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Editorial

Dear Readers,

A researcher has got a plethora of opportunities and resources available in the recent times while they conduct a good research work. The online available resources which offer open access can be a vital source of information for the researcher while s/he is in his/her initial plan of selecting the research topic as well as while conducting his research, analyzing the data gathered and also while preparing the report. It is always a noble opportunity for us that we provide a platform both in print as well as online to the research enthusiast to publish their research . The initial selection of each article is done on the basis of their fulfillment of evaluation criteria as set up by the Journal submission guidelines. After that it goes for peer review and based on the generated feedback appropriate decision is taken for rejection, modification or acceptance of an article. Once the article gets its final approval it goes to the press for necessary action for its publication on time. In continuance of our previous issuesof our journal this issue has also tried to present a few very interesting and relevant research findings. ICT based teaching learning practices has various implications for our classroom. A paper has tried to present the findings on effectiveness of ICT mediated collaborative practices on students' performance. Another paper studied the emotional intelligence of the students in relation to their academic performance. There is an interesting paper in the form of a case study on assessing the learning difficulties in English and suggestionsfor remedial strategies. Open schooling has got enormous opportunities for the enthusiastic learners. This area again has various issues and challenges. A paper has been included in this issue which tries to evaluate on various assessment practices going on in the open schools system. Self regulated learning is an important skill that has to be developed among the students to assist them in their better learning outcomes. A paper has explored this aspect. Overall this issue is a compilation of research articles which are very relevant and informative in today's educational scenario. We believe the issue will be a fruitful learning experience to the readers.

With Warm Regards

Editorial Board

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CONTENTS & AUTHORS

EFFECTIVENESS OF ICT MEDIATED COLLABORATIVE LEARNING APPROACH ON DEVELOPMENT OF LANGUAGE COMPETENCY IN ENGLISH

Arunima Kumari

(Prof.) Dr.H.K. Senapati

Abstract

This present study is significant for two reasons. First, it proposes a new model of teaching within second language learning by integrating ICT and collaborative learning technique for developing the communicative competence of the learners in English language as well as their achievement in the same subject. By conducting this experimental study researcher tried to develop the language competency among the learners of English at elementary level (class VIII). As it seemed collaborative approach of language learning along with ICT will give ample opportunity to students to learn the communication aspect of language. The findings of the study revealed that ICT mediated collaborative learning is capable of enhancing students performances in English. As the Collaborative learning approach of Teaching English makes the learners acquire a fluent command of the linguistic system, the learners are capable of producing language which is acceptable. The results showed that Collaborative learning approach and ICT together was beneficial for the development of language competency among the learners of class VIII. Moreover, the learners are encouraged to take into account of the social context in which interaction takes place and thereby they are trained in social interaction activities.

Key Words: Collaborative Learning, Language Competency, Information and Communication Technology (ICT), Teaching of English, Zone of Proximal Development (ZPD).

INTRODUCTION

It is a widely known fact that majority of our students are unable to communicate in English fluently and confidently, despite the fact that English is taught to them from an early stage of childhood. A number of factors that account for this lack of L2 fluency in the students includes unsuccessful language policies, unproductive

curriculum, untrained teachers, traditional teaching techniques, over-crowded classrooms, lack of motivation, teacher-centered activities and so on (Malik, 1996, Ahmed, 2004). But when we look at the teaching system from the perspective of English language teaching, one factor appears to be more responsible for this deficiency of communicative skills in our learners that is the lack of concentration on teaching English for communicative purpose. The methodology widely used in our classrooms is teacher centered where teachers are the only active participants during the whole teaching process, they explain, dictate and inform the learners about what to do and what not to do without giving any opportunity to the learners to actively engage themselves in the learning process (Ahmad & Rao, 2013).The National Curriculum Framework-2005 (NCF 2005) lays stress on the use of child's mother-tongue as a medium of learning at the primary level. At the same time Teaching of English in an appropriate manner to enable the child to acquire sufficient proficiency in the language has also been given due importance in the NCF-2005.

Language competence or communicative competence is a term which was coined by DELL HYMES in 1966 in reaction to Noam Chomsky's (1965) notion of "linguistic competence". It is the intuitive functional knowledge of that particular language, and having clear perception and the capability to utilize that understood language to explicate and introduce meaningful texts applicable to the environment and situation in which they are used.

It can be explained with the help of following diagram.

Command over language

Passive Command   Active Command

by understanding   by reading   by speaking   by writing

Receptive process   Creative process
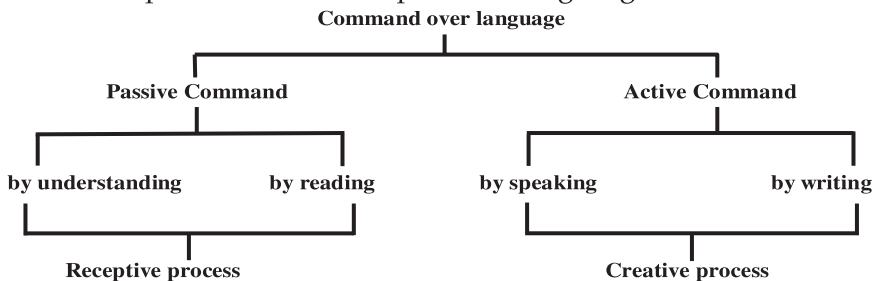
Source - Role of English language in Present scenario in India, Manish Kumar JASRAL, 16 (4), Mar, (2019).

Collaborative learning has been widely applied in education since 1980s for its positive effects such as enhancing motivation and critical thinking skills as well as improving academic performance and long-term retention (Brown, 2008; Dillenbourg, Baker, Blaye, & O'malley, 1996). During the collaborative learning process where social interdependence and interaction take place (Salomon & Globerson, 1989), interpersonal skills, positive attitudes towards group work, and social relationships are also developed. On the other hand, technology, whose applications have been widely used in language education, was found to increase learning motivation and interest, develop positive attitudes towards learning, results in higher-order thinking and better recall, as well as improve language skills (Stepp-Greany, 2002). The advancement of technology has triggered its combination with collaborative learning and application in language classroom. It was assumed that this combination can bring about benefits from both sides. A number of studies advocating technology in support of collaborative learning revealed that the integration of computers into classrooms helps to increase collaborative behavior and social interaction among learners. Learning collaboratively in a technology-based environment was found to generate better learning effects than learning individually. Communication technologies, such as mobile phones and the Internet, are means of bringing people together. The marriage between the computer and collaborative learning has resulted in a new paradigm of learning.

RATIONALE OF THE STUDY

In recent years, the implementation of collaborative language learning in second language teaching has been gaining momentum (Gibbons, 2002). This approach makes second language learning a shared process in which learners work collaboratively towards achieving certain goals and tasks. This concept of collaborative language learning and teaching is based on Lev Vygotsky's sociocultural theory which "combines social environment and cognition" arguing that children learn through social interactions which lead to step-by step changes in children's thought and behavior. Collaborative learning has become not only an essential

concept in the field of education (Kohonen, 1992; Nunan, 1992) but also a well-known and widespread activity in most English as a Foreign Language (EFL) and English as a Second Language (ESL). The findings of research conducted into the use of CL in second language learning have been positive (e.g., Storch, 2002, 2003, 2005; Swain & Lapkin, 1998; DiCamilla & Anton, 1997). The results indicate that CL has a positive effect not only on accuracy in grammar but also on communicative competence. The use of computers and the Internet have changed traditional methods of teaching and learning (Buzzi, Buzzi, Leporini, & Mori, 2012). Fillion, Koffi and Booto Ekionea (2012) ask the best pedagogy to use in teaching. Khaled Besher Albesher (2012) and Ismat Jabeen (2013) also conducted his study on English language teaching: implementing collaborative language learning approach and found collaborative language learning paradigm can effectively facilitate the learners to enhance their communicative skills as a great deal, if implemented carefully and systematically.

OBJECTIVES OF THE STUDY

I) To study the effectiveness of ICT Mediated Collaborative learning Approach on development of English language competency of class VIII students.
ii) To study the effectiveness of ICT mediated collaborative learning approach on development of language competency in prose and poetry.
iii) To study the effectiveness of ICT mediated collaborative learning approach on development of language competency of class VIII students in relation to gender.

HYPOTHESES OF THE STUDY

i) There is significant effect of ICT Mediated Collaborative learning Approach on development of language competency of VIII students in English.
ii) There is no significant difference between the mean test score of class VIII student in prose and poetry taught through ICT mediated collaborative learning approach.

iii)   There is no significant difference between the mean score of boys and girls of class VIII students taught through ICT Mediated Collaborative learning approach.

DESIGN OF THE STUDY

 This study uses experimental design which is the two group Pretest-Post test equivalent Group Design. In this present study the control group were not received any treatment where else the experimental group had received treatment in the form of teaching through ICT and collaborative learning approach.

SAMPLE

In the present study, 180 students from two CBSE Schools studying in two sections (A and B) of class VIII were taken as a sample for the study. In which 90 students were treated as experimental group and the rest 90 students were treated as control group. These students were separated into two groups of experimental and control group on the basis of their intelligence test, each student of experimental group was equated with the corresponding student in the control group.

TOOLS

A unit wise lesson plans based on ICT mediated collaborative learning Approach was prepared and used as instructional tool. An achievement test was constructed and standardized. The achievement test on English consisted of 100 marks developed on the basis of giving weight age to- Objectives like- Knowledge, Understanding, Application, and Skills. The test was divided into two parts of 100 items each. First part belonged to listening and reading comprehension and second part related to speaking and writing ability. Listening and Reading comprehension further divided into literal level of comprehension and evaluative level of listening and reading comprehension which comprised 40 and 60 items respectively. Content like the elements of language (vocabulary, structure, grammar), subject matter in literature i.e.

from prose and poetry, were there. Questions like- essay type, short answer type, objective type etc. were included in the text.

EXPERIMENTAL PERIOD

The researcher, herself conducted the experimentation and provided the students with the required assistance and help to enhance their targeted skills within the collaborative teaching-learning framework. The whole teaching-learning process was carefully monitored and observed. The ICT mediated collaborative training in the experimental CL group consisted of putting the students in sub-groups of five members in total six groups, and making them tackle the task collaboratively. After the completion of three month experimentation, a post-test was conducted to assess the performance of the students. Collaborative approach is applied in one section (Experimental group) and another section (Control group) is taught by the traditional method.

ANALYSIS AND INTERPRETATION OF DATA

The purpose of the study was to discover whether applying a collaborative learning strategy in classrooms could improve and develop the students' Language skills. The major objective of the study was to test the effectiveness of the ICT mediated collaborative learning on development of language competency of students in English

The major objective of the study was to test the effectiveness of the ICT mediated collaborative learning on development of language competency of students in English. The analysis is done according to the formulated hypotheses which are as follows:

i)   There is significant effect of ICT Mediated Collaborative learning Approach   on development of language competency of VIII students in English.

ii)   There is no significant difference between the mean test score of class VIII student in prose and poetry taught through ICT mediated collaborative learning approach.

iii)   There is no significant difference between the mean score of boys and girls of class VIII students taught through ICT Mediated Collaborative learning approach.

The analysis of data in the light of above hypotheses has been presented as below.

Test of Hypothesis 1 : The first hypothesis was for studying the effectiveness of ICT Mediated Collaborative learning Approach on development of English language competency of class VIII students. For this a pre test and post test was administered before and after the treatment on both groups and data were collected and analyzed as follows:
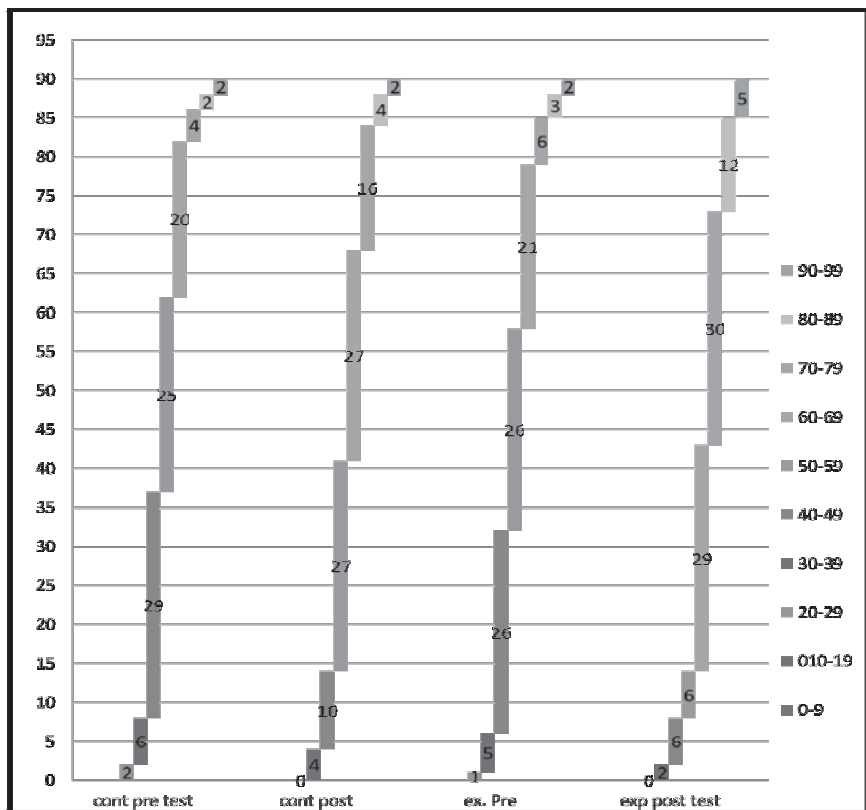
Fig 1 Comparison of distribution of frequency scores of Experimental and Control groups

Table 1 Test of significance between gain scores of experimental and Control groups

Group	N	M	SD	df	CV	TV	Result
Experimental Group	90	15.4	13.71			1.96at .05 level	Significant
Control Group	90	7.92	6.7	178	4.41	2.64 at .01 level	Significant

The above table 1 reveals that calculated value 4.41 is greater than tabular value at .05 and .01 level; hence there is significant difference between the gain scores of experimental group and control group. Therefore the framed hypothesis is accepted and it can be concluded that there is a significant effect of technology mediated collaborative learning on the development of language competency of the class VIII learners. The comparison of means and standard deviation of experimental and control group is shown in following figure 2.
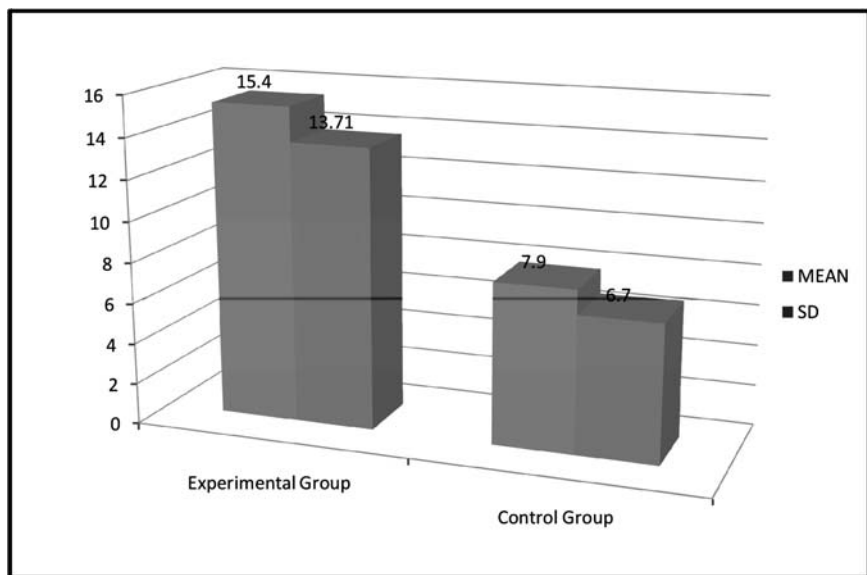
FIG: 2 Comparison of mean gain scores of experimental and Control groups

The analysis and interpretation of the collected data reveals that students taught through ICT mediated Collaborative Learning performed significantly better than the students taught through traditional method. Thus the students taught through ICT mediated Collaborative Learning Approach gains significantly higher score as compared to their counterparts taught through traditional method. The major findings of Gokhale & Young (2003) also strengthen this finding. The present study also support the findings of the previous study that constructivist approach of teaching enhances student actions and group conversation, and provide empirically grounded support to learning teams and thus enhances their learning ability. The above finding is also supported by the findings of Thadphoothon (2005) & Pikki (2011), they also found ICT mediated collaborative learning enhances the achievement of learners in language learning.

Test of hypothesis 2 : The second hypothesis was to test the effectiveness of ICT mediated collaborative learning approach on development of language competency in prose and poetry among class VIII students. To analyses this hypothesis gain scores of prose and poetry in relation to experimental group was calculated and test of significance was done between the net mean gain scores of prose and poetry. The analysis of this has been presented below.

Fig 3 Comparison of frequency of scores of Experimental and Control groups in relation to prose

Fig 4 Comparison of frequency of scores of Experimental and Control groups in relation to poetry

Table: 2 Comparison of gain scores of prose and poetry in the experimental group

Group	N	M	SD	df	CV	TV	Results
Prose	90	4	11.3	178	.64	1.96at .05 level	**Not significant**
Poetry	90	3.03	8.03			2.64 at .01 level	**Not significant**

The above table 2 reveals that calculated value .64 is less than tabular value at .05 and .01 level; hence null hypothesis is accepted and it can be concluded that no significant difference was found between the gain scores of prose and poetry. Therefore it can be interpreted that

the technology mediated collaborative learning is equally applicable for the teaching of prose and poetry. And the comparison of means and standard deviation of prose and poetry is shown in following figure 5:
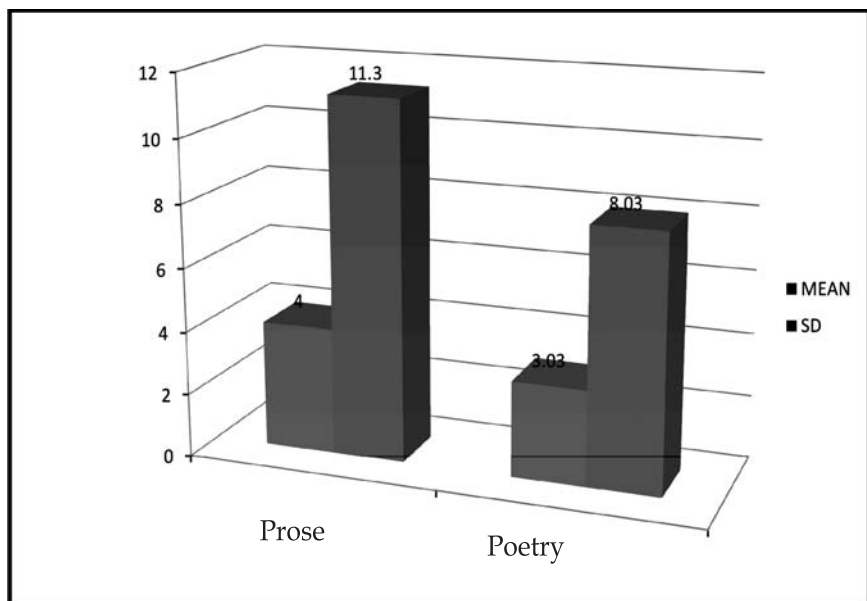
Fig: 5 Comparison of gain scores of Prose and Poetry

Test of hypothesis 3 : The third hypothesis of the study was that the mean achievement score in English language of class VIII boys taught through ICT mediated collaborative learning approach will not differ significantly from that of their girl counterpart. To test this hypothesis gain scores of boys and girls in relation to experimental group was calculated and test of significance was done between the net mean gain scores of boys and girls which has been presented in table 3. For this the frequency scores of prose and poetry were also calculated, and is shown in the figure 6 and 7.
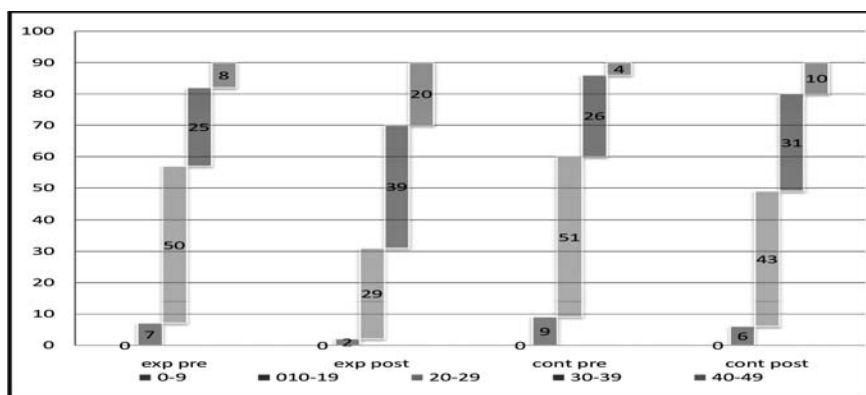
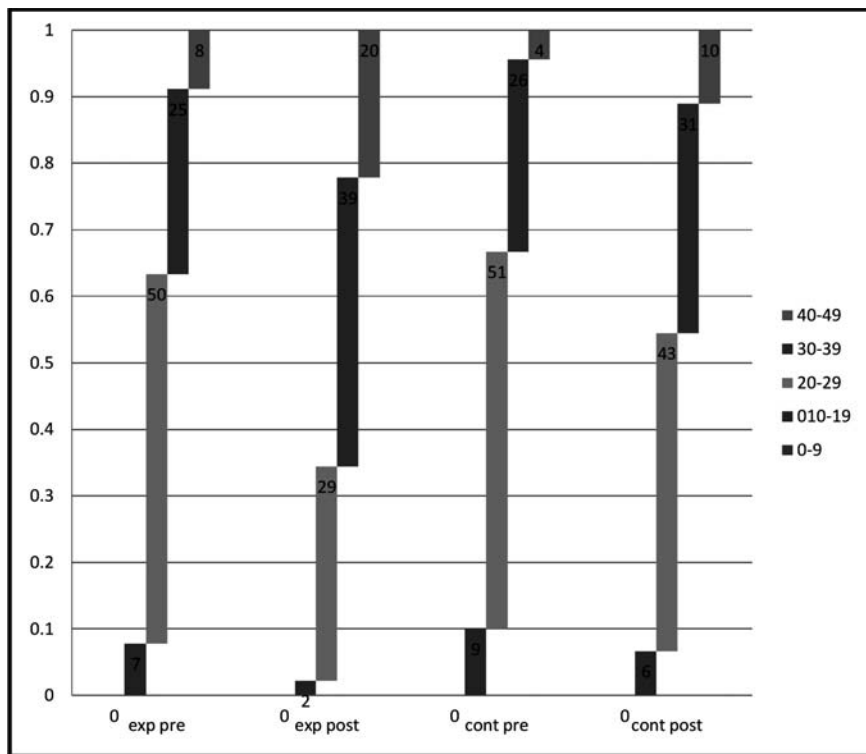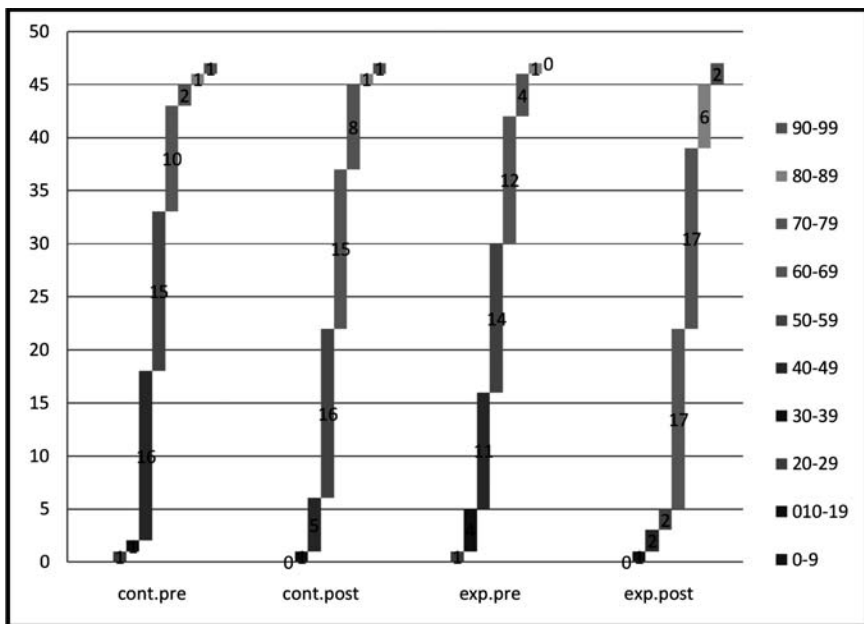**Fig 6 Comparison of frequency of scores of Experimental and Control groups in relation to boys**
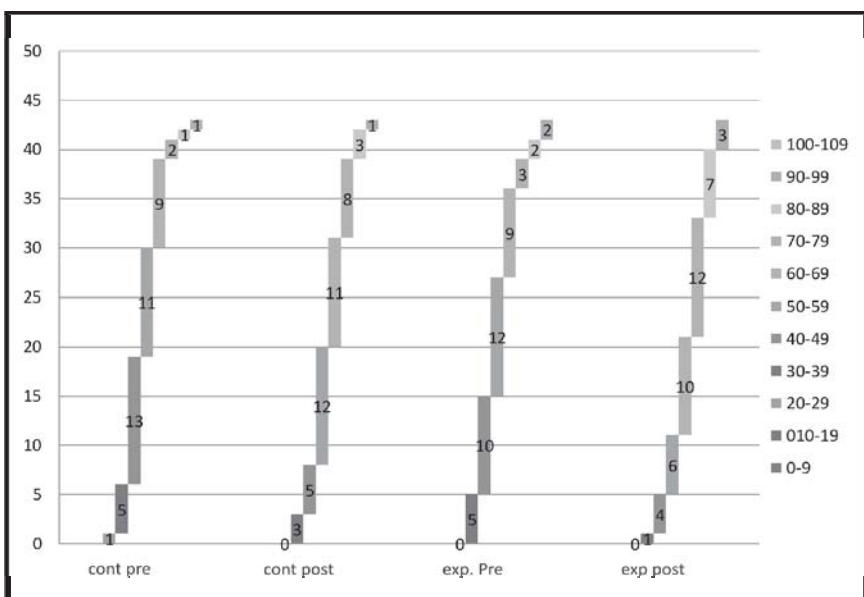
Fig 7 Comparison of frequency of scores of Experimental and Control group in relation to girls

Table: 3 Comparison of gain scores of boys and girls in the experimental group .

Gender	N	M	SD	df	CV	TV	Result
Boys	47	8.3	17.6			2.01 at 0.5 level	Not significant
Girls	43	6.3	17.5	88	0.52	2.5 at .01 level	Not significant

The above table 3 reveals that calculated value 0.52 is less than tabular value at .05 and .01 level; hence null hypothesis is accepted and it can be concluded that no significant difference was found between the gain scores of boys and girls. Therefore it can be interpreted that the technology mediated collaborative learning is gender independent. The above finding is also supported by the findings of, Badiyani(2008), Ya-Chi Chein (2011), Xianghu LIU(2013).
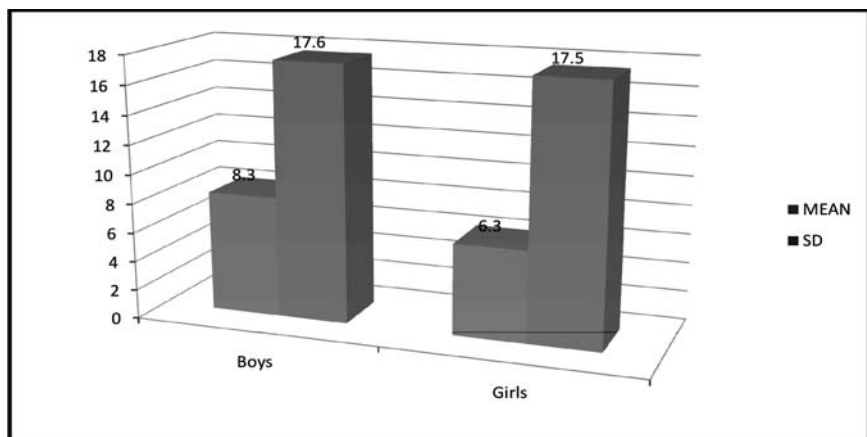
FIG: 8 Comparison of gain scores of boys and girls in the experimental group.

CONCLUSION:

To sum up, this research is one of the first studies to have investigated the impact of using ICT mediated collaborative

learning as a strategy to improve the English communicative competence (listening, speaking, reading and writing skills) of ESL students. This study adopted as a theoretical basis of Vygotsky's theory of the ZPD, which emphasizes the role of experts in developing the skills of less advanced individuals through collaboration. The Collaborative learning approach of Teaching English makes the learners acquire a fluent command of the linguistic system. The learners are capable of producing language which is acceptable and the results showed that Collaborative learning approach and ICT together were beneficial for the development of language competency among the learners of class VIII. Thus, teaching learning strategy based on ICT mediated Collaborative learning Approach facilitates and creates a great interest in exploring different aspect of language and give them a chance to collaborate, discuss and create knowledge. It was developed by the teaching of both prose and poetry. Moreover, the learners are encouraged to take into account of the social context in which interaction takes place and thereby they are trained in social interaction activities.

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STUDY OF EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Dr. Manoj Kumar

Neha Suruchi Minz

Abstract

The study was undertaken to examine the Emotional Intelligence and Academic Achievement of Secondary School Students. The sample of the study comprised of 160 secondary school students (80 boys and 80 girls) of class 10th grade selected randomly from various secondary schools of Jamshedpur city of East Singhbhum district. The study was done on the basis of locality, management and gender. The data was analysed with the help of mean, standard deviation, t- test and correlation. The findings of the study revealed that there is a positive correlation between emotional intelligence and academic achievement of the secondary school students. The study further reveals that there is no significant difference between boys and girls with respect to emotional intelligence and also their academic achievement. Whereas it is found that there is a significant difference between rural and urban secondary school students in the aspects of emotional intelligence and academic achievement. Also there is a significant difference found between private and government secondary school students in respect to both emotional intelligence and academic achievement.

Keywords: Emotional Intelligence, Academic Achievement, Secondary School Students

INTRODUCTION

Education is an important tool for everyone to succeed in life and get something different and helps a lot in lessening the challenges of difficult life. Knowledge gained throughout the education period enables each and every individual to be confident about their life; it opens various doors to the opportunities of achieving better prospects in life. In such a competitive world, it is must for all to have good education. Educational Psychology is one of the many

branches of Psychology dealing mainly with the problems, processes and products of education. In other words, educational Psychology may be defined as the branch of psychology which studies the behaviour of the learner in relation to his/her educational needs and environment. In this context, the emotion plays quiet a significant role in providing directions to behaviour and thus shaping the personality according to their development. Crow & Crow (1973) has defined emotions as "Emotion is an affective experience that accompanies generalized inner adjustment and mental and psychological stirred-up states in the individual and that show itself in his overt behaviour". The ability to control the emotions has become important for the students as not to be carried away by the flow of negative and evil elements which may create a hindrance in the academic performance of the students. The management of emotions has given rise to the most talked term "Emotional Intelligence". Lam and Kirby (2002) are of the opinion that Emotional Intelligence involves perceiving, understanding and regulating emotions.Kanoy (2011) says - Emotional Intelligence helps people to solve real world problems,manage stress and in decision making, etc., and it acts as an indicator of an individual's social interaction. From the above definition is clear that Emotional Intelligence is the ability to identity, assess and control the emotions of oneself, of others and of group. There are five elements identified as the components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills that comprise the field of emotional intelligence. High Emotional intelligence is thought to be a protective factor for mental and physical health (Parker et al., 2001).

In the present world academic achievement is given utmost important for students. Academic achievement has become an index of a child's future in the highly competitive world.Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic achievements by students. To bring the pupil in certainty of successful academic achievements it is highly important to develop their personality with emotional intelligence. (Goleman 1995; Elias Ubriaco, Reese et al ., 1992, Svetlana, 2007) have found that high emotional intelligence can contribute to a

student in the learning process. Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. There has been also seen a close relationship between the emotional intelligence and the academic achievement of the students. Fatima et. al. (2011) conducted a research which indicated a positive and significant relation between emotional intelligence and academic achievement. Svetlana (2007) suggests the need to incorporate emotional intelligence training into Secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement. The findings of the research may also support the need to incorporate emotional intelligence curriculum into college academic programs.

From the above discussion it can be highly assumed that there is a significant relationship between the emotional intelligence and academic achievement. Previously emotional intelligence did not gain much importance in education but with the advent of educational psychology now emotional intelligence has become an integral part of the education. In order to assess the relationship of emotional intelligence and academic achievements of Jharkhand students, where not much of the studies have been reported since the advent of the course, it was very enthusiastically intended to take up this study.

STATEMENT OF THE PROBLEM

Study of Emotional Intelligence and Academic Achievement of Secondary School Students.

OBJECTIVES OF THE STUDY

1. To study the relationship between emotional intelligence and academic achievement of secondary school students.
2. To study the significant difference between emotional intelligence of secondary school students with respect to gender.
3. To study the significant difference between academic achievement of secondary school students with respect to

gender
4. To study the significant difference between emotional intelligence of secondary school students with respect to locality.
5. To study the significant difference between academic achievement of secondary school students with respect to locality.
6. To study the significant difference between emotional intelligence of secondary school students with respect to management.
7. To study the significant difference between academic achievement of secondary school students with respect to management.

HYPOTHESES OF THE STUDY

$H_{0.1}$: There is significant relationship between emotional intelligence and academic achievement of secondary school students.

$H_{0.2}$: There is no significant difference between emotional intelligence of secondary school students with respect to gender.

$H_{0.3}$: There is no significant difference between academic achievement of secondary school students with respect to gender

$H_{0.4}$: There is no significant difference between emotional intelligence of secondary school students with respect to locality.

$H_{0.5}$: There is no significant difference between academic achievement of secondary school students with respect to locality.

$H_{0.6}$: There is no significant difference between emotional intelligence of secondary school students with respect to management.

$H_{0.7}$: There is no significant difference between academic achievement of secondary school students with respect to management.

METHODOLOGY

For investigation and collection of the data descriptive survey method was used to find out the relationship between emotional intelligence and academic achievement and to find out any significant difference between the mean scores of urban/rural, private/government, girls/boys students in relation to emotional intelligence and their academic achievement.

SAMPLE

In the present study, the sample consisted of 160 Secondary School students of Jamshedpur city, East Singhbhum district. For this purpose random sampling was used. Emotional Intelligence Scale as well as Academic Achievement Test was developed by the researcher which had close ended questions with a proper score card which made the research work more at ease.

Table - 1: Name and Number of Urban Secondary Schools from where data was collected

Sl. No	Name of the School	Class Selected	No. of Students	
1.	Amar Jyoti School	X	10 boys	10 girls
2.	Kabir Memorial High School	X	10 boys	10 girls
3.	Sri DevasthanHansrajGoyal School	X	10 boys	10 girls
4.	People's Acadamy High School	X	10 boys	10 girls

Table - 2: Name and Number of Rural Secondary Schools from where data was collected

Sl. No	Name of the School	Class Selected	No. of Students	
1.	Blue Bells English High School	X	10 boys	10 girls
2.	UttkramitUchchVidyalaya	X	10 boys	10 girls
3.	St. Robert School	X	10 boys	10 girls
4.	Birsa Memorial High School	X	10 boys	10 girls

ADMINISTRATION OF THE TOOLS

In the beginning the questionnaire of Academic Achievement and Emotional Intelligence scale was provided randomly to 10 boys and 10 girls of X from each of the 8 selected schools randomly. For the Academic Achievement scale four options were given for each of the question. Emotional Intelligence scale had 35 questions and for each question, numbers were given 1-5 and the students had to circle the number to which was appropriate to them. The responses of the students were collected and used for the further calculations.

STATISTICAL ANALYSIS AND INTERPRETATION

$H_{0.1}$:   There is significant relationship between emotional intelligence and academic achievement of secondary school students.

The framed hypotheses of the study has been analysed and the results has been presented below.

Table 3: Relationship between Emotional Intelligence and Academic Achievement of Secondary School Students.

Variable of Study	N	r	Sig
Emotional Intelligence	160	0.186	Significant
Academic Achievement	160		

The collected data has been analysed using coefficient of correlation technique and the result are presented in table-3.

The obtained coefficient 'r' value between the emotional intelligence and academic achievement is 0.186 . The correlation value shows that the obtained value is significant and there is a positive relation between the two. The positive correlation between emotional intelligence and academic achievement is seen as the student's academic performance is better when they are emotionally intelligent.

The previous study conducted by Fatima et. al (2011) also shows that there is a significant relationship between emotional intelligence and academic achievement whereas the study conducted by Mohzan et. al (2013) shows that there is no significant relationship between emotional intelligence and academic achievement. Various studies have found positive correlation between emotional intelligence and academic achievement and have suggested that there should be a focus on the emotional intelligence also as the academic achievement is effected by the emotional intelligence of the secondary school students. A student when emotionally stable has wider prospects for academic achievement and this forms the base by which the present study is to be imparted.

The above results has been also shown through figure 1.
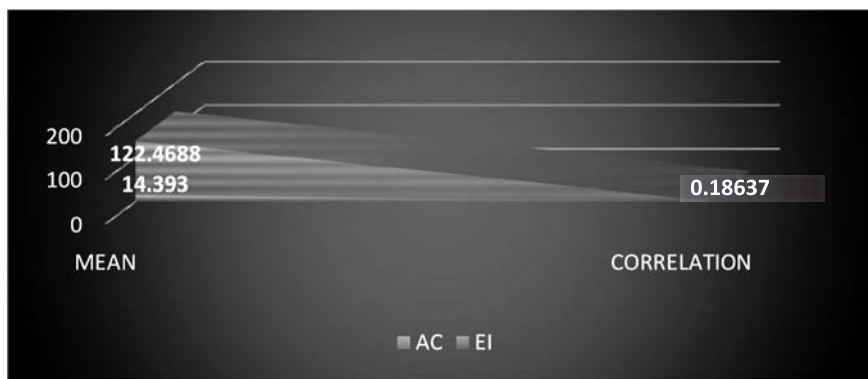
Figure 1 : Relationship between Emotional Intelligence and Academic Achievement of Secondary School Students.

H$_{0.2}$:   There is no significant difference between emotional intelligence of secondary school students with respect to gender.

To test the above hypothesis the t-ratio test has been done and presented below in table - 4.

Table 4: Mean, standard deviation and t- value of mean scores of emotional intelligence of boys and girls.

Gender	Mean	Standard deviation	t- value
Boys N=80	123.81	14.67	1.030*
Girls N=80	121.12	18.16	

*Not Significant at .05 level

The obtained t- value 1.030 is less than that of the table t- value 1.97 for 158 degree of freedom at 0.05 level of significance. The difference is considered to be not statistically significant which clearly indicates that there exists no significant difference between the emotional intelligence of secondary school girls and boys.

There has been an assumption that the boys are more emotionally intelligent than the girls as they know very well to handle the situations without being getting effected by their emotions. But this study proves it that the secondary school girls are equally emotionally intelligent and is capable of understanding their emotions with others, handling relations, controlling emotion in various situations. This is mainly because the girls are being brought out from their comfort zone and now they are getting exposure or experience to various situations which are making them emotionally strong.

The findings of this study is similar to the findings of Oommen (2014) where the study found that there is no significant difference between secondary school boys and secondary schools girls in respect to emotional intelligence. In contrast to this the study conducted by Nadeem (2016) shows that there is a significant difference between secondary school boys and secondary school girls in respect to emotional intelligence where boys showed greater emotional intelligence than girls.

This study has thus reflected that there is no difference in the emotional intelligence of boys and girls which may be because of provision of equal opportunities to both the sexes.

The obtained finding has been presented in figure 2.

Figure 2: Emotional Intelligence of Male and Female

$H_{0.3}$:   There is no significant difference between academic achievement of secondary school students with respect to gender.

The obtained data were analysed and presented below in table-5.

Table 5:   Mean, standard deviation and t- value of mean scores of academic achievement of boys and girls.

Gender	Mean	Standard deviation	t- value
Boys N=80	14.63	3.76	0.53*
Girls N=80	14.27	4.77	

*Not Significant at .05 level

The obtained t- value 0.53 is less than that of the table t- value 1.97 for degree of freedom df (158) at 0.05 level of significance. The difference is considered to be not statistically significant which clearly indicates that there exists no significant difference between the secondary school boys and secondary school girls with respect to their academic achievement.

There has always been a debate over the issue as who has more of the academic achievement, the boys or the girls. But this study makes it quite clear that there is no difference between the secondary school

girls and secondary school boys in respect to academics. From a very long time there were only the boys who were the achievers in academics over the girls.But today the scenario has changed and the girls have equal opportunities for education and even the girls have become competitive and want to excel in their performances. Today the girls are getting equally what the boys are getting and there is no discrimination made between the boys and the girls in any aspect may be of education or career.

The findings of this study is similar to the findings of Oommen (2016) where the study found that there is no significant difference between secondary school boys and secondary schools girls in respect to their academic achievement. The academic achievement of both the boys and girls were found to be similar. The finding has been also represented in fig - 3.
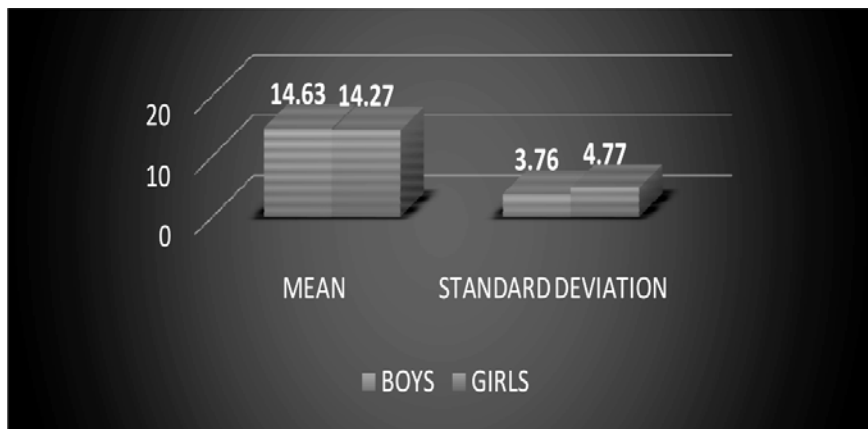
Figure 3:- Academic Achievement of Boys and Girls

$H_{0.4}$:   There is no significant difference between emotional intelligence of secondary school students with respect to locality.

For testing of the above hypothesis data analyses has been done using t - ratio test and the results has been presented in table - 6.

Table 6: **Mean, standard deviation and t- value of mean scores of emotional intelligence of rural and urban secondary school students.**

Locality	Mean	Standard deviation	t- value
Rural N=80	119.26	17.56	2.49*
Urban N=80	125.67	14.81	

*Significant at .05 level

The obtained t- value 2.49 is greater than that of the table t- value 1.97 for degree of freedom df (158) at 0.05 level of significance. The difference is considered to be statistically significant which states that there exists a significant difference between urban secondary school students and rural secondary school students. The study shows that the secondary school students of urban area are more emotionally intelligent than that of the secondary school students of rural area. This may be because the urban area schools involve emotional development of the students where as the rural area schools do not focus on the emotional development of the students.

The findings of this study is similar to the findings of Sinha & Suman (2013) where the study found that there is a significant difference between urban secondary school students and rural secondary schools students in respect to emotional intelligence, the urban secondary school students were found to be more emotionally intelligent than the rural secondary school students. But in contrast to this the study conducted by Subramanyam & Rao (2008) found that there is no significant difference between urban and rural secondary school students in respect to locality. The finding of the present study reflects that urban background students are emotionally more stronger due to more focus on the activities promoting emotional intelligence in these schools. The findings has been also presented in fig. 4.

Figure 4:- Emotional Intelligence of Rural and
Urban Secondary School Students

$H_{0.5}$: There is no significant difference between academic achievement of secondary school students with respect to locality.

The hypothesis has been tested applying appropriate statistical device and the results obtained has been presented in table - 7.

Table 7: **Mean, standard deviation and t- value of mean scores of academic achievement of rural and urban secondary school students.**

Locality	Mean	Standard deviation	t- value
Rural N=80	13.43	4.73	2.85*
UrbanN=80	15.35	3.70	

*Significant at .05 level

The obtained t- value 2.85 is greater than that of the table t- value 1.97 for degree of freedom df (158) at 0.05 level of significance. It is thus concluded that the academic achievement of the urban secondary school students and rural secondary school students are not similar, there is a difference in the level emotional intelligence in respect to locality. The study shows that the academic achievement of urban secondary school students is more than that of the rural secondary

school students. This is mainly because the rural area students do not have better teachers, regular classes, books availability and even the lack of proper infrastructure makes it difficult for the students to perform well in academics. Therefore it can be concluded that the hypothesis is not accepted. There is a significant different in the academic achievement of urban and rural students in their academic achievement. This has been also presented through fig 5.

The findings of this study is similar to the findings of the study conducted by Fatum (2008) where the study found that there is a significant difference between the academic achievement of urban elementary school students and rural elementary schools students. The study showed that the urban elementary school students had a better performance in academics than the rural elementary school students.

Figure 5: Academic Achievement of Rural and
Urban Secondary School Students

$H_{0.6}$:   There is no significant difference between emotional intelligence of secondary school students with respect to management.

The results on data analysis of the collected data has been presented in table-8.

Table 8: **Mean, standard deviation and t- value of mean scores of emotional intelligence of private and government secondary school students.**

Management	Mean	Standard deviation	t- value
Private N=80	126.25	14.41	2.96*
Government N=80	118.68	17.66	

* Significant at .05 level

The obtained t- value 2.96 is greater than that of the table t- value 1.97 for degree of freedom df (158) at 0.05 level of significance. the emotional intelligence of the private secondary school students and government secondary school students are not similar, there is a difference in the level emotional intelligence in respect to administration. The study shows that the private secondary school students' are more emotionally strong than that of the government secondary school students. This is mainly because the government school lack the development of emotional intelligence of students and only focus in the theoretical or bookish knowledge as compared to the private school.

The findings of this study is similar to the findings of Sinha&Suman (2013) where the study found that there is a significant difference between private secondary school students and government secondary schools students in respect to emotional intelligence. According to their study the private school students had high emotional intelligence. The finding has been also shown in fig. - 6.
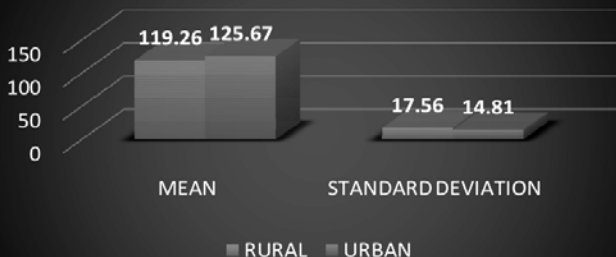

Figure 6:- Emotional Intelligence of Private and Government Secondary School Students

H$_{0.7}$:   There is no significant difference between academic achievement of secondary school students with respect to management.

The collected data were analysed to test the above hypothesis and the result has presented in table - 9.

Table 9:   **Mean, standard deviation and t- value of mean scores of academic achievement of private and government secondary school students.**

Management	Mean	Standard deviation	t- value
Private N=80	16.41	3.85	6.68*
Government N=80	12.37	3.79	

* Significant at .05 level

The obtained t- value 6.68 is greater than that of the table t- value 1.97 for degree of freedom df (158) at 0.05 level of significance. The academic achievement of the private secondary school students and government secondary school students are not similar, there is a difference in the level academic achievement in respect to administration. The study shows that the academic achievement of private secondary school students is more than that of the government secondary school students. This is mainly because the government school students do not have better teachers, regular classes, books availability and even the lack of proper infrastructure makes it difficult for the students to perform well in academics.

The findings of this study is similar to the findings of the study conducted by Fatum (2008) where the study found that there is a significant difference between the academic achievement of private elementary school students and government elementary schools students. The study showed that the private elementary school students had a better performance in academics than the government elementary school students. This result has been also shown through fig. 7.
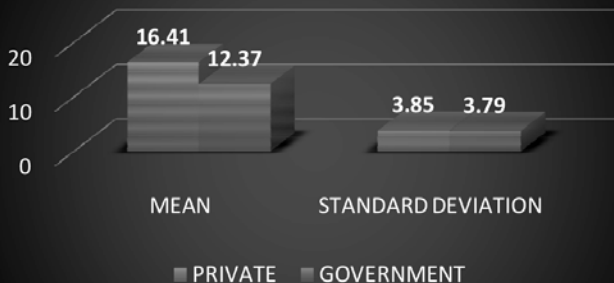
Figure 7:- Academic Achievement of Private and Government Secondary School Students

RESULTS

1. There is a significant relationship between emotional intelligence and academic achievement of secondary school students.
2. There is no significant difference in emotional intelligence of secondary school boys and girls.
3. There is no significant difference in academic achievement of secondary school boys and girls.
4. There is a significant difference in emotional intelligence of urban and rural secondary school students.
5. There is a significant difference in academic achievement of urban and rural secondary school students.
6. There is a significant difference in emotional intelligence of private and government secondary school students.
7. There is a significant difference in academic achievement of private and government secondary school students.

IMPLICATIONS AND CONCLUSION

In India, although the emotional intelligence is not given much emphasis, yet impact can be clearly seen in the academic achievement of the students. It is believed that there is no relationship between the emotional intelligence and academic

achievement but the study shows that there is a positive relationship between the two. Moreover it a myth that the boys are good in academics and even emotionally stronger than girls but the study shows that there is no such difference found between the two. The study has also shown that the government schools lags behind the private schools and have to cover a gap in regards to academic achievement and emotional intelligence of secondary school students. Also, the rural schools in comparison to the urban schools need to meet the pace to reach the level of academic achievement and emotional intelligence. The study also implies that there is a need to incorporate emotional intelligence training in schools for emotional development of the students as there can be seen a strong relationship between the emotional intelligence and academic achievement of secondary school students.

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CONDITION OF ENGLISH AS A SECOND LANGUAGE (ESL) IN THE GOVT AIDED SCHOOLS OF WEST BENGAL

Dr Dwipendu Dhar
Indrasekhar Pal

Abstract

With a view to increase the student enrolment, decrease the rate of drop outs, create an exam free atmosphere, enable the learners to earn a sustainable livelihood after learning concerned regional language and vocational skill, the Govt of India adopted the No-Detention Policy (NDP) in 2009. The Govt of West Bengal introduced the policy in the state in 2010. Ever since its inception, the NDP has been subject to tremendous criticism from the end of the teachers who have always held that it would deteriorate the quality of education because it would generate a lethargy among the students those who work hard for a better result in one hand whereas in the other hand better students would not be properly rewarded. The teachers were feared to become apathetic to various learning issues. Such apprehensions have proved to be true. At the high school, level students are failing miserably. In West Bengal, results start to deteriorate from class IX, particularly in English. Students get promoted from Class I to Class IX without minimum knowledge of the language. Sometimes they even fail to write their own name correctly in English. Some prescribed texts are miles away from their familiar world. Yet, the pattern of the question paper is such that those students who even don't know to write their name in English manage to score handsome marks in exams. There is no doubt that learning to write one's own name is an activity that has to be covered at the lower primary level. The present paper tries to highlight the pathetic situation of English as the Second Language (ESL) at the Govt aided schools in West Bengal due to the NDP, negligence at the lower primary level and the strange question pattern system.

Keywords: English language, No Detention Policy.

INTRODUCTION

Students who got automatically promoted, as Karan Sabharwal

observes in 'No detention policy: Rethinking education system of India' faced "tough challenges when they reach class IX because safety net of no detention policy is till class VIII is not there. The policy has led to the development of lackadaisical attitude of stakeholders towards Indian education system."He felt,"A lot needs to be done and modification in the policy is required to improve the education system in the country and save the future of the country."

The condition of learning English as a second language in the state of West Bengal except major cities like Kolkata, Siliguri, Durgapur and so on projects a pathetic scenario. The researchers decided to portray the condition of English learning in Govt-aided schools. When they talked with the English teachers of different schools, they pointed out several factors behind this.

Sudipta Acharya,an Asst Teacher in English of Bandhnabagram Gandhi Vidyapith, says, "Due to the abolition of the Pass-Fail system, students have been getting promoted to the next class irrespective of the marks they score in the Summative Evaluations. Progress of students is very poor in almost every subject, particularly in English."

Abhijnan Chakraborty, another AT in English in Bolpur NNB High School points out, "Most of the pupils are first generation learners. There is none to guide them properly at their home. They do not get that much exposure to English what is required for. They have a prejudice that English is a difficult subject and cannot be managed easily."

"Modernized teaching learning materials are not applied by the government in case of English teaching. The teacher student ratio is more than 1: 40. So, it becomes difficult for the teachers to pay individual attention to every individual student. Although there is a provision for remedial classes, in many schools there is no para-teacher to conduct such classes," observes Debarati Sarkar, an AT of Beluti MKM High School.

Suparna Roy, of Bolpur NNB High School, is of opinion, "There has

always been a pressure from the guardians to complete the syllabus. Unit tests are also to be conducted at regular intervals. So remedial classes often become impossible to hold."

Ramranjan Chatterjee, Asst Teacher, Charkalgram High School, points out, "Nowadays teachers are burdened with many non-academic works like preparation of database for the Sabuj Sathi Project, Kanyashree project, list of Minority students, enlisting names for SC/ST categories. Naturally they also become exhausted at times. Moreover, in some cases, certain lessons have too long texts with too many exercises. The joy of learning on the part of the students naturally vanishes while dealing with such long lessons."

Roy says, "At the upper primary level, we get students who fail to introduce themselves in English." When asked how the students have been scoring considerable marks in the exams, Abhijnan Chakraborty, her colleague, says the questions are in most cases set in such a way that they score average marks. He further points out, when students encounter true or false type questions, they either write T or F. Often their responses are not correct but they manage to bag certain marks because at least one of their responses turns out to be correct if they write T/F in all the boxes provided for.

Mala Mallick says, the students respond the same way in case of the unseen passage also.

Suparna Roy remarks that cases are not rare the students misinterpret questions on story writing. She often comes across answer scripts where students take the outline of a story writing question as a 'fill in the blanks with appropriate articles and prepositions' type question and write articles and prepositions in between the hints of the question.

The researchers were unanimous that something must be done in the 7th or 8th period to find a way out. Some academically backward students are to be pointed out and certain initiatives should be taken experimentally to remedy the situation.

SIGNIFICANCE OF THE STUDY

The present study will help to understand the progress of English learning as a second language in Govt-aided schools and hint at the solutions so that the avowed objective of teaching and learning of English may be successfully implemented in the English classes. Materialization of such objectives will ultimately enhance the learning outcome on the part of the students so far as the teaching-learning of English as a second language in the Govt aided schools of West Bengal is concerned.

REVIEW OF THE RELATED LITERATURE

Latu (1994) studied aiming to determine factors which might have impact on the learning of English as a second language macroskills (reading, writing, listening, and speaking) by Tongan secondary learners. The study was correlational in design and it worked from a synthetic perspective in that it looked at the way in which many aspects of language are interrelated to make the whole language system.

Subrahmanian (2003), attempted to show how movies, pop songs, and educational radio and television programs could be used in the language classroom to teach English. The demonstrations themselves were very popular and this was reflected in the fact that they earned high ratings on the end-of-course evaluation. The considerable amount of interaction that took place during these classes made them lively, and most teachers seemed to enjoy them.

Wold (2006) observes, "a learner who experiences difficulty and slow progress may not be aware of the causes or problems behind the lack of progress or how to resolve them. Instructors and directors of ESL programs might be unaware of the reasons for or resolutions to the difficulties a learner experience. It is crucial that ESL instructors… to determine the most likely reasons for their predicament and make recommendations, and if necessary, implement accommodations to help them overcome barriers to learning."

Hindi (2011) focused on building understanding how collaborative computing may be used with recommended teaching approaches in ESL courses to enhance student engagement and motivation.

Vijayalakshmi (2016) expresses the opinion, "the teaching learning of English as a subject at all levels of school education has mostly remained examination oriented. In most classrooms, English is taught as a subject based on rote learning rather than for language skills development which would be used by learners in real life situations." She wanted to "provide an alternative mode of teaching to the teacher dominated Indian English classrooms where learners have very little opportunity for active participation and interaction with peers and the teacher in English classroom."

Kumar (2016), in "Developing Speaking Skills of Senior Secondary Students an Exploratory Study" tried "to explore ways and means of helping senior secondary students improve their speaking skills.

Nath (2016), in "Problems In Teaching English In Secondary Schools In North Tripura District" expresses the opinion, "it is quite necessary to undertake a research work in the arena of the English Language Teaching (herein after referred to as "ELT") at the secondary level in the North Tripura District in order to analytically detect the problems in the same field, thus providing logical solutions to them, so that the secondary level students of this district could be proficient in the English language, thereby being able to keep pace with the ongoing phenomena in the universe of knowledge in the era of globalisation."

Adama (2019) says, "Learning a second language is never easy. Learning English as a second language is even less easy. Particularly if you are learning English outside of an English-speaking country. For instance, English language learners in African countries like Nigeria, Ghana, Liberia, Zambia, Malawi, and some other African countries face a lot of challenges because English is not the native language of these countries. Just as there are problems faced in learning English as foreign language, so there are challenges in learning English as second language." He points out several factors

as hindrances to the teaching-learning of English as a second language. They are unqualified teachers, limited learning environment, lack of seriousness among learners, too much use of native language, too much dependence of learners on the teachers, dominance of advanced students in the classroom, and inadequate learning materials.

STATEMENT OF THE PROBLEM

The researchers have chosen the present study in an attempt to see whether learning of English has been successful in generating such a classroom situation in West Bengal in which the teaching-learning system becomes more joyful, whether the learning outcome is satisfactory, whether the teachers have encountered any hindrance in using it and what sort of help is received from the Govt to carry on the project.

DELIMITATION

The study was delimited to the academically backward students of Class V to Class IX of Bolpur NNB High School.

METHODOLOGY

The researchers have followed the Descriptive Survey Method. It is a method which is "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method."(Fox, W. & Bayat, M.S. (2007) "A Guide to Managing Research" Juta Publications, p.45)

OBJECTIVES

The present study aims to evaluate
- Whether the students are able to comprehend the ESL text books provided by the Govt.
- Whether the present method of teaching ESL is sufficient for the learners.

- Whether the students can comprehend and respond to questions related to their surrounding in ESL
- Whether the learners are familiar at all with the English alphabet.
- Whether the teachers are equipped with adequate TLM's to achieve the desired end.
- What are the difficulties in achieving the desired end?
- How such hindrances can be resolved.

ANALYSIS OF THE OBJECTIVE

The ESL text book is provided by the Govt. the book is carefully designed with texts and exercises by a team of chosen experts. The present study aims to find out whether such textbooks are successful in attaining success so far as learning of ESL is concerned.

There are several factors of teaching ESL. At present in West Bengal, the Functional Communicative Approach is followed. The present study wants to find out whether the approach serves the purpose.

Any language learning is an LSRW skill. The present study seeks to analyse whether the learners are able to listen and read aloud/ silently and answer to the questions set for a test.

In an age of moral degeneration, the researchers want to find out whether the learners are acquainted with the idea of moral values and can respond accordingly in ESL when the situation demands.

The paper wants to find out whether the learners possess very simple concepts of grammar and the strength of their vocabulary.

Another objective of this study is to find out whether there is sufficient TLM for the teachers to improve the level of learning on the part of the learners. It will try to see whether the teachers themselves devise certain TLM's to overcome the situation.

There are other hindrances also, like, disinterested students, low enrolment, unavailability of modern facilities etc. The study will not

neglect such issues.

The study will also try to find out ways to solve such hindrances.

DETAILED DESCRIPTION OF THE WORK

So, the researchers decided to find out whether the students have any competency to express minimum information regarding themselves and their families in English or not. If they respond satisfactorily, it may be taken for granted that they have the ability to read a passage, comprehend it and express themselves accordingly.

The following students were selected from different classes of Bolpur NNB High School on the basis of their poor performance in previous Unit Tests:

Sl No	Name	Class	Section	Roll No
01	RANJAN SUTRADHAR	7	A	26
02	ABHI MURMU	7	A	41
03	SOUNAK CHATTERJEE	7	A	33
04	SOVON GHOSH	7	A	55
05	SHUBHAM GUPTA	7	A	38
06	DEEP GHOSH	7	A	40
07	MAHIMUDDIN SK	7	A	44
08	PRABHAT GARAI	7	B	40
09	SAKHAWAT SK	8	A	45
10	SK NUR ISLAM	8	B	55
11	RAKESH HAZRA	8	B	57
12	SK ARKAT AJID	8	A	82
13	GOUTAM GOSWAMI	8	A	77
14	SAHEB KHAN	8	A	74
15	PRAKASH DUTTA	8	A	50
16	AJIJUL MOLLA	8	A	59
17	SABIRUDDIN KHAN	8	A	61
18	SAHIL HAQUE	8	A	48
19	AMIT KUMAR BHAKAT	9	B	29
20	SHIBNATH SARKAR	9	B	53
21	ROHIT SINGH	9	B	51
22	Likenath Bagdi	9	B	55
23	MD OWASEF AJIJ	9	B	58
24	PARTHO MAJHI	9	B	83
25	AJAY SINGH	9	B	68
26	AMIT KUMAR MONDAL	9	B	41
27	BINOD DAS	9	B	45
28	LAXMAN SINGH	9	B	88

Their first task was to fill in the blanks:

I am ……………………………………………. My father's name is ………………………………………… he is a …………………………. My mother is a ………………………………………… her name is …………………………………………. We live at …………………. In ………………………………………….

The task was designed to test the ability of the students to read a paragraph and filling up the missing links which are nouns and which they are familiar with. It was aimed to testify their competence to supply information about themselves.

When they submitted their responses, it was found that none of them could supply all the information about their own selves. The following chart shows a statistical analysis in this regard:

Criteria	No of students who succeeded to supply the information	Remarks
Own name	28	
Father's name	28	2 entries in Bengali
Father's occupation	8	
Mother's occupation	8	
Mother's name	11	1 entry in Bengali
Name of locality they live	2	
Name of the town/village	1	

In certain cases, wrong entries were also found. The following table gives an idea of such wrong entries:

Entry demanded	Entry made	Made by
Occupation of mother	Name of mother	Sakhawat Sk, Shubham Gupta, Deep Ghosh, Saheb Khan, Prakash Dutta, Ajijul Molla, Sabiruddin Khan, Prabhat Garai
Name of locality	Name of father	Sakhawat Sk
Name of town/village	Name of father	Sakhawat Sk
Father's occupation	Mother's name	Sk Nur Islam, Rakesh Hazra

Parho Majhi did not knew the English spelling of his father's name, and, Deep Ghosh did not knew the English spellings of both his parents. Both of them used Bengali letters to respond.

The second task was designed to test the ability of the students in filling up forms by supplying information about their families:

Number of family members	Information			
Number of earning members				
Number of siblings				
	Brother		Sisters	
How many of them go to school				
Do your grandparents live with you	Yes/No			
Type of your house	Personal/ Rented			
Number of rooms in your house				
How do you eat	Sitting on the floor/ dining table			
Is there any bathroom in your house	Yes/ No			
Who cooks at your house				
What is used to cook at your house	Gas/ Stove/ Chula			

After the completion of the task, the correct entries were sought. What was found is given in the following table.

Criteria	Correct entries			
Number of family members	5			
Number of earning members	1			
Number of siblings				
	Brother	3	Sisters	4
How many of them go to school	1			
Do your grandparents live with you	17			
Type of your house	12			
Number of rooms in your house	3			
How do you eat	18			
Is there any bathroom in your house	18			
Who cooks at your house	4			
What is used to cook at your house	18			

Such analysis proves that the pupils don't have minimum knowledge about themselves and their families. They are incapable of expressing certain data in English although they have the information sought for. These two tasks are referred in the next section as the task of Day 1.

It may be pointed out in this context that the students seem to be very uneasy with the items, they tried to seek help from others, and, after repeated requests for submission of their answer scripts, they submitted the papers.

Accordingly, it was resolved that the students must be equipped with

- The correct English spellings of their parents' names.
- An awareness of the various professions their parents may be engaged in
- An idea of the number of their family members
- The concept of the earning member
- The ability to trace the earning member of the family
- The concept of siblings
- The capability to count their siblings gender wise
- An awareness of what personal home and rented house mean
- The competency to count the number of rooms in their houses
- The notion of eating style
- The meaning of 'cooking'
- The concept of different kinds of fuel used in cooking

Several extra classes were taken to impart the pupils the above parameters. The learners participated enthusiastically. The teaching-learning procedure was made enjoyable as much as possible.

Of course, it was not easy for the teacher to acquaint the pupils with all the items. Learners took time to understand and to master the spellings. The teachers also kept patience so that the final outcome might be satisfactory.

DAY 1

Students were given two tasks related to their personal self and their family. The responses of the students were analysed.

DAY 2

Students were individually attended to acquaint them with the spellings of the names of themselves, their parents, their locality, town/village.

DAY 3

Students were introduced to the names of different professions. Then they were asked to identify the profession of their parents. They were told to remember the spelling of those names of professions.

DAY 4

Students were introduced with the concept of family, family members, earning member, grandparents. To facilitate their understanding, pictures given below were utilized:
Learners were further provided with the idea of siblings, school going, bathroom, rooms in a house, eating place, cooking person and cooking fuel.

DAY 5

The pupils were once again subjected to the same tasks as on Day 1. They were found to be at ease with the items provided. They took less time to respond this time. They were, at the same time, very happy to do these tasks.

Of course, the same number of students were not available. The final assessment was carried out with the students present on that particular day.

This time it was found that the pupils made almost all the responses

correctly except a few minor mistakes like confusing small and capital letters.

This sample gave an idea that most of the students are weak in English. While searching for the actual causes of weakness in English the researchers decided to find out whether the students of junior classes could write the English alphabet correctly. Another sample of students was selected from different classes of the school:

Name	Class	Section	Roll No
Debjit Das	V	A	21
Babu Das	V	A	19
Partha Ghosh	V	A	51
Dibakar Pal	V	B	85
Surojit Birbanshi	VI	B	42
Rajib Konra	VI	B	59
Rohit Sk	VI	B	62
Ramkrishna Sutradhar	VI	B	21
Souvik Garai	VI	B	45

The first task was to write the English alphabet in capital and small letters. When they submitted the paper, it was found that most of the students could not write English alphabet correctly. It was found only 4 out of 10 students could write the English alphabet correctly.

Debjit Das of class V-A wrote only 4 letters.

Surojit Birbanshi could not write the alphabets in order.

Babu Das failed to write the alphabets in small letter.

Souvik Garai wrote a few from the two.

Rajib Konra could not write the letters properly.

Rohit Sk wrote the letter q like p.

Accordingly, it was determined that the students must be furnished with the following:

A. To write the alphabet correctly and in order.

B. To give a minimum gap between letters.

C. To pronounce the letter correctly.

D. To practice handwriting in four lined pages.

Several extra classes were taken to impart the above lessons. The learners participated enthusiastically. They had the urge to learn from the teacher. The teacher also wrote the alphabet in their copies and tried to acquaint the learners with all the items.

Students were individually attended so that they could write the alphabet correctly and in order.

When they were given the same task again. This time it was found that the students were happy to complete the task. They took less time to complete the tasks.

CONCLUSION

The tedious project ultimately hints at the following points:

- Proper care is not taken at the primary level in teaching ESL.
- Texts are to be designed in such a way so that the students feel familiarity with the texts.
- There should be more and more interesting stories to keep the mind of the learner attentive all the time.
- Compatibility of certain texts with the target learners must be revised. For example, the text of Lesson 1 in the text book of class VII contains so many long sentences that students become disinterested while dealing with that text. The same can be said for 'Mowgli Among the Wolves' of the same class.

- The mistakes that the students commit at the upper primary or secondary level regarding their names and families have to be rectified at the primary level. There should be a monitoring and sudden visit by the higher authority to see whether the pupils can at least know and express in English something about their family.
- More and more emphasis must be laid on improving the skill of expression in English of the students.
- More and more exposure to English is necessary. The teachers should provide an English listening atmosphere in the classroom.
- Proper and modernized TLM's should be provided by the governments to the schools for making teaching of English effective for the students.
- If language learning is an LSRW skill, spoken English must be given due importance.
- Textbooks for classes VII and VIII are overloaded with too many exercises whereas the textbook of Class X is much easier. Such imbalanced distribution should be taken care of.
- If textbooks are to be revised, thorough research must be made with students belonging to semi-urban and rural schools. The opinions of the teachers of such schools must be given priority instead of the teachers and students of metropolitan schools.
- Questions are to be set in such a way so that the actual comprehension level can be assessed. 'Uplifting the percentage of passed and promoted students' must be discarded.

Thus there are various concerns in teaching of English as well as what best can be done to assist students learning & English and the students performance in English learning shall improve.

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ASSESSMENT PRACTICES IN OPEN SCHOOLING FOR LIFE LONG LEARNING: AN EVALUATIVE STUDY

Dr. Rajendra Kumar Nayak

Abstract

Assessment in Open Schooling education is mainly associated with the growth of learning of the learners i.e. how much learning experience a learner has acquired at a particular point of time against the expected learning outcomes. But, with shifting of pedagogy from teacher or subject-centered education to the learner and learning-centered education with the pursuance of constructivist approaches, the multifarious utility of assessment has come to fore in recent educational literatures and practices. Critique in the evaluation fails to assess learner's level of meta-cognition, creativity and other higher order skills, which are mostly the pre-requisite of real life situations, work employment, personal and professional growth. In open schooling system Self-Learning Materials (SLM), Personal Contact Programme (PCP) and assessment are supplementary to each other and assessment itself become a valuable learning experience.

This paper out lines, the present assessment practices in open schooling institutions and major initiatives of National Institute of Open Schooling (NIOS) on assessment like On-Demand Examinations (ODEs), life-skill integration in evaluation, Tutor Mark Assignment (TMA) for bringing quality enhancement in assessment practices and discussed different challenges in around the assessment procedure. Further this paper is an outcome of a study on learners' feedback on different assessment practices of NIOS and their perception towards further lifelong learning. Finally this paper suggests rethinking the alternative mechanism to be followed in assessment practices in order to enhance the quality in Open Distance Learning (ODL) system and preparing the learners for lifelong learning.

Key Words: Assessment Practices, Life Long Learning, On-Demand Examinations

INTRODUCTION

If we wish to discover the truth about an educational system, we must look into its assessment procedures. What student qualities and achievements are actively valued and rewarded by the system? The answer to this question is to be found in what the system requires students to do in order to survive and prosper."

D. Rowntree (1977)

Open Schooling Institutions work on the ideology of individual differences and share the conviction that students learn best when they are intrinsically motivated and interested in the topic. This particular ideology shapes most of the Teaching-Leaning experiences and Assessment practices in the school. The focus is on the child and efforts are made to bring out the best and his/her latent talents. The teaching-learning processes are geared towards his/her learning styles and learning speed and assessment processes are inbuilt within the paradigms of teaching-learning experiences. Learners in the open- Schooling system are primarily those who, for one reason or the other, could not either join or continue studies in the formal system. In the Open Schooling System, a learner is required to learn at his/her own pace. He/she is expected to be a self-learner. One can learn at once own speed and at one own convenience. For this, a learner is provided specially with designed printed self-instructional material on the course(s) offered by him. Besides print material, support materials like audio/video cassettes and practical manuals are made available to the learner

Assessment in education is mainly associated with the growth of learning of the students. How much learning experience a student has acquired at a particular point of time against the expected learning outcomes? What are the strengths and weaknesses of a learner in the stipulated area of learning? To what extent the results of assessment can be helpful in strengthening the learning? These are some of the usual questions associated with educational assessment. Usually, the assessment in education is widely used in seeking the answer to the first question and that is concerned with 'assessment of learning' which is predominantly useful for teachers

in designing the teaching strategies in facilitating the students to learn. But, with shifting of focus from teacher or subject-centered education to the learner and learning-centered education with the pursuance of constructivist approaches, the multifarious utility of assessment has come to fore in recent educational literatures and practices. Besides continuing with assessment of learning, the practices of using assessment for the growth of learning and converting assessment processes as learning processes are being increasingly used in the learning centered classrooms. The concepts of 'assessment of learning', 'assessment for learning', and 'assessment as learning' are put schematically as:

Learning Assessment

Assessment OF Learning	Assessment designed primarily to make judgments about student achievement of knowledge and/or skills at a given point of time.
Assessment FOR Learning	Assessment designed primarily to promote student learning and guide instruction.
Assessment AS Learning	Assessment designed primarily to provide students with the Opportunity to reflect on their learning.

(Source: Cooper (2007) p.11.)

PERSPECTIVES ON OPEN SCHOOLING ASSESSMENT

We can look into the assessment of Open School Systems from the following perspectives:

i) **Process Assessment:** In this the educational programme is assessed by observing the programme in action. It describes and assesses the various components of the programme like learning activities, programme materials, activities and students' evaluation procedures. The appropriateness and desirability of each of these components is assessed by way of observations, feedback from teachers and students. The programme evaluator might observe teachers using the programme and write a descriptive account of how students respond and then provide feedback to the teachers or the

administrators. Examining implementation of the educational programme activities is an important form of process evaluation. Finding the gaps between 'what is' and 'what should be' with the intention of providing the necessary interventions.

ii)   **Outcome Assessment:** It studies the impact which the educational programme has been able to bring about in its learners. It basically tries to see whether the desired learning outcomes have been attained by the learners or not. For example, if in a programme on 'Teaching Skills', the evaluator would be interested in knowing whether the learners are able to demonstrate adequately the teaching skills in their teaching or not. This perspective of evaluation tries to see the 'total gain' by students on account of the teaching-learning interventions. The level of students is seen both at the time of entering the programme (entry-level behavior) and at the end of the programme (terminal behavior). The greater the different in their entry-level and exit-level scores, the better it is as evidence of programme effectiveness. They are generally quantitative in nature.

iii)   **Impact assessment:** They are a combination of qualitative as well as quantitative analysis. Impact assessment tends to look beyond the immediate results of process and outcome assessment. They look beyond the immediate results of policies, instructions or services to identify longer term benefits or negative impact of an educational programme. They also tend to look at the unintended learning outcomes or hidden learning outcomes both positive as well as negative. They also look into whether the learning or the positive impacts of the programme are sustainable over a longer period of time or not.

COMPONENTS OF OPEN SCHOOLING ASSESSMENT

The following are the main components of assessment of an Open

School Programme (*adapted from OECD Reviews of Evaluation and Assessment in Education, Australia, 2011*):

i)   **Learner Assessment:** Open Schools by their very nature relies on focusing on the strengths of each individual student. Open schools share the conviction that children and adolescents learn most effectively when they are interested in and motivated for a topic or a project (Sliwka, Anne, 2008). For this reason, evaluation in Open schools should focus on varied methods of evaluation; trying to look into all the personality dimensions of a person. The assessment system has to be comprehensive in nature with focus on criterion-referenced evaluation rather than norm-referenced evaluation. Also there is an acute need to see Teaching, Learning and Assessment as a part of the same paradigm, rather than seeing them as water-tight compartments.

ii)   **Teacher Assessment:** High quality teaching is essential to improving student outcomes and reducing gaps in student achievement. Regular Teacher Performance Appraisal System provides teachers with meaningful appraisals that encourage professional learning and growth. The process for teacher appraisal should be designed to foster teacher development and identify opportunities for additional support where required. By helping teachers achieve their full potential, any educational systems and specially the open education systems can go a long way in realizing their vision and following their philosophies.

iii) **Programme Assessment:** It involves evaluation of academic and support programmes with the intent of helping improve the programme and in particular, improve the students' performance. The results from an assessment process should provide information that can be used to determine whether or not intended outcomes are being achieved and how the programmes can be improved. An assessment process should also be designed to inform departmental faculty and other decision-makers about relevant issues that can impact

the program and student learning (OAPA Handbook PROGRAM- Based Review and Assessment).

iv) **Curriculum Assessment:** Curriculum is best thought of as that set of planned activities which are designed to implement a particular aim in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostere together with statements of criteria for selection of content, and choices in methods, materials and evaluation.

Therefore, we can say that curriculum pertains to all the academic and non-academic aspects and interaction of students with instructional content, resources, media, materials, people and processes for the attainment of educational objectives. In contrast to what is construed by people, curriculum is far more comprehensive than syllabus, which is a list of contents to be studied in an academic tenure. Curriculum development process starts with determining the aims and objectives of an Open School programme keeping in mind the vision and philosophy of the school. After the objectives are finalized, other important components of curriculum like the Content, Teaching-Learning Experiences and Assessment procedures are to be finalized.

ASSESSMENT PRACTICES IN OPEN SCHOOLING INSTITUTIONS

Assessment practices in Open Schooling Institutions are based upon their curriculum designed and the availability of resources in the peripheral of the institution. The assessment practices of different Open Distance Learning (ODL) institutions around the globe are as:

Open Schools/Institutions	Assessment Practices
National Institute of Open Schooling (NIOS), India	A three-tier system of evaluation: self-assessment Exercises, continuous evaluation through assignments (Tutor-Marked Assignment), and term-end examinations. Assignments and term-end examination constitute 20% and 80% respectively of the total weighing.
The Open University (OU-UK), Milton Keynes, United Kingdom www.open.ac.uk	It conducts both formative and summative evaluation with a greater weighing to summative assessment and lesser weighing to formative assessment. Assignment in each course, term-end examination, projects, dissertation, seminar, group discussion, observation records, practical assignments; field work, contact sessions, hands on activities are the common components of students assessment.
Bangladesh Open University (BOU), Gazipur, Bangladesh www.bou.edu.bd	There are two types of evaluation at BOU such as continuous evaluation through tutor marked/practical assignments and the projects, and semester-end evaluation through semester–end examination.
Allama Iqbal Open University (AIOU), Islamabad, Pakisthan www.aiou.edu.pk	Assessment of students in distance education system in AIOU is done in two ways: continuous assessment and term-final examination. In continuous assessment students are required to do two assignments for each half-credit course and four assignments for each full credit course. The marks obtained in the assignments contribute to the final course result. Term-final examination is another component of overall assessment system of a course. Term-final examination helps the students to review their studies and see the course as a whole. At the end of each semester the University arranges a final three-hour written examination in each course.
The Open University of China (OUC), Beijing, China http://en.crtvu.edu.cn	Every learner has his/her own individual learning space and enjoys, personalised support services. Learning progress can be evaluated constantly, and formative and summative evaluation are used together to ensure the learning process and quality of learning. The OUC operates a credit bank with the functions of credit accreditation, transfer, deposit and withdrawal. The bank helps learners establish lifelong learning portfolios and accredit or receive certificates for various learning achievements. The bank carries out accreditation and transfer, of credits between degree and non-degree continuing education, and bridges and connects different types of learning achievements.

The On-Demand Examination (ODE) of National Institute of Open Schooling (NIOS)

The On-Demand Examination (ODE) of National Institute of Open Schooling (NIOS)is a unique feature of NIOS.NIOS came up with

this innovative concept of ICT based On-Demand Examination System, where assessment takes place when the individual learners consider themselves to be ready to take it. Flexible Examination System has been one of the key features of NIOS. The On-Demand Exam System (ODES) adds another dimension of openness in the Open Schooling System where the examination is self-paced and degree of performance is learner controlled. The On Demand Examination System (ODES) is a Learner-centric Examination System. The implementation of ODE in NIOS has facilitated in making the public examination system learner centric and stress-free. It has also established higher level of transparency in the examination system by monitoring the conduct of examination through close circuit camera.

Thus, ODE has extended and enhanced the dimension of openness in the Open Schooling System where examination is self paced and degree of performance is learner controlled. Undoubtedly such a system provides a non-threatening assessment as compared to the traditional fixed schedule Public Examination.

THE ADVANTAGES INCLUDE:

- It allows the learners to take the examination when he/she is ready.
- Readiness depends on the learner and not on the institution.
- It reduces the threat of failure in examination.
- Under ODEs, the degree and level of performance is decided by the learner.
- ODEs are also helpful in containing malpractices in examinations, as it is a system where the tools for evaluation are unique for the individual student.
- ODES respect the individuality and sovereignty of the learner.

LEARNERS' FEEDBACK ON ON-DEMAND EXAMINATIONS (ODES)

A study of 500 learners' feedback on On-Demand Examination (ODE) was collected from both the secondary and senior secondary

learners of NIOS. The major outcome of the feedback study says:

- The learners about 87% say On-Demand Examinations (ODEs) helps them appear for higher study due to flexibility in terms of their readiness.
- 85% of learners given their view that ODEs helps them save their time and they did not loss of precious academic session.
- About 72% learners say ODEs helps learn according to their pace and appear the examination one after another subject to complete the course smoothly.
- A learner of 89% says they did not face any difficulty for registration for ODEs.
- About 15% learners have given their opinion that ODEs examination question papers are difficulties in terms of contents and objectives as compared to public examination.

CHALLENGES AROUND THE ASSESSMENT PRACTICES

Distance education programme the main constraint is physically interaction with teacher. The role of teacher is no doubt integrated inside the Self Learning Materials (SLMs) to assess the learners. But in many cases, the contextual based assessment is quite difficult in Open Schooling system due to the physical barriers between teacher and students. Therefore, from learning point of view the assessment is a challenging task in Open Schooling system. The assessment in Open Schooling system mainly provides feedback to learners starting from assignment to term-end examination, self-assessment through in-text questions/items and terminal exercise in the SLMs, and to reach summative evaluation for the purpose of successful completion of the course. The assessment in Open schooling system is not to earn grade but also impact learners' improvement of learning and positive attitude for further learning. Assessment in the ODL system is a multi task activity unlike in the face-to-face system. Unique practices are managed to assess students' performance such as: self assessment (students assess themselves by evaluating their performance when they read SLM), peer assessment (mutual assessment can be practiced), academic tutors to assess assignment (formative evaluation), external examiner for

project and practical assessment (part of summative evaluation) in term-end examination.

Let us discuss some of the challenges of assessment in Open Schooling context which are debatable and indicating the concern of quality.

a)   Array of Infrastructure and Personnel

In many examination centres lack of laboratory and technological supports are the major issues for conducting examination. The personnel involved in such practical activities are least motivated towards the system due to less remuneration. In many cases the mal-practices, cheating during term-end-examination of Open Schooling system. The root reasons are bad infrastructure as well as terrible personnel involved in examination process.

b)   Conducting Formative Assessment in Open Schooling

Tutor Marked Assignment (TMA) is one of the ideal tools of formative assessment in Open Schooling system. TMA not only provides the scope of inquiry based learning but also gives scope for writing skill as well as learning by doing. It has been observed that tutors assess the assignment with grades and marks without any remarks. In this case, the purpose of formative evaluation remains unfulfilled, if we fail to link assessment with students learning development. It has also been observed that without going through the details of the assignment, tutors award a grade. Quite frequently, tutors assign the same grade to all/most students just to satisfy them. It has also been observed that the copies of assignments are evaluated not by the real appointed tutors but by a person who is not specialised in that field or is unauthorised to do that. All the above cases left room for the system to be blamed. A careful monitoring is needed to check such type of evaluation lacunas in ODL systems (Shidong, 2011).

c) **Lack of Linking with Learning**

Assessment of learning plays an important part in the measuring of the quality in education

(Makamane, 2011). Students' performance assessment cannot be separated from learning. As we know, ODL institutions follow diversified approaches to assessing performance of the students. The components of assessment in ODL systems should never be separated from students' learning experiences. For example, strategies of student's self-evaluation, peer evaluation, instructors/tutors evaluation, and external evaluation may well be linked with the learning strategies of the students. The detailed assessment process in the ODL system should be informed to the students well in advance. As we know, most distance students initially come from the conventional system, having experienced certain types of face-to-face activities. They are used to the practice of learning style in the face-to-face system. But in the ODL system, assessment is conducted differently according to the learning strategies of ODL systems. Keeping these things in mind, a careful detailed know, ODL institutions follow diversified approaches to assessing performance of the students. Keeping such views, a proper induction programme should orient to learners about the habit of Self-regulatory learning, self-evaluation and check-up their own progress.

d) **ICT as Assessment tools in Open Schooling (On-Demand Examination):**

The beauty of Open Schooling system is its flexibility. Flexibility in terms of admission, choosing subjects and examination and it is possible due to the role of ICT. When learners feel prepared to give examination at any time, the On-demand examinations of Open Schooling fulfil such demand of learners. But the question raise how far the question paper is Valid i.e. the degree of truthfulness to

serve the purpose of assessment. The validity of question paper in On-demand examinations of Open Schooling system is one of the major issues.

e)   Fail to integration of Comprehensive Evaluation

The aim of education is mainly concerned about all round development of learners, means change of behaviour in cognitive, affective and psychomotor domain. The assessment practices in Open Schooling system is mainly associated with formative and summative in nature. In the continuous evaluation process the cognitive domain i.e. achievement in the curricular aspects the learners under Open Schooling system were assessed. There is little scope to assess affective and psychomotor domain in Open Schooling assessment procedure. Therefore, in Open Schooling system fail to integrate the comprehensive evaluation which is one of main constraints of learning.

CONCLUSION

Student assessment in ODL is a crucial aspect of quality assurance because it drives student learning. It is one of the most important measures to show the achievement of learning outcomes. The result of assessment is also the basis in awarding qualifications. Hence, methods of student assessment have to be clear, consistent, effective, valid, reliable and in line with current practices and must clearly support the achievement of learning outcomes. A valid system of assessment, which can ensure fulfillment of the course objectives, needs to be practiced. Information communication technology based assessment tools, like the portfolio and e-portfolio should be used in a large scale for establishing a student friendly and innovative practice of assessment in ODL system. To accomplish reliability of the total system of assessment, it should be managed with lesser error and objectivity in scoring. To develop confidence in the distance learners, the Open Schooling assessment system should be transparent as fair as possible. In order make quality school education in distance mode, the assessment should reflect learning rather measuring merely the marks obtained.

Therefore, it is the time to rethink and redesign the assessment practices in Open Schooling System.

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SELF-REGULATED LEARNING AMONG SECONDARY SCHOOL STUDENTS OF PATNA

Vinay Kumar

Dr. Vikramjit Singh

Abstract

Learning environment is very important for one's learning. When a learner understands and controls his/her learning environment, it is called Self–Regulated Learning. Good academic achievement and other aspects of a learner are supported by the ability of self-regulated learning skills. The study deals with Self-Regulated Learning (SRL) skills of students of secondary schools of Patna. The objectives of the study is to find significant difference among SRL skills of students of secondary schools of Patna on the basis of gender, medium of instruction, types of board of studies and types of schools. Purposefully 198 students of 9th standard of government, private and missionary secondary schools of Patna were selected as sample. Survey method was used in this study. Tools on Self-Regulated Learning scale designed and developed by Dr. Madhu Gupta & Ms. Dimple Mehtani (2017) was used for collecting the data from the sample. For analysis of data t-ratio and ANOVA or F-ratio has been used. The result showed significant difference in SRL skills on the basis of types of school and types of board of studies. However no significant difference was found in SRL skills on the basis of medium of instruction and gender of students of secondary schools of Patna.

Key words: Self-Regulated Learning, gender, types of schools, types of board of studies.

INTRODUCTION

"Education is the manifestation of perfection present already in man."- Swami Vivekananda. Education helps human beings to increase and develop their thinking, reasoning, problem solving, creativity, intelligence, aptitude, sentiments, skills, good values and attitude. Through educated man is transformed into a social, moral, and spiritual human being. Proper education will teach students to

understand the different environment situation and to adjust with environment like – social environment and learning environment. Learning environment has both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn and their sense of well being, belonging and personal safety. One's learning environment is very important. Self-regulated learning is one's ability to understand and control one's learning environment. Self-regulation abilities include goal setting, self-monitoring, self-instruction, and self-reinforcement (Harris & Graham, 1999). Self-regulation refers to 'thoughts, feelings and actions that are planned and adapted to the attainment of personal goals' (Zimmerman, 2000). Self-regulated learning includes: setting goals for learning, concentrating on instruction, using effective strategies to organize ideas, using resources effectively, monitoring performance, managing time effectively and holding positive beliefs about one's capabilities (Schunk and Ertmer, 2000). The present study deals with Self-Regulated Learning (SRL) skills on the basis of gender (boys and girls), medium of instruction (Hindi and English medium), types of schools(government, private & missionary) and types of board of studies (BSEB, CBSE & ICSE) of students of secondary schools of Patna. The nature of the study is descriptive and researcher has used survey method to collect data from the population which includes 9th standard students of secondary schools of Patna.

NEED AND SIGNIFICANCE OF THE STUDY

Patna of Bihar is one of the fastest developing cities in India. Patna is educational hub of Bihar and education has been very expensive here. Today we are living in such world where knowledge is widely available for free of cost on internet or other sources of knowledge which is accessible to anyone, anywhere and anytime. But it all depends on interest, attitude and self-regulating skills of a learner, how much he/she self-regulate their learning to access knowledge and achieve the success. The researcher has observed that Students of secondary schools of Patna fail to make themselves aware of their own learning and thinking process. They fail to reflect and evaluate their own strengths and weaknesses and making strategies about

learning for best outcomes. Even sometimes they fail to fix their learning aims and actual area of interest of study. So these problems lead to low achievement and other failures. The findings of the study may help students, teachers, parents and school administration to understand SRL skills. It may help stakeholders and teachers to work as good facilitators and guides and to understand the SRL skills of their students so that they may arrange instructional strategies accordingly.

STATEMENT OF THE PROBLEM

The study is done to assess the level of SRL skills and it also studies significant difference on the basis of gender, types of school, type of boards of studies and medium of instruction of secondary school (9th) students of Patna. Thus the title of the study is "Self-Regulated Learning among secondary school students of Patna".

OPERATIONAL DEFINITION

Self- Regulated Learning (SRL) – In this study Self-Regulated Learning (SRL) skills means assessing students in six dimensions - 1. Self-awareness, 2. Planning and goal setting, 3. Self-evaluation, 4. Self-control, 5. Self-motivation and 6. Self-modification of secondary school (9th standard) students of Patna.

OBJECTIVES OF THE STUDY

1. To study the significant difference in Self-Regulated Learning (SRL) study on the basis of gender (boys and girls) of secondary school students of Patna.
2. To study the significant difference in SRL skills on the basis of types of school (government, private & missionary) of secondary school students of Patna.
3. To study the significant difference in SRL skills on the basis of boards of studies (BSEB, CBSE & ICSE) of secondary school students of Patna.
4. To study the significant difference in SRL skills on the basis of medium (Hindi and English) of instruction of secondary

school students of Patna.

TOOL USED

The tool on Self-Regulated Learning scale designed and developed by Dr. Madhu Gupta & Ms. Dimple Mehtani (2017) was used for collecting the required data.

METHOD USED

For the present study, the investigator selected the survey method in the view of the objectives of the study and the nature of the problem concerned.

POPULATION

The population of the study consists of 9th Std. school students of Patna.

SAMPLE

The investigator has used purposive sampling as sampling technique and selected four schools of Patna from where he selected 198 students of 9th standard as his sample. The number of students collected from Srichandra High School, St. Michaels High School, Hartman High School, St. Paul's High School were 49, 60, 41, 48 respectively. The types of schools selected as sample are government, private and missionary school with different boards of studies BSEB, CBSE, and ICSE Board.

STATISTICAL TECHNIQUES USED

Depending upon the nature of the hypothesis of the investigator used the following statistical techniques: Mean, SD, t-test and ANOVA for analyzing and interpreting the data.

DELIMITATIONS OF THE STUDY

1. Only 198 students of secondary school have been taken as

sample.
2. Only 9th standard students of secondary schools have been taken in the study.
3. The study has been conducted in four schools of only urban area of Patna.

NULL HYPOTHESIS

TEST OF HYPOTHESIS 1

$H_{0.1}$ There is no significant difference in self-regulated learning (SRL) skills on the basis of gender (boys and girls) of secondary school students of Patna.

To test the above hypothesis the data were collected on Self-regulated learning (SRL) skills of secondary school students of Patna. The data were analyzed using 't' statistical test. The mean scores of boys and girls in SRL skills, Standard Deviation as well as 't' value have been shown in the table-1 below.

Table-1
Self-regulated learning (SRL) skills on the basis of gender

Gender	N	Mean	Std. Deviation	t-ratio	Remark
Boys	109	174.73	18.032	1.175	NS
Girls	89	177.72	17.474		

(At 5% level of significance, the table value is 1.98)

The observation of the findings of t-test result as shown in the table-1 shows that the calculated 't' value is 1.175. When this obtained value is compared with the critical ratio value at 0.05 level (1.98) for 196 df it is found to be less and thus the difference in the mean scores is not significant and null hypothesis is accepted. Therefore it can be stated that there is no significant difference in the mean scores of SRL skills between the boys and girls of secondary schools of Patna.

TEST OF HYPOTHESIS 2

$H_{0.2}$ There is no significant difference in SRL skills on the basis of types of school (government, private & missionary) of secondary school students of Patna.

The test of above hypothesis has been done using the ANOVA technique. The mean scores on SRL skills on the basis of types of school (government, private & missionary), their SD and the F-ratio analysis results has been summarized in the table-2 (a) & 2 (6).

Table -2 **Results of F-test on Self-regulated learning (SRL) skills on the basis of types of school (government, private & missionary).**

Table -2 (a)
Descriptive of SRL skills on the basis of types of school

Descriptive			
Types of school	N	MEAN	SD
Govt. School	49	177.12	19.170
Private School	48	169.15	16.485
Missionary School	101	178.86	16.991
Total	**198**	**176.08**	**17.801**

Table -2 (b)
ANOVA results of SRL skills on the basis of types of school

ANOVA Result						
Groups	Sum of squares	df	Mean square	F-ratio	Sig.	Remark
Between groups	3142.560	2	1571.280	5.169	.006	S**
Within groups	59279.304	195	303.996			
Total	62421.864	197				

(S means significant at 0.01 level)**

The results as can be seen in the above table-2(b) show that the calculated F-ratio is 5.169 which is more than the F-table value at 0.01 level for (2,195) df. Thus the formulated hypothesis is rejected and it can be said that there is significant difference in SRL skills on the basis of types of school (government, private & missionary) of secondary school students of Patna.

Further as the difference was found to be significant the researcher has conducted Post Hoc analysis and the result has been shown in the table -2 (c) .

Table 2 (c)
Post Hoc analysis for Multiple Comparisons
among types of schools

(I) types of school:G1,P2,M3	(J) types of school:G1,P2,M3	Mean Difference (I-J)	Std. Error	Sig.
Government Schools	Private Schools	7.977	3.541	.065
	Missionary Schools	-1.739	3.035	.835
Private Schools	Government Schools	-7.977	3.541	.065
	Missionary Schools	-9.716^{**}	3.057	.005
Missionary Schools	Government Schools	1.739	3.035	.835
	Private Schools	9.716^{**}	3.057	.005
(** The mean difference is significant at the 0.01 level)				

The above table -2(c) reveals that the significant difference existed between the SRL skills of students of Private School and Missionary Schools at 0.01 level of significant.

TEST OF HYPOTHESIS 3

$H_{0.3}$ There is no significant difference in SRL skills on the basis of

boards of studies (BSEB, CBSE & ICSE) of secondary school students of Patna.

The test of above hypothesis has been done using the ANOVA. The mean scores on SRL skills on the basis of types of board of studies (BSEB, CBSE & ICSE), their SD and the F-ratio results has been summarized in the table 3 (a) & 3 (b) below.

Table -3 Results of F-test on Self-regulated learning (SRL) skills on the basis of types of board (BSEB, CBSE & ICSE)

Table -3 (a)
Descriptive on SRL skills on the basis of types of board

Descriptive			
Types of board	N	Mean	SD
BSEB	90	177.82	1.949
CBSE	60	179.00	2.135
ICSE	48	169.15	2.379
Total	**198**	**176.08**	**17.80**

Table -3 (b)
ANOVA results of SRL skills on the basis of types of board

ANOVA Result						
Groups	Sum of squares	Df	Mean square	F-ratio	Sig.	Remark
Between groups	3092.729	2	1546.364	5.083	.007	S**
Within groups	59329.135	195	304.252			
Total	62421.864	197				

(S Means difference is significant at the 0.01 level)**

The results seen in the above table shows that the calculated F-ratio

is 5.083 and it is more than the F-table value at 0.01 level for (2,195) df. Thus the formulated hypothesis is rejected and it can be said that there is significant difference in SRL skills on the basis of types of board (BSEB, CBSE & ICSE) of secondary school students of Patna.

Further as the difference was found to be significant the researcher has conducted Post Hoc analysis and the result has been shown in the table -3 (c) below.

<div align="center">

Table -3 (c)
Post Hoc analysis for Multiple Comparisons
among types of board of studies

</div>

(I) board:BSEB1,CBSE2,ICSE3	(J) board:BSEB1,CBSE2,ICSE3	Mean Difference (I-J)	Std. Error	Sig.
BSEB	CBSE	-1.178	2.907	.914
	ICSE	8.676[**]	3.118	.016
CBSE	BSEB	1.178	2.907	.914
	ICSE	9.854[**]	3.378	.011
ICSE	BSEB	-8.676[**]	3.118	.016
	CBSE	-9.854[**]	3.378	.011
(** **The mean difference is significant at the 0.01 level)**				

The above table reveals that the significant difference existed between the SRL skills of students of BSEB board and ICSE board at 0.01 level also there is significant difference between the SRL skills of students of ICSE board and CBSE board.

TEST OF HYPOTHESIS 4

$H_{0.4}$ There is no significant difference in SRL skills on the basis of medium (Hindi and English) of instruction of secondary school

students of Patna.

To test the above hypothesis the collected data on Self-regulated learning (SRL) skills on the basis of medium (Hindi, English) of instruction of secondary school students of Patna were analyzed using 't' statistical test. The mean scores of SRL skills on the basis of medium of instruction, standard deviation as well as t-test value has been shown in the table 4 below.

Table -4
Self-regulated learning (SRL) skills on the basis
of medium of instruction

Medium	N	Mean	SD	t-ratio	Remark
Hindi	90	177.82	18.487	1.262	Not significant
English	108	174.62	17.158		

(At 5% level of significance, the table value is 1.98)

It is inferred from the above table- 4 that the mean value of Hindi medium students (177.82) is greater than the mean value of English medium students (174.62). The observation of the findings of t-test as it is seen that the calculated 't' value is 1.262. When this obtained value is compared with the critical ratio value at 0.05 level (1.98) for 196 df it is found to be less and thus the difference in the mean scores is not significant and thus null hypothesis is accepted. Therefore it can be stated that there is no significant difference in the mean scores of SRL skills on the basis of medium (Hindi, English) of instruction of secondary school students of Patna.

INTERPRETATION OF THE FINDINGS

1. There is no significant difference in the mean scores of SRL skills between boys and girls students of secondary schools of Patna. It may be due to the fact that a skill can be mastered by anybody. It all depends on the practice. Similarly, the level of SRL skills do not depend upon the gender but it depends upon the

practice of the skill by the individual.

2. There is significant difference in SRL skills on the basis of types of school (government, private & missionary) of students of secondary schools of Patna. It was found that the significant difference lied in SRL skills between Private school students and Missionary school students. It may be due to the fact that missionary school environment might be more disciplined which might help the students for self-discipline for self-study.

3. There is significant difference in SRL skills on the basis of types of board of studies (BSEB, CBSE & ICSE) of students of secondary schools of Patna. The significant difference existed in SRL skills between students of BSEB board and ICSE board students and also there is significant difference in SRL skills between students of ICSE board and CBSE board students. It may be due the fact that in BSEB board most of the students might do self-study at home and CBSE board students might get more assignments and project work based learning which might motivate students to organize their learning by themselves.

4. There is no significant difference in the mean scores of SRL skills on the basis of medium (Hindi, English) of students of instruction of secondary school of Patna. It means that the SRL skills among students of both the mediums remained the same due to the fact that the skills have no role to play with respect to the medium of schooling.

CONCLUSION

It is found in the study that there is significant difference in SRL skills of students of secondary schools of Patna on the basis of types

of school and types of board of studies. It may be due to the fact that missionary school environment might be more disciplined which might help the students for self-discipline for self-study. Similarly, most of the students of BSEB board and CBSE board might do self-study at home. Students might be getting more assignments and project work based learning which motivated students to organize their learning by themselves. However the study showed that there is no significant difference in the mean scores of SRL skills students of secondary schools of Patna on the basis of medium of instruction and gender. It means that the level of SRL skills do not depend upon gender and medium of instruction but it depends upon the practice of the skill by the individual. The skills have no role to play with respect to the medium of schooling and gender. SRL skills play important role in organizing learning process, practicing self-discipline, developing good habits and making the life more effective and successful. The skills should be taught to every student in schools. Well understanding of SRL skill may help students to organize their learning, to use material like technology and library more effectively. Awareness of SRL skill may help stakeholders and English teachers to work as good facilitators and guides and to understand the SRL skill of their students so that they will arrange instructional strategies accordingly. Awareness programs on SRL skills should be organized at secondary level schools for better outcomes in all aspects of life of a learner.

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