



INNOVATIVE EDUCATIONAL APPROACHES: CHARTING A PATH AHEAD

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Innovative Educational Approaches: Charting a Path Ahead



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First Impression: September 2023

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ISBN: 978-81-19585-19-9

Rs. 1000/- (\$80)

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Published by:
Parab Publications

Preface

Education stands at the crossroads of transformation. In an era marked by rapid technological advancements, shifting societal paradigms, and diverse global challenges, the need for innovative educational approaches has never been more critical. **"Innovative Educational Approaches: Charting a Path Ahead"** delves into the evolving landscape of education, exploring creative methods, revolutionary technologies, and novel philosophies that are reshaping the way we teach and learn.

This book is a culmination of extensive research, insightful interviews, and thoughtful analysis. It examines innovative educational practices from around the globe, highlighting success stories, lessons learned, and the potential pitfalls in implementing new methodologies. By delving into topics such as experiential learning, personalized education, digital classrooms, and inclusive teaching, this book offers a comprehensive overview of the diverse approaches transforming education today.

Throughout these pages, we will encounter passionate educators who have pioneered inventive teaching techniques, institutions that have embraced progressive models of learning, and students whose experiences illustrate the transformative power of innovative education. By exploring their stories, challenges, and triumphs, we gain a deeper understanding of the possibilities and limitations within the realm of educational innovation.

As we navigate the chapters of this book, our aim is to inspire educators, policymakers, parents, and students alike to envision a future where education is not just a means to acquire knowledge but a journey that nurtures creativity, resilience, and empathy. Together, let us embark on a quest to reimagine education, to chart a path ahead that is inclusive, dynamic, and adaptive to the ever-changing needs of our society.

We invite you to explore the pages that follow with an open mind and a willingness to embrace the transformative potential of innovative educational approaches. May this book serve as a beacon of inspiration, guiding us toward a future where education becomes a catalyst for positive change, empowering individuals to thrive in a complex and interconnected world.

Acknowledgement

We are deeply grateful for the opportunity to explore the realm of innovative educational approaches and share our insights in this book. Writing "**Innovative Educational Approaches: Charting a Path Ahead**" has been a journey filled with learning and inspiration, and we owe our gratitude to several individuals and organizations who have contributed to this endeavour.

First and foremost, we express my heartfelt thanks to the educators, researchers, and pioneers in the field of education whose ground-breaking work has paved the way for innovative teaching and learning methods. Their dedication to transforming education has been a constant source of motivation.

We extend our appreciation to the students whose enthusiasm and curiosity remind us of the profound impact education has on young minds. Their perspectives have been invaluable in shaping the ideas presented in this book.

We are indebted to our colleagues and mentors who have provided guidance, encouragement, and constructive feedback throughout the writing process. Their support has been instrumental in refining the concepts discussed in these pages.

We would also like to acknowledge the countless schools, colleges, and educational institutions around the world that are embracing innovative approaches to education. Their commitment to fostering creativity, critical thinking, and lifelong learning is shaping the future of our society.

Additionally, we are thankful to our family and friends for their unwavering support and understanding during the time dedicated to researching and writing this book. Their encouragement kept us motivated, and we are grateful for their patience and love.

Lastly, we want to express our gratitude to the readers who have chosen to embark on this journey with us. Your interest in innovative educational approaches is a testament to the importance of reimagining education for the betterment of our communities and the world at large.

Dr. Heramb Nayak
Dr. Sumita Kukreja
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IMPACT OF EDUCATION DURING COVID-19 AND MODERN RESEARCH IN EDUCATION

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INTRODUCTION

The world is terrified by a horrifying epidemic of coronavirus. It is a severe challenge for every kid and grown up. No matter where you live, in the city or village, it may find you all over. People discuss the most efficient measures to properly take care of their health, how long to wash hands, what meal to consume, and so on every daytime. Educational systems of all countries greatly suffer as well. The impact of coronavirus on the teaching system is one of the most currently relevant topics discussed by educators, students, parents, and political leadership.

As people cannot gather in great masses and must continue in the dwelling, it's impossible to say. What to undertake in this position? As every school, college and university are closed, students cannot receive education, expand their knowledge, and develop skills. They hold to remain at home and the most obvious answer is to find out there. Otherwise, every child and the adult student will miss several crucial months. It may make a large gap in knowledge and so, the youngsters will remain unequal to. This will be a huge impact on any educational system with multiple negative effects.

The regimes of every country try to back their educational systems. It seems that online or distance learning is the best answer. Governments have to close educational institutions that offer a traditional on-campus way of scholarship. They all should move on to the Internet. It's a pretty long and complex process and teaching will suffer because of it. However, every school/college superintendent will say that it's a lot more serious than just wasting time in isolation.

POSSIBLE BENEFITS OF ELEARNING

The experts shed some illumination on the benefits of online scholarship. What are the positive facets of distance learning via the Internet? Regard the accompanying benefits:

- More time to read;
- Admittance to all forms of learning importation;
- New efficient ways to take;
- The flexibility of learning methods;
- Active collaboration with parents to get them closer to their kids.

Prudence (2008) stated that Pupils are welcome to connect any special community, which is fussy with the issues of eLearning. Such communities likewise shed more light on various learning aspects. Pupils can choose different learning methods, which perfectly fit their learning styles. This benefit, solves the "eternal" problem of the lack of flexibility of the standard course of study. There are nearly no restrictions and students are free to design their learning schedules and write a composition agreeing to their demands and possibilities.

I would wish to add that parents should be active participators too. Every family should actively participate in eLearning to make this process efficient. Parents should be close at hand to serve their children because many of them don't recognize how to study online.

41% of our population are under 20 years of age. This makes up for a sizable chunk of the school-going population in need of instruction and skills for a robust workforce in the hereafter.

Nearly 1.5 million schools were shut in India for 315 days, a significant part of 2020 and early 2021, due to the pandemic impacting about 250 million kids. With the second wave now gripping the nation, most schools are closed once again, with year-end exams cancelled or deferred. The pandemic has exacerbated concerns of fairness and equality in several aspects of life, access to education being a substantial one.

Across 190 countries, 1.7 billion students were moved by the closing of educational organizations. While the modern nations had the means and the method to offer remote learning to their pupils, the low-income countries faced several challenges in providing the same. According to UNESCO, high-income countries' digital education offerings covered 80% of the population, and in low-income countries only 50% of the student population received digital education. Erratic electricity supply and limited digital literacy coupled with the lack of devices were major impediments in access to digital instruction in most developing and under-developed countries.

Therefore, a significant third of the world population was unable to access remote learning. In India, too, unstable internet connection and low broadband penetration in semi-urban and rural areas impacted digital learning opportunities. The adoption of digital technology was smoother among private schools in India, but government schools and the bulk of lower end schools were not able to accept that digital leap seamlessly. In Brazil, for instance, 95% of the children from privileged families had computers at home, while only 14% of the scholars from low-income households had computers at home. In the USA, 100% of students from wealthy households had computers at home, while only 25% of poor folks did.

With the long break in scholarship, coupled with differential access, unreliable assessment standards and inadequate checks and balance, the students are inevitably facing major learning gaps. Vast deficits were too apparent in the societal and communication science, listening skills, spoken language, phonics and motor skills. Some students could not even take a pencil!

7 Immediate Changes Required In The Indian Education System

We cannot deny the fact that the Indian government and institutions have been working to reclaim the existing training model. Nevertheless, there are however various matters which are needed to be taken charge of.

While we totally see how important education is to shape our lives, it has also been a major trouble in our nation. In that respect are several issues that the Indian education system is grappling with. We cannot deny the fact that the Indian government and institutions have been working to reclaim the existing training model. Nevertheless, there are however various matters which are needed to be taken charge of.

Here are 7 immediate changes required in the Indian education system:

Rote learning

We have progressed with time; however, we still have not been able to move away from rote learning. While we know that IB schools are changing the education system at their level, but we also need to understand that the population that goes to IB schools is very limited in nature. Not everyone can afford the education system that they offer. Hence, the government needs to take the baton in their hands and eradicate rote learning from the schools at all the levels. The schools must be encouraged to introduce conceptual learning which avoids students to mug up what they are being taught. While this will help students to understand the concepts better, they will also be able to retain and apply them better.

Rating scheme

Marks still continue to meet the most important card in deciding the future of kids and this frequently gets down upon students as a burdening factor. The pressure of marks often makes

students underperform. Instead of focusing the evaluation on a three-hour exam, the focus of evaluation should be classroom participation by a student, projects, communication and leadership skills and extra-curricular activities. But then will the students commit their best and be evaluated at their best.

Equal respect to all the issues

We continue to subsist in the education system where science stream topples the stream hierarchy. Students are forced to become a machine which only works for high-profile subjects and subjects like languages, communications, the arts are looking down and are not considered high-profile. Students should rather be forced to pursue the discipline that they like instead of creating a differentiation between subjects.

More serious preparation of educators

According to Henson (2015), teachers take on the most important role in schools and hence, they should be granted the best of class preparation. Afterwards all, they are influencing the future of the body politic, the tykes. Instructors are frequently viewed as second parents. Therefore, they should be imparted their training in a manner that they can behave as parents to the children out from their families. While instructing, they should make a congenial and homelike atmosphere where students can experience the empathy and love in the classroom and which can then be reflected in their conducts.

Introduction of engineering science

We all know we have inserted in the epoch of the fourth industrial revolution. We are living the Renaissance of technology and in such a state, technology and education system cannot be held aside. Pupils must be taught about technology right from the early years of their training so that it does not come like a foreign thing in their later times.

Indian schools must adopt technology and teaching with an open heart and propagate the same to the students as it is in that location, where their future rests.

Personalize education

Indian education needs to realize that the absorption power of every student cannot be the same. Hence, the teaching method also cannot remain the same for every student in a class of 30. Some students have faster learning pace and some are slow. Instructors must possess a great eye for observing each of their pupils. While it is not humanly possible for a single teacher to pay attention to every student, schools must start looking at the role of technologies like artificial intelligence and chatbots who can become the helping hand to the instructors as well as pupils.

Teach them the aim of instruction

Our training system is nevertheless experiencing the features what colonial educators inbuilt. Pedagogy is not always about getting a big, productive person. It should be about humanism.

Pupils must also be taught in-depth about the morals of life and inculcated with humanistic values. They should be taught that life is much beyond money and success is not quantified in money. If the Indian education system sets about getting these points into serious consideration, we can reach the level of the best education system in the universe. It is eminent that we as a nation, start calling for education above the mediocre level that we have been ingrained with and perceive education from the holistic approach.

Modern Research in Education

Training is the imparting and gaining of knowledge through instruction and learning, particularly at a school or similar establishment. The earliest educational processes involved sharing information about gathering food and providing shelter; making weapons and other instruments; reading the words; and acquiring the values, behavior, and religious rites or practices of a committed civilization. Before the invention of reading and writing, people lived

in an environment in which they struggled to make it against natural forces, animals, and other humans. To survive, preliterate people developed skills that developed into cultural and educational practices.

Education originated from the human struggle for survival and enlightenment. It may be formal or loose. Informal education refers to the general social process by which human beings take the knowledge and skills required to serve in their cultivation. Formal education refers to the operation by which teachers instruct students in classes of study within institutions.

Traditional Education

Traditional training is also called customary education or formal teaching. The primary motif of traditional pedagogy is to communicate on the values, manners skills and the social practice to the next generation which is necessary for their endurance. In traditional education the student learns about the customs and tradition of the society in which he exists. This character of training is generally given to the students by the substance of oral reading.

In that respect is very less written work or practical employment. The students simply sit down together and listen to the teacher or another who will retell the lesson. The custom does not include written examinations, but it includes some oral exams which are not very stately. Traditional instruction is really far from the use science and technology. Ogy. Neither the education about the sciences, we study today in a great detail is imparted in the traditional education system. The traditional education system basically included the knowledge about customs, traditions, and religious beliefs. That is why it is called traditional education.

Modern Education

Modern education is very different from the traditional education. The teaching which is instructed in the schools today is the modern education. Modern education teaches about the skills required today, that is, the skills of science and applied science, science of medical science, etc. In addition to listening, the modern education includes writing, imaging, thinking, and thinking skills. This character of training also includes written exams to analyze if the pupils are reading properly or not. This is performed in a very conventional manner. The methodology employed for teaching is very synergistic. Modern teaching is merely an evolution of the traditional teaching which was lent to the students a few years back.

Traditional Education vs. Modern Education

Traditional and modern educations are both connected to each other and different from each other as well. In the early history of our nation, there was a fourth dimension where there were no schools. The children took on the education or knowledge of their antecedents. At that time this knowledge focused only on the skills needed for endurance. The people who held out in jungles got the instruction from their ancestors who taught them how to hunt animals for their food, how to use animal skins for different intentions, how to make tools. They were taught about their rites or the customs they observed. They were taught about the religions the followed.

They taught them the tales of their deities and big businessmen from which they could learn good ethics. The big businessmen used to ship their sons to schools which were called gracious in India. In these gracious they were instructed how to use different weapons, how to protect themselves and how to lash out their foes. They were likewise taught the basic principle of governing an empire. These cases of schools were not meant for the local population. It could only be accessed by the imperial families. The residue of the children in the empire learnt the skill which their parents possessed of them. As the popular regime was set up in the coming age, the importance of teaching spread throughout the state. Schools were opened where any kind of students could do and read. This was the organization of innovative teaching

<http://businessnewsthisweek.com/education/how-dudes-and-dolls-school-changing-the-concept-of-learning-in-pre-schooling/>

Today's Scenario

According to Beck (2009), the scenario of education which now is completely dissimilar from the scenario which was a few years back, At that time modern education was not reckoned serious and today traditional education is not seen enough. As the demands of the masses are changing, the education system also has to alter. And this alteration should be borne by the masses. In the beginning the people used to teach their kids how to meet their demands. This was the basic aim behind education. And the objective now is even the same. The sole affair which has changed is the need of the great unwashed. With the passing time, the things which were a luxury at that time have shaped the basic needs at present. As the needs grew, the education had to rise. If the instruction did not evolve, and so it would be difficult fulfill the demands of today.

Equality in Education

Traditional education which was supplied in schools was not meant for all the kids. Thither was a great deal of favoritism between the kids. It was seen that education was meant for only high society people. The children who belonged to the families of lower society were not admitted to go into the schools. The traditional teaching was not meant for everyone. The innovative education is accessible by all. Anyone can require admission in a schoolhouse and learn the modern education. We can read that it is because of the advanced teaching that modern education is accessible by all the kids. Every bit the modern education spread, the precept of equality was taught.

The knowledge conveyed

As noted supra, in the traditional education the students are taught about traditions, customs, rites, and religious belief. In the modern education, the students are taught about science, engineering, language skills, and mathematics, etc. the knowledge given in the traditional training system was enough for one's own living, but it was not enough to fit the solid cosmos.

Which single is better than best?

Both the types of education have their own station and importance. We cannot hold any type of education good or tough. The traditional was good in its period and the modern education is beneficial in its period. Really, it depends on the individual. It depends on what the individual desires to take. If an individual desire to find out about his customs and religion, then definitely traditional education is better for him. On the other hand, if a soul desires to get word about science or math, then modern education is right for him. Both the type of the educations is equally significant. Traditionally educated is much related with our civilization. And it is good or we can say it is important to learn about own culture. Everyone should what are their customs, cultivation and the stories and beliefs of their faith. In the same manner, it is every bit important to catch up with a world in terms of the innovative developments which are taking place today. This depicts the importance of advanced teaching. Modern teaching is needed to remain in contact with the whole world and to discover what is going on in the universe.

CONCLUSION

It is hard to infer that which education is safer. Both the characters have their own importance. Both the characters are likewise similar to each and different to each other. Modern education is inherited from the traditional training. Simply due to innovative education, traditional training is being neglected which would result in losing our civilization. The traditional education and the modern education, both should be given equal importance.

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ANALYSIS OF STUDENTS' MISCONCEPTIONS USING FOUR-TIER MULTIPLE CHOICE DIAGNOSTIC TEST

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INTRODUCTION

The educational process has a very close relationship with the achievement of educational goals. The main process of the educational process is the learning process which includes teaching and learning activities. However, learning and teaching activities are not only limited to learning or teaching activities but must go through a series of carefully planned activities, in accordance with the nature of teaching which is a process. The success of the educational process in building student character requires accurate education, because education will make a major contribution to achieving overall national development goals. Education in Indonesia has experienced a decline in the status of the meaning of educational values. So it is necessary to have a breakthrough in the world of education in Indonesia, which is able to provide enlightenment for students. Education that is much more open, directed and does not only discuss scientific technical issues, but is an education that is able to provide inspirational stimuli for changes in student character (Sudarsana, 2016).

The quality of education in Indonesia is not good, one of which can be the cause of the low achievement of values in learning. One of the reasons for this can be caused by the low understanding of students towards a concept being taught. The lack of understanding of concepts in the learning process can be due to the teacher's lack of support for students to build conceptual understanding and develop their thinking skills, the students themselves, the learning context, and the learning text books used. In science learning, students are required to understand the concepts in learning well. However, the fact is that there are still many students who have difficulty understanding concepts and even experience misconceptions, because most of the learning materials contain abstract concepts that allow students to have difficulty in forming their understanding (Pakpahan, et al, 2020).

Mastery of concepts correctly and precisely is very important, because it will give birth to mastery of laws, principles, and theories that are correct and appropriate as well. However, often students cannot understand the concept or even experience misconceptions so that it can cause learning difficulties for students and indirectly have an impact on the low achievement of student grades because if the misconceptions are allowed to continue and are not overcome, the misconceptions will be integrated in the student's cognitive structure and will stick together strongly in their minds so that it can hinder the process of assimilation of new conceptions (Pakpahan, et al, 2020, p.28). One of the learning difficulties of students in understanding a concept is when students experience misconceptions, so it is necessary to conduct an analysis so that the cause of the difficulty can be known and determine the solution. Misconceptions need to be detected to find out concepts that are considered difficult by students so that teachers can determine what remediation learning should be done. Another test tool is needed that can reveal students' understanding of a concept (Kurniasih & Haka, 2017).

One of the concepts that must be mastered by students is the concept of measuring Be and temperature. However, the concept of measuring Be and temperature is still considered difficult for students to understand because it is abstract so that it can make the material difficult to understand, it is very possible for students to have misconceptions about the concept. Therefore, we need a way to identify misconceptions that occur in students. One way that can be used to uncover students' misconceptions is by giving a diagnostic test. Diagnostic tests can be used to

determine certain areas of a subject that have weaknesses and provide tools to find the cause of these deficiencies.

One of the diagnostic tests that can be used to identify misconceptions is the four-tier multiple choice. The four-tier multiple choice test has a level of confidence in the answers and also a level of confidence in reasoning in the form of multiple choice which is able to reveal in depth the understanding of students' concepts. The advantage of the four-tier multiple choice is that it can distinguish between the level of confidence in the answer and the level of confidence in the reasons, so that it is deeper in diagnosing students' misconceptions, and determining which parts of a material need reinforcement, and the results can be used in planning a lesson that aims to reduce students' misconceptions. The four-tier multiple choice test is the best diagnostic tool to identify students' conceptual profiles (Wola, et al, 2020). This research needs to be carried out to determine the percentage of students' misconceptions and the factors that can influence misconceptions on the concept of measuring B_e and temperature.

METHOD

This research uses mix method. According to Jalinus & Ganefri (2021), mix method is a type of research that combines or combines qualitative research types with quantitative research types in collecting, analyzing, and combining into one study, so that more objective, comprehensive, reliable, and reliable data can be obtained valid. The research design used in this study is dominant-less dominant with an explanatory sequential design. Explanatory sequential design aims that the qualitative data obtained will help explain or build the results of the quantitative data obtained.

The variables in this study consisted of the dependent variable and the independent variable. The dependent variable is a stimulus to produce a response, while the independent variable is a variable that affects the dependent variable (Wijayanti & Hermuningsih 2020). The dependent variable in this study is the level of students' misconceptions about the concept of calculating B_e and temperature, while the independent variables are four tier multiple choice instruments and interview instruments.

This research was conducted at SMP Negeri 1 Pakong. Determination of research subjects in this study using a selected sample technique (purposive sampling). Purposive sampling is a type of sampling with the consideration of researchers who are considered the most useful and representative (Jannah & Nurdiyanti, 2021). The sample in this study was class VII-A students at SMP Negeri 1 Pakong for the academic year 2021/2022, totaling 23 people.

The method of data collection in this study used the methods of observation, tests, interviews, and documentation. The test used in this study is a four-tier multiple choice diagnostic four-tier multiple choice test is a test that has four levels in the form of multiple choice. The first level is a test with one answer and three distractors, while the second level is the level of students' confidence in choosing answers at the first level. The third level is the reason students choose answers at the first level, while the fourth level is the level of student confidence in choosing answers at the third level (Fariyani, et al, 2017). diagnostic test four-tier multiple choice will be easier and more detailed in distinguishing students who understand concepts, do not understand concepts, and misconceptions. The level of confidence is classified as high if it is selected on a scale of 3 (slightly sure), 4 (confident), 5 (very sure), or 6 (very very sure). The level of confidence is classified as low if it is chosen on a scale of 0 (guessing), 1 (very unsure), or 2 (not sure).

The data analysis technique carried out in this study, first grouped student test results into several categories, namely Understanding Concepts, Not Understanding Concepts, and Misconceptions according to the criteria contained in Table 1.

Table 1. Interpretation of four-tier multiplechoice

Category	Type of answer			
	Answer	Confidence	Reason	Confidence level reason
Understand concept	True	High	True	High
Don't understand concept	True	High	True	Low
	True	Low	True	High
	True	Low	True	Low
	True	Low	False	Low
	True	High	False	Low
	False	High	False	Low
	False	High	True	Low
	False	Low	True	Low
	False	Low	False	Low
Misconception	False	High	False	High
	False	Low	False	High
	True	Low	False	High
	True	High	False	High
Error (guessing)	False	Low	True	High
	False	High	True	High

Then calculate the percentage of students who understand the concept, do not understand the concept, and the misconception use the equation as:

$$P = \frac{f}{n} \times 100\%$$

P is the percentage value of students, f is the frequency of students' answers, and n is the number of students. Third, the calculation of the percentage value is then described in tables and diagrams. Fourth, identify which items and subchapters have misconceptions and classify students' level of misconceptions according to the percentage in Table 2.

Table 2. Categories of percentage misconceptions

Criteria	Percentage
Low	0% - 30%
Medium	31% - 60%
High	61% - 100 %

FINDING AND DISCUSSION

This study aims to determine the percentage of students' misconceptions and the factors that can influence misconceptions in class VII-A students at SMP Negeri 1 Pakong, especially on the concepts of measuring Be and temperature. The data collection technique to find out students' misconceptions is by giving a multiple-choice diagnostic test to students, while to determine the factors that can influence students' misconceptions, it is done by conducting interviews with students and teachers. Diagnostic tests are very useful to find out learning difficulties and to make improvements and evaluations in the teaching and learning process. The diagnostic test used in this study is a four-tier multiple choice. The four-tier multiple choice diagnostic test is a form of diagnostic test with a four-tier pattern. The first level is the answer to the question, the second level is the confidence of the answers at the first level, the third level is the reason for the answers at the first level, and the fourth level is the level of confidence in the reasons chosen by the students at the third level. The questions used in this study amounted to 15 items that have been tested for validity and reliability, so that they can be used by junior high school teachers as an accurate test to identify the profile of their students' conceptions because they can

distinguish students who understand concepts, do not understand concepts, misconceptions and errors (guess). On the concept of measuring be and temperature.

The validity test in this study used expert judgment conducted by two science education lecturers and one science teacher. Calculation of the validity test using the Aiken's V formula as in the formula

$$V = \frac{\sum s}{[n(c-1)]}$$

V is the value of the validity test results using the Aiken's V, s is the value of the difference between r and I0, r is the number given by the expert or validator, I0 is the lowest number of validity assessment (number 1), c is the highest number of validity assessment (number 5), and n is the number of experts or validators. Validator assessment results can be categorized according to the criteria in table 3.1

Table 3. Validity criteria Aiken's V

Validity Interval (V)	Criteria
$V > 0.35$	Very useful
$0.20 \leq V < 0.35$	Can be useful
$0.11 \leq V < 0, 20$	Depending on the situation
$V < 0.11$	Useless

Based on the results of the validity calculation by the validator, the validity value is greater than 0.35 which states that the 15 four-tier multiple choice used in this study are very useful or valid.

The reliability test in this study can be known by using the Borich as in the formula.

$$PA = \left(1 - \frac{A-B}{A+B}\right) \times 100\%$$

PA is the value of the percentage of agreement (reliability), A is the highest score from the validator, and B is the lowest score from the validator. The results of the calculation of the reliability of the questions can be categorized according to the criteria in the following table.

Table 4. Reliability criteria Reliability

Interval reliability (r)	Criteria
$75,01\% < r < 100\%$	Very good
$50,01\% \leq r \leq 75\%$	Good
$25,01\% \leq r \leq 50\%$	Fairly good
$0\% \leq r \leq 25\%$	Not good

Based on the average calculation results from the validator, a reliability value of 79% was obtained which stated that the 15 four-tier multiple choice used in this study were categorized as very good or very reliable. Thus, it can be concluded that four-tier multiple choice has met the validity and reliability requirements to identify the conceptual profile of junior high school students about the concept of measuring Be and temperature, so that it can distinguish students who understand the concept, do not understand the concept, misconceptions, and the error (guessing) on the concept of Be and temperature.

This research was carried out by conducting preliminary stages (determining the location of the research site, determining the research subject, making a research permit, and coordinating with subject teachers regarding the planned schedule of all research activities to be carried out), preparing the four-tier multiple choice test, activity validation test of diagnostic test instrument four-tier multiple choice test, activity of data analysis from validation sheet, research activity and data collection to SMP Negeri 1 Pakong, as well as data processing and analysis of research results. The results of the research on the research subject were students of class VII-A of SMP

Negeri 1 Pakong, totaling 23 students, showing the percentage of students' misconceptions of 8.3%. The value of misconceptions in this study is in the range of values of 0% to 30% which indicates that the value of the results of the misconception research of class VII-A students at SMP Negeri 1 Pakong is in the low category.

Students' misconceptions can be influenced by various factors, according to Suparno (2013) misconceptions are divided into five groups, namely:

Table 5. Factors that influence misconceptions

No.	Main	Causes Special Causes
1.	Students	With preconception, associative thinking, humanistic thinking, incomplete reasoning, wrong intuition, stages of student cognitive development, student abilities and student interest in learning.
2.	Teacher	Does not master the material, is not a graduate of the field of science, does not allow students to express ideas, and the relationship between teachers and students is not good.
3.	Textbooks with	Wrong explanations, spelling errors, especially in formulas, the level of writing material in books is too high for students, science fiction books deviate from their concepts just to attract readers, and cartoons that often contain misconceptions.
4.	Context	Student experiences, different colloquialisms, wrong discussion partners, beliefs and religions, as well as wrong explanations from parents and other people in the context of students' lives.
5.	Teaching method	Only contains lectures and writing, does not use misconceptions, does not correct homework, the analogy model used is inaccurate, and the demonstration model is narrow.

The analysis of factors that can influence misconceptions in the concept of measuring Be and temperature is carried out by interview. Based on the results of the interview analysis that has been done, the factors that influence the misconceptions on the concept of measuring Be and temperature include teachers, students, textbooks and tutoring. One of the misconceptions about the concept of measuring Be and temperature that has the biggest contribution is students with a percentage of 63.6%. This can be caused by students' associative thinking, wrong reasoning and low interest in learning.

CONCLUSION

Based on the research results that have been obtained, it can be concluded that the percentage of students' misconceptions in class VII-A at SMP Negeri 1 Pakong on the concept of measuring be and remeratur is 8.3% in the low category. The factors that cause students' misconceptions include teachers, students, textbooks and tutoring. The sources of misconceptions that have the greatest contribution to this research are students with a percentage of 63.6% which is caused by students' associative thinking, wrong reasoning and students' interest in learning which is still relatively low. Suggestions put forward by researchers who have conducted this research, include that students need to read more references from various sources and not be fixated on memorizing theories or formulas but more emphasis on understanding concepts so that there are

no misconceptions. Then the teacher needs to conduct an evaluation at the end of each lesson to find out students' misconceptions early. And for other researchers, it can be used as a reference to continue research on the concept of measuring Be and temperature.

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ELIMINATING LANGUAGE LEARNING BARRIERS THROUGH USE OF DIGITAL TECHNOLOGY: A SURVEY

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INTRODUCTION

Educational bodily process is a nation construction and globally inter-related activity that unlocks the room access to modernization. It is imparted through formal, informal and non-formal ways. For this purpose, there is a need of interaction among the learner, educator and study material. Usually, educational system at the university level follows the medium of instructions in the subject language or mother tongue. In Pakistan, the students have to study English as a compulsory subject from K.G to graduation level due to the following reasons:

- i. English is a means of understanding the foreign and higher educational work.
- ii. English is an international language used in research, commerce, aviation, diplomacy and source of scientific and technological advancement.
- iii. English is a symbol of power and high social status (Rehman, 2003).

Language is primarily a source of communication in terms of culture, values, beliefs and customs. Language by nature intrinsically stimulates the routine life of any race, doctrine, transit information and state of the world. It plays a fundamental social function, promotes morale of group identity and commonality, transfers and preserves culture, its traditions, values and realities. Languages have complex structures and one realizes this complexity when he tries to learn it as a second language and one can indeed value the intricacy of the knowledge that a child attains while learning a native dialect. Moreover, the potential to communicate in multiple languages is becoming more and more significant in the progressively assimilated world-wide trade community (Edward Sapir).

Language and communication are inextricably linked. Communication will cease to exist if language is removed from the scene. Language has been an important component of communication since the beginning of time and it is the reason we continue to speak with one another. Language plays an important function in communication since it molds realities while also limiting ideas and notions relating to a situation. When it comes to expressing our views, language has long been seen as a crucial tool. "Language is a non-intrinsic and human technique for conveying one's ideas, wishes and sentiments via freely formed symbols." (Edward Sapir).

English has become a vital means of acquiring and using a wide range of relevant information in the age of information and globalization. In addition, ICT and digital devices have been applied in numerous disciplines of education, allowing for the development of a technology-enhanced language learning (TELL) model in the field of language learning. CALL (Computer-Assisted Language Learning) has grown an importance in the field of language teaching. In the realm of language education research, Mobile-Assisted Language Learning (MALL), which is centered on employing mobile devices such as notebooks, podcasts, MP3s, cellphones and other gadgets, has recently been heavily advocated. The possibilities and effectiveness of language teaching and learning with various digital devices have been widely debated and demonstrated through study as a result of this.

Since Prensky (2001) coined the term "Digital Natives," which refers to a new generation that grew up with technology, it has been referenced in a number of studies (Bennett, Maton, & Kervin, 2008; Jones, Ramanau, Cross, & Healing, 2010; Yot-Domnguez & Marcelo, 2017)

under the terms "digital generation," "new generation," "net-generation," and so on. A "digital native" is a person who was born into a generation where digital technologies and the internet are commonplace (Thomas, 2011, p. 2). As a result, according to Prensky (2001), teachers must acknowledge that today's students have different and distinct qualities than the students in the past. Because today's learners may acquire information in a variety of ways, teachers should make an effort to identify their qualities and adjust their teaching method to their learning strategies and carry out a variety of tasks in a variety of ways teachers, in particular, must comprehend how students react to digital devices in their classrooms by employing learning methodologies (Teo, 2013).

The use of digital gadgets in language learning can improve learners' motivation and attitudes toward language learning. This is because digital gadgets allow for flexibility based on the learners' linguistic abilities and traits as well as immediate feedback and active interactions. It also facilitates learner-centered education which allows students to organize, manage and assess their own learning processes. Many studies in the field of CALL and MALL have previously reported on the affective nature of digital language learning environments for learner-centered language learning. (Jung, 2012; Kim & Lee, 2017; Kim & Rha, 2014; Kukulska-Hulme & Shield, 2008; Ogata & Yano, 2005)

Until now, CALL and MALL research has primarily concentrated on confirming the impacts of various digital devices on language learning and investigating learners' attitudes and perspectives about digital language learning. However, seeing how learners use digital devices in the context of digital language learning or how the qualities of a digital environment contribute to the usage of learning methods in a learner's learning process, has been rather rare.

Since the 1990s, researchers in the field of English language education have been pursuing research on learners in the study of learning strategies, and tools for measuring lists or categories of learning strategies have become increasingly fragmented and systematized (Li, 2005; McGroarty & Oxford, 1990; Oxford, 1990; Symons, Richards, & Greene, 1990). According to prior research, language learning environments, as well as individual learner factors such as gender, age, nationality, English learning aptitude, previous learning experiences, motivation, attitude and views about language acquisition, all influence the usage of learning strategies.

Recent research trends in English education have evolved in the direction of language teaching and learning utilizing various digital devices, thanks to the rapid advancement and widespread usage of digital technologies. The current study attempts to uncover the learning strategies that promote digital English learning by reflecting these changes. This study examines not just the many types of digital English learning techniques (DELS) used by language learners but also the link between DELS use and student characteristics such as gender and proficiency levels. English language competency, English language learning experiences and time spent in a digital learning environment are all factors to be considered.

Language Choice in Multilingual Society

Language is a social phenomenon as well as a means of communication. The field of language and society - sociolinguistics – is expected to show how human language use is influenced by characteristics such as class, gender, race and other elements. Various people in many countries live in multilingual societies where they may speak three or four distinct languages. Indeed, the number of people who speak two or more languages in the world exceeds the number of those who only speak one (Paulston and Tucker, 2003). Bilingual people who live in multilingual communities face the difficulty of deciding which language to use on a daily basis (Coulmas, 2013). Because it is difficult to choose only one language or multiple languages, multilingual people sometimes find themselves in such conditions where they must go back and forth

between tongues. Because it is impossible to choose only one language, multilingual individuals will frequently find themselves in situations where they must switch back and forth between languages. Individuals who live in a multilingual community strive to make the best language choice possible, which is mostly determined by the area of usage and the linguistic preferences of speech participants. People who use more than two tones are specialists at improving performance in both verbal and written IQ tests, such as children who have a regular or has gone away to study. A native tongue demonstrated exceptional foreign language skills and excelled in reading evaluation ratings. Changes in a community's various sectors of life are extremely likely to have an impact on language use. Education, technology and social interaction are all sectors that are prone to change. (Tucker, 2003)

In many multilingual communities, different languages tend to play diverse roles. One language is frequently used for informal communication among individuals, another for inter-ethnic contact and a third language is periodically used in the public domain - for education and media, as well as communication and institutions. Multilingual societies face the challenge of maintaining an efficient communication medium. Local governments and state governments may use any specialized dialects for the commitments but the state government and each municipality must use the same one. At least two official languages must be used by regional government. Individuals who are bilingual make up a bilingual society. However, many bilinguals who speak two languages virtually equally and do not demonstrate intentional language distribution do not require such a culture.

Techniques for Learning Languages

Learning techniques have been viewed as tools that language learners might employ to help them acquire a second language faster or more effectively. Language acquisition strategies, according to Rubin (1981), are the approaches or devices that a learner can use to acquire language. "Any set of operations, steps, plans or routines used by the learner to facilitate the acquisition, storage, retrieval and use of information" was also defined as "any set of operations, steps, plans, or routines used by the learner to facilitate the acquisition, storage, retrieval, and use of information" (Wenden & Rubin, 1987, p.19). Richards and Platt (1992), on the other hand, were resolute that learners' use of learning methods in their learning process might be a purposeful activity and thinking for them to better grasp, absorb or recall new knowledge. Learning strategies may therefore be characterized as distinct and purposeful ways of processing information to increase learners' comprehension, learning or retention of new knowledge based on multiple definitions of learning strategies from previous studies.

Previous research on language learning techniques attempted to categorize language learning processes based on different perspectives among experts. Learning strategies are classified as cognitive strategies that promote learning processes, metacognitive strategies that organize and analyze learning and socio-emotional strategies that impact social and affective learning, according to O'Malley and Chamot's (1990) cognitive theory. Oxford (1990), on the other hand, divided direct and indirect tactics into two categories. Due to the clear correlation between language learning methodologies and target language acquisition, memory techniques, cognitive strategies and compensating strategies are examples of direct learning methods, whereas metacognitive strategies, affective strategies and social strategies are examples of indirect learning strategies. The Oxford taxonomy of learning techniques is often regarded as the most comprehensive (Brown & Lee, 2015; Ellis, 1994; Li, 2005). Following that, Oxford (2002) added communicative strategies to the category of compensation strategies and she released an updated version of the Strategies Inventory for Language Learning (SILL), which can be used to assess learners' language learning strategies and has been widely used in various fields. Motivation, attitude, belief, age, cultural background, main field, gender, language level and learning style are all elements that influence the usage of learning techniques and goal language

accomplishment in language acquisition, target language learning style, personality and length (Hwang, Choi, Shin, & Lee, 2016; Oxford, 2002). It has been found that learner variables have a considerable impact on learners' selection and usage of learning strategies, as well as a strong link with the results of learning strategy training (Dreyer & Oxford, 1996; Griffiths, 2003; Ham, 2005; Lee, 2001; Nisbet, Tindall, & Arroyo; 2005). Related studies of learning strategies, on the other hand, left it unclear whether learner characteristics were important in defining patterns of learning strategy usage that lead to successful or failed language learning (Salahshour, Sharifi, & Salahshour, 2003; Wharton, 2000).

Along with the formation of wired and wireless network systems, the development of various mobile technology devices has lately opened up more engaging and beneficial language teaching and learning activities to many language professors, teachers and learners. As a result, language learners may use relevant and intelligible language learning resources whenever and wherever they desire (Kukulka-Hulme & Shield, 2008; Lyddon, 2016). Furthermore, social media sites and the internet have lately been employed to instruct students in digital English learning methodologies with promising outcomes in the digital learning environment (Alias, Manan, Yusof, & Pandian, 2012; Kim, 2017; Rahimi & Katal, 2012; Yoon, 2014). In this sense, unlike traditional language study, the usage of a digital environment has become a must for language learners. As a result, diverse digital devices have been used in various educational contexts as a result of technology advancements, allowing the development and use of countless valuable learning programs and instructional software. In a digital English learning environment, or DELS, certain learning tactics are required (Digital English Learning Strategies).

Language Learning Strategies in Digital English Learning Environments

Based on the current classification of learning techniques, CALL and MALL research have been done and implemented in the digital learning environment. When learning a given language, a general language learning strategy is defined as a set of social and cognitive processes that learners engage deliberately in the process of comprehending, storing, remembering, retrieving and applying new knowledge or abilities (Wenden & Rubin, 1987). As a result, DELS encompasses the many English language learning techniques that learners employ to efficiently explore huge volumes of data and pick items that fit their English learning objectives. Learners, in the end, on their own, will learn new linguistic facts and contents. As a result, DELS encourages learners to pursue self-directed learning while also requiring them to employ a variety of conscious and unconscious tactics (Liang, 2009; Zhou & Wei, 2018).

As previously stated, in the realm of digital language learning environments, research into general language learning methodologies has been used (Bae & Kim, 2018; Jung, 2012; Khabbaz & Najjar, 2015; Kim, 2002; Kim, 2017; Lee & Kwon, 2007; Liang, 2009). According to these researches, learners are more likely to employ cognitive techniques such as conceptualization or deductive reasoning in relation to online content while using various digital devices and wired or wireless internet connection in their language learning (Bae & Kim, 2018; Lee & Kwon, 2007). During online surfing, learners utilize a variety of metacognitive techniques such as planning, organizing, self-monitoring, and others, as well as reading methods such as skimming, scanning, comprehending subjects and inferring (Bae & Kim, 2018; Jung, 2012; Kim, 2002; Lee & Kwon, 2007; Oh, 2014).

Meanwhile, Kim (2017) claims that through mobile-assisted listening practices and strategy training, the usage of compensating and metacognitive methods has grown. According to her research, learning English in a digital environment is beneficial for self-directed learning because it allows students to employ specific strategies such as identifying other resources to assist students with their deficiencies or planning, monitoring and evaluating their learning process in order to become strategic learners. Previous research on digital learning techniques

has been confined to characterizing the learning process and tactics in terms of cognitive and emotional dimensions. There's also a limit to how much you can learn about the interrelationships between different learning techniques and the variables that influence how they're used. However, considering the recent digital environment's extensive adoption and the possible and realistic trend of digital language acquisition, it appears that DELS should be viewed as a holistic notion that encompasses cognitive, metacognitive and socio-affective strategies among other things. Furthermore, in the digital English learning setting, it is vital to understand how DELS interacts with the learner's elements in the actual learning process. As a result, the current research looked into the overall language approach employed by IUB students enrolled in a digital English learning environment. It also looked into the link between DELS use and individual learner aspects, as well as the differences in digital learning strategy use based on learner variables including gender, English competence, English learning time and digital device experience (or digital learning environment).

METHOD

The study was descriptive in nature. Quantitative method was considered appropriate for data collection. All the students from the Islamic Learning faculty of The Islamia University of Bahawalpur-Pakistan were the population of study. The sample of the study was 200 students of BS 1st semester enrolled in Spring-2021 and were selected from 3 departments (Pakistan Studies, Islamic Studies and History). For descriptive analysis, the researchers calculated frequency, percentage, mean and standard deviation for each item. The responses were analyzed by using SPSS (17 versions).

RESULTS AND DATA ANALYSIS

Table 1: Digital technology helped the teachers for getting best academic outcomes from students.

Sr. No.	Options	Frequency	Percentage	Mean Score
1	Strongly Agree	33	16.5	2.95
	Agree	37	18.5	
	Undecided	43	21.5	
	Disagree	60	30.0	
	Strongly Disagree	27	13.5	
	Total	200	100.0	

In Table 1, the respondents gave opinion that digital technology helped the teachers for getting best academic outcomes from students. According to the data 16.5% of the respondents were strongly agreed, 18.5% agreed, 21.5% undecided, 30% disagreed, and 13.5% strongly disagreed. The mean score was 2.95 do not supported the statement. So the majority 43.5% of the respondents were disagreed about statement.

Table 2: Digital technology developed motivation among the teachers and the students.

Sr. No.	Options	Frequency	Percentage	Mean Score
2	Strongly Agree	79	39.5	3.53
	Agree	40	20.0	
	Undecided	18	9.0	
	Disagree	33	16.5	
	Strongly Disagree	30	15.0	
	Total	200	100.0	

In Table 2, the respondents opined that digital technology developed motivation among the teachers and the students. According to the data 39.5% of the respondents were strongly agreed, 20% agreed, 9% undecided, and 16.5% disagreed, and 15% strongly disagreed. The mean score was 3.53 supported the statement. So the majority 59.5% of the respondents were agreed.

Table 3: Lack of resources disturbed the teacher’s teaching learning process.

Sr. No.	Options	Frequency	Percentage	Mean Score
3	Strongly Agree	57	28.5	3.38
	Agree	52	26.0	
	Undecided	18	9.0	
	Disagree	56	28.0	
	Strongly Disagree	17	8.5	
	Total	200	100.0	

In this table, the respondents gave opinion that lack of resources disturbed the teachers teaching learning process. According to the data 28.5% of the respondents were strongly agreed, 26% agreed, 9% undecided, 28% disagreed, and 8.5% strongly disagreed. The means score was 3.38 supported the statement. So the majority 54.5% of the respondents were agreed about statement.

Table 4: Using digital technology helped the teachers to eliminate language learning barriers.

Sr. No.	Options	Frequency	Percentage	Mean Score
4	Strongly Agree	63	31.5	3.45
	Agree	37	18.5	
	Undecided	48	24.0	
	Disagree	34	17.0	
	Strongly Disagree	18	9.0	
	Total	200	100.0	

The respondents gave the opinion that use of digital technology helped the teachers to eliminate language learning barriers. According to the data 31.5% of the respondents were strongly agreed, 18.5% agreed, 24% undecided, 17% disagreed, and 9% strongly disagreed. The mean score was 3.45 supported the statement. So the majority 50% of the respondents were agreed.

Table 5: Digital technology developed the confidence and higher skills among the learners.

Sr. No.	Options	Frequency	Percentage	Mean Score
5	Strongly Agree	55	27.5	3.41
	Agree	52	26.0	
	Undecided	27	13.5	
	Disagree	51	25.5	
	Strongly Disagree	15	7.5	
	Total	200	100.0	

In the given table, the respondents gave opinion about the statement that Digital technology developed the confidence and higher skills among learners. According to the data 27.5% of the respondents were strongly agreed, 26% agreed, 13.5% undecided, 25.5% disagreed, and 7.5% strongly disagreed. The mean score was 3.41 supported the statement. So the majority 53.5% of the respondents were agreed about statement.

FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

In the light of the information and communication technology available to the modern education systems, it makes sense for today’s educational managers and administrators to re-think the classroom atmosphere. With the rapid development of various digital devices and wide spread of internet networks and Wi-Fi access, the adoption of digital technology is no longer a choice but a necessity. In most educational settings, including schools and universities, the infrastructure for a digital environment has already been established, and therefore, both language teachers and students are now exposed to, and are able to utilize, a wide range of digital materials. At the same time, students have the opportunity to learn and practice language through interactions in a more natural setting. For this reason, it is critical to have deep

understanding about learners' language use of learning strategies in a digital learning environment. The pedagogical implications of this study are as follows:

First of all, in order to effectively utilize the digital English learning environment in contemporary education, systematic guidance is needed so that learners can clearly understand the characteristics of digital English learning and the advantages of the digital learning environment to adapt it into their learning process appropriately. The digital environment provides English learners with various opportunities to take the desired quantity and quality of learning activities anytime and anywhere and this environment facilitates immediate interaction and cooperative learning for English learners (Kim & Rha, 2014; Kukulska-Hulme & Shield, 2008; Ogata & Yano, 2005). Thus, English teachers should provide students with clear guidelines on how to use DELS, so as to act as facilitators to help them select, train, use and check proper DELS.

Secondly, as the present study revealed, the individual learner factors showed significant influence on usage of DELS. This is highly related to the fact that the digital English learning environment provides an appropriate educational environment for differentiated learning or self-directed learning, which is tailored to the learner's individual features (Kim & Lee, 2017; Kukulska-Hulme & Shield, 2008). In order to effectively perform individualized self-directed learning, the learner needs to practice using required learning strategies and it is necessary for students to select, develop and use appropriate learning strategies to regulate their own learning (Yot-Domínguez & Marcelo, 2017). In particular, university students, nowadays, are in a digital generation which is naturally exposed to the digital environment. To enable them to use vast amounts of information and learning materials enabled by digital technologies, such as search functions, interactive SNS tools and collaborative activities, it is important for the students to cultivate appropriate learning strategies for actively planning, selecting, managing, controlling and evaluating their individual learning. In this process, the teachers should not only understand individual learner's differences but also carry out teaching activities taking various individual learner factors into account. In addition, teachers need to continuously develop and present individualized digital learning strategies to improve their students' digital English achievement (Meltzer & Hamann, 2005).

On the basis of research findings, following suggestions and recommendations were proposed:

1. Awareness seminars for students and teachers may be arranged at departmental level to sensitize them about importance and frequent use of latest language teaching techniques in classrooms.
2. Access, understanding and application of ICT tools in teaching-learning may be increased through trainings and workshops.
3. Social media tools (Watts App, face book, Skype) may be used to devise learning groups so that students feel motivated to learn.
4. Teachers may construct proper assessments which can be suitably used for self-evaluations and peer evaluations.
5. Teachers need to use more on-line activities such as reflective blogs, reflective videos to eliminate language learning barriers.

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USING VOA NEWS MATERIAL THROUGH VIRTUAL SMALL GROUP DISCUSSION ON THE STUDENTS' READING COMPREHENSION FOR UNIVERSITY LEVEL

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INTRODUCTION

At the university level, reading comprehension is critical. It will assist students in developing knowledge and the management of critical thinking in academic situations. University students with a reasonable degree of reading comprehension will grasp textual knowledge and process it as their own. The majority of the reading activity in the classroom still uses the material from the textbook. Even at the university level, most lecturer still uses textbooks. Understanding textbook activities as part of teaching practice entails cognitive processes supported by teachers' knowledge, skills, and beliefs, among many other psychological traits (Gao & Zhang, 2020).

As one of the learning materials, Textbooks are significant in the success of teaching and learning. A textbook is a collection of instructional materials. It contains a wealth of information and knowledge. It is the primary source used by the instructor in the learning-teaching process. Textbooks are not only useful for teachers in terms of assisting them in preparing materials and achieving teaching aims and objectives, but they also assist students in achieving their learning needs (Mulyarti,2013). In reading comprehension class, students become bored and unmotivated. The reading topics in the textbook are out of date and boring. Students require more challenging material that is relevant to their daily lives. The lecturers must renew the reading material to keep the students' attention by providing authentic reading material.

The study revealed that the student given authentic material had a significant impact on the learners' reading comprehension. The non-authentic group, on the other hand, did not perform well in the post-test stage compared to the pretest stage. According to the findings, the student who used authentic-based materials was more effective than non-authentic-based materials according to students' reading abilities' improvement. There was a significant difference between authentic-based materials and non-authentic-based materials in improving the reading comprehension of Iranian intermediate EFL learners. It proved that authentic reading material improves reading comprehension (Khoshbakht & Gorjian, 2017). Aftab and Salahuddin (2015) conducted a study on the effects of using authentic texts instead of traditional passages in an Asian ESL context. The findings revealed that using non-authentic reading texts cannot help language learners improve their reading comprehension abilities, exceptionally high achievers, and average students in private sector schools.

News articles are one type of authentic reading material. VOA is an effective content for a reading comprehension class. It contains a broad scope of topics that are both interesting and diverse. Reading VOA news material enhances not only reading comprehension and vocabulary mastery. This study first assessed the vocabulary level of Voice of America (VOA) news for its potential as voluminous reading material for mid-frequency vocabulary learning. The experiment then looked into how much VOA news input is required to encounter the majority of the first 9,000-word families enough times for learning to occur. Every 500,000 words of VOA news were incrementally added to examine mid-frequency words for most words in the fourth to ninth 1,000-word-family levels. The figures can be used as a resource for English extensive reading practitioners and students interested in mid-frequency vocabulary learning (Hsu, 2019). So, VOA can provide both challenging materials also not difficult for students. It is suitable for students' reading comprehension development.

Good reading material also needs to be supported by an appropriate learning strategy. The teachers or lecturers need to design the teaching and learning method to help students build their

reading comprehension skills. Teachers can employ a variety of strategies when teaching reading. Anyone who teaches must understand the principles and assumptions on which each specific technique is based to use it effectively. There is no shortage of descriptions or labels for activities that can be classified as instructional. A strategy is an action that a teacher takes to achieve one or more of her teaching-learning goals. The strategy can also be defined as a broad framework for teaching. To keep students interested in reading, the teacher should employ various strategies, including the use of various methods, media, and games (Harmer, 2027). The primary function of teaching strategies is to make it easier to implement various teaching methods and techniques. The key is to create more interactive learning environments, incorporate technology into the learning experience, and employ appropriate collaborative learning strategies (Brown, 2004).

The teaching and learning methods have also been completely transformed into student-centered. As part of the changing method, they are asked to analyze and then produce something based on what they have already observed, they are exposed to understand what they learn on their own, and they are encouraged to be socially aware of their friends, surroundings, and aesthetic factors. (*The Analysis Of Reading Materials In English Textbook Based On 2013 Curriculum For The First Grade Of Vocational High Schools. Mulyarti English Education Department, n.d.*). Small group discussion is one of the cooperative learning methodologies in which students work in groups of three or four students. According to Barker, adopting small group discussion tactics in education, particularly reading comprehension, will enable students to figure out the meaning of a piece by gathering information from their peers and teachers. It says that a small institution is a small group of persons who work together to achieve a common objective through interaction and interdependent courtship. Furthermore, small group discussion can help pupils improve their reading comprehension (Kaur et al., 2021). It implies that using small group conversations to teach reading comprehension is a viable option. According to Sagala, a group discussion group with three to four college students is more powerful since it allows students to readily share their critiques or opinions to various college students. (*WIYUDO SERENA-FITK, n.d.*) It takes an institutional approach to dialogue, which is a discourse in which humans engage with at least one another, sharing ideas and criticisms.

The small group discussion allows students to negotiate the meaning of a passage by giving and receiving suggestions. Students in a small group discussion must combine their various ideas with other students in the same group to fully comprehend the text. According to Kondo's (2010) theory, group work activities provide positive responses such as helping each other, reducing individual workloads, and encouraging students to participate in these activities. So, a small group discussion strategy is appropriate for teaching reading comprehension. However, the Covid-19 pandemic has changed the way people interact. The lecturers need to consider Virtual small group discussion is one alternative solution to present a dynamic reading comprehension development strategy. However, the distance should not prevent the group discussion (Ningsi et al., 2021).

Many studies have been conducted on the effectiveness of small group discussions in improving students' reading comprehension, but none have been conducted via virtual room. So, this research is focused on the use of VOA News reading material through virtual small group discussions.

METHOD

This section introduces the research design, population and sampling procedures, research instrument, and post-test scoring scheme. It emphasizes ensuring that the research design is appropriate for the research. Experimental design is "the blueprint of procedures that allow the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables. The research methodology is a quasi-experimental pre-

test-post-test approach (Creswell, 2018). Some hypotheses offered to investigate the impact of VOA news material through virtual small group discussion. The author employs a writing post-test, which is performed on the sample after the conclusion of the four-week experiment.

Population and Sample

The population of the study refers to all of the participants (formerly referred to as "subjects") in the study (Creswell, 2018). For the objectives of this study, the population was selected from 222 second-year students at STIT Al-Kifayah Riau who was pursuing their studies in the academic year 2021/2022.

Purposive sampling was used to collect the sample. This is another general sampling approach in which participants are recruited based on pre-selected criteria related to a particular research subject. Purposive sampling is intended to give information-rich examples for an in-depth investigation that volunteers are people who have the necessary position or expertise, or are recognized to hold particular knowledge, to supply the researchers with the information they seek (Creswell, 2018). The researcher selects students who have a stable internet connection and are willing to participate in a discussion through Zoom conference. The sample was split into two equal groups of 24 students each. However, because one student could not participate in the study, the experimental group consisted of 23 students. For the context of this research, the experimental group of students is taught reading comprehension through virtual small group discussion using VOA news material, while the control group is taught reading comprehension individually using text books material. Furthermore, the pretest-posttest equivalent group design was used in this study. The following table shows the statistics of the experimental and control groups.

Table 1: Statistics of the Sample Experimental and Control Groups

Group	Number of students	Strategy	Reading material
Experimental	23	Virtual small group	VOA news material
Control	24	Individually	Reading material in text book

INSTRUMENTS

The research instrument is a reading comprehension test. The test was constructed from the "Longman Complete Course for TOEFL test" by Phillips (2011). The test consisted of 50 questions. The tests were in the form of multiple choice. The multiple-choice technique is designed using four options of choice, and the students only choose one correct answer based on the questions. The questions were related to the components of reading comprehension.

The scoring methodology is the method through which the generated results are appropriately understood. The test was awarded a total score of (100). The test consists of fifty questions, each of which is worth two points.

DISCUSSION

This part explains the data analysis, looks at the post-test findings, and confirms the hypotheses that were developed in the study. The hypotheses were formulated in connection to the use of the VOA News Material through Virtual Small Group Discussion is:

1. There is no difference between the experimental and control groups according to the mean score of the pre- test.
2. There is no difference of experimental and control groups according to the mean score of the post-test.
3. There is no difference between the mean scores for pre and post for the experimental group.

Pre-Test Comparison

In the pre-test, both the control and experimental groups had remarkably similar results. The experimental group had mean score of 66.87, whereas the control group received a score of (67.70), and a significance level of (0.674). The following parameters are shown in table below:

Table 2: Pre-test T-score for the two groups

Group	No. of Students	Mean Scores	t	DF	Level of Significanc
Experimental	23	66.87	-423	46	0.674
Control	24	67.70	-423	41.066	

The statistical result proves that in the pre-test, there was no significant difference between the two groups. As a result, the first hypothesis is accepted, stating that "no significant variations in the mean scores of students' achievement in the pre-test between the two groups." This is a normal finding, and it may be explained by the fact that both the control and experimental groups were exposed to the same social and cultural environments while taking the same English language classes.

Post-Test Comparison

In the post-test, data analysis indicated a difference between the means of the control and experimental groups. The control group scored (74.16), whereas the experimental group scored (83, 08). As stated in table (3), the (0.00) level of significance was found. In the post-test, there are statistically significant differences between the two research groups, as shown in Table (3).

Table 3: Post-test T-score for the two groups

Group	No. of Students	Mean Scores	t	DF	Level of Significance
Experimental	23	83.08	5.214	46	0.00
Control	24	74.16	5.214	41.066	

As a result, the second hypothesis, "no significant changes in the mean scores of students' achievement in the post-test between the two groups," is rejected. In other words, when VOA News Material through Virtual Small Group Discussion was used, the students improved their reading comprehension skills.

Pre-Test and Post-Test experimental group was compared.

In the pre-test, the experimental group's mean score was (66.87), and in the post-test, it was (83.08). The formula for the two samples is used to see whether there are any statistically significant variations in the mean scores obtained. The level of significance is 0,00.

Table 4: Results of the experimental group pre and post-test

Test	No. of Students	Mean Scores	SD	DF	Level of Significance
Pre	23	66.87	6.67	51	0.00
Post	24	83.08	7.74		

Table (4) reveals that the pre- and post-test scores of the experimental group, which is taught using VOA News Material in English classes through Virtual Small Group Discussion change statistically significantly in favour of the post-test. As a result, the third hypothesis, "no significant variations in the mean scores of the experimental group between the pre- and post-test," is rejected.

The following factors may have contributed to these results:

1. The impact of using VOA News Material in English classes through Virtual Small Group Discussion, which improves reading comprehension.
2. Using VOA News Material in Virtual Small Group Discussions allowed students to express themselves and utilize the language effectively to reinforce their reading approach, expand vocabulary, and develop critical thinking skills.

CONCLUSION

This study came to the following findings based on the data analysis, outcomes, discussions, and hypothesis testing:

1. There is a significant improvement of the students reading comprehension through Virtual Small Group Discussions.
2. Using VOA News in Virtual Small Group Discussions allows students to approach the reading comprehension in a unique and productive way that is far superior to traditional techniques.
3. Using VOA News in Virtual Small Group Discussions allows learners to expand their vocabulary.
4. Using VOA News Material in Virtual Small Group Discussions allows students to communicate with one another as well as their instructor.

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IMPLEMENTATION OF PUBLIC SPEAKING STRATEGY IN IMPROVING STUDENTS' SPEAKING SKILL

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INTRODUCTION

Speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Cameron, 2001). Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

Based on the explanation above the researcher conclude that speaking is seem to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language. Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and asses their progress in terms of their accomplishments in spoken communication.

Speaking is very important, since it is the most used skill when someone wants to convey messages and exchange information. (Richards, 2008) concerns that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Based on the observation that the researcher conducted while doing the teaching practice in MA. Miftahul Ulum Bettet Pamekasan, found that speaking is very difficult to build in the classroom because the activities during the teaching process the teacher didn't give students chances to speak. mostly, the teacher only explains over and over again rather than giving students opportunity to practice the target language. The speaking activities done by the students are commonly dialog practices, which are not interesting and challenging. The students only have to memorize their turns in the dialog. There is no real communication in the activity, so the ultimate goal of learning English is not reached.

Speaking activities in the classroom should engage the students to get involved, so they experience how to use the target language. While in the actual implementation in the classroom, the activities do not really help the students to speak up. The activities are monotonous and not communicative. The students often find themselves lost and bored when learning English because of this. The difficulty of students in developing speaking skills in English is many reasons and the biggest obstacle is the shyness or nervousness that each student has, making it difficult for them to express something that is on their mind.

To help the students improve their speaking skills, the teacher should implement interesting and good strategy, engaging, challenging activities. And also a good strategy in order to make students able to speaking as good and fluent when express the idea, one of various activities and good strategy is by conducting public speaking. Through this way it can help or hope the

students are more able in producing the target language. They will experience speaking English more in fun and communicative ways.

REVIEW OF RELATED LITERATURE

The Definition of Communication

Communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening and our ability to understand verbal and nonverbal cues are the skills by observing other people and modeling our behavior on what we see and perceived. We are also taught some communication skills directly through education. By bringing those skills into practice and getting them evaluated. The face of modern India is changed drastically.

Due to globalization it has brought to India different cultures. In today's world of competition, no organizations want to remain local their aim is to expand all over the world.

Speaking Skill

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. Brown (2001) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows: Accuracy, Fluency and Accent

Theory of Public Speaking

Etymologically, public speaking consists of "public" which means to whom we will speak; while "speaking" means how to convey it. Everyone is able to speak but only some are able to mix words into a beautiful language that can attract the public to hear it. So, in simple terms, public speaking means the ability to speak by doing.

Public speaking is understood as a technique of delivering messages in public. Scientifically, public speaking itself is part of the science of communication. This is because communication is a process of interaction to relate from one party to another. If you look at the historical trajectory, the beginning of the communication process is very simple, starting from a number of abstract ideas/thoughts in one's brain to search for data/deliver information, then packaged into a message. The message can then be conveyed either directly or indirectly, one of which is by communicating in front of a large audience which is known as public speaking (Girsang, 2018).

Based on the explanation the researcher conclude that the public speaking is one of the absolute skills needed in the global era. This is triggered by the demands of the times and the current technology that forces individuals to be able to compete to improve their quality. Public speaking is just like any other subject, it can be learned and practiced, because public speaking is a skill. The more often we do it, the more skilled and confident we become. Awareness of the importance of public speaking itself has been recognized in human civilization since centuries ago. The history records that public speaking activities were carried out in Ancient Greece and Rome in the form of rhetoric, especially when a democratic political system was implemented there. Public speaking skills were taught in schools because they were needed during political meetings and court proceedings at that time.

Characteristic of Public Speaking

There are three main differences between public speaking and ordinary conversation (Lucas, 2007: 9). These three things are as follows.

- Messages conveyed through public speaking are more structured. The time available for PS is usually limited and the speaker cannot be interrupted if there is something that is conveyed that is not understood by the public. Therefore, the speaker needs to prepare everything so that the message conveyed can be understood by the public according to the speaker's goals. Speakers also need to anticipate questions that may arise from the public and how to answer them. That's why PS requires more detailed planning and preparation than regular conversation.
- Public speaking uses a more formal grammar than conversation. Slang, slang, unusual jargon, or poor grammar have no place in PS. Every sentence must be spoken correctly, does not offend the public present, and can be understood by the public present. Moreover, the message conveyed in the PS cannot be corrected just like that so we need to be careful in conveying the message. We have to make the public feel valued. The way of speaking and grammar of the speaker reflects the professionalism and credibility of the speaker.
- Public speaking requires a different delivery method than conversation. When we talk we can talk quickly. We can also use direct questions and answers, such as "really?" or "you know not?", and expect an answer right away. Our body language is also relaxed. In public speaking we need to adjust the volume and intonation of the voice so that it can be heard clearly by the whole public. We must use proper posture and body language and avoid unsightly bad habits such as scratching our faces or tapping our fingers on the table.

Function of Public Speaking

Public speaking is the ability to speak in front of many people, convey messages that can be understood and trusted by the listener public. Public Speaking can have an extraordinary role in our lives, among others (Hamilton, 2003)

METHOD

In this research, the researcher use a classroom action research (CAR). This is state by (Meesuk et al., 2020) that the studies have been found that the classroom action research is an effective solution as a bridge between theory and practice in teacher development in contexts. Furthermore, according to (Ratnawati & Idris, 2020) accordance to the aim of education management tha drives teachers to develop themselves by research for the development of learning or classroom action research as the teacher profession development.

The (Mire et al., 2019) describe the situation Teachers' professional development focuses on their abilities to undertake classroom research in order to improve student learning and classroom instruction. Classroom action research is the most significant and valuable research since it reveals the path of teaching development. For the sustainability of education, teacher development is the main point. It is essential to encourage the teacher both knowledge, skills, and readiness of the teacher-as-learner. Classroom action research is a reflective study done by teacher in the classroom for getting solution about the problem until it cloud be solved.

The research based on the real classroom problem, the researcher collaborate with the English teacher as a partner, and use new technique or strategy to solve the problem. If the method can solve the problem, it can be a references method in another teacher to solve the some problem.

Criteria of Success

The criteria of success are emphasized on the process and the product of teaching learning activities. This study is called successful if 75% of students achieve the score equal as the KKM. If the study hasn't met the criteria, it's called not successful and need improvement to meet the targets. Analysis of data used in this research to know the improving of students' speaking ability by using Problem Based Learning method with the average students scores and Percentage of the criteria of success the researcher used formula:

Table 1.The result of individual score used formula:

$$\text{score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

Equation 1: The average of students scores

Table 2.The average students scores the researcher used formula according to Arikunto (in Journal Pendas Mahakam, 2016:81):

$$M = \frac{\sum X}{N}$$

Equation 2: The average students scores

M = Mean

$\sum x$ = Individual Score

N = Number of Students

a. The Percentage of the criteria of success the researcher used formula according to Sutijono (in Journal Pendas Mahakam, 2016:81-82):

$$P = \frac{f}{N} \times 100\%$$

Equation 3: The percentage of the criteria of success

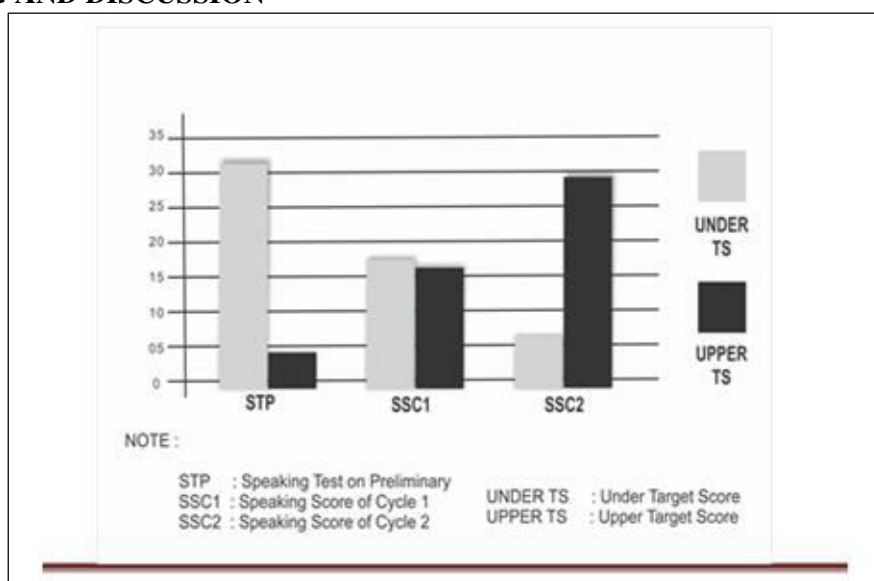
P = Percentage mastery of student learning

f = Number of students who complete learning

N = Total number of students

The researcher gets score from the cycles conducted in the research. The mean of score from Tenth cycle will be compared with mean of second cycle. It's to know how far the progress of students in this research.

FINDING AND DISCUSSION



Public speaking strategy can improve students' individual ability to speak. Referring to the findings, the researcher considers that the use of public speaking strategy in speaking has made students a lot of progress. This can be seen from the results of the analysis student comments, responses, questions, and student grades show significant increase. The increase in student progress can be seen from the value of student achievement. They achieve higher scores from each cycle of actions. After the first cycle of action was carried out at the first to fourth meetings, it was found that from Cycle I, there were 18 students who achieved the target score. This means that only 51.6% of the 35 students has achieved the target score of 70 specified in the success criteria. So, it can be concluded that the criteria success has not been achieved. In cycle II, the increase reached the target score as stated in the success criteria. The score increased because there were 29 students who scored from 60 to 83. It means that 82.8% of 35 students have achieved the target score of 70. The improvement of students' speaking ability can be seen in the figure below. Thus, it was decided that the student reached the criteria success.

CONCLUSION

The research conclusion is presented based on the result of data analysis, the researcher inferred that teaching speaking by public speaking strategy is effective and can improve students' speaking ability. It can be proved through several data such as: observation result which shows students enthusiastic, and participate the learning process actively. Public speaking strategy also motivate the students in learning speaking and reduce the hesitation in practicing their speaking.

In preliminary study the students' average score was 30, than the researcher concludes the there were only 10% of students pass the KKM. In the cycle I, the students average score was 50 and there were 51.6% could pass the KKM. In the cycle II the students got average score 80, and the students pass KKM were 29 students, it means that 82.8% of the students pass the KKM. From the result above it can be concluded that use of public speaking strategy could improve students' speaking ability.

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**DEVELOPING STUDENTS CREATIVITY THROUGH MIXED TEACHING METHODS:
PROJECT-BASED LEARNING AND JOYFUL LEARNING****Diani Nurhajati**

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INTRODUCTION

The 21st century learning should facilitate students in order that they have soft skills, creativity, collaboration, critical thinking, and communication. One of the important skills is creativity. Sternberg (1999) defined that creativity is the ability to produce work that is novel (i.e., original, unexpected) and appropriate (i.e., useful, adaptive to task constraints). Furthermore, Hwang et al. (2007) state that creativity is the ability to solve problems or produce something useful and new. In line with those definitions, Saefudin (2012) admits that creativity refers to “the ability (creative thinking) to produce new ways or things in dealing with a problem or situation”. Finally, Torrance in Zuabaidah (2018) defined that creative thinking is the ability to formulate problems, make assumptions, generate new ideas, and communicate results. In short, creativity is an important skill that must be trained during the learning process in classroom.

Classroom is the right place to train students to have a number of skills, including creativity, and master certain knowledge through a number of learning activities. As Sylvia Chard (Division, 2006) said:

“The classroom is a place where people can live a fulfilling life together as a community of learners if needs and concerns are appropriately expressed. Problems can be discussed. Support, encouragement, and models can be provided by both teachers and peers. Where expectations for children’s learning are high, it is important that the social interaction itself is designed to facilitate learning.”

It means that students can get learning experience to discuss problems, share and communicate ideas, as well as encourage and support each other with their teacher and peers. Teachers should facilitate a number learning activities not only to reach the goal of teaching, but also to develop those skills.

The teaching method that facilitates a number of learning activities is Project-Based Learning (PBL). PBL is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons to learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices (Division, 2006). In PBL, students explore, make judgments, interpret, and synthesise information in meaningful ways. It is more representative of how adults are asked to learn and demonstrate knowledge.

A number of previous studies prove that PBL can facilitate students a number of skills. First, Nurhajati (2017) states that PBL facilitates students to construct knowledge by producing the product based on their interest and individual difference. PBL helped students create projects through a process such as thinking ideas, experimenting, and failure (Syarifah and Emiliasari (2018). While Umma, In’am, Azmi (2019) admit that using PBL improve students’ creativity by completing the project of making mathematics learning media. Furthermore, Nurhajati, Kencanawati, and Riwayatningsih (2020) found that this method helps the English teacher provide a series activities that improve students’ critical thinking. In other words, PBL is the useful teaching method as it develop students’ skills.

Furthermore, Dryden states that learning will be effective if it is carried out in a pleasant atmosphere, the learning process must be made comfortable, enjoyable, without any pressure

on students (Dryden, 2008). 'Joyful Learning' according is a learning process in which there is a strong cohesion between educators and students, without feeling forced or pressured so that students dare to act, dare to try, dare to ask questions, express opinions, and maintain opinions so that they are not afraid of being wrong, ridiculed, belittled and pressured (Mulyasa, 2006). A fun learning process or 'Joyful Learning' is a cheerful learning that can attract students' interest in learning and create feelings of pleasure, active, fresh, and creative (Huda, 2012).

To create a pleasant atmosphere, the teacher creates the learning environment so that students feel important, safe, and comfortable. In addition, teachers design learning plans in such a way to make students feel happy, their curiosity increases, and think critically so that they can relate experiences that have been, are, and will be obtained, and are able to do self-reflection (Handbook of Joyful Learning, 2020). Learning activities can be through using certain teaching techniques, such as role play, quizzes, and various games, or using certain teaching media to achieve the targeted learning objectives. This is evidenced by the results of several previous studies that prove the effectiveness of the 'joyful learning' method in learning various subjects. The learning activities applied are traditional games for early childhood children (Yuniar, December 2020), the fairy tale of Gagak Rimang for History lessons (Sayono, 2017), storytelling for learning English in elementary school (Alwasilah, 2019), and certain learning media (Musbhira, 2018). The most important thing in 'joyful learning' is that the learning process must be effective. If it is not effective, it is like students just playing, not studying.

In fact, the learning process during the Pandemic Covid-19 must be carried out online (virtual learning). There are many impacts of the implementation of online learning. A study by Robandi and Mudjiran (2020) identified that the online learning made the students confused and stress, as they were not used to have such a learning atmosphere. They could not have interactive communication with the teacher as well as their peers. Furthermore, students' learning motivation has decreased due to the online learning process during the Covid-19 pandemic (Siahaan, 2020). Such a condition becomes challenge for teachers.

The same condition also happened in the researcher's class. Based on the observation, it was found out that many students had low motivation during the online learning. They did not actively participate in the class activities, such as discussion and presentation. They admitted that they got bored with the condition that made them stress. They could not meet other students directly as they had to avoid contact with other people. As a result, they had low motivation when they attended online learning.

As the pandemic has changed to a better condition, the local government and the university authority gave permission to the lecturers to conduct offline meeting class. Some classes in the university have implemented offline learning. One of them is 'Introduction to Literature'. The objective of the subject is that the students are able to analyze and appreciate literary works such as drama, prose, and poem. Realizing such conditions, the lecturer of Introduction to Literature proposed a solution to solve the problem. She implemented mixed methods PBL and Joyful learning during the learning process. It is a combination of two methods (PBL and Joyful Learning methods). The students have to create a project (performing short drama) and she created the pleasant learning atmosphere in order that the students felt free to express themselves.

It is a very interesting learning solution, which makes the researcher interested in to explore. Therefore, she proposes a research entitled "Developing Students' Creativity through Mixed Teaching Methods: Project-Based Learning and Joyful Learning". The objectives of the research are:

- 1) Why does the lecturer implement mixed methods Project-Based Learning and Joyful Learning in Introduction to Literature Course?

2) How do the students respond to the implementation of mixed methods Project-Based Learning and Joyful Learning in Introduction to Literature Course?

METHODS

The research employed qualitative method because the aims were to describe the steps of mixed methods PBL and Joyful Learning and to describe the students' response on the implementation of mixed methods PBL and Joyful Learning in Introduction to Literature Course at the English Education Department, University of Nusantara PGRI Kediri. The subjects of the research were the lecturer who taught the subject and four students who took the course. They represented of high motivation students and low motivation students. The motivation of students are characterized by their 1) sense of belongingness; 2) the meaningfulness of learning; 3) students' competence; and 4) students' autonomy. The researcher chose two high motivation students and two low motivation students.

Some techniques of collecting the data used in the research were observation in the classroom, interviewing the subjects, and analyzing the documents. First, the researcher observed the learning process to find out the stages of PBL. She interviewed the lecturer to get the information dealing with the learning outcomes of the subject, the reasons why she chose the method, and the stages of the learning process. The students were interviewed to find out their response on the implementation of mixed methods by the lecturer. To analyze the data, the researcher followed the steps proposed by Miles and Huberman (1984) that consist of data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

This research was carried out in new normal after the Pandemic Covid-19. The local government gave permission to the schools to have offline learning class as the condition pasca the pandemic were getting better. Therefore, the university authority permitted the lecturers to have offline meeting as long as they followed the rules of health protocol. The number of students who could join the offline class was only a half of the class capacity. The students who could join the offline class were those who got vaccine twice. Therefore, the lecturer of *Introduction to Literature* offered the students to have offline class, and they agreed.

The learning objective of *Introduction to Literature* formulates is that students are able to appreciate the literary works, such as poems, short stories, and drama. There were two parallel classes of this subject. At the beginning of the lesson, the lecturer informed them that they were assigned to performed drama taken from an Indonesian folktale. Therefore, the lesson were divided into two stages The first stage of the learning process was carried out to give them the concepts of literature and literary appreciation. The second stage of learning process was designed to make the students appreciate certain literary work, namely drama. Before they performed drama, they had to write a script. To have an interesting drama, they had to think critically on the flow of the story, the duration of the performance, the background music, the costumes for all the characters, etc. They had to select the right persons in their group to play roles as certain characters in the drama. In short, creating a script of drama and performing it on stage gave the students experience to develop their creativity.

The findings and the discussion of the research can be presented below based on the research questions.

The Lecturer's Reasons of Using Mixed Methods

The lecturer made reflection on the problems and challenges in teaching in new normal, the action, and the results. First of all, the existing problems when the lecturer had online learning during the pandemic. The students' response when they had online learning before the new normal. It was the fact that many students had problem with the internet connection as they live in the areas that were not supported with good internet connection. The lecturer admitted that

many students have problems with the internet connection that sometimes made her feel uneasy. Many students did not answer when she asked a question in the meeting using Zoom application. The students' reason why they did not respond, because their internet connection was not stable. It made them could not hear the questions from the lecturer clearly or their voice was unclear when they answered the questions.

Another problem that the lecturer found during the online learning, many students could not join the class on time. In fact, the lecturer could not extend the time, as she had to teach the other class. Moreover, the participation of the students was very low when they had discussion. Only motivated and confident students who were active in the discussion. The rest of the students only listened and watched when their friends had discussion.

The condition made the lecturer think to find out the solution. She wanted to build the students' confidence so that they could participate the class actively. The action that she did was applying mixed methods Project-Based Learning and Joyful Learning to solve the existing problem. She believed that many of the students were good in observing, analyzing, and evaluating on certain problems if she provided a suitable learning activity.

The reason she applied PBL was that by the students were interested in creating the project. They had to choose a folktale from Indonesia and perform it in a short drama. They had to write the script of the drama, which was designed for the number of the group member. Joyful Learning was applied to make the students feel comfortable when they joined the class, they feel happy and feel free to express.

To create such a comfortable atmosphere, the lecturer discussed with all the students about the plan. The lecturer and the students made the schedule of the activities before they had to perform. First, the class was divided into two groups each of which consisted of 12 students. Each group had to performed different title of Indonesian folklore. They had two meetings to distribute the roles of each member of the group and write the script of the drama. The third meeting, the lecturer gave feedback on the script they wrote on the language they used, the flow of the story, and the other aspects they needed to performed, such as the costume, the sound tract music, etc.

The next meeting was that the students had practice to explore their roles in the class. They could discuss freely. Every student read the dialogue based on his or her role. Other students gave comment and suggestion on their performance. At the same time, they revised the dialogue if they found unsuitable sentences. By doing so, they could make reflection on what they wrote in the script.

After that, they practiced to perform in the class. The lecturer observed on their performance and made a note on the weaknesses the students made. The lecturer gave feedback on the volume of the voice, the intonation and pitch suited with the characters they played, the blocking stage, the choreography of the dance. She delivered the feedback after they had performed. Then, she gave the suggested examples for the solution. She also asked the students to feel whether the suggestion she gave made sense with their ideas.

The last stage was the real performance. The students had to work together to set up the stage and check the sound system to support the performance. They initiated to prepare the performance one day before. They did the preparation until late in the evening. They looked happy and enthusiastic although they were very tired.

The Students' Response

There were four students as the representatives who were interviewed to find out their response. Two of them were represented of high motivation students (students A and B) and the other two students were represented low motivation students (students C and D). The students' response

on the implementation of mixed methods by the lecturer are as follows:

- a. They felt happy to attend the class because all of the students like to perform drama. They could express themselves in drama performance. The peers cooperate and supported each others. Here are their answers.

Student A: *Basically, I like to perform in front of audiences. Performing drama is a challenge for me because I had to play roles as someone else, the character in the story.*

Student B: *This is my first experience after a long online learning that I have to do a performance. I am very happy because I can share ideas with my friend directly. We discuss, practice, and perform together. Moreover, there are four dramas from four different groups. So, my friends and I must give the best performance.*

Student C: *I am happy working with my friends. I like music and sometimes I arrange music of a song. In this class, my friends give me a chance to create the music for the performance.*

Student D: *I am shy to perform in front of many people. But my friends choose me to play an important role in the drama. They support and encourage me that I can do. It makes me confident.*

- b. They liked the ways of the lecturer teach. The lecturer gave clear instruction and information at the beginning of the project. She gave solution if the students got problems and responded fast.

Student A: *I always ask questions to the lecturer every time I get problem. In fact, I have the solution. I can discuss with the lecturer freely because she always gives solution.*

Student B: *I like the way of the lecturer teaches us, especially the way of communication with the students. She is very assertive but communicative.*

Student C: *For me, unstressed learning environment is important. I feel shy if I have to take a part in the class discussion. By having group discussion when we have to prepare the performance, I feel free. The lecturer always says that every idea must be appreciated.*

Student D: *The lecturer gives clear information and instruction. She uses a very simple language that I can understand. This is what I like from the lecturer.*

- c. They felt free to express themselves as the lecturer gave them trust to create the drama. The lecturer let the students sit in a circle on the floor, or let them sit on the chair in the classroom when they had discussion. She only monitored the students by listening to check the problems of each group.

Student A: *I don't feel that I have a formal lesson. The lecturer let the students sit either on the floor or on the chair.*

Student B: *I am in charge of typing the script of the drama. My team give me read carefully on the text and give me correction freely. The corrections are on the spelling, choice of words, and the appropriateness of the sentence for certain characters.*

Student C: *The one that I like in performing drama is I play a role as unimportant character. But my friends trust me on the music as the sound tract of the drama.*

Student D: *As we have a pleasant class, I feel uneasy if I don't support my friends. So, I try to participate the preparation and the real performance.*

The findings of the research show that using PBL builds the students' soft skills, including creativity. They had to create a script of a drama and perform it on the stage. This finding supports the previous researches that proves the application of PBL can foster and develop the

students' critical thinking skills. The researches were done by Rochmawati (2015), Ismuwardani et al. (2018), Anitha et al.(2018), Syarifah & Emiliasari (2019), Ummah et al. (2019), and Nurcahya & Sugesti (2020). Their finding shows that the use of PBL has been able to help improve students' abilities and creativity well.

In this research, it was found that there were some different characters of students. By applying PBL, the lecturer accommodates them as they work according to their ability. It is in line with the concept of PBL written in the Handbook of Project-Based Learning (Division, 2006). It is stated that PBL accommodates students with varying learning styles and differences. Students who have different learning style and ability, build their knowledge on varying backgrounds and experiences. They have to use modalities to solve problems and communicate the solution to create the project.

The students give positive responds on the application of mixed methods. The process of learning make them feel happy and free. They felt the class challenging as the lecturer gave a task to perform drama. The students like the task very much. These findings prove that Joyful Learning means bringing the element of happiness and joy while learning (Handbook of Joyful Learning, 2020). It enables students and lecturers to experience teaching-learning in a stress-free environment. Joy comes when the students feel that they have create something new. It occurs when they create the drama that the lecturer assigned. The lecturer gave clear information, responded fast when the students needed her, and she had good communication with the students. In short, the combination of mixed methods is the best strategy in teaching as it has many advantages.

CONCLUSION

Good teachers and lecturers must provide learning experience to build students' creativity. Mixed methods PBL and Joyful Learning is the best choice to give students positive learning experience. By having PBL students are trained to build a number of skills needed in the 21st Century era. They not only develop their creativity but also critical thinking, cooperation, and communication when they are assigned to create a project. The learning outcome will be reached easily when the class is designed in stress-free environment. Students feel free to express their ideas and they feel other people appreciated their works. Therefore, it is suggested for teachers and lecturers to choose this method as it has many advantages.

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A STUDY ON THE DEMANDS OF PROFESSIONAL COURSES IN WEST BENGAL**Dr. Sayantani Ghosh¹ and Subhodeep Kar²**¹Associate Professor, Dr. B. C. Roy Academy of Professional Courses, Durgapur (MAKAUT)²Student, Dr. B. C. Roy Academy of Professional Courses, Durgapur (MAKAUT)**ABSTRACT**

This research is being carried out to better comprehend the needs of professional education in West Bengal. The study's goal is to determine the factors that influence or motivate students in West Bengal to enrol in professional programs. A study on why students in West Bengal are more interested in professional courses and why they desire to pursue careers in them is to be conducted in this research paper using comments from professionals. In order to determine why professional courses are more in demand in West Bengal, various factors with a good justification have been discovered.

Keywords: Professional courses, Career Choice, Educational trends, demand, Higher Educational Institutions.

INTRODUCTION

In the ever-evolving landscape of education and career choices, the pursuit of professional courses has gained significant prominence. West Bengal, with its diverse socio-cultural fabric and economic dynamics, presents an interesting backdrop for a comprehensive study on the demand for professional courses. This study aims to delve into the factors that influence candidates in West Bengal to opt for professional courses as a career choice. Furthermore, it seeks to explore whether there exists any correlation between the choice of professional courses and gender, shedding light on potential gender-based patterns in this educational pursuit.

The state of West Bengal, situated in the eastern part of India, has a rich tapestry of educational institutions and a burgeoning youth population with aspirations and ambitions. These aspirations often manifest in the selection of professional courses, which encompass a wide range of disciplines, from engineering and medicine to management and technology. Understanding the driving forces behind this choice is essential for educational institutions, policymakers, and career advisors to align offerings with the needs and preferences of the students.

Literature Review:

Management Education, as a professional course is observed as one that contributes to students to be a fit member of staff for the industry. The affluence of the industry is fundamentally related to its good management experts. Management specialized is one of the most significant assets of an industry and a key element of the economic performance of a state. But Management education is fronting ample amount of issues in current scenario of West Bengal. So these issues should be solved and corrected by the Government initiatives as well as private initiatives. A well planned Management education system should be designed, so that students will be aware about the advantage of Management education for their future endeavor. (Biswas, S. & Adhikari, S. (2021).

It is found that the state is comparatively behind the national average in several performance indicators. Where, once, the renaissance of higher took place, now it failed to compete with the other states.

Though there are increase in number of colleges and universities and enrolment in those universities, but the number of teachers is not as per the requirement. Most of the colleges and universities hired guest teachers or contractual teachers, whose performance are very

poor. Major parts of the students move for private tutors for their class study. This led to the financial burdening on the student. (Hoque, J. (2021).

Management education across the globe is facing a unique crisis of relevance in the contemporary scenario. All the aspects of Business education such as quality of MBA aspirants, curriculum, business research, quality of research publications, industry-institute interface, management development programmes, faculty development programmes, placements, compensation Packages Of B-school graduates, career development trajectory of alumni, diversity among faculty as well as students, governance and accountability, etc. are under critical scanner. Indian B-schools are not untouched by the contextual compulsions of the Management education in the international arena. B-schools in India need to revitalize Management education in the country in order to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and global community at large (Das, J. K. & Roychowdhury, S . (2018). The management students, by and large, are quite well aware of the issues in the quality of teaching - learning process and its evaluation. It may be concluded on the basis of the responses of management student respondents on teaching-learning process that they are keen to learn well and are sensitive to the academic environment. They are also aware of the shortcomings in the system and have shown good level of thinking and concern for improvement in academic and research culture in the education system. (Jana Kr, S . (2017).

Education is an interaction and therefore, best students, competent faculty members, qualified trainers, excellent institutional infrastructure, and reforms in examination system, are the essential measure necessary for upgrading the quality of management education (Marimuthu & Mukherjee, 2014). India is emerging as the powerful economy with decisive leadership, millions of competent heads and hands, with demographic dividend, extensive market, call for 'Make in India' mission a thought to make India strong as well as the reengineering of Management Education. For improving the quality of management education is most of the University departments and B-Schools, there is an urgent need to have a relook at the curriculum and examination system to bring out necessary reforms and for revamping the entire management education (D. Madan Mohan. (2017).

Objective of the study:

1. To identify the factors that influence candidates to choose professional courses as a career
2. To find out whether professional course has any relation with gender or not

Research Methodology

The technique of conducting a systematic investigation of any management issue is known as research methodology. It covers research design, data gathering strategy, sampling strategy, and sample plan. The purpose of the study is to gauge the demand for professional programs in West Bengal's higher education institutions. Here, primary data and secondary data are both utilized. Primary data is gathered through questionnaires, whereas secondary data is gathered using sources like books, journals, websites, and articles, among others. Purposive sampling was used in this sample of 400 students who are enrolled in professional courses in Higher Educational Institutions in West Bengal. Questionnaire is the research tool that is used here. Here, three statistical methods applied are — i) Factor Analysis, ii) Hypothesis Testing.

Data Analysis

1. Factor Analysis-

The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis. The approximate of Chi-square is 3.164E3 with

1038 degrees of freedom, which is significant at 0.05 Level of significance. The KMO statistic of 0.764 is also large (greater than 0.50). Hence Factor Analysis is considered as an appropriate technique for further analysis of the data. Here Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.764 that the exploratory factor analysis is permissible. The Results Showed That 10 Factors came out from the Analysis. Therefore, these 10 factors explained 35.417 % of the total variances of variables.

Table 1- Result of KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.764
Bartlett's Test of Sphericity	Approx. Chi-Square	3.164E3
	df	1036
	Sig.	.000

Table 2- Communalities

	Initial	Extraction
01. Course Curriculum	1.000	.516
02. Faculty Expertise	1.000	.634
03. Brand Image of Institution	1.000	.738
04. Career Development Opportunity	1.000	.667
05. Alumni Support	1.000	.586
06. Infrastructure	1.000	.726
07. Industry Exposure	1.000	.697
08. Training and Placement Services	1.000	.779
09. Fees Structure	1.000	.728
10. Library	1.000	.754

Extraction Method: *Principal Component Analysis*

Table 3- Total variance

Components	Initial Eigenvalues			Extraction Sum Of Squared Loading		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %
01.	3.542	35.417	35.417	3.542	35.417	35.417
02.	2.064	20.671	56.088	2.064	20.671	56.088
03.	1.197	11.940	68.028	1.197	11.940	68.028
04.	.778	7.855	75.883			
05.	.661	6.309	82.192			
06.	.586	5.544	87.736			
07.	.403	4.048	91.784			
08.	.340	3.402	95.180			
09.	.189	2.801	97.987			
10.	.165	2.013	100.00			

Extraction Method: *Principal Component Analysis*

Total variance Explained

The above table shows all the factors extractable from the analysis along with their Eigen values, the percent of variance attributable to each factor and the cumulative variance of the factor and the previous factors. It is notified that the first factor accounts for 35.417% of the variance, the second 20.671% and the third factor 11.940% of variance is explained by all the three factors i.e. total 68.028% of the variance is explained by all the three factors.

Table 4- Rotated component matrix

	Components		
	Fundamental Prerequisites	Middle level Prerequisites	Extravagant Prerequisites
01.Training and Placement Services	.870		
02.Career Development Opportunity	.868		
03.Industry Exposure	.866		
04.Fees Structure	.860		
05. Library	.856		
06. Infrastructure		.784	
07.Faculty Expertise		.776	
08.Brand Image of Institution		.725	
09. Alumni Support			.811
10.Course Curriculum			.780

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization.

A Rotation converged in 5 iterations

Hypothesis test

Null hypothesis (H0) there is no significant association between gender and professional course.

Alternative hypothesis (H1) there is significant association between gender and professional course.

Gender * professional course gross tabulation

		PROFESSIONAL COURSES					Total	
		Not Satisfied	Slightly Satisfied	Satisfied	Very Satisfied	Extremely Satisfied		
GENDER	MALE	Count	54	44	123	31	26	278
		Expected	48.6	52.7	127.5	24.7	24.4	278
	FEMALE	Count	17	30	59	5	9	120
		Expected	20.4	23.3	54.5	11.3	10.6	120
		Count	70	75	183	35	35	398
		Expected	70	75	183	35	35	398
Total	Count	70	75	183	35	35	398	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.787 ^a	4	.009
Likelihood Ratio	.4853	4	.066
Liner-by-Linear Association	3	1	.472
N of Valid Cases			

The calculated chi-square value for the aforementioned table is 0.009, which is less than 0.05 at the 5% level of significance. Consequently, the null hypothesis is disproved. It can be assumed that there is a strong correlation between gender and professional courses in Higher Educational

Institutions in West Bengal. Consequently, it has been determined that professional course and gender are strongly related.

FINDINGS

1. Ten factors which influence an applicant's choice to apply for admission in professional courses at higher education institutions are found in this study from the factor analysis. Course curriculum, faculty expertise, institution brand, career development opportunities, alumni support, infrastructure, exposure to industry, training and placement services, fee structure, library, and infrastructure are the factors that determine.
2. The calculated chi-square value for the aforementioned table is 0.009, which is less than 0.05 at the 5% level of significance. Consequently, the null hypothesis is disproved. It can be assumed that there is a strong correlation between gender and professional courses in Higher Educational Institutions in West Bengal. It has been observed that candidates select professional courses based on their gender.

SUGGESTIONS

1. If the sample is categorized into groups based on characteristics like location (urban vs. rural), socioeconomic standing, and level of education, then reality can be understandable.
2. Opinions can be elicited from a range of stakeholders, such as legislators, teachers, parents, and students.
3. Opinion can be learnt on the usefulness, standard, and accessibility of professional training.
4. Information and insights can be acquired work with regional educational institutions, governmental organizations, and business associations.

CONCLUSION

In this in-depth investigation into the requirements for professional courses in West Bengal, we looked at many different dimensions of professional education in an effort to better understand the variables influencing students' decisions and the dynamics impacting the state's professional course landscape. We have learned important lessons from our research that can help educate educational institutions, policymakers, and potential students alike. In West Bengal, the requirements for professional degrees are varied and dynamic. Educational institutions and politicians must collaborate to improve the caliber, accessibility, and relevance of professional education in the state in order to fulfill the different demands of students and the changing job market. In this study ten factors are identified like Course curriculum, faculty expertise, institution brand, career development opportunities, alumni support, infrastructure, exposure to industry, training and placement services, fee structure, library, and infrastructure to influence Professional Courses. It is also identified that gender has positive association with Professional Courses in Higher Educational Institutions. West Bengal can help its students be better prepared for opportunities and challenges by addressing the issues identified and putting the suggested solutions into practice.

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ARTIFICIAL INTELLIGENCE IN EDUCATION

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ABSTRACT

This paper explains how artificial intelligence can be used and already is in the field of education. AIED is one of the currently developing disciplines in educational technologies, according to the 21st International Conference on Artificial Intelligence in Education, held in 2020. The usage of AI and its potential effects on teaching and learning in higher education are still mostly unknown to educators. Here, the impact of AI on education is discussed along with some of its benefits and drawbacks. Additionally, it discusses a specific approach to creating an AI-enabled platform for education, and it concludes with a discussion on AI's effects on education.

Keywords: gamification in education, effective learning, ai-driven teaching tools and Cognitive Technology.

INTRODUCTION

Education is one of the most promising fields where artificial intelligence (AI) is being applied. AI has been making major inroads into a number of industries. The use of artificial intelligence (AI) to education entails the use of cutting-edge tools, algorithms, and data-driven strategies to improve and change the educational process. The main advantages, difficulties, and prominent uses of AI in education are discussed in this introduction.

With the use of machine learning and data analytics, artificial intelligence (AI) is revolutionising the way we teach and learn by enabling the development of individualised, flexible, and immersive learning environments. Platforms and tools powered by artificial intelligence (AI) have the ability to meet the wide range of demands of students by providing specialised information, immediate feedback, and sophisticated evaluation techniques. They can also help teachers with administrative duties and data-driven decision-making. AI holds the potential to improve educational outcomes, increase accessibility, and impact the future of education in a globally connected and tech-driven society as it continues to develop and integrate into classrooms and online learning environments.

According to the 2018 Horizon research, experts predict that between 2018 and 2022, the usage of AI in education would increase by 43%. Over the past 30 years, there has been study on the use of AI in education. According to a survey by Research and Markets, the global market for AI education reached \$1.1 billion in 2019 and is expected to surpass \$25.7 billion by 2030.

AI IN EDUCATION

A multidisciplinary group at the cutting edge of computer science, education, and psychology is the International Artificial Intelligence in Education Society (AIED). On January 1st, 1997, the International AIED society was established. By hosting the International Journal of AI in Education (IJAIED) and AIED conference series, it brings researchers together.

There are generally four categories of AIED in institutional and administrative services, academic support services, and services such as profiling and prediction, assessment and evaluation, adaptive systems, personalization, and intelligent tutoring systems. The field of artificial intelligence is both inventive and derivative. A new technology called artificial intelligence has begun to alter educational resources and organisations. The ideal educational practise in the sphere of education requires the presence of teachers.

As AI solutions continue to advance, they make it easier to spot where there are gaps in teaching and learning and raise the calibre of education. In order to provide teachers the time and freedom to teach understanding and adaptability capabilities that are uniquely human. AI can promote efficiency, personalisation, and streamline administrative procedures. It is feasible to get the best performance out of kids by combining robots and professors.

AI innovations have the potential to completely transform education by delivering individualised, flexible, and effective learning experiences. They can help teachers, students, and supervisors in a number of ways, including:

- AI is able to analyse the strengths and weaknesses of each student to customise the instructional speed and content, improving learning outcomes.
- **Efficient Administration:** AI-powered technologies can automate administrative activities like enrollment, scheduling, and grading so that teachers may concentrate more on their actual lessons.
- **Data analysis:** AI is capable of analysing enormous volumes of educational data to spot trends, forecast future outcomes, and provide information that may be used to make wise decisions.
- Online and distant learning can both benefit from AI's real-time feedback, interactive simulations, and virtual tutors.

IMPACT OF AI IN EDUCATION

Future AI will have a big impact on practically every element of our lives, but it will have a particularly big impact on education because teaching and learning are vital components of life and the current educational system needs a lot of work. The educational system of the past was less adaptable than what the future of AI in education will offer. The teachers who are most crucial to the educational system are both pricey and not scaleable. Teachers are underappreciated and given excessive amounts of paperwork in various nations. By providing each person with a customised curriculum based on their interest and skill assessments, AI can assist them individually.

ADVANTAGES OF AI IN EDUCATION

The use of AI in education has numerous benefits and is completely changing the way that people learn. By tailoring content to each student's requirements and preferences, it promotes personalised learning and improves comprehension and retention. Automation increases the efficiency of administrative activities, lowering the workload of educators and allowing them to concentrate on teaching. AI offers quick feedback, improving pupils' knowledge and abilities. Additionally, data analysis aids institutions in making wise judgements, and AI promotes inclusivity by giving students with impairments specialised support and removing language barriers with translation tools. Through AI-driven online platforms, lifelong learning is made available, and educators gain from personalised professional development and the development of interesting lessons. Predictive analytics pinpoint students who are at risk and optimise resource distribution. AI strengthens security through online proctoring, promotes virtual classrooms for distant learners, and improves research capacities. Additionally, AI has the potential to lower the cost of education, encourage effective content creation, increase engagement through gamification, scale education globally, provide instant access to information, offer career guidance, and ultimately transform the educational system for more equitable, successful, and accessible learning experiences.

AI BASED SOLUTIONS IN EDUCATION

In fact, a number of educational platforms and businesses make use of AI technology to improve the teaching and learning process. An overview of the aforementioned platforms is provided below:

- **Third Space Learning:** Third Space Learning employs artificial intelligence to give students individualised online math tutoring. The website connects students with qualified math tutors who use AI-driven technologies to customise lessons to meet each student's needs and assist students become more proficient in math.
- **Little Dragon:** Little Dragon is a platform for personalised language learning that uses artificial intelligence. It makes language acquisition more efficient and interesting by tailoring the curriculum to each learner's skill level and rate of learning.
- **CTI (Cognitive Technology International):** CTI creates educational technology solutions utilising artificial intelligence. They provide platforms and solutions powered by AI to help teachers and students in a range of subject areas, including content creation and language learning.
- **Brainy:** The AI-powered platform Brainy is dedicated to assisting students in getting ready for standardised exams like the SAT and ACT. It provides customised exam preparation schedules and monitors students' development to help them make the most of their study techniques.
- **Thinker Math:** For pupils in primary school, Thinker Math is an AI-based math learning platform. It offers engaging lectures and exercises adapted to each student's proficiency level, enabling them to establish a solid mathematical foundation.
- **Carnegie Learning:** Carnegie Learning creates maths and science curriculum for K–12 pupils by combining AI and data analytics. To assist student improvement, its technology provides real-time feedback and personalised learning routes.

These platforms serve as examples of how AI technology is being used to improve education by making it more individualised, effective, and efficient. These platforms seek to enhance learning outcomes and increase accessibility and engagement in education by tailoring content and instruction to the requirements of particular students.

DEVELOPING OF AN AI ENABLED PLATFORM FOR EDUCATION

There are six fundamental steps in the development of an AI platform for education.

Step 1: Examine the current options.

Step 2: Think about the application's content, which should be engaging and interactive.

Step 3: With the development team, go over the project's requirements.

Step 4: To prevent bugs, the programme needs to be carefully and extensively tested.

Step 5: After the app has been out, promote it and collect user reviews.

Step 6: Keep your app updated.

To encourage the user to choose your solution above the competition, you must first carefully analyse the already existing solutions and add new features to them. Examine the design concepts. Because users always favour valuable information, you can choose from subjects like medicine, literature, math, and more. This helpful information can also be acquired from instructors at various institutions or colleges as well as from a variety of sources, including courses and training programmes.

Prior to project development, you must define the project requirements and business objectives. The development team must consist of a skilled group of software engineers who have knowledge of artificial intelligence. You can start off with a straightforward version of your platform or application, and then after gathering user feedback and reviews, you can regularly upgrade it with new features or content. To entice more people, excellent user experiences must be offered. This may occur if there are no customer complaints, but in order for this to occur, we must first identify and correct any flaws before launching the platform. Qualified Quality Assurance Engineers can perform this bug fixing. Based on user feedback, the platform needs to be upgraded frequently.

DISADVANTAGES OF AI IN EDUCATION

Although artificial intelligence (AI) has the potential to significantly improve education, it also has a number of drawbacks and difficulties. The following are some drawbacks of AI in education:

- **Lack of Human Interaction:** The possible decrease in human interaction is one of the most important disadvantages of AI in education. Despite the fact that AI can automate a wide range of jobs, it cannot entirely replace the social and emotional components of learning that result from interaction with peers and teachers. This lack of human interaction might impede the growth of critical soft skills like empathy and communication.
- **Fairness and Bias:** Artificial intelligence (AI) systems, especially those employed in education, may acquire biases from the data they are trained on. If the training data is not carefully selected and diverse, this could lead to unjust treatment, prejudice, or the reinforcement of pre-existing stereotypes. Biased AI algorithms, for instance, might unfairly penalise particular student groups in grading or recommendation systems.
- **Privacy worries:** Using AI frequently entails gathering and analysing substantial amounts of data, including private student information. When this data is not adequately protected, privacy issues surface. Student data could be exposed to breaches or misuse if improperly secured.
- **Accessibility Problems:** While internet connectivity and technology use are required for AI-powered educational tools, not all students have equal access to these resources. Due to the potential loss of opportunities for AI-enhanced learning for students without access to technology, the digital gap has the potential to worsen existing educational disparities.
- **Overreliance on Technology:** When AI and technology are used excessively in the classroom, it can create a passive learning environment where students depend on automated systems for information and solutions. Critical thinking and problem-solving abilities may be hampered as a result.
- **Limited Adaptability:** The programming and data of AI systems determine how well they will perform. They could find it difficult to adjust to special or unusual learning demands and styles. It's possible that students who don't fit the typical profile won't gain as much from AI-driven teaching tools.
- **Cost and Accessibility:** Using AI in education can be expensive, especially for institutions of higher learning with limited funding. The cost may prevent some schools or localities from having access to resources and technologies driven by AI.
- Teachers may lose their jobs as a result of the widespread deployment of AI in education, according to a common concern. While AI can improve administrative and teaching chores, it cannot entirely take the place of teachers' knowledge and guidance.

- **Technical difficulties:** AI systems need upkeep, updates, and technical assistance. The necessity for on-going training to use AI efficiently may be a problem for schools and other institutions.
- **Ethical dilemmas:** Using AI in education poses ethical concerns about data ownership, surveillance, and the influence of technology on educational outcomes. AI implementation and use decisions could have a significant impact on both society and pupils.

CONCLUSION

AI in education is a revolutionary change. The next level applications of artificial intelligence in education have not yet been developed, according to a research published by the Centre for Integrative Research in Computer and Learning Sciences. Therefore, those developing AI applications should thoroughly inform educators and decision-makers in the field of education. Although there are certain drawbacks to adopting AI in the educational sector, this is the technology of the future, thus educational institutions should start exposing their pupils to it. The effects of AI will be felt initially at the lowest levels of education and progressively progress to higher education. The long-term effects of AI on education will only become clear with time. AI's primary goal is to facilitate educators' work, not to take their position.

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THE ROLE OF ENGLISH LITERATURE IN DEVELOPING CRITICAL THINKING SKILLS

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ABSTARCT

English literature has long been recognized as a valuable tool for developing critical thinking skills. Through the study of literature, students are exposed to a wide range of perspectives and ideas, which can help them develop their own critical thinking abilities. This chapter explores the ways in which English literature can be used to promote critical thinking skills in students.

Firstly, the chapter discusses how reading literature can help students develop their analytical skills. By analyzing literary texts, students learn to identify themes, motifs, and symbols, which can help them develop their ability to analyze complex ideas. Additionally, reading literature can help students develop their ability to make connections between different ideas and texts.

Secondly, the chapter discusses how studying literature can help students develop their ability to think creatively. Through the study of literature, students are exposed to a wide range of creative writing techniques, such as metaphor and imagery. By learning how these techniques are used in literature, students can apply them to their own writing and develop their own creative thinking abilities.

Thirdly, the chapter explores how studying literature can help students develop their ability to think critically about social issues. Many works of literature deal with complex social issues such as race, gender, and class. By studying these works, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.

Finally, the chapter discusses how studying literature can help students develop their empathy and understanding of others. Literature often presents characters from different backgrounds and experiences than our own. By reading about these characters and their experiences, students can develop a greater understanding of others and become more empathetic individuals.

In conclusion, this chapter argues that English literature is an invaluable tool for developing critical thinking skills in students. Through the study of literature, students can develop their analytical skills, creative thinking abilities, critical thinking about social issues, and empathy and understanding of others.

Keywords: Skills, English, Literature, Critical Thinking, Self Development

I.INTRODUCTION

English literature has been a staple of education for centuries, and for good reason. It is not just about reading stories and poems; it is about developing critical thinking skills that are essential for success in today's world. In this chapter, we will explore the role of English literature in developing critical thinking skills in students.

Critical thinking is the ability to analyze information, evaluate arguments, and make informed decisions. It is a skill that is highly valued by employers and essential for success in many fields. English literature provides an excellent opportunity for students to develop these skills.

One way that studying literature can help develop critical thinking skills is by exposing students to different perspectives and worldviews. Literature often presents characters with complex

motivations and experiences that challenge readers' assumptions and beliefs. By engaging with these characters and their stories, students can learn to think critically about the world around them.

Another way that studying literature can help develop critical thinking skills is by encouraging creative thinking. Literature often presents complex problems that require creative solutions. By engaging with these problems, students can learn to think creatively and come up with innovative solutions.

In addition to developing analytical and creative thinking skills, studying literature can also help students develop their ability to think critically about social issues. Many works of literature deal with complex social issues such as race, gender, and class. By studying these works, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.

This chapter explores the role of English literature in developing critical thinking skills in students. The main points covered in this chapter are:

1. **Exposure to different perspectives and worldviews:** Literature often presents characters with complex motivations and experiences that challenge readers' assumptions and beliefs. By engaging with these characters and their stories, students can learn to think critically about the world around them.

2. **Encouraging creative thinking:** Literature often presents complex problems that require creative solutions. By engaging with these problems, students can learn to think creatively and come up with innovative solutions.

3. **Developing critical thinking about social issues:** Many works of literature deal with complex social issues such as race, gender, and class. By studying these works, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.

4. **Developing empathy and understanding of others:** Literature often presents characters from different backgrounds and experiences than our own. By reading about these characters and their experiences, students can develop a greater understanding of others and become more empathetic individuals.

II. The Importance of Critical Thinking Skills

Critical thinking is the ability to analyze information, evaluate arguments, and make informed decisions. It involves the process of actively and objectively analyzing information to form a well-reasoned judgment or conclusion. Critical thinking is an essential skill in education and beyond because it enables individuals to make informed decisions, solve problems, and evaluate arguments based on evidence rather than personal biases or opinions.

In education, critical thinking is important because it helps students develop their analytical skills, think creatively, and engage in meaningful discussions about complex issues. It also prepares students for success in higher education and the workforce by providing them with the skills needed to analyze information, evaluate arguments, and make informed decisions.

Beyond education, critical thinking is important because it enables individuals to make informed decisions about their health, finances, and personal relationships. It also helps individuals evaluate the credibility of sources of information and make informed decisions about important issues such as politics and social justice.

Critical thinking is an essential skill in education and beyond because it enables individuals to analyze information, evaluate arguments, and make informed decisions based on evidence rather than personal biases or opinions.

The study of English literature is an excellent way to develop critical thinking skills in students. By analyzing literary works, students can learn to think critically about complex issues and develop their analytical and creative thinking abilities.

One way that studying literature can help develop critical thinking skills is by exposing students to different perspectives and worldviews. Literature often presents characters with complex motivations and experiences that challenge readers' assumptions and beliefs. By engaging with these characters and their stories, students can learn to think critically about the world around them.

In addition, studying literature can help develop empathy and understanding of others. Literature often presents characters from different backgrounds and experiences than our own. By reading about these characters and their experiences, students can develop a greater understanding of others and become more empathetic individuals.

Furthermore, the study of English literature involves analyzing literary devices such as symbolism, imagery, and metaphor. By analyzing these devices, students can learn to think critically about how authors use language to convey meaning.

III. Analysis and Interpretation

There are many literary texts that encourage analysis and interpretation, and here are some examples:

1. **"To Kill a Mockingbird" by Harper Lee:** This novel deals with complex social issues such as racism and prejudice. By analyzing the characters and their experiences, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.
2. **"The Great Gatsby" by F. Scott Fitzgerald:** This novel is rich in symbolism and imagery, which encourages students to analyze the text closely and think critically about the meaning behind the symbols.
3. **"Hamlet" by William Shakespeare:** This play is full of complex characters and themes, which encourages students to analyze the text closely and think critically about the motivations of the characters.
4. **"Beloved" by Toni Morrison:** This novel deals with issues of slavery, trauma, and memory. By analyzing the characters and their experiences, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.
5. **"1984" by George Orwell:** This novel deals with issues of totalitarianism, censorship, and propaganda. By analyzing the text closely, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.
6. **"The Catcher in the Rye" by J.D. Salinger:** This novel deals with issues of identity, alienation, and rebellion. By analyzing the character of Holden Caulfield, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.
7. **"The Handmaid's Tale" by Margaret Atwood:** This novel deals with issues of gender inequality, reproductive rights, and authoritarianism. By analyzing the text closely, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.

8. **"The Things They Carried" by Tim O'Brien:** This novel deals with issues of war, trauma, and memory. By analyzing the characters and their experiences, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.

9. **"The Road" by Cormac McCarthy:** This novel deals with issues of survival, morality, and human nature. By analyzing the text closely, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.

10. **"The Color Purple" by Alice Walker:** This novel deals with issues of racism, sexism, and domestic violence. By analyzing the characters and their experiences, students can develop their ability to think critically about these issues and engage in meaningful discussions about them.

In conclusion, there are many literary texts that encourage analysis and interpretation. By studying these texts closely, students can develop their critical thinking skills and engage in meaningful discussions about complex issues.

IV. Evaluation and Judgment

Here are some examples of literary texts that encourage evaluation and judgment:

1. **"The Crucible" by Arthur Miller:** This play deals with the Salem witch trials and the dangers of mass hysteria. By analyzing the characters and their actions, students can develop their ability to evaluate the moral choices made by the characters and make informed judgments about them.

2. **"Heart of Darkness" by Joseph Conrad:** This novel deals with imperialism and racism. By analyzing the characters and their actions, students can develop their ability to evaluate the moral choices made by the characters and make informed judgments about them.

3. **"Animal Farm" by George Orwell:** This novel is an allegory for the Russian Revolution and Stalinism. By analyzing the characters and their actions, students can develop their ability to evaluate political systems and make informed judgments about them.

4. **"The Picture of Dorian Gray" by Oscar Wilde:** This novel deals with morality, beauty, and corruption. By analyzing the characters and their actions, students can develop their ability to evaluate moral choices made by the characters and make informed judgments about them.

5. **"Lord of the Flies" by William Golding:** This novel deals with human nature and the dangers of mob mentality. By analyzing the characters and their actions, students can develop their ability to evaluate moral choices made by the characters and make informed judgments about them.

6. **"The Scarlet Letter" by Nathaniel Hawthorne:** This novel deals with sin, guilt, and redemption. By analyzing the characters and their actions, students can develop their ability to evaluate moral choices made by the characters and make informed judgments about them.

7. **"The Trial" by Franz Kafka:** This novel deals with bureaucracy, justice, and individual freedom. By analyzing the characters and their actions, students can develop their ability to evaluate political systems and make informed judgments about them.

8. **"The Stranger" by Albert Camus:** This novel deals with existentialism and the absurdity of life. By analyzing the characters and their actions, students can develop their ability to evaluate moral choices made by the characters and make informed judgments about them.

9. **"The Handmaid's Tale" by Margaret Atwood:** This novel deals with gender inequality, reproductive rights, and authoritarianism. By analyzing the characters and their actions, students can develop their ability to evaluate political systems and make informed judgments about them.

10. **"The Trial of the Chicago 7" by Aaron Sorkin:** This play is based on the real-life trial of anti-war activists in 1969. By analyzing the characters and their actions, students can develop their ability to evaluate political systems and make informed judgments about them.

In conclusion, there are many literary texts that encourage evaluation and judgment. By studying these texts closely, students can develop their critical thinking skills and make informed judgments about complex issues.

V. Diverse Perspectives and Empathy

Exposure to diverse perspectives through literature can promote empathy and understanding by allowing readers to see the world from different points of view. When we read about characters who come from different backgrounds, cultures, or experiences than our own, we are forced to confront our own biases and assumptions. This can help us develop a greater sense of empathy and understanding towards others who may be different from us.

For example, reading "To Kill a Mockingbird" by Harper Lee can help readers understand the experiences of African Americans during the Jim Crow era in the southern United States. The novel's protagonist, Scout Finch, learns about racial inequality and injustice through her father's defense of a black man falsely accused of rape. By seeing the world through Scout's eyes, readers can gain a better understanding of the challenges faced by African Americans during this time period.

Another example is "The Joy Luck Club" by Amy Tan, which explores the experiences of Chinese American women and their relationships with their mothers. Through the stories of these women, readers can gain insight into the challenges faced by immigrants and their families as they navigate cultural differences and generational divides.

Other literary texts that explore diverse perspectives include "The Color Purple" by Alice Walker, which deals with issues of race, gender, and sexuality in the American South; "The Kite Runner" by Khaled Hosseini, which explores the experiences of Afghan immigrants in the United States; and "The Absolutely True Diary of a Part-Time Indian" by Sherman Alexie, which deals with issues of identity and belonging for Native American teenagers. By reading these texts and others like them, students can develop a greater sense of empathy and understanding towards people from different backgrounds and cultures.

VI. CONCLUSION

In conclusion, this chapter has highlighted the importance of studying English literature for developing critical thinking skills. It has explained how exposure to diverse perspectives through literature can promote empathy and understanding, and provided examples of literary texts that explore diverse perspectives. By reading these texts, students can gain a better understanding of the world around them and develop a greater sense of empathy towards people from different backgrounds and cultures. Furthermore, studying English literature allows students to analyze complex ideas, think critically about the world around them, and communicate effectively through writing. Therefore, it is essential that students engage with English literature as part of their education in order to develop these important skills.

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MULTIDISCIPLINARY APPROACH TO THE STUDY OF HISTORY THROUGH THE LENS OF NATURAL SCIENCE

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The multidisciplinary approach to the study of the past through the lens of natural science involves integrating various scientific disciplines to understand and interpret historical events and phenomena. Multidisciplinary research that integrates history and natural science offers a unique perspective on understanding the past and the natural world. By studying the historical context of scientific discoveries, researchers can gain a deeper understanding of how scientific knowledge has evolved over time. Historical analysis can illuminate the social, cultural, and intellectual factors that influenced scientific breakthroughs. It provides insights into the motivations, biases, and challenges faced by scientists in different periods, contributing to a more nuanced interpretation of scientific advancements.

The field of history of science examines the development of scientific ideas, theories, and methodologies over time. By integrating historical research with scientific analysis, researchers can explore the historical roots of scientific disciplines, the evolution of scientific thought, and the impact of past scientific discoveries on subsequent research. This multidisciplinary approach offers valuable insights into the growth and transformation of scientific knowledge. Natural science methodologies can be applied to analyze historical sources, such as ancient manuscripts, artworks, and archaeological remains. Techniques like radiocarbon dating, DNA analysis, spectroscopy, and imaging technologies can provide scientific data that complements historical research. This multidisciplinary approach enables a more accurate dating of historical objects, identification of materials, and the reconstruction of past environments.

Multidisciplinary research combining history and natural science can explore the lives and contributions of significant scientists. Biographical studies of scientists provide insights into their intellectual development, social networks, and the historical context in which their work was conducted. This interdisciplinary approach enhances our understanding of the scientific process, the social dynamics of scientific communities, and the broader societal implications of scientific discoveries.

By analyzing historical case studies, researchers can investigate how scientific knowledge has influenced societal attitudes, policies, and technological advancements. Historical research combined with scientific analysis can shed light on controversies, debates, and paradigm shifts in scientific disciplines. It enables a critical examination of the social and cultural factors that shape scientific knowledge production and its impact on society. Multidisciplinary research that integrates history and natural science allows for a holistic understanding of the past, scientific advancements, and the interplay between human societies and the natural world. This approach contributes to a more comprehensive and nuanced interpretation of historical events, scientific discoveries, and their broader implications for society.

PHYSICAL SCIENCE

Multidisciplinary research that integrates history and physical science offers a unique perspective on understanding the historical aspects of physical phenomena, scientific discoveries, and technological advancements. Historical Development of Physical Theories: Integrating history and physical science allows for the exploration of the historical development of physical theories and concepts. By studying the historical context in which scientific ideas emerged, researchers can gain insights into the social, cultural, and intellectual factors that influenced the formation of physical knowledge. This multidisciplinary approach provides a

deeper understanding of how physical theories have evolved over time and how they have shaped our understanding of the natural world. The intersection of history and physical science is particularly relevant when examining the history of scientific instruments and experimental techniques. By investigating historical records, technological artifacts, and scientific manuscripts, researchers can trace the development of experimental methods, technological advancements, and the impact of historical innovations on scientific research.

Multidisciplinary research that combines history and physical science can shed light on the historical aspects of physics and astronomy. By examining historical texts, observational data, and scientific correspondence, researchers can explore the evolution of physical theories, the development of astronomical models, and the impact of historical events on the progress of these fields. The integration of history and physical science allows for the study of technological innovations throughout history. By investigating historical records, patents, and engineering designs, researchers can understand the development of technological advancements, explore the societal impact of technological innovations, and analyze the role of historical events in shaping technological progress. Multidisciplinary research that combines history and physical science enables biographical studies of notable scientists, physicists, and inventors. By examining the lives, intellectual contributions, and historical contexts of individuals, researchers can gain insights into the development of physical theories, the methodology of scientific discovery, and the impact of individuals on the progress of physical sciences.

The multidisciplinary approach of combining history and physical science allows for the study of historical perspectives on energy use, resource management, and environmental impact. By examining historical records, technological developments, and environmental data, researchers can understand how energy sources have evolved over time, analyze historical environmental changes, and explore the social and economic dimensions of energy transitions. Multidisciplinary research that combines history and physical science provides a comprehensive understanding of the historical dimensions of physical phenomena, scientific theories, technological innovations, and their impact on society. It contributes to a broader perspective on the development of physical sciences, the history of technology, energy and environmental history, and the cultural and social contexts in which scientific advancements occur.

A. CHEMISTRY

Multidisciplinary research in history and chemistry involves integrating the methodologies and perspectives of both disciplines to explore historical phenomena through chemical analysis and investigations. This interdisciplinary approach can provide unique insights into various aspects of history, including material culture, conservation, and the scientific understanding of historical artifacts. Chemistry can be applied to analyze historical materials and artifacts, such as paintings, manuscripts, pottery, textiles, and metals. Techniques like spectroscopy, chromatography, and microscopy can help identify pigments, dyes, inks, and other components used in these objects. Chemical analysis provides information about their composition, origins, authenticity, and the technological processes employed during their creation.

Multidisciplinary research in history and chemistry plays a crucial role in the conservation and preservation of historical artifacts. Chemists can contribute to the development of techniques and materials for cleaning, stabilizing, and protecting objects from deterioration. They can also assess the chemical reactions and degradation processes affecting artifacts and propose appropriate preservation strategies. Chemistry can assist in establishing accurate dates and chronologies of historical objects and sites. Radiocarbon dating, for example, relies on the measurement of the isotopic ratio of carbon-14 to carbon-12 in organic materials, helping historians assign precise dates to archaeological findings or historical samples. Chemical analysis can shed light on historical material technology and trade routes. By studying the composition and isotopic signatures of materials, researchers can trace the sources of raw

materials, identify manufacturing techniques, and understand patterns of ancient trade and exchange.

Chemical analysis can provide insights into the environmental impact of historical activities. By studying the presence of pollutants or markers in sediment cores, ice cores, or tree rings, researchers can reconstruct historical patterns of pollution, industrial activities, or agricultural practices, providing valuable context for understanding past human-environment interactions. Chemistry can be utilized in historical forensic investigations, such as analyzing pigments in art forgeries or detecting chemical residues in historical crime scenes. These applications can contribute to resolving historical mysteries and authenticating artifacts. By combining the methodologies and expertise of history and chemistry, multidisciplinary research offers a deeper understanding of historical materials, technological advancements, trade networks, environmental impacts, and other aspects of the past. It enhances our knowledge of historical contexts and contributes to the preservation and interpretation of cultural heritage.

B. PHYSICS

Multidisciplinary research in history and physics involves the integration of methodologies, theories, and approaches from both disciplines to study historical phenomena through the lens of physics. This interdisciplinary approach allows for a deeper understanding of various aspects of history, including scientific advancements, technological developments, and the physical forces that have shaped historical events. Physics can contribute to the understanding of historical scientific instruments and techniques. By studying the design and functioning of historical devices such as astrolabes, telescopes, or early measuring instruments, researchers can gain insights into the scientific knowledge and practices of the time. Physics can help explain the principles behind historical technological advancements. By analyzing the mechanics, thermodynamics, optics, or electromagnetism involved in historical inventions and innovations, researchers can uncover the scientific principles that underpin them.

Physics can assist in the reconstruction of historical events by employing mathematical modeling, simulations, and computer simulations. For example, physics-based simulations can be used to analyze the trajectories of projectiles in historical battles or the impact of natural forces like earthquakes or tidal waves on historical structures. Physics can contribute to the understanding of historical climates, weather patterns, and natural phenomena. By studying paleoclimatology, researchers can analyze historical climate data, ice cores, or sediment records to gain insights into the environmental conditions of the past and their impact on historical societies. Physics plays a significant role in the conservation and preservation of historical artifacts. Techniques such as X-ray imaging, spectroscopy, and thermography can be used to analyze the composition, structure, and condition of historical objects. This knowledge helps in developing appropriate conservation strategies to protect and preserve cultural heritage.

Physics provides dating methods that assist historians in establishing precise chronologies. For instance, radiocarbon dating, thermoluminescence, or optically stimulated luminescence dating can help determine the age of organic and inorganic materials, allowing for more accurate dating of archaeological and historical samples. By combining the methodologies of history and physics, multidisciplinary research offers a deeper understanding of historical events, technological advancements, environmental influences, and the scientific principles underlying them. It provides new perspectives and insights into the interplay between science, technology, and historical developments.

C. GEOLOGY

Multidisciplinary research can be highly beneficial in bridging the gap between geology and history, allowing for a more comprehensive understanding of various phenomena. Multidisciplinary research combining geology and history can shed light on past environments

and climate conditions. Geological data, such as sediment cores, isotopic analysis, and fossil records, can provide insights into ancient landscapes, changes in sea levels, and climatic variations. By integrating historical records, such as diaries, maps, and archival documents, researchers can link geological data to human activities, land use patterns, and their impact on the environment. The integration of geology and history enables researchers to investigate the relationship between human cultures and the natural landscape. Geological features, such as rock formations, mineral resources, and geological hazards, have influenced human settlement patterns, economic activities, and cultural practices throughout history. By combining historical analysis with geological surveys and mapping, researchers can unravel the interactions between humans and their geological surroundings. Multidisciplinary research in historical geology incorporates historical records to reconstruct geological events and processes. Historical accounts, written records, and oral traditions often provide valuable information about past earthquakes, volcanic eruptions, tsunamis, and other geological phenomena. These historical narratives can be combined with geological investigations, such as stratigraphic analysis, radiometric dating, and geomorphological studies, to refine our understanding of geological history.

The integration of geology and history is crucial in the field of archaeogeology. Geophysical surveys, remote sensing techniques, and stratigraphic analysis help archaeologists locate and interpret buried archaeological sites. Geology provides valuable insights into the formation of sediments and soils, enabling researchers to understand the preservation of artifacts and the impact of geological processes on archaeological sites. Historical records and archives can complement geological data by providing information about past human activities and the context of the archaeological remains. Multidisciplinary research combining geology and history can contribute to the study of natural disasters and their impact on human societies. Geological evidence, such as evidence of past earthquakes, volcanic eruptions, and floods, can be integrated with historical records and accounts to reconstruct past disaster events, assess their social and economic consequences, and inform disaster preparedness strategies. Multidisciplinary research in geology and history often involves collaboration among geologists, historians, archaeologists, anthropologists, and other relevant disciplines. This collaboration facilitates the exchange of knowledge, methodologies, and data, leading to a more comprehensive understanding of the complex interplay between geological processes and human history.

By integrating geology and history, researchers can gain insights into the geological forces that have shaped human societies, the human impact on the environment, and the reciprocal relationship between geological and historical processes. This multidisciplinary approach enhances our understanding of the Earth's past and helps contextualize human history within a broader geological framework.

LIFE SCIENCE

Multidisciplinary research that combines history and life science offers a unique and valuable perspective on understanding the historical aspects of living organisms, human societies, and their interconnections. Integrating history and life science allows for the exploration of the historical development of biological concepts and theories. By studying the historical context in which biological ideas emerged, researchers can gain insights into the social, cultural, and intellectual factors that influenced the formation of biological knowledge. This multidisciplinary approach provides a deeper understanding of how biological theories have evolved over time and how they have shaped our understanding of life.

The intersection of history and life science is particularly relevant in the field of medicine and healthcare. By examining the historical aspects of medical practices, disease outbreaks, and the development of medical technologies, researchers can trace the evolution of medical

knowledge, understand the impact of historical events on public health, and explore the social and ethical dimensions of medical advancements. Multidisciplinary research that combines history and life science can shed light on the historical aspects of genetics and evolutionary biology. By investigating historical records, ancient DNA, and fossil evidence, researchers can reconstruct the evolutionary history of species, explore genetic changes over time, and understand the role of historical events in shaping genetic diversity and adaptation.

The multidisciplinary approach of combining history and life science enables the study of human-environment interactions throughout history. By examining historical records, archaeological evidence, and ecological data, researchers can understand how human societies have shaped and been shaped by the natural environment. This includes investigating the historical impacts of human activities on ecosystems, biodiversity, and the sustainability of natural resources. Integrating history and life science can provide historical context to ethical considerations in life science research. By examining past ethical debates, controversies, and ethical frameworks in the life sciences, researchers can gain insights into the ethical challenges faced by scientists and the evolution of ethical standards in scientific research. This multidisciplinary approach informs contemporary discussions on responsible research practices and ethical decision-making in the life sciences.

Multidisciplinary research that combines history and life science offers a rich and nuanced understanding of the historical dimensions of living organisms, biological concepts, and the impact of biological knowledge on society. It contributes to a broader perspective on the development of life sciences, the history of medicine, human-environment interactions, and the ethical considerations inherent in scientific research.

A. BOTANY

Multidisciplinary research in history and botany involves the integration of methodologies, theories, and approaches from both disciplines to explore the historical interactions between human societies and plants. This interdisciplinary approach can provide valuable insights into various aspects of history, including agriculture, food systems, medicine, trade, and cultural practices related to plants. Ethnobotany combines the study of plants and their uses in different cultures with the cultural and historical contexts in which they are embedded. By examining historical texts, oral traditions, and archaeological evidence, researchers can uncover how plants have been utilized by societies throughout history for medicinal purposes, nutrition, rituals, materials, and other cultural practices. The historical study of agriculture involves investigating the cultivation, domestication, and spread of plants, as well as the development of agricultural techniques and practices over time. Botanical knowledge contributes to understanding historical farming systems, crop choices, and the impact of agriculture on human societies.

Historical botanical research can shed light on the movement of plants through trade networks, exploration, and colonialism. It explores how plants have been transferred between different regions, the impact of plant introductions on local ecosystems and economies, and the cultural and economic exchanges facilitated by the trade of plant-based commodities. Botanical data and ecological approaches are employed to reconstruct historical landscapes, vegetation changes, and the impact of human activities on ecosystems. By studying pollen records, plant remains, and historical documents, researchers can uncover historical land use patterns, deforestation, and the effects of human interventions on local flora and fauna.

The historical study of medicinal plants and herbal practices examines the use of plants for healing, healthcare, and traditional medicine in different historical periods and cultures. This research combines historical texts, folklore, and archaeological evidence to understand the role of plants in ancient medical systems and the development of pharmaceutical knowledge. Botanical research contributes to the understanding of historical food systems, culinary

traditions, and dietary practices. It investigates the domestication and cultivation of food crops, the impact of plant-based foods on human health and nutrition, and the cultural significance of certain plants in culinary traditions. By combining the methodologies of history and botany, multidisciplinary research offers a comprehensive understanding of the historical relationships between human societies and plants. It provides insights into the ways in which plants have shaped human cultures, economies, and environments throughout history.

B. ZOOLOGY

Multidisciplinary research in history and zoology involves the integration of methodologies, theories, and approaches from both disciplines to explore the historical interactions between human societies and animals. This interdisciplinary approach can provide valuable insights into various aspects of history, including human-animal relationships, animal symbolism, hunting and domestication, biodiversity, and environmental change. Historical research in zoology examines the cultural and symbolic significance of animals in different societies and time periods. It explores animal representations in art, mythology, religion, and folklore, shedding light on human beliefs, rituals, and social structures associated with animals. The historical study of animal domestication and husbandry investigates the processes through which humans have selectively bred and managed animals for various purposes, such as food, labor, transportation, or companionship. It examines the impact of domestication on human societies and the genetic, morphological, and behavioral changes in domesticated species.

Historical zoological research explores the hunting practices, hunting technologies, and the ecological and cultural consequences of human-animal interactions related to hunting. It examines how hunting has shaped human societies, influenced animal populations, and contributed to the development of trade and social hierarchies. Zoological data and ecological approaches are employed to reconstruct historical animal populations, species distributions, and the impact of human activities on ecosystems. By studying archaeological remains, historical records, and ecological indicators, researchers can gain insights into historical changes in biodiversity, habitat alteration, and the effects of human interventions on animal communities. Historical texts, such as travel accounts, natural histories, and scientific writings, provide valuable information about the perceptions, observations, and knowledge of animals in different historical periods. Analyzing these texts from a zoological perspective can help understand the taxonomy, biology, and behaviors of animals as understood at the time and the influence of these ideas on society. The study of historical artifacts, such as animal remains, figurines, and adornments, can provide insights into human-animal relationships, hunting practices, and symbolic representations. By analyzing these materials, researchers can explore the role of animals in cultural practices, trade networks, and social identities. By combining the methodologies of history and zoology, multidisciplinary research offers a comprehensive understanding of the historical relationships between human societies and animals. It provides insights into the ways in which animals have influenced human cultures, economies, and environments throughout history.

In conclusion, the multidisciplinary approach to the study of the past through the lens of natural science offers a powerful framework for gaining a comprehensive understanding of historical phenomena and the natural world. By integrating natural science disciplines, such as geology, life science, and physical science, with historical research, we can uncover new insights, reveal hidden connections, and provide a more nuanced interpretation of historical events. This multidisciplinary approach allows researchers to bridge disciplinary boundaries, draw on diverse methodologies, and leverage the strengths of different fields of study. By combining historical sources, archaeological evidence, ecological data, geological analysis, and scientific techniques, researchers can reconstruct past environments, trace the evolution of species,

investigate the impact of human activities on ecosystems, explore the historical development of scientific theories, and analyze the social and cultural contexts that shaped scientific knowledge.

Moreover, the multidisciplinary approach enriches our understanding of the interactions between human societies and the natural world throughout history. It enables us to explore the reciprocal relationships between geological processes, biological evolution, technological advancements, and human cultures. By contextualizing historical events within a broader natural science framework, we can better comprehend the complex dynamics that have shaped our world. The multidisciplinary approach also fosters collaboration and dialogue among researchers from different disciplines. It encourages the exchange of knowledge, methodologies, and perspectives, leading to innovative research questions, novel interpretations, and interdisciplinary breakthroughs. By embracing this approach, we can address complex research problems that cannot be adequately understood within a single disciplinary framework.

However, it is important to acknowledge the challenges of multidisciplinary research, including differences in terminology, methodologies, and epistemological frameworks. Effective communication, collaboration, and openness to diverse perspectives are crucial for successful integration and fruitful interdisciplinary endeavors. In summary, the multidisciplinary approach to the study of the past through the lens of natural science offers a holistic and dynamic way of understanding historical phenomena. It enhances our knowledge of the natural world, human societies, and the complex interactions between them, ultimately contributing to a more comprehensive understanding of our shared history.

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NAVIGATING THE DIGITAL LANDSCAPE: IMPACTS ON CHILDREN'S MENTAL HEALTH

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ABSTRACT

The effects on kids' mental health have become increasingly significant in the ever-changing digital world. The complex interactions between children's use of digital devices and their psychological health are thoroughly examined in this book chapter. It delves into the complex aspects of these phenomena, analysing the potential benefits and risks that children may encounter via digital gadgets, online platforms, and social media. The chapter covers the following topics: the pervasiveness of screen time; the impending danger of Cyberbullying; the specter of digital addiction; and the vital importance of digital literacy. It emphasizes how crucial it is to provide children with sound digital habits while also minimizing potential harm. This may be achieved through good digital parenting techniques and parental assistance. It also explores the newly-emerging field of digital mental health resources, which includes online therapy and counselling in addition to cutting-edge digital technologies that support kids' emotional and psychological resilience. This book chapter aims to give parents, educators, mental health experts, and legislator's useful insights by providing a holistic view of the benefits and challenges inherent in the digital world. Its main objective is to make it easier to understand the complexities of children's mental health in the digital age. This will enable people to make more informed decisions and develop strategies that will support the mental health of our youngest members of the digitally connected society.

Keywords: Behavioural, Cognitive, addictive, Social media, Online gaming, Digital literacy and Mental Health.

INTRODUCTION

The advent of the digital age has brought forth an unparalleled level of connectedness and boundless opportunities, revolutionizing our daily lives, occupations, and modes of communication. Children are now considered digital natives in this quickly changing world, acclimating to a life where screens, social media, and virtual reality are part of everyday existence. With its plethora of options for education, entertainment, and social contact, the digital sphere has surely transformed the way kids learn, grow, and interact with the outside world. But there are also serious issues and worries that have been brought up by this era of ubiquitous technology, particularly in relation to the significant and sometimes undetectable effects it might have on children's mental health.

This book chapter explores the complex relationships between technology and the mental health of the younger generation by delving deep into this digital world. In a world when screens are everywhere, children's experiences with screen time, online interactions, and digital immersion have become increasingly important. These changes force us to consider how best to strike a balance between the benefits of the digital era and any risks that might have an impact on kids' mental health.

The goal of this chapter is to clarify these complex processes. It explores how digital technology enhances learning experiences both inside and outside of the classroom, delving into its educational benefits. It also looks at how to use the internet to help kids make friends and build social bonds, highlighting the advantages of kids interacting online. However, we have to face

the shadows this digital world casts as we navigate it. Digital reliance and screen addiction have become real issues that affect children on an emotional, cognitive, and social level. Cyberbullying is a threat that many young people's emotional health is at risk from. It hides in the virtual shadows.

As digital mentors, parents are essential in this environment, helping their kids navigate unfamiliar territory. Digital parenting has emerged as a new frontier in which parents and guardians must protect their children from the risks of digital technology while educating themselves, setting limits, and empowering their kids to take use of its possibilities. With a toolkit of techniques and knowledge, parents can help their kids behave responsibly and sensibly online.

Additionally, children's emotional and psychological resilience is fostered by the creative resources that have been made possible by the digital era. With the rise in popularity of online counselling and therapy services, kids may now get expert mental health help from the convenience of their digital devices. The development of digital technologies that improve emotional well-being has been abundant, offering workable answers to the problems that the digital age presents.

Our goal in this investigation is to learn more about the subtleties of how children's mental health is affected by the digital landscape. We want to provide parents, educators, mental health experts, and legislators with the information and resources necessary to successfully navigate the digital age by shedding light on the opportunities, difficulties, and solutions. By doing this, we hope to enable kids to thrive in a world where screens and algorithms are essential allies on their path of personal development and exploration.

We will look closely at these issues in the upcoming parts, fusing practical advice with insightful observations from the field. Upon completion of the chapter, our aim is to equip the reader with a comprehensive comprehension of the complex correlation between children's mental health and the digital environment, as well as practical approaches to promote wellbeing in this age of advanced technology.

1. The Digital Landscape

1.1 Digital Immersion

A period of unprecedented digital immersion has begun with children's daily interactions with digital devices. The digital world is now a seamless part of their everyday lives, no longer confined to a screen. Youngsters, who are sometimes called "digital natives," move around this environment with a familiarity and comfort that astounds many adults. With screens at their sides, adolescents have access to a plethora of digital entertainment, educational resources, and social networks from the moment they wake up until they go to sleep.

The Increasing Use of Electronic Devices

It is astounding how common digital devices are in children's life. Devices like game consoles, laptops, tablets, and smartphones are become necessities for education, communication, and entertainment rather than just luxuries. The typical American youngster now possesses their first smartphone by the time they are [age], according to a survey by [Source], and this trend is reflected globally. These gadgets are now more than simply toys; they offer doors to a world of knowledge and experiences.

Trends in Internet and Screen Time Use

The prevalence of digital gadgets has led to an increase in children's screen time. Digital content, such as streaming videos and instructional apps, has taken center stage in children's life. Children are using screens for [number] hours a day on average, according to [statistics]. This covers homework and schooling as well as recreational activities. When evaluating the effects

of screen time on mental health, it might be difficult to distinguish between screen time for education and leisure.

Furthermore, growing up in the digital age is characterized by extensive use of the internet. Kids these days are playing online games, communicating with friends on social media, and researching topics for school assignments. Although there are many amazing opportunities associated with this digital immersion, concerns are also raised regarding the long-term effects on children's wellbeing.

Recognizing the consequences of this immersion is crucial in the age of digital technology. The digital environment that children navigate is changing quickly, and there is an intrinsic link between children's mental health and these interactions. We will explore the positive and bad sides of digital immersion as we move through this chapter, shedding light on this complex relationship and offering solutions to help kids get the most out of their digital experiences while preserving their mental health.

1.2 Digital Literacy and Engagement

Children's lives are shaped in today's digital world not just by their exposure to technology but also by their aptitude at navigating it. The idea of "digital literacy" has evolved into a defining characteristic of contemporary childhood, impacting how kids interact with digital gadgets, the internet, and the wealth of information available to them. Comprehending the subtleties of digital literacy and the character of children's online activities is essential to appreciating the influence on their psychological well-being.

Digital Literacy's Significance

Digital literacy includes a variety of abilities, from critical thinking and assessing online information to responsible digital citizenship, and goes beyond simply knowing how to use digital tools. Children's digital literacy has a significant impact on the quality of their online relationships and their capacity to protect their mental health while they participate in a variety of online activities.

Types of Online Activities Children Engage In

Children's use of digital devices involves a variety of activities, such as:

- 1. Academic Activities:** Interactive applications and online courses are just two examples of the many educational tools available in the digital world. With the use of digital learning resources, kids can investigate topics, pick up new abilities, and expand their knowledge.
- 2. Social media:** Children's social life revolve around social media platforms, which allow them to interact with peers, exchange experiences, and create online personas. But these platforms' dynamics have a significant impact on their emotional health.
- 3. Online gaming:** Playing video games has grown in popularity. Through online games, kids can interact with friends, compete with players worldwide, and fully immerse themselves in virtual worlds.
- 4. Streaming and videos Creation:** Platforms like YouTube and TikTok have empowered children to create and share their content. In addition to encouraging creativity, this exposes children to difficult topics like online criticism, privacy, and influencer comparison.

Children who participate in these activities develop a distinct set of digital skills. However, there are hazards associated with the digital world as well, like the possibility of addiction, Cyberbullying, and exposure to offensive content.

2. Positive Impacts of Digital Engagement

In the era of digitalization, kids' use of technology is frequently seen as having two drawbacks. As important as it is to acknowledge the numerous benefits of digital immersion for children's mental health and wellbeing, there are also justifiable worries about its drawbacks. This section delves into the positive sides of digital interaction, providing insight into how technology can be used to improve the lives of children.

2.1 Benefits of Education

Digital Tools in the Classroom: Children's learning has been completely transformed by the use of digital technology in educational settings. Teaching strategies that are dynamic and captivating can be found in interactive whiteboards, e-books, educational apps, and internet resources. These resources support a variety of learning styles, allowing kids to study subjects at their own speed and customize to meet their own requirements.

Online Learning tools: There are a plethora of educational tools available on the internet outside of the classroom. Access to free or inexpensive classes on a variety of subjects is made possible by platforms such as Coursera, YouTube, and Khan Academy. These materials provide chances for intellectual growth and discovery for kids who have particular interests or who are looking for extra challenges.

2.2 Social Connections

Facilitating Communication: Social media platforms and messaging apps have redefined how children communicate with their peers. Real-time connections are made possible by these techniques, regardless of distance. By connecting in virtual places, kids may stay in touch with family, establish friendships, and improve their social skills.

Online Friendships: The idea of online friendships has also been influenced by the internet. These relationships can provide emotional support, a sense of connection, and a sense of belonging, but prudence is important. Online friendships can be a great way for kids who might have trouble making friends in person to develop relationships.

Harnessing the Positive Aspects

It is crucial to comprehend and capitalize on the social and educational advantages of internet interaction in order to support children's mental health. Digital tools present fascinating chances for education, creativity, and interaction. Parents and educators can help kids get the most out of their digital experiences while reducing hazards by promoting responsible use and offering guidance. But it's imperative to keep a balanced perspective that acknowledges the benefits and difficulties that the digital environment brings.

3. Screen Addiction and Digital Dependency

Defining Screen Addiction: The term "screen addiction," which is synonymous with "digital addiction" or "technology addiction," describes the excessive and obsessive use of digital gadgets including computers, video games, tablets, and smartphones. It is typified by an overwhelming desire to use screens, even when it means neglecting other important tasks.

The Psychological Effects: Children who spend too much time on screens have been related to a number of negative psychological and emotional outcomes. Among these could be heightened emotions of loneliness, despair, and worry. Screen addiction can also negatively impact children's academic achievement, physical health, and interpersonal relationships, among other important areas of their lives.

3.2 Cyberbullying and Online Harassment

The Prevalence of Cyberbullying: In the digital age, Cyberbullying has become a widespread problem. It entails harassing, threatening, or intimidating others by using digital platforms

including social media, messaging applications, and online forums. Cyberbullying can happen to children in the form of harsh messages, gossip, and humiliation in front of others.

Psychological Effects on Children: It is impossible to exaggerate the effects of Cyberbullying on kids' mental health. Victims frequently have elevated tension, anxiety, and depressive symptoms. Feelings of helplessness and hopelessness can result from online harassment that is persistent and visible to the public. In extreme circumstances, Cyberbullying can lead to suicidal thoughts and behaviours, which makes it a serious issue that needs immediate response.

It's critical to comprehend these hazards and obstacles in order to create solutions that protect kids' mental health in the digital age. The role of parents and educators in addressing these issues will be discussed in the sections that follow. We will stress the significance of digital literacy, responsible digital parenting, and the availability of digital mental health resources as essential elements of a comprehensive strategy to mitigate these challenges.

4. Digital Parenting and Strategies

The role of parents has expanded into the digital sphere in the digital age, giving parenting a new dimension. The duties and methods parents use to monitor their children's technology use and protect their online safety are collectively referred to as "digital parenting." In this section, we explore the crucial role parents play in helping their children navigate the digital world and provide them with helpful tips to help them instil in their kids appropriate and balanced digital conduct.

4.1 The Role of Parents

Parental Responsibility: Parents are primarily responsible for exposing their children to the digital world, teaching them about its advantages and disadvantages, and making sure they are safe when using it. The first line of defence against certain online hazards, such as improper content and excessive screen time, is the parent.

Challenges Faced by Parents: Parenting via digital means has its share of difficulties. Frequently, parents are less tech-savvy than their kids and must navigate unknown territory. It can be difficult to stay up to date with the digital landscape due to the quick speed at which technology is developing and the frequent release of new platforms and apps.

4.2 Digital Parenting Strategies

Educating Parents about Digital Technology: Adults need to educate themselves on the technology their children are using before they can be effective digital parents. This entails being aware of the platforms, apps, and gadgets in addition to the advantages and disadvantages they offer. Workshops, discussion groups, and internet tools can help parents stay educated.

Setting Boundaries and Establishing Open Communication: It's crucial to communicate honestly and openly. Setting up boundaries and rules for screen time and internet activity is something that parents should do. At the same time, they should encourage their children to share their digital experiences, including any concerns or issues they encounter online.

Modelling Healthy Digital Behaviour: Kids frequently imitate the actions of their parents. Parents need to set an example of good screen time habits and digital manners if they want their kids to behave responsibly on the internet. Their personal screen time should be restricted, and they should emphasize the value of striking a balance between online and offline activities.

Utilizing Parental Control Tools: Apps and other digital parenting resources can be quite helpful in controlling kids' internet usage. With the help of these resources, parents can monitor usage, impose rules, and guarantee their kids' safety online. But as kids become older, it's critical to find a balance between monitoring and preserving their privacy.

Encouraging Critical Thinking and Digital Literacy:

Children should be encouraged to think critically by their parents. Digital literacy requires teaching kids to critically assess internet content, identify reliable sources, and challenge the information they come across.

The process of becoming a digital parent is dynamic and ever-changing, requiring constant work, flexibility, and a dedication to knowledge acquisition. Parents can limit hazards, encourage responsible and balanced digital conduct in their children, and traverse the digital landscape with confidence by putting these techniques and approaches into practice. This protects kids' mental health and gives them the tools they need to maximize the positive aspects of the digital age and minimize any negative ones.

5. Digital Mental Health Resources

In addition to posing difficulties, the digital age has sparked creativity and provided access to a variety of digital services that support kids' mental health and wellbeing. This section delves into the burgeoning domain of digital mental health resources, encompassing virtual counselling and treatment services alongside technological instruments intended to augment children's emotional and psychological fortitude.

Online Counselling and Therapy

In addition to posing difficulties, the digital age has sparked creativity and provided access to a variety of digital services that support kids' mental health and wellbeing. This section delves into the burgeoning domain of digital mental health resources, encompassing virtual counselling and treatment services alongside technological instruments intended to augment children's emotional and psychological fortitude.

Accessibility and Effectiveness: Due to their capacity to transcend geographic boundaries and frequently offer round-the-clock availability, online counselling and therapy services are both handy and accessible. Online choices can be less scary for kids who might be reluctant to seek out-of-office treatment since they can receive help in a setting that is comfortable and known to them. According to research, online therapy can be just as beneficial for kids in need as conventional in-person therapy.

5.2 Digital Tools for Resilience

Tools and Apps for Emotional Health: A plethora of digital tools, such as online resources and mobile applications, are intended to improve children's psychological and emotional resilience. From guided meditation and stress-reduction activities to mood monitoring and self-help materials, these products provide a variety of functions. Some well-liked kids' applications put an emphasis on developing coping mechanisms, emotional control, and mindfulness.

Review of Popular Digital Well-Being Applications: This section will cover a number of popular digital well-being tools and applications, describing their features, possible advantages, and usage considerations. Apps for stress relief, emotional expressiveness, and meditation are a few examples.

The existence of digital tools for mental health highlights how technology may benefit children's life by helping them cope with stress, anxiety, and other mental health issues. Even though these materials are a great help, parents and other adults must help kids choose and use these tools responsibly. Encouraging children to be digitally literate in the assessment and selection of mental health resources can enable them to make knowledgeable decisions regarding their emotional welfare.

Digital mental health resources, which provide an extra degree of support and skills for fostering resilience, are a useful addition to traditional methods for addressing children's mental

health in the digital age. Children can be helped to navigate the digital landscape with confidence and emotional well-being by parents, educators, and mental health professionals by including these tools into a complete approach to children's mental health.

CONCLUSION

The effects on children's mental health in the rapidly changing digital world—where they are now considered digital natives—are wide-ranging and intricate. This chapter has explored the complex relationships that exist between kids and technology, revealing the many facets of the digital world. We've talked about how commonplace digital gadgets are, how complicated digital literacy may be, and how using technology can improve social interaction and education. At the same time, we have faced the serious dangers and obstacles presented by Cyberbullying and screen addiction, realizing the possible damage these issues may do to kids' mental health. Digital parenting has become an important topic, highlighting the duties and tactics parents need to use to help their kids navigate this digital world. A ray of hope amidst the complexity of the digital ecosystem is provided by the availability of digital mental health resources, such as online counselling and tools for building resilience. These resources act as pillars of support for children's emotional wellbeing. In conclusion, it is clear that a balanced strategy that acknowledges both the potential and problems given by the digital world is necessary for children's mental health in the digital era. We can equip children to navigate this environment with resilience, confidence, and well-being by promoting digital literacy, responsible digital parenting, and the educated use of digital mental health resources. By doing this, we can make sure that kids not only survive but thrive in the digital era.

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INCLUSIVE EDUCATION, MULTICULTURAL EDUCATION & FUTURIST EDUCATION

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ABSTRACT

Inclusive education is a noble practice that aims to provide equitable access to education for individuals from varying backgrounds, abilities, and disabilities. It involves the establishment of a learning milieu that caters to the requirements of every learner and recognizes and respects their individual dissimilarities. It also involves modifying instructional techniques, resources, furnishing supplementary assistance, fostering cooperation and collective effort, and cultivating favorable connections with pupils and their loved ones. It is a moral and ethical imperative that acknowledges the fundamental right of each person to receive a high standard of education. Multicultural education is a concept that strives to establish equitable educational prospects for all pupils, irrespective of their racial, ethnic, social and economic class/status. It is comprised of five essential components: integration process, knowledge construction process, reduction of prejudice, equity pedagogy, and empowering school culture, and social structure. Multicultural classrooms aim to promote cross-cultural understanding and appreciation through the exploration of different cultural traditions, values, and perspectives. Futurist education is an all-encompassing method of teaching that takes into account what students will require in the years to come, including its emphasis on problem solving, critical thinking, creative expression, and collaboration. The future of education is in the Futurist Educational System. In a future-oriented education. The job of the teacher is essential, as they are in charge or preparing kids for the difficulties that they be encountered in the future. The importance of modern equipment in the future-oriented education. Is education about the future must always including some focus on technological advancement. A crucial response to the fast transforming environment in which we currently exist is the implementation of futurist education.

Keywords: Inclusive education, Multicultural education, Multicultural classroom, Futurist education,

Inclusive Education

Inclusive education is a noble practice that aims to provide equitable access to education for individuals from varying backgrounds, abilities, and disabilities. It requires a full recognition of their capacity as an individual regardless of their biological differences in terms of physical condition. Education at this context should be progressive in apprehending, accepting and tailoring teaching and learning process that would fit them and other learners to achieve a commonality in student's physical aspect that also include social and cultural backgrounds. The act of catering to the varying need, with the aim of enhancing their involvement in learning, cultures, and communities, is a gradual process. Inclusive education aims to guarantee that every student, irrespective of their abilities or disabilities, is granted equitable access to exceptional education, nurturing learning atmosphere, and avenues to achieve their utmost potential.

Inclusive education acknowledges the individuality of each learner, taking into account their distinct aptitudes and limitations. Its aim is to eradicate discrimination and foster inclusivity and acceptance for diversity within educational institutions and the wider community. Inclusive education encompasses more than mere access to a uniform curriculum for all students. It involves the establishment of a learning milieu that caters to the requirements of every learner and recognizes and respects their individual dissimilarities.

Inclusive education encompasses a variety of approaches, including modifying instructional techniques, and resources, furnishing supplementary assistance, fostering cooperation and collective effort, and cultivating favorable connections with pupils and their loved ones. Achieving success in education necessitates a collective effort from educators, guardians, pupils, and the broader society. Inclusive education extends beyond a mere legal obligation, as it is moral and ethical imperative that acknowledges the fundamental right of each person to receive a high standard of education.

The advantages of inclusive education for students are manifold. It not only boosts academic performance but also enhances social skills, self-esteem, and opens up avenues for future employment and social engagement. Moreover, it confers advantages to educators, who acquire heterogeneous requirements of their pupils and enhance their efficacy in pedagogical methodologies.

In conclusion, the integration of inclusive education is a fundamental element of a society that is equitable and impartial, where each person is esteemed and capable of making their maximum contribution.

Multicultural Education

Multicultural education encompasses an idea, a movement for educational reform, and a continuous process, as posited by Banks in 1997. Multicultural education is a concept that strives to establish equitable educational prospects for all pupils, irrespective of their racial, ethnic, or social-class backgrounds. The aim of cultural education is to establish parity in educational opportunities for all students. This is achieved by transforming the entire school milieu to mirror the varied cultures and factions present in both society and the nation's classrooms.

The pursuit of multicultural education is a continuous process, as it entails the pursuit of lofty ideals that educators and administrators must consistently work towards. As per Bank' (1997) perspective, the concept of multicultural education encompasses a notion and a crusade for the betterment of education. Multicultural education, as a pedagogical approach, aims to guarantee that every child, irrespective of their racial, ethnic, social and economic class/ status, is provided with equitable access to high-quality educational prospects.

At the core of a comprehensive education in multiculturalism lie the fundamental concepts that serve as its foundation. What are these ideas that form the bedrock of such an education? Multicultural education is comprised of five essential components: Integration process, knowledge construction process, reduction of prejudice, equity pedagogy, and empowering school culture and social structure. As educators, there are three responsibilities that teachers must fulfill. These duties pertain to instructing students on three essential skills.

When faced with classroom filled with students from diverse backgrounds, what is the teacher's duty? A conscious effort is made to imbue cultural values and cultivate reverence for not only their own culture but also for diverse cultures. The teacher's role in this scenario is undeniably crucial to the students. Moreover, he is afforded the opportunity to gain insight into the customs and traditions of different societies. It is imperative that the students are treated equally and that there is no cultural bias on the part of the instructor towards any of the children.

Multicultural education aims to enhance educational accessibility, particularly for individuals who are marginalized in society due to their skin color or country of origin. Multicultural education serves the noble purpose of fostering discourse and dialogue on a range of topics, including but not limited to educational parity, financial equity, and societal justice.

Multicultural Classroom

A class that embraces multiculturalism is one that honors and values differences while fostering a sense of belonging for all. A multicultural class could potentially encompass diverse range of students from various cultural backgrounds. The class would likely aim to promote cross-cultural understanding and appreciation through the exploration of different cultural traditions, values, and perspectives. Students may engage in activities such as group discussions, presentations, and cultural events to enhance their understanding of different cultures.

The ultimate goals of such a class would be to foster a sense of inclusivity and respect for diversity among students. The classroom brims with a diverse array of students hailing from various ethnic, cultural and socio-economic backgrounds. Adorning the walls is an array of posters and artwork sourced from various corners of the globe, serving as a testament to the rich diversity that characterizes the class. With warm smile, the teacher welcomes every student in their mother-tongue, creating an inclusive atmosphere in the classroom. The teacher also motivates the students to share their unique cultural customs and personal experiences with their peers, fostering a sense of community and appreciation for diversity.

Throughout the day, the class immerses themselves in literature penned by a variety of authors, delving into themes of cultural identity, acceptance, and respect for differences through lively discussions. In a delightful display of diversity, students take turns showcasing their unique cultural heritage through a variety of expressive mediums such as music, dance and cuisine. Throughout the year, the class actively engages in various cultural events and celebrations, including but not limited to Chinese New Year, Fiestas, Rituals and Cultural dances. The students are educated on the importance of these celebrations and their diverse observances across various places and regions. A class that is multicultural in nature is characterized by its appreciation and commemoration of diversity, its advocacy for inclusiveness comprehension of various cultures and viewpoints to its students.

Futurist Education

An Overview

The value of education to society's overall well-being has never been in question. It assists people in developing vital skills and knowledge that are necessary to succeed in life, which is a benefit to the individual. Nevertheless, the standard educational system that we use now is not adequate to meet the requirements that will be necessary for us to reconsider our approach to education as we progress toward a world that is increasingly technologically advanced. In this chapter, we will analyze the significance of the notion of futurist education in the 21st century after providing an introduction idea.

Students are not adequately prepared for the challenges of the future by the conventional education system, which cannot keep up with the rapid pace of change in the world. The jobs of yesterday are extremely dissimilar to one another, and the jobs of the future will be far more dissimilar still. Students need to be equipped with the knowledge and abilities that will be in demand in the future in order for them to have a chance of being successful in the future. This is where education for the future comes into play.

The Qualities of the Futurist Education

It is not enough to simply teach students new information and abilities for a futurist education to be considered successful. It is an all-encompassing method of teaching that takes into account what students will require in the years to come. The qualities of a futurist education, including its emphasis on problem-solving, critical thinking, creative expression, and collaboration. This will help students to explore the ways into futurist education and the ways in which students prepare for a world that is constantly evolving.

The Future of Educators in the Futurist Educational System

In a future- oriented education, the job of the teacher is absolutely essential. They are in charge of preparing kids for the difficulties that they may be encountered in the future. The role of teachers plays in the futurist education, including the obligations, abilities, and knowledge that they are expected to have. In addition, a strong emphasis needs to be addressed the ways in which educators; teachers might incorporate futurist education into their classroom practices.

The Importance of Modern Equipment in the Future-Oriented Education

Education about the future must always include some focus on technological advancement. Students will not only benefit from its value as a means of preparing them for their future. The role of technology plays in futurist education, including how it may be utilized to improve learning, foster collaboration, and build skills in critical thinking. The idea of futurist education is still its infancy, and it is difficult to predict where it will go from here. Futurist education, including the difficulties and opportunities that are in store for the field in the years to come will have to be determined to give a complete picture.

A crucial response to the fast transforming environment in which we currently exist is the implementation of futurist education. It is not only a matter of educating kids for the future; rather, it is a matter of making the future a better place for everyone.

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**HEART OF DARKNESS THROUGH THE VAGUE LIGHT OF WOMEN
EMPOWERMENT IN INDIAN PATRIARCHAL SOCIETY: A CRITICAL ANALYSIS
OF THE NOVEL, A ROOM ON THE ROOF BY RUSKIN BOND**

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ABSTRACT

The term "heart of darkness" is used to denote social-psychological-organizational darkness or the dark mindset of gender issues that is prevailed in every heart irrespective of caste, class, even educated and intellectuals in the 21st century Indian society. Patriarchy and caste system historically display itself in the social, legal, political religious, economical organizations of different cultures and most of the contemporary societies practice patriarchy even though not explicitly defined to be by their own institutes and laws. Ruskin Bond, an Indian author of British descent, one of such writers who protests a patriarchal society of the modern time, where the suffering of the women is passively explored. The Room on the Roof, the first novel of Bond, written at 17 and received the John Llewellyn Rhy's Memorial Prize in 1957. If this novel is studied from the female perspective, then it can be recognized that he criticizes the traditional social system, oppression, restriction in the marital life upon women, gender issue and dominant nature of the males over society and individuals. In this novel, the portrayal of women suffering is not very stark and naked, but tries to revisit the role and status of women through the projection of patriarchy. He depicts a society, where the women are seen as nothing but beings with no self-emotion, respect, or even existence in a different way with their attempt to come out of the system but failed and submitted to society. Even Bond starkly shows the dark aspect of caste system in the novel. Being an autobiographical novel, Bond's personal experiences have been expressed here in this novel. Ruskin Bond criticizes the patriarchal society, and how the system penetrates its seeds into society. In the novel the two important women characters - Missionary's wife and Mrs. Kapoor, through whom, Bond very clearly criticizes the darkness of the Indian society. They are trapped into the system and bound by their responsibility, duty to serve family, males. Their desires, personal feelings, emotions are shattered, or better to say that sacrificed to society. These subconscious dark state of mind and practices are well portrayed here.

Keywords: psychological-darkness, malicious temperament, subjugation, marginalization, patriarchal organization.

INTRODUCTION

The very term "heart of darkness" has been very mysterious and eye-catching in English literature, especially in the fields of psychological and gender studies. It reminds us of the famous novel, Heart of Darkness by Joseph Conrad, set in the African continent, where the superior-malicious temperament of the whites over the Blacks and their way of living is subconsciously expressed by the author despite being sympathetic to the Blacks. Here, this very term is used in a different way, rather it can be said that, socio-psychological darkness or the dark mindset of gender issues that is prevailed in every heart irrespective of caste, creed, class, even educated and intellectuals in the 21st century Indian society. Patriarchy and caste system historically display itself in the social, legal, political, religious, economical organizations of different cultures and most of the contemporary societies practice patriarchy even though not explicitly defined to be by their own institutes and laws. In the lives of human beings, gender plays a pivotal role from the very first breath, strict code of behavior that differs according to their sex, will be included in their minds. From the childhood, children are taught to be fit into

gender roles in the patriarchal society. Naturally males lead a privileged life and females lead a subdued, submissive life, they are much more restricted, so women experience lives far more differently from men and suffer because of it. Even literature also reflects the male domination, always written from male perspectives, so women emotion, sentiment is always subjugated as firmly said by Virginia Woolf. We regard the preoccupation with the issue of women and lower caste, both are marginalized social groups in the third world countries like India. But changes took place in society, laws are made for the betterment, empowerment of the women and lower castes, now they are in all fields of social respects and equally treated by law in society. Feminism is often described as a collective movement initiated by males later joined by women for defining, defending and establishing equal rights, freedom for women and not pushed down by society, culture and Constitution. All these have been institutionalized in the dark aspects of our minds. Ruskin Bond is an Indian author of British descent, basically known for these short stories but is also one of such writers who protests a patriarchal society of the modern time, where the suffering of the women is passively explored. *The Room on the Roof* is the first novel of Bond, if studied from the female perspective, then it can be recognized that he criticizes the traditional social system, oppression, restriction in the marital life upon women, gender issue and dominant nature of the males over society and individuals. In this novel, we see the portrayal of women suffering is not very stark and naked, but tries to revisit the role and status of women through the projection of patriarchy. He depicts a society, where the women are seen as nothing but beings with no self-emotion, respect, or even existence in a different way with their attempt to come out of the system but failed and submitted to society. Even Bond starkly shows the dark aspect of caste system in the novel. Though this novel is much more autobiographical, so Bond's personal experiences have been expressed here in this novel.

REFLECTION OF DARKNESS THROUGH THE LENS OF INDIAN PATRIARCHY AND CASTE SYSTEM IN THE ROOM ON THE ROOF

India was historically a matriarchal country in the sense, people worshipped, idealized women as 'Devi', idealized nature as the manifestation of the God's beauty and women as the source of 'power'. In the Vedic age, women possessed a higher position than men and used to participate actively in any social, religious activities used to get education, choose their own husbands and many others. But patriarchal concept was introduced in India basically with the foreign invasions like the Greek invasion around 327 BC, but built its set up and became dominant with the Muslim invasion in India. Theoretically in the Muslim families, women and men both are considered equal but not in the western sense. They brought the 'burkha' system, remained under the veil, and did not get permission to come out of the house, even didn't get formal education except religious education. As they ruled India so many years, naturally they penetrated their own socio - cultural traits in Indian society. This women confinement, subjugation is still continuing with the patriarchal rules in the post- modern times. Now patriarchy becomes a social, cultural, religious constitution of its own to dominate women in a very complex and ideological way.

In the novel, *The Room on the Roof*, Ruskin Bond does not portray women's oppression, suppression, exploitation in a very stark way but, definitely criticizes the patriarchal society, and how the system penetrates its seeds into society. In the novel, we find two important women characters - Missionary's wife and Mrs. Kapoor, through whom, Bond very clearly criticizes the darkness of the Indian society. They are trapped into the system and bound by their responsibility, duty to serve family, males. Their desires, personal feelings, emotions are shattered, or better to say that sacrificed to society.

We find a Missionary's wife, who never got any attention or appreciation in life from her husband. In Harrison Mansion, she works as a caretaker of Rusty. She always been neglected in that house also as a servant naturally gets from his /her master. As usual Mr. Harrison also

neglected her lively spirit and like any other woman in the patriarchal society, her voice is always tried to suppress. Like a typical patriarch, Harrison always subjugated and ordered her to do her daily duty and care properly to Rusty when he will be gone for Delhi. Moreover, the lady was also defeated by Rusty, all the time denied at her request. The life of this lady shows how maid, or the women of lower status or class are treated by the Harrison type of patriarchal figures.

The character of Meena Kapoor represents the condition of women in family and neglected by their husbands. She is a very intellectual, modern woman with revolutionary zeal but suppressed by her husband. Mr. Kapoor always avoids his duty to family and used to drink always. Meena had to do all familial doings to run their family. We get a glimpse of 'child marriage' which was frequently practiced in India almost 200 years ago. Meena had been betrothed with Kapoor since childhood when they didn't know each other. Their age difference was nearly 20 years. Usually, family seeks for a promising gallant for their daughter, who will be intelligent with enough money, property and Mr. Kapoor was such a young man who had been chosen for Meena, when she was only 13. Though child marriage is prohibited by laws and science but it is frequently practiced particularly in the rural areas of India. It shows the typical patriarchal mind set up is still alive in our blood.

Even after the death of Meena in a car accident, Mr. Kapoor remarried and tried to be looking younger and married again a much younger lady. According to Rusty, Kapoor was clean shaved, well dressed sitting on a chair in a moody mind and most importantly he was looking more spontaneous and stop drinking. Mr. Kapoor told Rusty without any hesitation:

"I haven't introduced you yet - this is my wife, Mister Rusty... I - I married again shortly after Meena's death..." (p – 172).

In the patriarchal society, it is not unusual to marry again after the death of a man's wife. But if the same thing happens by a woman, will be a matter of discussion, prestige or becomes a social issue. Women have to adjust, accommodate with family, society and individual as Meena did with Mr. Kapoor. Though we get only the news of Meena's death in the car accident, but the fact that how did only Meena die when Mr. and Mrs. Kapoor both were going to Delhi together? Another thing is that we do not get any remorse or grief for Meena from Mr. Kapoor but boast fully tells his remarriage to Rusty. What Kapoor or any man can do is not easy for any woman to do as we see Meena can't leave with Rusty to materialize their relation.

Caste system is another factor that is very strong even today to cherish the patriarchal system. Even, in the 21st century Indian society, it has been a universal darkness that's been cherishing in almost every heart of Indian people irrespective of educated and intellectuals. Bond, very cunningly exposed this hypocrisy of Indian caste system in the novel. His own biographical instances are found here also, so it can be assumed that he might have experienced this caste-custom in the society. It was happened in case of Rusty, when he used to meet, play with the bazaar boys and went to their local colonies which was so called 'unhealthy' for Rusty. So, the male ego, prestige, untouchability, difference between man and women in society are well penetrated into the children from the very childhood. It is well expressed in the voice of the Missionary's wife about Indian culture of untouchability: "Even if you were an Indian, my child, you would not be allowed to play with the sweeper boy" (p - 11). Despite being an oppressed, victim of the society, Missionary's wife cherishes this darkness of caste system in her heart and subconsciously sowing the seeds of caste in Rusty from very childhood.

PROGRESSION AND EMPOWERMENT OF WOMEN IN INDIA FIND REFLECTION IN THE ROOM ON THE ROOF

Pre-colonial social structure and women's condition in it reveals that feminism was theorized differently in India than the West. Colonial essentialization of Indian culture and reconstruction of Indian womanhood as the epitome of that culture through social reform movements resulted in political theorization in the form of nationalism rather than as feminism alone. In India the history of feminist movement is different from any other countries in the world. We can trace the movement that started from the British period with the hands of some men social reformers like Ram Mohon Roy, Vidyasagar, etc and much later joined by the women. Before that women were confined in the domestic work, or idealized through religion but practically were suppressed exploited by society. They did not have any right to express themselves or get any systematic education. There were child marriages, 'sati', and many others forms of women suppression and exploitation in Indian society. Then started a social reformation with the freedom struggle by some social reformers who effort much to abolish 'sati', stop child marriage, abolish disfiguring the widows, introducing the widow marriage promoted women's education, obtaining legal rights of the women and many others. Now women are in all social fields of respects, getting equal rights, opportunities. They acquire social respect rather they are given respects. History of women's condition in Indian patriarchal system is much more developed now from its previous ages. Rabi Thakur said firmly that without the education of women nation cannot be progressed.

The change of attitude is also reflected in Indian literature. In, *The Room on the Roof*, Mrs. Kapoor is a new woman definitely, in the sense ultramodern. She comes out beyond social conservative making-relation and develops an illegal relation with Rusty, the tuition teacher of her son. She was fascinated to Rusty from the very first and this fascination turned into attraction and then love. During the picnic, Meena called Rusty secretly into the jungle beside the picnic spot. They stood together with much comfort and freedom like a pair of love birds. Their fascination becomes stronger when they kissed each other and it is continued for a while. Their love making was matured that they wanted to escape this social conservative band and desired for a place where their love gets fulfillment without any obstruction. Meena feels that the room where Rusty was stayed will be the perfect place where there is no obstacles between their love. They can express themselves in that room to know each other and understand each other. Meena says;

"It would be nice to stay in the jungle. Let us stay... We will be found. We cannot escape. May be there is more freedom in your litter room than in all the jungle and the world" (p - 112).

Another aspect we find that Meena calls her own son Kishen 'bhaiya'. It is may be funny but has an important significance. Probably she was trying to come out of her family relation. Infact Rusty told everything about their relation with Meena to Kishen at first. Even Kishen is also an ultramodern boy who takes this very lightly and casually. He says very politely; "Mummy! But she's old! She's married. Hell; who would think of falling in love with Mummy? Don't joke mister" (p - 101).

His words sound the patriarchal laws that one cannot fall in love with a married woman. But then he says;

"If you love her, I'm not jealous. But it sounds." (p - 101).

It is really a revolutionary fact that one loves a woman who is a mother and the lover is telling his love to the son of that woman freely and the son is saying that he is not jealous but society. Society will sound not on the fact that a man loves a woman but on the mother who loves a man who is much younger than her age and who has a family, husband and a son. But we have to appreciate the liberal modern spirit of Mrs. Kapoor, Kishen and Rusty also. Meena is really

revolutionary woman character who neglects patriarchal social laws. Meena said continuously 'I love you' to Rusty in front of Kishen and Kishen frequently enjoys their love.

A DISCUSSION OF THE SHADOWY DARKNESS THROUGH THE VAGUE LIGHT OF EMPOWERMENT IN THE ROOM ON THE ROOF

In India, the concept of equality was alien completely until liberally Western educated Indians introduced it in the 19th century. However, the term 'equality' did not gain meaning or become operational principles in Indian life until the country got independence in 1947. There after Indian Constitution granted equality in all respects of society and declares women 'partners in development'. Now Indian women are fully liberated by laws and we get women in top most social respected positions. Roy and Bond here recall that somehow Indian people are forgetting one thing that women are now 'partners' in all kinds of social development and that's why they remind us of this social equality of the women.

Ruskin Bond has also empowered his female character Meena Kapoor who dares to make an extra-marital relation with Rusty. But empowerment of women does not signify equality. Meena also somehow failed to progress or did not have courage to progress this extra-marital relation with Rusty. Though she really loved Rusty, but was afraid to fulfill the relation because she was much bothered about society and its set rules. Her words to Rusty cleared this fact;

"I am only tired, don't go..." (p - 120).

Here her tiredness signifies her failure to protest against the social rule that that does not allow her to develop the extramarital relation with Rusty and her surrender to society ultimately.

In India, people value more socio-cultural and religious systems than the Constitutional laws, even the Constitution is also making laws to empower women and to bring equality in society. Males value the system to maintain their control over society and institutions and women regard this because they are said to regard this. Women can do such things that society will permit them to do and they are largely unconscious about this hegemonic socio-cultural oppression, exploitation. What Western culture labels as a form of 'oppression', Indian women define them as a form of 'vagya' (destiny) as we see indirectly in Mrs. Kapoor. Despite these 'on Paper' advancements of equality in India, there are still remain some problems in these new rights and opportunities. One of the chief reasons is our Indian Constitution for it states that women are a 'weaker section' of the population that's why they need upliftment and equality. There are still making laws, rights, of equality, justice for women that signifies that in India in the 21st century there remains inequality in society. Indian people especially women are very sensitive in case of religion. Religious laws are 'personal laws' enumerated by each specific religion, often conflict with Indian Constitution, eliminating rights and powers of women legally should have. Despite the crossovers in legality, Indian government does not interfere with religion naturally. But when it goes beyond the social boundary then we see the incident like Sabarimala issue. In Sabarimala Hindu Temple where the women from 10 to 50 years were largely banned to enter between 1991-2018. But in September, 2018 Supreme Court of India ruled that all the pilgrims regardless of gender including women in the menstruating age group must be allowed to enter into the temple. In 1991, Kerala High Court forbade the entry of women. There were also some cultural and religious issues that women were said to believe and they used to believe. They believe that if they enter into the temple, they would insult the love and sacrifice of Malikappurathamma. Some believe that it would be a taboo that menstruation is impure and that is a sin to visit any Hindu God while they are impure. Even Travancore Dewaswom Board president said that allowing women to the temple will lead to 'immoral activities' and turn the place into 'a spot for sex tourism like Thailand'. We see how despite Court's order women are tortured, humiliated by temple authorities and the chief priest locked door of the temple. Later when two women dared to enter the temple with the help of police but threatened and beaten by

their own family members especially elder women of their family. So Indian judicial system is controlled and maintained by the patriarchal system and when Constitution ruled out its judgment for the betterment of women, society and religion do not permit that. Even women are accustomed with the system in such a way that they started to value it, regard it and teach younger females to maintain it. As Indian women are more sensitive than practical and regard this conservative male-centric socio-cultural, religious laws is one of the reasons for the inequality. Indian women still believe in one birth, one marriage and worship husbands as the incarnation of God, how modern or educated they are as we see in this novel. Even it is also seen in Chetan Bhagat's *One Indian Girl*, Radhika who breaks her relation to her two highly eligible boyfriends easily but we see every time she wanted to be settle in life and wanted to give a name of their relationship. However modern they are, they still search for a support, a very shelter that get fulfilled through marriage. Even now killing female embryo, unwanted female child is frequent. Women are still suffering a hegemonic oppression as they are accustomed with it and still feeling afraid that what will happen if they break the laws. And that's why Indian women even throughout Indian sub- continents do not take full advantage of the Constitutional laws for approximately two things, first, they are not well aware or well informed, and secondly, Indian women are more or less fully dependent on family how educated, modern or liberal they are. They like to value socio- cultural, religious systems and still do not believe that those rules are only rituals to subjugate themselves by patriarchy. Even in the 21st century, the percentage of women in work place is very low surprisingly. Now there are many women who are suppressed to work to be financially independent in India. Rusty in *The Room on the Roof*, really loved Meena, could realize what she wants in life - love, company, compassion and a best friend. And she could find these things in Rusty. But when she asked for freedom to him, the words "we will be found. we cannot escape... Even the world is too small. May there is more freedom in your little room than in all the jungle and all the world" (112), remind us that the world becomes too narrow and conservative that one can show sympathy but not empathy for others. Bond obviously understands the psychological frustration of the women and their inherent and subdued desires which are buried in the coffin called 'vagya'. Bond through the character of Meena, shows that while men have the freedom of choice so why not in case of women? Bond shows much sympathy for women through Rusty but perhaps because he himself is male, therefore he failed to portray the mastery and equality in a realistic manner or shows his empathy for women. And perhaps that's why the modern woman Meena has to die in the accident and Mr. Kapoor survived and remarried.

CONCLUSION

It is only from a certain gap that one can find that they too have feelings that the patriarchal society needs to reform, because it has become institutional. But as the society did not give equality to women practically, so the equality on Paper is futile and that is reflected in literature. Bond is failed to establish equality in practical way between men and women, because equality lacks in society. As the writers mirror the society, and society still refuses to give equality to the women, their revolutionary females like Meena, all despite being empowered and about to bring a change, they ultimately remain as inferior beings. All are more or less the same, believe in what the society practices, and preferred to be confined in that. But, it is not that only society has been practicing this dark psychology and women are in search of getting out of it. They are not only victims but are brought up in penetrating this dark psychological darkness of women subjugation in them. They're taught to believe that they are born to serve men and is inscribed in religion. Despite having the empowering mindset, Meena Kapoor ultimately surrendered herself to the social darkness. She sighed out being tired by the social rigidness. She passively accepted the psycho-darkness of the society saying that they can't get out of the society, where we see her husband married 2nd time and exposed it boastfully to his son. Another dark mindset of Indian people is shown through the portrayal of caste system. Rusty was forbidden to play with the

native boys for they were of lower castes. This dark notion of caste system has been penetrated in the mind from the very early age and it is mandatory to obey by all even if he is not Indian. Despite being a double oppressed woman, the Missionary's wife cherishes the same dark socio-psychological idea of caste system in her mind actively.

Thus, the darkness of ignorance, oppression, subjugation, marginalization of the women and the evilness of caste system prevail in the Indian society and that's been finely portrayed in this novel by Bond. At the same time, he indirectly urged if there would be no caste system, no subjugation, marginalization of the women in the society! If India really celebrates equality in society through practice. Thus, Bond highlights the shadowy socio-psychological darkness in the hearts of Indian people through the novel, *The Room on the Roof*.

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ASSESS THE IMPACT OF CAPITAL STRUCTURE OF INDIAN CORPORATE**Dr. Ruchika Gahlot**

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ABSTRACT

In the current study the researcher tried to assess the impact of capital structure on performance of distinct firm's performance amidst Indian firms. Capital structure is often cited as a crucial factor that has the potential to impact firm's continual performance. From the time of liberalization of Indian market, there has been an expansion in studies on financial activities of the companies, conspicuously focused on grasping how different firms finance their business furthermore why they finance their business in distinct procedures. Practically, it is noticed that financial executives apply distinct mixture of equity and debt. The analysis assesses the impact of capital structure of Indian corporate. Capital structure is often cited as a crucial factor that has the potential to impact firm's continual performance. Sample taken for the study consists of 78 wholesale manufacturing and trading firms listed in BSE (Bombay Stock Exchange). The study is computed with the help of Panel data model for a period ranging from financial year 2014 to 2019 besides the result shows that within the sample, equity margin and return on asset is not significantly affecting the performance of corporate firms.

Keywords: Return on Assets, Equity Margin, Firm Performance, Capital Structure, Indian Corporate.

INTRODUCTION

Capital structure is a mixture of long term debts along with equity securities, which is commonly used to finance permanent (long term) assets of a firm. It comprises of permanent preferred stock, short-term debt along with common equity. The capital structure is occasionally used interchangeably with financial structure. Although, financial structure is more widespread than capital structure in a way that the financial structure comprises of the entire liabilities side of the balance-sheet including common equity, preferred stock, long-term debt and total current liabilities. The financial manager has to take a crucial decision regarding the capital structure mix in an organization in order to analyze the capital structure mix and determines the overall worth of capital through which we can measure the worth of the firm as well as the profitability of the firm. If firm wants to start a new business, they need huge number of funds in order to determine that the firm wants to analyze their capital structure. The capital structure determinacy signifies indications that a firm possesses to ponder before preferring its capital structure. So, it is the duty of every organization to make such mixture of equity and debt which leads to maximize the value of its firm and minimize the value of cost of capital, while analyzing its capital structure. Capital structure is commonly made-up of preferred shares, stock along with debt that issued to increase the revenue of business, otherwise speaking, a combination of equity along with debt is allude to capital structure. The Debt holders are the one who mainly look for the compensation for the interest and principle as they do not have life-long obligation towards the organization but the equity holders have long-term attachment and commitment towards the firm, the firm would possess extra preserved earnings to finance their capital outflows so they will get a regular dividend from the company. Therefore, the firm's capital structure plays a major role in the financial performance of the firms. Finance leverage is studied because of the quantitative relationship of equity along with debt that forms a link betwixt the owner's and borrowed funds. The main thing that a company must analyze is their ability to form cash from all the sources especially from their various business activities. Each and every firm wants to use their resource carefully and with those available resources they want to make their profit for the development of the company.

STATEMENT OF PROBLEM

After publication of evolving article given by Modigliani and Miller in 1958 there are so many modern theories on capital structure which have come across till time. Maximum theories that have consequently arisen attempted to give their opinion on the most debatable question 'what are the distinct factors that influence the capital structure decision'. Continuing with the enquiry, academicians have recognized diverse proportions of imperfections that can influence the decision of capital structure in firms. Such imperfections may emerge because of creation of asymmetry of information, transaction cost, institutional structure, conflict of interest, contract, etc. Amid these factors, organization is distinctive in a way that organization plays a two-fold role: on one side, presence of organization is mandatory to correct the imperfection if it is arising out of asymmetry of information and on the other side the presence of organization itself creates imperfection. For instance, existence of a government institution, such as tax authority, may give rise to imperfection across the imposition of tax on corporations as well as on individual, and the existence of capital market regulator may diminishes the asymmetry in information along regulation. Considering the different organizations they have the capacity to generate moreover reconcile the imperfections and as organizations run in according with the requisite of varied institutions, such as capital market, regulatory authority, banking system and tax authority, it suggest that institutional structure may describe the performance of organizations, specifically its financial performance. To be certain, "capital structure decision is not only the product of the firm's own characteristics, but also the result of tenets of corporate governance, legal framework and institutional environment of the countries in which the firm operates" (Deesomsak et al. 2004). Most of the prior work in the capital structure literature has ignored the impact of institutional factors on leverage decisions of firms and focused on the impact of firm specific factors, supposing that compatibility among owners' capital and debt capital exists. Specified influence of firm-specific factors on leverage, it would be injudicious to pass statement on the outcome of firm-specific factors on the usage of equity capital as equity capital is one of the two ingredient of owners' capital. Such as, increased use of internal capital is done in a company because of reduction in the use of debt and not because of the growing use of equity capital. Consequently, the negative effect on equity doesn't signify positive effect of any firm specific factor on leverage. Furthermore, internal capital rises out of accretion of retained earnings in the past. So, to abide on the impact of institutional factors as well as firm specific one has to decompose the owners' capital into internal capital and equity and consider the effect individually. In this research we have examined the effects of institutional factors and firm-specific on equity and debt individually in a sequence to acknowledge the explanatory abilities of the identical set of factors in favor of pecking order hypothesis and trade-off theory.

Consequently, capital structure mainly refers to permanent source of financing in a firm. This involves firm's responsibility for a well made capital structure strategy to reduce the obstacles of increasing finance for its project. Capital structure is a mixture of equity and debt that finance an organization's strategic plan. The "right" capital structure assists in minimizing cost, optimizing flexibility and developing strategic financial goals.

Woefully, there is no magical quantity of debt that a firm can use. The relationship of equity and debt differ according to its stage of development, company's line of business, and industries involved. Even so, investors are investing into different organizations with robust balance-sheets intuitions give us hint that these organizations should have, higher equity levels and lower level of debts.

THEORY OF CAPITAL STRUCTURE

Nowadays, capital structure is observed as the most crucial decision in any organization and while making decisions regarding to finance a new project, the financial manager should be aware of different factors and they should consider which factor will mostly affect their

decisions in a firm. The capital structure of any company commonly includes equity and debt. When a company opts for debt financing of the new projects it should be done by long-term debt or short-term debt, and it might involve Debentures, Bonds, Bank loan or notes payable. The administration chooses debt capital over equity capital as debt is more cheaper than equity, besides there are several merits of debt i.e., the cost of capital in debt is lower than needed by shareholders as risk in equity is extra than the lenders. The interest on debt is a tax deductible expense. Contrarily, equity is essential by law. It comprises of preferred shares and common shares. As a matter of fact, the cost of debt is less than equity, furthermore, the financial managers have to choose among debt and equity financing, and simultaneously, take a decision for minimization of the cost of capital as well as maximization of the company's value.

REVIEW OF LITERATURE

Review of related literature helps in guiding towards amount of job completed in the field and facilitates to recognize the gap in the concerned field. The analysis of allied literature offers an understanding of research methodology. It is necessary for an analyst to build a comprehensive study of works that has done earlier in the linked area. This paper presents the conceptual framework for the present research which has been drawn taking insights from the reviewed literature, within the central theme of the present study that is to assess the impact of capital structure of Indian corporate. This literature is generally found in the form of books, monographs, government reports, and publications on education, encyclopedia of educational research, theses, dissertations, journals, and research project reports.

Conventional theories robustly agree that a proper capital structure makes sure that a company maximizes market value per share with low weighted average cost of capital. Yet the equity ratios and leverage are not enough in deciding the output, because numerous factors impede the relationships. **Baxter (1967)** expressed that the variance of net operating earnings is used for calculating amount of financial leverage, because companies with comparatively secure earnings are approximately in less danger to bankruptcy. **Carelton & Siberman (1997)** end up saying that lower degree of financial leverage in firms leads to higher variability in ROI. **Bradley, Jarroll & Kim (2002)** originate that advertising, Research & Development expenses and volatility of annual operating earnings are negatively related to debt to asset ratio. **Akintoye (2009)** highlighted the role of managerial behavior, business risk, financial flexibility and taxes, in examination of firm performance. He elucidates that the crucial factors which are based in determining capital structure mix are constructed on the trade-off among expected return and risk. This point would advise a company regarding an absolute mixture of equity and debt that maximizes the company value and minimizes the cost of capital. Furthermore, any variation done in the mixture of equity and debt would amend the firm's value. As stated that interest is tax free so to avail the tax benefits, firms would borrow more to increase their performance. **Cole & Mehran (1998); Merz & Yashiv (2007)**. Some consider that firm's value allude to more than market capitalization, considering the value of firm's operation assets **Mehran (1995); Ang et al., (2000); Allen et al., (2009)**. However, performance of firm considers how productively companies cope up with their resources. There are distinct capital structure measures that affect the firm profitability and performance. Preceding examinations highlight a positive relationship between total debt and short-term debt and performance, but a negative effect from profitability to long-term debt conveyed by return on equity **Abor (2005)**. In Chinese firms ratio of earnings before interest and tax to total assets was found to be negatively correlated between leverage and performance **Huang & Song (2006); Chakraborty (2010)**. There are also researches such as **Ebaid's (2009)**, where no remarkable influence was highlighted among performance and capital structure choices. Romanian companies try to invest their fixed assets through internal funds and make use of debt when they want to expand. Over and above, to eschew risks, those retaining high liquidity and profitable companies eschew leverage **Serghiescu & Vaidean (2013)**. A study conducted in Pakistan by **Habib & Wazir**

(2016) aimed to study the relation among the performance and capital structure of the non-financial sector in Pakistan with the help of panel data for ten years, which ranged from 2003 to 2012. The outcomes highlighted negative but an essential relationship between return on assets, total debt long-term debt and short-term debt.

Manufacturing organizations in Romanian follow the rule of financing temporary needs with short-term debt and fixed assets with long-term resources. It is also proved that the direct relation among debt and tax is not the main reason of tax-saving and borrowing because manufacturing companies put up their liabilities when they are short of cash. Hence, when companies are in financial distress they will access debt with short-term maturity by which companies raises their business risk. Utilization of debt in the capital structure of the company is called the term "leverage", where the importance of financial leverage lies in the fact that it reduces the tax burden because the interest paid by the company on the debt is deducted from the taxable income, **Anarfo & Appiahene (2017)**.

Chen et al. (2019) discover that operating leverage triggered a negative relationship between financial leverage and profitability. They have used industrial statistics of companies with total assets and positive sales with a time frame of 1963 to 2016. For the past fifty years, Taiwan, Singapore South Korea (Korea) and Hong Kong, evidently have been the fastest growing economies of the world which led to rapid earnings. In line with Wikipedia, highly developed economies of Singapore, Taiwan, Hong Kong and Korea are termed as Four Asian Tigers.

RATIONALE OF THE STUDY

A huge element that leads a crucial role in deciding the cost of capital in a firm is capital structure. It is not understandable to most of the people specifically investors, governments, managers and researchers that capital structure influences the accomplishment of organizations. Therefore, it is inevitable to carry out research on the impact of the capital structure on a firms' performance. It is essential that supplementary research should be carry out to ascertain the impact of capital structure of Indian corporate in present scenario in India

OBJECTIVES OF THE STUDY

The major objective of this study is to assess the impact of capital structure of Indian corporate. More precisely, the study concentrated on given objectives.

- ❖ To study the influence of varied factors affecting the capital structure decisions of Indian companies.
- ❖ To found out that leverage doesn't have an effect on performance of the firm and is positively related.

SIGNIFICANCE OF RESEARCH

This contemporary research paper will assist readers in recognizing and assessing the impact of capital structure of Indian corporate. The current research is of high significance. A reason for the burden of financial cost in a business firm is that many corporations make mistakes in choosing the right mixture of capital structure. During the downturn in the economy, extreme variations in capital structure are noticed in firms. It means that by the review of a research report, one can understand the effect of distinct capital structures on firm's performance.

RESEARCH METHODOLOGY

This study uses Panel Regression for understanding whether capital structure measured as Leverage impacts the performance of firms. The study focuses on wholesale trading and manufacturing industry especially those listed in BSE (Bombay Stock Exchange) for a time ranging to 5 financial years from April 2014 to March 2019. Data was collected from Prowess for the above-mentioned period. The required statistics has been assembled for duration of 5 years which initially comprised of 100 companies belonging to various sectors of Indian

industry and are classified according to National Industrial Classification (NIC) name, code. From the collected list of data, finance and insurance industry were excluded as these industry follow different ways for financing from those of other 100 industry companies. The primary independent variable selected for the study is Leverage which is defined as interest bearing debt to assets. According to the trade-off theory there is no consistency in linear relationship amongst leverage and firm performance. It is being said that if there is a linear relationship between leverage and firm performance, it is impossible to optimize the firm value as firms incline towards optimal capital structure. To resolve this issue, leverage is squared. We also have considered few control variables like size of the firm, age and growth rate of the firm, productivity, Research and Development (R&D).

In this study 2 models are selected to ascertain capital structure impact on firm's profitability (Model 1) Earnings before Interest and Tax (EBIT) Margin: EBIT measures the profit earned by the company after providing for all the expenses from the generated net revenue. EBIT is synonymous with operating profit. EBIT Margin is a measure of company's operating income to net revenue. (Model 2) Return on Assets: ROA indicates the level of profitability compared to its Assets. ROA is measured as Operating income (EBIT) to Average book value of assets. The required statistics has been collected for tenure of 5 years which initially comprised of 100 companies belonging to various sectors of Indian industry and are classified according to National Industrial Classification (NIC) name, code. From the collected list of data, finance and insurance industry were excluded as this industry follow different ways for financing from those of other industry companies. After classifying, 100 companies from this industry were rejected from the data set. Firms which were categorized into "Providing software support and maintenance, technology & other services" were eventually dropped as these firms operate with excessive quantity of intangible assets which are not in line with calculation of leverage. Consequently, the companies which are in operation throughout the tenure of April 2014 to March 2019 were only selected and excluded the companies which were in operation for few of the years in the abovementioned timeline. After dropping all those companies mentioned above the final data set consists of 78 companies.

HYPOTHESES OF STUDY

- ❖ H1a EBIT Margin has a significant impact on the financial performance of firms.
- ❖ H1a Return on Asset has a significant impact on the financial performance of firms

DATA ANALYSIS & INTERPRETATION

This section of the research deals with the data analysis and the interpretation of data with the help of various statistical methods. In this analysis section a total of eight hypotheses have been tested. To test the hypotheses, we have collected financial information and these were categorized under different heads with the aim to test them. The data collected were all from financial reports available in public domain. In this section the basic information gathered were secondary in nature and their authenticity lies with the sources from where they were collected. The data collected for the research are from audited balance sheets makes it more reliable and authentic source of information on which our research is rested upon

Regression Equation:

Model 1 = $EBIT\ Margin_{i,t} = \beta_0 + \beta_1(Leverage)_{i,t} + \beta_2(Leverage_SQ)_{i,t} + \beta_3(Productivity)_{i,t} + \beta_4(R\&D\ intensity)_{i,t} + \beta_5(\ln Sales)_{i,t} + \beta_6(\ln Sales_SQ)_{i,t} + \beta_7(\ln Assets)_{i,t} + \beta_8(Age)_{i,t} + Cons.$

Model 1) Earnings before Interest and Tax (EBIT) Margin: EBIT measures the profit earned by the company after providing for all the expenses from the generated net revenue. EBIT is synonymous with operating profit. EBIT Margin is a measure of company's operating income to net revenue.

Table:1 To assesses the impact of capital structure of Indian corporate on the basis of EBIT MARGIN

Sr. No	EBIT Margin	COF.	T value	P> t
1	Leverage	0.41053	0.4001	0.5106
2	Leverage ² .	-09.8782	-1.11 7	0.1569
3	R&D intensity	0.23063	0.3460	0.4368
4	Productivity	-0.3430	-0.2181	0.0045**
5	In Sales	1.7553	2.6542	0.0046**
6	lnSales ²	-0.0766	-2.3267	0.0215*
7	Ln Assets	-0.4354	-2.8872	0.0032**
8	Age	0.02762	0.6043	0.6043
9	Cons.	-6.33467	2.4324	- 0.0122

** : significant at 1% level * : significant at 5% level.

RESULTS AND DISCUSSION

The outcomes of Panel data model are summarized for selected sample of firms in table 1 and 2 below Table 1: R-square: within = 0.5738 Number of observations = 795 between = 0.1372 Number of groups = 270 overall = 0.1439. Based on the above table we find that Growth rate of the firm measured as log of sales has significant positive impact on EBIT Margin whereas log of sales squared has marginal significant negative on EBIT Margin meaning growing firms perform better than their contemporaries. Productivity has a marginal negative effect on EBIT Margin. Size of organization measured as log of assets has significant negative impact. Leverage has an insignificant positive impact of EBIT Margin whereas Leverage squared has an insignificant negative impact on EBIT Margin. R&D intensity has an insignificant positive impact on EBIT Margin. Age of the firm has an insignificant positive impact on EBIT Margin.

Model 2 Return on Assets_{i,t} = β (Leverage)_{i,t} + β_1 (Leverage_SQ)_{i,t} + β_2 (Productivity)_{i,t} + β_3 (RDintensity)_{i,t} + β_4 (lnSales)_{i,t} + β_5 (lnSales_SQ)_{i,t} + β_6 (lnAssets)_{i,t} + β_7 (Age)_{i,t} + Cons
Note: i=1,..., 795 and t=1,...,5

(Model 2) Return on Assets: ROA indicates the level of profitability compared to its Assets. ROA is measured as Operating income (EBIT) to Average book value of assets.

Table: 2 To assesses the impact of capital structure of Indian corporate on the basis of Return on Asset

Sr. No	Return on Asset	Coef.	T value	P> t
1	Leverage	0.6253	-1.4345	0.1430
2	Leverage ² .	-2.5557	- 0.5267	0.6067
3	R&D intensity	-0.3386	- 1.8734	0.0477*
4	Productivity	0.15556	3.2867	0.0014**
5	In Sales	-0.0154	- 0.4954	0.6289
6	lnSales ²	0.0206	1.1456	0.0349*
7	Ln Assets	0.0234	- 1.0863	0.2827
8	Age	-0.0023	- 1.1456	0.2783
9	Cons.	0.0534	0.3234	0.6427

** : significant at 1% level * : significant at 5% level.

R-square: within = 0.2041 Number of observations = 795 between = 0.1087 Number of groups = 270 overall = 0.1435. Build on the above table we analyze that productivity has a positive effect on ROA meaning that firms that are productive are remunerated with a higher return. At

the same time R&D intensity is found to show a negative impact on performance. Early studies have also proven that higher R&D Intensity leads to turbulence within firms and may impact performance. Both the Leverage and Leverage² has negative impact on ROA though insignificant. The growth rate of a firm measured as log of Sales has negative impact on ROA which is insignificant whereas log of Sales squared has marginal positive impact on ROA which is significant. Size of the organization measured as log of assets and age has an insignificant negative impact on ROA.

CONCLUSION

Organizational firm across the globe are very important to the socio-economic development through their intermediation role. Therefore, their survival is equally very important to every country. Similarly, capital structure is a significant financing decision of organization that is closely related to its survival. This research explored whether the performance of the firm is affected by capital structure. On the basis of the analysis we wrap up by saying that financial performance of the firms has not significantly affected by the leverage in manufacturing sectors and wholesale trading. Although, the outcomes may differentiate if the research is imitated for particular industries that may produce conflicting results. In the end we sum up by highlighting that management of a company should not limit to only leverage but they should also considers other factors for enhancing the performance of different firm.

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SIGNIFICANCE OF OPEN EDUCATIONAL RESOURCES IN TEACHING AND LEARNING

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ABSTRACT

UNESCO (2000) organized the Forum on the Impact of Open Courseware for Higher Education in Developing Countries. Open educational resource (OER) was one of the outcomes of the forum. The open educational resources are those resources that can be used for non-commercially purpose without the obligations of the copyright and is available for free. It implies that the teachers can use open educational resources for their teaching. The use of these freely available digital resources by the teachers is a compelling need of this digital world as the ethos of teaching and learning has transformed. The open educational resources include learning resources like courseware, content module, learning objects, online learning communities, etc. and teaching resources that provides teaching support to the teachers like free software, digital teaching aid, books, courses, etc. In India many such government initiative are taken to develop the open educational resources like digital content, courseware, online community support and knowledge networks. The present chapter aims to explore the role and significance of these open educational resources for pre-service teachers and to explain the broader concept of open educational resources.

Keywords: OER, Digital resources, Teaching Resources

INTRODUCTION

Open educational resources (OER) are defined as teaching, learning and study resources that make use of suitable tools, such as open licensing, to permit their free reuse, constant improvement and repurposing by others for learning purposes. Open educational resources contain full courses, course tools, elements, textbooks, streaming videos, examinations, software, and any other tools, resources or procedures used to support access to understanding or that have an influence on teaching, learning and research.

The emphasis of OER is on the probability of taking innovative work from other providers and being able to familiarize and repurpose it to produce a new learning resource. In this sense, open means free to access and free to transformation. It is for this motive that one of the central features of an OER is the liberal licensing (e.g. Creative Commons), which enables this process.

The general features of OER are:

- They can be any type of learning means used in an educational situation.
- They are frequently, though not completely, offered in a digital set-up.
- The digital set-up allows the reprocess, sharing, revision and repurposing of the resource for an altered learning setting than the original one.

What OER are as well as are not- OER are not just “Stuff on the Web”

It can be seen from the explanations above that OER can be a widespread variety of educational resources – full courses, course resources, components, textbooks, streaming videos, examinations, software– which are usually offered in a digital set-up. As OER can be many kinds of resources, the question frequently asked is: what is the difference between “stuff on the web” and OER (Thomas, 2010)? Or more precisely: when is a Wikipedia page an OER?

A Wikipedia page is open allowing to the most widespread definition of open; it is also a resource. Though, It can only be an OER if it is used within a precise learning organization as an educational resource (Falconer et al, 2013: 63): “An OER can be a course, element, lesson, webpage, exercise or multimedia clip, but it must have a definite pedagogical purpose/setting” (McGreal, 2014:51)

Wikipedia does have a clear educational course, which stimulates the use of Wikipedia content in learning settings. On the contrary, there is the question of whether open data is an OER. Although, open data may permit reuse, distribution, revision and repurposing. It is a source of evidence, but its purpose is not directly instructive. In this sense, it is not inevitably an OER. Nonetheless, open data may be used as a learning resource in a learning setting; in this instance it would be OER.

OER are diverse from “Learning Objects”

The essential difference between OER and other features of digital learning is their openness and lack of restraining patent, which enables the reuse and repurposing of the educational resources (Butcher and Hoosen, 2012). This leads to the benefits of division and teamwork.

The notion of enabling the division of digital resources is not new, and it is a typical of information resources offered in a digital set-up that they can be simply distributed with negligible costs once they have been established. In contrast to Reusable Learning Objects (RLO), OER believers and practitioners highlight the potential for sharing prevailing content over the design of context- neutral components for learning. In other words, it is argued that while the RLO improvements were concentrated on the mechanical side of instructional scheme, OER are much more focused on purely how to make prevailing content more open for entree and hence more handy (Kernohan and Thomas, 2012; Lane and McAndrew, 2010: 960).

OER are different from “Digital Learning Resources”

Since allocation and reuse is such an essential aspect of OER, it has become common to pay attention to the “four Rs” of OER (Hilton et al., 2010; Wiley, Bliss and McEwen, 2014; Wiley, 2009):

- **Reuse**—to use the work as exact. This is basically an issue of easy entry to existing resources.
- **Review** – to modify or change the work.
- **Remix** – to combine the work (precise or changed) with other works.
- **Rearrange** – to share the exact work, the revised work or the altered work with others.

The Present Status Of Open Educational Resources

As we arrived the new era, the amount of learning content freely accessible on the Web was large and rising exponentially. With some exclusions, the resources were dispersed, were hard to find and use, and lacked the permits essential to ensure their quality. But despite the apparent confusion, many university librarians predicted that digitized collections of resources would be a major, if not the foremost, method for future library collections. Formerly at a 2002 UNESCO-sponsored, Hewlett-supported meeting of established and emerging world participants, the term “open educational resources” was invented. The acceptance on the OER conception since 2001 by international administrations, colleges and universities, specific faculty, and supporters in the open-source concept has been unusual. UNESCO, for example, has comprised the application of the OER conception as an aim in its current two-year plan. Some administrations and other international governments—the World Bank, OECD, the International Association of National Academies of Science, the Commonwealth of Learning,

the European Union, and the European Organization of Open Universities—have also recognized the possible effect of OER and declared their concern in and support of it.

Scope of OER in a Teacher-Education Programme

1. *Extended access to learning*: Learners everywhere in the world can access OERs at any time, and they can access the material continually.
2. *Scalability*: OERs are easy to allocate broadly with little or no cost.
3. *Expansion of class resources*: OERs can increase textbooks and lectures where insufficiencies in information are marked.
4. *Improvement of regular course content*: For instance, multimedia material such as videos can supplement text. Offering information in multiple designs may help students to more simply learn the material being taught.
5. *Rapid circulation*: Information may be distributed rapidly (especially when compared to information printed in textbooks or journals, which may take months or even years to become accessible). Quick accessibility of material may increase the suitability and/or significance of the material being offered.
6. *Less expense for learners*: The use of OERs instead of outdated textbooks or course packs, etc. can considerably reduce the cost of course resources for learners.
7. *Showcasing of improvement and ability*: A wide viewers may learn of ability research interests and expertise. Possible students and contributors may be overwhelmed, and student and faculty employment efforts may be improved.
8. *Links for alumni*: OERs deliver an outstanding way for alumni to stay attached to the institution and continue with a program of lifelong education.
9. *Constantly improved resources*: Unlike textbooks and other stationary sources of information, OERs can be enhanced rapidly through direct editing by users or through solicitation and integration of user response. Trainers can take a current OER, adjust it for a class, and make the altered OER available for others to use.

Significance of OER in Teaching and Learning

The importance of OER is broadly classified into Institution's perspective, Educator's perspective and Learner's perspective. The institution's perspective consists of refining recruitment by helping students find the right courses, increasing teamwork among students, faculties and other, interesting alumni as life-long learners and improving the public image of the institution.

The educator's perspective includes maintaining a record of teaching improvements allowing others to build upon them, nurturing connections with coworkers around the world, gaining publicity through improved status and leaving a legacy after leaving university.

The learner's perspective includes retrieving high-quality resources from some of the best academia in the world, appealing in informal learning, where permits are not needed, saving money on expensive necessary textbooks and learning through efficient materials that are significant to current issues.

Impact of OER on Teacher's Training

Though there is not a great deal of study in respect to student achievement as new textbooks are accepted, there has been an emphasis on student achievement when OER are accepted. Studies have confirmed that no harm has happened as a consequence of the use of OER and that

learners are performing at least as well as they did with the outdated resources. They have also shown improved student maintenance and student achievement using OER .

Requirement of Teachers' to know OER

The use of OER leads to development in learner presentation and satisfaction. OER creates different customs and approval patterns than other online resources. It also lead to more fair access to learning, attending a broader base of learners than outdated education. The usage of OER is an effective way for enlightening retention for at-risk learners. It hints to critical reflection by professors ,with indication of improvement in their preparation. OER acceptance at an institutional level leads to financial aids for learners and/or institutions.

Shortcomings of OER

Ever since many OER sources allow any user to generate an explanation and post material, some resources may not be appropriate and/or precise. OER material is formed to stand alone, and meanwhile self-learning operators may access the material outside of a classroom setting, they will miss out on the argument and teacher response that describe for-credit classes and that make such lessons useful and appreciated. While struggles are being made to make OERs accessible in multiple languages, many are only accessible in English, restraining their effectiveness to non-English speakers. Moreover, not all resources are traditionally suitable for all viewers. Some learners may have trouble using some OERs if they have as low or unreliable internet association. Other OERs may require software that learners don't have and that they may not be capable to afford.

Copyright Free Digital Resources on the web

A few of the digital resources which are freely available on the web and are helpful for teachers and learners are as follows:

S.NO.	Free Resources
1.	E-books
2.	E-Pathshala
3.	FOSS
4.	MOOCS
5.	NPTE& Swayam
6.	NROER

CONCLUSION AND RECOMMENDATIONS

The paper has attempted to show that open educational resources plays an essential role in supporting professional development of teachers. Many studies have revealed that pre- service teachers have a very narrow understanding about OERs and they fail to recognise that open educational resources include various kinds of resources which comes with a free copyright license and is not only limited to the digital content.

Certain recommendations on the OERs for teacher trainees specially are as follows:

- The ICT course in the B.Ed. programme must talks extensively about the Open educational resources

- The B.Ed. programme must have the provision for hands on training of the various OER like FOSS, open courses, etc.
- Workshops and induction programmes can be conducted to provide exposure to the teachers.
- Republishing of modified resources should be encouraged by educators as per the convenience of the pre-service teachers.

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ABOUT THE BOOK

"**Innovative Educational Approaches: Charting a Path Ahead**" is a ground-breaking exploration of the evolving landscape of education in the 21st century. In this thought-provoking book, we embark on a journey through innovative educational approaches that are revolutionizing learning worldwide. From cutting-edge technology integration and personalized learning experiences to inclusive education models and the power of interdisciplinary studies, this comprehensive volume delves into the strategies, philosophies, and technologies shaping the future of education. Rich with real-life examples, case studies, and interviews with leading educators and innovators, the book provides valuable insights for teachers, administrators, policymakers, and anyone passionate about transforming education. Each chapter offers practical guidance, backed by the latest research, on how to implement these innovative approaches in diverse educational settings. By examining the intersection of traditional pedagogy with modern advancements, the book advocates for a learner-centric approach that nurtures creativity, critical thinking, and lifelong learning skills. "Innovative Educational Approaches: Charting a Path Ahead" serves as a roadmap for educators and stakeholders, inspiring them to embrace change, foster a culture of innovation, and create educational environments that prepare students for the challenges and opportunities of the future.



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