Dear Readers!

Greetings from St. Xavier's College of Education (Autonomous), Palayamkottai!

Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurialand moral leadership among students and become their role model. – Azad.

Every year on November 11, India observes National Education Day to honour Maulana Abul Kalam Azad, the nation's first education minister after independence. This day commemorates his significant contributions to promoting scientific knowledge and enhancing primary, secondary, and higher education in India. As the education minister, he laid the foundation for the ideological reformation of Indian educational institutions and played a pivotal role in establishing several renowned liberal arts, science, and technology institutions that continue to drive the progress of modern India.

With an educational vision rooted in inclusivity, secularism, and progress, Maulana Abul Kalam Azad aimed to bridge social divides and promote national advancement. The National Education Policy (NEP) 2020 resonates with his ideals by advocating for an education system that is inclusive, future-ready, and empowering for all citizens. A significant aspect of the NEP 2020 is its emphasis on multilingualism in education, recommending that the medium of instruction, wherever possible, be the home language, mother tongue, local language, or regional language—an approach championed by Azad decades ago. He strongly advocated for the rightful place of regional languages in education, emphasizing the importance of students learning their vernacular languages to honour their heritage and contribute meaningfully to the nation.

Azad's forward-thinking ideals also align with contemporary global educational aspirations, as highlighted in the Sustainable Development Goals (SDGs). Specifically, Goal 4 emphasizes the need for inclusive, equitable, and high-quality primary and secondary education for all by 2030. Achieving this requires ensuring that every child stays in school, unlocking opportunities for lifelong learning and empowerment. Azad's progressive and liberal ideology has laid the groundwork for India's educational and societal development, paving the way for a rational, modern, and forward-thinking nation. His visionary educational reforms continue to inspire and shape the trajectory of India's progress.

This issue comprises five research papers and one thematic article. The research papers explore diverse topics, including the impact of social media, individualism and collectivism, language teaching, the schooling of Chenchu children, and subject-specific competencies in the social studies curriculum. The thematic article delves into the transformation of pedagogy and technology in the context of NEP 2020.

We extend our heartfelt gratitude to all our readers for their invaluable support and encouragement.

Warm regards

Editorial Board.

CONTENTS

INDIVIDUALISM AND COLLECTIVISM OF STUDENT TEACHERS

ABSTRACT

The study aimed at exploring the balance between individualism and collectivism among student teachers. It emphasized the significance of personalized learning (individualism) and collective responsibility (collectivism) in shaping effective educators. The study examined autonomy, personal growth, modernity, and self-expression for individualism and shared responsibility, independence, respect for tradition, and harmony for collectivism of student teachers. The research findings highlighted that the student teachers value personal autonomy and growth while emphasizing shared responsibilities and traditions. The analysis showed an almost equal preference for individualism (51%) and collectivism (49%), inferring a balanced orientation among student teachers.

***Key words :** Individualism, Collectivism, Student Teachers*

Introduction

In today's fast-paced, rapidly changing world, teachers are not just educators but also mentors, role models, and guides who help students navigate the complexities of life. They can shape not just what students know but also who they become. Teachers can help students develop into informed, responsible, and compassionate citizens by instilling values such as critical thinking, creativity, and empathy. The educators strive to create a learning environment that balances individualism and collectivism, recognizing each student's unique strengths and needs while fostering a sense of community and shared responsibility. To achieve this balance, effective teachers must possess a range of essential characteristics that enable them to adapt their instruction to meet the diverse needs of their students. In this response, one can explore the key characteristics of effective teaching, including the role of individualism and collectivism in promoting student learning and success.

Significance of the study

Studying the individualism and collectivism of student teachers is significant for several reasons, such as understanding the complexities of teaching practices, teacher identity formation, classroom management, cultural competence, teacher-student relationships, teacher leadership skills, and ultimately, student learning outcomes. By exploring these orientations, educators can develop more effective teaching practices that cater to the diverse needs and backgrounds of students

Objectives of the study

1. To find out the individualism of student teachers
2. To find out the collectivism of student teachers

Methodology

This study adapted the survey method.

Tools used

A self-constructed questionnaire for individualism and collectivism was constructed by the investigator to collect the data through the survey method. The respondent has to choose any one of the options: Strongly Agree, Agree, neither agree/disagree, Disagree and Strongly Disagree. Both questionnaires consisted of 16 items, administered among college students through Google Forms. The dimensions taken for studying individualism are Autonomy, Personal growth, Modernity, &Self-expression, whereas collectivism is Shared responsibility, Interdependence, Respect for tradition & Harmony.

Sample

The present study sample consisted of 90 student teachers from Annammal College of Education for Women, Thoothukudi.

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Table 1

**Data analysis & Interpretation-
Dimension-wise Analysis**

S. No.	Individualism Dimensions	Positive Responses Count	%	Neutral Responses Count	%	Negative Responses Count	%
1	Autonomy	233	64.7	63	17.5	64	17.8
2	Personal Growth	290	80.6	48	13.3	22	6.1
3	Modernity	232	64.4	81	22.5	47	13.1
4	Self-Expression	287	79.7	57	15.8	16	4.4
	Collectivism Dimensions	**Positive Responses Count**	**%**	**Neutral Responses Count**	**%**	**Negative Responses Count**	**%**
5	Shared Responsibility	308	85.6	45	12.5	7	1.9
6	Interdependence	213	59.2	76	21.1	71	19.7
7	Respect for Tradition	243	67.5	75	20.8	42	11.7
8	Harmony	237	65.8	85	23.6	38	10.6

The chart showed that 64.7% of the 360 responses for the Autonomy dimension were positive, indicating a strong sense of personal decision-making among participants. However, 17.5% were neutral, inferring ambivalence, possibly due to situational factors, while 17.8% were negative, reflecting feelings of constraint or external pressures limiting their autonomy.

Personal Growth Scores

The chart showed that 80.6% of the 360 responses for the Personal Growth dimension were positive, indicating most of the student teachers feel they are progressing in life. Neutral responses (13.3%) showed uncertainty about growth, while 6.1% of participants feel dissatisfied, perceiving stagnation or limited opportunities. Overall, personal growth is highly valued, though some face challenges in self-improvement.

Modernity Scores

The chart showed that 64.4% of the 360 responses were positive, indicating most participants embrace modern values and progressive thinking. Neutral responses (22.5%) indicated uncertainty, with some not fully accepting or rejecting modernity, possibly due to traditional influences. The 13.1% negative responses reflect participants who feel disconnected from modern values, likely due to strong traditional beliefs. The majority supports modernity, but

neutral and negative responses indicated some ambivalence or resistance.

Self-Expression Scores

Of the 360 responses, 79.7% were positive, showing a strong tendency toward open self-expression, with student teachers feeling confident in sharing their thoughts and emotions. Neutral responses (15.8%) inferred some uncertainty, where individuals may neither feel constrained nor fully embrace self-expression. The 4.4% of negative responses indicated that a few student teachers struggle with self-expression, likely due to social pressures or personal insecurities. Overall, the high percentage of positive responses reflects a general value placed on self-expression, while the neutral and negative responses pointed out the challenges they face.

Collectivism Dimension-wise Scores

Shared Responsibility Scores

The responses for the Shared Responsibility dimension showed that 85.6% of the total 360 responses were positive, indicating a strong tendency among student teachers to value collective responsibility. This revealed that many believe in the importance of working together and supporting each other in different aspects of life. The neutral responses (12.5%) indicated that some student teachers have mixed feelings about shared responsibility. While they recognize its importance, they may not fully engage with or prioritize it in their own lives. The negative responses (1.9%) from a small group of student teachers who feel disconnected from shared responsibility. This may be due to individualistic beliefs or personal experiences that lead them to focus more on their own needs rather than collective obligations. Overall, the high percentage of positive responses highlighted a strong trend of valuing shared responsibility among participants, emphasizing collaboration and mutual support. However, the neutral and negative responses inferred that some individuals may not fully embrace this collective mindset.

Interdependence Scores

The Interdependence dimension showed that 59.2% of the 360 responses were positive, highlighting a strong appreciation for mutual support. However, 21.1% were neutral, suggesting mixed feelings or uncertainty about relying

on others. Additionally, 19.7% were negative, indicating a preference for independence or feelings of disconnection from interdependence. While many value interdependence, the neutral and negative responses inferred some student teachers struggle to embrace it fully.

Respect for Tradition Scores

The responses for the Respect for Tradition dimension indicated that 67.5% of the total 360 responses were positive, suggesting that a majority of student teachers value and appreciate traditional beliefs and practices. However, 20.8% of the responses were neutral, reflecting that some student teachers may have mixed feelings about tradition. They might acknowledge its importance but not feel strongly connected to it. The negative responses (11.7%) from a smaller group who may feel disconnected from traditional values, possibly viewing them as outdated or restrictive in modern life. Overall, while there is a significant appreciation for tradition among student teachers, the presence of neutral and negative responses inferred that not everyone feels equally engaged with or committed to traditional beliefs and practices.

Harmony Scores

The responses for the Harmony dimension showed that 65.8% of the total 360 responses were positive, indicating that a majority of participants value harmony and seek to maintain peaceful relationships in their lives. This inferred that many individuals appreciated the importance of balance and cooperation in their interactions with others. However, 23.6% of the responses were neutral, which indicated that some student teachers have mixed feelings about harmony. They may recognize its value but might not prioritize it consistently in their relationships. The negative responses (10.6%) from a smaller group who may feel disconnected from the idea of harmony, possibly experiencing conflict or disharmony in their interactions. Overall, while there is a strong appreciation for harmony among participants, the notable neutral and negative responses inferred that not everyone fully embraces or prioritizes peaceful relationships in their lives.

Individualism and Collectivism

While considering the positive responses for all dimensions of individualism, autonomy falls short of the target, indicating it's valued but not fully realized. Personal growth has the highest count in individualism, making it a key focus for teachers. Modernity and Self-Expression showed moderate responses, slightly below the target but higher than autonomy. In collectivism, Shared Responsibility ranks highest, reflecting a strong group focus. Interdependence is moderately emphasized, while Respect for Tradition showed a balanced focus. Harmony is valued but ranks lower, inferring it's a secondary concern compared to other collectivist dimensions.

Research Paper

Fig 1 Individualism Vs Collectivism
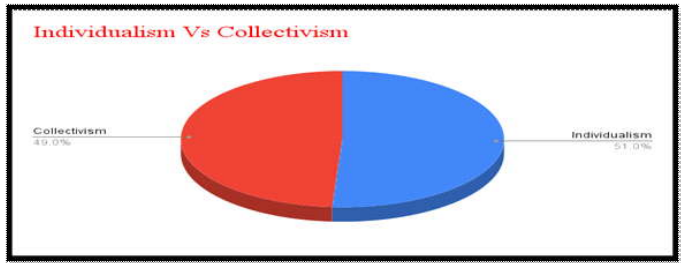
Conclusion

The overall comparison of positive scores showed a nearly equal split between individualism (51%) and collectivism (49%), indicating a balanced orientation among the student teachers towards individualistic and collectivistic values. This balance highlighted that the student teachers value personal autonomy and growth while emphasizing shared responsibilities and traditions. In summary, the student teachers moderately value individualism and collectivism, with a slight preference for individualistic values like personal growth while maintaining strong collective responsibilities.

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SCHOOLING OF CHENCHU CHILDREN: ETHNOGRAPHIC OBSERVATIONS FROM SELECTED SCHOOLS OF TELANGANA STATE

Research Paper

ABSTRACT

This article focused on the schooling experiences of Chenchu children. Traditionally, studies have tended to emphasise students' academic performance, issues and problems related to enrollment and, more specifically, regular attendance, academic failure, or stereotype issues like school infrastructure and teacher-student ratio. In contrast, this study looks at students of the Chenchu community and their knowledge of society and influential experiences within their native culture and its influence on their schooling, who have been struggling to achieve academic success despite considerable adversity. The Chenchu community is recognised as one of the Particularly Vulnerable Tribal Groups (PVTGs) that inhabit the Nallamala Hill ranges of the Nagarkarnool district of Telangana state, a south-eastern part of India. The data presented here shows that factors such as the home environment, parental attitudes, and teachers' encouragement and discouragement contribute to diverse results, including academic success, retention and failure.

Keywords: *Schooling, Chenchu Children, Particularly Vulnerable Tribal Groups and Parental Attitudes*

Introduction

This study analysed the lives of children of all grades and standards, comprehensively locating schools. The research is based on different environments, such as understanding the students' knowledge of society and influential experiences within their native culture and their influence on their schooling. The study divided children's schooling or educational environment into three different locations: nativity, school, and society, with different groups of students. A student's birth determines his or her status and capacity to lead a life from the beginning. The school teaches, evaluates students' capacities, and nurtures social life. Society with different social groups is a determining factor of a child's capacity to manage society at different locations, and it is an influential factor at later stages of primary education in this specific setting. How far a nativity with different social groups is, an influential factor that delivers feedback on one's capacity, is also an essential observation that needs to be analysed. Diverse natures of society may lead a student into different capacities or incapacitate them: sometimes strong, sometimes weak, sometimes confused and unclear, and sometimes difficult to understand their position itself. After entering the school environment, the majority of students try to blend the nature of school settings with their native culture, but their nativity's influence has an impact on their attitude, which makes them concentrate on education and other extracurricular activities. This leads them to think differently about the continuity of schooling. Hence, the present study is focused on this area.

In sociological observations, a class of students forms a close group reflected in the child's behaviour, but how far the closeness of a group has influenced the child's ability to assemble in the group and how it reflects on overall rowdiness is unclear. Schooling shapes students' education and frames personal development based on diverse everyday experiences (Sharma, 2013). This study attempted to comprehensively analyse the lives of children of all grades and standards, locating different environments and understanding the students' knowledge of society and influential experiences within their native culture and their influence on their schooling. However, how they remember their experience is not an explanation; it is how the Chenchu children perceive the school, how they look at school as a

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part of a larger socio-cultural setting, and why schooling and everyday experiences emerged as important issues.

Conceptual understanding is ethnocentric, mainly based on the student's knowledge of the school environment and reflecting personal experiences in the learning process. As a social space, the school offers different opportunities for boys and girls to act, respond, form, and join groups. The school has a broad scope to expel students' ability to be students and dispel the threat of being left out. Both boys and girls also have everyday observations in how they behave in different locations—in a group, individually, in schools, and in their native places—but diverse attitudes in the contexts of their attachments with different people, unexpected conditions, aggressive actions, and bitter words, as well as their ways of seeking balance between different circumstances.

This discourse is central to understanding the theoretical framework of knowledge of students at school and their everyday interactions. The school environment, students' ability to be students, everyday observations, different locations, and diverse attitudes are considered students' knowledge (Sarangapani, 2003). At this point, an important aspect of students' knowledge is their experiences and how they are understood both in the classroom and outside situations. It may also be an everyday experience, an understanding based on diverse experiences, and shaping attitudes for the personal development of students (Bloome & Egan-Robertson, 1993). Some studies mentioned local issues that students face to empower them by building confidence and promoting social relevance (Baumrind, 1966; Woods, 1986; Henderson & Berla, 1994; Thapar, 2006; Baeck, 2010). School knowledge and everyday experiences are understood as the formal knowledge acquired by learners under the auspices of the school, supervised by the teacher (Thapar, 2006). Everyday knowledge is informal knowledge that the learner acquires in the home environment independently or guided by an adult (Sheldon, 2009).

Based on these conceptual understandings of school knowledge and everyday experiences, research questions include: How did the Chenchu children perceive the school? How did they view school as a part of a larger socio-cultural setting? Why were schooling and everyday experiences are important issues in these specific locations, and how were students accommodated in the school environment? What were their experiences at home that made them rethink the continuity or discontinuity of schooling? What conditions influenced them to join the school at the next level (primary to upper primary and upper primary to high school)? What were the conditions that contrasted with their imaginations of school? What were the complex issues that had an impact on schooling? What were positive traits that had a significant influence on the continuity of schooling?

Within this theoretical framework and research questions, this study intends to highlight schooling and everyday experiences in the present context of Chenchu children's schooling. It was observed in the field locations that their schooling became uncertain as there was an increased trend of discontinuation (dropouts) between the standards of first and tenth. The study examined students' lives, activities, and thoughts as social spaces. It primarily concentrated on how they understood their social environment, how it influenced shaping their attitude, how it contrasted with their nature, how it (the social environment) was a factor in the process of their upbringing, and how their family's traditional or cultural norms were influential in their schooling. Students' knowledge is interpreted by locating the school environment and its influential social and personal factors within the spheres of educational institutions, specifically the school system. This study explored these questions through ethnography.

Detailed interviews and conversations were held with students and parents, but the students' detailed narrations were not taken into account. Detailed ethnographic observations were conducted covering 120 students (primary, upper primary, and higher secondary) from six schools (Ashram High School of Jangamreddypally, Ashram High School of Udimilla, Ashram Primary School of Appapur, Ashram Upper Primary School of Chenchugudem, Ashram Upper Primary School of Appaipally, and Ashram High School of Molachintapally)

of the district of Nagarakurnool in the state of Telangana for 24 months, and the data was used to analyse schooling and everyday influential experiences of children of the Chenchu community from Nallamala forest and hill areas (Table 1). In addition to the above sample size, it has also covered another set of students by interviewing about 125 students (boys 60 and girls 65) about issues relating to the post-9th grade and SSC educational environment (challenges and complex conditions, especially among girl children).

The first section details the coverage of selected schools and brief narratives on selected villages. The socio-economic conditions of the students' households, schooling, influential factors, and social environment are present in the second section. The third section examines students' schooling (educational) atmospheres. The study has used in-depth interviews and discussions to understand the complex lives of students and the social and economic conditions of the community throughout the fieldwork.

Schools and Socio-Economic Conditions

The study covered six ashram schools from four different manuals in the Nallamala hill areas under the purview of the Integrated Tribal Development Agency (ITDA) in Mannanur. Ashram High School in Jangamreddypally village is one of the six selected schools located on the outskirts of the village. Another Ashram high school for boys and girls is in the village of Udimilla in the mandal of Amrabad. Appapur Ashram High School is located in the core forest areas of Nallamala village. It is surrounded by about 7-8 habitations of the Chenchu community. The Ashram school of Chenchugudem village is located at the nearby mandal headquarters of Balmoor and adjacent to the hill of Nallamala forest. The Ashram School of Appaipalle is located at the hill point near the mandal headquarters of Lingala. Many of the students follow different occupations, which include agricultural labour, non-agricultural labour (construction, cleaning, dumping, and other activities in and around their villages), driving, private employment, and forest guards, and they also reported being engaged in various small business activities.

Table 1
Selected Sample of Ashram Schools and Students

S. No.	School type/ Year-wise	Village	Mandal	No. of Students	In-depth Interviews	Age Range	Class Range
School type	School-wise (Students who are on on-roll or on-going)						
1	High School (G)	Jangamreddypally	Amrabad	20	8	12-15	6 – 10
2	High School (G and B)	Udimilla	Amrabad	20	8	12-15	6 – 10
3	Primary School (G and B)	Appapur	Lingala	20	8	6-12	1 - 5
4	Upper Primary School (G)	Chenchugudem	Balmur	20	8	6 – 12	1- 5
5	Upper Primary (G and B)	Appaipally	Lingala	20	8	6 – 12	1 - 5
6	High School (G and B)	Molachintapally	Kolhapur	20	8	6 – 15	1 - 5
Total	**6**	**4**		**120**	**48**	**6 – 15**	**1 - 10**
	Year-wise	School-wise Post-9th and SSC					
	(Students who passed or failed but left the school)						
1	2016-17	Udimilla	Amrabad	25	4	15-18	9-10
2	2017-18	Appapur	Lingala	25	4	16-19	9-10
3	2018-19	Chenchugudem	Balmur	25	4	15-18	9-10
4	2019-20	Appaipally	Lingala	25	4	16-20	9-10
5	2020-21	Molachintapally	Kolhapur	25	4	16-19	9-10
Total	**5**	**4**		**125**	**20**	**15-20**	**9-10**

Source: Field Survey 2016-17, 2017-2018, 2018-2019 and 2020-2021

Influential Factors and Social Environment

The study adopted an approach to examine the schooling environment in the context of its organisational settings, relating personal experiences and capturing as many personal observations as possible in six selected schools. This section discusses how Chenchu children perceive the school from the perspective of socio-cultural settings, why schooling and everyday experiences are important, and how students are accommodated in the school environment. As it was already presented in Table 1, data was collected in two different sample sets: first, students from the section of students on-roll or on-going, and second, students who left their schooling after completing 9th or 10th grade. The reason for collecting the two types of data sets is to understand the two different types of narrations on schooling and life experiences so that the study can understand the exact problems of Chenchu children's educational

atmosphere and, more specifically, barriers to attaining the desired level of education in these specific areas of Nallamala hill or/and forest fringe villages.

From the first data set, schooling issues for students beginning from 3rd to 10th grade who were on-roll or on-going to school were identified. The proportion of regular attendance among students in primary school was found to be 64.2 per cent; however, the proportion among girls and boys at primary and upper primary levels was found to be similar; however, it was very low among high school students. Furthermore, it is very low among female students. The data on the status of irregular attendance by students showed that girls' irregular attendance at the high school level was very high compared with primary and upper primary schooling. The study also concentrated on understanding the children's schooling and whether school-going children had any family, personal relations, or school environment disturbances. Students reported that they had disturbed their school environment. The primary data further revealed that the disturbance among high school students is very high compared to students of the primary and upper primary levels. The level of disturbance is high among female students compared to male students.

It was also observed in the selected school locations that feeling of regular disturbances due to family matters and surrounding circumstances, majority of female students of high school level reported that there is no guarantee of continuing their schooling till they complete the present level of schooling. Across the levels of schooling, female were found to be more likely to have their future schooling reported to be in danger or, more specifically, doubtful. The reason for such different opinions among primary, upper primary and high school students is visible in their observations.

Critical Observations

Personal, educational, and family-related problems have evidently been shown to negatively affect students' educational attainment. Some existing sources view that the educational level of parents is influentially connected to the development of social behavior or social development (Dekovic& Janssens, 1992), but awareness of the importance of education, despite parents' illiteracy, has an effective influence on child education, even though some

children leave school, as found in the above narrations. Observations revealed that students were very confident in their schooling and educational attainment, but the school and social environment made their minds different after a certain period of their experience with the school. The school environment, especially the role of teachers and teachers' attitudes, played a key role in disturbing children's regular schooling apart from family matters. The attitudes of teachers towards students were found to be uncomfortable. The method of managing the behaviour of students adopted by teachers is not appropriate. Teachers shouldn't have scolded students and should have adopted different teaching methods to streamline students' learning capabilities instead of terrifying students by maintaining seriousness.

The scope and space for interaction with the teacher have a significant role in developing learning skills, apart from forming social relations with peers (Sheldon, 2009). Many studies suggested that teacher-student relations are the core value in promoting education and stimulating students' integral development (Mijatovi, 1999). It is evident in various narrations expressed by students that many students of different classes need help to read and write properly because they are of different class levels or standards. It was also observed that teachers come and teach in the class, but some students opined during the detailed discussions that teachers cannot put their individual efforts wholeheartedly into helping children do well in their studies. The school has a responsibility to uplift the child, a role to build capacities to face future challenges, and it also has to train the student for the future profession along with making him or her capable of understanding society (Rychen&Salgnik, 2003). The teacher as an institutional element and the school as an institution must play an effective role in educating and encouraging students to work in groups or multicultural environments (Henderson & Berla, 1994). The school has to focus on the child to understand the holistic social environment, which reflects and represents the upbringing community and makes the child enter the domain of the learning process. However, some students felt inconvenienced, though they have reported showing much interest in continuing their schooling. Even today, as field narratives reflect, some students have been struggling to

convince their parents to continue their studies, and serious efforts must be made to postpone the marriage ceremony.

Conclusion

The study is mainly intended to describe the schooling experiences of Chenchu children, using the tools of ethnography, narrative interviews, and broadly qualitative research, as well as the personal experiences and knowledge of the participants on education, schools, the social environment, and cultures. The narratives disclosed that there is enthusiasm for schooling among Chenchu children. They are trying to overcome internal social problems with their own capacity and have coping mechanisms within them. However, some traditional and cultural issues have been found to hinder their passion for schooling. Especially among students, many are aware of the problems of child marriage and its outcomes. Though students are interested in continuing their education, both elements of society—internal (family) and external (neighbors)—are forcing them to imagine their future in different and complex conditions. Girls' influential imaginations force them into marital relations.

Regarding additional work engagement, children trying to earn money through daily wage labour, engage in partial labour activities in surrounding farm fields during occasional holidays on account of festivals and summer holidays. It was observed that children have been under pressure to continue their schooling. Different issues need to be addressed in schools: student-centred teaching, counselling on personal problems, conducting meetings with parents or guardians in the school, and creating a more pro-student environment in schools.

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THE IMPACT OF THE SOCIAL MEDIA ON PARENTS-ADOLESCENTS RELATIONSHIP

Research Paper

ABSTRACT

Social media has multiple ill effects, especially in young adults and adolescents. As social media has many ill impacts, assessing if it has also impacted the parent-adolescent relationship is important. Thus, the present research is one of a kind that has considered privacy as a moderating variable and has studied its impact on interactions of social media with the relationship of parent-adolescent. Herein, linear regression with moderating variables has been used. The research found a significant negative impact of social media on parent-adolescent relationship keeping privacy as a moderating variable.

Keywords: *Adolescents, Social Media, Privacy, Parents, Relationship, Moderating variable*

Introduction

The use of social media has become an integral part of human lives. It is almost impossible to withhold from screen time in modern times. This can be attributed to the fact that social media provides avenues to help people connect socially. But, over the past decade, numerous ill effects of social media have also been reported. The OECD (2018) report has shown that over usage of the internet had negative implications, including poor sleep, poor mental health, cyberbullying, a decline of self-esteem or body image concerns, and disordered eating.

On 28th March 2022, BBC News (2022) and Hindustan Times (2022) on 30th March 2022 covered a study on the impact of social media on life satisfaction. The study involved UK teenagers. The news had revealed that social media usage is linked with less life satisfaction in girls aged between 11 and 13 and boys aged 14 -15 years. The same pattern was observed in 19-year-old boys and girls. The study was further extended to large UK households, and results reported that more than 7 hours of daily social media usage caused lower life satisfaction than those who used social media for 3 hours. Also, the usage of social media even impacts future life satisfaction (Apurvakumar et al., 2021).

Several other researches in the past decade reported ill effects of social media like social comparison, racism, negative mental health, depression, loneliness, stigma, trivialization and decline of self-esteem (Aparna et al., 2022; Chaudhari & Pawar, 2021; Kelly et al., 2022; Nath et al., 2016).

This habit was inculcated even more deeply owing to social distancing and lockdowns during COVID-19 pandemic. In research conducted by Apurva Kumar Pandya and Pragya Lodha (2021) on the impact of social media during the pandemic, over-usage of digital devices was reported wherein younger adults spent 8.8 hours and elderly (>65-year-old) spent 5.2 hours on social media. This overindulgence was found to negatively impact health.

Need of the Research

As every coin has two sides, so does social media. As presented in the above section, social media has multiple ill effects, especially on young adults and adolescents. In this nurturing age, it is important for individuals to emotionally blossom and turn into intelligent adults. For this, it is important for these individuals to share healthy relationship with their parents. In this direction, as social media has many ill impacts, it is important to assess if it has also impacted the parent- adolescents relationship. Thus, the present research will assess the same to nurture the existing literature.

Review of Literature

Research conducted by Nesi (2018) showed that social media helps in the transformation of adolescent peer relations in five key ways, including by changing the frequency or immediacy of experiences, amplifying experiences and demands, altering the qualitative nature of

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interactions, facilitating new opportunities for compensatory behaviours and by creating entirely new behaviours. The review also presented a transformation framework applied to adolescents' experiences during the friendship processes, showed that the outcomes differ from the existing approaches of prior peer relations work, and framed a new model for knowing peer relations in the social media context.

Marjorie Hogan (2018) studied the impact of social media and new technology on the lives of pre-teens and teens and showed that there is an extreme usage of various social media platforms. The study mentioned that traditional media impacted the overall public health; however, the effect of the new media is still in its early stages.

The research performed by Michelle O'Reilly and Nisha Dogra (2018) clearly stated that social media is a threat to mental well-being and identified three themes. These themes included social media, which was believed to affect mood. This resulted in anxiety disorders. Further, the researchers mentioned that social media is becoming a platform for cyberbullying and can lead to addiction among adolescents.

Weinstein (2017) conducted an online survey to investigate the role of negative comparisons in the relationship. A sample of six of 507 participants was used. A comparison between Instagram browsing and affective well-being instantly post-browsing experience was conducted. Statistical analysis revealed that regardless of browsing condition, teens who reported higher levels of negative social comparison had significantly worse post-browsing effects than peers who stated less harmful comparison to the stimuli.

Ana Radovic, Theresa Gmelin, and Bradley D. Stein (2017) conducted research on 23 adolescents (18 female and five male) who were clinically diagnosed with depression. The research revealed that the individuals using social media for harmful activities were able to shift their usage of social media for positive activities by undergoing clinical counselling.

The work published by Stefano Eleuteri (2017) studied how social media and social networking services are affecting and altering adolescents' sexuality. The research also assessed how the relationship during their first sexual experiences was noted as cyber bullying, sexting, revenge pornography, excessive use of the internet, and risky sexual behaviours. Further, this article has enabled the specialists engaged in working with teenagers or clinicians to understand that adolescents' use of technology is not harmful. Moreover, when a positive approach is made to settle the curiosity and make the adolescent aware of the negative impacts of social media, it can help the adolescents develop their identity, relationships, sexuality, and overall well-being. Additionally, it can enable adolescents to attain privacy and increase online knowledge and safety.

Further, some other key disadvantages of media are displacement, delay or interruption of sleep time (Kim, Jeong, 2015), offers psychologically stimulating content, creates alertness due to hampering the circadian timings (Sherman et al., 2016), and obesity (Mogan MI, 2008), brings risky health behaviours including smoking (Moreno, 2014, Baranowski, Abdelsamad 2012) and drinking, and sexting (by photo, video, or sexually explicit message), cyberbullying, intervention with privacy (Brown, 2000).

Rationale for the study

The existing literature on the impact of social media is enriched with research on the impact of social media on children, adolescents and adults. The literature has shown that if used in the correct manner, social media is a very useful tool. However, owing to its misuse, especially by the immature minds of adolescents, negative implications are overpowering its positives. Further, social media has also emerged as a platform that disrupts the social life of individuals, especially young people.

As stated earlier, adolescence is the age wherein the person is still learning, maturing and experimenting. This age calls for acute attention from the side of parents so that the parents can guide these young individuals and stop them from falling prey to the wrongs in this world. For this, the parent and adolescent relationship should be strong. However, the impact of social media can weaken this relationship. Very few research has been conducted on the impacts of social media on the relationship between adolescents and parents.

Further, very niche research has been done to assess the moderating effect of different variables on the impact of social media. Thus, the present research will work to bridge this gap.

Research Methodology

The present research has been conducted among adolescents living in Chandigarh. A simple random sampling technique was used. A sample size of 207 adolescents has been used in the research. For collection of data, survey methodology has been used. The Internet addiction test developed by Young (1998) and the Perceived privacy invasion scale developed by Hale et al. (2007) were used for data collection.

Linear regression with moderating variable has been used. SPSS 24.0 has been used for doing statistical analysis.

Results

The present analysis has assessed the impact of social media on the parent-adolescent relationship, wherein privacy has been taken as a moderating variable.

The hypothesis tested is as follows-

H01: There is no significant impact of social media on parent-adolescent relationship keeping privacy as a moderating variable

For testing the hypothesis, linear regression has been used

For testing the hypothesis, linear regression has been conducted as below-

Table 1
Model Summary

Model Summary [c]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.841[a]	0.707	0.706	0.66	0.707	494.897	1	205	0
2	.847[b]	0.717	0.714	0.651	0.01	7.004	1	204	0.009
a. Predictors: (Constant), social media									
b. Predictors: (Constant), social media, Privacy									
c. Dependent Variable: Relationship									

It can be inferred from Table 1 that R square for interaction of social media and relationship is 0.707 that is 70.7% changes in relationship of parent-adolescent is because of social media. Further when privacy in introduced in the model as moderating variable, the changes increase to 71.7% that is an increase of 0.010 was witnessed in R-square.

Table 2
Anova Table

ANOVA [a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	215.559	1	215.559	494.897	.000[b]
	Residual	89.291	205	0.436		
	Total	304.85	206			
2	Regression	218.523	2	109.262	258.197	.000[c]
	Residual	86.327	204	0.423		
	Total	304.85	206			
a. Dependent Variable: Relationship						
b. Predictors: (Constant), social media						
c. Predictors: (Constant), social media, Privacy						

Further both interaction of social media and relationship and interaction of social media (in presence of privacy) and relationship are statistically significant (p<0.05). Further, with introduction of privacy as a moderating variable, the F-value reduced thereby depicting a better fit of collected data on the alternate hypothesis. Thus, null hypothesis can be rejected as it can be stated that there is a significant negative impact of social media on parent-adolescent relationship keeping privacy as moderating variable.

Thus, the study concluded that privacy does moderate the relationship between social media and parent-adolescent relationship.

Table 3
Coefficients Table

Coefficients [a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-0.039	0.118		-0.328	0.743	-0.272	0.194
	Social media	0.992	0.045	0.841	22.246	0	0.904	1.08
2	(Constant)	-0.286	0.149		-1.916	0.057	-0.58	0.008
	Social media	0.863	0.066	0.731	13.141	0	0.734	0.992
	Privacy	0.223	0.084	0.147	2.646	0.009	0.057	0.388
a. Dependent Variable: Relationship								

Both with and without privacy as a moderating variable, the coefficients are significant (p<0.005). Further, without moderating variable, relationship of parent-adolescent changed by 0.992 units if social media was changed by one unit. On introduction of privacy as moderating variable, relationship of parent-adolescent changed by 0.863 units if social media was changed by one unit and 0.223 if privacy was changed by one unit.

Conclusion

The present research assessed the privacy as a moderating variable while assessing the impact of social media on parent-adolescent relation. The study concluded that social media has a negative impact on the parent-adolescent relationship, which further degrades the involvement of privacy. This study found that adolescents consider their parents to be invading their privacy, which further degrades their relationship with their parents. In this direction, many researchers in past have researched and have found social media to strain the relationship of young adults/ children/ adolescents with their families (Duggan et al., 2015; Procentese et al., 2019; Redmiles, 2018). The present research is one of a kind that has considered privacy as a moderating variable and has studied the impact of social media on parent-adolescent relationship.

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PSYCHOLINGUISTICS IN LANGUAGE TEACHING FOR THE VISUALLY IMPAIRED

ABSTRACT

This study explored the application of psycholinguistic principles in language teaching for visually impaired individuals. By employing qualitative and theoretical approaches, the research reviews psycholinguistic theories and teaching methods, such as the natural method and total physical response, to address visually impaired learners' unique cognitive and sensory needs. The findings highlighted the importance of adaptive teaching strategies, including multi-sensory materials, Braille-based learning, and adaptive technology, to enhance language acquisition. The study underscores the necessity of tailored pedagogical approaches to meet the diverse challenges visually impaired students face in language learning.

Keywords: Language Teaching, Education, Language Learning, Psycholinguistics, SpecialEducation

Introduction

Acquiring a second language involves gaining proficiency in linguistic, communicative, and cultural aspects through exposure, interaction, and practice, as noted by Ellis (1997). Insights from psycholinguistics elucidate how learners process and retain vocabulary, as highlighted by Purba (2018), who asserts that psycholinguistic insights enable educators to develop strategies enhancing vocabulary retention and retrieval. This paper explored the application of psycholinguistic principles in teaching a second language to visually impaired students. By incorporating these principles into language instruction, educators can tailor their methods to accommodate the diverse cognitive capacities of learners.

Developmental psycholinguistics describes the progression from single words to complex sentences and the acquisition of morphosyntactic, phonological, and lexical elements. Principles from psycholinguistics and educational psychology can inform classroom dynamics, particularly regarding the specific needs of different student groups.

Certain conclusions can be drawn by connecting psycholinguistic insights into the language learning process with the unique needs of visually impaired learners.

Review of Literature

Psycholinguistics and second language acquisition provide a clearer understanding of language learning and help create the best-suited pedagogy. Pettito and Marentette's (1991) study on babbling in the manual mode among infants exposed to sign language can be correlated with the language learning experiences of visually impaired individuals. While the study focuses on deaf infants learning American Sign Language (ASL), its concepts can extend to visually impaired learners, emphasizing the role of modality and sensory input in language acquisition. Visually impaired infants might engage in vocalizations or tactile explorations that contribute to their language development, paralleling the manual babbling observed in the study.

Holbrook and Koenig's 'Foundations of Education: Volume II: Instructional Strategies for Teaching Children and Youths with Visual Impairments' provides a comprehensive view of education strategies for visually impaired students. This work covers various aspects of education, including language learning, orientation and mobility, assistive technology, and social skills. By analyzing this work, educators can gain insights into integrating students into mainstream educational settings, adapting classrooms, and collaborating with educators, parents, and specialists to enhance visually impaired students' learning experiences.

Background of the Study

Effective language learning methods are crucial for visually impaired individuals, particularly blind students, due to their unique challenges. The lack of visual cues, such as

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gestures and written materials, hinders comprehension of non-verbal cues and contextual information. Visual metaphors and analogies pose difficulties, and many language-learning materials depend on inaccessible visual media. The scarcity of inclusive resources further hampers their language-learning journey.

Significance of the Study

Developmental psycholinguistics outlines language acquisition from single words to complex sentences, involving morphosyntactic, phonological, and lexical elements. Psycholinguistic and educational psychology principles inform classroom dynamics and cater to the specific needs of different student groups. These insights provide diverse assessment tools, optimize input and output, facilitate error analysis, recognize individual variations, and inform pedagogical decisions for teaching visually impaired students.

Objectives

The objectives are:

To Investigate the application of psycholinguistic principles in teaching a second language to visually impaired students.

To Identify the unique challenges faced by visually impaired learners in language acquisition.

To Propose adaptive teaching strategies to enhance language learning for visually impaired students.

Hypotheses

Psycholinguistic principles can significantly enhance the language learning experience for visually impaired students.

Adaptive teaching strategies tailored to the sensory needs of visually impaired learners can improve their language acquisition outcomes

Methodology

This study employs a qualitative and theoretical approach grounded in the humanities to explore the integration of psycholinguistic principles into language teaching methods for visually impaired individuals. The following steps outline the research methodology used in this study:

Literature Review: A comprehensive review of existing research and theoretical perspectives on psycholinguistics, visual impairment, and language teaching methods. Primary sources include academic journals, books, and reputable online databases.

Research Paper

Theoretical Framework: Utilizing a psycholinguistic framework to analyze how visually impaired learners process language information differently due to their sensory impairments. This includes examining cognitive processes, cross-modal plasticity, and multi-sensory integration.

Comparative Analysis: Evaluating the applicability and effectiveness of various language teaching methods for visually impaired learners. Methods include the Natural Response Method, Total Physical Response (TPR) Method, Auditory-Verbal Approach, Multi-Sensory Material Use, Braille-Based Language Learning, and Adaptive Technology Integration.

Theoretical Synthesis: Proposing a comprehensive framework for language teaching methods tailored to visually impaired learners, integrating psycholinguistic principles with practical teaching strategies. This framework will be conceptually applied to hypothetical classroom scenarios to illustrate its practicality and effectiveness.

Ethical Considerations: Discussing the inclusivity and accessibility of education for visually impaired learners, including equity in education and cultural sensitivity.

Discussion

Psycholinguistics provides insights into how occipital lobe damage affects cognitive functions, especially language learning. This damage can lead to significant visual impairments impacting various aspects of language acquisition. Key effects include:

Visual MemoryDamage to the occipital lobe can hinder visual memory, making it challenging to retain and recall visual information such as written words or visual cues in language learning.

Visual Metaphors and AnalogiesUnderstanding language concepts often involves visual metaphors or analogies. Visually impaired individuals may struggle to grasp these explanations, hindering their ability to understand abstract language concepts.

Integration of Sensory Information: The occipital lobe integrates visual information with inputs from other senses. Damage can affect how individuals process and comprehend complex language input, reducing overall language understanding.

Visually impaired individuals may face specific neurological challenges in language learning due to the brain's adaptation to the lack of visual input. These challenges include:

Cross-Modal Plasticity: The brain can reorganize sensory functions when one sense is lost. For visually impaired individuals, areas typically associated with visual processing might become more involved in processing information from other senses like touch and hearing, impacting language learning strategies.

Sensory Compensations: Visually impaired individuals often rely more on hearing and touch. This reliance can lead to differences in how auditory and tactile information is processed, affecting pronunciation, phonological awareness, and language comprehension.

Spatial Representation: Visual input is crucial for spatial cognition. Visually impaired individuals might rely more on auditory and tactile cues, influencing their ability to understand spatial language concepts like prepositions and spatial descriptions.

The Natural Response Method emphasizes real-life interactions and authentic communication. Visually impaired students can engage in conversations, group discussions, debates, or role-play activities that simulate everyday scenarios. This promotes spontaneous verbal expression, allowing students to practice listening, processing, and responding in real time.

The Auditory-Verbal Approach uses auditory input as a primary means of language learning. Visually impaired students can engage in listening exercises, dialogues, and audio-based activities to enhance their ability to recognize speech patterns and tones. This method helps them focus more intently on auditory and tactile cues of language, promoting a heightened awareness of speech patterns, intonations, and nuances.

The Total Physical Response (TPR) Method integrates movement and language learning. For visually impaired students, this can involve tactile and kinesthetic elements. They might follow instructions to touch, feel, or manipulate objects in response to language cues, associating language commands with corresponding actions.

Multi-sensory material use caters to diverse learning needs by combining tactile, auditory, and olfactory elements. Tactile materials like raised images, Braille texts, and tactile diagrams provide a tangible connection to language concepts, facilitating comprehension and retention.

Braille-based language learning is crucial for visually impaired individuals. They can engage with Braille texts, write in Braille, and practice language skills through tactile materials, ensuring equal access to learning resources.

Adaptive technology including screen readers and voice recognition software, empowers visually impaired students in language learning. Screen readers allow access to digital texts, and voice recognition tools enable active participation in language activities.

Task-Based Language Teaching (TBLT) tailors learning to practical tasks reflecting real-life situations. Visually impaired students can engage in listening to and interpreting audio scenarios, participating in dialogues, and interacting with simulations, enhancing their exposure to authentic language input.

Suggestopedia introduced by Lozanov also known as the 'super learning' method, aims to create a relaxed and positive learning environment. Although often associated with visual elements, aspects of this method can be adapted for visually impaired learners. Calming and soothing auditory elements can create a relaxing ambience, while guided visualization exercises using vivid descriptions and tactile metaphors help them immerse in language concepts.

Conclusion

Language learning for visually impaired learners is a multi-faceted journey that requires careful consideration of their unique needs and abilities. While they can benefit from many of the same teaching methods as sighted individuals, there are important adaptations and strategies that must be employed to ensure an inclusive and effective learning experience. Understanding the neurological challenges faced by visually impaired learners, such as cross-modal plasticity,

AN ASSESSMENT OF THE SUBJECT-SPECIFIC COMPETENCIES AND TEACHING-LEARNING METHODOLOGY OF THE SOCIAL STUDIES CURRICULUM IN SECONDARY EDUCATION

Research Paper

ABSTRACT

The presentstudy examined the current status of social studies instruction in Indian schools, focusing on Kerala, and assesses the method in light of the subject competencies that the country's highest education bodies have prescribed. Thisstudy evaluated the degree to which social studies students have realized subject-specific competencies. The subject-specific competencies are mapped out, and their importance in incorporating them into the current teaching and learning process in the classroom is highlighted. The study concluded that the current teaching and learning methods in social studies do not help students achieve the necessary subject-specific competencies.

***Key words:** Competency Based Education, social studies, learning outcomes*

Introduction

Students today are expected to become tomorrow'sleaders, creators, artists, and scientists tasked with developing a new future while addressing current problems (Srinivasan, 2020). Developing competencies is crucial for students to navigate their educational, living, and employment journeys (Seema Shukla, 2021). The learning competencies consist of knowledge, skills, and attitudes, which students use in novel or challenging situations (NCERT, 2018). They expand and synthesise their knowledge, cognitive preferences, and practical skills. Competencies are a combination of attitudes, abilities, and knowledge students use and develop when presented with unfamiliar or challenging circumstances. They strengthen and supplement the knowledge, thinking processes, and skills they already possess. It is widely recognised that having knowledge of theories, concepts, and techniques and applying them to specific fields requires specific competencies (Book, 2014). Each competency outlines the knowledge, understanding, skills, and attitude of learning outcomes.

Objectives

The objectives of the study are

i. To describe essential concepts of skill, ability, competence, learning outcome, and Competency-Based Education in Social Studies.

ii. To evaluate the qualification frameworks and Competency-Based Education in Social Studies.

iii. To evaluate the fundamentals and practices related to Competency-Based Education.

Methodology

For this study, a convergent design, a mixed methods research loom, is used to gather and examineboth qualitative and quantitative data simultaneously. The research involved data collection and its examination separately, combining the results, and contrasting the obtained results to gain a comprehensive understanding. The research aimed to reach a conceptual accord on Competency-Based Education (CBE) and evaluate it in an environment with the current practice of social studies teaching-learning process at secondary schools. The majority of the data used in the study came from a review of pertinent literature.

One additional way of gathering data is using a questionnaire divided into two sections: one for defining concepts related to CBEand the other for defining ability, competence, skill, and learning outcome. It was up to the participants to select and determine which definitions fit each concept. They might also offer suggestions based on their

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ideas. Participants were asked to indicate whether or not they agreed with the ten definitions of CBE that were presented in the second section. Before the questionnaire was finalised, expert opinions were obtained.

The study used descriptive statistics, content analysis, and descriptive analysis methods to analyse data collected from participants on the definitions of Conceptual Belief (CBE). The first section involved participants marking the concept and expressing their suggestions through open-ended questions. The data from 15 items was analysed using descriptive statistics, and verbatim quotations were elicited. The second part described the respondent'spoint of conformity on CBE definitions using percentages and frequencies. A deductive approach was used to examine the concepts described clearly and theoretically. Descriptive analysis consists of creating a framework, processing data by the thematic structure, relating findings, and interpreting the results. Here, the study useddeductive content analysis through stages such as pointing and matching the themes, establishing codes and arriving at conceptual themes, and then describing and interpreting the relevance of findings.

As part of the framework, a scientific literature examination was carried out to evaluate and present the available scientific studies on input concepts such as curriculum competencies in social studies, competency-based education, outcome-based education, and qualifications frameworks. The research focused on educational sciences and included studies on Competence-Based Education and other related concepts. The learned scholar's opinion was also sought to guarantee the content validity of the data drafted from the literature review.

Competencies for social studies learning

Our school education programmes are built around subject-specific competencies, which are the epitome of our excellence. Employers and recent studies have noted that more than these competencies are needed to deal with a society that is becoming more complex and moving quickly. Incorporating method-specific, social, and personal competencies into the learning process is essential because it can support students' acquisition and use of their subject-specific competencies (Daugherty et al., 2015). Students acquire and apply competencies, which are sets of attitudes, abilities, and knowledge, to successfully learn, live, and work. Competencies support students in achieving learning objectives and applying what they have learned to novel contexts (Fain, 2015).

Table 1
Subject-Specific Competencies for Learning Social Studies

Competency	Description
Critical Thinking	In social studies, critical thinking is applying logic to investigate subjects, consider problems, and formulate well-informed opinions. Students examine connections between and within social, political, economic, and environmental perspectives and systems; synthesize thoughts from manifold sources when exploring contemporary or historical themes and issues; express agency, integrity, and open-mindedness when addressing concerns that influence society (Tyo, 1979). They also construct reasoned findings based on historical or existing evidence to challenge or assert notions, beliefs, or actions.
Managing Information	In social studies, managing information entails combining data from several sources to comprehend individuals, locations, terrain, occasions, or problems over time. Students investigate historical or modern subjects or issues through a variety of research techniques and sources. Interpret, organise, and disseminate historical, geographical, socio-cultural, political and administrative, economic, ecological or environmental knowledge in a principled manner. Synthesise information to recognize positions of view, themes, or inclinations. Assess the relevance, validity, and reliability of knowledge to deepen and enlarge perceptive of topics or issues.

Problem Solving	In social studies, problem solving entails taking responsibility to implement solutions that address community concerns or problems. When addressing issues, students consider and incorporate both traditional and contemporary approaches. They also determine the origins or aspects of historical or existing troubles or issues. Recognize that problem solutions can establish fresh challenges and may necessitate substitute solutions; choose courses of action with flexibility, creativity, and fairness; and value and recognize varied perspectives on economic, social, political, ecological or environmental problems, as well as appraise impending consequences.
Creativity and Innovation	In social studies, creativity and innovation are about seeing opportunities and acting to bring about change. Students should be able to: Generate opportunities or results to inform, influence, or instigate action on issues; Show initiative, curiosity, and audacity when taking risks to tackle problems; and adjust existing or build up fresh approaches to tackle economic, social, cultural, or environmental issues.
Communication	In social studies, communication entails discussing topics and issues from the past or present while taking the audience, goal, points of view, perspectives, and context into account. Students participate in debates, conversations, or displays that generate meaning and share perspectives regarding past or present-day subjects or problems. They also use appropriate language, protocols, and communication modes to articulate thoughts and hold their positions on issues. Take into account how contexts, viewpoints, experiences, and points of view may affect how something is interpreted individually or collectively. When exchanging ideas on subjects or problems, employ a range of verbal, written, or illustration modes of expression. Show consideration and sensitivity to customs and traditions when exchanging thoughts on experiences, subjects, or problems.
Collaboration	In social studies, collaboration entails fostering and maintaining relationships with others. In order to set and work towards common goals in communities, students must: Show cooperation, flexibility, and compromise; When working in groups, cultivate social awareness and respect for each member's unique contribution; Demonstrate the ability to negotiate, resolve conflicts, or reach consensus when deciding on subjects or problems; Consider other people's values, perspectives, points of observation, and beliefs.

Personal Growth and Well-Being	In social studies, personal growth and well-being focuses on cultivating a sense of self-awareness and identity in order to create wholesome communities and relationships. In order to make wise decisions and bring about change as engaged and accountable citizens, students should: Assess and analyse their own learning. Acknowledge the effects and connections between their decisions on their community and themselves. Use their rights and obligations to form wholesome bonds with others and to claim a position in a free, diverse, and multicultural society. Be tenacious and creative in promoting the welfare of both the person and the group.
Cultural and Global Citizenship	In social studies, Cultural and Global Citizenship entails acting morally to uphold the worth and welfare of people in their communities. When making decisions to support communities, students should: Acknowledge the various political, social, past, physical, financial, and environmental traits that these regions have to offer; Take the initiative and exercise stewardship in advancing thriving, viable communities; Showcase taking initiative, either individually or collectively, to address issues and spur change in a variety of communities; When addressing issues, act with justice, equity, fairness, and empathy.

(Source : Competencies in Social Studies – DRAFT - October 2018).

Methodology and Role of Social Science Teacher

Social science tools and inquiry involve understanding overarching themes and concepts from social studies, integrating knowledge across disciplines like history, geography, economics, government, psychology, sociology, and anthropology. Teachers should use these knowledge and skills to present incorporated teaching in secondary school for the learning of key themes, concepts (Kim, 2015), and modes of inquiry that address the National Curriculum Framework themes.

Motivation and interaction are essential aspects of social studies education, as teachers must comprehend how humans construct, discover, share, and adjust to culture, value its role in shaping lives and society, and formulate informed judgments in an increasingly co-dependent society (NCERT, 2019). Time continuity and change (History) are crucial aspects of social studies education, as educators ought to investigate past structures, values, and beliefs; they should also learn how to conduct historical research and interpretation; and they should comprehend the relationships between choices made by individuals and their outcomes.

Since historical understanding and the concept of time are socially constructed concepts, educators in social studies must educate students about Time, Continuity, and Change at the appropriate school level. To explain and examine structures of historical shifts and continuity, they should make use of fundamental ideas like time, chronology, causality, change, conflict, and complexity. Teachers should explore, construe, and scrutinize multiple historical and modern-day standpoints, employing empathy, disbelief, and significant judgment (Burns, 1979). They ought to provide students with the tools they need to apply concepts, theories, and historical inquiry techniques in order to assess and evaluate public policy-related actions as well as analyze historical and modern developments.

Data interpretation and findings

The research focuses on the perception and definition of concepts such as skill, ability, competence, proficiency, qualification, ability, skill, and learning outcome by experts in educational sciences. The findings are presented in order of research objectives, with quantitative and qualitative data collected using a data collection tool. Document review,

in-depth literature review, and compilation were used to gather data for the second and third research objectives. Participants were asked to evaluate the appropriateness of these definitions, with the matching percentage of their opinions shown in Figure 1.

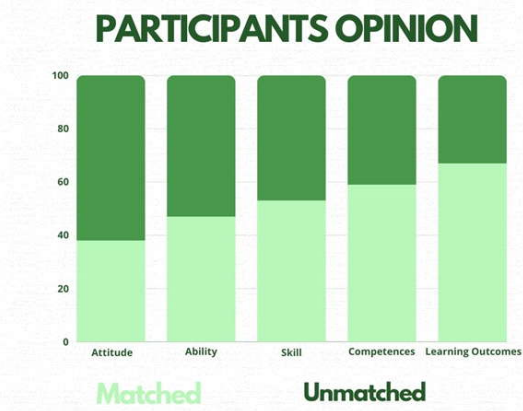**Figure 1 Matching percentage opinions**

Figure 1 illustrates that the concept of learning outcome has the highest matching rate, while the concept of attitude has the lowest. The definition of "learning outcome" in the National Curriculum Framework is "The statements regarding what a learner knows, understands and is able to do on completion of a learning process" is how the framework defines learning outcomes (NCF, 2016). This result suggested that a greater adoption rate is seen for the definition of the term "learning outcome". This conclusion is supported by the fact that since 2001, Kerala's curricula and educational programmers (SSA) have extensively used the term "learning outcome." It has a relatively low matching rate for the competence, skill, and ability concepts that became widely used in education. To provide a better understanding of the outcomes, Table 2 below presents the pertinent findings.

Table 2
Understanding of outcomes

Percentage	Skill	Ability	Attitude	Competence	Learning Outcome
Skill	43	10	8	7	10
Ability	9	54	10	9	7
Attitude	17	9	49	18	12
Competence	9	17	18	54	9
Learning Outcome	18	5	9	6	51
Others	2	3	4	1	6
Suggestions	2	2	2	4	5

Table 2 above shows disagreement among the participants regarding what constitutes competency, attitude, and skill. Of the participants, 40% believed that their definitions of competence matched the concept of competence; the remaining participants believed that their definitions matched the concepts of attitude (21%), skill (18%), and ability (11%). There is a similar situation with the definitions of what constitutes attitude. Although 30% of participants believed that the definitions of attitude found in the literature were connected to the idea of attitude, a sizable portion of participants specifically connected them to the ideas of competence (16%) and skill (21%).

The answers provided to the idea of ability are the most startling feature of the results. The definitions of ability found in the literature are associated with the concept of ability by 35% of participants. In comparison, the concept of attitude is associated with 37% of participants, a higher percentage than that of skills. Competence (16%) is the next concept that matches the definitions of ability. When the participants felt that the definitions provided in the items had nothing to do with the concepts in the options, they were asked to select "Other" and add their concept suggestions in the open-ended question box. The most common ones found in the responses are the terms ability (10%) and skill (7%), written in this open-ended section. This inferred that the participants were unfamiliar with the National Curriculum Framework and the competency-based outcomes of social studies education.

Conclusion

Competency-Based Education is a modern learning approach that has gained international recognition. It involves determining the knowledge, skills, and attitudes expected of individuals in terms of behavior patterns. Then, unique yet flexible experiences are provided to help individuals acquire these behaviors. The discussion on competency-based learning outcomes and exemplars aims to help teachers prepare students for 21st-century challenges in a competitive, globalized world. The results of this study showed that the ideas of skill and learning outcome are widely accepted and utilized. However, the same cannot be said for the ideas of ability, attitude, and competency. More than half of educators today do not use the concept

of ability, as stated in the literature, even though it has a higher matching rate than the other three concepts.

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Research Paper

Education is not the learning of facts, but the training of the mind to think   - Albert Einstein
Education is an ornament in prosperity and a refuge in adversity   - Aristotle
The highest education is that which does not merely give us information but makes our life in harmony with all existence.   - Rabindranath Tagore
Some of the brightest minds in the country can be found on the last benches of the classroom   - Dr. APJ Abdul Kalam
Real Knowledge is to know the extent of one's ignorance   - Confucius
Education is the key to unlock the golden door of freedom   - George Washington.

PARADIGM SHIFTS IN PEDAGOGY AND TECHNOLOGY IN THE CONTEXT OF NEP, 2020

ABSTRACT

NEP 2020 brings about the paradigm shift of pedagogical transformation, curricular reformation, and the promotion of digital education. There are revolutionary changes that promote technology, multilingualism, formative assessment, and curriculum pedagogy. Overcoming global challenges like water, food scarcity, pollution, fossil fuels, clean energy, and all we deal with requires people from multidisciplinary fields. People with multiple skills, sensitivity, and critical thinking are more adaptable to new situations. Classrooms are so heterogeneous that teachers have to adopt principles like developing technologies and the proliferation of MOOCs to handle the problems. There is a hard focus on faculty and their empowerment and development. A paradigm shift has already taken place in pedagogy by introducing learner-centred pedagogy. Problem solving method, enquiry based learning and experiential learning should be practised.

Keywords: NEP, Critical Pedagogy, Higher Education

Introduction

The New Education Policy is the Collaborative work of an interdisciplinary committee chaired by eminent educationists, ISRO scientists, Mathematicians, Social Scientists, and renowned persons from different backgrounds like Tribal Studies, minority studies, Knowledge Commission and the Ministry of Education in which School Education, Board Exams have been reformed. Teacher recruitment and career paths will be standardized. Most of the students will be given exposure to vocational education. The non-detention policy and Mid-Day Meal Scheme will continue. Three language formulas, effective governance and efficient resourcing, scholarship, and fellowship have been recommended. Lifelong learning, students' autonomy of learning anytime, anywhere, and anything, MOOC, open learning, basic computing, coding, and the creation of virtual labs are being encouraged. Teacher education programmes will be integrated into multidisciplinary colleges and universities, and upgrading professional education and digitising teacher education has been recommended. The four pillars of the Knowledge Economy, i.e. Education, Innovation, Information Infrastructure, Economic and Institutional Regime, are interconnected and interdependent. The use of social media is encouraged in education and research. Moreover, there is a discussion about some doubts regarding NEP, as online education cannot replace traditional methods. Digital divide, lack of e-contents in regional languages etc., are being the main constraints for Online Education. The main outcome of higher education should be economic growth, responsible citizenship, and the reduction of poverty.

Higher Education Policy- Excellence and Inclusiveness

Indian higher education is the third largest in the world just, after the US and China. Privatization of education and enrolment in private institutions is contributing to a higher enrolment ratio in higher education. Though employability and job opportunities are not keeping pace with it. Besides, Indian universities are not in a good position in Global ranking. Education in India has now become a quasi-public good. There are many emerging issues in higher education in the present context, such as rapid enhancement of technology, resource constraints, and privatization versus quality of education. From an economic perspective, the outcome of educational production is becoming questionable. As for human relations and motivation, psychology contributes much more in this field. There is also an unequal distribution of financial resources and human

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resources, which makes certificates, fees and education differently valued. In this policy, regulatory authority and reformation of governance will be facilitated by public-private partnership.

Making of Knowledge Society: Critical Significance of National Education Policy 2020-

The National Education Policy is the third policy document in independent India and the first policy in the 21st Century, as mentioned by Dr. Kasturi Rangan. These 65-page documentsconsist of four sections: Education, Higher Education, another Key area of Focus and Making it Happen. Restructuring school curriculum and pedagogy in a 5+3+3+4 design. It aims at less content and more critical thinking. Home language or mother tongue for primary education, textbooks with regional content and flavour, and strengthening vocational education are the key topics of discussion. The Government should bridge education and industry. Policy designs the education system from a global perspective to make the college autonomous and a knowledge hub. Regulatory academic Bodies, NRF and NHERA, should grant 6% of the GDP to education. We need to develop our country through employability, education, and public-private partnership. Agro-economy, and IT industry should be bridged together so that holistic development of the society can be possible. There is a discussion of the paradigm shift of implementation of NEP2020. These are Linguistic problems, recruitment-employability opportunities, Teacher development, community engagement, social mobility from the perspective of society, rural psychology and sentiments.

Critical Pedagogy: An Approach in Higher Education

In HEI of India, there is a lot of diversity from the perspective of class, caste, ethnicity and cultural background. The culture, language, customs, everything gets changed with respect to regions in India. Eminent Brazilian Educationist Paulo Freire first described critical pedagogy in his book titled 'The Pedagogy of the Oppressed' in 1968. He critically metamorphosed the traditional Education system with the Banking model. He proposed a Problem-solving method where reality is presented as it truly is, which will make the students critical thinkers, analysers and investigators. Critical pedagogy enables students to reflect on their thinking and values on issues in terms of social,

political, economic, and moral aspects. It will help students to see the issues from different perspectives. As Margaret Mead said, what people say, what people do, and what they actually do not match accordingly. That is why, based on what students read in textbooks and what they face in their lives, they can apply their experience to solve the issues and adapt themselves. NEP sets a vision of an equitable and vibrant knowledge society where learners can get a flexible and quality education. Educators should encourage students to question in a learner-centric approach. Community engagement and local resources would be encouraged to resolve the local problems. In this context, Value Education can make youths sensitized about the issues of inequities, poverty, and undemocratic practices. However, imposing online education would make the digital divide more prominent. So, it is recommended that the Government expand the services in each corner of the country so that everyone can equally access education.

New Directions in Research: Multidisciplinary Perspectives

NEP-2020 recommended the New National Research Foundation for catalyzing quality academic research in all fields. It will direct and grant funds to outstanding peer-reviewed research in colleges and universities. It would encourage multidisciplinary and cross-disciplinary research. However, research in India faces various issues such as lack of adequate funding, unethical practices, no bridge with industry, lack of interface between teaching and research, the dominance of predatory journals, the workload of the Teaching profession, low motivation level, etc. In the postmodern era, there is a diversity of social, cultural and regional concerns. There is a paradigm shift in research ethics. Information Technology has led humans to robots. According to the customer's requirements, the system must provide Custom art. Likewise, in the research field, researchers need to do cross-disciplinary and multidisciplinary research in association with different fields. Researchers need to upgrade themselves with artificial intelligence and virtual aspects. They should have that mental set-up and interest to conduct innovative and outstanding research proposals. Imposing research in teaching can increase unethical practices, so there is a need to have judgment and proper

monitoring systems to lower these practices. Indian researchers have limited academic upbringing to culture cross-disciplinary research. However, in this transition period, educators need to upgrade themselves to do quality and multidisciplinary research with societal, cultural, and regional values.

Status of Languages in National Education Policy

NEP-2020 promotes multilingualism and the power of Languages in teaching and learning. There are several linguistic states like Maharashtra, Kerala, Tamil Nadu, Telangana, Karnataka, Andhra Pradesh, West Bengal, Assam, and Orissa that have their regional languages. Multilinguality is an integral part of our culture. But in the past few years, many languages have been extinct. So, introspection and reassessment of the draft are to be done so that we will avoid repeating the mistakes. Dr. K. Kasturirangan submitted the draft, recommending the need for diversity in education. The three-language formula will be continued in the Indian education system with more flexibility and consideration of national unity. The formula will be implemented with the constitutional provisions of people's sentiments, regions and unions. There are some challenges like marginal society, linguistic Xenocide, Minority language, etc., to be kept in mind. More than 447 languages are there in India (Ethnologue, Lewis at all.), but there is no sign in the Constitution. In NEP, a few paragraphs for the Sanskrit language are written to teach and learn Sanskrit in school. Mother tongue is always encouraged as a medium for education. A survey has revealed that a marginal society has more or less 13 languages in one village. So, it is recommended that three language formulas be followed to create a more democratic and inclusive society. People have to be sensitive to linguistic minorities. It has been reported that Students take Sanskrit subject in their secondary level to acquire more scores. So, more research and scholarly efforts on the Sanskrit field need to be conducted. Besides, foreign language universities have to be established, where different foreign languages like Chinese, German, and Spanish can be taught, and job opportunities can be created. Also, Mother Tongue Education is being encouraged as it is a primary right of children. So, education may be provided to children up to class eight through their mother tongue, and hence, society will be more empathetic about their customs and religion and become more democratic.

21st Century Skills and NEP 2020

As teachers, we are responsible for suggesting and thinking about the education system and changing society. So, one should respect diversity and culture. As a teacher, there should be some community engagement, philanthropic efforts, and conceptual understanding. Teachers should take care of the methods of assessment and the unique capabilities of students. Critical thinking and creativity are the two important skills of today's Education system. There should be a continuing process to academic structure, from primary to Postgraduate structure, which is the key principle of NEP. Discovery-based learning, introspection ability, critical thinking, project-based learning, logical thinking, emotional development, etc., emerge as 21st-century skills—they need interactive classes where the dependency on textbooks would be reduced. Students need to be encouraged to think critically and ask relevant questions so that critical thinking and analysing abilities can be developed. There are not only soft skills, but teachers also have to develop survival skills, learning skills, or competencies. The term 21st-century skills can be described as a broad set of knowledge, work habits, and transferable skills. In 1996, Delor's report recommended Learning to do, learning to know, and learning to be, i.e. developing character, learning to live together, i.e. collaborative as man lives in society. In Social Networking sites like Facebook and Twitter, people can express their views, actions, etc. People should learn to express themselves; they may have different opinions, but it's a skill how somebody expresses. Education should focus on those learning. Students need these survival skills to survive in the workplace and in society. Students should be able to deal with their problems and solve them by logical thinking. They must be adaptable to new environments. They can emerge as an entrepreneur and employ others. There should be changes inside the classroom with respect to society, as school is a miniature of society. The methodology has to be upgraded with generation change. Effective teaching and learning would take place on methods that are being used inside the classroom by the teachers. It is the new normal to learn how to deal with the revolution and explosion of information.

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Conclusion

The United Nations Development Programme recommended the sustainable development goal of offering inclusive, equitable, quality education. It encourages relevant skills like entrepreneurship abilities and professional and vocational skills development. Sustainable development Goal emphasizes sustainable lifestyle, gender equality, lifelong learning, human rights, peace and value education, increased supply of quality teachers, etc. After about a decade, the NEP 2020 has been accepted by the cabinet. This is a policy document, not a plan of action. It suggested some reformation and strategies that can be implemented. It is also not based on any educational survey study as laid down by the Kothari Commission. The basic principles of this policy can be categorised into 3C's i.e.- Commercialisation, Centralisation, and Communalization. Concluding remarks of this NEP, 2020 are as follows-

i.   Equal access to quality education with more inclusiveness.

ii. Preparation of skilled labour and gainful employment.

iii. Foundation of Multilingual and Multidisciplinary Educational Institutions.

iv. Creating a Critical thinker, creative learner, and problem solver to understand people's perspectives and resolve issues.

v.   Applying project-based, experiential learning, enjoyable, holistic, heuristic, learner-centred pedagogy.

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PSYCHOLINGUISTICS IN LANGUAGE...

sensory compensations, and altered brain processing, underscores the significance of tailored approaches. Adapting traditional teaching methods to the sensory preferences of visually impaired learners opens the door to a world of possibilities. Proclamation of AI-assisted technology and generative AI in the literary process. This research paper employs Generative AI and AI-assisted technologies to enhance the writing process, ensuring accuracy, coherence, and comprehensive analysis in exploring language teaching methods for visually impaired individuals.

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