

JERE



ISSN 0973-6190

Journal of Educational Research and Extension

Peer Reviewed Quarterly Journal

Vol.60, No.4 - Oct - Dec 2023



**SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION
(AUTONOMOUS)
COIMBATORE - 641 020.**

ISSN 0973-6190

VOL. 60 (4)
OCTOBER - DECEMBER 2023

Peer Reviewed Quarterly Journal

|||||

**JOURNAL OF
EDUCATIONAL
RESEARCH AND
EXTENSION**

|||||



**SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION
(AUTONOMOUS)
Coimbatore - 641 020**

Published by :

**Sri Ramakrishna Mission Vidyalaya College of Education
(Autonomous)**

Coimbatore - 641 020

Phone No.: (+91) 80125 33915, Website: www.srkvcoe.org

E-mail: srkvcoejere@gmail.com

Printed at :

Ramakrishna Mission Vidyalaya Printing Press

CONTENTS

SCHOLARLY PUBLICATION AWARENESS AND PRACTICES OF LIBRARY PROFESSIONALS OF HIGHER EDUCATIONAL INSTITUTIONS **1**

Dr.T.Senthil Kumar

Librarian
Guru Nanak College (Autonomous)
Chennai, Tamil Nadu - 600 042

Dr.R.Kavitha

Librarian, SDNB Vaishnav College for
Women, Chennai
Tamil Nadu - 600 044

Dr.B.Srilakshmi

Librarian
Sir Theagaraya College
Chennai
Tamil Nadu - 600 021

Mrs.R.Sophia

Librarian, Meston College of Education,
Chennai
Tamil Nadu - 600 014

Mrs.S.Meena

Librarian, Pachaiyappas College
Chennai, Tamil Nadu - 600 030

A STUDY ON KNOWLEDGE OF COVID-19 PANDEMIC AMONG SECONDARY EDUCATION TRIBAL STUDENTS IN JAWADHU HILLS **8**

Dr. V.Vijayakumar

Assistant Professor
Department of Value Education
Tamil Nadu Teachers Education University
Chennai – 600 097

SOCIAL MEDIA ADDICTION AND AGGRESSIVE BEHAVIOUR OF HIGHER SECONDARY STUDENTS **12**

R. ALBIN SHOBANA

M.Ed., Student
Bethlahem College of Education Karungal,
Kanyakumari
Tamil Nadu – 629 157

Dr. N.R. GEETHA

Professor
Bethlahem College of Education Karungal,
Kanyakumari
Tamil Nadu – 629 157

A STUDY ON AWARENESS OF SWAYAM LEARNING AMONG PROSPECTIVE TEACHERS IN KANNIYAKUMARI DISTRICT **18**

Dr. D. R. Robert Joan

Assistant Professor of Education
Christian College of Education
Marthandam, Kanyakumari District
Tamil Nadu – 629 165

ACTIVE LEARNING: A PARADIGM SHIFT IN EDUCATIONAL PRACTICES

23

Dr.K.Karthigeyan

Assistant Professor in Education
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore, Tamil Nadu – 631 020

SCHOLARLY PUBLICATION AWARENESS AND PRACTICES OF LIBRARY PROFESSIONALS OF HIGHER EDUCATIONAL INSTITUTIONS

1

Dr.T.Senthil Kumar

Librarian
Guru Nanak College (Autonomous)
Chennai, Tamil Nadu - 600 042

Dr.B.Srilakshmi

Librarian
Sir Theagaraya College
Chennai
Tamil Nadu - 600 021

Dr.R.Kavitha

Librarian, SDNB Vaishnav College
for Women, Chennai
Tamil Nadu - 600 044

Mrs.R.Sophia

Librarian, Meston College of
Education, Chennai
Tamil Nadu - 600 014

Mrs.S.Meena

Librarian, Pachaiyappas College
Chennai, Tamil Nadu - 600 030

INTRODUCTION

Research productivity, particularly peer reviewed publications and citation scores are becoming the most influencing factors to measure the Institutional and Individuals' contributions towards academic positions. Chakraborty, Upadhyay Navin and Shambhu Raj (2021) stated that "the National Institute of Ranking Framework system has adopted quality parameters, and Research publications are one of the dominant factors in these parameters". Pal and Sarkar Soumitra (2021) expressed in their research report that "when a few proactive researchers have been producing enormously, then the others are very much reluctant in their research output. About 20% of the researchers together owned approximately 80% of

the publication score". Pertain to Library and Information Sciences (LIS), Gautam and Mishra (2020) expressed that "the growth trend of LIS publication showed positive linear growth, mix authorship was found and Collaborative works in India is increasing certainly it will give a new height to LIS development". Yu and Lin (2018) stated that "the scholarly communication speed of articles in the field of IS & LS is high, and exposed two potential factors – self citation and publishing mechanisms". Crampsie and Henry (2020) found that significant relationship existed between confidence in research skills and publishing productivity. In spite of the pressures and challenges involved in publishing, many of the participants in this survey showed at least an appreciation for, if not

a love of, the research and publication process. Rauhvargers (2014), Shehatta and Mahmood (2016) opined that the “majority of the international and national ranking agencies (NIRF) are research-focused. They use a wide range of bibliometric indicators to measure institutions’ research performance”. Hattie John (1994) pointed out “the individual librarians’ scholarly productivity can be counted and used as a unit of analyses when evaluating higher education.

OBJECTIVES

- To study the awareness level of LIS personnel’s Author Identification Profile.
- To highlight the level of Awareness and usage behaviour of Research tools pertaining to academic writings.
- To bring out the LIS personnel’s expectations with respect to Scholarly Writing.
- To identify the opinion on Scholarly Publication by LIS personnel.

METHODOLOGY

The quantitative study was conducted by using Survey method in which data collection was facilitated through a structured questionnaire consisting of 25 items across four distinct aspects related to scholarly content. The Reliability Analysis is implied to calculate the internal consistency coefficients of the variables included in the questionnaire. Aithal, Architha and Aithal, Sreeramana (2020) stated that the alpha value “ $0.5 < \alpha < 0.7$ is meant for Moderate internal

consistency and reliability of a given questionnaire and the present study’s Cronbach’s Alpha value is from 0.651 to 0.715 which is moderate and acceptable to explore. Data were collected from 142 Library and Information Science professionals from academic institutions in Tamil Nadu. Out of 142 respondents, 72.5 % (103) of respondents were Male and 27.5% (39) were female. The Collected data were analysed by using the percentage analysis.

DATA ANALYSIS AND INTERPRETATION

Author ID / Profile

An author ID, also known as an Author Identifier or Authorship Identifier, is a unique identifier assigned to an individual author to distinguish them from other authors with similar or identical names. Author IDs are commonly used in academic and research settings to ensure accurate attribution of scholarly works to their respective authors and to help resolve authorship ambiguity. These author identifiers help prevent authorship confusion, streamline the process of tracking scholarly contributions, and facilitate accurate and consistent citation of research works. Researchers are encouraged to create and maintain their author IDs to ensure their work is properly attributed and recognized within the academic community. Hence, this study constituted to know the author ID usage among LIS authors and the results are shown in table 1.

Table 1 - Author ID / Profile vs Respondent

Author ID / Profile	Frequency and Percentage	
	Yes	No
ORCID (Open Researcher and Contributor ID)	91 (64.1)	51 (35.9)
Researcher ID	33 (23.2)	109 (76.8)
Scopus Author Identifier	39 (27.5)	103 (72.5)
Google Scholar Citation Profile	79 (55.6)	63 (44.4)
Microsoft Academic ID	54 (38.0)	88 (62.0)
IRINS (Indian Research Information Network System)	80 (56.3)	62 (43.7)

Table 1 showed that 64.1% of the LIS personnel have ORCID ID followed by IRINS (56.3%) and Google Scholar (55.6%). Having the Researcher ID received the least responses 33 (23.2%).

Scholarly Writing Tools

Scholarly writing tools are software applications, platforms, or resources designed to assist researchers, scholars, academics, and students in the process

of creating, editing, formatting, and managing scholarly and academic documents. These tools aim to streamline the writing and publishing process, enhance research productivity, and ensure the quality and professionalism of academic writing. Some commonly used scholarly writing tools are listed as variables to collect the data from LIS authors and the results are displayed in Table 2.

Table 2 - Writing Tools Used vs Respondent

Writing Tools Used for Scholarly Publications	Frequency and Percentage	
	Yes	No
Mendeley Reference Manager	29 (20.4)	113 (79.6)
ChatGPT/Article Spinner/ Spinbot / QuillBot (paraphrasing tools)	74 (52.1)	68 (47.9)
Grammarly	28 (19.7)	114 (80.3)
Plagiarism Checker	35 (24.6)	107 (75.4)
Summarizers	70 (49.3)	72 (50.7)
Citation Generator	84 (59.20)	58 (40.8)

It is found in table 2 that 59.20% of LIS authors were using Citation Generator sites followed by paraphrasing tools (52.1%) like ChatGPT/Article Spinner/Spinbot / QuillBot to quote the reference and content formation in their articles. The table also showed that the research tools Grammarly (80.3%), Plagiarism Checker (75.4%) and Mendeley Reference Manager (79.6%) were not used by many of the respondents.

Expectations from the Parent Institution

Institution

Authors, particularly academic and research-focused individuals, often have expectations from their parent institutions when it comes to producing scholarly content. These expectations can vary depending on the institution's policies, resources, and support structures. The following are some common expectations that LIS authors have.

Table 3 - Expectations vs Respondent

Expectations from the Parent Institution	Frequency and Percentage	
	Yes	No
Informal / Formal Author mentorship	117 (82.4)	25 (17.6)
Funding for Publications Process	93 (65.5)	49 (35.9)
Plagiarism Checking	101 (71.1)	41 (28.9)
Data analysis support	25 (17.6)	117 (82.4)
Writing / Editing support	51 (35.9)	91 (64.1)
Allowing to participate collegial research activities	119 (83.8)	23 (16.2)

It is revealed from the table 3 that, allowing to participate in collegial research activities (83.8%) is the most LIS personnel expectations followed by Informal / Formal Author mentorship (82.4%) and subscription of Plagiarism Checker tool (71.1%), also it is understood from the table that, the support for Data analysis (17.6%) and Writing / Editing (35.9%) are not expected from the parent institution.

Opinion on Scholarly Publication

Opinions on scholarly publication among librarians are diverse, reflecting the varied roles and interests within the profession hence this study is framed a few general assumptions and statements pertain to Scholarly Publication and the opinions are evaluated and results shown in table 4.

Table 4 - Opinion on Scholarly Publication vs Respondent

Opinion on Scholarly Publication	Frequency and Percentage	
	Yes	No
Writing Scholarly Publication needs a special skill	98 (69.0)	44 (31.0)
Publishing Scholarly Publication enhances your professional identity	106 (74.6)	36 (25.4)
Encountered a sense of pressure even before initiating the process of working on a scholarly publication	108 (76.1)	34 (23.9)
Scholarly Publication needs Financial Strength	81 (57.0)	61 (43.0)
Collaboration with other Institutional Professionals will give more visibility on your writings	98 (69.0)	44 (31.0)
Interdisciplinary Scholarly Publication is easier for LIS professionals	74 (52.1)	68 (47.9)
Scholarly publications contribute to the accreditation and ranking process of institutions.	142 (100.0)	0 (0.0)

The table 4 showed that all the LIS authors are well aware that Scholarly publications contributes to the accreditation and ranking process of institutions (100%) and encountered a sense of pressure even before initiating the process of working on a scholarly publication (76.1%). 74.6% of respondents are agreed that Publishing Scholarly Publication enhances their professional identity. Uniformed percentage (69.0%) of responses were given by the LIS authors about Writing Scholarly Publication needs a special skill and Collaboration with other Institutional Professionals gives more visibility on their writings.

DISCUSSION AND CONCLUSIONS

It is stated from the results that Author identifiers play a crucial role in today's academic and research landscape. The findings of the study highlights a shortage of Author IDs like Researcher ID and Scopus Author Identifier among LIS (Library and Information Science) authors, indicating an opportunity for them to engage more proactively in the scholarly community. Additionally, it's observed that only a minority of LIS authors utilize Scholarly Writing Tools such as Grammarly, Plagiarism Checkers, and Mendeley Reference Manager. To address this, there is a need to promote awareness about the utility of these tools

to enhance scholarly writing. Institutions aiming to produce significant and larger amount of scholarly content, should consider obtaining licenses for Plagiarism checkers and Data Analysis softwares. This step would instill confidence in authors to create and publish original and scholarly works. Moreover, fostering informal or formal author mentorship programs, either within the institution or through collaboration with experienced authors, can greatly facilitate the publication process for budding authors.

In conclusion, LIS authors are well aware of the significance of scholarly publications in accrediting and ranking process of an institutions. They express their willingness to contribute to this process. In response, academic institutions are encouraged to actively support and promote LIS professionals' involvement in research activities, steering them away from routine library tasks and toward meaningful contributions to the scholarly community.

REFERENCES

- Aithal, Architha., & Aithal, Sreeramana. (2020). Development and validation of survey questionnaire & experimental data – A systematical review-based statistical approach. *International Journal of Management, Technology, and Social Sciences*, 5 (2), 233-251.
- Chakraborty, Kanu., Upadhyay, Navin., & Upadhyay, Shambhu Raj. (2021). Explored publication pattern of the top twenty NIRF-2020 ranked Indian institutions: An evaluative study. *Library Philosophy and Practice*, 53, 45-54.
- Crampsie, C., Neville, T., & Henry, D. (2020). Academic librarian publishing productivity: An analysis of skills and behaviors leading to success. *College & Research Libraries*, 81(2), 248.
- Gautam, Vinod Kumar., & Mishra, Rajani. (2020). Publication trends in LIS- A scientrometric study based on SCOPUS. Retrieved from <https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/347471>
- Hattie John. (1994). The productivity of Australian academies in education. *Australian Journal of Education*, 38 (3) 201-218.
- Pal Jiban Krishna., & Sarkar Soumitra. (2021). Scientometric assessment of institutional research productivity an analysis based on scholarly publications of the Indian Statistical Institute. Retrieved from <https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/451744>
- Rauhvargers, A. (2014). Where are the global rankings leading us? An analysis of recent methodological changes and new developments. *European Journal of Education*, 49 (1), 29-44.

- Shehatta, I., & Mahmood, K. (2016). Correlation among top 100 universities in the major six global rankings: Policy implications. *Scientometrics*, 109 (2) 1231-1254.
- Yu,C., & Lin, W.Y.C. (2018). First-citation of journal articles and scholarly communication speed: A case study of IS & LS. *Journal of Library and Information Studies*, 16(2), 165-193.

A STUDY ON KNOWLEDGE OF COVID-19 PANDEMIC AMONG SECONDARY EDUCATION TRIBAL STUDENTS IN JAWADHU HILLS

2

Dr. V.Vijayakumar

Assistant Professor

Department of Value Education

Tamil Nadu Teachers Education University

Chennai – 600 097

INTRODUCTION

The public are often required to alter their routine behavior during an emergency situation or a natural disaster or a disease outbreak. This may have profound effects on the perception of safety, and levels of preparedness in the ability to not only respond but also adapt to a changing emergency. During the COVID-19 outbreak during 2020, the world quickly learned of an emerging viral disease outbreak. The threat of COVID-19 outbreak resulted in the closing of schools, and within a short span of weeks, all universities and colleges. Students not only were required to alter their lifestyle but also were asked to attend online classes, and they also faced the challenge and many stress related to the disease outbreaks. It became mandatory that everyone must know about the disease.

NEED FOR THE STUDY

The COVID-19 pandemic was a blow to most of the nations in the world as it was not expected that it would freeze

the whole world. The global lockdown brought deep silence in the planet and no one knew what would the next step be. It was a big blow to the economy of many nations. It was not only the economy that froze but also the education system. All schools were shut and education reached home through technology. It has now become more mandatory that everyone should be precautionary in order to prevent the spreading of COVID-19. It is a necessity that everyone must know of those precautions. Hence, it is required to study the knowledge of the COVID-19 pandemic. In this research, the researcher has studied the knowledge on COVID-19 pandemic among secondary education tribal students in Jawadhu Hills.

OBJECTIVES

- To find out the Knowledge on the COVID-19 pandemic among secondary education tribal students in Jawadhu Hills.

- To find out the significant difference in the level of Knowledge on the COVID-19 pandemic among secondary education tribal students based on their gender, age and family income.

HYPOTHESES

- The level of Knowledge on the COVID-19 pandemic among secondary education tribal students in Jawadhu Hills is high.
- There is no significant difference in the level of knowledge on the COVID-19 pandemic among secondary education tribal students based on their gender, age and family income.

METHODOLOGY

The study was carried out by using the Normative Survey Method, as it is intended to find out the level of knowledge of secondary education tribal students in Jawadhu Hills on the COVID-19 pandemic. The population for the present study included the secondary education tribal students in Jawadhu hills and 300 students were selected as the sample using simple random sampling technique. The Knowledge of COVID-19 Pandemic Scale was constructed by the researcher to collect data from the sample. The content validity was established to check the validity of the tool and test-retest reliability was established to measure the reliability of the tool. The reliability of the tool was found to be 0.79.

DISTRIBUTION OF SAMPLE

Variable	Sub variable	Count	Total
Gender	Male	134	300
	Female	166	
Age	11 – 13 years	193	300
	14 – 15 years	107	
Family Income	Below Rs.25,000	113	300
	Above Rs.25,000	187	

ANALYSIS AND INTERPRETATIONS OF DATA

Hypothesis 1: The level of Knowledge on the COVID-19 pandemic among secondary education tribal students in Jawadhu Hills is high.

Table 1: Level of Knowledge on COVID -19 Pandemic among Secondary Education Tribal Students

Variable	N	Calculated Mean
Knowledge on COVID-19 Pandemic	300	98.07

It is inferred from the table 1 that the calculated mean value is 98.07. Since the calculated mean value is high, it is stated that the level of knowledge on the COVID-19 pandemic among secondary education tribal students is high. Hence the hypothesis is accepted.

Hypothesis 2: There is no significant difference in the level of knowledge on the COVID-19 pandemic among secondary education tribal students based on their gender, age and family income.

Table 2: Mean Score Difference in the Level of Knowledge on COVID -19 Pandemic among the Students based on their Gender, Age and Family Income

Variable	Sub Variable	N	Mean	SD	't' Value	Level of Significance
Gender	Male	134	98.58	10.65	0.77	Not Significant
	Female	166	97.68	9.78		
Age	11-13 years	193	97.56	9.90	1.17	Not Significant
	14-15 years	107	99.03	10.62		
Family Income	Below Rs.25,000	113	97.12	10.691	1.26	Not Significant
	Above Rs.25,000	187	98.67	9.83		

It is inferred from the table 2 that the calculated 't' values for gender, age and family income which are 0.77, 1.17, 1.26 respectively are lesser than the table 't' value 1.96 at 0.05 level of significance. It stated that there is no significant difference existed in the level of knowledge on COVID-19 pandemic among secondary education tribal students based on their gender, age and family income. Hence the null hypothesis is accepted.

FINDINGS OF THE STUDY

- The level of knowledge on COVID -19 pandemic among secondary education tribal students in Jawadhu Hills is high.
- There is no significant difference in the level of knowledge on COVID -19 pandemic among secondary education tribal students in Jawadhu Hills based on their gender, age and family income.

CONCLUSION

From the findings of the study, it can be concluded that the knowledge on COVID-19 pandemic among secondary education tribal students in Jawadhu hills is high. Though, the knowledge of secondary tribal education students on COVID-19 pandemic is high, they do not differed significantly in the mean scores based on their gender, age and family income. Since the secondary education

tribal students have been inculcated with the knowledge of COVID-19 pandemic through teachers, media and other means, they have high level of awareness of COVID-19 pandemic. It was noted that the awareness camps and programmes conducted helped them to acquire more knowledge on precaution and remedial measures on the COVID-19 disease and to safeguard their life.

REFERENCES

- Kundu, S., Al Banna M.H., Sayeed, A., Begum, M.R., Brazendale K, Hasan, M.T., Habiba, S.J., Abid, M.T., Khan, M.A., Chowdhury, S., Kormoker, T., Proshad, R., & Khan, MSI. (2021). Knowledge, attitudes, and preventive practices toward the COVID-19 pandemic: An online survey among Bangladeshi residents. *Journal of Public Health*, 31, 1121-1135.
- Rabbani, M.G., Akter, O., Hasan, M.Z., Samad, N., Mahmood, S.S., & Joarder, T. (2021). COVID-19 knowledge, attitudes, and practices among people in Bangladesh: Telephone-based cross-sectional survey. *JMIR Formative Research*, 5(11), 32-40.

SOCIAL MEDIA ADDICTION AND AGGRESSIVE BEHAVIOUR OF HIGHER SECONDARY STUDENTS

3

R. ALBIN SHOBANA

M.Ed., Student
Bethlahem College of Education
Karungal, Kanyakumari
Tamil Nadu – 629 157

Dr. N.R. GEETHA

Professor
Bethlahem College of Education
Karungal, Kanyakumari
Tamil Nadu – 629 157

INTRODUCTION

Social media or social networking is the hottest cake selling around the world no matter what the age or status. Each and every person whether a student or a professional; each and every field whether Education/ Medicine/ Commerce/ Business or any other field is influenced by social media. Social media is the term utilized for virtual communication sites running with the help of the internet. Social media addiction is a phrase sometimes used to refer to someone spending too much time using Facebook, twitter and other forms of social media that interferes with other aspects of daily life (Dewall & Anderson, 2012). It is considered that teenagers with social anxiety use social media sites to find validation and companionship missing in their real life or the physical world.

SIGNIFICANCE OF THE STUDY

Social media has emerged as a widely used tool in the communication age. This new virtual world, where

individuals freely share their views and express themselves, is also used for many different purposes including personal, corporate, and public usage. Because of using social media, social relationships established in the past and face-to-face relationships until today have been replaced by newly established virtual relationships. This new digital world also allows individuals to easily exhibit rude and aggressive behaviours that they do not demonstrate in daily life. Research studies suggest that certain teenagers are particularly at risk for developing an addiction to social media (Goswami & Singh (2016)., Jeevamani & Sivakumar (2017)., Bhardway (2018)., Haand,R., & Shuwang, Z. (2020). This includes if a teenager struggles with an anxiety disorder or depression, he or she may be at risk for a social media addiction because he may use it as a way to distract himself from negative emotions and troubling thoughts. It can become an unhealthy habit. Aggressive behaviours are highly prevalent in children. Given

their negative consequences, it is necessary to look for protective factors that prevent or reduce their progress in early development before they become highly unshakable. To know this, the investigator has attempted to conduct a study on, Social Media Addiction and Aggressive Behaviour of Higher Secondary Students.

OBJECTIVES

- To find out whether there is any significant difference in social media addiction among higher secondary students with regard to gender.
- To find out whether there is any significant difference in social media addiction among higher secondary students with regard to locality.
- To find out whether there is any significant difference in aggressive behaviour among higher secondary students with regard to gender.
- To find out whether there is any significant difference in aggressive behaviour among higher secondary students with regard to locality.
- To find out whether there is any significant relationship between social media addiction and aggressive behaviour among higher secondary students.

HYPOTHESES

- There is no significant difference in social media addiction among higher secondary students with regard to gender.

- There is no significant difference in social media addiction among higher secondary students with regard to locality.
- There is no significant difference in aggressive behaviour among higher secondary students with regard to gender.
- There is no significant difference in aggressive behaviour among higher secondary students with regard to locality.
- There is no significant relationship between social media addiction and aggressive behaviour among higher secondary students.

METHODOLOGY

The investigator has adopted a survey method for the present study. The tools used for the study are the Social Media Addiction Scale constructed by Gengiz Sahin (2018) and Aggressive Behavior Scale (2021) constructed and validated by the investigators. Data were collected from 298 higher secondary students who were randomly selected from the schools in Kanyakumari District. The statistical techniques used for the present study are 't'-test and correlation analysis.

ANALYSIS AND INTERPRETATION OF DATA

H₀: 1 - There is no significant difference in social media addiction among higher secondary students with regard to gender.

Table:1 - Difference in Social Media Addiction among the Students with regard to Gender

Variable	Gender	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 0.05 Level
Social Media Addiction	Male	155	71.26	14.75	5.73	S
	Female	143	61.36	15.21		

S = Significant at 0.05 level

It is inferred from the table 1 that the calculated 't' value 5.73 is greater than the table value 1.96 at 0.05 level of significance. The result showed that there is a significance difference existed in the level of social media addiction among higher secondary students with regard to gender. The mean score difference stated that male students are more addicted

to social media than their female counterparts. Hence the null hypothesis is rejected.

H₀: 2 - There is no significant difference in social media addiction among higher secondary students with regard to locality.

Table:2 - Difference in Social Media Addiction among the Students with regard to Locality

Variable	Locality	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 0.05 Level
Social Media Addiction	Rural	145	65.36	13.65	1.23	NS
	Urban	153	67.61	17.48		

NS = Not Significant at 0.05 level

It is inferred from the table 2 that the calculated 't' value 1.23 is lesser than the table value 1.96 at 0.05 level of significance. The result showed that there is no significance difference existed in the level of social media addiction between rural and urban locale students.

Hence it is stated that the null hypothesis is accepted.

H₀: 3- There is no significant difference in aggressive behaviour among higher secondary students with regard to gender.

Table:3 Difference in Aggressive Behaviour among the Students with regard to Gender

Variable	Nature of Family	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 0.05 Level
Aggressive Behaviour	Male	155	56.43	14.24	2.05	S
	Female	143	53.00	14.61		

S = Significant at 0.05 level

It is inferred from the table 3 that the calculated 't' value 2.05 is greater than the table value 1.96 at 0.05 level of significance. The result showed that there is a significance difference existed in the level of aggressive behaviour among higher secondary students with regard to gender. The mean score difference stated

that male students are more aggressive than their female counterparts. Hence the null hypothesis is rejected.

H₀: 4 - There is no significant difference in aggressive behaviour among higher secondary students with regard to locality.

Table:4 - Difference in Aggressive Behaviour among the Students with regard to Locality

Variable	Locality	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 0.05 Level
Aggressive Behaviour	Rural	145	52.23	13.72	2.99	S
	Urban	153	57.20	14.838		

S = Significant at 0.05 level

It is inferred from the table 4 that the calculated 't' value 2.99 is greater than the table value 1.96 at 0.05 level of significance. The result showed that there is a significance difference existed in the level of aggressive behaviour among higher secondary students with regard to their locality. The mean score difference stated that students of urban

areas are more aggressive than their rural counterparts. Hence the null hypothesis is rejected.

H₀:5- There is no significant relationship between social media addiction and aggressive behavior among higher secondary students.

Table:5 – Relationship between Social Media Addiction and Aggressive Behavior among the Students

Variables	N	Calculated 'r' Value	Remarks at 0.05 Level
Social Media Addiction & Aggressive Behaviour	298	0.462	S

S = Significant

It is inferred from the table 5 that the calculated 'r' value 0.462 is greater than the table value 0.113 at 0.05 level of significance. Therefore, it is stated that there is a significant relationship between social media addiction and the aggressive behavior of higher secondary students. Hence, the null hypothesis is rejected.

FINDINGS AND DISCUSSION

- It is found that there is a significant difference existed in the level of social media addiction among higher secondary students with regard to gender. The mean score difference stated that male students are more addicted to social media than their female counterparts. This may be due to the fact that male students do not involve more in household activities, so they may spend more time on social media to maintain and increase their social networks to large extent.
- It is found that there is no significant difference existed in the level of social media addiction between rural and urban locale students. This may be due to the fact that students in both areas use social media for various purposes.
- It is found that there is a significant difference existed in the level of aggressive behaviour among higher secondary students with regard to gender. The mean score difference stated that male students are more aggressive than their female counterparts. This may be due to the fact that male students are naturally more vigorous and aggressive than their female counterparts.
- It is observed that result that there is a significant difference existed in the level of aggressive behaviour among higher secondary students with regard to their locality. The mean score difference stated that students of urban areas are more aggressive than their rural counterparts. This may be due to the fact that different lifestyles of rural and urban students. The students who are living in urban areas spend time mostly at home alone and thus their mindsets are stressed which may cause their aggressive behavior when compared to their rural counterparts.

- It is observed the result that a statistically significant relationship existed between social media addiction and aggressive behaviour among higher secondary school students. This may be due to the fact that student use social media often which has a strong impact on their life. When they are controlled to use social media by their parents, family members, relatives, and teachers they show their aggressive behavior. Those who are lacking their self-control in using social media caused more aggressive behavior.

CONCLUSION

It is concluded that though social media is an indispensable part of students' lives, the overuse of social media by spending a lot of time causes various physical and psychological problems. Exposure to social media products with violent content and long periods spent engaged with various networks increase the tendency towards aggression or aggressive behavior. Such behaviors can be reduced by the parents, family members, teachers and friends by regular monitoring/ supervision and by taking other appropriate measures.

REFERENCES

- Anderson,C., & Bushman,B. (2002). Human aggression. *Annual Review of Psychology*, 53, 27-51.
- Bhardway,K . (2018). Internet overuse among college students and its effect on young generation. *Edutracks*,17 (2), 41.
- Dewall,C., & Anderson.,C. (2012). Aggression. *Hand book of psychology*, 5, 449-466.
- Goswami,V., & Singh,D.R. (2016) . Impact of mobile phone addiction on adolescent's life: A literature review. *International Journal of Home Science*, 2(1), 69-74.
- Haand,R., & Shuwang, Z. (2020).The relationship between social media addiction and depression: A quantitative study among University students in Khost, Afghanistan. *International Journal of Adolescence and Youth*, 25(1),780-786.
- Jeevamani,V., & Sivakumar, D.(2017). Impact of mobile phone usage on aggression and its impact on academic achievement of Mathematics students. *Edutracks*,16(5), 43.

A STUDY ON AWARENESS OF SWAYAM LEARNING AMONG PROSPECTIVE TEACHERS IN KANNIYAKUMARI DISTRICT

4

Dr. D. R. Robert Joan

Assistant Professor of Education
Christian College of Education
Marthandam, Kanyakumari District
Tamil Nadu – 629 165

INTRODUCTION

SWAYAM learning is an enormous platform in the online mode. It has lot of certificate courses which included all the branches of education. The courses are very useful for the younger generation as well as the academicians. The advantages of the courses are any one can learn through online, no course fee, no age limits, and no physical presence. Nine well eminent personalities are appointed to supervise the course content. Each one has separate area to maintaining and assures the quality of the programme. At present, the Swayam course is compulsory for the Prospective Teachers. Therefore, really this study makes attentive among the learners.

SWAYAM

The term SWAYAM stands for Study Webs of Active-Learning for Young Aspiring Minds. In the year 2016, the Prime Minister launched Swayam, Massive Open Online Courses platform on August, 15 (The Economic Times,

2016). The courses are free for all but for the examination the learners should pay. In this programme it has three important principles namely access, equality, quality. In Sanskrit the term SWAYAM literally means “Self”.

FOUR QUADRANTS OF SWAYAM

SWAYAM online courses consist of four quadrants in its learning. They are Video Classes (Digital Classes), Reading Materials (Digital Materials), Self-Assessment (Tests and Quizzes), and Discussions (Clarity in the Content). These help the learners to become Mastery in the courses. To maintain the quality of the Materials there is a team working behind it.

SWAYAM APP

SWAYAM app is very useful for the learners and it contains thousands of courses. Really the courses make awareness among the learners about their branches in Education. Not only provide benefits but also it is user

friendly. It is a Global largest online platform for free electronic learning. It stands on its Quality, Equity and Access. The SWAYAM app can be access in once leisure time exclusive of any restriction of location. All types of learners are eligible for the learning.

CERTIFICATION BY SWAYAM

The SWAYAM online courses are provides many benefits for the learners by its certificates. The courses in the SWAYAM are free of cost but for the final exam the learners should pay rupees thousand. After the successful completion of the online courses e-certificates are given for the qualified candidates.

OBJECTIVES

- To study the significant difference in the awareness of SWAYAM learning between the prospective teachers belongs to rural and urban residential locality
- To study the significant difference in the awareness of SWAYAM learning between the prospective teachers belongs to Arts and Science subject.
- To study the significant difference in the awareness of SWAYAM learning between the prospective teachers who completed any SWAYAM Course and those who failed in SWAYAM examination.

HYPOTHESES

- There is no significant difference in the awareness of SWAYAM learning between the prospective teachers

belongs to rural and urban residential locality

- There is no significant difference in the awareness of SWAYAM learning between the prospective teachers belongs to Arts and Science subject.
- There is no significant difference in the awareness of SWAYAM learning between the prospective teachers who completed any SWAYAM Course and those who failed in SWAYAM examination.

REVIEW OF RELATED LITERATURE

Naveen (2022) conducted a research on “UGC Regulations on Credit Framework for Online Courses through Swayam”. It explored about the electronic learning through Swayam learning. It makes available on incorporated platform and entrance for massive online courses, by means of Information and Communication Technology which occupied center of attention on chief online platforms to learners and teachers to convey and gain knowledge of the concepts. Pranav et al. (2021) analysed the teaching of graduate courses through SWAYAM. The study focused on courses made by the Consortium for Educational Communication that is one of the Nine National coordinators for budding electronic content for graduate and postgraduate online courses. The outcome exposed a positive impact of these courses with regard to ease of access, affordability, eminence of course area, rising the information, wakefulness,

and talents among learners. It was stated that different graduate courses offered through online were considered for credit transfer in academics. Kumar, Dhanapal and Tharmar (2019) conducted a study on an analysis of online courses with special reference to SWAYAM. The facts were collected from SWAYAM website for the current investigation. During September 2018 it was further analyzed by zenith ten main subjects, learning path, zenith five Institutions and zenith five faculty members. It was establish that total 1556 internet courses has supplied by 15 major subjects and additional it was found that in main subject kind of Engineering has supplied 935 internet courses and Architecture and Planning has supplied two internet courses.

METHODOLOGY

The study was conducted using survey method. The population of the study included all the prospective teachers who are studying in Colleges

of Education at Kannyakumari District. In which the investigator selected the sample of 115 prospective teachers from various college of education randomly. The data were collected by administering a checklist and awareness questionnaire on SWAYAM Learning. The tool was designed to find the awareness and quality of SWAYAM Learning. The validity and reliability of the tool was established by applying content validity and test-retest method. The descriptive (Mean, Standard Deviation) and differential statistics (t-test, ANOVA) were applied to test hypotheses.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1:

There is no significant difference in the awareness of SWAYAM learning between the prospective teachers belongs to rural and urban residential locality.

Table 1: Comparison of Prospective Teachers belongs to rural and urban residential locality with respect to SWAYAM Learning Awareness

Groups compared	N	Mean	SD	t- Value	Level of significance
Rural	75	14.32	3.05	1.32	0.05
Urban	40	13.37	3.94		

Table 1 indicated that 75 prospective teachers belongs to rural residential and 40 prospective teachers belongs to urban residential were compared to find the awareness on SWAYAM learning. The mean value of prospective teachers belongs to rural residential was 14.32 and urban residential was 13.37 respectively.

The calculated t value 1.32 was found to be lesser than the table value 1.98 at 0.05 level of significance. It is stated that there is no significant difference between the prospective teachers belongs to rural and urban residential locality with respect to SWAYAM learning awareness. Hence the null hypothesis was accepted.

Hypothesis 2:

There is no significant difference in the awareness of SWAYAM learning

between the prospective teachers belongs to Arts and Science subject.

Table 2: Comparison of Prospective Teachers belongs to Arts and Science subject with respect to SWAYAM Learning Awareness

Groups compared	N	Mean	SD	t - Value	Level of significance
Arts subject	53	13.98	3.66	0.29	0.05
Science subject	62	14.00	3.18		

Table 2 indicated that 53 prospective teachers belongs to Arts subject and 62 prospective teachers belongs to Science subject were compared to find the awareness of SWAYAM learning. The mean value of prospective teachers belongs to Arts subject was 13.98 and Science subject was 14.00. The calculated t value 0.29 was found to be lesser than the table value 1.98 at 0.05 level of significance. It is stated that there is no significant difference between the

prospective teachers belongs to Arts and Science subject with respect to SWAYAM learning awareness. Hence the null hypothesis was accepted.

Hypothesis 3:

There is no significant difference in the awareness of SWAYAM learning between the prospective teachers who completed any SWAYAM Course and those who failed in SWAYAM examination.

Table 3: Comparison of Prospective Teachers' SWAYAM Learning Awareness between those who passed any SWAYAM Course and those who failed

Groups compared	N	Mean	SD	t-Value	Level of significance
Passed	62	15.05	2.31	3.66	0.05
Failed	53	12.75	4.02		

Table 3 indicated that 62 prospective teachers passed in SWAYAM examination and 53 prospective teachers failed in SWAYAM examination. The groups were compared to find the awareness of SWAYAM learning using t test. The mean value of prospective teachers passed in SWAYAM examination was 15.05 and those who failed in SWAYAM examination was 12.75. The calculated

t value 3.66 was found to be greater than the table value 1.98 at 0.05 level of significance. Hence it is stated that there is a significant difference in the awareness of SWAYAM learning between the prospective teachers who completed any SWAYAM Course and those who failed in SWAYAM examination. The hypothesis is not accepted.

FINDINGS OF THE STUDY

- There is no significant difference in the awareness of SWAYAM learning between the prospective teachers belongs to rural and urban residential locality
- There is no significant difference in the awareness of SWAYAM learning between the prospective teachers belongs to Arts and Science subject.
- There is a significant difference in the awareness of SWAYAM learning between the prospective teachers who completed any SWAYAM Course and those who failed in SWAYAM examination.

CONCLUSION

From the findings of the study, the investigator concluded that though there is difference existed among the prospective teachers in their awareness of SWAYAM learning and other related aspects, all teacher education institutions must create awareness among the prospective teachers by conducting orientation programmes. They should be given regular guidance and constructive motivation to complete SWAYAM courses related to their concerned subjects or their area of interest.

REFERENCES

- Best, J.W., & Kahn, J.V. (2005). *Research in education*. New Delhi: Prentice Hall of India.
- Garrett, H. E. (2005). *Statistics in psychology and education*. New Delhi: Paragon International.
- Kumar, B.V., Dhanapal, A., & Tharmar, K. (2019). An analysis of online courses with special reference to SWAYAM. *Indian Journal of Information Sources and Services*, 9(1), 19-22.
- Naveen, H.M. (2022). UGC Regulations on Credit Framework for Online Courses through SWAYAM, 2021. *International Journal of Scientific Research in Science and Technology*, 27, 232-238.
- Pranav, M., Sumaiya, J., Narayan, S., & Anju, K. (2021). Graduate teaching through Swayam: A comprehensive analysis. *International Journal of Computer Trends and Technology*, 69(3), 37-45.
- Santrock, J. W. (2006). *Educational psychology*. New Delhi: Tata McGraw-Hill.

ACTIVE LEARNING: A PARADIGM SHIFT IN EDUCATIONAL PRACTICES

5**Dr.K.Karthigeyan**

Assistant Professor in Education
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore, Tamil Nadu – 631 020

INTRODUCTION

The education system has undergone tremendous changes in recent years, shifting from traditional passive learning approaches to more dynamic and interactive active learning strategies. These changes are no longer an option, but rather a necessary progression to ensure a relevant education system. This paradigm shift emphasizes the active engagement of students in the learning process, facilitating an in-depth understanding and retention of knowledge. Unlike passive learning, which relies on the one-way transmission of information from teacher to student, active learning involves the student's participation in the process, encouraging them to construct knowledge through experiences, reflection, and critical analysis. Active

learning challenges the conventional teacher-centered approach, promoting a learner-centered environment that develops critical thinking, problem-solving, and collaborative skills essential for the 21st century. This article explores the active learning approach and various strategies applicable to teaching-learning process and discusses the development of 21st century skills through these innovative approaches by highlighting the reviews of literature on the positive effects of active learning.

ACTIVE LEARNING

Active learning, as defined by Bonwell and Eison (1991), involves “anything that involves students in doing things and thinking about the things they are doing” that prompts students to engage in actions and reflect

on their experiences. Shariff (2012) further elaborates that active learning involves students' active participation in classroom activities instead of merely following the teacher's instruction. Jarvis (2005) describes it as a method enabling learners to actively engage in the learning process, while Greene (2011) characterises it as learning through hands-on experiences. Kalem and Fer (2003) emphasise drawing learners into the learning process, rousing them from a passive state. Gordon and Lawton (2005) assert that active learning extends beyond rote memorization, encouraging students to engage deeply with the material. Lohithakshan (2002) highlights the importance of student activity with minimal teacher intervention. Rooted in constructivist learning theory, active learning supports the notion that learners construct their own knowledge actively rather than passively absorbing information from their surroundings (Janet Morris, 2016; Liu & Chen, 2010).

ACTIVE LEARNING APPROACH

Active learning is an approach where learners participate in the learning process by building knowledge and understanding. Traditional teaching methods typically assign the primary responsibility for learning to the teacher, relegating students to passive roles as mere recipients in the educational process (Araujo & Slomski, 2013). These

approaches commonly employ methods and tools such as lectures, lecture discussions, and the use of traditional boards, or slide presentations for delivering lectures. However, a growing body of scholarship suggests that active learning significantly enhances students' learning outcomes. Active learning necessitates students' engagement in diverse activities to foster a deep understanding of the content they are learning (Michael, 2006; Carr, Palmer, & Hagel, 2016). This shift from passive to active engagement transforms students into active participants in their own learning journey (Araujo & Slomski, 2013). Key components of active learning involve introducing activities in the classroom and encouraging students to actively participate in them (Kanopka, Adaime, & Mosele, 2015). Moreover, the active learning approach immerses students in the learning process through a variety of activities both inside and outside the classroom, emphasizing higher-order thinking skills and collaborative work (Freeman et al., 2014). Examples of such activities include active listening, writing, peer teaching, role-playing, and debates.

The spectrum of Active Learning strategies based on complexity is prepared by Chris O'Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan.

THE SPECTRUM OF THE ACTIVE LEARNING STRATEGIES



THEORY BEHIND ACTIVE LEARNING

Active learning is rooted in the constructivist theory of learning, which highlights the idea that learners actively construct their understanding. Jean Piaget, a famous psychologist and pioneer of constructivism, conducted extensive research on the cognitive development of children and observed that children progressively build their knowledge in incremental steps. Through the process of meaning-making, children continually refine and adapt their existing knowledge, deepening their understanding over time.

Learning involves the transition of knowledge from short-term to long-term memory, where it becomes integrated into increasingly intricate mental frameworks known as schemas or schemata.

Schemata serve as organizational categories for classifying incoming information (Wadsworth, 1996). The theory of social constructivism posits that learning primarily occurs through social interactions with others, such as teachers or peers. One notable social constructivist, Lev Vygotsky (1896–1934), introduced the concept of the zone of proximal development (ZPD). This zone represents the range where learning activities should be concentrated, situated between what the learner can accomplish independently and what they can achieve with expert guidance.

TYPES OF ACTIVE LEARNING

Active learning is a learner-centred approach that emphasises engagement, interaction, and reflection. The paradigm shift from traditional teaching to active

learning underscores the learner's role in constructing knowledge. Rather than being just a recipient of information, the learner becomes an active participant in a two-way process, whereby learning is imprinted through memorable, interactive activities and challenges. It encompasses various methodologies and techniques that engage students in the learning process, and enhance their in-depth understanding and retention of concepts. The Center for Teaching and Innovation classified active learning into five major types. They are as follows:

- i) **Problem-based learning:** This is a method where students are given a problem to solve. They must use their critical thinking skills to determine how to solve the problem and then they must go through the process of solving it. The teacher/instructor acts as a facilitator in this type of active classroom. This method addresses the way knowledge is created and applied in real life, which helps students understand how their new skills can be used in practice.
- ii) **Collaborative Learning:** This is a technique where groups of students work together towards a common goal. Collaborative learning allows students to learn from each other, use different perspectives to find solutions, and encourages creativity and teamwork.
- iii) **Game-based Learning:** Students play games that support the content being learned, either together or

individually. Games can focus on individual student performance or group collaboration. They can be used for all different ages and subject areas. Games are great because they create an environment that encourages trial and error while making learning fun, so it doesn't feel like work.

- iv) **Service-learning:** It is an active teaching method where students are asked to apply the knowledge they have learned in class outside of class. Students learn about community issues by working with their local community on real-world problems. This type of active classroom technique helps students become engaged citizens within their communities and builds critical thinking skills.
- v) **Discussion-based learning:** It is a teaching method where instructors facilitate discussions around course content with their students. In these types of classrooms, teachers/instructors ask questions that encourage critical thinking among their students rather than using lectures as a way to teach them information about the subject.

ACTIVE LEARNING TECHNIQUES

Think-Pair-Share

Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned

reading. This technique requires students to (1) think individually about a topic or answer to a question, and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material. This strategy is used best before reading and with small groups. This protocol ensures that all participants simultaneously engage with a text or topic and allows participants to recognize and speak their own ideas. The major advantages of this technique include the promotion of critical thinking and allowing all students, including the shy ones, to participate. It encourages active engagement and helps students articulate their thoughts clearly.

Fishbowl Technique

The fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. Those in the center model a particular practice or strategy. The outer circle acts as observer and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, and to discuss issues in the classroom. Application of this technique in classroom teaching enhances listening skills and provides diverse perspectives on a subject. It also helps in developing empathy and understanding among students.

Snowball Technique

The Snowball technique is a structured discussion method where participants start in pairs or small groups to discuss a topic or question. After a designated time, they join another pair or group, share their ideas, and build on each other's contributions. This process continues until the entire class or group has participated, resulting in a comprehensive discussion with input from all participants. It ensures full participation and collaboration by gradually expanding discussion groups and promotes diverse perspectives and inclusive engagement. It promotes active listening and idea generation, creating a supportive environment for dynamic discussions in larger group settings. It is a useful way of encouraging less vocal pupils to share ideas initially in pairs and then in larger groups. It also ensures that everyone's views on an issue may be represented and allows a whole class consensus to be arrived at without a whole class discussion.

Jigsaw

The jigsaw technique is a well-structured cooperative learning structure that emphasizes both individual accountability and achievement of group goals, both of which are critical for improved student learning in cooperative settings. In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from

each team in each group. Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw. This technique builds comprehension, encourages cooperation and teamwork, improves communication and problem-solving skills among the students.

Brainstorming

Brainstorming is a creative technique used to generate a large quantity of ideas or solutions to a specific problem or question within a short period of time. It involves gathering a group of individuals to freely share their thoughts, suggestions, and insights without criticism or judgment. The purpose of brainstorming is to foster creativity, innovation, and problem-solving by encouraging participants to think outside the box and explore unconventional ideas. It aims to generate a diverse range of perspectives and solutions, leading to new insights and breakthroughs. It encourages collaboration and diverse thinking, leading to innovative solutions and increased engagement among participants. It promotes creativity by allowing the free expression of ideas without fear of criticism.

Concept Mapping

Concept mapping is a visual representation technique used to organise and represent knowledge in a hierarchical manner, with concepts and their relationships depicted through

nodes and connecting lines. It helps learners to structure and understand complex information, facilitating deeper comprehension and retention. The purpose of concept mapping is to visually illustrate the connections between concepts, helping learners to clarify their understanding, identify key ideas, and recognize patterns and relationships within a subject or topic. This technique helps students to organise and visualize complex information, facilitating clear understanding and retention of concepts. It also promotes critical thinking and problem-solving skills by encouraging students to analyse and synthesize relationships between ideas.

K-W-L Chart

The K-W-L chart is a graphical organizer consisting of three columns: “What I Know” (K), “What I Want to Know” (W), and “What I Learned” (L). It is used as a pre-reading or pre-learning strategy to activate prior knowledge, set learning goals, and track new knowledge gained during a lesson or unit. The purpose of a K-W-L chart is to engage students in the learning process by prompting them to reflect on their existing knowledge about a topic, identify questions or gaps in their understanding, and then actively seek answers or new information during the lesson. It promotes metacognitive skills, encourages student engagement, self-directed learning, improves information retention, and helps in assessing understanding before and after a learning activity.

Group Discussion

Group discussion is a collaborative learning activity where a small group of individuals come together to exchange ideas, opinions, and information on a specific topic or issue. It typically involves open-ended dialogue, active listening, and respectful communication among participants. The purpose of group discussions is to encourage active participation, build confidence, foster critical thinking, enhance communication and enhance social skills, and promote in-depth understanding of complex topics through collective exploration and analysis.

Role Play / Simulation

Role play or simulation is a strategy in which participants assume specific roles and act out scenarios or situations relevant to the subject matter being studied. It provides a simulated environment where participants can engage in realistic interactions and experiences. The purpose of role-play or simulation is to enhance learning by immersing participants in authentic, hands-on experiences that mirror real-life situations. It allows students to apply theoretical knowledge in practical contexts. Application of role play/simulation in teaching encourages practical learning, enhances communication skills through immersive, real-world scenarios, enhances active engagement and cooperation among participants, and gains insights into human behaviour and decision-making processes.

Group Projects

Group projects are collaborative assignments where students work together in small teams to accomplish a shared goal or task. Each member of the group contributes their skills, knowledge, and expertise to complete the project, which often involves research, analysis, problem-solving, and presentation of findings. It promotes teamwork, collaboration, and communication skills while providing opportunities for students to apply theoretical concepts in practical contexts. It encourages students to learn from one another, share responsibilities, and experience the dynamics of working in a team.

Flipped Classroom

The flipped classroom is an educational strategy that inverts traditional teaching methods by delivering instructional content, often online, outside of class time, thus freeing up classroom sessions for interactive learning and problem-solving. This approach aims to maximize class efficiency, cater to individual learning paces, and enhance student engagement by allowing students to first acquaint themselves with new material at home and then apply this knowledge through collaborative activities in class. Advantages of the flipped classroom include heightened student participation, personalized learning experiences, more effective use of class time for hands-on learning, and the opportunity for immediate feedback. By fostering a learning environment that encourages

active participation and critical thinking, the flipped classroom model seeks to improve learning outcomes and develop an in-depth understanding of course material.

Game-Based Learning

Game-based learning is an innovative approach that integrates the engaging aspects of games into education, making the learning process interactive and enjoyable. This method captures learners' interest and motivates them to engage with educational content in a dynamic setting. Games provide a practical context for applying theoretical knowledge, allowing learners to experiment, solve problems, and receive immediate feedback on their performance. This active participation enhances understanding and retention of information. Moreover, game-based learning can be adapted to individual learning styles and speeds, offering a personalized education experience. It also encourages the development of crucial soft skills, such as strategic thinking and teamwork, by simulating real-world challenges in a collaborative and competitive environment.

Exit Tickets

An exit ticket is a formative assessment tool that teachers use at the end of a class to measure students' understanding of the day's lesson. It typically involves a short question or a set of questions that students are required to answer in a few minutes before they leave the classroom. Exit tickets provide immediate feedback on students' understanding, allowing

educators to quickly identify and address learning gaps. They also encourage students to reflect on their learning, reinforcing knowledge retention and promoting active engagement with the lesson content.

BENEFITS OF ACTIVE LEARNING

Active learning offers numerous advantages for students across various educational contexts. Michael (2006) stated that there is an enormous wealth of research supporting the benefits of active learning in helping students master difficult subjects. Furthermore, Bonwell and Eison (1991) established a direct correlation between increased student learning outcomes and active learning practices. Similarly, Prince (2004) emphasized the efficacy of various active learning methodologies, highlighting their role in bolstering student engagement, participation, and overall academic excellence. Research studies show that active learning not only improves academic outcomes but also nurtures following abilities, habits, and 21st century skills among students.

- **Enhanced Engagement:** Active learning fosters higher levels of student engagement by encouraging them to participate actively in classroom activities.
- **Improved Retention:** By involving students in hands-on activities and discussions, active learning promotes better retention of information compared to passive learning methods.

- **Fosters Student Autonomy:** It empowers students to take control of their learning process, allowing them to make decisions and choices about how they engage with the material.
- **Cultivates Metacognitive Thinking:** It prompts students to reflect on their learning strategies, strengths, and areas for improvement, adopting metacognitive awareness and enhancing their ability to regulate their own learning.
- **Critical Thinking Development:** It stimulates critical thinking skills as students are required to analyse, evaluate, and apply information actively rather than passively absorbing it.
- **Collaborative Learning Opportunities:** Active learning often involves group work and discussions, facilitating collaboration among students and enhancing their interpersonal skills.
- **Enhanced Problem-Solving Abilities:** Through active learning exercises, students develop problem-solving skills as they tackle real-world challenges and scenarios.
- **Increased Motivation:** Active learning methods tend to be more engaging and interactive, thereby boosting student motivation and interest in the subject matter.
- **Customized Learning Experiences:** It allows for personalized learning experiences as students can explore topics at their own pace and in ways that suit their individual learning styles.
- **Preparation for Real-World Situations:** By simulating real-world scenarios and encouraging active participation, active learning prepares students for practical challenges they may encounter in their future careers.
- **Promotion of Lifelong Learning:** Active learning promotes lifelong learning habits by nurturing curiosity, engagement, and self-directed learning.

CONCLUSION

It is concluded from the understanding of reviewed studies that, the adoption of active learning represents a transformative paradigm shift in educational practices, with profound implications for academic performance and the holistic development of 21st-century skills. By prioritizing active student engagement, this approach not only fosters traditional measures of academic achievement but also nurtures a comprehensive set of cognitive, affective, and psychomotor abilities essential for success in today's dynamic world. Through collaborative problem-solving, critical thinking exercises, and experiential learning opportunities, active learning cultivates cognitive skills like analytical thinking, creativity, and adaptability, laying a strong foundation for students to confront complex tasks with

confidence. Furthermore, it promotes affective skills such as communication, empathy, and teamwork, nurturing social and emotional intelligence, positive relationships and effective collaboration in diverse settings. Additionally, active learning promotes psychomotor skills such as resilience and problem-solving abilities, equipping learners with the practical competencies needed to excel in dynamic and rapidly changing environments. Thus, by adopting active learning as a paradigmatic change, educators not only enhance academic excellence but also enable students to develop the multifaceted skill set essential for excelling and leading in the 21st century.

REFERENCES

- Araujo, A., & Slomski, V. (2013). Active learning methods - An analysis of applications and experiences in Brazilian accounting teaching. *Creative Education, 4*, 20-27.
- Bonwell, C.C., & Eison, J.A. (1991). *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Reports. ERIC Clearinghouse on Higher Education, The George Washington University, Washington.
- Carr, R., Palmer, S., & Hagel, P. (2016). Active learning: The Importance of developing a comprehensive measure. *Active Learning in Higher Education, 16*, 173-186.
- Freeman, S., Eddy, S. L., Mcdonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases students' performance in science, engineering, and mathematics. National Academy of Sciences of the United States of America, 8410-8415.
- Gordon, P., & Lawton, D. (2005). *Dictionary of British Education*. London: Woburn Press.
- Greene, H. (2011). Freshmen marketing: A first-year experience with experiential learning. *Marketing Education Review, 21*(1), 79-88.
- <https://accelerate.uofuhealth.utah.edu/leadership/active-learning-techniques-to-improve-learner-engagement>
- <https://cei.umn.edu/teaching-resources/active-learning/why-use-active-learning>
- https://crlt.umich.edu/sites/default/files/resource_files/Active%20Learning%20Continuum.pdf
- <https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/active-learning>

- Janet Morris. (2016). Active learning. Retrieved from <https://blog.cambridgeinternational.org/what-is-active-learning/>
- Jarvis Matt. (2005). *The psychology of effective learning and teaching*. Cheltenham: Nelson Thornes.
- Kalem, S., & Fer, S. (2003). The effects of active learning model on the learning, teaching and communication process of students. *Educational Sciences Theory & Practice*, 3(2), 433-461.
- Kanopka, C., Adaime, M., & Mosele, P. (2015). Active teaching and learning methodologies: Some consideration. *Creative Education*, 6, 1536-1545.
- Liu, C. C., & Chen, I. J. (2010). Evolution of constructivism. *Contemporary Issues in Education Research*, 3(4), 63-66.
- Lohithakshan, P. M. (2015). *Dictionary of education: A practical approach*. New Delhi: Kanishka.
- Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30, 159-167.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231.
- Shariff, S. A. B. (2012). The effects of individual versus group incentive systems on student learning and attitudes in a large lecture course. ProQuest LLC, Doctoral Dissertation, The Florida State University, Florida. Retrieved from <https://eric.ed.gov/?id=ED547077>
- Wadsworth, B. J. (1996). Piaget's theory of cognitive and affective development. New York: Longman.

ATTENTION TO AUTHORS

- ❖ Our Journal invites articles from Research Scholars, Academicians, Consultants, Heads of organisation etc., on various topics in different fields of education.
- ❖ While sending articles, it should be accompanied by a declaration that they have not been sent for publication in any other journal.
- ❖ The articles should be sent in both soft (CD/e-mail) and hard copy (Two Copies) to the chief editor.
- ❖ If the articles that are not selected for publication, it will be returned to the author, if self-addressed envelope with sufficient stamp affixed is enclosed with the article.
- ❖ If your article is published in our journal, the author copy will be sent.
- ❖ The articles (both hard and soft copy) should be sent to “**The Chief Editor/Principal, Journal of Educational Research and Extension, Sri Ramakrishna Mission Vidyalaya College of Education, Sri Ramakrishna Vidyalaya Post, Coimbatore - 641 020**”.

THE JOURNAL OF EDUCATIONAL RESEARCH AND EXTENSION is published quarterly in January, April, July and October. It contains research findings, results and educational experiments, highlights of extension work, review of books and articles of practical interest to teachers.

Revised subscription Rates with effect from January 1, 2013.

Type of membership

i.	Individual and Institutional	-	Annual	₹ 500	US \$ 150
			Life	₹ 5,000	US \$ 750
ii.	Patron	-		₹ 10,000	US \$ 3000

Articles, abstracts of research reports, results of experiments and books for review should be sent to the editors. The length of contributions should not normally exceed 4,000 words.

Journal of Educational Research and Extension
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)

SRKV Post, Coimbatore - 641 020, email: srkvcoejere@gmail.com

SUBSCRIPTION FORM

Name :

(a) Individual :

(b) Institution :

Address :

.....

.....

Pin code :

Phone No. :

E-mail :

Annual Subscription : ₹ 500/-

Life Member : ₹ 5,000/-

DD/UTR No. : Date :

Subscription Payment Details:

Subscription is to be paid by DD/ECS in the name of 'Journal of Educational Research and Extension' Payable at Sri Ramakrishna Vidyalaya Branch, Coimbatore.

ECS Payment details:

State Bank of India, Sri Ramakrishna Vidyalaya Branch, Coimbatore.

Account Number : 10397970266

IFS Code No. : SBIN0001541

MICR No. : 641002004

In case of ECS Payment, details may kindly be intimated along with UTR number accordingly to the Chief Editor.

**PROCEEDINGS OF THE DIRECTOR OF
COLLEGIATE EDUCATION, CHENNAI - 6.
L.Dis 3079 R3/80 Dated 4.3.1980**

Sub : Books and Publications - Request for purchase of Journal of Educational Research and Extension to Collegiate Libraries - Instructions issued.

Read : RC. No. 6, Lib 79, dated 20.2.1980 from the Principal, Teachers College, Saidapet, Chennai - 15.

The following Journal is brought to the notice of the Principals of all Colleges for purchasing to the College Library if they so desire.

Name of the Journal : Journal of Educational Research and Extension (Quarterly)

Price : Annual Subscription Rs.500/-

Publisher : Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)
Sri Ramakrishna Vidyalaya Post, Coimbatore - 20.

Further particulars can be had from the publishers.

N. ANANTHAPADMANABHAN
For Director of Collegiate Education

To
The Principals of all (Government and Aided) Colleges in the State
Copy forwarded to the Publishers

**PROCEEDINGS OF THE DIRECTOR OF PUBLIC LIBRARIES
CHENNAI
RC. No.9408 C3/66. Dated 19.9.1966**

Sub : Books and Publications - Commendation of books to Public Libraries.

The publications mentioned below are brought to the notice of all Public Libraries in the State.

RC. No. 6, Lib 79, dated 20.2.1980 from the Principal, Teachers College, Saidapet, Chennai - 15.

	Name of Publication	Name of Publisher
1.	* * *	* * *
2.	* * *	* * *
3.	Journal of Educational Research and Extension	Publisher journal of Educational Research and Extension Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) Sri Ramakrishna Vidyalaya Post Coimbatore - 641 020.

For further particulars, the publishers concerned may be addressed.

To
The Secretaries of all Local Library Authorities in the State

(Sd.) M. PONNAIAH
For Director of Public Libraries

ISSN 0973619-0



**SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION
(AUTONOMOUS)**

Affiliated to Tamil Nadu Teachers Education University, Chennai and Re-accredited with 'A++' Grade by NAAC
SRKV Post, Coimbatore - 641 020, Tamil Nadu, India.