

Dear Readers,
Greetings from the members of Editorial Board!



September is a month dedicated to educators since it is Teachers' Day on the fifth of September. We are incredibly grateful and respectful of the amazing educators who devote their life to forming the minds of future generations as we commemorate Teachers' Day. Teacher's Day affords society a chance to recognise and value the efforts, commitment, and contributions made by educators. It serves as a timely reminder of the critical role educators play in moulding students' minds and futures.

Teachers are the backbone of our educational system nationwide, giving pupils their undivided attention and empathy as they mentor, support, and develop them. Beyond the confines of the classroom, teachers have a profound impact on students' lives that lasts for generations. In their role as guardians of knowledge, they not only transmit scholarly knowledge but also values, critical thinking, and a love of learning that fosters curiosity throughout life.

The challenges that educators experience is unique in these rapidly evolving times when the field of education continues to be changing. A few areas where teachers are being asked to innovate and adapt are the move to digital learning, the necessity of inclusive education, and the emphasis on holistic development. They nevertheless never stop impressing us with their courage, inventiveness, and dedication to the academic achievement of their pupils in spite of these difficulties.

This issue is a recognition to the teacher's never-ending work. This issue includes four research papers that assess student attitudes towards online learning and the efficacy of outcome-based learning, awareness of cybercrime among aspiring educators, parental encouragement and student academic success. Two articles with a common focus on social media use in the classroom and Dalit literature.

We want to express our sincere gratitude to all of the educators who are reading this issue. Your effect is immense, and your work is more than simply a profession. It is a calling. We, the team of editors would like to wish you a very happy Teachers' Day. May you always brighten people's lives, inspire, and educate them.

Warm regards
Editorial Board.



**RESEARCH AND REFLECTIONS
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EFFECTIVENESS OF OUTCOME-BASED EDUCATION APPROACH ON THE INTERNAL AND END SEMESTER ASSESSMENT SCORES OF POSTGRADUATE STUDENTS: AN EXPERIMENTAL STUDY

Research
Paper

ABSTRACT

The current study is an experimental study which was carried out in Assam Don Bosco University, Department of Education, by adopting an objective cum outcome-based educational approach in the spring and autumn – 2019 semesters. Learning objectives of selected courses of study were experimented with using Bloom's taxonomy of cognitive objectives. The teaching-learning process was performed based on the formulated objectives of each module of each selected course. The students' learning outcomes were ensured by administering the formative test for each module. The objective-based teaching-learning process was continued by achieving the learning outcomes of the courses. In this process, the postgraduate students of Education performed excellently in their internal and end-semester assessments during the spring and autumn -2019 semesters. The study proved that outcome based Education had a positive effect on the performance of postgraduate students.

Keywords: Effectiveness, Objectives, Outcome Based Education (OBE), Internal Assessment Scores, End Semester Assessment Scores

Introduction

Education is a process that transforms human beings into socially helpful individuals. Due to scientific and technological inputs, dramatic changes have taken place in every walk of human life. The International Commission on Education (ICE) for the 21st Century came out with a document indicating that Education had 'a treasure within' and a vision for the 21st Century based on four pillars of Education. In addition to this, a focus has been placed on objective and Outcome Based Education; Van der Horst and Mc Donald (1997) described Outcome Based Education (OBE) as "an approach that required educators and learners to focus their attention on the desired results, i.e., the outcome of learning.". The learning outcomes are defined as knowledge, comprehension, and skills to be attained within the stipulated time framework. The learner must demonstrate all the desired learning points as the Learning Outcomes (LOs). The teaching process will only be complete with the attainment of learning outcomes. This means that the learning outcomes are directly related to the teaching objectives. Teaching Objectives (TOs) are those specific points of the course content which the teacher is to teach and the students are to learn. B.S. Bloom (1956)

developed a taxonomy of cognitive objectives that needs to be adopted to make the teaching objective based on nature.

At the end of the teaching-learning process, the students must be tested (evaluated/assessed) in terms of their knowledge, comprehension, application and all skills. Students' performance on these specific objectives is considered the desired learning outcomes. The students are expected to learn these points at the mastery level. Therefore, Bloom has developed an optimistic theory of teaching and learning, popularly termed 'Master Learning'.

The review of related research studies speaks about the effectiveness of Outcome Based Education (OBE). Esmaily, H.M. et al. (2009) found that an Outcome-based

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Approach utilising active learning principles was more effective than traditional teaching-based programmes. In terms of the participants' learning, Vivek, C.M. (2007) examined an outcome-based approach to education and indicated the effectiveness of Outcome-Based Education in student learning. Ayyappan, P. et al. (2019), T. El-Hassan et al. (2019), Ortega and Ortega (2016), and Killen, R. (2007) etc. also carried out and showed the effectiveness and utility of Outcome-Based Educational approach.

Keeping in view the findings of different related research studies and the nature of Outcome-Based Education (OBE), paradigm shifts envisaged in NPE-1986, POA-1992, NCFSE-2000, NCFTE-2009, UGC, NAAC, AICTE etc.; the investigators took up the following research problem in hand.

Objectives of the Study

The main formulated objectives of the study have been put as follows:

1. To study the relationship between the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 2ndsemester students of Education for the courses Research Methodology and Statistics in Education (PCRM0010) and Theory of Knowledge (EDTK0018) in the Spring semester of 2019.
2. To study the relationship between the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 1stsemester and 3rdsemester students of Education for the courses Educational Technology (EDET0015), History and Development of Education in India (EDDE0014) and Measurement and Evaluation in Education (EDME0024) in Autumn semester of 2019.
3. To find out the effect of Outcome Based Educational Approach on the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 2ndsemester students of Education for the courses Research Methodology and Statistics in Education (PCRM0010) and Theory of Knowledge (EDTK0018) in the Spring semester of 2019.
4. To find out the effect of Outcome Based Educational Approach on the Internal Assessment Scores and End

Semester Assessment Scores of postgraduate 1stand 3rdsemester students of Education for the courses Educational Technology (EDET0015), History and Development of Education in India (EDDE0014) and Measurement and Evaluation in Education (EDME0024) in the Autumn semester of 2019.

Hypotheses

As per the nature of the objectives of the study, the following hypotheses were formulated:

1. There will be no significant relationship between the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 2ndsemester students of Education in the courses of PCRM0010 and EDTK0018 in the Spring semester of 2019.
2. There will be no significant relationship between the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 1stand 3rdsemester students of Education for EDET0015, EDDE0014, and EDME0024 courses in the Autumn semester of 2019.
3. There will be no significant difference between the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 2ndsemester students of Education for PCRM0010 and EDTK0018 in the Spring semester of 2019.
4. There will be no significant difference between the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 1stand 3rdsemester students of Education for the courses EDET0015, EDDE0014, and EDME0024 in the Autumn semester 2019.

Methodology

- i. **Method:** An experimental method was used to carry out the research study.
- ii. **Population:** All the postgraduate students of Education were taken as the population of the study.
- iii. **Sample:** All the postgraduate students in education were considered the sample for this study.
- iv. **Tools Used:** For the completion of the experimental study, the investigators used the following materials and tools:

- 1- The course contents
- 2- Formative tests and summative test

v. Phases of Experiment:

PhaseI: The investigators selected the following courses for MA Education students

Spring-2019: Courses undertaken:

- i) Postgraduate 2ndsemester:PCRM0010: Research Methodology and Statistics in Education and EDTK0018: Theory of Knowledge

A- Autumn-2019: Courses undertaken:

- ii) Post graduate 1st, and 3rd semester: EDET0015: Educational Technology, EDDE0014: History and Development of Education in India and EDME0024: Measurement and Evaluation in Education.

Phase II: Writing of Instructional Objectives as per the six categories of Bloom’s taxonomy: knowledge, comprehension, application, analysis, synthesis and evaluation.

PhaseIII: The experiment launched w.e.f. February, 2019(Spring-2019). Two courses, i.e., PCRM0010 and EDTK0018, for postgraduate 2nd semester and three courses for 3rd-semester students, were covered by following the procedure shown in figure-1.

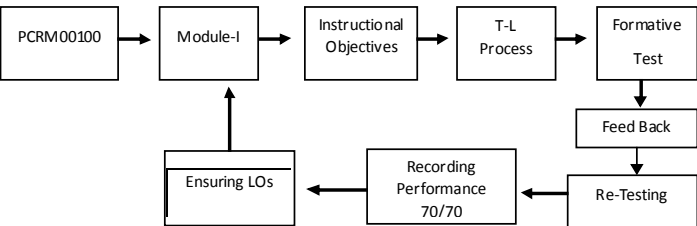


Figure 1: Flow Chart of Objective cum Outcome-Based Educational Approach

The same cycle was adopted for the teaching and learning of Module II, Module III andModule IV of each course of study.

Analysis and Interpretation of Results: Objective-wise analysis is put as follows:

- i.For the realisation of objective 1 and testing its hypothesis, the coefficient of correlation was computed by taking the Internal Assessment Scores and End Semester

Assessment Scores of the selected courses, i.e., PCRM0010 and EDTK0018. The computed 'r' values have been put in Table 1.

Table 1
Summary of Computed Means and r-values between Internal Assessment Scores and End Semester Assessment Scores of Postgraduate 2nd Semester Students of Education in PCRM0010 and EDTK0018 Courses of Studies (Spring-2019)

Variables	N	Mean	r-values
Internal Assessment (PG 2 nd Sem) PCRM0010	8	79.12	0.55
End Semester Assessment (PG 2 nd Sem) PCRM0010	8	76.18	
Internal Assessment (PG 2 nd Sem) EDTK0018	8	82.12	0.64
End Semester Assessment (PG 2 nd Sem) EDTK0018	8	77.25	

Table 1 reveals that the computed r-values were 0.55 and 0.64 between the Internal and End Semester Assessment Scores for the course PCRM0010 and EDTK0018, respectively. The computed r-values 0.55 and 0.64 are greater than the table r-value (0.497) at 0.05 level of significance for 14 df and hence the formulated hypothesis was rejected. From this, it is interpreted that the Internal Assessment Scores and End Semester Assessment scores have shown a positive and significant relationship.

- ii.For achieving objective 2 and testing its hypothesis, the correlation coefficient was computed between the Internal Assessment Scores and End Semester Assessment Scores of the selected courses: EDET0015, EDDE0014, and EDME0024. The computed r-values have been put in Table 2.

Table 2

Summary of Computed Means and r-values between Internal Assessment Scores and End Semester Assessment Scores of Postgraduate 1st and 3rdSemester Students of Education in EDET0015, EDDE0014, and EDME0024 Courses (Autumn-2019)

Courses	Variables	N	Mean	df	r-values
EDET0015	Internal Assessment Scores (PG-1 st Sem)	11	67.57	20	0.61
	End Semester Assessment Scores (PG-1 st Sem)	11	73.81		
EDDE0014	Internal Assessment Scores (PG-1 st Sem)	11	68.22	20	0.71
	End Semester Assessment Scores (PG-1 st Sem)	11	77.27		
EDME0024	Internal Assessment Scores (PG-3 rd Sem)	7	79.99	12	0.86
	End Semester Assessment Scores (PG-3 rd Sem)	7	79.35		

Table 2 shows that the computed r-values were 0.61, 0.71, and 0.86 between the Internal and End Semester Assessment Scores of EDET0015, EDDE0014, and EDME0024 courses respectively. All these computed r-values were found greater than the table r-values (0.423 and 0.532) at 0.05 level of significance for 20 and 12 df respectively, therefore, the computed r-values (0.61, 0.71, and 0.86) and have been marked significant and the formulated hypothesis got rejected. From this, it is interpreted that there is a high and positive relationship between the Internal and End Semester Assessment Scores of the students in different courses of studies due to the implementation of an objective cum Outcome Based

Approach to the teaching-learning process.

iii. To achieve objective 3 and test its hypothesis, data were analysed, and computed results were put in table 3.

Table 3

Summary of Computed Means, SDs, Pooled-SD, SEDand t-values of Internal Assessment Scores and End Semester Assessment Scores of Postgraduate 2nd Semester Students in PCRM0010 and EDTK0018 Courses of Studies (Spring-2019)

Courses	Variables	N	Means	SD	Pooled SD	SEd	df	t-values
PCRM0010	Internal Assessment (PG 2 nd Sem)	8	79.12	3.73	4.83	2.41	14	1.26
	End Semester Assessment (PG 2 nd Sem)	8	76.18	5.19				
EDTK0018	Internal Assessment (PG 2 nd Sem)	8	82.12	4.61	5.5	2.75	14	1.77
	End Semester Assessment (PG 2 nd Sem)	8	77.25	5.62				

The computed t-values were 1.26 and 1.77 for the Internal Assessment Scores and End Semester Scores of postgraduate 2nd-semester students in PCRM0010 and EDTK0018 courses, respectively. The computed t-values (1.26 and 1.77) were found to be less than the table t-value (2.14) at 0.05 level of significance for 14 df. Hence, the computed t-values (1.26 and 1.77) have not been considered significant, and the formulated hypothesis was retained. It means that there is no significant difference between the mean scores of internal and end-semester assessments of postgraduate 2nd-semester students in PCRM0010 and EDTK0018 courses of study.

iv. To achieve objective 4 and test its hypothesis, the collected data were analysed, and the computed results were put in Table 4.

Table-4
Summary of Computed Means SDs, Pooled-SD, SED and t-values of Internal Assessment Scores and End Semester Assessment Scores of Postgraduate 1st and 3rd Semester Students of Education in EDET0015, EDDE0014, and EDME0024 Courses (Autumn-2019)

Courses	Variables	N	Mean	SD	Pooled SD	SEd	df	t-value
EDET0015	Internal Assessment Scores (PG-1 st Sem)	11	67.57	7.29	7.32	3.12	20	2.00
	End Semester Assessment Scores (PG-1 st Sem)	11	73.81	6.22				
EDDE0014	Internal Assessment Scores (PG-1 st Sem)	11	68.22	12.5	9.88	4.21	20	2.04
	End Semester Assessment Scores (PG-1 st Sem)	11	77.27	4.65				
EDME0024	Internal Assessment Scores (PG-3 rd Sem)	7	79.99	8.6	8.06	4.3	12	0.148
	End Semester Assessment Scores (PG-3 rd Sem)	7	79.35	6.11				

The computed t-values were 2.00, 2.04, and 0.148 for the Internal Assessment Scores and End Semester Assessment Scores of postgraduate 1st and 3rd-semester students in EDET0015, EDDE0014 and EDME0024 courses. The computed t-values (2.00, 2.04, and 0.148) were found less than the table t- value (2.09) and table t-value (2.18) at 0.05 level of significance for 20 and 12 df. Hence, the computed t-values have not been found significant, and the formulated hypothesis was retained. From this, it is interpreted that the mean scores for the Internal and End Semesters do not differ significantly.

Conclusion

Based on the findings of the experimental study, it is concluded that the Objective cum Outcome Based Educational (OBE) Approach to the teaching-learning process has a high and positive effect on the academic performance of students in their internal as well as end semester performance. Therefore, the internal and end-semester scores were found to be highly related, and there

was no significant difference in internal assessment and end-semester assessment mean scores of the students of Education at Assam Don Bosco University. Moreover, it is recommended that the objective cum Outcome Based Educational Approach needs to be adopted across the different Departments of the University to realise the goal of quality education.

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A good teacher is like the rising sun that comes to fill the empty and dark minds with the light of the education” ?

- Anamika Mishra

Teachers are the backbone of any country, the pillar upon which all aspirations are converted into realities.

- APJ. Abdul Kalam.

It is the supreme art of the teacher to awaken joy in creative expression and knowledge. **-Albert Einstein**

Tell me and I forget. Teach me and I remember. Involve me and I learn **- Benjamin Franklin**

CYBERCRIME AWARENESS AMONG PROSPECTIVE
TEACHERS AT ST. XAVIER’S COLLEGE OF EDUCATION

Research
Paper

ABSTRACT

The study's objective was to determine the prospective teachers' awareness on cybercrime at St. Xavier's College of Education (SXCE), Palayamkottai. The survey approach was used by the investigator. The data was gathered utilising the self-made cybercrime awareness tool from 176 prospective teachers in SXCE. The results demonstrated that prospective teacher's awareness of cybercrime was average. In terms of their awareness of cybercrime, the first and second year prospective teachers, the rural and urban areas differed significantly.

Key words: Prospective teachers, awareness on cybercrime.

Introduction

Cybercrime is one of the crimes that is growing at the fastest rate. A rising number of criminals are abusing modern technology's speed, simplicity of use, and anonymity to do a variety of illicit actions. Cybercrime has traditionally been carried out by lone individuals or small teams of people. However, there is a new trend wherein criminally motivated tech workers collaborate with traditional organised crime syndicates to pool resources and experience (Mohak Rana, 2014). Using the internet is an essential component of the teaching-learning process. Numerous search engines are available on the internet to assist teachers and students in finding the answers to their difficulties. A teacher or student can also benefit from this by updating their expertise with new research findings and instructional strategies. Through the internet, a teacher and student can communicate with each other outside of the classroom. Naturally, when someone uses the internet for its benefits, there are risks involved (Kuppuswamy & Narayan, 2010). As a result, both teachers and students need to be well aware of cybercrime.

Significance of the Study

The word "cybercrime" refers to a broad category of illegal activities where computers or computer networks are utilised as a weapon, a target, or a location. It can also refer to more conventional crimes where the illegal action is made possible by the use of computers or networks. Using the internet throughout the teaching-learning process

is unavoidable. (Urmila Goel, 2015). The importance of e-learning is increasing day by day. Teachers and students are using internet for preparing learning materials. When they get the benefits of internet then of course they should face the risk factors also attached to it. Therefore, in order to prevent unanticipated problems or cybercrimes like hacking, phishing, spam, computer viruses, sabotage, wire fraud, ATM fraud, internet fraud, identity theft, etc., and to take the necessary action to resolve these issues, it is imperative that educators and students alike be aware of cybercrime. Reducing the number of students who engage in cybercrimes can also be achieved through educating others about them. Since the researcher is an M.Ed. student at St. Xavier's College of Education, Palayamkottai, she chose the topic Cybercrime Awareness Among Prospective Teachers because she is particularly interested in learning about this topic from the prospective teachers.

Objectives

- 1. To find out the level of cybercrime awareness among the prospective teachers at St. Xavier's College of Education

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- To find out the significant difference between i) male & female ii) rural & urban iii) laptop & mobile users iv) first & second year prospective teachers at St. Xavier's College of Education in their cybercrime awareness and its dimensions.

Null Hypotheses

- There is no significant difference between male and female prospective teachers at St.Xavier's College of Education in their cybercrime awareness and its dimensions.
- There is no significant difference between rural and urban prospective teachers at St. Xavier's College of Education in their cybercrime awareness and its dimensions.
- There is no significant difference between laptop and Mobile users of prospective teachers atSt. Xavier's College of Education in their cybercrime awareness and its dimensions.
- There is no significant difference between first year and second year prospective teachers atSt. Xavier's College of Education in their cybercrime awareness and its dimensions.

Methodology used

In order to find out how aware prospective teachers at St. Xavier's College of Education are about cybercrime, the investigator has decided to use a survey method. Data on cybercrime awareness was gathered from 176 aspiring teachers at St. Xavier's College of Education in the Tamil Nadu district of Tirunelveli using a scale that the investigator and the guide developed and validated.

Analysis of Data

Objective 1

To find out the level of cybercrime awareness among the prospective teachers at St. Xavier's College of Education.

Table 1
Level of Cybercrime Awareness Among Prospective Teachers

Research Paper

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Online Cheating	35	19.9	109	61.9	32	18.2
Identity theft	30	17.0	114	64.8	32	18.2
Social media Hacking	30	17.0	98	55.7	48	27.3
Spoofing	24	13.6	149	84.7	3	1.7
Cybercrime Awareness	24	13.6	126	71.6	26	14.8

The preceding table suggests that 61.9% of aspiring teachers are at least somewhat aware of online cheating. 64.8 percent of them are somewhat aware of identity theft, 55.7 percent of them are moderately aware of social media hacking, 84.7 percent of them are moderately aware of spoofing, and 71.6 percent of them are moderately aware of cybercrime.

Null Hypothesis 1

There is no significant difference between male and female prospective teachers at St. Xavier's College of Education in their cybercrime awareness and its dimensions.

Table 2
Significant Difference Between Male and Female Prospective Teachers in their Cybercrime Awareness and its dimensions

Dimensions	Male (N=44)		Female (N=132)		Calculated 't' value	Remark at 5% level
	Mean	SD	Mean	SD		
Online Cheating	13.05	1.725	12.95	1.779	0.32	NS
Identity Theft	18.36	2.525	17.7	2.434	1.559	NS
Social Media Hacking	12.39	1.466	12.04	1.805	1.159	NS
Spoofing	16.64	1.601	16.53	1.692	0.365	NS
Cybercrime Awareness	60.43	5.551	59.21	5.631	1.249	NS

(At 5% level of significance, the table value of 't' is 1.96)

According to the aforementioned findings, male and female prospective teachers do not significantly differ in their awareness of online fraud, identity theft, social media hacking, spoofing, and cybercrime.

Null Hypothesis 2

There is no significant difference between rural and urban prospective teachers at St. Xavier’s College of Education in their cybercrime awareness and its dimensions.

Table 3

Significant Difference Between Rural and Urban Prospective Teachers at St. Xavier’s College of Education in their Cybercrime Awareness and its Dimensions.

Dimension	Rural (N=105)		Urban (N=71)		Calculated ‘t’ value	Remark at 5% level
	Mean	SD	Mean	SD		
Online Cheating	12.75	1.769	13.30	1.710	2.039	S
Identity Theft	17.99	2.392	17.68	2.579	0.829	NS
Social Media Hacking	12.04	1.715	12.25	1.754	0.810	NS
Spoofing	16.73	1.463	16.300	1.908	1.719	NS
Cybercrime Total	59.51	5.304	59.52	6.097	0.008	NS

(At 5% level of significance, the table value of ‘t’ is 1.96)

The aforementioned chart demonstrates that prospective teachers in rural and urban areas are not significantly different in their awareness of identity theft, social media hacking, spoofing, and cybercrime. Aspiring teachers in rural and urban settings, however, have quite different perspectives on online cheating. In terms of their awareness of online cheating, prospective teachers in urban areas outperform those in rural areas, as indicated by the mean scores (Mean=12.75, 13.30).

Null Hypothesis 3

There is no significant difference between laptop and Mobile users of prospective teachers at St. Xavier’s College of Education in their cybercrime awareness and its dimensions.

Table 4

Significant Difference between Laptop and Mobile Uses of Prospective Teachers in their Cybercrime Awareness and its Dimensions

Dimensions	Laptop (N=62)		Mobile (N=114)		Calculated ‘t’ value	Remark at 5% level
	Mean	SD	Mean	SD		
Online Cheating	12.92	1.831	13.00	1.729	0.289	NS
Identity Theft	18.60	2.084	17.46	2.573	3.162	S
Social Media Hacking	12.16	1.528	12.11	1.836	0.205	NS
Spoofing	16.69	1.489	16.48	1.756	0.802	NS
Cybercrime Total	60.37	4.886	59.05	5.951	1.492	NS

(At 5% level of significance, the table value of ‘t’ is 1.96)

According to the above table, there is a discernible difference in the awareness of identity theft between aspiring teachers who use laptops and those who use mobile phones, but not a significant difference in their knowledge of online cheating, social media hacking, spoofing, or cybercrime.

When comparing the mean scores (Mean=18.60, 17.46), it can be shown that prospective teachers those who use laptops have a higher awareness of identity theft than those who use mobile phones.

Null Hypothesis 4

There is no significant difference between first year and second year prospective teachers at St. Xavier’s College of Education in their cybercrime awareness and its dimensions.

Table 5
Significant Difference between First Year and
Second Year Prospective Teachers in their
Cybercrime Awareness and its dimensions

Dimensions	First year (N=62)		Second Year (N=114)		Calcu lated 't' value	Remark at 5 % level
	Mean	SD	Mean	SD		
Online Cheating	13.21	1.626	12.77	1.853	1.666	NS
Identity Theft	18.09	2.303	17.67	2.595	1.107	NS
Social Media Hacking	12.63	1.528	11.69	1.781	3.748	S
Spoofing	16.12	1.853	16.93	1.393	3.203	S
Cybercrime Total	60.05	5.690	59.06	5.550	1.161	NS

(At 5% level of significance, the table value of 't' is 1.96)

According to the above table, first and second year prospective teachers' awareness of online fraud, identity theft, and cybercrime is not significantly different from one another. They do, however, understand social media spoofing and hacking rather differently. In terms of awareness of social media hacking, first year teacher candidates (Mean=12.63) outperform second year prospective teachers (11.69), and second year prospective teachers (Mean=16.12) outperform first year prospective teachers (16.93) in terms of spoofing.

Findings and Discussion

Regarding the prospective teachers awareness of online cheating, prospective teachers in rural and urban areas differ significantly. Prospective teachers in urban areas possess a higher level of understanding regarding online cheating, identity theft, social media hacking, spoofing, and overall cybercrime than those in rural areas. This might be because urban teachers may have access to high-speed internet, learn about cybercrime from friends and parents, and are therefore more aware of the issue than the prospective teachers in rural areas.

Regarding identity theft knowledge, prospective teacher those who use laptop and mobile phone users differ significantly. When it comes to their understanding of identity theft, aspiring instructors who use laptops are superior than

those who use mobile phones. This could be because laptop users are more likely to be aware of cybercrime because they may learn about it from their email and internet browsing.

There are notable differences between first year and second year prospective teachers' awareness of social media, spoofing and hacking. The first year prospective teachers had better knowledge than the second year prospective teachers about social media hacking. This might be because first year student teachers frequently use the internet responsibly and are familiar with different cyber security strategies thanks to parental and academic guidance. In terms of their awareness of spoofing, second year prospective teachers are more knowledgeable than the first year prospective teachers. This might be because, in contrast to first year students, second year students were exposed to online instruction throughout the pandemic, and as a result, they are more conscious of spoofing

Conclusion

The current study found that St. Xavier's College of Education prospective teachers had an average awareness of cybercrime. In order to raise pupils' understanding, the risks associated with cybercrime must be prioritised from the start of school. Experts must provide workshops and orientations for aspiring teachers to help them gain a comprehensive understanding of cybercrime. Prospective teachers must be taught a variety of security techniques by faculty members.

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PARENTAL MOTIVATION AND ACADEMIC ACHIEVEMENT
OF HIGHER SECONDARY STUDENTS

Research
Paper

ABSTRACT

The present study examined the parental motivation and academic achievement of higher secondary students. The investigator adopted the survey method for the present study. The tool used for the study is the parental motivation scale (2023), constructed and validated by the investigator. Data were collected from 300 higher secondary students of different schools in Kanyakumari District. The statistical techniques used for the present study are 't'- test and correlation analysis. Results showed a significant relationship between parental motivation and the academic achievement of higher secondary students.

Keywords: Parental motivation, Academic Achievement, Higher Secondary Students

Introduction

Parents always want the best for their children and their children to live better lives than they did. Parental motivation is a multifaceted concept that plays a crucial role in shaping parent-child interactions, child development outcomes, and family dynamics. Parental motivation is given by the parents to their students to make them work harder or be determined in their studies, which leads them to have better achievements in school. Parent motivational beliefs, achievement goals, efficacy beliefs for their children, and self-efficacy beliefs were examined as predictors of parent autonomy, support, control, and interference, and parent positive and negative affect as mediators between motivational and behavioural parental variables. Parents should be aware of this when interacting with their children and be more responsible in fulfilling their roles.

Significance of the study

Renchier (2011) pointed out that every parent who is both educated and non-educated should be concerned about their children's education. Furthermore, it is well documented in the literature that parental motivation plays an important role in influencing students' academic performance. Motivation is the process through which individuals are charged to increase their action or performance by internal (intrinsic) or external (extrinsic) factors. Several researchers have found that students' responses to motivation strategies in different learning situations differ. In general, students are found to value both intrinsic and extrinsic rewards. Individual students have

varying levels of psychological needs that influence their academic performance and determine the degree of their activities in the classroom. The extent to which ability can be translated into performance depends on the level of motivation the parents provide. For these reasons, parents are responsible for motivating their children towards effective learning in school and, subsequently, toward recording success in their examinations. However, at the higher secondary school level, parents and teachers should work as motivators, and all the educational activities of the students should be appreciated and encouraged. Thus, the investigator conducted a study on high school students' parental motivation and academic achievement.

Title of the study

The problem is entitled Parental Motivation and Academic Achievement of Higher Secondary Students.

Objectives of the study

1. To find out whether there is any significant difference in parental motivation of higher secondary students with regard to gender.

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- 2. To find out whether there is any significant difference in academic achievement of higher secondary students with regard to gender.
- 3. To find out whether there is any significant relationship between parental motivation and academic achievement of higher secondary students.

Hypotheses of the study

- 1. There is no significant difference in parental motivation of higher secondary students with regard to gender.
- 2. There is no significant difference in academic achievement of higher secondary students with regard to gender.
- 3. There is no significant relationship between parental motivation and academic achievement of higher secondary students.

Methodology

The investigator has adopted survey method for the present study. The tools used for the study are the parental motivation scale (2023) constructed and validated by the investigator, and for assessing academic achievement, the marks obtained by the higher secondary students in the half-yearly examination are taken. Data were collected from 300 higher secondary students of different schools in Kanyakumari District. The statistical techniques used for the present study are 't'- test and correlation analysis.

Analysis of the data

Hypothesis 1: There is no significant difference in parental motivation of higher secondary students with regard to gender.

Table 1
Difference in parental motivation of higher secondary students with regard to gender

Variable	Gender	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Parental motivation	Male	112	103.89	20.207	8.009	S
	Female	188	118.67	11.764		

S – Significant (The table value of 't' at 5% level of significance 1.96)

It is inferred from table (1) that the calculated 't' value is greater than the table value at 5% level of significance. Hence there is a significant difference in parental motivation of higher secondary students with regard to gender and the null hypothesis is rejected. While comparing the mean scores, female students possess more parental motivation than their counterparts.

Hypothesis 2 : There is no significant difference in academic achievement of higher secondary students with regard to gender.

Table 2
Difference in academic achievement of higher secondary students with regard to gender

Variable	Gender	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Academic achievement	Male	112	384.72	85.508	0.895	NS
	Female	188	393.31	77.205		

NS –Not Significant (The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (2) that the calculated 't' value is less than the table value at 5% level of significance. Hence, there is no significant difference in academic achievement of higher secondary students with regard to gender and the null hypothesis is accepted.

Hypothesis 3: There is no significant relationship between parental motivation and academic achievement of higher secondary students.

Table 3
Relationship between parental motivation and academic achievement of higher secondary students

Variables	N	Calculated 'r' Value	Remarks at 5% Level
Parental motivation and Academic achievement	300	0.183	S

S – Significant (The table value of 'r' at 5% level of significance is 0.139)

It is inferred from the table (3) that the calculated ‘r’ value is greater than the table value at 5% level of significance. Hence, there issignificant relationship between parental motivation and academic achievement of higher secondary students and the null hypothesis is rejected.

Findings and Interpretations

1. Significant difference is found in the parental motivation of higher secondary students with regard to gender. While comparing the mean scores, female students have more parental motivation than their counterparts. This may be due to the fact that parents perceive education as a critical pathway for their daughters to secure stable futures. Additionally, there may be a belief that daughters are more likely to heed parental guidance and excel academically, reinforcing parents' efforts to support and motivate them more intensely.
2. Significant relationship is revealed between parental motivation and academic achievement of higher secondary students. This may be due to the fact that highly motivated Parents tend to create a supportive environment at home that values and prioritizes education. They may provide resources such as study materials, access to educational programs, and a quiet study space, which can positively influence academic performance.

Conclusion

A significant relationship is revealed between parental motivation and the academic achievement of higher secondary students. Motivated parents often have high expectations for their children's academic performance. These expectations motivate students to strive for excellence and take their studies seriously. When parents show high motivation towards their children's education by monitoring their studies, congratulating them when they do well in school, and feeling happy when they get the results, the students tend to perform better academically. Parents who are motivated to see their children succeed academically often create a supportive environment at home. This may include setting expectations, providing resources like books or study materials, and offering encouragement and assistance when needed. Motivated parents tend to be more involved in their children's education. They communicate with teachers, attend parent-teacher meetings, and stay informed about their children's progress and challenges. This involvement helps parents identify areas where their children may need additional support and enables them to

provide targeted assistance, thus showing a significant relationship.

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A STUDY ON THE ATTITUDE OF PARENTS OF HIGH SCHOOL STUDENTS TOWARDS ONLINE CLASSES OF INDORE

Research
Paper

ABSTRACT

The objectives of the study were: i) to compare the attitude of male and female parents towards online classes. ii) to compare the attitude of 9th and 10th class students' parents towards online classes. iii) to compare the attitude of private and jobless parents towards online classes. Data was collected from 60 parents of students in the 9th and 10th classes using the 5-point rating scale through Google Forms. Data were analyzed using the Independent Sample t-test. The findings were i) There was no significant difference in the attitude of male and female parents towards online classes. ii) There was no significant difference in the attitude of 9th and 10th-class students' parents towards online classes. iii) There is no significant difference in the attitude of private and jobless sector parents towards online classes.

Keywords: Attitude, Parents, Online Classes

Introduction

Online classes are a form of education delivered and administered using the Internet. Students experience using technology as a part of their everyday life. Online classes affect people like family members and educators, as well as the physical and social environment that surrounds students. Online class is a new concept for primary and higher secondary classes.

Rationale

Online classes give new opportunities to enhance many aspects of education, such as students' learning experiences, learning and communication between educational institutions, parents and other people. Online classes facilitate lifelong learning as they create an interest in the topic and have answers to the questions raised by students, have financial benefits that are less costly as compared to classroom learning, convenience as students can get announcements, access to the notes, review assignments, discuss questions with other students, improve the regularity of students because of the availability of classes on one click, and improve self-discipline among students to meet the submission dates and homework. Online classes give students control over the learning experience and allow for flexibility in study schedules.

Parents are concerned about using gadgets through online classes, which has an impact on the cognitive,

emotional and social development of students and their developmental needs. Many parents are technology illiterate and can't help their children, which frightened them about the non-protection of students from threats in online classes. The online classes of students from 14-16 years of age, sometimes take as a hindrance to the physical development of students like obesity and overweight. Teachers or educators must often deliver more content to students as online classes hinder many subjects where practical skills are required, which can't be taught through online classes.

During the pandemic, online classes have been an important part of student education, affecting student learning. Students lack real social interaction with peers; teachers can affect students' personality development. Parents worry about the ages of students, who are adolescents, and using technology as a learning tool can distract them from studies and affect their learning. To become aware of online classes and their technicalities,

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parents need to be aware of what their children are doing.

Some researchers have made their research on the attitude of parents towards online classes and digital technology, engagement of parents, learning of students, perception of parents, etc. The previous researches been done are – Online classes of Children : Parent's Perspective done by Jyoti found that little less 100% believe that a positive attitude of teachers, students and parents can increase learning effectiveness with virtual mode, Investigating parent's attitude towards digital technology use in early childhood – a case study of Croatia by Mikelic (2016) found that the use of digital technology at early childhood is more alarming than encouraging as per parent's attitude and it can be improved through motivation by parents to make children acquire DT skills, Parent's engagement in online learning environment by Stevens and Borup (2015) found that levels of parental engagement can vary greatly and parents tend not to fully understand the importance of their roles, Parent's perception of E- learning in School education by Kong (2017) found that there was a high correlation between parental understanding and support for E-learning although parents demonstrated only a basic level of experience, Parental involvement in traditional and online education by Chang and Chen (2011) found that parental involvement is significantly associated with student learning performance, the background of parents influenced involvement behavior, Parent's perception of E- learning in Abu Dhabi schools by Abdallah (2018) found that based on parents perception, parents are unsatisfied with the E- learning, at the same time most of the parents are not familiar about E- learning.

Objectives

- 1. To compare the attitude of male and female parents towards online classes.
- 2. To compare the attitude of 9th and 10th class students' parents towards online classes.
- 3. To compare the attitude of private and jobless parents towards online classes.

Hypotheses

- 1. There is no significant difference in the attitude of male and female parents towards online classes.

- 2. There is no significant difference in the attitude of 9th and 10th-class students' parents towards online classes.
- 3. There is no significant difference in the attitude of private and jobless sector parents towards online classes.

Methodology

The method used for data collection was a survey. The survey instrument was developed to determine the attitude of parents towards online classes. The methodological approach used in the study is quantitative data to provide general knowledge of parent's attitudes towards online classes.

Sample

A convenient Sampling method was used by the researcher. The sample size was 60 and included parents of the students of classes 9th and 10th of Indore affiliated with CBSE Board. The sample was selected based on different variables, such as gender, level of education, job sector, and student class.

Table 1
Sample on the basis of Gender and Class

Class	Male	Female	Total
9 th	7	15	22
10 th	24	14	38
Total	31	29	60

Tool

The data was collected through a Rating Scale, the 5-point Likert scale named the 'Parental Attitude Scale'. The tool consists of 26 statements, out of which 13 statements were positive and 13 were negative. The five alternatives were strongly agree, agree, neutral, disagree, and strongly disagree; where in the positive statement, the point was given as: strongly agree =5, agree =4, neutral =3, disagree = 2, strongly disagree =1 and for negative statement point value were given as strongly agree =1, agree =2, neutral =3, disagree = 4, strongly disagree =5. The tool was made on Google Forms under Google Drive, which included the tool name and the description to the respondent

about the tool. The tool consists of the student's name, class, information about the parent's level of education, gender, job sector and the 26 statements. The statement framing was done based on learning in online classes, evaluation in online classes, effects of use of online classes and barriers in use of online classes.

Data Collection

Data was collected through Google Forms, which was sent to parents by contacting them through their mobile numbers and giving them a link on WhatsApp. The data was collected from a total of 60 parents of students in classes 9th and 10th. The data collection was on a primary basis; it was collected by contacting them in person. The data was collected by informing them that their personal information, such as name, student name and email address, would be confidential. Through this data collection, the investigators made parents aware of the need to fill out Google Forms by telling them to click on the link, and after completing the form, they had to click the SUBMIT button.

Data Analysis

Comparison of male and female Parents' Attitude towards Online Classes

The first objective of the research was "To compare the attitude of male and female parents towards online classes". For this objective, data were analyzed by independent sample t-test as given below.

Table 2

Comparison in Attitude of male and female Parents

Gender	N	M	SD	df	t	p
Male	31	87.29	9.73	58	0.57	0.57
Female	29	88.66	8.70			

It is evident from Table 2 that the mean and standard deviation of male parents are 87.29 and 9.73 respectively, similarly mean and standard deviation of female parents are 88.66 and 8.70. Table 2 shows that the calculated 't' value is 0.57 with the degree of freedom 58, and the p-value is 0.57, greater than 0.05. So, the null hypothesis that there is no significant difference in the attitude of male and female parents towards online classes is accepted. This shows that male and female parents have the same attitude towards online classes, and because of the pandemic, both have

noticed their children at home, and children seek help from both for their studies.

Comparison of 9th and 10th Class Students' Parents Attitude towards Online Classes

The second objective of the research was "To compare the attitude of 9th and 10th Class students' parents towards online classes". For this objective, data were analyzed by independent sample t-test as given below

Table 3

Comparison in Attitude of 9th and 10th class students' Parents

Class	N	M	SD	df	t	p
9 th	22	90.27	5.82	58	1.5	0.13
10 th	38	86.61	10.51			

It is evident from Table 3 that the mean and standard deviation of class 9th students' parents are 90.27 and 5.82. Similarly, the mean and standard deviation of class 10th students' parents are 86.61 and 10.51, respectively. Table 3 shows that the calculated 't' value is 1.50 with the degree of freedom 58, and the p-value is 0.13, greater than 0.05. So, the null hypothesis that there is no significant difference in the attitude of class 9th and 10th students' parents towards online classes is accepted. This means the parents of students in the 9th and 10th classes had the same attitude towards online classes. Online classes are conducted in the same way, and the teaching and evaluation procedures are the same for both classes.

Comparison of Private and Jobless Parent's Attitude towards Online Classes

The third objective of the research was "To compare the attitude of private and jobless parents towards online classes". For this objective, data were analyzed by independent sample t-test as given below –

Table 4

Comparison in Attitude of Private and Jobless job sector Parents

Job sector	N	M	SD	df	t	p
Private	26	87.62	7.38	44	0.15	0.88
Jobless	20	88.05	12.07			

It is evident from Table 4 that the mean and standard deviation of private job sector parents are 87.62 and 7.38, respectively. Similarly, jobless parents' mean and standard deviation are 88.05 and 12.07 respectively. Table 4 shows that the calculated 't' value is 0.15 with the df 44 as well as the p-value of 0.88, which is greater than 0.05. So, the null hypothesis that there is no significant difference in the attitude of private and jobless parents towards online classes is accepted. This shows that private and jobless parents have the same attitude towards online classes. This can be because both categories of parents notice the students during their online classes and are satisfied with seeing their students studying properly. Both categories of parents spend more time at home at the time of the pandemic, and that leads to the same opinion.

Findings

- 1. There is no significant difference in the attitude of male and female parents towards online classes.
- 2. There is no significant difference in the attitude of 9th and 10th class students' parents towards online classes.
- 3. There is no significant difference in the attitude of private and jobless sector parents towards online classes.

Conclusion

In this study, gender, class of students, and job sector don't influence the attitude of parents towards online classes. Online classes are effective for students' learning; they give them a chance to learn new things at home and cope with their studies at their own pace. When online classes are used properly, it is good for students' performance but need to be supervised by the parents. Parents are responsible for involving themselves in their student's classes and monitoring the use of gadgets during online classes. Technology should be used to support students' learning rather than replace it with other things; proper monitoring by parents can aid in the performance of students.

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CYBERCRIME AWARENESS AMONG..

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ABSTRACT

The entomological meaning of the word 'Dalit' means oppressed, broken and downtrodden in Sanskrit. Etymologically, Dalit implies that which is made Dal. According to the Sankrit-English dictionary of Monier Williams, dal means multi-sected, broken into pieces, fractured, violated, destroyed, subdued, and pulverized (Zelliot 56). The word 'Dalits' has come to mean a people subdued, exploited, kept disunited, and powerless. They are the Shudras and, among them, the Adi-shudras. They are the Dravidas and, specifically, the Adi-Dravidas. The dominant call them different names, such as 'Avarnas', 'Out Castes', 'Panchamas', 'Dark-skinned Dasyus', 'Rakshasa', 'Nishidas', and 'Mlechas'. In the strict sense of state recognition, Dalits today mean the Scheduled Castes (the ex-untouchables) of our country (Pallath, "The Cultural Aspects of People Oriented Social Action"). The Dalit Literary movement, which was galvanized from 1960-70 onwards, began in 1958 at the first Dalit Literature Conference in Mumbai. 'Dalit' was first used by Jyotirao Phule, who was known as one of the leading public thinkers of the 19th century and provided a systematic caste critique. Early Modern Indian literature established a genre of Dalit writings, which led to the powerful critique of a weapon of literacy for the Dalits in the society. This literary movement raised the concern of inclusive dialogue on nation building through Dalit literary movement.

Keywords: Dalit, Dalit Literacy movement, Adi-Dravidas, Dalit writings.

Introduction

Dalit writings reflect and articulate the socio-cultural and historical exclusion of their humiliated past and stigma. Dalit Literature provides a caste critique and a critique of caste patriarchy. It is essential to recognize that the corpus of Dalit literature is produced by Dalit menas well as Dalit women equally. I argue that Dalit literature is the synchronization of the hateful past and the intersection of stigmatized social identities. Narratives of self-memories and testimonials dominate the Dalit literary movement's initial form. Dalit Literature emerges in autobiographies, biographies, novels, and poems. Therefore, Dalit literature is one of the essential additions to the larger domain of modern Indian writings in English.

Dalit Literature and Liberal Individualism

Dalit writing brings fresh perspectives towards the caste society, which is about the hatred, trauma and denial of fundamental civil rights. This literary movement raises

the concern of social change and deploys the systematic understating of caste structural composition. According to Babaurao Bagul, the philosophy of Dalit literature is to bring 'total revolution'. Dalit literature focuses on the Dalit masses for intellectual and cultural assertion, protest against the stigmatized, morally and culturally humiliated Dalit present and aspire for cultural, social and political mobilization. Dalit Literature functions as the reflecting phenomenon of the Dalit Present.

I argue that Dalit Literature has created new literary genres which have contributed to extending the mainstream canon of various vernacular literary traditions and

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mainstream modern Indian writings. Dalit literature raises the concern of liberal individualism, preservation of modern liberal values in response to rigid caste society and unequal treatment of human beings based on caste identity. Dalit literature has significantly contributed to Indian pedagogy because the writings of hunger, caste brutalities, and denial of basic civic amenities were never the concern of mainstream literature and pedagogies.

Dalit Literature and Jesuit Society

Dalit individual's struggles are reflected, remembered, and produced in Dalit writings. This writing acts as a witness and evidence and emerges as a powerful weapon for the Dalit intellectual and cultural assertion. Dalit Literature demonstrates the authentic Dalit expression of the various structures of class, caste, and gender. It is essential to understand that suppression, subjugation, and exclusion become the concern of Dalit literature. Therefore, the content of Dalit writings is the actual mapping of the physical life word of Dalit lives. The ideological concern of Dalit writings is to make aware of their lives and create a dignified social-cultural identity by cultivating conscious cultural and intellectual politics.

The emergence of Dalit writings reflects the growing identity, self-awareness and consciousness of the Dalit contestation. This arises from the intellectual and cultural heterogeneity; therefore, Dalit Literature invokes its origin from a revolutionary struggle that came to bring a just, equal society. It is important to see that the Dalit writer's inspiration is derived from Dr. Ambedkar's message of 'Unite, Educate and Agitate'. Therefore, Dalit literature is not just about the literature but correspondence with non-literary activities such as ongoing social struggle for various demands.

Dalit Literature and Moral Values

Ambedkar's life and philosophy inspire the moral-ethical dimension of Dalit writings. Dr. Ambedkar preferred Buddhism, which he named Navayana and elaborated three principles of religion: Prajna (understanding against superstition and supernaturalism), Karama (love) and Samata (equality). The formulation of religion based on equality, liberty and fraternity creates a society based on the solidarity of the whole society and equality among all. Dalit literature manifested the expressions of being marginalized, bringing an understanding and critique of the

women that contributed significantly to Dalit writings. The memories collaborated on the issue of memories of food and hunger, memories of education and a struggle, memories of denial of fundamental civil rights and brutalities. These memories are unpacking the vicious circle of caste victimization.

Eleanor Zelliot opined that Ambedkar's works trace the importance of gender issues, his insistence on the participation of women in the movement, and his encouragement of Dalit women to come to the forefront. Their writings bring forth the question of women and caste, which is important because personal narratives become political statements for the community. Therefore, the personal narrative becomes the political statement on behalf of the inner self and authentic victimhood of being a Dalit life.

Views of Dalit and Non-Dalit Writers

Dalit Literature acquaints people with the caste system and the exploited sentiments of oppressed and economically, socially and culturally victimized people because of the rigid cultural composition. In the name of religion and caste. (Dangle 265) The non- Dalit writer does not consider themselves as Dalits because they feel that to do so even, they would be no less than the Dalits. As a result, Dalit literature is left in the hands of very few, and even the expansion of art faces a debacle. The argument lies between the non-dalit writer and the Dalit writers – The non-Dalit writes questions- "Why should we call ourselves Dalits?" while the dilemma lies- "Is Dalit literature only for those who are born Dalits? (Dangle 264-5)

This debate always remains as to who can be called a Dalit writer- one who belongs to the Dalit community and shares his experience or writes about the life of Dalits, not being a Dalit himself. Unlike the non-Dalits, Dalit writers attempt to be true to their lived experiences and are honestly translated without euphemisms. They use strong, brutal and crude language to express their life springing from poverty, ignorance and violence. The difference between the works of the two kinds of agency/ writers is not only about the caste or social identity but also their subjective experiences and the objectively produced subjective experience where

there is the possibility of denial of agency in formulating the subjective experience.

Mahatma Phule rightly opined about the non-Dalit writers in the Sahitya Sammelan- "The feeling expressed in our meetings and books do not appear in books written by them or in their meetings. How will people, with their heads in the clouds, understand our adversities and troubles?" (Dangle 241)

It is an event to witness constant contestation and debate in literary criticism as to who can be a Dalit, the one who belongs to the Dalit community or the non-Dalit who writes about the life of Dalits. This conflict gives rise to different analogies from the Dalit and non-Dalit writers. The Dalit writers criticize many non-Dalit writers for their superficiality of feelings, experiences and interests. (Kumar 147) The aggressive, crude and reactionary language reflects their actual material and physical life. The portrayal of emotions and enormously intensified memories reflects the lived and immediate social reality of excluded life. Therefore, one cannot disassociate the subjective experience from the objective condition of the subject. Progressive writers like Premchand, Mulk Raj Anand, R.K. Naryanan and other Indian English and Hindi writers have tried to portray the emotions and sentiments of the excluded life's or Dalits, but they had to face criticism based on the issue of agency or their social identities. As we can witness, many non-D Dalits produce the literary corpus to write for the Dalits. However, there is constant hesitation by the Dalit writers based on the issue of the experience owned by the Dalits, which is different from that of non-Dalits.

Conclusion

Dalit writers argue that only a Dalit by birth can produce authentic Dalit writings because of their lived and authentic experience. Their anger, struggle, and reaction are intensified because personal narratives differ from those of non-Dalit writers. Dalit literature creates a counter-canonical literary and public culture and aspires to a contested reformative identity for their emancipatory cultural and intellectual mobilization. It is essential to see that Dalit writers create greater affinity towards the philosophical, practical and personal aspects of ant-caste, anti-class and caste patriarchy ideologies such as Dr. B.R. Ambedkar, Mahatma Phule and another revolutionary public thinker.

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ABSTRACT

Social networking significantly influences our lives, as it helps in all financial, political, and educational fields. Every day, people watch billions of video clips on YouTube. Every day, almost all college students visit social networking sites. These networks have become a part of everyone's daily routine. Students use Facebook, Twitter, Linked In, online gaming environments, and different tools extensively in educational sectors. This paper highlights the meaning of social media, ways to use social media in teaching and learning, and possible challenges and remedies. The advent of social media over the past few years has created new ways for end users of the internet. The basis of social media is how humans understand and engage with each other. It offers people a platform to share and stay connected, making the world open as a single unit.

Keywords: Social media, WhatsApp, Facebook and Twitter, Instagram, Applications of social media in education

How can social media be defined?

Social media is a communication tool that lets users engage with each other and contribute to online content.

Social Media Types

Social Media Platforms are

- LinkedIn, Facebook, Instagram, WhatsApp, and Twitter
- Bookmarking Sites. Examples: Flipboard and Pinterest
- News on social media. Examples: Diggs
- Media Sharing. Examples: YouTube and Pinterest
- Small-scale blogging

Social media can be used in education because it can enhance communication and results in the following ways:

- 1) Promoting student engagement and interaction
- 2) Facilitating communication between instructors, students, and the campus community so that students can interact with one another outside the classroom.
- 3) Creating an atmosphere for learning outside the classroom

What justifies the use of social media in education?

Ansari and Khan's (2020) research have

demonstrated that social media use in higher education can enhance communication among students, instructors, and the local community. Students use social media platforms because they are accustomed to these virtual tools, even if many communication tools are available.

How can I inform my pupils about using social media in the classroom?

Even before enrolling, students can learn about social media usage from the course description. Additionally, awareness should be raised using My Plan, the course canvas page, or the course marketing materials. If alternate assignments or accommodations call for the use of social media, then it is crucial to familiarise students with the uses and risks involved therein.

Risks associated with using social media

The use of social networking sites can cause the following problems:

- Health problems like stress, short attention span, anxiety and weak eyesight
- Loss of Privacy
- Disguised Friendship

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Principal, Paradise College of Education, Jalandhar, Punjab, India

Most students use social networking sites like Facebook, Twitter, and Instagram, which lead to access to unknown and unfamiliar people they have never met before or even talked to. Students' personal and private information may also be used for unethical purposes.

Do I need to be anxious about privacy issues?

One should exercise caution because all content shared on social media is accessible to the public. While many social networking sites, like Facebook, allow users to control who can see their posts, privacy is only sometimes guaranteed. A third party owns social media content after posting it; the user forfeits ownership in return for free storage.

How can one safeguard his privacy?

Teachers and students should be aware of the privacy settings unique to each social media platform and keep up-to-date on them. For personal and academic reasons, teachers and students might create different accounts and maintain their separate online social and academic lives. Only students using a subject-specific handle or username, such as @S.St 123 on Twitter, can access shared class accounts. In this instance, students will have access to a single account, which they can use to upload content and participate in discussions. Instructors and students can create a Facebook page or group for their lessons.

How do we ensure student privacy?

Teachers need to keep an eye on the kind of stuff that pupils are posting. Student's personal information, such as recordings, pictures, or any documentation related to a student's performance in class, should not be posted. Teachers should model positive social media practices and privacy concerns in class. Teachers should make students aware of privacy while accessing social media for a class-related activity, and students must be updated with changing privacy policies.

How can social media be used in academic courses?

Forming specific online study groups on platforms like WhatsApp between students and educators is a method to share information on upcoming tasks, discuss issues related to the course, and organise face-to-face meetings. Group projects can also be tackled through these digital platforms.

Class discussions can extend to social media, for example, using Canvas Discussion Boards instead of traditional Learning Management Systems (LMS) discussion boards. This approach allows for student contributions, enhancing the discussion. Additionally, posting questions on social media platforms specifically for the course can promote participation.

Applications of Social Media in Education

Students of any age can use the following social media tools:

1. Create Facebook Groups for live lectures and host discussions

Educators can create and oversee Facebook groups for each class. The group can include making announcements, conducting live lectures via Facebook Live, posting discussion prompts, and assigning tasks. It helps keep students engaged during holidays.

2. Utilizing Facebook Pages for News Updates and Notifications

Educators should motivate students to visit the class's Facebook page. It can serve as a platform for sharing updates about the course, fostering discussions, and distributing homework.

3. Sharing Photo Essays on Instagram

Creating class-specific Instagram accounts for students, which can be discontinued once the course is completed, is another strategy.

Instagram offers a visual and storytelling medium, making it an appealing choice for engagingly presenting a series of photos and graphics.

4. Utilize Twitter for class updates

- ❖ Twitter can serve as a discussion board or bulletin board. Teachers can create a Twitter account for each class, which can be used year after year. It encourages students to think carefully about expressing themselves concisely and effectively due to the character limit of 280.
- ❖ Teachers can post motivational messages, links to practice study materials or quizzes, and reminders about assignment deadlines on Twitter.

- ❖ Twitter can also facilitate discussions among students, including those who are not physically present in class.
- ❖ Teachers can organise Twitter chats or discussions around a specific hashtag they create.

5. Establish a class blog for discussions

Blogging provides an additional avenue for digital content, making linking to other social media platforms easy. Teachers can generate a class blog on various platforms like Wix, WordPress, Tumblr, or Blogger, allowing students to contribute through their accounts by adding comments or creating discussion posts. The blog can be a central hub for assignments, updates, the course syllabus, and resources.

6. Allocate blog posts as compositions

To blend social media with learning, students should be allowed to create blogs for essays or brief writing pieces. This approach can enhance students' critical thinking and their ability to write concisely. Blogs assigned as essays can include weekly prompts designed to be as informal and flexible as possible, fostering a more relaxed and open-ended discussion. This integration of social media into education should be applied across all subjects.

7. Generate a class-specific Pinterest board

- Pinterest offers a valuable platform for teachers to create boards for each class, where they can save relevant pins related to different subjects.
- This social media tool can effectively assist educators in framing and organising lesson plans and worksheets in one convenient location. Teachers can categorise boards based on subjects or classes and even create sub-topic boards for weekly units or specific worksheets.
- Additionally, Pinterest provides a digital bibliography feature that can simplify research projects, papers, or group assignments. Students can pin websites, videos, and books to a board on any given topic, allowing them to refer back to these resources when needed quickly.

8. Share the institution's events and photos

Sharing institutional events and photos on Pinterest can invite new students and parents to the institution. The institution's appeal can be enhanced by showcasing

extracurricular activities and events, and enrollment can be encouraged.

9. Load the institution's website with social media links created for the institution

The institution's website's main navigation can have links that make it simple for parents and students to locate the institution's social media profiles that house them all in one place. Parents and prospective students usually check the institution's website.

10. Role of social media in institution crisis management

Social media can help communicate emergencies like fires or other immediate campus emergencies. Identify how an institution can use social media during a crisis. All stakeholders can be informed about the situation by disseminating information about the emergency. Instead of using automated messaging alert services, institutions should use social media, which keeps people updated and informed.

11. Social media for education marketing

Social media is a critical component in education marketing, offering various ways to be utilised within the classroom. Educational institutions' marketing strategies on social media platforms should position them as the top choice for potential students and parents.

Conclusion

From the above discussion, it becomes evident how social media can be effectively used for academic purposes. Besides the various negative impacts of social media on students, how can teachers minimise the adverse effects of social media while improving upon the positive results? Access to social media should be moderated to get more benefits than threats. Most negative aspects can be overcome by using social networking sites for academic purposes and exercising privacy settings. The negative impact of social media on students can be reduced, and better learning environments can be created even beyond campus, which will, in turn, benefit our young generation.

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A good education can change anyone. A good teacher can change everything - **Unknown**
Teachers can make such a profound impact on our lives and should be honoured as heroes.

- **Rainn Wilson**
You can't stop a teacher when they want to do something. They just do it. ? - **J.D. Salinger**
A good teacher isn't someone who gives the answers out to their kids but is understanding of needs and challenges and gives tools to help other people succeed. - **Justin Trudeau**

It's the teacher that makes the difference, not the classroom" - **Michael Morpurgo**

The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called truth. - **Dan Rather**

If you look behind every exceptional person there is an exceptional teacher. - **Stephen Hawking**

The influence of a good teacher can never be erased. - **Unknown**

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