we are and behave and our bodies and character's features. In short, it's one self's evaluative perception. Emotional Intelligence refers to four major parts a) The ability to be aware of, to understand and to express oneself, b) The ability to be aware of , to understand and to relate to others, c) The ability to deal with strong emotions and control one's impulses and d) The ability to adopt to change and to solve problems of personal and social nature.

Need and significance of the study

Every human being, with no exception, for the mere fact to be it, is worthy of unconditional respect of everybody else; he deserves to esteem himself and to be esteemed. Emotional Intelligence is helping to focus on

what it means to be complete human beings. Self-esteem considered to be the important psychological factor which plays a vital role in every individual's life. Emotional Intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and used emotions to enhance reasoning will succeed in developing the Emotional Intelligence of pupils. An emotionally competent teacher is the heart and soul of any educational programme. As the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of Emotional Intelligence and Self-esteem is affective portion of the self, in other words self-esteem refers to the degree to which one values the self. Both Self-esteem and Emotional Intelligence will play a vital role in their survival and fitness in the profession. So the investigator studied the relationship between Self-esteem and Emotional Intelligence of B Ed students.

Objectives of the study

- To find out the level of Self-esteem among B. Ed. students.
- To find out the level of Emotional Intelligence among B.Ed. students.
- To find out if there is any difference in Self-esteem among B.Ed. students with respect to gender
- To find the relationship between Self-esteem and Emotional Intelligence of B.Ed. students
- To find out if there is any difference in Emotional Intelligence among B.Ed. students with respect to gender

- To find out if there is any difference in Self-esteem among B.Ed. students with respect to type of institution
- To find out if there is any difference in Emotional Intelligence among B.Ed. students with respect type of institution

Hypotheses

For the study, the following null hypotheses have been formulated.

1. There is no significant relationship between Self-esteem and Emotional Intelligence of B.Ed. students.
2. There is no significant difference in Self-esteem among B.Ed. students with respect to gender.
3. There is no significant difference in Emotional Intelligence among B Ed students with respect to gender.
4. There is no significant difference in Self-esteem among B.Ed. students with respect to type of institution.
5. There is no significant difference in Emotional Intelligence among B.Ed. students with respect to type of institution.

Purpose of the study

The purpose of the investigation is to study the Relationship between Self-esteem and Emotional Intelligence of B.Ed. students.

Method

The investigator has adopted Normative Survey Method for conducting the study.

Sample of the study

The study was conducted on the sample of 205 B.Ed. students of Mandya city, selected through random sampling technique.

Tool used

Marlin's Surenson Self Esteem Scale was used to measure the Self-esteem of B Ed students.

Emotional Intelligence scale developed by Anukul. I. J Sanjotha. P.K and Upender dar was used to measure the Emotional Intelligence B Ed students.

Statistical technique

The statistical techniques employed for the analysis data are Product Moment Coefficient of correlation between Self-esteem and Emotional Intelligence. Mean difference analysis was used to find out if there exist any significant difference in Emotional Intelligence and gender, and type of institution.

Analysis and interpretation

Table 1. Self-esteem level among B.Ed. students

Sl no	Self-esteem level	No of B Ed trainees	Percentage
1	Normal (115-137)	35	56.58
2	High (138 and above)	116	17.07
3	Low (114 and below)	54	26.34
Total		205	100

The scores obtained by the B. Ed. students on Self-esteem scale indicated that all 56.58% B. Ed. students fall in normal level of Self Esteem.

Table 2. Emotional Intelligence level among B. Ed. students

Sl no	Emotional Intelligence level	No of B Ed trainees	Percentage
1	Normal (115-137)	130	63.14
2	High (138 and above)	29	14.14
3	Low (114 and below)	46	22.43
Total		205	100

The scores obtained by the B Ed students on Emotional Intelligence scale indicated that all 63.14 % B. Ed. students fall in normal level of Emotional Intelligence.

Table 3. Correlational Study of Self-esteem and Emotional Intelligence

Sl No	Variable	r value	Result
1	Self esteem	-0.063	Significant at 0.05 level.
2	Emotional Intelligence		

The table no 3 indicates that r value is -0.063 and significant at 0.05 level and there is negative correlation between Self-esteem and Emotional Intelligence of B Ed students. Hence the hypothesis no 1 is accepted.

Table 4. Difference between Self-esteem and gender

Gender	Sample size(N)	Mean	Standard deviation	t-value	Result
Male	51	22.0980	22.10453	0.835	Not significant at 0.05 level
Female	154	20.3571	7.83296		

The result reveals that t value is 0.835, there is no significance difference at 0.05 level. It indicates that male and female B Ed students have similar Self-esteem. Hence the hypotheses no 2 accepted.

Table 5. Difference between Emotional Intelligence and gender

Gender	Sample size(N)	Mean	Standard deviation	t-value	Result
Male	51	124.9804	13.35139	0.407	Not significant at 0.05 level
Female	154	125.7987	12.10453		

The result reveals that t value is 0.407, there is no significance difference at 0.05 level. It indicates that male and female B. Ed. students have similar Emotional Intelligence. Hence the hypotheses no 3 accepted.

Table 6. Difference between Self-esteem and type of institution

Type of institution	Sample size (N)	Mean	Standard deviation	t-value	Result
Aided	86	127.5584	11.204	1.865	Not significant at 0.05 level
Private	119	130.5122	12.699		

The result reveals that t value is 1.865, there is no significance difference at 0.05 level. It indicates that Aided and Private B Ed students have similar Self-esteem. Hence the hypotheses no 4 accepted.

Conclusion and Educational Implications

In the present study the investigator found there is negative correlation between Self-esteem and Emotional Intelligence of B Ed students and all the B Ed students have normal Self-esteem and Emotional Intelligence. It was seen from the result that no significant difference between male and female B Ed students in Self-esteem and Emotional Intelligence. The result also shows that no significant difference between Self-esteem and Emotional Intelligence of B Ed students and Aided and Private college. Teachers play an important role in development of Self Esteem and Emotional Intelligence. Students who feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures. Teachers trying to improve students' Self-esteem and Emotional Intelligence.

Blended instruction can be incorporated as one of the teaching methods in teacher education institutions which will pave way to improvement in feeling good about oneself. The teachers who count much in strengthening students' Self-esteem by treating them respectfully and in any teaching and learning process. It is quite necessary for the students get training so that their Self-esteem and Emotional Intelligence may help them in building a mutual bond of intimacy and trustworthy relationship with their students. They can compelled to excel in performance irrespective of their potential.

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Rights and Responsibilities of Teachers in Curriculum Designing and Lesson Planning

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Teachers play an important role in curriculum designing and lesson planning because they are the ones who are most directly involved in delivering instruction to students. As an important part of society, teachers can educate, support and coach students during their formative years and beyond. Teachers possess many skills and perform many daily tasks that demonstrate their ability to teach and mentor students. The quality of teachers produced in any institution invariably depends on the curriculum offered to them during their training period. For schools to be successful, teachers must be involved in the effective curriculum development process. An effective curriculum reflects the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that make up a particular educational program. This paper discusses the rights and responsibilities of teachers in curriculum designing and lesson planning.

Keywords: rights, responsibilities, teachers, curriculum designing, lesson planning

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

A publication of Muslim College of Education,

No. 1 New Street, Thiruvithancode,

Kanyakumari District, Tamil Nadu, INDIA.

Introduction

The term curriculum derives from the Latin word 'Currere' which means a kind of route which the learner travels. All the activities going on the school or outside of the school is called curriculum. It is basic to the intellectual, physical, moral and emotional development of the child. According to the Cunningham, Curriculum is a tool in the hands of the Artist (Teacher), to mould his/her materials (Students) according to his/her ideals. Carl (1995) defines curriculum development as "... an umbrella and continuous process in which structure and systematic planning methods figure strongly from design to evaluation (Beegum, 2022). The goal of a successful educational program and the effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served. Teachers play essential role in developing, implementing, assessing and modifying the curriculum. Teachers are essential pillars in the teaching process and with their knowledge, skills, and experience they are central to any curriculum improvement effort. Teacher's participation in planning: They know their students' needs better than others involved in curriculum process. They can provide insights into the types of materials, activities and specific skills that need to be included in the curriculum

Importance of Teachers Involvement in Curriculum Development

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers should be involved in curriculum development. Teacher's opinions and ideas should be incorporated into the curriculum for development. Hence, teacher involvement is important for successful and

meaningful curriculum development. Teachers being the implementers are part of the last stage of the curriculum development process.

The Challenges Teachers Face in Curriculum Development

The teachers' involvement in the curriculum development process is essential in meeting the needs of society. The process of curriculum development requires teachers to act and reflect on society's needs in each stage of the development process. Nevertheless, sometimes this process which teachers are requested to follow is unclear. For example, in South Africa most teachers are not qualified and lack the necessary skills to participate in curriculum development. Their approach of participation in the process is not well defined and very difficult on teachers, so they face many challenges regarding their involvement in curriculum development (Ramparsad, 2000). Professional development of teachers is as an important factor contributing to the success of curriculum development and implementation (Handler, 2010).

Preparation for Teacher Involvement in Curriculum Development

Teachers have to be involved in curriculum development because teachers are provided with appropriate knowledge and skills that help them to effectively contribute in curriculum development operation. As a result, teachers need training and workshops, which are geared toward professional development to be able to contribute to curriculum development. On the other hand, there is an important point to make efficient in involvement teacher in curriculum development that is teachers have to be empowered in the process of curriculum development (Carl, 2009). This means teachers should have improvement and increasing in many points of them, such as experience and autonomy. Thus, teachers play an integral part in the process of developing the curriculum.

Teachers Duties and Responsibilities in Curriculum Development

Teachers involved in curriculum organization has many roles and responsibilities. Teachers should enjoy teaching and watching their students, and they have to develop interests and skills in their areas of interest. The teacher may need to create lesson plans and syllabi within the framework of the given curriculum since the teacher's responsibilities are to implement the curriculum to meet student needs (Carl, 2009). Many studies support empowerment of teachers through participation of curriculum development. Fullan (1991) found that the level of teacher involvement as a center of curriculum development leads to effective achievement of educational reform. Therefore, the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can contribute by collaboratively and effectively working with curriculum development teams and specialists to arrange and compose material, textbooks, and content. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom.

According to Jain (2023), curriculum development includes the following ways

Identifying learning objectives

Teachers can help identify the key learning objectives that need to be covered in a particular subject area or course. They can use their knowledge and experience to determine the most important concepts and skills that students need to master.

Designing lesson plans

Teachers can design detailed lesson plans that outline the specific activities and assessments that will be used to help students achieve the learning objectives. These plans can be tailored to the needs and interests

of individual students, and can be adjusted as needed based on ongoing assessment and feedback.

Selecting instructional materials

Teachers can help select instructional materials, such as textbooks, videos, and other resources, that are aligned with the curriculum and will help students achieve the learning objectives. They can also provide input on the design and development of these materials to ensure that they are effective and engaging.

Assessing student learning

Teachers can create and administer assessments that measure student progress towards the learning objectives. They can use this data to make informed decisions about how to adjust the curriculum and instructional practices to better meet the needs of their students.

Providing feedback

Teachers can provide feedback to curriculum developers about what is working well and what needs improvement in the curriculum. This can help ensure that the curriculum is effective and responsive to the needs of students and teachers alike (<https://prepwithharshita.com/role-of-teacher-as-curriculum-maker/>).

Principles of Curriculum Development

According to Beeghum (2022), Teacher should have considered following principles in Curriculum Development. They are

Principles of Child-Centeredness

Curriculum is mainly for the students, So the age, interest, capability, aspiration, need and psychology of the learner should be taken in to an account.

Principle of Community-Centeredness

The social needs and the local needs of the learner should be taken into account while we construct the Curriculum. It should be reflecting the values of democracy, ethics and main concerns of the Country.

Principles of Balance/Integration (Child Community)

It is also called principle of Integration. The curriculum should integrate:

1. Cognitive, affective and psychomotor objectives and abilities.
2. Knowledge and Experience
3. Objective and Content
4. Child's activity and needs with the society needs and activity

It should be related to the social environment of the students Here the equal/balance importance should be given to the need of the child and need of the Community.

Principle of Need Curriculum helps in Fulfilling the various need of the learner

Each learner has his need which are generally related to physical, emotional and social development. A well-planned curriculum provides all such opportunities through many fold activities which satisfies the need of the learner. It should not be merely the academic but it should include all other equally important activities too.

Principle of Utility

One of the purposes of education is to prepare the child for living and learning. This is the most important consideration, so that the child can live a fruitful and self-fulfilling life. Curriculum should provide rich experiences, both academic and social to the students. The content, activities and experience of the curriculum at a particular stage/grade are useful to the learner for the further/higher studies.

Principle of Creativity

It should place the pupil in the place of the discoverer and provision should be made the creative type of activities.

Principle of Preservation/Conservation

It should help in the preservation/conservation and transmitting the knowledge, traditions, standards of conduct on which the culture and civilization depend.

Principle of Variety

In a classroom there are different types of the students on the basis of intelligence, ability, aptitude and attitude.

Principle of Elasticity/Flexibility

Flexibility is an important part in curriculum development. It should give enough time and sufficient chance to the students to search their own examples and experience from the surroundings.

Principle of Contemporary Knowledge

Curriculum should give the modern or current knowledge and theories to the students. That will give the knowledge of utilization of local resources to the students.

Principle of activity based

The curriculum should be in terms of activities and experiences.

Principle of Individual Differences

Curriculum should be adopted to the individual differences. It should not be rigid.

Suggestions

The curriculum development process can be improved by following ways:

- Curriculum should be revised for five years, etc.
- The seminars, panel discussions, orientation programmes and workshops must be arranged for involvement of teacher as curriculum developer.

Conclusion

Curriculum development is intellectual and research activity. It needs the skillful programmers for planning, developing, designing, implementing, evaluation and improving phase. Teachers know the needs of all stakeholders of teacher education. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes. Teacher can be worked as planner, designer, manager, programmer, implementer, coordinator, decision maker, evaluator, researcher etc. so teachers can play important role in the process of curriculum development for teacher education.

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A Study on Stress Management Strategies of Students

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Stress is a condition of mental pressure for particular individual facing problems from environmental and social well-being which leads to so many diseases. Young age is the critical period because at this time youth faces lots of changes in his/her life. They are expected to be the elites in the society. Thus, they should enhance their stress management abilities so as to live a healthy life after entering the society. When a child enters into the youth age, they need to not only adapt themselves to the new life and new environment but also be familiar with many new people, events, and things. The life stress on them is considerable. Therefore, understanding the sources of stress among them and how they can cope with the stress is very important. The researcher found that the stress mainly comes from academic tests, and career exploration. Such stress may usually cause psychological, physical, and behavioral problems. This study finds the causes of stress among youth and management strategies to overcome the stress. The findings will help the individual students, scholars, lecturers, career and counseling centers.

Keywords: Stress, Strategies

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

Introduction

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand. In short bursts, stress can be positive, such as when it helps you avoid danger or meet a deadline. But when stress lasts for a long time, it may harm your health. Stress management is a “set of techniques and programs intended to help people deal more effectively with stress in their lives by analysing the specific stressors and taking positive actions to minimize their effects.” Stress is the “psychological, physiological and behavioural response by an individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands, which, over a period of time, leads to ill-health” (Palmer, 1989). Stress is a normal feeling. There are two main types of stress:

Acute stress

This is short Acute stress. This is short-term stress that goes away quickly. You feel it when you slam on the brakes, have a fight with your partner, or ski down a steep slope. It helps you manage dangerous situations. It also occurs when you do something new or exciting. All people have acute stress at one time or another.

Chronic stress

This is stress that lasts for a longer period of time. You may have chronic stress if you have money problems, an unhappy marriage, or trouble at work. Any type of stress that goes on for weeks or months is chronic stress. You can become so used to chronic stress that you don't realize it is a problem. If you don't find ways to manage stress, it may lead to health problems.

Health Problems Related to Stress

Heart disease

Researchers have long suspected that the stressed-out, type A personality has a higher risk of high blood pressure and heart problems. e do not know why, exactly. Stress can directly increase heart rate and blood flow, and causes the release of cholesterol and triglycerides into the blood stream. It's also possible that stress is related to other problems an increased likelihood of smoking or obesity that indirectly increase the heart risks. Doctors do know that sudden emotional stress can be a trigger for serious cardiac problems, including heart attacks. People who have chronic heart problems need to avoid acute stress -- and learn how to successfully manage life's unavoidable stresses as much as they can.

Asthma

Many studies have shown that stress can worsen asthma. Some evidence suggests that a parent's chronic stress might even increase the risk of developing asthma in their children. One study looked at how parental stress affected the asthma rates of young children who were also exposed to air pollution or whose mothers smoked during pregnancy. The kids with stressed out parents had a substantially higher risk of developing asthma.

Obesity

Excess fat in the belly seems to pose greater health risks than fat on the legs or hips and unfortunately, that's just where people with high stress seem to store it. "Stress causes higher levels of the hormone cortisol," says Winner, "and that seems to increase the amount of fat that's deposited in the abdomen."

Diabetes

Stress can worsen diabetes in two ways. First, it increases the likelihood of bad behaviors, such as unhealthy eating and excessive

drinking. Second, stress seems to raise the glucose levels of people with type 2 diabetes directly.

Headaches

Stress is considered one of the most common triggers for headaches -- not just tension headaches, but migraines as well.

Depression and anxiety

It's probably no surprise that chronic stress is connected with higher rates of depression and anxiety. One survey of recent studies found that people who had stress related to their jobs -- like demanding work with few rewards -- had an 80% higher risk of developing depression within a few years than people with lower stress.

Gastrointestinal problems

Here's one thing that stress doesn't do -- it doesn't cause ulcers. However, it can make them worse. Stress is also a common factor in many other GI conditions, such as chronic heartburn and irritable bowel syndrome (IBS), Winner says.

Alzheimer's disease

One animal study found that stress might worsen Alzheimer's disease, causing its brain lesions to form more quickly. Some researchers speculate that reducing stress has the potential to slow down the progression of the disease.

Accelerated aging

There's actually evidence that stress can affect how you age. One study compared the DNA of mothers who were under high stress -- they were caring for a chronically ill child -- with women who were not. Researchers found that a particular region of the chromosomes showed the effects of accelerated aging. Stress seemed to accelerate aging about 9 to 17 additional years.

Premature death

A study looked at the health effects of stress by studying elderly caregivers looking after their spouses -- people who are naturally under a great deal of stress. It found that caregivers had a 63% higher rate of death than people their age who were not caregivers.

Symptoms of Stress

Although we all experience stress differently, some common symptoms include:

- Moody
- Irritability
- Short temper
- Accelerated speech
- Nail biting
- Restlessness
- Lack of confidence
- Getting confused
- easily Worried
- Nervousness Health issues

Techniques used for Managing Stress

- Yoga and meditation Physical exercise
- Entertainment
- Away from stressful environment Sleep
- Speaking with likeminded persons
- Playing with pet animals
- Prayer
- Medication
- Positive thinking
- Time management Tour
- Browsing and exhibiting the feeling through social media

Conclusion

Stress is the body's natural response to challenges. When a student experiences high level of stress or chronic stress, regardless of her age or grade, it can interfere with her ability to learn, memorize, and earn good grades as well as lead to poor physical, emotional and mental health. By learning about common stressors, a parent can help to mitigate negative or chronic stress in a child's life. In today's date stress has been an integral part of life because there are many things which act as a catalyst in increasing stress. It is not limited to adults only, but stress is increasingly affecting children of all age group.

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Effective Learning in Schools

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Effective learning is now an intrinsic part of National Curriculum and EYFS Statutory Framework in UK. Today's teachers are encouraged to apply effective learning methods and techniques in their day-to-day teaching to make sure children grow in to confident learners who are always ready to explore new skills. Read on for a simple and digestible breakdown of these techniques and what they hope to achieve.

Keywords: effective learning, methods, techniques

Introduction

The term effective learning describes methods of teaching and learning that actively involve children in their own learning and personal development. Think of it as children learning how to learn, rather than simply parroting information or copying techniques from teachers or other children. It's proven to help children develop rich language, concentration, and exploration skills.

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

Definition of Effective Learning

It defined as the quality teaching which results in desirable behavioral changes in students and paves the way for students learning new things by themselves. Effective teachers provide a respectful, positive and student-centered environment.

Concept of Effective Learning

- Interaction between teacher, students and subject matter.
- Teaching is causing to learn.
- It involves behaviors that are appropriate to the context and the teacher's goals.

Learners Characteristics in Learning

Learner characteristics are not fixed: current state previous competence, previous experiences and beliefs influence the learning being considered. When approaching any new knowledge, a learner's state may reflect his/her current sense of competence and view of the need to learn.

- Successful learning may happen organically, but it does not happen accidentally.
- One might be surrounded with rich educational resources, but without key capabilities, those learning opportunities will untapped.

- Student-led learning shows initiative in their interest and gifts.
- Successful learners engage with the world around them through all of their senses.
- Thinking for yourself is a trademark of a successful learner.
- Question everything, and dig into the deeper answer.
- Taking control of their work, schedule, and learning are skills that time, but serve all students well.

Effective Learning Outcomes

Many important outcomes of learning are not simply or quickly measurable. Learning has impact in the long term. Outcomes include many of the following:

- ❖ Knowledge –of things, people, action
- ❖ Skills –with things, ideas, people, action
- ❖ Ideas and strategies about learning
- ❖ Affiliation to learning
- ❖ A sense of oneself, including self as a learner
- ❖ A sense of others and interacting with them
- ❖ A sense of membership of a community.

Effective Classroom Context

The classroom is a unique and complex context. It is crowded, busy, public and sometimes unpredictable. “Teaching in such settings requires a highly developed ability to manage events”. Learners too need to

skill to cope with such complexity, and become competent learners in such an environment.

Talk in classrooms is mainly about work, sometimes about performance, and rarely about learning. At best 2% of classroom interactions are about learning and how it may be advanced.

Some classrooms have strong learning orientation, with beliefs that interest and effort cause success. Work avoidance and alienation from school are low. Those with strong performance orientation involves beliefs that competitiveness causes success.

There are many positive outcomes when Effective Learning is used correctly. Some of the most important benefits for children include:

Effective learners gain greater complexity of understanding when it comes to the concepts and information they have learned. They are more readily able to connect different pieces of knowledge together. This is because they have not learned their skills in isolation and have instead learned how to learn and understand the process of learning. So they can connect different ideas to reach a much wider understanding of the world around them.

Children show increased engagement in all areas of their learning. They have a positive attitude and feel proud of themselves when they put in effort. These positive affiliations and emotions make learning fun exciting for them. This gives them a “can do” attitude and drives them forward. Children develop a vision of their future self as a learner and gain a solid

sense of self direction. They will have an attitude that says “I choose to do thing in order to achieve my goals!”

- Effective learners gain greater understanding.
- They show increased engagement.
- They build a strong sense of self-direction.
- Children show an ability to be flexible and switch strategies.

Importance of Effective Learning

The sixth factor is “Assessments”. Assessments and instructions are inseparable. This is the factor that decides if the effective if the effective learning has taken place, which I will cover in the latter part of the essay. Effective teachers employ different assessments techniques and tools to know the understanding of their pupils.

Assessments not only serve as the tool for measuring students’ understanding, it is also for the teachers to improve their teaching. They also need to differentiate their assessments based on the cognitive needs of the students. Effective teachers employ different assessments techniques and tools to know the understanding of their pupils. They also need to differentiate their assessments based on the cognitive needs of the students.

Effective teachers use three types of assessment. Diagnostic Assessment, which is widely known as pre-assessment or prior knowledge assessment is used by the teachers to check the skills of the students. Formative Assessment is those ongoing assessments, helps teachers

understand the grey areas, and helps them to clear the misconceptions by immediately acting on it.

Conclusion

Learning and understanding can be facilitated in learners by emphasizing organized, coherent bodies of knowledge by helping learners learn how to transfer their learning, and by helping them use what they learn. Expertise can be promoted in learners. The pre-dominant indicator of expert status is the amount of time spent learning and working in a subject area to gain mastery of the content.

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Learning Style and Academic Achievement of High School Students

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Academic achievement means the extent to which the learner has learnt in the subject over a period of study. A measure of knowledge gained in formal education usually indicated by test scores, grade point averages and degrees. One of the major factors on which effective learning depends is the learning style of the learner. Students have different learning styles characteristic strengths and preferences in the ways they take in and process information, functioning effectively in any professional capacity, however, requires, working well in all learning style makes. If teachers teach exclusively in a manner that favours their students less preferred learning style modes, the students' discomfort may be great enough to interfere with their learning. The aim of this study is to investigate the learning style and academic achievement of high school students

Keywords: academic achievement, learning style, learners, education, skills

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

A publication of Muslim College of Education,

No. 1 New Street, Thiruvithancode,

Kanyakumari District, Tamil Nadu, INDIA.

Introduction

Academic achievement is hinged on a number of factors. These factors could be related to the teacher, the family, the school and the pupil. One of the major factors is the learner's learning styles. An objective of education should be to help students build their skills in both their preferred and less preferred modes of learning. Learning style models make sure that the learning needs of students in each category are met at least part of the time.

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Students use different approaches when face with the learning tasks and problems. The way in which the students approach the learning tasks and the behaviour in learning situation determine their learning styles. It is pointed out that the learning style on individual has relation to factors such as prior learning experiences, openness to interpersonal and intrapersonal information, physical facilities and learning environment. As it also contributes towards academic achievement, it was decided to study about the different learning styles of high school students.

Learning Style

Learning styles refer to a range of theories that aim to account for differences in individuals' learning. Although there is ample evidence that

individuals express personal preferences on how they prefer to receive information, few studies have found validity in using learning styles in education. Many theories share the proposition that humans can be classified according to their "style" of learning, but differ on how the proposed styles should be defined, categorized and assessed. A common concept is that individuals differ in how they learn.

The idea of individualized learning styles became popular in the 1970s. This has greatly influenced education despite the criticism that the idea has received from some researchers. Proponents recommend that teachers run a needs analysis to assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. Critics claim that there is no consistent evidence that better student outcomes result from identifying an individual student's learning style and teaching for specific learning styles. Since 2012, learning styles have often been referred to as a "neuromyth" in education. There is evidence of empirical and pedagogical problems related to forcing learning tasks to "correspond to differences in a one-to-one fashion". Studies contradict the widespread "meshing hypothesis" that a student will learn best if taught in a method deemed appropriate for the student's learning style. However, a 2020 systematic review suggested that a majority (89%) of educators around the world continue to believe that the meshing hypothesis is correct.

Types of Learning Styles Characteristics

Learning Styles refer to the different ways of learning, the seven specific types of learning styles developed by various psychologists.

According to Stacy Mandle (2005) there are seven specific types of learning styles.

Linguistic

This type of learners loves to read, write and tell stories. They tend to memorize places, dates, names and trivia very easily. They have a remarkable ability to repeat everything we have ever told them, exactly word for word. These students learn best by saying, hearing and seeing words. From these types of pupils we can have another Shakespeare,

Logical

This child is very mathematically inclined. They enjoy solving problems particularly if they are maths related. This type of student learns best by categorizing, classifying and working with abstract patterns or relationships.

Spatial

These are the visualizers. They spend most of the day dreaming, watching movies, and staying as far away from reality as possible. They are very good at working with colours and pictures.

Musical

This type of learner is best at noticing details, pitches and rhythms that escape the normal listener. They learn best through rhythm, melody and music.

Kinesthetic

This type of learner is always on the move. These are the learners who can do more than one thing at a time. Generally recognized as ABHD (Attention Deficit Hyperactivity Disorder), many are misdiagnosed.

Interpersonal

They are the social butterflies. They adapt easily to any type of social situation have many friends and are excellent leaders. They are patient, understanding and very empathetic, which makes them favourable among their playmates.

Intrapersonal

These strong willed people work best alone. They are the strong, silent type. They do best in self-paced instruction, individualized projects, and working alone. They pride themselves on being independent and original and they tend to stand out from the crowd without even trying.

It is important to localize that learning styles are not personality traits and we all adopt different styles in different contexts. A weakness or reluctance to adopt any single style will block our ability to learn effectively.

Academic Achievement

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such

as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Individual differences influencing academic performance

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents

will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance.

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies. The significance of social relationships in educational contexts is widely recognized, particularly in how these relationships influence learning and academic performance. Notably, the characteristic of reciprocity within social relationships among children has been associated with enhanced academic performance.

Studies have shown that physical activity can increase neural activity in the brain, specifically increasing executive brain functions such as attention span and working memory; and improve academic performance in both elementary school children and college freshmen.

Non-cognitive factors

Non-cognitive factors or skills, are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles & Gintis coined the term in the 1970s. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity

because they provide a better explanation for academic and professional outcomes.

Self-efficacy

Self-efficacy is one of the best predictors of academic success. Self-efficacy is the belief of being able to do something. Stajković et al. looked at the Big Five traits on academic success as well and saw that conscientiousness and emotional stability were predictors of self-efficacy in over half of their analyses. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their child's sense of self-efficacy at school.

Motivation

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance.

Self-control

Self-control, in the academic setting, is related self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values,

morals, and social expectations, and to support the attainment of long-term goals." In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self-completed questionnaires. Researchers often use the Self-Control Scale developed by Tangney, Baumeister, & Boone in 2004.

Through a longitudinal study of the marshmallow test, researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain sight and were placed without any distraction tactics.

High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self-control. High locus of control has been found to have a positive predictive relationship with high collegiate GPA.

Conclusion

In conclusion, most research suggests that extracurricular activities are positively correlated to academic achievement (Mahoney et al., 2005). It has been mentioned that more research could be conducted to better understand the direction of this relationship (Eccles & Templeton, 2002). Together this information can give us a better understand the exact aspects to consider when considering the impact that participation in extracurricular activities can have on academic achievement.

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New trends in learning English language

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'There is nothing permanent except change' says Heraclites, the pre-Aristotelian Greek philosopher. Change is the law of nature. A trend, innovations and challenges are the general tendency or direction towards change. With a number of educational options available before the present generation learners, the newer trends and challenges seem to have emerged in the field of education that have entirely changed the facet of traditional system of education. As it is used in communication, internet communication tools began to use in education especially in English language learning. English is the only valid language that can be understood by everyone all around the world. Students learn faster and easier than before because of the use of technology in schools. The aim of this study is to review technology in English learning activities and internet communication tools which are being used lately by instructors and learners. When technology is incorporated in English teaching-learning, it effectively awakens student's interest and enthusiasm because English language is adoptive and has a capacity to grow, change and adopt influences of circumstances. The present paper focuses the emerging trend that is the role of technology in learning English language.

Keywords: E-learning, technology, English language, web-based language, learning

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

A publication of Muslim College of Education,

No. 1 New Street, Thiruvithancode,

Kanyakumari District, Tamil Nadu, INDIA.

Introduction

Owing to tremendous progress in information and communicative technology, the scenario of contemporary teaching techniques entirely changed. Moreover, the Covid-19 pandemic boosted the technology aided teaching learning process not only of English language but of complete education system. The world-wide teachers can access the new emerging trends and can design with students the learning opportunities, which will stimulate the latter to be independent, reflective and collaborative. Teaching English depends on the potential excellence skills and update knowledge of English teachers. Surprisingly, due to emerging trends in education the role of English teacher has completely changed. He / She has to update knowledge of innovative techniques in order to meet the demands of changing era. The ubiquitous availability of portable devices, including mobile phones, laptops, tablets and multimedia -players has changed foreign language instructional methods and learning strategies with present day students.

The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language. English has become as an ideal language for expression of feelings and using the technology. Students learn faster and easier than before because of the use of technology in educational institutions. The primary goal of English language learning is to help students acquire the confidence necessary to learn and use the English language. English as a Second Language, (ESL) teachers should be aware of current issues and trends in the field, as they can help

to facilitate student learning and are sometimes implemented into education law. Among the current issues and trends in English language learning are:

- Teaching in alignment with the core curriculum.
- Teaching culture as well as language.
- Promoting student engagement and critical-thinking skills.
- Using technology in the classroom.
- Using a flipped classroom, which can allow teachers to provide ESL students with more one-on-one time as needed.

Trends in English Language Learning

General Trend

English language teaching has undergone tremendous changes over the years, especially the last ten years. Students are burdened with studying, learning and grasping the materials, and of course, lectures with the collection of relevant information from prescribed texts. Many career alternatives once regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc.

The Indian Scenario

There had been much of changes in the attitude of people as to what they perceive to be a language. When the Indians were tutored by British masters, they were exposed to native language in every sense of the word. The methodologies adopted were also akin to that of what was practiced in English speaking countries. After their retirement, the glory,

richness, depth and vastness of the language started fading in India little by little and it has come to a stage wherein educationalists and language experts thrive hard to choose the best out of the innumerable existing methodologies.

Methodologies adapted during the previous years

Communication is the groundwork based on which any idea can progress and develop into a full-fledged one. Without that, sustenance in any field is impossible. Some of the trends in the ELLT are quite apparent while the others are still to make their presence felt.

Some are yet to come into existence and therefore subject to evolution and change. As such, audio tapes acted as medium of Audio-lingual method.

Content and Language Integrate Learning (CLIC)

The CLIC is an approach where the English teacher uses cross curricular content and so the students learn both the content and English.

E-Learning

With the proliferation of tablets and smart phones, it is believed that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically.

Strategic Learning

Teaching in English language classes focuses on fostering the students' thinking as well as language content, outcomes and learning

activities. There are significant and complex Student-teacher interactions inside and outside the classroom.

Teachers as Lifelong Learners

In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning. Activities from the beginning to the end of their careers. As with any other profession, Teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills,

According to Underhill (2004), the following are the recent trends which are very much prevalent in English language teaching. They are

1. Networking, interest and support groups.
2. Learner centeredness and learners needs.
3. Reflective practice and teacher learning.
4. Portfolio development for teachers.
5. Syllabus design /materials development.
6. Criticism of published materials.
7. English as an International language.

Computer Assisted Language Learning [Call]

Computer Assisted Language Learning is yet another manifestation of Computer Mediated Language Learning. The first phase of the CALL was conceived in 1950 and was implemented in 1960s and 1970s. In this method, the computer gives a stimulus to the learner by being not a mere tool but also a tutor.

Web Based Learning

A web-based learning also called technology-based learning/distance learning/on line education/e learning is one of the fastest developing areas. It provides opportunities to create well-designed, learner-centered, affordable, and interactive, officiate, flexible e-learning environment (khan, 2005).

E-Mail

The students can correspond with native speakers of the target language using e-mail by creating a personal email account (g-mail, yahoo, Hotmail, etc.) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, suggestions for the betterment of every work and send them back.

Blogs

A blog is a personal or professional journal frequently updated for public consumption. The blogs enable uploading and linking the files which is very much suited to serve as on-line personal journals for students. Pinkman (2005) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers' posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts.

Skype

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

Mobile Phone

Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

Ipods

iPods, one of the multimedia devices, enhance the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. The teachers send text messages and the students can read and answer to them. In addition to this, the students can record and listen to their speeches, poems, news, short stories etc. Thus, iPods give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar and writing.

Multimedia Language Lab

The language laboratory is very useful for assessing students' speech as it plays great role in learning English. It provides students with the

technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the student to acquire the language quickly and easily. Students can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory is the new emerging trend in language learning process (Gupta, 2023).

Methods Adapted to Improve Spoken Skills

❖ Group Discussions

Now due to the world-wide growing trends in English, teachers give more emphasis to communicative approach rather than the lecture mode. Their main goal is to make the students effective communicators in English both inside and outside the class room.

❖ Debates

Debates too play an important role to improve the speaking ability of the students both at school and at higher level. Debates not only make the students to speak boldly and fluently but also help them to take one stand and be firm and consistent on that. Along with this advantage of reasoning, it gives students some experience to control their emotions without losing their temper. This also helps them to organize their thoughts and ideas in a specific way while speaking.

❖ Role Plays

Role-plays are another important task that can improve the basic colloquial English of the learners. In role plays, the students assume

themselves as one of the characters and behave and speak accordingly involving in the given character completely

Conclusion

The traditional method lays more emphasis on a teacher himself and it is teacher centered. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional method. It is possible for every child to learn English if it is supplied with the right kind of material. Technological devices should be always used by students and teachers. In order to provide an interaction between language learners and teachers or peer to peers' internet connections and mobile devices are one of the most popular and useful way in language education. The development of web-based learning activities continues to be an exciting and growing field.

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Innovations in Teaching Learning: A Promoter of Quality Education

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Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all. Educators have a primary goal to impart knowledge to their students. Despite the ever-changing skill requirements, students must be equipped with advanced education to achieve success and recognition in their careers. Innovation demands creativity and adaptability, and the innovative approach to teaching and learning involves exploring problems with a new perspective and addressing them with new approaches. It is essential to acknowledge that we don't have all the answers, and we must be open to new ideas and methods for knowledge transfer. Innovations in education are closely linked to the education system and the broader societal supersystem.

Key words: Quality Education, Learning techniques, Innovations, Transformations, Sustainability

TeLeS, ISSN 2348-8409, Vol. 24, No 1. March 2024

A publication of Muslim College of Education,

No. 1 New Street, Thiruvithancode,

Kanyakumari District, Tamil Nadu, INDIA.

Introduction

Innovative teaching and learning methods are becoming increasingly popular in the field of education. These techniques involve the use of new and effective teaching strategies that prioritize the needs and abilities of students. The approach encourages students to be active learners, to participate and engage more with their classmates and teachers during lessons. Innovative teaching and learning methods require students to work harder than traditional teaching methods. However, they offer a more personalized learning experience that is tailored to each student's individual needs. This approach promotes faster growth and a deeper understanding of the subject matter. In contrast to traditional teaching methods, which tend to focus solely on the amount of information imparted to students, innovative teaching methods delve deeper into what students truly take away from the lessons. They encourage students to think critically and apply their learning to real-life situations.

Innovations in teaching learning

In recent days, many educational institutions, educators, and trainers have been experimenting with innovative teaching strategies to keep their students interested and engaged in the new normal. The use of digital programs has helped them to effectively connect with their students and provide them with better access to classes. Some of the new normal innovations in teaching learning are as follows:

- Flipped classroom
- Peer teaching

- Interactive lessons
- Cooperative learning
- Flexible learning environment
- Personalized learning

Flipped Classroom

The flipped classroom creates an excellent environment for peer-to-peer collaboration. Students can work together to complete group projects, debates and practice. In a flipped classroom, teachers are not the centre of attention. They are more flexible and direct students to complete their work. Students review lecture material at home and work on projects and assignments in the classroom.

Peer Teaching

Peer teaching helps students learn skills such as independent study, presentation skills, and confidence. As students exhibit mastery when they explain or teach others, peer teaching provides them with the opportunity to independently research their area of interest within the scope of the subject and create a presentation to teach their peers about their topic.

Interactive Lessons

The adoption of e-learning is unlocking a whole new way of learning. Educational providers can build interactivity into educational resources. The introduction of quizzes, problem-solving games, notes, and related links can encourage active learning experiences. For instance, traditionally, the only way a student could learn Newton's Laws of Motion was by attending a physical classroom where the teacher explained the

concepts. Today, the student can watch animated videos that demonstrate the laws in action.

Cooperative learning

“Teamwork makes the dream work”. A cooperative teaching learning method is where the teacher groups students and encourages collaborative learning within the groups. Here, the classroom is divided into groups of 3-6 members, where each student has a designated responsibility. Members of the group need to fulfil their respective duties to achieve the objective given to the group. The central ideology of this model is that when students work in groups, peer influence helps to improve attention, involvement and knowledge acquisition. It develops higher engagement, interpersonal relationships, critical life skills and social interactions.

Flexible learning environment

It is crucial for teachers to consider how they can use their classroom space effectively. Moving furniture around the classroom can be a crucial variable that can improve student learning. As teaching has evolved, classrooms must provide ways for students to work independently, interact with their peers, and collaborate effectively. Unfortunately, many classrooms today are still overcrowded, cluttered, and loud spaces that lack the necessary space for students to move around with ease. This causes a breakdown in communication and makes it difficult for students to concentrate. Learning spaces should be flexible and fluid, providing support for one-to-one learning, collaboration, independent thinking, and group discussions.

Personalized learning

Personalized learning is a teaching approach that adapts to the needs of individual students. It involves tailoring what, when and how we teach each student to optimise their learning. Just like how online algorithms tailor our online experiences to meet our interests, personalized learning provides a catered learning experience that is different for each student. The end goal is always subject mastery or meeting the standards for their grade level. Rather than using a single method or strategy to teach the whole class, teachers adapt to the strengths of each student to help them succeed.

Restyling strategies

In the field of education, teachers at different higher levels have adopted various strategies to enhance the learning experience of their students. These strategies include personalization, which involves tailoring the curriculum to meet the needs and interests of individual learners. Small learning communities, student advisories, and multidisciplinary curricula are also used to create an environment that promotes collaboration and teamwork among students.

Peer tutoring and peer instruction are other techniques that have been found to be effective in facilitating learning. In peer tutoring, students are paired with peers who have a better understanding of the subject matter to provide one-on-one support. Peer instruction, on the other hand, involves students teaching and explaining concepts to their peers.

Promoting tool to Quality Education

The main focus of innovation in teaching and learning is to establish trust in every student's ability to learn and succeed in life. Teachers should recognize each student as having unique personality traits that can be polished through creative and innovative teaching methods. Teachers with an understanding of the learning process can easily identify the issues that students face in certain subjects (Westwood, 2013).

Innovative teaching involves using new methods and materials to benefit the students (Mandula, Meda, & Jain, 2012). According to Anderson and Neri (2012), innovative teaching and learning can include virtual labs, learning activities based on real-life problems, learning environments with equipment, furnishings, materials, and audio-visual resources, and learning guides for students and teachers. eLearning has emerged as a prominent method of education delivery in recent years. However, just developing courses and content for eLearning isn't enough. It is essential to design them effectively, keeping in mind the learners' needs and preferences.

Barriers in teaching learning process

- Cognitive learning barriers
- Fear of failure
- Lack of goals
- Cultural learning barrier
- Emotional factors
- Peer pressure

- Communication barriers
- Course format
- Learning challenges
- Mental health barriers
- Insufficient prior knowledge
- Lack of a sense of community
- Motivation

Physical barriers

Factors that impede learning due to environmental limitations or physical challenges.

Tips to Overcome

- Ensure a comfortable and accessible learning environment.
- Utilize assistive technology or modifications to accommodate individual needs.

Personal barriers

Individual factors that impact learning, including learning disabilities, language barriers, or limited prior knowledge.

Tips to Overcome

- Provide differentiated instruction to cater to diverse learning needs.
- Offer additional resources, support, or tutoring for targeted areas of improvement.

Emotional barriers

Emotional factors that hinder learning, such as anxiety, stress, or lack of confidence.

Tips to Overcome:

- Foster a supportive and inclusive classroom atmosphere.
- Implement mindfulness or relaxation techniques to manage emotions and promote a positive mind-set.

Motivational barriers

Lack of interest, low engagement, or limited intrinsic motivation to learn.

Tips to Overcome

- Make learning relevant and relatable to students' lives.
- Incorporate gamification, hands-on activities, or real-world applications to increase engagement and motivation.

Conclusion

According to Runco and Albert (1990), the opportunities provided to students have a significant impact on their thinking abilities, regardless of their level of intelligence. Therefore, it is crucial to prioritize the provision of appropriate opportunities that can foster the cognitive and creative potential of learners while designing the curricula. The curriculum is a crucial component that enables students to access various domains of knowledge (Craft, 2005) and represents a vision for the future society that policymakers desire (Williamson & Payton, 2009). In order to promote innovative teaching, the development of the curricula must be skilful and thorough, allowing teachers to implement diverse teaching strategies based on the individual needs of students. As students differ in their financial status,

social class, family circumstances, age, prior educational experiences, reasons for attending higher education, aspirations, religion, ethnicity, nationality, and abilities, disabilities, and special needs, it is essential to modify innovative strategies accordingly. Therefore, it is necessary to implement and adapt innovative strategies to cater to the diverse needs of students.

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