

Voices of Teachers and Teacher Educators



Volume XIV Issue I July 2025 ISSN 2455-1376

Voices of Teachers and Teacher Educators

Volume XIV

Issue I

July 2025

Published by:

National Council of Educational Research and Training (NCERT) on behalf of Ministry of Education, Government of India, New Delhi

Preparation of the publication at DTE, NIE (NCERT), New Delhi

Cover Design & Layout Design: Kirti Shukla

Cover Image Source: DTE, NIE (NCERT), New Delhi

About the Journal

Voices of Teachers and Teacher Educators (VTTE), an initiative of the Ministry of Education, erstwhile Ministry of Human Resource Development (MHRD), is a peer-reviewed e-journal published by the NCERT. The journal is published biannually and is bilingual (Hindi and English).

The journal highlights the vital role of teacher education in India, as the country is poised to provide quality education to all its children, irrespective of gender, caste, creed, religion, and geography. The National Curriculum Framework for School Education (NCFSE)-2023, National Curriculum Framework for Teacher Education (NCFTE)-2009, Right of Children to Free and Compulsory Education Act (RTE)-2009, and National Education Policy (NEP)-2020—all reflect this commitment, underline the principles that make such an effort necessary, as well as spell out the strategies for it. In this regard, we are faced with challenges that include augmenting the role of teachers in shaping the social transformation India is witnessing of making education equitable and structuring towards a long-lasting impact on the quality of education. Teachers and everyone concerned with education need to recognize that their ownership and voices are important and that they can and do learn not only from their own experiences but also from each other through collective reflection and analysis. The journal attempts to lend voice to students, teachers, teacher educators, researchers, administrators, and policymakers in varied institutions including both academic and administrative structures as well as other stakeholders. The journal aims to facilitate dissemination of their researches and ideas and make their engagement visible in accomplishing the extraordinarily complex and diverse tasks that they perform.

Contributions to the journal are welcome in both English and Hindi. VTTE is published online, and we hope to circulate it widely. The journal seeks to provide a platform and build a network for our voices, ideas, and reflections; it carries articles, research papers, critical reviews, and book reviews and covers several themes in school and teacher education, including best practices, innovations, experiments, and action research.

We look forward to suggestions and comments of our readers on the articles published.

The views expressed and the information given in this journal are those of the authors and may not reflect the views of the NCERT.

Call for Contributions

Invitation for Contributions

We invite you to be part of this collaborative biannual publication designed for the entire educational community—teachers, teacher educators, administrators, researchers, and policymakers. Our journal serves as a dynamic platform to amplify diverse voices, innovative ideas, and thoughtful reflections that shape the landscape of education

Your Voice Matters

To truly represent the richness of our educational community, we welcome contributions that showcase varied experiences, pose critical questions, offer constructive suggestions, and present fresh perspectives on teacher education and schooling practices. We encourage thoughtful analysis and critical discourse on contemporary educational challenges and innovations.

Diverse Formats Welcome

Contributions may take various forms to suit your preferred mode of expression:

- Research articles and analytical reports
- Policy documents and position papers
- Visual narratives through photographs and illustrations

Building a Participatory Community

We also welcome feedback, reflections, and constructive critiques on current and past issues to enhance the quality and relevance of our publication. Your engagement helps transform this journal into a truly participatory endeavor that reflects our collective wisdom and experience.

Submit Your Contributions

Join us in making this journal an authentic representation of educators' voices. We eagerly await your contributions for upcoming issues, along with your valuable comments and suggestions.

Voices of Teachers and Teacher Educators

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We thank our copy-editors who helped us elevate the quality of the issue..

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Guidelines for Authors

Scope – ‘Voices of Teachers and Teacher Educators’ primarily gives space to contributions including empirical researches, studies, policy analysis, personal or institutional experiences, perspectives, book reviews as well as critical commentaries on various aspects in the field of school and teacher education such as teaching-learning, schooling systems, pre-service and in-service teacher education.

The submissions should be original, unpublished work of the author(s) that highlight the contribution of the author(s) in the field of study. It is essential that the empirical studies are situated in robust conceptual frames and offer insights into the issues and analysis of data whether qualitative or quantitative. The manuscript must not be a mere exercise in applying statistical methods to collected data without foregrounding the same in meaningful research questions. Essay type manuscripts that merely list sub-topics or issues in bullet points will not be accepted.

Ideas developed in the text must be clear and coherent; the argumentation must be convincing. The paper must be clear and bring out the points examined in the text so that the reader can have a clear idea of the author’s(s’) perspective.

Format - The typical length of an article can be from 2500 words but it should not exceed 7000 words including references and appendices. The manuscript must include title, author details, abstract, keywords, well-defined sections and subsections (as applicable for the manuscript type), and proper referencing. (While there is no lower limit, the contribution must not be merely an exposition of a point of view or an uncritical / hypercritical presentation of an experience). The author details must include author **name (including professional title), ORCID (if any), designation, affiliation (including department, institute/university/college/school/organisation name, district, town/city, state, pincode, and country),** and **e-mail address**. Names of departments and institutes/universities/colleges/schools/organisations must be included in their expanded forms, followed by their acronyms (if any) in parentheses.

The manuscript should be written in Times New Roman 12 Font or in Unicode (for Hindi) with double spacing. Submit a word file with shortened manuscript title as the filename.

The authors must ensure that all figures and tables are neatly and consistently aligned and that each figure and table is labelled and captioned. For example- “Figure 1: Distribution of students across various disciplines”. The description of the figure and the label would be below the figure and for the table above the table.

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The authors must include articles and texts that are directly relevant to their study and refrain from using tangential or indirect references. An unnecessary long list of references doesn't add value to the manuscript, rather it is distracting.

Plagiarism - As per the policy 'Voices of Teachers and Teachers Educators', contributions with a similarity index higher than 10% on Turnitin would not be considered for review. Author(s) are encouraged to check the similarity index using online mechanisms before submitting the manuscript.

When citing other authors' work or their own work, it needs to be ensured that long quotes or too many quotes are not cited in the manuscript. The contents of the paper should be an interpretation of the cited work, **in the words of the author(s)**. Credit must be given for the work referred to and if it is central to your paper you can make its essence available, but it cannot be through the use of text from the work as it is. The author(s) are also urged to undertake the Plag test for their submission if possible and attach the report so that the process of review is quicker.

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To ensure seamless communication between the authors and the VTTE Team, the author(s) is(are) requested to restrict all future correspondences regarding their manuscript within the original mail thread for the manuscript and not begin/use a different subject line/mail thread for any emails pertaining to the manuscript.

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Editorial

We are pleased to present another issue of *Voices of Teachers and Teacher Educators*, marking the first publication of the 2025-26 academic year. This issue features fifteen papers, including two comprehensive book reviews, covering diverse research and studies focused on schools, teaching practices, teacher training, and educational institutions offering teacher qualification programs.

The emphasis on Early Childhood Education highlighted in the National Education Policy 2020, along with the release of the National Curricular Framework for Foundational Stage 2022 and the National Curricular Framework for School Education 2023—which emphasizes the use of children's native languages—has significantly broadened the scope of papers we receive for review and publication. These developments span research with children and teachers, as well as analyses of policy document implications, forming the core focus areas of *Voices of Teachers and Teacher Educators*.

We wish to reemphasize that papers not directly linked to school education (covering young people up to senior secondary level) or teacher education fall outside our publication scope. Additionally, we require that all submitted articles maintain low similarity indices, and authors must avoid plagiarism and AI assistance, as we systematically check for AI usage.

Policy Analysis Papers

The first two papers analyze policy documents and examine how language is reflected and emphasized within them. Shashikala Chauhan's "Language in Education from the Perspective of NEP 2020" examines how the National Education Policy 2020 describes and analyzes language's role in education and associated concerns. The paper assesses the policy's effectiveness while identifying potential challenges and exploring how effectively it addresses language-related issues. Given India's cultural heritage and linguistic diversity, the language of instruction significantly determines educational quality and effectiveness. While the policy makes important statements, implementation will require overcoming substantial challenges.

The second paper by Priyank Sharma and Fariha Siddiqui, titled "Multicultural Education in India: A Critical Analysis of National Policies of Education," argues that India's diverse student population necessitates multicultural education to help students understand and appreciate people from different sociocultural and economic backgrounds. Using James Banks' multicultural education framework, the paper analyses major Indian national education policies from a multicultural perspective, highlighting that NEP 2020 provides a more comprehensive presentation encompassing nearly all five dimensions of Banks' framework.

Secondary School Studies

This issue includes four studies examining various aspects of secondary schools and their students. Shamim Aara Hussain and Pragya address an emerging concern in their paper "Effect of Mental Health on Attitude of Secondary School Students towards Educational Media." During COVID-19, educational media became central to learning, leading to student stress and discomfort. The post-COVID shift toward digital and online teaching has significantly impacted students' emotional and mental well-being, making mental health evaluation essential.

Apoorva Sharma and Arpana Godbole's study focuses on secondary school students' attitudes toward accountancy across different educational boards. While they found differences in perceived difficulty levels, no performance variations were observed, suggesting further research is needed.

Anamika Mishra and Dhanya Krishnan's study "Online English Language Learning at the Secondary Stage through the Lens of Community of Inquiry Framework" examines English learning experiences through online platforms at the secondary level, analysing social presence, cognitive presence, and teaching presence within the Community of Inquiry (CoI) framework. While the online platform provided a resourceful environment for collaborative English language learning, achieving learning objectives across all language skills proved challenging, with assessment and evaluation emerging as significant concerns.

The last secondary school study, "The Pedagogical Power of Non-Verbal Communication: Investigating Students' Perceptions and Academic Experiences in the Educational Environment" by Antarjyami Mahala and Bhavin Chauhan, investigates teachers' non-verbal communication behaviours' impact on students' learning experiences, motivation, and emotional well-being. The study reveals that teachers' gestures and body language are critical, though eye contact and smiling appear less significant. Cultural diversity significantly influences non-verbal cue interpretation, affecting student engagement and comprehension differently.

Teacher-Focused Studies

Five studies examine different aspects of teachers and their work. Sampark Acharya and Ashok Kumar Sidana's "Human Rights Education and the Role of Teachers in Eastern Rajasthan" identifies an association between teacher practices and human rights implementation, though they could not establish direct causal relationships. They identified societal pressures, limited resources, and professional development gaps as challenges to empowering teachers in creating inclusive, non-discriminatory classroom environments.

Tarun Kumar Sharma and Shivani Dokhoria's "A Thematic Analysis of the Emotional Intelligence of Teacher Educators" explores how emotions affect analysis, decision-making, and actions, suggesting that teachers must understand their own emotional intelligence to better understand students.

AnuRadha Jamwal and Swati Gupta examine "Mindfulness towards Learning in Mitigating Second Language Classroom Anxiety among Prospective Teachers," finding that mindfulness correlates with reduced second language classroom anxiety, suggesting the need to integrate mindfulness practices into teacher training programs.

Vinod Kumar Kanvaria and Rupal Gupta's "Teachers and their Portrayal in Hindi Cinema: Perceiving through the Eyes of Pre-Service Teachers" explores how media representations, particularly in Hindi films, shape societal perceptions of educators, suggesting that education-themed movies can inspire and reaffirm prospective teachers' career choices.

Sangita Samal and Ram Niwas examine "Fostering Holistic Development: Teachers' Perspectives on the Happiness Curriculum," analyzing teachers' perceptions of Delhi Government Schools' recently discontinued happiness curriculum. The study suggests that the curriculum did not significantly contribute to holistic development and was perceived as an additional burden that reduced time for core subjects.

Some other Contributions

Aarti Yadav and Truptimayee Sahoo present "School Culture Promoting Innovation: A Systematic Literature Review," examining theories and instruments used to measure innovation-promoting school culture and analyzing dimensions crucial for fostering innovation from educators' perspectives.

Another paper by Pooja Walia and Rajesh Kumar, "State Resource Group (SRGs) Satisfaction with NISHTHA 1.0 in Mizoram and their Difficulties during Training Delivery in Mizoram," presents survey findings from SRG participants

Book Reviews

The first book review by Shashi Shukla and Nidhi Gulati examines a research methods book in Hindi by Dewan et al., published by Rawat Prakashan Jaipur. Written in a simple, flowing style with field-based examples, the book provides an introductory understanding of research and represents a significant contribution to Hindi-language research literature.

Tania Sarkar reviews "Mahavari Swasthy: Aao Apne Shareer Ko Jaane" by Madhu Kushwaha and Aabha Maurya, published by Manda Publishers. This Hindi-language book addresses female hygiene convincingly while debunking myths, serving as an essential resource for children, teachers, and parents during the puberty period.

Looking Forward

We welcome new contributions from diverse areas and actors in the field, hoping to bring more meaningful work that helps improve classroom practices and beyond. While we receive many papers outside VTTE's scope, we request authors to carefully consider our publication parameters before submission to ensure appropriate placement.

We extend our gratitude to our reviewers for their patient feedback and re-reviewing efforts that helped authors improve their work, and to our copyeditors who ensured error-free publications through meticulous reference checking and correction. The quality of this publication depends on all contributors' collective efforts.

We look forward to receiving more papers and welcome your suggestions on this issue's content.

Language in Education from the Perspective of NEP 2020

Shashikala Chauhan

Abstract

Education plays a crucial role in an individual's development and, ultimately, in national development. One of the most important components that determines the quality and effectiveness of education is the language of instruction. India is known across the world for its rich cultural heritage and linguistic diversity. Language has long been a subject of debate in the country, and various educational committees and commissions have widely discussed language-related issues in education. Recognizing its importance, the Constitution of India has granted several language-related rights to different sections of society. The introduction of the New Education Policy 2020 (NEP 2020) has once again drawn our attention to the issue of language in education. This paper aims to examine NEP 2020 with regard to the role of language in education, assess how effectively it addresses language-related concerns and explore the challenges it may face.

Keywords: language, NEP (2020), linguistic diversity,

Introduction

Language is the primary means of communication through which people exchange ideas, information and messages. India is known worldwide not only for its cultural diversity but also for its linguistic diversity and rich repository of knowledge. The Eighth Schedule of the Indian Constitution lists 22 official languages, but remains silent on the matter of a national language. Articles 350A and 350B specifically emphasise the use of the mother tongue as the medium of instruction at the primary stage.

Since Independence, India has constituted various commissions and committees to introduce necessary reforms in education to meet the evolving aspirations of the nation. These include the University Education Commission (1948), the Secondary Education Commission (1952), the National Policy on Education (1968), the National Policy on

Education (1986) and the Programme of Action (1992). After 34 years, the need for a new education policy was felt to address the requirements and aspirations of the twenty-first century. Responding to this need, the Government of India introduced the New Education Policy (NEP) 2020.

The NEP 2020 aims to ensure quality education for all students, irrespective of their place of residence, with particular emphasis on historically marginalised, disadvantaged and underrepresented groups. However, a pertinent question arises — what happens if the use of one particular language makes quality education accessible only to a certain section of society, while excluding others. In this context, the language of instruction becomes important—it must be understandable to students and enable them to express themselves fully.

Since language is one of the key components of education and has been a major concern

for every educational commission and committee, this paper presents an inquiry into NEP 2020 with respect to certain questions related to language in education.

Literature Review

Various academicians and scholars have reviewed and analysed NEP 2020 from language perspective. For instance, Sengupta (2021) critically assessed the policy with respect to language and referred to it as a “contradiction of intentions”. Sharma (2021) examined language issues in the policy and highlighted how multilingualism and the power of language can significantly contribute to the holistic development of students from primary to higher education. Kumari and Yetcherla (2022) explored various initiatives under NEP 2020 aimed at promoting languages, arts and culture among schoolchildren, noting the intrinsic link between language, art and culture. Gautam (n.a) also addressed language-related concerns in NEP (2020). However, only a few studies have comparatively analysed NEP 2020 in relation to earlier educational policies and in the context of present-day realities. Therefore, this paper tries to comparatively analyse and interpret NEP 2020 with respect to language in education, keeping in view the vision of a new, aspirational India.

This paper attempts to answer the following questions.

1. Does NEP 2020 present any new ideas with respect to language in comparison with previous national education policies?
2. Is NEP 2020 effective in addressing the long-standing language-related issues in education as compared to the earlier national education policies?
3. What are the major challenges that NEP 2020 faces?

New Ideas of Language in NEP 2020

The NEP 2020 presents many new concepts related to language in education, such as multilingualism in the classroom and bilingual teaching. Instead of promoting any single language (such as Hindi), it emphasises the development and preservation of all Indian languages. It is the first national education policy to highlight the promotion of classical languages and to recommend the standardisation of Indian Sign Language (ISL) across the country, along with creating greater awareness about it. The terms ‘mother tongue’, ‘local language’, ‘home language’ and ‘regional language’ are specifically used in NEP 2020 to refer to the languages of instruction in education.

Table 1: Language in Education from the Perspective of Three National Education Policies Addressing Long-standing Language Issues in Education

S. No.	Point of Comparison	Kothari Commission (1964–66)	NEP (1986) and Program of Action (1992)	NEP 2020
1.	Introduction of language in policy	Evolution of a language policy	Language development	Multilingualism and the power of language
2.	Medium of instruction	School level: Regional language University level: Regional language + English	School and higher level: Regional language + modern Indian languages	School and higher level: Regional language + mother tongue + English
3.	Teaching	Single language	Single language	Bilingual approach
4.	Exposed to different languages	Not specifically discussed	Not specifically discussed	From foundational stage onwards

5.	Multilingualism	Not applied	Not applied	Promoted
6.	Three-language Formula	Suggested to adopt at the secondary level	Accepted by states to adopt at the secondary level	Accepted fully with liberty to choose three languages as per their preference
7.	Indian Sign Language	Not mentioned	Not mentioned	Will be standardised across the country
8.	Promotion of Hindi	Much emphasised	Much emphasised	Not discussed
9.	Promotion of classical languages	Not discussed	Not discussed	Emphasised to make available as optional language in school
10.	Promotion of modern Indian languages	Much emphasised	Much emphasised	Much emphasised
11.	Link language	Focused on the development of Hindi as the link language	Focused on the development of Hindi as the link language	Not mentioned

As education is a dynamic process, change is its inherent nature. India, with its vast linguistic diversity, has seen some languages evolve over time through continued use, while others have lost their status due to ignorance or neglect and lack of promotion. Language has historically been one of the most powerful tools to rule and exert influence — history offers ample evidence of this. Given India's linguistic diversity, the education system has consistently faced challenges regarding the language of instruction. Some of the major issues include are the reluctance of states to fully implement the three-language formula even after 54 years of its introduction, conflicts around the promotion of Hindi, the difficulty in promoting all Indian languages equally, concerns over selecting an effective and efficient medium of instruction, and more recently, the growing desire among state governments to adopt English as the medium of instruction.

The NEP 2020 offers significant recommendations, particularly in addressing these long-standing problems. As shown in Table 1, NEP 2020 has accepted the three-language formula but has left the choice of languages to states. It does not favour the imposition of a particular language, and instead promotes bilingual teaching and multilingualism in classrooms. In doing so,

the policy effectively addresses the major issue of implementing the three-language formula.

Senior journalist Sudheer Pachauri, while speaking at the launch of three bilingual (Hindi + English) medical books, blamed non-Hindi speaking communities for hindering the promotion of Hindi, even calling them enemies of the language. On the other hand, the forced imposition of Hindi as a medium of instruction in Kendriya Vidyalayas, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and central universities—recommended by the 11th Official Language Committee report submitted to the President of India by the Home Minister—sparked strong opposition against Hindi among academicians (Achary, 2022). In contrast, NEP 2020 shows a thoughtful understanding of these linguistic issues. While discussing language in education across 13–15 pages, the policy document neither mentions Hindi specifically nor calls for its promotion in any form. This clearly indicates the policymakers' awareness of the sensitive nature of language imposition that goes against the aspirations of a new and inclusive India.

Instead of promoting any single language, the policy begins its discussion with multilingualism and the importance

of linguistic diversity. By avoiding the imposition of any language on the states, NEP 2020 acknowledges Article 345 of the Constitution, which grants states the right to choose their official language. In this way, NEP 2020 effectively addresses the second major issue—conflict over the promotion of Hindi.

As previously mentioned, NEP 2020 does not prioritise any single language. It gives equal importance to all languages—whether regional, mother tongue, home language, classical, modern Indian or foreign languages. So far, no education policy in India has been this broad or inclusive in scope. To enrich language learning, it recommends making available subject textbooks in all Indian Languages, using information and communication technologies to facilitate language learning, and exposing students to various languages from an early age. It also proposes the “development of Indian languages” through initiatives like Ek Bharata Shreshth Bharat at the school level.

The NEP 2020 does not consider any single language as the most efficient across all levels of education. Instead, it emphasises multilingualism. According to Okal (2014), “Multilingualism is referred to as the ability of a speaker to express himself or herself in several languages with equal and native-like proficiency.”

The NEP 2020 recommends the use of the mother language or home language as the medium of instruction at least up to Grade 5. It also promotes the learning of Indian classical languages as optional subjects for at least two years at the secondary level, aiming to acquaint students with the rich literature and knowledge contained in them. At the higher education (university) level, NEP 2020 promotes and emphasises the importance of English and other rich foreign languages, as they provide access to global knowledge.

Major Problems of NEP 2020

Despite presenting many new and inclusive ideas, NEP 2020 is not free from criticism, especially regarding language. One major issue it overlooks is the need for a national or link language. Does the policy assume that no such language exists in India that can play this unifying role? If so, it is a matter that requires serious thought. It is the twenty-first century and Indians have established their presence across the globe, especially in the world’s most powerful countries like the USA, the UK, Canada, etc. In these countries, Indians are not only living and working but have also become an integral part of their political and economic systems.

In such a situation, it becomes important to focus on the development of a single language that can serve as a national link language. On one hand, it would strengthen national unity and integrity, and on the other, it would make it easier for the world to connect with India through a common language—something that currently seems quite challenging. Chaturvedi (2022) observes, “If a particular language speaking group is being economically and politically powerful, then their language starts getting respect and honour.” In light of this, perhaps now is the right time to start working towards the development of such a language.

Conclusion

Language is one of the most precious jewels of any culture and civilization—a fountainhead of national unity and integrity. It is the right time to take action to preserve and promote all Indian languages by giving them their rightful place in education because when a language dies, its people often lose their identity as well. As Sharma (2021) aptly states, when language comes, it brings its culture, and when it disappears, it takes that culture along with it.

The imposition of a single language, or the belief by some powerful people that their language is superior to others, is a direct assault on federalism and the principle of equal

citizenship. It also violates the constitutional rights guaranteed under Article 351. Despite its limitations, the ideas presented in NEP 2020 with respect to language are valuable.

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Multicultural Education in India: A Critical Analysis of National Policies of Education Using James Bank's Framework

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Abstract

Diversity is a unique feature of Indian society that is reflected in classrooms. This diversity among the student population necessitates multicultural education. The purpose of a school is not only to prepare individuals for various roles in society but also to help them understand and appreciate people from different sociocultural and economic backgrounds. The kind of experiences children receive in schools is shaped by the education policies and regulations laid down by the state. This paper tries to examine major Indian national education policies—namely, National Policy on Education, 1968; the National Policy on Education, 1986 and the National Education Policy, 2020—from a multicultural or culturally responsive perspective. It analyses these policies using James Banks' multicultural education framework. Based on the policy analysis, the paper highlights that NEP 2020 encompasses almost all five dimensions of Banks' framework. However, the previous policies lacked focus on its application aspect.

Keywords: Multicultural education, policy analysis, schooling, grammar of schooling, National Education Policy 2020

Introduction

Multicultural education is an outcome of the socio-political struggle that arose due to power dynamics, economic changes and the Civil Rights Movement in the West during the 1960s. Amidst these struggles, numerous marginalised groups demanded that public schools include their cultural and ethnic content (Banks, 1989) to ensure representation. These movements ultimately led to the establishment of multicultural education as a means to promote equity for all. According to Banks (1993), multicultural education is not exclusive to a handful of minorities or people of different races; instead, it empowers all individuals to become active, empathetic and respectful towards each other. This indicates that multicultural education should be an integral part of all

societies as it fosters equal opportunity, access and equity in schools.

India has always been a multicultural nation. It is home to multiple religions (such as Hinduism, Jainism, Sikhism and Buddhism), approximately 120 languages, over 19,000 dialects, regional variations, and a complex caste structure (Singh, 2006). In India, like all parts of the world, globalisation and liberalisation have led to an increase in the mobility of people, resulting in greater intermixing of multiple cultures across the country. This diverse population comes in close contact with each other in schools. In such a context, multicultural education in a country like India can help educational planners reform schools and improve the academic (Banks, 2009) performance of students from all backgrounds. However, as Banks (2004) puts it, multicultural education

can become a reality only when schools are considered as social systems that reflect the diversity of society and promote the possibility of coexistence among all.

Furthermore, teachers are key actors in school settings who work directly with children from diverse cultural backgrounds. This cultural diversity in classrooms can serve as both a challenge, as well as an opportunity, for teachers. Therefore, teachers and schools must respect this diversity and be equipped to integrate it meaningfully, as doing so will prepare students for sustainable coexistence and harmony.

While several researchers have highlighted the significance of multicultural education in the Western contexts (Banks, 1988, 1989 and 2004; Gay, 1994; Delpit, 1988, 2006), its presence and implementation at the school level have been sparsely explored in the Indian context, especially in relation to different communities (for instance Sujatha, 1987; Nambissan, 1994; Panda and Cole, 2007; and Gupta, 2015). Moreover, multicultural education has received limited attention in mainstream or public schools. This lack of application may be traced back to the orientation of educational policies. Since educational policies serve as the guiding frameworks for the Indian school system, their stance on cultural diversity may shed light on how multicultural education is addressed.

Thus, this paper attempts to analyse Indian education policies through the lens of multicultural education. The research question guiding the study is—‘Do Indian education policies comprehensively reflect the components of multicultural education? If yes, what elements are included, and what are the missing links?’ This question is explored by examining the three major educational policies introduced in post-Independence India—the National Policy on Education (1968), the National Policy on Education (1986) and the National Education Policy (2020). These policies are analysed using a multicultural education framework proposed by James Banks (1993).

James Banks’ Multicultural Education Framework

James Banks is a prominent educationist who strongly advocated for multicultural education in evolving society of the United States of America during the 1980s. He analysed the crucial role of schools as social systems and their existence in multicultural societies. He provided five dimensions of multicultural education through his seminal work. These dimensions have been used in this paper to examine and evaluate the Indian education policies. The dimensions are as follows.

1. **Content Integration:** This dimension focuses on how teachers integrate examples and content from diverse cultures and backgrounds to explain key concepts or subject matter within a discipline.
2. **Knowledge Construction:** This dimension enables students to understand and critically analyse information through engaging teaching activities. It allows students to actively participate in constructing their own understanding of different cultures, rather than passively receiving knowledge.
3. **Prejudice Reduction:** This dimension relates to teacher interventions and school curricula to reduce biases and prejudices against any community. It helps students develop a positive attitude towards individuals who are different from themselves.
4. **Equity Pedagogy:** This includes improvising teaching methods to facilitate the learning of students from diverse backgrounds. It aims to enhance the academic performance of all students, regardless of their sociocultural affiliations.
5. **Empowering School Culture:** The fifth dimension encourages reconstructing the school environment and culture to promote equality for all students, irrespective of their background. It calls upon changes in school policies, structures, and engagements of staff, teachers and management to promote inclusivity.

Situating Multiculturalism and Multicultural Education in India

The Constitution of India reflects multicultural values in every respect. It outlines rights and provisions to protect the country's rich diversity across its various communities. The Preamble of the Constitution begins with inclusive phrase — 'We, the people of India...' — which embraces the vast range of diversities present across the country. It upholds the ideals of equality and justice for every citizen, regardless of their caste, creed, race or religion. The sentiments of togetherness and unity in diversity are further reinforced through the insertion of terms like fraternity, equality and liberty for all citizens, reflecting the commitment to an inclusive society.

The final version of the Constitution went through numerous drafts, and integrating provisions to ensure equity for all citizens was an enormous task for the Constituent Assembly. As a result, the Constitution of India includes Fundamental Rights, along with several other provisions like Article 325, Article 330, Article 332, the Fifth Schedule, Article 164, Article 338, Article 339 (1), the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, Article 331, Article 350A, Article 345, Article 347, Article 350, Article 210 and Article 120. Together, these provisions offer a comprehensive legal foundation for promoting multicultural education in India.

However, these provisions alone are not sufficient to ensure the implementation of multicultural education at the institutional level. Realising its significance also depends on political will and the commitment to uphold the values of a pluralist society like India.

It is well-established that the overall growth of any diverse country depends significantly on how minority and other marginalised groups participate in the development process. Mishra and Kumar (2014) emphasised that

the inclusion of minority groups is essential to preserving the idea of India. This implies that the development process, policies and education systems must be inclusive of all social groups. Government policies and provisions must ensure equal opportunity, access and participation for every community. Therefore, educational opportunities for children should be designed to guarantee equal access and promote mutual respect among students.

Some studies have already examined the educational experiences of children from diverse backgrounds in Indian schools, reinforcing the need for inclusive education policies. For instance, Kumar (1983) highlighted the educational experiences of Scheduled Caste and Scheduled Tribe children in Indian schools, shedding light on issues related to the representation of children coming from marginalised communities. Razzack (1991) examined the experiences of Muslim children in school and society, highlighting how schools could help nurture a Muslim child's identity through integration and correct representation of the community. Panda (2012) also highlighted how a school should enable children to become 'insiders' in the academic discourse practices through multilingual education (case study of Odisha and Andhra Pradesh).

These significant research studies suggest that the Indian education policies should include provisions for incorporating community practices and the voices of all children from diverse backgrounds to foster a sense of belonging and participation. The access and participation of diverse students groups can be effectively addressed through national-level educational policies. Therefore, it becomes important to examine if these policies are inclusive in the Indian context. However, the three National Education Policies have not been analysed from these perspectives in recent times. This paper tries to review and analyse them using Banks' multicultural education framework.

Policy Analysis

The analysis of public policies is a significant area of research within the field of political science. Over time, policy analysts have tried to analyse and understand how governments make policy decisions and how these decisions vary across contexts. A historical thematic analysis of policies offers valuable insights into how policy priorities have evolved over time. In this paper, Qualitative Document Analysis (QDA) has been employed. Bowen (2009) describes QDA as a systematic method for reviewing and analysing all forms of written documents. Since Independence, three National Education Policies (1968, 1986, POA 1992 and 2020) have been formulated in India. In this paper, all three policies have been

reviewed using James Banks' Framework of multicultural education.

The analysis follows a theory-driven approach, drawing upon Banks' five dimensions of multicultural education. The selected policy documents were reviewed through the lens of multicultural education, inclusion or culturally responsive education. Relevant sections were identified and labelled according to Banks' dimensions. This labelling led to the identification of patterns across the sections, and a comparative table was created for the three policies. The table helped check which policy includes which dimensions and where it lacks. The following paragraphs elaborate the relevant sections from the three policies and discuss them in light of Banks' framework.

Dimensions of multicultural education (James Banks)	NPE 1968	NPE 1986–92	NEP 2020
Content integration	×	✓	✓
Knowledge construction	×	✓	✓
Prejudice reduction	✓	×	✓
Equity pedagogy	×	✓	✓
Empowering school culture	✓	✓	✓

National Policy on Education, 1968

India's is characterised by a diverse population throughout its length and breadth. It is essential to have an educational framework that emphasises integrating this diversity. The first National Policy on Education was brought about in 1968, based on the recommendations of the Kothari Commission (1964–1966). The policy consisted of 17 areas for improvement. However, there were no clear and explicit mentions of the features of multiculturalism.

The NPE 1968 displayed concern for national integration by advocating reconstruction and integration of economic, cultural and educational structures so that brotherhood and a sense of citizenship prevailed in Indian society. It also highlighted the need to safeguard minorities' legal rights and

advancing their educational interests. Furthermore, the policy emphasised the advancement of Indian literature and languages, describing it as the sine qua non for educational and cultural development (p. 2–3). In continuation, the policy emphasised the advancement of Hindi 'as a medium of expression for all elements of the composite culture of India'. The NPE 1968 also highlighted the need to establish higher education institutions in non-Hindi speaking states.

In accordance with the James Banks' framework for multicultural education, the NPE 1968 focused on Indian languages and advocated regional languages as the medium of instruction; thus, it incorporated the 'equity pedagogy' in its description. Additionally, the policy subtly addressed national integration and empowerment through common citizenship and culture. Therefore,

it also touched upon the 'empowering school culture' dimension of James Banks' framework. However, the policy did not mention the other three dimensions, i.e., content integration, knowledge construction and prejudice reduction. This highlights that while multicultural education was recognised as necessary for India's growth and development, its implementation at the school or classroom level was missing.

The National Policy on Education, 1986, POA 1992

The National Policy on Education (1986, POA 1992) focused on national growth and shared citizenship. It underlined that the Indian educational system needed to be revamped, with an emphasis on science and technology, the development of values, and improved interpersonal connections. The National Policy on Education must be reviewed periodically; therefore, a new policy was formulated in 1986 and revised based on the recommendations of the Janardhan Reddy and Ramamurthy committees in 1992.

From a multicultural lens, this policy highlighted the role of education in acculturation and racial integration. It mentioned that "education has an acculturating role" (p. 4). The policy promoted an education system in India which guaranteed that children from all castes, creeds and locations access to high-quality education to a particular degree. Additionally, emphasis was placed on understanding other cultures and social structures. The policy recommended measures to foster acceptance among students regarding the diverse cultures across the country.

The policy further clarified the necessity of eliminating inequalities and granting equal access to education for people who were previously denied equality. It advocated making special provisions for people who were not able to access education and ensured that there would be no disparity in educational opportunity. Further, the

policy specifically mentioned about the Scheduled tribes and identified the distinct nature of their cultural and social milieu; it advocated for curriculum development in tribal languages in at least the early years, with provisions for shifting to the regional language in the middle years of schooling.

The National Policy on Education, 1986, also mentioned the need to bridge the knowledge gap between the official educational system and the national cultural heritage. It discussed that "the existing schism between the formal system of education and the country's rich and varied cultural traditions need to be bridged" (p. 26). Compared to NPE 1968, this policy emphasised using as much cultural content as feasible. It recommended locating community resources that could enhance schooling through cultural enrichment.

Additionally, the policy stressed on the significance of advocating principles that promote human unification. Owing to India's diverse population, it is essential to have an education system that fosters universal values and unites the country and its people. The policy also emphasised the necessity of developing programmes that are culturally sensitive and recommended that education technology should ensure the creation of culturally compatible and responsive educational programmes.

The policy advocated for including the content of different cultures in as many forms as possible, thus addressing the 'content integration' dimension of James Banks' framework. It also discussed the growing gap between India's rich cultural heritage and the formal education system, thereby incorporating the dimension of 'knowledge construction'. Further, similar to the National Education Policy, 1968, the 1986, POA 1992 policy championed the use of regional languages as the medium of instruction in schools, as well as promoting national integration and common citizenship. Therefore, it also supported 'equity pedagogy and empowering school culture'. However, this policy too failed to include the aspect

of 'prejudice reduction'. At the school level, conflicts may arise due to differences when a diverse population comes into close contact. Thus, provisions to reduce prejudices at the school level are necessary to achieve equity which was missing from NPE 1986.

National Education Policy, 2020

In 2020, after a gap of about 34 years, the Indian government brought about the next education policy—the National Education Policy (NEP) 2020. The policy envisioned some fundamental changes in the education system of our country and promoted India's emergence as a global leader. The new policy highlights the importance of multicultural education in various ways.

The NEP 2020 recommends the creation of multiple pathways to education through both formal and informal modes, with emphasis on Socially and Economically Disadvantaged Groups (SEDGs). It underlines the importance of using the mother tongue or the local language as the medium of instruction at least until Grade 5, with a preference for continuing education in the mother tongue, home language or regional language till Grade 8 and even beyond. The NEP 2020 envisions a multilingual, unified country, as it says, "...promote multilingualism and national unity while providing for greater flexibility" (p. 12). It also talks about more ways to integrate children with disabilities through strengthening of infrastructure, peer-to-peer tutoring, open schooling, and other measures.

Further, the NEP 2020 advocates for an education system that creates an empowering culture for all, including those at the last mile. Reducing biases in the curriculum is seen as critical to building a society free from prejudice; therefore, the policy mentions that considerable efforts should be made to eliminate biases from curricula and school materials. Schools are encouraged to include more content that reflect the diversity of Indian society.

The idea of unity in diversity is exemplified

multiple times in NEP 2020. It emphasises introducing initiatives to create awareness among children about different religions, fostering respect for both commonalities and differences. A broader curriculum incorporating traditional Indian heritage is seen as essential for rooting education in Indian culture.

It is NEP 2020 that incorporates all five dimensions of James Banks' framework for multicultural education. The policy advocates for content integration by supporting and emphasising the incorporation of India's traditional knowledge systems (Indian Knowledge System). It also supports the facilitation of resources so that every child can learn, with a focus on SEDGs, thereby emphasising knowledge construction. Notably, it is the first national policy to explicitly identify the presence of 'bias' and advocate for its removal, promoting the development of more relevant educational materials. Additionally, similar to previous national education policies, NEP 2020 advocates that the medium of instruction in schools should be the mother tongue or regional language at least until Grade 5, and promotes the development of a school culture that empowers every child. Thus, the policy incorporates the dimensions of 'equity pedagogy' and 'empowering school culture' from James Banks' framework.

Discussion

Multicultural education, according to Banks (2004), "is a wide notion with various diverse components". When attempting to adopt multicultural education, he notes that "practising educators can use the dimensions as a roadmap to school transformation". These dimensions can be used to examine how schools operate and how multicultural education is promoted. They can also serve as guidelines for school reform.

It is important for our policy documents to embody the essence of multicultural education as we are an extraordinarily diverse country. Our practices can only

align with this goal when there is detailed discourse on pluralistic education and a push at the policy level. Therefore, the paper analyses the three major National Education Policies and reflects on how they incorporate the different dimensions of multicultural education.

The National Policy on Education, 1968, POA 1992 included just two dimensions out of five: Empowering School Culture and Equity Pedagogy; the National Policy on Education, 1986–92 mentioned four dimensions: Content Integration, Knowledge Construction, Empowering School Culture and Equity Pedagogy. It was only with NEP 2020 that, for the first time, a national policy advocated for all five dimensions, including prejudice reduction.

It took 73 years and three national education policies for India to develop a comprehensive policy that includes all five dimensions of multicultural education. Although delayed, this is indeed a progressive step forward. It will help educators across India align with various aspects of multicultural education and transform schools into spaces that promote cohesion in plurality. For a diverse nation like India, NEP 2020 provides the much-needed focus on building upon our strength as a diverse society.

Conclusion

As a diverse nation, we need to make our grammar of schooling more inclusive, and a national education policy advocating for greater multicultural education can strengthen this effort. In this study, India's three major national education policies were examined using the multicultural education framework proposed by James Banks. The findings revealed that the first National Policy on Education included only two dimensions of multicultural education. Further, the next policy (1986, POA 1992) incorporated four dimensions of the Banks' framework. It was only in 2020 that the National Education Policy included all five components of the James Banks' framework for multicultural education. It took us over two-thirds of a century to develop an education policy that genuinely supports building a multicultural nation through multicultural education in schools across the country. We now need to focus on making NEP 2020 a reality by embedding multicultural education into all aspects of school education, including curriculum, teacher training and assessments.

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Effect of Mental Health on Attitude of Secondary School Students towards Educational Media

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Abstract

With recent advancements in technology, learning has become increasingly digital, equipping students with enhanced skills and competencies for engaging with various educational media. Simultaneously, mental health has become a critical factor as students' emotional and cognitive responses evolve (Schwartz et al. 2021). The shift from traditional to blended or fully online instruction has notably impacted the emotional and mental dimensions of students' lives. Amid COVID-19, as educational media became central to learning, evaluating students' mental health has become essential. This study aims to examine the impact of mental health, school type, and their interaction on secondary students' attitudes towards educational media. Utilizing a correlational survey design, the researchers selected a randomized sample of 120 CBSE-affiliated students from government and private English-medium schools in Jodhpur, Rajasthan (60 from each sector). A two-way ANOVA and independent 't' test analyzed the effects of mental health and school type on students' attitudes towards educational media, revealing that positive mental health significantly enhances students' engagement and attitudes toward educational media.

Keywords: Mental Health, Educational Media, Attitude

Introduction

The Indian education system has undergone significant transformation from the Vedic period through the pre- and post-independence eras to the present, adapting to the evolving needs of society, learners, and global trends. This progression has seen a shift from traditional, teacher-centred approaches to a student-centred, technology-oriented model that prioritizes the development of 21st-century skills. Originally aimed at fulfilling individual educational needs, it has evolved to support holistic national development and now aspires to establish India as a global leader or Vishwa guru. This goal aligns with the use of advanced technological tools to connect with and contribute to the global knowledge economy.

The National Education Policy (NEP) 2020 strongly emphasizes equity and inclusivity, reflecting the Sustainable Development Goal 4 (SDG 4), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030 (Panigrahi, 2020). Recognizing the uniqueness of each learner, NEP 2020 advocates for the use of appropriate resources, technological aids, and differentiated support in classrooms to address both individual and collective needs. Ultimately, this policy framework seeks the holistic development of every student and the nation as a whole (Starcic, 2010).

Media

Education aims to cultivate citizens who are productive, effective, aware, self-reliant,

confident, and skilled attributes essential in today's educational landscape. The term 'media' originates from 'medium,' indicating a 'carrier' or conduit. Media serve as channels through which messages are produced, stored, retrieved, and communicated between individuals, and they are instrumental in reaching broader learner audiences. The role of media has evolved from traditional newspapers to a critical component in technology integration within education. Media today addresses both the social and cultural needs of students, reflecting the perspectives of the school and society. As a central element of the school curriculum, various forms of media uniquely influence students' learning processes and their interpretation of information (Preeti, 2014).

Educational Media

The integration of technology in education in India began with the Satellite Instructional Television Experiment (SITE), which was initiated in six states to provide primary education through broadcast media. By the mid-1960s, correspondence courses became available, and in 1979, Delhi introduced an open school system that evolved into the National Open School by 1989. The mid-1970s saw the inclusion of visual aids such as slides, projectors, and television with the establishment of distance education centres across India (Rao, 2016). Initially, technology in education was more prominent at the higher education level, but it gradually expanded into school-level teaching and learning.

The National Education Policy (NEP) of 1986 marked a significant milestone by emphasizing educational technology at the school level, particularly promoting computer literacy through the Computer Literacy and Studies in Schools (CLASS) project. Further support for educational media came with the National Curriculum Framework of 2005, which underscored

its role in enhancing learning outcomes. The COVID-19 pandemic significantly accelerated the use of educational technology in schools, making virtual tools essential for the continuation of learning. Consequently, the perception of educational media shifted from a supplemental tool to a critical component of effective, inclusive, and engaging teaching practices.

According to Thomas (1998), educational media meet diverse learning needs by adapting to varied learning styles. In an educational context, media serve as conduits for knowledge transfer between students and educators, with technology facilitating these exchanges (Ritakumari, 2019).

Types of Educational Media

Supported by various studies, educational media are categorized as follows:

- 1. Print Media:** Traditional media in the form of printed resources, such as books, journals, newspapers, and handouts, distributed to the public.
- 2. Non-Print Media:** Non-printed formats, including film strips and videotapes, which rely on visual and auditory elements rather than text.
- 3. Electronic Media:** Media utilizing electronic devices to engage students, including audio, video, and audio-visual content on devices like televisions, computers, and mobile phones.
- 4. Projected Media:** Media that require projection to enlarge visuals on a screen, including slides and film strips.
- 5. Non-Projected Media:** Media that do not require projection, such as 2D and 3D models, kits, charts, and graphs, which aid in visualizing complex concepts.

These diverse media forms, including both projected and non-projected types, contribute to a dynamic educational experience by catering to various sensory and cognitive needs of learners, fostering a more holistic approach to education.

Role of Educational Media in Teaching-learning Process

Traditional teaching methods primarily emphasize a teacher-centred approach, where the instructor guides and controls the classroom dynamics. In contrast, technology-based blended or online learning prioritizes a student-centred approach, encouraging active learner participation. Educational media play a crucial role in making the teaching-learning process more engaging and effective (Preeti, 2014).

- It accommodates diverse learning preferences, including auditory, visual, and kinesthetic modalities, ensuring broader inclusivity in classrooms.
- Incorporating both print and electronic media provides authentic, hands-on learning experiences, enabling students to interact directly with a variety of media.
- Media integration in teaching enhances critical thinking skills, encouraging students to analyze and synthesize information actively.
- It also fosters resourcefulness, as students learn to engage with educational tools and materials responsibly.

Student's Attitude towards Educational Media

In today's technology-centred educational landscape, simply incorporating electronic media into teaching is insufficient. It is vital to ensure that students are meaningfully engaged with digital tools like computers, smartphones, interactive whiteboards, and televisions to deliver high-quality learning experiences. Exploring students' perspectives on educational media-particularly devices such as laptops, mobile phones, and computers-has become essential in making learning more efficient and accessible.

As diverse educational media reshape students' attitudes and behaviours, technology has increasingly become integrated into learning environments,

influencing students' needs and expectations. Studies indicate a generally positive attitude among students toward the use of educational media in classrooms, reflecting a shift in goals, strategies, and objectives in the teaching-learning process to better address diverse learning needs.

Mental Health?

Mental well-being encompasses cognitive, emotional, and behavioural fitness, which is crucial for personal and professional effectiveness and productivity. Being mentally fit enables individuals to manage their emotions, understand themselves better, and handle life's demands with resilience. In education, mental health is an essential component of a holistic curriculum, supporting a child's intellectual, emotional, social, and physical development. By integrating mental and physical health education into the curriculum, students can become not only academically proficient but also self-directed learners who are prepared to lead healthier, stress-free lives. Monitoring students' mental health is fundamental to fostering their overall growth and development (NCERT, 2020).

Achieving balanced health in all areas, with equal emphasis on mental well-being, is vital to realizing one's full potential in life.

Definition of Mental Health

The World Health Organization (WHO) is an international organisation that promotes and defines mental balance or well-being as "the state of being well." They also underline how a person recognises his or her ability to cope with life's stress by working professionally and fruitfully and giving to his or her community. (WHO, 2005)

How Mental Health Affects Education?

Achieving success at any stage of education and life requires individuals to maintain

a balanced state of emotional, physical, social, and mental health. Mental health and academic achievement are closely connected, with each influencing the other (Suldo, et al 2013). Students with stronger mental health tend to perform better academically (Vaibhav, 2019), and there is a positive relationship between the two (Bas, 2021).

NCERT's Learning Outcomes at the Secondary Stage underscores the importance of health education, particularly focusing on children's psychosocial development, and emphasizes achieving learning outcomes through varied activities and strategies integrated into the school curriculum (NCERT, 2019). Numerous studies highlight the correlation between mental health and education, showing that improved mental health supports better educational outcomes, and the reverse is also true. Thus, mental health plays a significant role in shaping educational success.

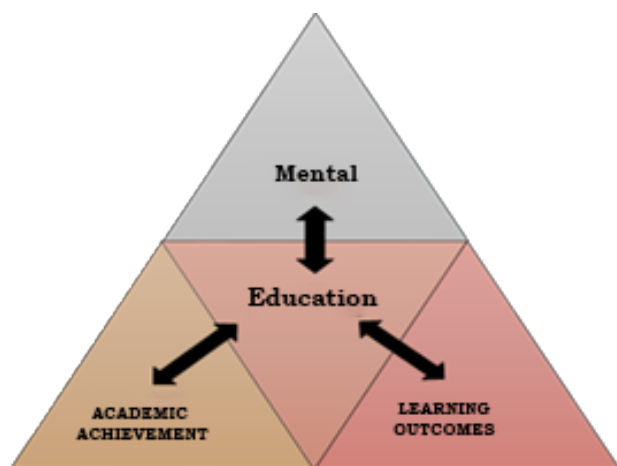


Figure 1: Self-drawn depicting inter-relationship between Education, Mental Health, Academic Achievement and Learning outcomes.

Low mental health leads to low academic achievement. On the other hand, positive mental health has a positive impact on academic achievement leading to better relationships with self and others. It helps to achieve learning outcomes productively in the classroom. Overall, a positive mind affects education in a positive manner. Many researches have also been done in the area to support the same.

Objective of the study: For the present study, the following objectives were framed by the researchers:

1. To study the impact of mental health, type of school, and their interaction on attitudes towards educational media of secondary school students.
2. To study the Attitudes of secondary government and private school students towards educational media.

Hypothesis: For the present study, the following null hypotheses were framed by the researchers-

1. There is no significant impact of mental health, type of school, and their interaction on Attitude towards Educational Media of secondary school students.
2. There is no significant difference in Attitude towards educational media of government and private secondary school students.

Sample

Jodhpur city in Rajasthan was selected for this study due to the unique challenges its education system faced during COVID-19 pandemic, particularly the sudden shift to online learning that affected students' mental health and attitudes towards educational media. Notably, no prior research has examined the connection between mental health and attitudes towards educational media among secondary students in Jodhpur, making this study a pioneering effort. The city's mix of government and private CBSE English-medium schools provides a well-rounded sample for balanced comparison. Residing in Jodhpur during the pandemic, the researcher had practical access for timely data collection. A sample of 120 students-equally divided between private and government schools-was selected to ensure adequate statistical power and meaningful analysis, consistent with social science research standards (Cohen, 1992; Krejcie & Morgan, 1970). Simple

random sampling reduced selection bias and enhanced generalizability across

Jodhpur's CBSE schools, capturing key differences within feasible limits.

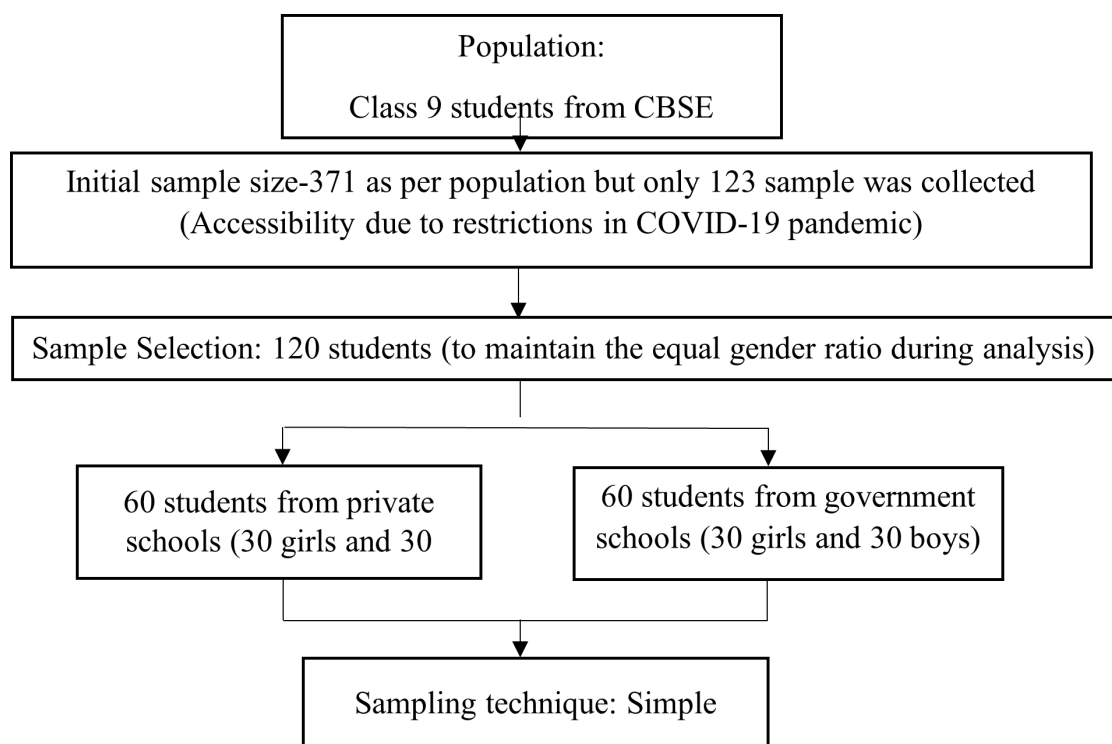


Figure 2: Flow chart of study population and sample size

Research Design

In this study, the researcher has selected a quantitative survey research design to examine how mental health, type of school (government or private), and their interaction influence secondary school students' attitudes toward educational media. A survey design is particularly suitable for this research as it allows for the collection of standardized data from a large number of students, enabling the researcher to identify patterns, trends, and relationships among the variables of interest.

The quantitative approach is appropriate for measuring attitudes in a systematic, objective manner and for analysing how mental health and school type may individually or jointly impact students' perceptions of educational media. By using this design, the researcher can apply statistical methods to assess the

significance of these relationships and provide evidence on the extent to which mental health and type of school shape students' attitudes towards digital and technological tools in their learning environment.

Tools used for the study

For the present study, researchers have used the following tools:

1. Attitude towards Educational Media: Student's Attitude towards Educational Media (SATEM-LKASS) developed by A. K. Lodi and S. Subuhi in the year 2018 in English language. The validity of tool is content validity decided by item analysis and reliability is 0.53 (reliability coefficient) which was examined by split-half method.
2. Mental Health: Mental Health Battery (MHB) developed by Alpana Sengupta and

A.K. Singh (2013). Available in Hindi and English language. The test-retest reliability ranges from 7.67 – 8.76 and Odd-even reliability ranges from 7.25 – 8.71. The concurrent validity ranges from 6.73-8.23 and construct validity has values 6.81 and 6.01, respectively.

Procedure of Data Collection

The principals of selected schools were initially asked for permission to undertake tool administration. The chosen instruments were then administered to a randomly selected sample of CBSE board class IX students, and data was collected.

Data Analysis

For the analysis of the first objective, which aimed to study the impact of mental health, type of school, and their interaction on students' attitudes toward educational media, a Two-Way ANOVA test was employed. This statistical method is ideal for examining the effect of two independent variables (mental health and type of school) and their interaction on the dependent variable (attitudes toward educational media). The Two-Way ANOVA allows for an assessment

of the main effects of each independent variable, as well as how they work together to influence the attitudes of secondary school students.

For the second objective, which sought to study the attitudes of secondary school students towards educational media across government and private schools, an independent t-test was used. This test compares the means of two independent groups-government and private school students-to determine whether there is a significant difference in their attitudes toward educational media.

By using these two statistical methods, the study effectively analyzes both the individual and combined effects of mental health, type of school, and their interaction on students' attitudes toward educational media.

Result and discussion

The first objective in the present study was to study the impact of mental health, type of school, and their interaction on attitudes educational media of secondary school students. For analysis of data related to objective 3x2 ANOVA was used, whose outcomes are tabulated as results reflected and shown in Table 1.

Table 1: Summary of 3x2 ANOVA Source, Sum of Squares, df, Mean Square, F and Level of significance

Dependent Variable: Attitude towards Educational Media

Source	Type III Sum of Squares	Df	Mean Square	F	Level of significance
Mental Health	26.599	2	13.300	42.71	.000*
Type of school	5.117	1	5.117	.000	.997
Mental Health* Type of school	.004	2	.002	.007	.993
Error	35.174	113	.311	--	--
Total	604.000	119	--	--	--

*0.000<0.01 significant at 0.01 level of significance

Table 1 presents findings on the influence of students' mental health on their attitudes toward educational media. The results reveal a significant effect of mental health, $F(2,113) = 42.71$, $p < 0.01$ $F(2,113) = 42.71$, $p <$

0.01 $F(2,113) = 42.71$, $p < 0.01$, indicating a statistically significant relationship at the 0.01 level. This outcome leads to the rejection of the null hypothesis, which posited no substantial effect of mental health, type of

school, or their interaction on students' attitudes toward educational media.

The non-significant effects observed for Type of School $F(1,113) = 0.00$, $p = 0.997$ $F(1,113) = 0.00$, $p = 0.997$ $F(1,113) = 0.00$, $p = 0.997$ and the interaction between Mental Health and Type of School $F(2,113) = 0.007$, $p = 0.993$ $F(2,113) = 0.007$, $p = 0.993$ $F(2,113) = 0.007$, $p = 0.993$ suggest that these factors do not independently or interactively influence students' attitudes in this context. Further post hoc analysis using the Bonferroni test, detailed in Table 2, was conducted to explore mean differences within mental health categories.

A plausible explanation for these findings is that students with positive mental health are generally more receptive to educational media, as they engage more productively in the learning process. Conversely, students experiencing mental health challenges may display negative attitudes, as psychological struggles can hinder cognitive engagement and disrupt effective learning.

These results align with previous research by Elharake, Gilliam, & Omer (2022), Zarzycka et al. (2022), and Harjule, Rahman & Agarwal (2021), and Kirsti et al., which have demonstrated the positive correlation between psychological well-being and effective learning outcomes. Such studies emphasize that mental health is a foundational factor in shaping students' engagement and attitudes toward educational platform

Table 2: Means of Poor, Average, and Good Mental Health

Mental Health	Mean
Poor	1.392
Average	2.120
Good	2.658

The analysis in Table 2 reveals that the mean scores for students with poor mental health (1.392) are significantly lower than those for students with average (2.120) and good mental health (2.658). This pattern indicates that students with better mental health exhibit more favourable attitudes

toward educational media compared to their counterparts with average or poor mental health. A possible explanation is that a mentally healthy child is more likely to have a positive attitude toward educational media and the learning process, whereas a child experiencing poor mental health may exhibit a negative attitude. This negativity could hinder productivity, ultimately disrupting the overall learning experience. Prior studies by Elharake et al. (2022), Zarzycka, et al. (2022), Harjule, et al. (2021), and Kirsti, et al. (2019) provide support for these findings. Table 1 shows that the F-value for type of school, $F(2,113) = 0.00$, $p = 0.997$, does not reach statistical significance at the 0.05 level. Thus, the null hypothesis, which posits that school type has no significant impact on students' attitudes toward educational media, is retained. This result may be attributed to the availability of equitable resources across different school types, enabling schools to provide consistent learning experiences regardless of institutional differences. The COVID-19 pandemic has helped bridge gaps between government and private schools by facilitating a common virtual learning environment where resources are distributed more equally. Studies by Adeyeye et al. (2022), Guerra (2022), Nikou (2022), Khan, et al. (2021), and Balaramulu & Maheswari (2015) align with these findings.

Similarly, the F-value for the interaction between mental health and school type, $F(2,113) = 0.07$, $p = 0.993$, is not statistically significant at the 0.05 level. Consequently, the null hypothesis-that there is no significant impact of mental health, school type, or their interaction on students' attitudes toward educational media is not rejected. This may again reflect the provision of similar resources and learning environments across diverse school types. The pandemic has fostered a shared virtual platform that equally serves all students, irrespective of institutional affiliation, enhancing the availability of digital resources for learning. Studies by Saraladevi and Suriyakumar (2016) support the above results.

The second objective of the present study was to study the attitudes of secondary government and private school students towards

educational media. For analysis of this objective independent 't' test was used whose outcomes were tabulated as shown in Table 3.

Table 3: Summary of group statistics for studying the attitude towards educational media of secondary government and private school students.

Type of school (Secondary Government and Private school)	N (120)	Mean	Std. Deviation	Std. Error Mean
Private	60	2.15	0.71	0.09305
Government	60	2.11	0.73	0.09535

Table 3 indicates that the standard deviation for private secondary school students is 0.71, while for government secondary school students it is 0.73. These values are nearly identical, suggesting that the variance in attitudes towards educational media is consistent across

both groups. Consequently, this similarity in standard deviations allows us to conclude that there is no statistically significant difference in attitudes towards educational media between students attending government and private secondary schools.

Table 4: Summing up of independent 't'-test for studying the secondary school student's attitude towards educational media of government and private school

Equal variances are assumed	Levene's Test for Equality of Variances		t-test- Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
	.033	.856	.269	117	.788
Equal variances are not assumed			.269	116.971	.788

Table 4 reveals that Levene's Test for Equality of Variances ($F = 0.33$, $p = 0.856$) indicates no significant difference in variances ($p > 0.05$). Therefore, the hypothesis that there is no significant difference in attitudes toward educational media between government and private secondary school students is not rejected. The t-test results, showing a value of $t = 0.269$ ($df = 117$, $p = 0.788$), further reinforce this, as the results are not significant at the 0.05 level. This outcome suggests that the attitudes of students in government and private schools toward educational media are statistically similar.

Several factors could explain this finding. One possibility is the equalization of resources across schools, regardless of institutional type, allowing both

government and private schools to offer comparable learning experiences. Additionally, the pandemic may have levelled the educational playing field by necessitating virtual learning platforms accessible to students in both sectors. This convergence has provided equitable digital facilities, enabling all learners to benefit from similar educational media exposure.

These results are corroborated by previous studies, including research by Adeyeye, et al. (2022), Guerra (2022), Nikou (2022), Khan et al. (2021), and Balaramulu and Maheswari (2015). Their findings support the notion that government and private school students exhibit similar attitudes toward educational media, likely due to shared access to learning tools and resources.

Finding and Conclusion

1. Correlation Between Attitude Towards Educational Media and Mental Health of Secondary School Students.

The study reveals a significant positive correlation between students' attitudes toward educational media and their mental health, with a Pearson correlation coefficient of $r = 0.654$, significant at the 0.01 level ($p = 0.000 < 0.01$). This indicates that students with a positive mental health status are more likely to have a favorable attitude toward educational media, and vice versa. The positive correlation suggests that a student's mental health is likely influenced by his/her attitude toward educational media, encompassing emotional, cognitive, and behavioral dimensions. These results align with previous studies by (Harjule, Rahman, & Agarwal, 2021), Irawan, et al. (2020), Liaw & Huang (2011), and Gatlin, M. (2000), which found similar associations.

2. Comparison of Attitudes Towards Educational Media Between Government and Private School Students

An independent t-test was conducted to compare the attitudes toward educational media between government and private secondary school students. The analysis revealed no significant difference between the two groups, with $t = 0.269$, $t = 0.269$, $t = 0.269$, $p = 0.788 > 0.05$, $p = 0.788 > 0.05$, $p = 0.788 > 0.05$, and equal variances assumed ($F = 0.033$, $p = 0.856 > 0.05$). Both groups exhibited similar levels of positive attitudes towards educational media, with mean values indicating only minor differences. This suggests that the type of school (government or private) does not significantly impact students' attitudes toward educational media. Contributing factors may include equal access to resources, the unified learning environment developed post-pandemic, and shared educational standards across

schools. These findings are supported by studies from Adeyeye et al. (2022), Guerra (2022), Nikou (2022), Khan et al. (2021), and Balaramulu & Maheswari (2015).

The study concludes that there is a substantial positive relationship between mental health and attitude towards educational media among secondary school students, implying that students' mental well-being can influence their perception and acceptance of digital learning tools. Additionally, no significant difference was found in attitudes toward educational media between government and private school students, suggesting that both school types provide similar educational media experiences and resources. These findings underscore the importance of supporting students' mental health to foster positive attitudes towards educational tools, regardless of the school setting.

Educational Implications of the Study

The findings from the study, A Correlational Study of Mental Health and Attitude of Secondary Level Students Towards Educational Media, suggest significant educational implications for enhancing student learning environments. For students, greater awareness of mental health fosters a constructive attitude toward educational media, which can boost engagement, creativity, and productivity. Teachers, equipped with an understanding of student's mental health, can create supportive, inclusive learning experiences tailored to emotional needs, while also utilizing diverse media to maintain a positive classroom atmosphere. Policymakers could incorporate mental health initiatives into the curriculum, making emotional well-being integral to education, and encourage the use of diverse educational media to nurture productive learning attitudes. Parents who understand their child's mental health can provide effective guidance, supporting a nurturing

home environment and fostering positive educational attitudes. Future research could include longitudinal studies to assess the long-term effects of mental health support on attitudes and learning outcomes, cross-cultural comparisons to explore cultural influences, and interventional studies to

identify effective mental health strategies. Additionally, examining specific media types, teacher training on mental health, and parental involvement in fostering positive attitudes could provide deeper insights into improving student engagement and well-being in education.

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Secondary Students' Attitude towards Accountancy- A Study

Apoorva Sharma*, Arpana Godbole

Abstract

Accountancy is a core subject that students opting for commerce at the secondary level study. However, it has been observed that many students do not perform well in accountancy. Among the various reasons for this, one possible factor could be their beliefs and predispositions (attitude) towards the subject. While opting for commerce at the secondary level, a student generally knows that accountancy involves some numerical problems. For numerical-based subjects, they mostly develop a mindset that these subjects are difficult to study, which can have a significant impact on their academic performance. If this mindset is positive, it can help a student learn the subject in a better way; if negative, it may cause a loss of interest, and consequently, a decline in academic achievement. The attitude of students towards a particular subject are often influenced by their board of education, as many believe that some boards offer better educational experiences than others. This paper presents a concise overview of a study conducted to explore any substantial differences in attitudes towards accountancy among students from different boards—namely, the Uttar Pradesh Madhyamik Shiksha Parishad (U.P. Board) the Central Board of Secondary Education (CBSE) and Indian School Certificate Examination (ISC)). The researchers employed a self-developed 3-point rating scale to collect data and analysed it using appropriate descriptive and inferential statistical methods. Based on the objectives, the hypotheses were formulated and tested to derive results and conclusions.

Keywords: Attitude, Accountancy, Senior Secondary Student

Introduction

Accountancy is the systematic process of recording, classifying, summarising, analysing and reporting financial transactions of a business or an organisation. It involves maintaining accurate financial records, preparing financial statements and providing insights into financial performance to support decision-making, compliance and strategic planning. It serves as the backbone of financial management, enabling stakeholders to assess an entity's financial health and make informed decisions.

At the secondary level, accountancy is introduced as a core subject in the commerce stream, designed to provide students with

foundational knowledge and skills related to financial management and accounting principles. It is important for every commerce student to study accountancy because it equips them with the ability to record, present and interpret the monetary transactions of a business.

Anything involving money requires one to be logical and analytical. Hence, it can be said that the study of accountancy helps develop creative, logical and analytical skills among students. It enables them to work with numbers and analyse business situations rationally. The syllabus of accountancy across various boards, i.e., UP Board, CBSE and ISC, is almost the same and primarily includes topics like 'Accounting

for Partnership Firms and Companies'. A student's positive attitude towards a subject can be a motivating factor in their academic achievement.

Literature Review

1. Neilson (2022) conducted a cross-sectional study titled 'Students' Attitude towards Accounting: What Are They and How Do They Change?', in which the attitude of students enrolled in a particular course (a 300-level accounting course) towards accounting and the accounting profession, both before starting university and after completing the course, was examined. The findings revealed that, prior to entering university, students' attitude reflected prominent negative stereotypes about accounting. However, after completing the course, their attitudes became significantly more positive and were no longer associated with the negative stereotypes.
2. Yusri, Yao Ooi, Said Ridzwana Mohd and Mahyuddin (2021) in their study titled 'Attitude toward Accounting: A Study among Secondary School Students in Malaysia' found that there was no significant difference between male and female students in terms of their attitude towards accounting and their intention to choose a related field after graduating from secondary school.
3. Kumar (2014), in his research study titled 'A Study on the Attitude of Senior Secondary School Students towards Accountancy', found that the overall attitude of students (both male and female) was positive towards the subject, the teacher and the methodology used by the teacher for teaching the subject. However, it was also found that students lack competency in accountancy despite having a positive attitude towards it. This was a descriptive research study delimited to Prayagraj district and to CBSE schools only.
4. 'A Study of Students' Attitude towards Accountancy at the Senior Secondary Level with Reference to Moradabad City' by Chawla, Jain, Mahajan (2013) was published in the International Journal of Management. This study aimed to explore students' attitude towards accountancy, the accountancy teacher and the teacher's methodology of teaching the subject. It was a descriptive research study. The findings revealed that students had a positive attitude towards the accountancy teacher and the teaching methodology used. However, their attitude towards the subject was negative. A majority of the students, mainly boys, expressed that they liked accountancy, its teachers and the teaching methodology, and believed that the subject was of interest to them from career perspective. Girl students, although of not a completely different opinion, felt that the subject was not suited for them especially because of the numerical problems, which they found lengthy and often confusing.
5. McDowall, Tracey and Jackling, Beverley (2009), in their paper titled 'What Influences Accounting Students' Attitudes towards Accounting as a Profession?', highlight that several issues are linked with the possibility of choosing accounting as a major, and more specifically, choosing accounting as a career path—including perceptions of the professional attributes required of accountants. Their study addressed two main themes—undergraduate students' perceptions of the accounting profession, and the influences on their decision to major in accounting. The results showed that students' perceptions of the profession were related to the nature of work activities and the prestige associated with the profession. Further analysis examining the influences on the choice of an accounting major revealed three major factors—intrinsic interest in the content of accounting courses, the influence of parents and friends, and perceptions of job status of accounting in terms of career advancement and salary. However, there were significant differences between local and international students in their attitudes towards the accounting profession.

From the many studies conducted on the attitude of senior secondary students with regard to various variables, the above studies were directly related to this paper. From the above literature, it was realised that:

- The attitude of secondary students towards the subject of accountancy was positive in similar studies conducted in Moradabad and Prayagraj.
- The attitude of secondary students towards the accountancy teacher was positive in similar studies conducted in Moradabad and Prayagraj.
- The attitude of secondary students towards the methodology used by the accountancy teacher to teach the subject was also positive.
- Secondary students lacked competency skills in accountancy, even after having a positive attitude towards the subject, the teacher and the methodology used for teaching.
- There was no significant difference between the attitude of boys and girls towards accountancy.
- The rating scale was the technique mostly used by all researchers in their studies to assess students' attitudes.

Since none of the above studies tried to explore board-wise differences in the attitude of students, the researchers considered it essential to conduct such a study and address the question of whether any meaningful differences exist in the attitude of students from the UP Board, CBSE and ISC towards the subject of accountancy.

Operational Definition of Key Terms

Attitude: For this study, the researchers considered 'attitude' as the mean score obtained by the respondents on the self-developed Likert-type Attitude Scale. The scale comprises statements related to various dimensions affecting the attitude of secondary school students towards accountancy, such as their study habits, classroom environment, family environment,

and the accountancy syllabus of the respective board they are studying under.

Secondary students: It implies all students studying in Classes 11 and 12 in CBSE, ISC or UP Board schools in Lucknow, Uttar Pradesh.

Objectives of the Study

1. To study the attitudes of students towards accountancy who are studying in:
 - (a) CBSE schools
 - (b) ISC schools
 - (c) UP board schools
2. To study the differences in the attitude of students of UP and CBSE boards towards accountancy
3. To study the differences in the attitude of students of CBSE and ISC boards towards accountancy
4. To study the differences in the attitude of students of ISC and UP boards towards accountancy
5. To study the differences in the attitude of students of different boards with reference to the dimensions

Delimitations

1. The study was delimited to schools only in Lucknow.
2. The study was conducted on secondary level students studying accountancy.
3. The entire data were collected during one academic year.

Limitation

The limitation of this study is that the data were obtained through the responses of the sample on a 3-point scale developed by the researchers.

Methodology

Type of study: Descriptive survey research

Population: All secondary students of Lucknow district studying accountancy

Sample: 150 students (25 girls of UP board schools + 25 boys of UP board schools + 25 girls of CBSE schools + 25 boys of CBSE schools + 25 girls of ISC schools + 25 boys of ISC schools).

Sampling Method: The sample was selected through the simple random sampling technique. **Tool for Data Collection:** The Researchers developed a 3-point rating scale consisting of 45 statements. Each statement had three response options—Agree (A), Disagree (D) and Undecided (U). The statements were framed based on the following dimensions related to students' attitudes towards accountancy—study habits of students (SH), family environment (FE), classroom environment (CE), teaching methodology (TM) and syllabus (S) of accountancy. The scoring was done as follows.

- **For positive statements:** 1 point for Disagree, 2 points for Undecided and 3 for Agree
- **For negative statements:** 1 point for Agree, 2 points for Undecided and 3 points for Disagree

The face validity and content validity of the scale were determined by consulting subject experts in accountancy teaching at the secondary level and experts of psychology teaching at the higher education Level.

Statistics for Data Analysis: The collected data were tested for normality and were found to be not normally distributed. So, non-parametric tests were used for data analysis through SPSS.

Objective-wise Analysis of Data, Discussion and Interpretation of Result

Objective 1: To study the attitudes of students towards accountancy who are studying in:

- (a) CBSE schools
- (b) ISC schools
- (c) UP board schools

For the first objective, i.e., to study the attitude of students towards accountancy who are studying in CBSE schools, ISC schools and UP board schools, no hypothesis was formulated as this objective was exploratory in nature. To understand the overall picture of the students' attitude from each board, percentage analysis was used. The maximum score obtained was 133 and the minimum was 64. The mean score obtained by the respondents was 117, with a standard deviation (SD) of 11. The total scores obtained by the students on the attitude scale were classified on the basis of range (as per Mean + SD) into three categories as Positive, Neutral and Negative. This categorisation is shown in Table 1.

Table 1: Categorisation of Scores Obtained on the Attitude Scale

Range of Score	Attitude Category
Less than or equal to 105	Negative
106 to 127	Neutral
More than 127	Positive

The board-wise analysis of students' attitude was carried out based on the above criteria, and the following findings were observed.

Attitude of CBSE Students towards Accountancy: The attitude of CBSE Students was assessed based on the scores they obtained on Attitude Scale developed by

the researchers. The findings revealed that most of the students (90%) had a neutral attitude towards accountancy, while only 6% showed a positive attitude and 4% had a negative attitude towards the subject. This is illustrated through a pie chart in Figure 1.

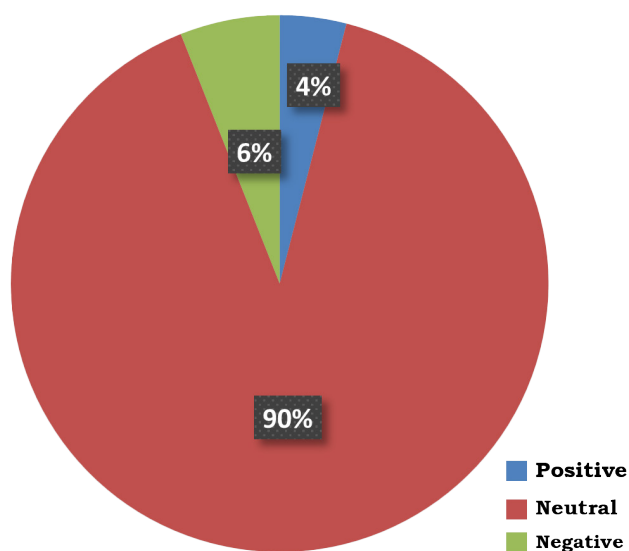


Figure 1: Percentage-wise Attitude of CBSE Students of towards Accountancy

Based on the data shown in Figure 1, it can be said that the majority of students studying at the secondary level in CBSE schools neither showed a positive nor a negative attitude towards accountancy. They were neutral in their attitude towards with respect to their study habits, family environment, classroom environment, teaching methodology and syllabus of accountancy.

Attitude of ISC Students towards Accountancy:
The attitude of ISC students was also assessed based on the scores they obtained on the Attitude Scale developed by the researchers. The findings revealed that most of the students (82%) had a neutral attitude towards accountancy, 16% exhibited a positive attitude and only 2% students showed a negative attitude towards the subject. This is shown in a pie chart in Figure 2.

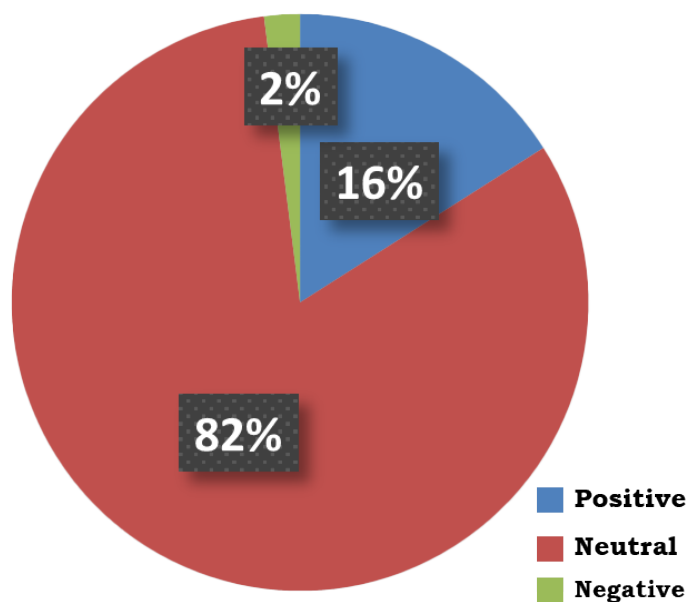


Figure 2: Percentage-wise Attitude of ISC Students towards Accountancy

Based on the data shown in Figure 2, it can be said that the majority of students studying at the secondary level in ISC board schools neither showed a positive nor a negative attitude towards accountancy. They were neutral in their attitude as regards to their study habits, family environment, classroom environment, teaching methodology and syllabus of accountancy.

Attitude of UP Board Students towards Accountancy: The attitude of UP board students was also assessed based on the scores they obtained on the Attitude Scale developed by the researchers. The data indicated that most of the students (80%) had a neutral attitude towards accountancy, 14% had a favourable (positive) attitude and only 6% exhibited an unfavourable (negative) attitude towards the subject. This is depicted in the pie chart in Figure 3.

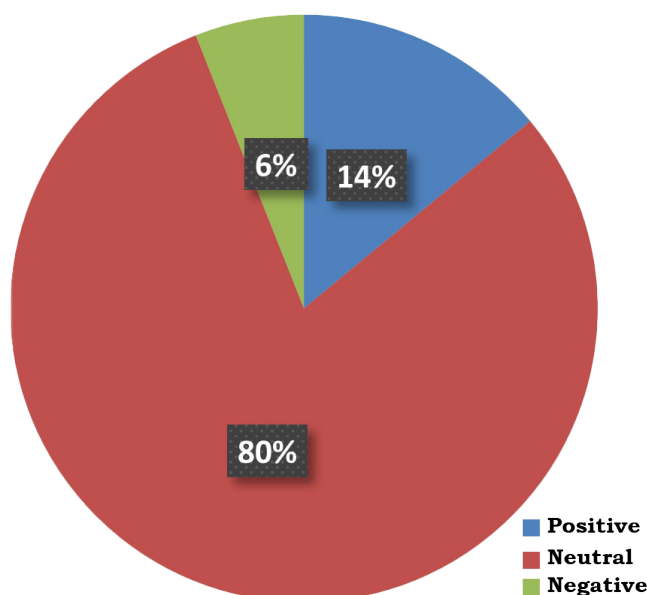


Figure 3: Percentage-wise Attitude of UP Board Students towards Accountancy

On the basis of Figure 3, it can be said that the maximum number of students studying at the secondary level in UP Board schools neither showed a positive nor a negative attitude towards accountancy. They were neutral in their attitude as regards to their study habits, family environment, classroom environment, teaching methodology and syllabus of accountancy.

Objective 2: To study the differences in the attitude of students of UP and CBSE board towards accountancy

For this objective, the data, i.e., the scores of students of the UP and CBSE boards obtained on the Attitude Scale, were first checked for normality. As the data were found to be not normally distributed, the non-parametric technique of Mann-Whitney U-Test was applied using SPSS. This test was used to analyse and test the null hypothesis that 'there is no significant difference between the mean ranks of attitude towards accountancy of students studying in UP board and CBSE board'. The results are presented in Table 2.

Table 2: Comparison of Mean Ranks of Attitude towards Accountancy of Students studying in UP and CBSE Board

Board	Mean Ranks	N	Mann Whitney U-Value
UP Board	54.01	50	1074.500
CBSE	46.99	50	

Table 2 shows that the Mann-Whitney U-value is 1074.500, which is not significant. It indicates that the mean ranks of students' attitude towards accountancy in UP board and CBSE schools do not differ significantly. Thus, the null hypothesis that 'there is no significant difference between the mean ranks of attitude towards accountancy of students studying in UP board and CBSE schools' is not rejected. It may be concluded that students of both UP board and CBSE schools have a similar attitude towards accountancy.

Objective 3: To study the differences in the attitude of students of CBSE and ISC board towards accountancy

For this objective, the data, i.e., the scores obtained by students of CBSE and ISC boards on the Attitude Scale, were first checked for normality. As the data were found to be not normally distributed, the non-parametric technique of Mann-Whitney U-Test through SPSS was used for the analysis and testing of the null hypothesis that 'there is no significant difference between the mean ranks of attitude towards accountancy of students studying in CBSE and ISC Board'. The result is shown in Table 3.

Table 3: Comparison of Mean Ranks of Attitude towards Accountancy of Students Studying in CBSE Board and ISC Boards

Board	Mean Ranks	N	Mann Whitney U-Value
CBSE	45.73	50	1011.500
ISC Board	55.27	50	

Table 3 shows that the Mann-Whitney U-value is 1011.500, which is not significant. This indicates that the mean ranks of attitude towards accountancy of students studying in CBSE and ISC boards do not differ significantly. Thus, the null hypothesis that 'there is no significant difference between the mean ranks of attitude towards accountancy of students studying in CBSE and ISC board' is not rejected. It may further be concluded that students studying in CBSE and ISC boards were found to have a similar attitude towards accountancy.

Objective 4: To study the differences in the attitude of students of ISC and UP boards towards accountancy

For this objective, the data, i.e., the scores of students from ISC and UP boards obtained on the Attitude Scale, were first checked for normality. As the data were found to be not normally distributed, the non-parametric technique of Mann-Whitney U-Test was applied through SPSS for the analysis and testing of the null hypothesis that 'there is no significant difference between the mean ranks of attitude towards accountancy of students studying in ISC and UP boards'. The result is shown in Table 4.

Table 4: Comparison of Mean Ranks of Attitude towards Accountancy of Students Studying in ISC and UP Boards

Board	Mean Ranks	N	Mann Whitney U-Value
ISC Board	51.72	50	1189.000
UP Board	49.28	50	

Table 4 shows that the Mann-Whitney U-value is 1189.000, which is not significant. This indicates that the mean ranks of attitude towards accountancy of students studying in ISC and UP boards do not differ significantly. Thus, the null hypothesis that 'there is no significant difference between the mean ranks of attitude towards accountancy of students studying in ISC and UP boards' is not

rejected. It may be concluded that students of ISC and UP boards were found to have a similar attitude towards accountancy.

Objective 5: To study the differences in the attitude of students of different boards with reference to the dimensions

For this objective, a dimension-wise data of different boards was compared and compiled (see Table 5 and Graph 4).

Table 5: Dimension-wise Scores of Students of UP, CBSE and ISC Boards

Dimension	Score of UP Board Students	Score of CBSE Students	Score of ISC Board Students
Family Environment	564	570	575
Study Habits	1355	910	1377
Syllabus	2385	2370	2308
Teaching Methodology	1185	1165	1209
Classroom Environment	378	400	388

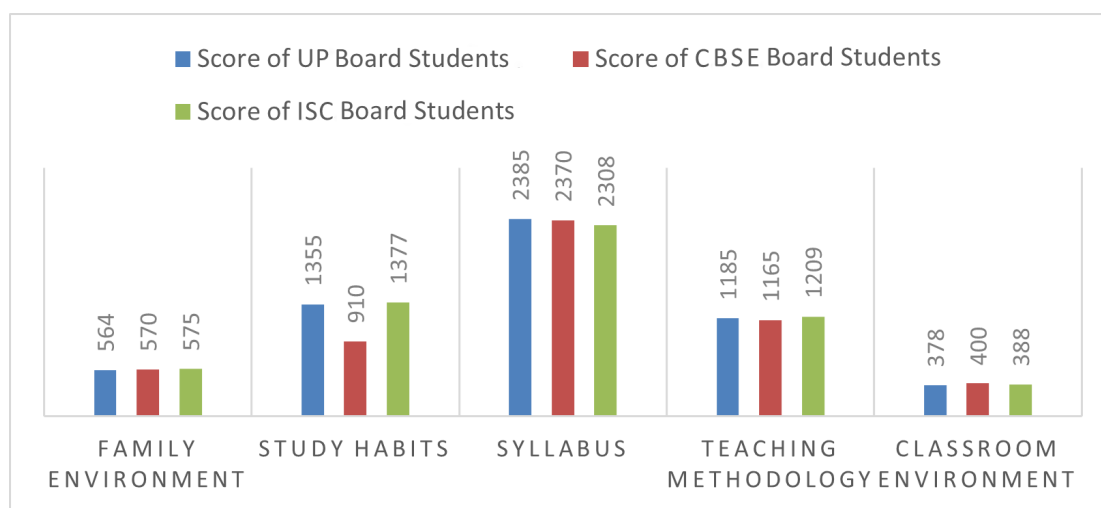


Figure 4: Graphical presentation of differences in the attitude of students of different boards with reference to family environment, classroom environment, study habits, syllabus and teaching methodology

Table 5 and Figure 4 illustrate that the total scores obtained by students of UP, CBSE and ISC boards across various dimensions differ from one another. The differences are minute when comparing the scores related to Family Environment, Syllabus, Teaching Methodology and Class Environment across all three boards. However, in case of 'study habits', the scores for UP and ISC boards are more or less similar, whereas the score for CBSE is the lowest, showing a significant difference in comparison to other two boards.

Findings of the Study

1. The majority of students in all boards (i.e., CBSE, ISC Board and UP board) exhibited a neutral attitude towards accountancy, which included their study habits in the subject, their family environment, classroom environment, teaching methodology used by their teachers and the prescribed syllabus of their respective boards.
2. Students studying in UP, CBSE and ISC boards were found to have a similar attitude towards accountancy.
3. The scores reflecting students' attitude related to the 'family environment' as a factor influencing their attitude towards accountancy is similar across all three boards.
4. The scores for attitude related to the 'syllabus' of students, as a factor affecting their attitude towards accountancy, are similar across all three boards.
5. The scores for attitude related to the 'classroom environment' of students, as a factor affecting their attitude towards accountancy are similar across all three boards.
6. The scores for attitude related to the 'teaching methodology' through which students are taught accountancy, as a factor affecting their attitude towards the subject, are similar across all three boards.
7. The scores for attitude related to the 'study habits' of students, as a factor affecting their attitude towards accountancy, are

similar for UP and ISC board students; however, the score for CBSE students is the lowest among all three boards.

Educational Implications of the Study

1. The findings suggest that students, regardless of their board of education, hold a similar attitude towards the subject of accountancy at the secondary level, indicating a general acceptance of the subject.
2. Since no specific differences were observed across boards, policymakers, curriculum developers and teachers could focus on broader strategies to enhance students' interest and engagement in accountancy.
3. This outcome may reflect a certain level of equity in how students are exposed to the subject, suggesting that efforts to make accountancy accessible and appealing to all have been effective.
4. The absence of significant differences in attitudes suggests that curriculum changes aimed at improving perceptions of the subject should address other challenges associated with accountancy, rather than linked to the board of education.

Suggestions for Further Study

Future research studies could explore external factors that may indirectly influence students' attitudes towards accountancy, such as career guidance or societal expectations related to the subject. Additionally, other dimensions or factors affecting the attitude of secondary students towards accountancy could also be explored.

Conclusion

The researchers found no significant differences in the attitudes towards accountancy among students studying in UP, CBSE and ISC boards. However, when the scores obtained by students from each board on the items of the scale for each

dimension were compared, it was observed that the scores related to family environment, syllabus, teaching methodology and classroom environment were similar across all boards. In contrast, the scores related to study habits among CBSE students were considerably lower compared to those of UP and ISC board students. This indicates that study habits of UP and ISC board students regarding accountancy are similar. It can also be inferred that their study habits influenced their attitudes towards accountancy in similar ways. However, this was not the case of CBSE students. Therefore, attempts should be made to study these differences in depth.

Moreover, it is widely assumed that the students of certain boards are better than others and that students of one board perform better than those of another. This study does not support such stereotypes. Hence, further research is recommended to explore the reasons behind such assumptions and to assess students' performance in accountancy in relation to other psychological measures, such as intelligence, aptitude and interest. Such studies will help identify the real issues and work towards improving students' achievement in accountancy.

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Online English Language Learning at the Secondary Stage through the Lens of Community of Inquiry Framework

Anamika Mishra*, Dhanya Krishnan

Abstract

The COVID-19 pandemic posed an unprecedented challenge to education systems worldwide, and online learning emerged as a solution to address this crisis. However, there is limited research that analyses online learning through the lens of a robust theoretical model. Several models and theories of online learning focus on collaborative learning, among which the Community of Inquiry (CoI) framework is one of the most widely used. This framework comprises three interdependent elements namely social presence, cognitive presence and teaching presence (Garrison, Anderson and Archer, 2000). In the context of school closures during the pandemic, the present study aimed to examine the experiences of learning English through online mode at the secondary level with respect to all three elements of the CoI framework. The study employed survey method. The sample consisted of 200 Class 10 students and eight English teachers from four Kendriya Vidyalayas in Bhubaneswar, Odisha. The collected data were analysed qualitatively, and interpretations were drawn accordingly. The analysis, based on the CoI framework, revealed that the online learning platform provided a resourceful environment for collaborative English language learning, thereby ensuring social presence. It supported self-directed learning, highlighting cognitive presence. Digital tools and techniques used in the online mode were helpful for teachers in organising learning experiences meaningfully. However, achieving learning objectives across all language skills was difficult, and assessment and evaluation in the online mode emerged as a significant concern.

Keywords: Community of Inquiry (CoI), teaching presence, social presence, cognitive presence, online English language learning

Introduction

In the twenty-first century, English has emerged as a universal language, making the world more accessible, sharable and familiar to all, despite variations in habits, cultures, traditions, regions and idiosyncratic aspects (Rao, 2019). Learning English requires appropriate learning environment, sufficient exposure and ample opportunities for listening, speaking, reading and writing. Qualified and skilled teachers put their expertise into improving the teaching-learning process for students through

planning, execution and assessments (Abdul Sani and Yunus, 2018). The strategies employed by teachers in classrooms can significantly help learners learn languages (Liviero, 2017), and the learning process can be designed in a student-friendly manner that encourages collaboration and higher-order thinking by providing individual attention (Oxford, 2020). But it is not easy to optimise the process of learning English, an unfamiliar language to many students at the school level. During school closures, it becomes all the more challenging to provide adequate and apt opportunities for language learning

through the mode of online education. Nonetheless, schools enthusiastically adopted online learning, where students and teachers were connected via the Internet and formal teaching-learning took place virtually through platforms like Google Meet, Zoom, Google Classroom, Email, WhatsApp, etc.

However, according to UNICEF (2021), in India, 80% children aged 14 to 18 years reported loss of learning during the COVID-19 pandemic compared to the period when they were physically attending schools. In this context, it becomes pertinent to analyse the experiences of learning English in the online mode, using an established and tested framework for online learning, such as the Community of Inquiry (CoI).

Many studies on online learning have examined various factors contributing to effective online education, such as teachers' expertise, the suitability of the learning environment and learners' information gaps (Turchi, Bondar and Aguilar, 2020; Zhang, et al., 2020). These studies highlight the importance of organising and enhancing online teaching and learning by fully understanding its potential (Hodges, et al., 2020; Branch and Dousay, 2015).

Additionally, emerging theories and models in online learning, such as Online Collaborative Learning (OCL) by Linda Harasim (2011), focus on the potential of the Internet, while the Connectivism Theory by Siemens (2004) recognises the growth of information resulting from vast data communications networks. According to Bransford, Brown and Cocking (1999), effective online learning environments are characterised by the integration of four overlapping elements — community-centeredness, knowledge-centeredness, learner-centeredness and assessment-centeredness. The CoI framework, developed by Garrison, Anderson and Archer (2000), is a widely used theoretical framework for building an online learning community. It represents a process of constructivist learning, where the learning experience is meaningful and deep, developing through three interdependent elements, i.e., social

presence, cognitive presence and teaching presence, as shown in figure 1.

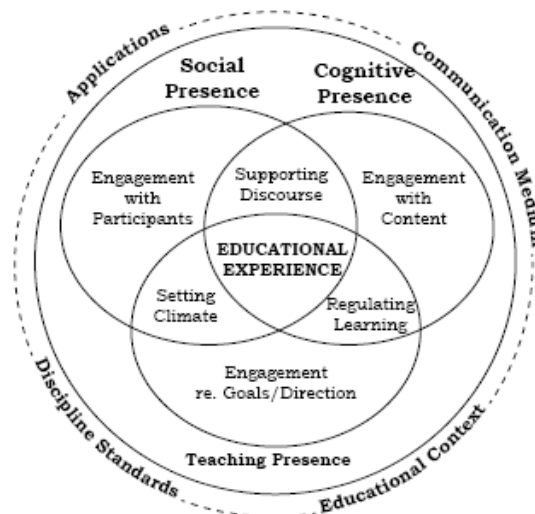


Figure 1: Community of Inquiry Framework

(Source: <https://www.thecommunityofinquiry.org/content/images/thumb.framework>)

1. **Social Presence:** It refers to the presence of a group of learners sharing a common interest in learning, where they collaborate, exchange ideas and communicate with each other to foster a learning environment. So, social presence signifies participants' ability to connect with a group, communicate and create a purposeful, trusting environment. The learners focus on building interpersonal relationships and expressing their individual personalities.
2. **Cognitive Presence:** Cognition means mental activity or the process of forming thoughts, constructing knowledge, perceiving ideas, etc. The quality of cognitive presence indicates the quality of learning. A learner's ability to acquire knowledge, construct meaning and demonstrate understanding by engaging in discourse represents their cognitive presence.
3. **Teaching Presence:** Teaching presence refers to the teacher's role in planning, supporting and directing students' social and cognitive presence to promote meaningful and purposeful learning. Through teaching presence, the teacher

takes the lead in designing, facilitating and directing the learning activities.

Krzyszowska and Mavrommati (2020) provided evidence that, in the absence of a blueprint for online courses, the CoI framework can provide consistent support in aligning the learning design with the socio-constructivist approach in online education. This view is further supported by Garrison (2009), who argued that collaborative and constructivist approach to learning is generating growing interest in online learning communities and highlights the importance of a pedagogical framework for cultivating an online community of learners. Konstantinidis and Gorla (2016) also emphasised that the CoI framework is an important tool for monitoring and supporting the development of a learning community. Kaban (2021) found a positive correlation between the implementation of the CoI framework and student satisfaction with their courses. Akyol and Garrison (2008) suggested that the design, integration and implementation of the CoI elements should be based on the intended purpose, the technological context of application and the participants involved in the learning experience. Swan, Chen and Bockmier (2020) identified significant connections between Rogerian constructs, such as the level of regard, empathy and the concept of teaching presence within the CoI model. Sanders and Vega (2020) highlighted the need for further research to identify effective practices for fully online K-12 education across all subject areas and to validate the applicability of the CoI framework in the K-12 context.

The primary aim of online learning is to establish a strong social presence that fosters a climate of trust and comfort. Second language learners, in particular, require more careful consideration, methodical approaches and activities (Aziz, 2000) that may be possible by adopting an online learning environment, which facilitates monitoring, mentoring, questioning and shaping specific learners' knowledge and understanding. Mo and Lee (2017) examined the effects of community on students' perceptions of

second language proficiency and confidence in relation to teaching, social and cognitive presences within EFL (English as a Foreign Language) online learning community. The findings suggest that these three presences are interconnected and positively influence second language proficiency and learners' self-confidence. The CoI framework, as outlined by Garrison, et al. (2010), offers an effective model for online learning that comprises three interconnected components — teaching presence, cognitive presence and social presence, which work together to create a meaningful online learning environment.

The reviewed studies collectively highlight the vital role of the CoI framework in enhancing online learning experiences. Various studies demonstrate how CoI aligns online learning design with socio-constructivist principles, supports the formation of effective learning communities and improves student satisfaction. The framework's three components — teaching presence, cognitive presence and social presence — are essential for creating a supportive online learning environment. However, further research is needed to validate its applicability across diverse educational settings and subject areas.

Rationale of the Study

India experienced one of the longest school closures due to multiple waves of the COVID-19 pandemic, which necessitated the shift to online teaching-learning as a substitute for the conventional physical classrooms. Schools used various online platforms to maintain the continuity of teaching and learning. In line with this, the Kendriya Vidyalaya Sangathan (KVS) also implemented online teaching-learning processes in its schools through platforms like Google Meet, Google Classroom, WhatsApp, Zoom, Microsoft Teams, etc. With the evolving needs and increasing reliance on online platforms in the teaching-learning process, it becomes important to consider the established learning

models and assess their compatibility and relevance in varied contexts.

González and Herrera (2015), as well as Olpak, Yagci and Basarmak (2016), suggested the potential of using the CoI framework to create a positive learning environment and to design enriched language learning experience in English. Strategies employed by teachers in the classroom can significantly support students in language learning (Liviero, 2017). So, teaching presence can play a vital role in stimulating students' cognitive and social presence, enabling collaborative language learning. The CoI framework focuses on teaching presence along with social and cognitive presence, where learners can interact, exchange ideas and communicate freely in collaborative settings, thus creating an appropriate environment for developing core language skills (listening, speaking, reading and writing).

Several efforts have been made to use the CoI framework in analysing online courses, especially in the domains of higher education

and professional learning. However, limited attempts have been made to study and analyse English language learning at the school level using this framework. Given that CoI is an established model for online learning, it would be valuable to analyse English language learning at the secondary school level through its three core components.

Research Objective

1. To analyse online English language learning at the secondary school stage with respect to:
 - (a) Cognitive presence
 - (b) Social presence
 - (c) Teaching presence
2. To explore the challenges faced by students in online English language learning
3. To explore the concerns, issues and challenges faced by teachers in designing and implementing online pedagogical practices for English language learning

Table 1: Research Objectives, Tools and Sample for Each Research Question

S. No.	Research Questions	Research Objectives	Tools	Sample
1.	How are cognitive, social and teaching presences integrated into online English language learning?	To examine the experience of online English language learning by secondary school students with respect to: • cognitive presence • social presence • teaching presence	Questionnaire	A total of 200 students from four Kendriya Vidyalayas in Bhubaneswar (50 students from each school)
2.	What challenges do students face in establishing effective social and cognitive presence in online English language learning?	To explore the challenges faced by students in online English language learning	Questionnaire	A total of 200 students from four Kendriya Vidyalayas in Bhubaneswar (50 students from each school)
3	What concerns and challenges teachers face in designing and implementing online processes for English language learning?	To explore the concerns and challenges faced by teachers in designing and implementing online pedagogical practices for English language learning	Interview schedule	Two teachers each from four Kendriya Vidyalayas in Bhubaneswar (total eight teachers)

Methodology

Survey method was employed for the study. Students and teachers from four out of six Kendriya Vidyalayas (KVs) in Bhubaneswar participated in the study. A total of 50 randomly selected Class 10 students and two teachers from each of the four KVs were chosen, resulting in a sample of 200 students and eight teachers. For the students, a questionnaire consisting of 26 objective items based on different elements of CoI was developed by adapting the design of the questionnaire developed by Arbaugh, et al. (2008). A 5-point Likert scale was used to record students' responses, where SA stands for 'strongly agree', A for 'agree', NS for 'not sure', D for 'disagree' and SD for 'strongly disagree'. The questionnaire also

included four open-ended questions aimed at gathering insights into the challenges faced by the students and their suggestions for improving online English language learning. For teachers, a semi-structured interview schedule consisting of 21 questions covering all three elements of the CoI framework was administered. The students' responses were collected through Google Forms, while telephonic interviews were conducted with the teachers due to constraints imposed by the COVID-19 pandemic.

Analysis and Interpretation

The collected data were analysed based on different dimensions of the CoI framework, i.e., teaching presence, social presence and cognitive presence.

Table 2: Components of the CoI Framework and Its Dimensions

CoI Components	Dimensions
Teaching Presence	• Designing and organisation of online classes • Facilitation by the teacher • Directing instruction
Social Presence	• Effective expression by students • Open communication • Group cohesion
Cognitive Presence	• Triggering events • Exploration by students • Integration of knowledge and information • Resolution by students

Teaching Presence in Online English Classes

Regarding the design and organisation of online English classes, over 70% students agreed that teachers clearly explained the topics and syllabus to be covered within the allotted timeframe. They also agreed that the teachers provided clear instructions for

the planned activities related to reading, writing and speaking, as well as for their expected participation in these tasks. The teachers shared that they needed to plan the lessons in advance, including all related activities, and provide the link to the online class both to the respective class and to the regional office of KV for monitoring purposes.

Table 3(a): Analysis with Respect to Design and Organisation of Online Classes

Statements	SA %	A %	NS %	D %	SD %
The teacher clearly communicated important course topics and syllabus to be covered.	29.8	54.5	5.2	5	4.5
The teacher gave clear instructions on how students should participate in learning activities during online classes.	27.8	48.5	12.6	10.1	1

The teacher communicated all important dates and timeframes for each learning activity.	20.7	52.5	14.6	8.1	4
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Table 3(b): Analysis with Respect to Facilitation by Teacher

Statements	SA %	A %	NS %	D %	SD %
The teacher guided the students in understanding course topics, which helped clarify their doubts.	32.8	49.5	9.1	4.5	4
The teacher helped keep the students engaged and actively participate in the classroom discourse (communication process).	29.3	49.5	11.1	6.6	3.5
The teacher helped keep the students engaged in various communicative tasks, which supported the development of their language skills.	14.1	45.5	22.7	12.1	5.6
The teacher encouraged the students to explore new concepts and ways of learning the English language.	24.7	46	13.6	11.1	4.2
The teacher helped develop a sense of community among students as they learned English together.	20.2	40.9	20.7	12.6	5.6

Over 80% students agreed that the teacher facilitated the class in understanding the course objectives and clarified their doubts. The teacher kept the students engaged in communicative tasks, which are important for English language learning. Over 60% students agreed that the teacher helped develop a sense of community among the students through open communication and various classroom activities. The

teachers shared that they used a variety of tools during classroom interactions. The students also suggested that more such opportunities should be created in online English language classes to maximise engagement in communicative tasks, such as role-play, dialogue delivery, reflective presentations, etc. They also emphasised the need for individual attention to each student, especially in the online mode.

Table 3(c): Analysis with respect to Directing Instruction

Statements	SA %	A %	NS %	D %	SD %
The teacher helped focus discussion on relevant topics that helped students learn the English language.	17.7	64.6	9.1	5	3.6
The teacher provided timely feedback, which helped students understand their strengths and weaknesses, particularly in the English language.	24.2	43.4	14.6	9.6	8.1

Over 80% students agreed that the teachers directed discussions only towards relevant topics. More than 65% students shared that the teachers provided timely feedback, which helped them understand their strengths and weaknesses in both spoken and written English.

A strong teaching presence was evident in the students' responses. Similarly, the teachers

reflected that planning for a topic, including the use of learning resources and language learning activities, helped in making online English language learning effective. It also supported the active effective engagement of students in the online mode.

All teachers emphasised the need for and importance of using online resources for English language learning, as they enhance

the overall effectiveness of the learning process. The students also suggested that teachers should integrate various online

resources to make language learning more effective and engaging, which could help capture and retain students' attention.

Social Presence in Online Learning

Table 4(a): Analysis with Respect to Effective Expression by Students

Statements	SA %	A %	NS %	D %	SD %
Interacting with classmates in the online mode created a sense of belongingness.	18.2	38.4	25.8	13.1	4.5
The students formed distinct impressions about some of their classmates, which contributed to their learning and development.	29.3	47.5	13.1	5	5.1
Online English language learning is beneficial for developing language skills through social interaction among classmates.	22.7	39.4	17.2	16.7	4

Only 56% students agreed that interacting with classmates online created a sense of belongingness. Over 75% agreed that they were motivated to learn further by the effective expression by their fellow students. More than 60% students agreed that online English language learning is effective for

developing language skills through social interactions among classmates. Teachers shared that they used various tools to assist them in online English classes like Mentimeter (polling software), Google Docs for collaborative assignments, task-based WhatsApp groups, etc.

Table 4(b): Analysis with Respect to Open Communication

Statements	SA %	A %	NS %	D %	SD %
You felt comfortable conversing through the online medium.	18.2	27.3	23.2	16.2	15.2
You felt comfortable participating in classroom discussions.	12.6	27.8	20.7	22.7	12.6
All students were actively participating in classroom discussions.	19.7	37.9	15.2	16.2	11.1

Only 40% students agreed that they felt comfortable participating in online class discussions. Over 30% opined that offline classes were better and showed reluctance with the online mode. Others suggested that strong motivational support was required from teachers in online classes, and felt that technical interruptions were also a

reason for students' disinterest and lack of attention. This indicates that participation in online English classes was low, highlighting the need for robust technical support in online education. Meanwhile, teachers shared that students were less hesitant during classroom conversations in the online mode.

Table 4(c): Analysis with Respect to Group Cohesion

Statements	SA %	A %	NS %	D %	SD %
Online classroom discussions helped the students develop a sense of collaboration.	14.6	43.4	21.2	14.1	6.6
The students' points of view were acknowledged by their peers.	18.2	47.5	23.2	10.1	1

Over 60% students agreed that online discussions helped in collaborative learning and enabled them to acknowledge each other's point of view. This fostered group cohesion, which supported collaborative English language learning. At the same time, the students also suggested that more such opportunities be provided to collaborate and socialise in online English language classes, which may enhance English language skills and retain students' interest.

The responses of both students and teachers reflected that collaborative learning took place in the online mode. The group tasks assigned to the students motivated them to work together. The students organised group-wise online meetings to prepare for the assigned activities like debates, role-plays, group discussions and brainstorming sessions—all of which are important for developing language skills. As the overall participation was not satisfactory, teachers proposed that a 30:1 student-teacher ratio

as ideal for effective teaching and maximum student engagement in online learning.

Students' Cognitive Presence in Online Learning

Over 50% students agreed that online classes helped develop their curiosity for further learning. More than 80% agreed that the questions asked by other students during brainstorming sessions, online discussions and other language learning activities increased their interest in learning new things. A strong cognitive presence was reflected in students' responses. To make online English language learning more effective, they suggested that teachers incorporate more activities. One student said, "Teachers should share recorded videos of online classes so that students can refer to those if they miss a class or need to clear their doubts. Teachers should also motivate students in online classes to maintain their confidence and curiosity."

Table 5(a): Triggering Events

Statements	SA %	A %	NS %	D %	SD %
Online classroom activities helped develop students' curiosity.	15.2	38.9	25.8	14.1	6.1
Questions asked by others increased their interest in learning new things.	32.8	54	5	4.2	4

Table 5(b): Analysis with Respect to Exploration by Students

Statements	SA %	A %	NS %	D %	SD %
Students explored different sources to answer questions raised during class discussions, which helped enhance their learning.	22.2	55.1	16.7	3	3
Brainstorming sessions and searching for relevant information helped students resolve content-related questions.	21.7	49	23.2	0	6.1

Over 70% students agreed that classroom discussions and brainstorming sessions motivated them to explore and learn. However, they suggested that every student should get the opportunity to participate in these activities. One student

suggested, "Teachers should address students by their names in online classes, which was not the usual practice. This would help us feel a personal connection with the teacher and also enhance our attentiveness in class."

Table 5(c): Analysis with Respect to Integration of Knowledge and Information

Statements	SA %	A %	NS %	D %	SD %
Combining information from online discussions helped students answer questions that arose during course activities.	18.2	54	18.2	6.6	3
Combining information from online discussions helped students answer questions raised during course activities and while working on assignments.	16.7	48.5	18.2	11.6	5.1

With Respect to the integration of knowledge and information, over 70% students shared that knowledge and skills related to the English language developed during online classes, which helped them in answering questions raised during various course activities and while working on assignments. One of the teachers said, "Try to break a concept or lesson into smaller units to such an extent that

the young minds crave new knowledge by raising a lot of questions. It also motivates them to participate in classroom discourse by sharing their opinions and experiences." The students suggested that teachers should provide with more reading materials and resources like audios and videos, and recommend online applications for language learning, as these make online learning more interesting and engaging.

Table 5(d): Analysis with Respect to Resolution

Statements	SA %	A %	NS %	D %	SD %
Online class discussions helped improve students' communication skills in English.	11.6	44.9	21.2	14.1	8.1
Students are able to apply the knowledge gained through online English language learning to their work and other non-class-related activities.	14.1	53	24.7	5	3.2

Over 50% students agreed that online class discussions helped improve their communication skills in English, and they were able to apply those skills and knowledge to other related activities in daily life.

The teachers suggested that open questioning during classes encouraged cooperative and collaborative learning of the English language. They agreed that assigning various group tasks like role-play, dramatisation, and group projects or assignments, helped in developing communication skills. One teacher shared an instance of teaching a lesson titled 'The Treasure Within' in Class IX, which is based on an interview-style conversation between Bela Raja, editor of Sparsh, a newsletter from the Resource

Centre at The Valley School in Bengaluru, Karnataka, and Hafeez Contractor, one of India's leading architects, by using the role-play method. However, time constraints in online classes posed challenges in achieving learning objectives for all language skills for every student. Assessment was also a challenging task for teachers in the online mode. On the contrary, students felt that online examinations were a relief from exam-related fear and anxiety. They shared that participating in language activities was easier and more interesting, as they felt more confident during online classes. This indicates that the fear of making mistakes is reduced in the online mode due to physical distance from peers and teachers.

Major Findings

Regarding Teaching Presence

1. With respect to the design and organisation of online classes, teachers were efficient and provided the necessary support for English language learning.
2. The teachers kept the students engaged in communicative tasks, which helped develop in them a sense of community through open communication.
3. The teachers directed the discussions to focus only on relevant topics. Their feedback helped the students understand their strengths and weaknesses in both spoken and written English.

Therefore, according to the students' responses, there was a strong teaching presence, which facilitated online English language learning.

Analysing the teachers' responses revealed that online teaching requires more planning, as it helps engage students effectively in learning activities and manage time effectively. Planning the topic, including the use of learning resources and learning activities, is essential to encourage active student participation; otherwise, the class tends to become passive. Informing students about the discussion topic in advance through WhatsApp groups or Google Classroom helps them come prepared with prior knowledge of the topic. The teachers emphasised the importance of using multiple online resources as these help capture students' attention and achieve the learning objectives. Most of the teachers noted:

1. Students felt less hesitant compared to offline classes and tried to communicate more freely, a view that was also shared by the students.
2. Peer participation motivated students, encouraging greater involvement in classroom discussions.

Some of the challenges that the teachers experienced while conducting online classes are as follows.

1. Only 60 to 70% students attended classes regularly, and among them, 60% to 70%

showed interest in participating in class activities. The rest were passive listeners, and it was challenging to motivate and encourage participation because of the physical distance — students could leave the online class with just one click. Questioning was also difficult for the same reason.

2. Five out of eight teachers agreed that they faced difficulties in clearing students' doubts during class hours because of time constraints. However, all teachers confirmed that there was a provision for students to post their doubts on Google Classroom and WhatsApp groups. The common doubts were discussed in the next class. The personal doubts were answered individually through WhatsApp or Google Classroom.
3. All teachers acknowledged that managing time and completing the syllabus was challenging, often requiring extra classes. They also had to conduct combined classes for multiple section to complete the syllabus. Achieving the learning objectives for every student and managing large class sizes were also challenging.

Regarding Social Presence

Online English language learning is effective for developing language skills through social interactions among students. The students agreed that online classes helped them acknowledge each other's point of view, which helped in concept formation. They were motivated by each other's performances in online English learning, which encouraged them to improve their communication skills further. The teachers accepted that the online learning environment helped develop a sense of social belonging among students. Various collaborative activities led to the formation of informal groups (like on WhatsApp), where students cooperated to prepare English language tasks and develop their communication skills. However, the teachers identified certain challenges, with the biggest being managing online classes of 50–60 students.

The following points were observed.

- It was difficult to involve all students in classroom activities. So, the teachers used the method of rotation of roll numbers on different days to maximise participation.
- About 20% to 30% students did not participate at all even, despite continuous prompting.
- Paying individual attention to each student was difficult in online classes, which is important in language learning.

All teachers proposed that a 30:1 student-teacher ratio would be ideal for effective teaching and management of online class activities. They emphasised the need to bring changes to the current mode of online learning to enhance its effectiveness. This could be achieved by ensuring the following. Adequate technological support for both teachers and students — a point highlighted by students as well.

- A well-structured timetable prepared by the management.
- A dedicated space for both students and teachers, along with maintaining an appropriate student-teacher ratio.

Regarding Cognitive Presence

1. Online classes developed curiosity for further learning.
2. Participation in classroom activities enhanced the interest in learning the English language and improved the students' communication skills in English.
3. The students agreed that the knowledge and language skills developed during online English learning could be applied to other related activities in daily life.

The teachers' responses aligned with those of the students. For the development of LSRW skills, they agreed that assigning various group tasks was beneficial for the students. Working in groups fostered collaborative learning among the students. They worked together on different written projects, debates, role-play activities, group

discussions and brainstorming sessions. This collaborative approach supported the development of various language skills in the students.

It was easier to develop speaking, reading and writing skills in online classes than listening skills. Developing listening skills was difficult as the students were not in physical contact with the teachers. A teacher could evaluate their listening abilities only by asking questions, which was limited due to time constraints and the large number of students in a class.

Challenges Faced by Teachers

The teachers said that it was difficult to achieve the learning objectives for every student to the desired level because of the following reasons.

1. Low participation in classroom activities from the students' side and time constraint.
2. Non-submission or delayed submission of tasks by the students.
3. A few teachers tried to speak to the parents to observe and monitor the tasks of their wards, but only a few cooperated to the desired level.
4. All the teachers agreed that assessment and evaluation through online examinations were difficult. They highlighted the following issues related to online evaluation.
 - (i) Students were not submitting their answer sheets on time, and in some cases, the teachers had to call parents to collect them.
 - (ii) Some students used unfair means to score high marks, which defeated the very purpose of assessment and evaluation.
 - (iii) Many students submitted answer sheets in incorrect format, making them difficult to evaluate.
 - (iv) Evaluating online written scripts was time-consuming, and timely feedback could not be provided to the students.

- (v) The management did not allot sufficient time for evaluation.
- (vi) One of the teachers said, "There should be sincere monitoring at the students' end by their parents or guardians to ensure active participation and presence. The monitoring should also cover the assessment and evaluation process, as well as the timely submission of various assignments."

Result and Discussion

It was found that online learning has the potential to improve English skills and knowledge, as students were engaged in communicative tasks that helped develop a sense of community. The students agreed that they were able to acknowledge each other's points of view and were influenced by each other's performances during online English language learning. This motivated them in concept formation and in improving their English language skills. At the same time, they also suggested that teachers should create more opportunities for collaboration and socialisation in online English classes and encourage individual participation.

Similar findings by González and Herrera (2015) suggested the possibility of using the CoI framework to design learning experiences for higher-level language learning. In alignment, Kaban (2021) found that the influence of a community of inquiry influenced students' satisfaction levels and the support provided by teachers in online collaborative learning environments.

Studies reveal that online discussions are helpful in promoting collaborative learning. In the present study, the researchers found that students felt confident and comfortable communicating through the online medium. Besides, online English learning contributed to the development of communication skills through social interactions and open discussions. However, achieving the learning objectives for all language skills (LSRW) was challenging. Possible reasons included technical issues, a high student-teacher ratio,

limited control over students' behaviour, and delays in assessment and feedback through the online platform. Over 65% students reported poor Internet connectivity, limited opportunities for frequent participation in communicative tasks, and little or no feedback and motivation from teachers in online English language classes.

The students suggested that teachers should incorporate more engaging activities and use various online resources to make online language learning more interesting. On the other hand, the teachers shared that they did not have sufficient time to integrate a variety of language activities and or to involve most students in online classes. Providing ample reading opportunities for each child was difficult. Background noise and Internet disruptions were barriers to developing effective listening skills. The teachers also found it difficult to evaluate students' listening skills because of the same reasons. Moreover, they faced difficulty in assessing written assignments and providing individual feedback, which are important for the development of writing skills. Additionally, many students did not submit their work on time or in the prescribed format. The teachers accepted that evaluating soft copies of assignments was time-consuming and required significant effort, as it was not easy to sit in front of the screen for hours.

Despite these challenges, the activities organised by teachers, collaborative participation by students and their preparation for group-based classroom activities enhanced students' interest in learning English. Besides, the students were able to apply the language knowledge and skills developed during online learning to other related activities in daily life. One of the teachers said, "The students formed different WhatsApp groups to collaborate on the assigned tasks, which helped develop social belonging and language skills among them."

Mo and Lee (2017) noted that teaching, social and cognitive presences are interconnected, and positively influence second-language

proficiency and self-assurance. Similarly, Hodges, et. al. (2020) and Konstantinidis and Goria (2016) emphasised that to make online teaching-learning more productive and organised, it is essential to understand its use and potential. The CoI framework offers an effective and valuable tool to monitor and support the development of a learning community. Olpak, Yagci and Başarmak (2016) also found that online learning provides a practical approach for creating a deep and meaningful experience for English language learning.

Teaching presence is important as it facilitates learning through effective planning, designing and directing of online instruction. Strategies employed by teachers in classrooms can support language learning, and the learning process can be designed in a student-friendly manner that promotes collaborative learning (Liviero, 2017; Abdul Sani and Yunus, 2018). In the present study, a strong teaching presence was reflected in both students' and teachers' responses. Planning the topics, selecting appropriate learning resources and incorporating language learning activities, along with the use of online language learning tools, contributed to making online

English language learning more effective. It also supported the effective engagement of students in collaborative ways in the online mode.

Conclusion

There is a need to adopt innovative methods and practices to make English language learning easier and more interesting. The emerging and evolving trends in the use of technology in education require planning and implementation to achieve maximum benefit. The CoI model has been established by various researchers as a framework for integrating technology with pedagogy and content knowledge, and for implementing it to online learning. In this model, teaching presence, along with cognitive and social presence, makes the learning process collaborative and enhances learning outcomes.

The present study analysed online English language learning through the lens of CoI elements and their integration. It provides evidence that the CoI framework holds potential for effective implementation in online teaching-learning processes at the school level.

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The Pedagogical Power of Non-Verbal Communication: Investigating Students' Perceptions and Academic Experiences in the Educational Environment

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Abstract

The study investigates the impact of teachers' non-verbal communication behaviours on students' learning experiences, motivation, and emotional well-being in secondary school settings for student perspective. Utilising a mixed-methods approach, the research gathered quantitative data from 300 students across 15 schools and qualitative insights through 30 semi-structured interviews, complemented by systematic classroom observations. The findings reveal that gestures ($\beta=0.289$, $p<0.001$) and body language ($\beta=0.201$, $p=0.034$) significantly enhance students' motivation by improving clarity and fostering emotional support. In contrast, eye contact ($\beta=0.139$, $p=0.133$) and smiling ($\beta=0.000$, $p=0.999$) showed limited predictive value, suggesting their impact depends on contextual and cultural factors. The study highlights how cultural diversity significantly influences the interpretation of non-verbal cues, with variations in cultural norms affecting student engagement and comprehension. Traditional non-verbal communication strategies face particular challenges in virtual learning environments, necessitating alternative approaches such as enhanced vocal modulation and expressive digital cues. These findings underscore the importance of developing culturally adaptive non-verbal communication strategies and incorporating them into teacher education programmes. The research contributes to understanding the complex dynamics of non-verbal communication in educational settings and provides practical implications for improving teaching effectiveness in both traditional and virtual classrooms..

Keywords: Non-verbal communication, gestures, body language, eye contact, cultural diversity, student motivation

Introduction

The dynamics of classroom interaction have evolved significantly over the past decades, with increasing recognition of non-verbal communication as a crucial element in the teaching-learning process. Non-verbal communication, which encompasses a complex array of behaviours including facial expressions, gestures, body language, proxemics, and paralinguistic features, has been established as a fundamental component of human interaction, accounting for approximately 55-93% of message interpretation in face-to-face

communications (Mehrabian, 1972/2017; Knapp & Hall, 2010).

In educational settings teachers' non-verbal communication is essential for enhancing classroom dynamics and learning outcomes (Bambaeeroo & Shokrpour, 2017; Ghafar & Mahmood, 2023-). Andersen and McCroskey links positive behaviours, such as smiling and varied vocal tones, to increased motivation and inclusivity, while negative cues can create barriers to learning (Andersen, 1999; McCroskey, et al., 2006). Immediacy behaviours, including proximity and sustained eye contact, improve cognitive and emotional outcomes, as shown by Baringer

and McCroskey (2000). Cultural diversity adds complexity, with interpretations of non-verbal behaviours varying across cultures (Kirch, 1979; Denham & Onwuegbuzie, 2013). For instance, TingToomey and Dorjee (2015) noted that while direct eye contact conveys respect in some cultures, it may feel confrontational in others, highlighting the need for culturally responsive practices to ensure inclusivity. Non-verbal cues also aid instruction, simplifying complex concepts through illustrative gestures and expressive tones, as noted by Meadow (2000). Also, they play a vital role in classroom management by maintaining order and fostering a welcoming environment, as emphasized by Zeki (2009-), Bambaerero and Shokrpour (2017). Non-verbal communication strongly influences academic performance by creating a supportive learning atmosphere, as demonstrated by Sajjad et al. (2023), and Su (2024). However, ambiguous or negative signals can hinder comprehension (Chung, 2000). In technology-mediated classrooms, non-verbal cues such as video gestures and digital emoticons maintain engagement and motivation, as Fauville et.al. (2023) and Suen -& Hung (2024) argue. These findings underscore the critical role of non-verbal communication in fostering effective, inclusive, and adaptable teaching practices across traditional and digital settings.

Also, the non-verbal elements serve as powerful tools that can either enhance or impede the learning process, affecting students' cognitive, affective, and behavioural outcomes (Hall, et al., 2018; Noor, et al., 2024). Haleem, et al. (2022), United Nations (2020) have highlighted the transformative nature of educational environments, particularly in light of technological advancement and increasing cultural diversity. The International Education Association (2022) reports that 78% of educational institutions worldwide now employ hybrid learning models, creating new challenges and opportunities in teacher-student communication. This shift has fundamentally altered

the traditional dynamics of non-verbal interaction, requiring teachers to adapt their communication strategies across different modalities while maintaining effective pedagogical practices. Also, the globalization of education has introduced additional complexity to classroom communication. With international student mobility projected to exceed 8 million by 2025 (OECD, 2009 UNESCO, 2022), cultural variations in non-verbal behaviour interpretation have become increasingly significant. Bambaerero and Shokrpour (2017), Ghafar and Mahmood (2023) demonstrate how cultural differences in non-verbal communication can significantly impact student-teacher relationships and learning outcomes, emphasizing the need for cultural sensitivity in pedagogical approaches.

The psychological impact of teachers' non-verbal behaviour has gained prominence in educational research, Ghafar and Mahmood (2023-), Hossain (2024) indicate its crucial role in creating supportive learning environments. Zeki (2009), Davidson, et al. (2021) reveal that effective non-verbal communication can improve student engagement by up to 40% and significantly reduce anxiety levels in classroom settings. This finding is particularly relevant given the rising concerns about student mental health and well-being in educational institutions worldwide. Contemporary educational theories, i.e., constructivism (Vygotsky, 1978), experiential learning theory (Kolb, 1984/2014), humanism (Maslow, 1943; Richardson, 2016), transformative learning theory (Mezirow, 1991), progressivism (Dewey, 1938), critical pedagogy (Freire, 1993) and discovery learning (Bruner, 1974) emphasize the importance of student-centered learning approaches, where understanding learners' perceptions and experiences becomes crucial for effective teaching. But current teacher preparation programmes dedicate minimal attention to non-verbal communication skills (Bambaerero & Shokrpour, 2017; Darinskaia, 2019), with the Educational Standards Board (2022) reporting that less

than 5% of teacher training curricula address this critical aspect of pedagogy. This gap between research and practice underscores the need for comprehensive investigation into how students perceive and interpret teachers' non-verbal communication. Although extensive literature emphasizes the importance of non-verbal communication for teachers, the student perspective remains underexplored. Most studies focus on how non-verbal behaviours affect teaching efficacy, often neglecting how students interpret and respond to these cues. Understanding students' perceptions of non-verbal communication is crucial because their interpretations directly influence their academic engagement and emotional well-being.

Objectives of the Study

The objective of this study is to examine the impact of teachers' non-verbal communication behaviours such as gestures, body language, eye contact, and smiling on students' motivation, engagement, and emotional well-being. It aims to analyze gender differences in students' perceptions of these behaviors and explore the influence of cultural diversity on their interpretation and effectiveness in classroom settings. Also, the study seeks to evaluate the role of non-verbal communication in reducing classroom anxiety and fostering a supportive learning environment. Finally, it investigates the effectiveness of these strategies in both traditional and digital learning contexts, providing insights into adapting non-verbal communication to diverse and technology-mediated educational environments.

Research Methodology

Research Design

This study utilised a mixed-methods research design to investigate students' perceptions of teachers' non-verbal communication and its influence on learning outcomes.

Population and Sample

The population of this study comprises secondary school students and teachers from Western Odisha, specifically from the districts of Boudh, Bargarh, Bolangir, Jharsuguda, Nuapada, Sambalpur, and Subarnapur. To ensure representation from both urban and rural settings, the sample is drawn from 15 randomly selected schools. These schools include two from Sambalpur (one urban and one rural), three from Bargarh (two urban and one rural), three from Boudh (one urban and two rural), two from Bolangir (one urban and one rural), two from Jharsuguda (one urban and one rural), one rural school from Nuapada, and two rural schools from Subarnapur district. This selection ensures geographical and contextual diversity in the study.

For the quantitative survey, a total of 300 students -were randomly selected from the chosen schools. The distribution across districts includes 60 students from Bargarh (38 female, 22 male), 40 from Sambalpur (31 female, 9 male), 60 from Boudh (32 female, 28 male), 40 from Bolangir (22 female, 18 male), 40 from Jharsuguda (25 female, 15 male), 20 from Nuapada (4 female, 16 male), and 40 from Subarnapur (26 female, 14 male). This structured selection ensures a balanced gender representation and a fair distribution across the districts.

For qualitative insights, 30 students -were purposively selected for semi-structured interviews. The selected students -included five from Bargarh, five from Sambalpur, four from Boudh, four from Subarnapur, four from Bolangir, four from Jharsuguda, and four from Nuapada. This qualitative component aims to provide a deeper understanding of students' perspectives, experiences, and interactions, complementing the findings from the quantitative survey. Also, teachers who directly interact with students in the classroom were observed for their non-verbal communication. Their gestures, facial expressions, posture, and overall body language were examined to assess

their role in facilitating effective classroom communication. This observational data contributed valuable insights into the pedagogical implications of non-verbal communication in teaching and learning processes.

To ensure representativeness, diversity, and practical feasibility, the study employs a combination of random sampling, purposive sampling, and non-probability sampling methods. The random selection of students for the survey enhances the generalizability of the findings, while purposive sampling for qualitative interviews allows for the exploration of specific perspectives. The inclusion of non-probability sampling for teacher observations ensures flexibility in capturing real-time classroom interactions. This mixed-methods approach strengthens the study's credibility by integrating both statistical representation and in-depth qualitative insights.

Instruments and Procedures

The study employed surveys, interviews, and observations as data collection tools. An expert validated 5-point Likert-scale with reliability score of Cronbach's $\alpha = 0.82$ was used for survey. Semi-structured interviews provided deeper insights into participants' perceptions, while observational checklists systematically documented teachers' non-verbal behaviours in classrooms over two weeks. Data collection was conducted in three phases: administering surveys, conducting 20to25-minute interviews, and observing classrooms, ensuring a triangulated and comprehensive approach.

Data Analysis

The study employs both quantitative and qualitative analysis for comprehensive insights. Quantitative data is summarized using descriptive statistics and analyzed with inferential techniques like chi-square tests, t-tests, and regression models in R-Studio, utilizing Python (Google Colab) for visualization. Thematic analysis of qualitative

data identifies patterns, with triangulation of observational, survey, and interview data enhancing validity. Ethical protocols, including informed consent, confidentiality, and institutional approval, are strictly followed. Triangulation ensures the study's credibility, offering a robust understanding of non-verbal communication's impact in educational contexts.

Analysis and Interpretation

Analysis and interpretation can be categorised into two parts: quantitative, qualitative.

Quantitative Analysis and its Interpretation

The study reveals a balanced gender representation, with a slightly higher number of female respondents. Across genders, most students noted the importance of teachers' non-verbal cues—such as gestures, facial expressions, and tone of voice—in effective interactions. Positive non-verbal behaviours, including eye contact, gestures, and body language, reinforced verbal messages, enhanced clarity, and fostered emotional connections. While smiling received mixed ratings, it helped reduce power distances and created warmth, with its effectiveness influenced by cultural and individual factors. Cultural norms and online learning contexts shaped perceptions of non-verbal communication, particularly in eye contact and proximity. In online settings, facial expressions became more prominent, though the lack of physical presence limited the impact of gestures and proximity. Non-verbal behaviours also alleviated anxiety for many students, although some highlighted the need for verbal reassurance. Non-verbal communication influenced group dynamics, with inclusive gestures fostering collaboration during activities. Most respondents rated the impact of teachers' non-verbal behaviours on classroom atmosphere as high, emphasizing their role in creating a supportive learning environment (Table 1). These findings highlight the critical role

of intentional non-verbal communication in enhancing both group and individual learning experiences.

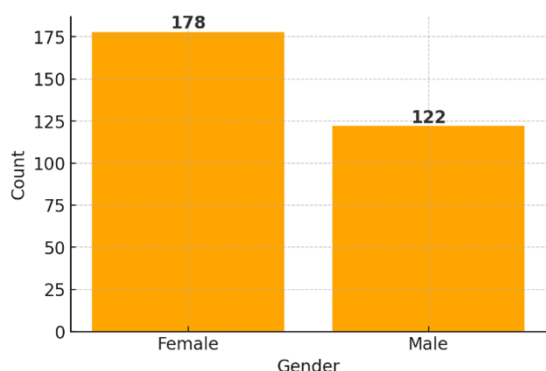


Figure 1. Gender Distribution

Table 1: Impact of Teachers' Non-Verbal Behaviours on Classroom Atmosphere

Rating	Percentage of Responses
Very High Impact	50
High Impact	35
Moderate Impact	10
Low Impact	5

Students - Noticing Teachers' Non-verbal Cues

The Chi-Square Test and independent samples t-test were used to examine students' perceptions of non-verbal communication of teacher. The Chi-Square Test revealed a gender-based association in noticing teachers' non-verbal cues. Specifically, 112 females reported always noticing cues compared to 32 males, while more males (30) than females (5) reported often noticing them. The sample included 178 females and 122 males, totaling 300 students (Table 2).

Table 2: Observed Frequencies of Gender vs. Frequency of Noticing Non-Verbal Cues

Frequency of Noticing Non-Verbal Cues	Female	Male	Total
Always	112	32	144
Never	20	4	24

Often	5	30	35
Rarely	5	2	7
Sometimes	44	46	90
Total	178	122	300

A chi-square test of independence was conducted to determine whether the observed differences were statistically significant. The formula for calculating the chi-square statistic is:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

The Chi² analysis ($X^2 = 34.11$, $df = 4$, $p = 7.07 \times 10^{-7}$) revealed a significant relationship between gender and the frequency of noticing non-verbal cues ($p < 0.05$). These results suggest that gender influences students' perception of teachers' non-verbal communication, with females generally more attuned to such cues. Table 2 visually highlights these gendered differences, emphasizing the need to consider gender when developing non-verbal communication teaching strategies.

Gender and Gesture Effectiveness

Independent samples t-test was conducted to investigate whether male and female students differed in their perceptions of the effectiveness of gestures in enhancing learning experiences. The t-test formula used for this analysis is:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

The analysis compared the mean effectiveness ratings of gestures between male (X_1) and female (X_2) students, considering the variances (s_1^2 , s_2^2) and sample sizes (n_1 , n_2). The results showed a significant difference, with a t-statistic of -3.17 and a p-value of

0.0018 ($p < 0.05$). Female students rated gestures as more effective in enhancing learning compared to male students. This is further illustrated in Figure 2's box plot, which shows a higher median effectiveness rating for gestures among females. These findings suggest the importance of adapting non-verbal strategies to meet the diverse needs of students.

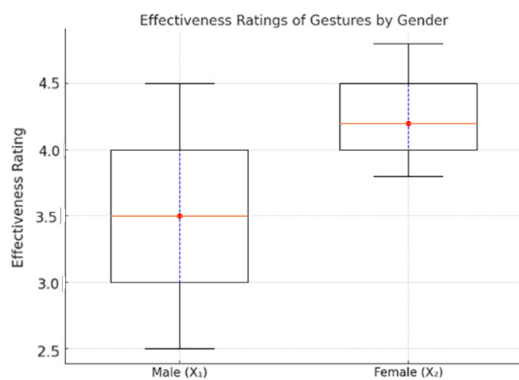


Figure 2. Gestures' effectiveness between male and female students

Non-Verbal Communication and Anxiety Reduction

Logistic regression was used to assess how non-verbal communication behaviours influence anxiety reduction, defined as either reducing anxiety (1) or having no impact (0) from students' perspectives. The regression model is expressed as:

$$\text{Log} \left(\frac{P}{1-P} \right)^{nt} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

The regression model predicts anxiety reduction (P) based on four predictors: eye contact (X_1), smiling (X_2), gestures (X_3), and body language (X_4). The model's coefficients (Table 3) show that smiling ($\beta = 0.410$) is the strongest positive predictor of anxiety reduction, while gestures ($\beta = 0.059$) have a minimal effect. Body language ($\beta = -0.015$) has a negligible negative effect, indicating its reassurance value may vary, and eye contact ($\beta = -0.277$) negatively correlates with anxiety reduction, likely due to cultural differences in its interpretation.

Table 3: Result of Logistic Regression

Predictor	Coefficient (β)	Interpretation
Constant	1.375	Baseline log-odds of anxiety reduction.
Eye Contact	-0.277	Negative relationship with anxiety reduction.
Smiling	0.41	Positive and strongest predictor, indicating its strong role in reducing anxiety.
Gestures	0.059	Minimal positive effect on anxiety reduction.
Body Language	-0.015	Negligible and slightly negative relationship with anxiety reduction.

The logistic regression model effectively predicted cases where non-verbal communication reduced anxiety but struggled with non-reduction cases, as shown in Figure 3.

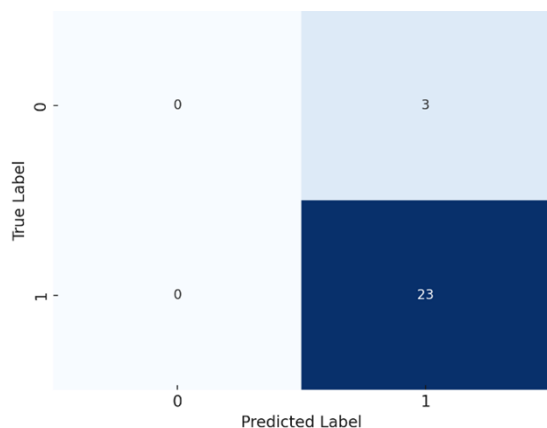


Figure 3: Confusion Matrix of Logistic Regressions Predictions

This class imbalance highlights the need for larger, more balanced datasets to improve the model's accuracy. The findings stress the importance of teachers using culturally sensitive, intentional non-verbal

communication, such as smiling, to foster a supportive and emotionally safe learning environment.

Non-Verbal Communication and Motivation to Learn

A multiple linear regression model was used to analyze the relationship between teachers' non-verbal communication and students' motivation to learn (Y) from student perspective. The independent variables were the perceived effectiveness of four non-verbal behaviours: eye contact (X1), smiling (X2), gestures (X3), and body language (X4), each rated on a Likert scale from 1 (Very Ineffective) to 5 (Very Effective). The model is structured as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

In the regression model, β_0 is the constant, β_1 , β_2 , β_3 , β_4 are the predictor coefficients, and ϵ is the error term. The results are presented in Table 4.

Table 4: Result of regression model

Predictor	Coefficient (β)	Standard Error	t-Statistic	p-Value	Significance
Constant	1.497	0.301	4.97	< 0.001	***
Eye Contact	0.139	0.092	1.51	0.133	NS
Smiling	0	0.091	0.002	0.999	NS
Gestures	0.289	0.081	3.595	< 0.001	***
Body Language	0.201	0.094	2.135	0.034	**

The results highlight that gestures ($\beta=0.289$) and body language ($\beta=0.201$) are key motivators, enhancing clarity and emotional support. In contrast, eye contact ($p=0.133$) and smiling ($p=0.999$) had minimal impact, suggesting students value clarity over emotional warmth. These findings emphasize the importance of intentional use of gestures and body language in effective teaching.

Thematic Analysis of Interview and Classroom Observation

Role of Non-Verbal Communication in Teaching

Interview data and classroom observations highlighted the crucial role of non-verbal communication in effective teaching.

Students noted that gestures, facial expressions, eye contact, and body language enhanced their understanding. Observations confirmed that teachers' illustrative gestures and open body language fostered an engaging learning environment. Positive non-verbal cues like smiles and nods reinforced verbal explanations, providing clarity and encouragement. Conversely, monotonous or lackluster non-verbal behaviour led to reduced attention and interest.

Impact on Student Learning and Motivation

Students highlighted the impact of non-verbal communication on their learning and motivation, with gestures and body language seen as effective for simplifying complex concepts. Many students noted that dynamic and expressive teachers made lessons more engaging. Classroom observations confirmed that motivated student engagement was linked to teachers' consistent use of

non-verbal cues. In contrast, students felt disconnected and less motivated when teachers relied solely on verbal instructions without non-verbal reinforcement.

Cultural Diversity and Non-Verbal Communication

The data revealed that cultural diversity significantly influenced students' interpretations of teachers' non-verbal cues. Interviews showed varied comfort levels with behaviours like eye contact and physical proximity; some students saw prolonged eye contact as attentive, while others found it intrusive. Similarly, cultural differences shaped perceptions of gestures and facial expressions, with some students viewing animated gestures as enthusiasm, while others found them assertive. Classroom observations emphasized the need for teachers to adopt culturally responsive practices, adjusting proximity and tone to meet diverse student expectations (Figure 4).



Figure 4: Distribution of nonverbal communication themes

Non-Verbal Communication in Digital Learning Environments

Students noted challenges in interpreting non-verbal communication in hybrid and online learning contexts, with traditional cues like proximity and full-body gestures being less effective or absent. They relied more on facial expressions and vocal modulation to gauge emotions and understand instructions. Observations showed that teachers who used expressive facial cues and varied tones-maintained engagement, despite the lack of physical presence. However, students highlighted the difficulty of achieving the same level of connection and engagement in virtual settings as in traditional classrooms.

Emotional and Psychological Dimensions

Interviews and classroom observations highlighted the emotional impact of non-verbal communication on students. Positive cues, such as warm smiles, encouraging gestures, and eye contact, reduced anxiety and fostered comfort, creating an emotionally safe space that encouraged participation. In contrast, indifferent or dismissive behaviours demotivated students, making them feel undervalued and hesitant to engage.

Classroom Management and Group Dynamics

Non-verbal communication played a key role in classroom management and fostering collaboration, as highlighted in both interviews and observations. Students observed that teachers' use of eye contact, tone modulation, and gestures helped maintain discipline and set clear expectations. Observations confirmed that open gestures and inclusive body language encouraged teamwork during group activities. Teachers who consistently used non-verbal cues to guide interactions created a more harmonious and engaging classroom environment, promoting both individual and group participation.

Challenges and Opportunities

The data revealed challenges in teachers' use of non-verbal communication, with

students noting instances of ambiguity or inconsistency, leading to confusion or disengagement. Observations showed that some teachers struggled to adapt their non-verbal cues, especially in multicultural or digital settings. However, both students and observations highlighted opportunities for improvement. Teachers who deliberately used non-verbal strategies created more inclusive and engaging environments, indicating a need for targeted training programmes to enhance the effective use of non-verbal communication across diverse educational contexts.

Triangulation and Discussion

The descriptive, inferential, and thematic analyses of the study were triangulated and discussed as below.

Descriptive analysis showed that most students consistently observed their teachers' non-verbal behaviours, such as gestures, facial expressions, and tone of voice, often rating them as always noticeable. This highlights the importance of non-verbal communication in effective teaching, aligning with Mehrabian's (1971) model, which attributes up to 93% of emotional communication to non-verbal channels. Dynamic non-verbal behaviors were found to enhance student attention and engagement, supporting Hall (2001), and Petković, et al. (2024) claim that positive non-verbal cues foster inclusivity and emotional connection. However, Wahyuni (2018), Farid, et al. (2023) emphasize that non-verbal communication alone is insufficient for effective teaching, requiring integration with verbal strategies. This study corroborates their view, as students reported lower engagement when non-verbal cues were misaligned with verbal messages, underscoring the need for congruence between verbal and non-verbal communication for clarity and coherence in instruction. Regression analysis revealed that gestures and body language significantly predicted students' motivation, whereas eye contact and smiling did not.

These results align with Cienki (2022), and Alibali and Hostetter (2024) findings on gestures as essential for simplifying abstract concepts and bridging cognitive gaps. Observational data confirmed that dynamic gestures and expressive body language enhanced engagement and comprehension, particularly in complex subjects, consistent with Kang and Tversky (2016), Nirwanto Maruf, et al. (2024). The limited significance of eye contact and smiling contrasts with Centorrino, et al.'s (2015) emphasis on trust-building behaviours. Ting-Toomey's (1999) work suggests cultural factors, with collectivist students prioritizing instructional clarity over emotional rapport. Thematic analysis further indicated that students valued non-verbal behaviours that directly improved instructional effectiveness over those focused on emotional warmth. Finally, McCroskey, et al. (2006) highlight the necessity of integrating verbal strategies with non-verbal communication for effective teaching. This study supports that view, as students reported lower engagement when non-verbal cues were misaligned with verbal messages. These findings underscore the importance of congruence between verbal and non-verbal communication for instructional clarity and coherence. Regression analysis revealed that gestures ($\beta = 0.289$, $p < 0.001$) and body language ($\beta = 0.201$, $p = 0.034$) significantly predicted students' motivation, whereas eye contact ($\beta = 0.139$, $p = 0.133$) and smiling ($\beta = 0.000$, $p = 0.999$) did not. These results align with Goldin-Meadow's (2003) findings on gestures as essential for simplifying abstract concepts and bridging cognitive gaps. Observational data confirmed that dynamic gestures and expressive body language enhanced engagement and comprehension, particularly in complex subjects, consistent with Kang and Tversky (2016) and Nirwanto Maruf, et al. (2024). The limited significance of eye contact and smiling contrasts with Hamre and Pianta's (2006) emphasis on trust-building behaviors. Ting-Toomey's (1999) work suggests cultural factors, with collectivist students prioritizing

instructional clarity over emotional rapport. Thematic analysis further indicated that students valued non-verbal behaviors that directly improved instructional effectiveness over those focused on emotional warmth. Finally, McCroskey, et al. (2006) highlight the necessity of integrating verbal strategies with non-verbal communication for effective teaching. This study supports that view, as students reported lower engagement when non-verbal cues were misaligned with verbal messages. These findings underscore the importance of congruence between verbal and non-verbal communication for instructional clarity and coherence. The shift to hybrid and online learning has complicated non-verbal communication. Traditional cues like proximity and full-body gestures lose effectiveness in virtual settings, elevating the importance of facial expressions and vocal modulation, as supported by Hall, et al.'s (2019) work on computer-mediated communication. However, McQuiggan, et al. (2015) highlight that the lack of physical presence reduces the emotional impact of non-verbal cues. Interviews revealed students feeling less connected to instructors online, despite effective use of expressions and tone. Observations confirmed that teachers who adapted non-verbal strategies for digital contexts better sustained student attention, echoing Hrastinski's (2008) call for innovation in non-verbal communication for online education. Logistic regression identified smiling ($\beta = 0.410$) as the strongest predictor of reduced anxiety, highlighting its importance in fostering a supportive classroom environment. Students linked warm non-verbal behaviours, like smiles and encouraging gestures, with lower anxiety and greater comfort, consistent with Moudatsou, et al.'s (2020) findings on empathetic cues enhancing trust and reassurance. In contrast, indifferent or dismissive non-verbal cues, as noted by Galloway, et al. (2017), increased anxiety and disengagement. Observations confirmed that positive non-verbal behaviours, such as open gestures and sustained eye

contact, created emotionally safe spaces that encouraged participation. Descriptive and thematic analyses underscored the role of non-verbal communication in classroom management and collaboration. Teachers effectively used eye contact, tone modulation, and gestures to maintain discipline and foster teamwork, aligning with Bambaerero and Shokrpour's (2017) findings on the importance of non-verbal cues in preempting disruptions and guiding interactions. Marzano, et al. (2001), however, emphasize combining non-verbal strategies with clear verbal instructions for equitable management. This study corroborates their view, as teachers employing both methods achieved greater consistency in maintaining order and collaboration. The study identified challenges in the effective use of non-verbal communication, especially in multicultural and digital settings. Students often reported ambiguity and misalignment between non-verbal and verbal messages, hindering engagement, aligning with Ladson-Billings' (1995) emphasis on culturally relevant pedagogy. However, teachers using adaptive and culturally responsive strategies fostered more inclusive classrooms. Observational data underscored the value of targeted professional development in enhancing educators' non-verbal communication skills.

Findings

1. Gestures and body language significantly predicted students' motivation, enhancing clarity, engagement, and emotional support.
2. Eye contact and smiling were not significant predictors, suggesting their

impact may depend on context or other non-verbal cues.

3. Cultural diversity influenced the interpretation of non-verbal behaviours, highlighting the need for culturally adaptive strategies in multicultural classrooms.
4. Traditional non-verbal cues faced limitations in virtual settings, emphasizing the need for alternative strategies like vocal modulation and expressive facial cues.

Conclusion

This study underscores the critical role of teachers' non-verbal communication, particularly gestures and body language, in fostering student engagement and motivation. While these cues proved highly impactful, the non-significance of eye contact and smiling highlights the nuanced nature of non-verbal behaviours, influenced by cultural, contextual, and individual factors. The findings also emphasize the challenges of hybrid and digital learning environments, where traditional non-verbal strategies must be adapted to sustain engagement. Educators can enhance teaching effectiveness by employing intentional gestures and body language, adopting culturally responsive practices, and leveraging expressive facial cues and vocal variation in virtual settings. Future research should explore the long-term impacts of non-verbal communication on academic outcomes and emotional well-being, as well as investigate how technology-mediated cues can address the unique challenges of digital classrooms.

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Human Rights Education and the Role of Teachers in Eastern Rajasthan

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Abstract

This paper explores the association between teacher behaviour and the effectiveness of human rights education in schools across Eastern Rajasthan. Through classroom observations and interviews, it investigates how teachers' actions and attitudes align with or diverge from established human rights principles. The findings highlight both positive examples of human rights-conscious practices and significant challenges, including societal pressures, resource constraints, and limited professional development. The study underscores the need for sustained institutional support to empower teachers in fostering inclusive, non-discriminatory classroom environments and advancing human rights education.

Keywords: Teacher behaviour, human rights education, Eastern Rajasthan, inclusivity, non-discrimination, classroom dynamics, professional development, societal norms, educational policy, student engagement

Introduction

Human rights education is not merely about imparting theoretical knowledge; it plays a pivotal role in shaping behaviours and attitudes that uphold principles of equality, dignity, and non-discrimination (Robinson, Phillips, and Quennerstedt, 2022). Teachers, as influential role models, are considered important in creating an environment of inclusivity and respect through daily interactions with students (Jayakumar, 2007). This study explores the association between teacher behaviour and the delivery of human rights education, acknowledging that while teacher practices appear to be linked to student perceptions of equality, the qualitative approach does not establish a direct causal effect.

India, as a signatory to the United Nations Convention on the Rights of the Child (UNCRC), bears the responsibility to align its educational practices with international

human rights standards. Eastern Rajasthan, known for its rich cultural diversity and socio-economic challenges, offers a compelling context for understanding the dynamics of human rights education. This study explores how teachers navigate their roles in fostering inclusive educational practices, often in the face of societal pressures and cultural expectations.

The Role of Teacher Behaviour in Human Rights Education

Teacher behaviour is considered an important factor in human rights education as it is associated with students' understanding and internalisation of fundamental rights and values (Panda, 2001). Teachers who consistently demonstrate respect for all students, irrespective of caste, gender or socio-economic background, model the principles of equality and non-discrimination that are central to human rights education.

However, the presence of biases or the failure to address discriminatory behaviours within the classroom can undermine these efforts, perpetuating inequality and exclusion (Australian Human Rights Commission, 2011).

In Eastern Rajasthan, cultural norms and social hierarchies significantly influence teacher behaviour and attitudes. Societal pressures related to caste and gender often creates challenges for educators committed to promote equality. Teachers are tasked not only with delivering curriculum content but also with fostering a classroom environment that upholds the principles of justice, inclusivity and mutual respect (Chouhan and Yadav, 2024). This study investigates how teachers navigate these responsibilities and the challenges faced in creating equitable and inclusive classrooms.

By analysing the behaviours and attitudes of teachers in Eastern Rajasthan, this research highlights their dual role — as educators imparting knowledge and as role models shaping students' social and ethical values. The findings underscore the need to provide training and support to teachers to enable them to overcome societal barriers and promote a culture of respect and dignity in schools.

Objectives

1. To explore the relationship between teacher behaviour and the implementation of human rights education in Eastern Rajasthan
2. To identify challenges and barriers that affect teacher behaviour and its alignment with human rights principles
3. To recommend actionable strategies for enhancing teacher training and policy frameworks that support the effective delivery of human rights education

Context and Methodology

The study was conducted in government (no-fee-paying) and private (fee-paying) upper primary schools across four districts

in Eastern Rajasthan — Alwar, Bharatpur, Dausa and Dholpur. A purposive sampling technique was employed to capture a diverse socio-economic and cultural landscape, representing both urban and rural settings. This selection ensured a comprehensive exploration of varying educational environments and their impact on human rights education practices.

A qualitative research approach was employed, integrating classroom observations and teacher interviews to gain an in-depth understanding of how teacher behaviour aligns with human rights principles. Qualitative methods were selected for their ability to explore complex, context-specific phenomena in depth. Classroom observations assessed teacher-student interactions, inclusivity practices and responses to conflict or discriminatory behaviour. Interviews provided insights into teachers' perceptions, challenges and strategies related to the implementation of human rights education.

Teacher and Student Backgrounds

The sample included 50 teachers (25 male and 25 female), ensuring a gender-balanced perspective. Most teachers held a B.Ed degree, while several also had postgraduate qualifications in education or related disciplines. Their teaching experience ranged from three to 20 years, with an average of 10 years. The schools served diverse student populations, including children from Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs) and Economically Weaker Sections (EWSs). Government schools primarily catered to children from lower-income groups, while private schools had a mix of children coming from middle- and higher-income backgrounds.

Sample Size and Selection Criteria

The study employed purposive sampling technique, selecting 25 schools and 50 teachers (25 from urban and 25 from

rural areas) to ensure a balanced and representative perspective.

Schools

- 1. Diverse Socio-Economic Regions:** The schools were selected from regions across Eastern Rajasthan (Alwar, Bharatpur, Dausa and Dholpur) to capture variability in societal norms, resource availability and cultural practices.
- 2. Institution Types:** Both government (no-fee-paying) and private (fee-paying) institutions were included to compare approaches to human rights education across socio-economic contexts.
- 3. Human Rights Initiatives:** Priority was given to schools actively participating in government or non-governmental human rights education programmes to better understand the practical application of these principles.

Teachers

- 1. Experience:** Teachers with a minimum of three years of teaching experience were selected to ensure familiarity with classroom dynamics and community expectations.
- 2. Gender Representation:** The sample was equally divided between male and female teachers to incorporate gender-specific perspectives on human rights education practices.
- 3. Active Classroom Role:** The focus was on educators actively involved in regular classroom teaching to reflect the day-to-day realities of implementing human rights principles.
- 4. Exclusion Criteria:** Administrative staff and newly appointed teachers were excluded to ensure that the study focused on experienced educators with substantial classroom exposure.

Permissions and Protocols

Permissions: Formal permissions were obtained from the school managements, followed by consent from individual teachers.

The participants were briefed on the study's objectives and methods, ensuring their informed consent. Confidentiality was maintained by anonymising participant identities by using pseudonyms.

Observation Protocols: Structured classroom observations were conducted using a comprehensive framework designed to assess key dimensions of human rights education within a cohesive narrative. During each 45-minute session, the researchers documented how teachers facilitated inclusive participation by actively engaging all students, especially those from marginalised groups. The observations captured instances of conflict resolution where teachers addressed bullying, exclusion or classroom disputes by applying human rights principles to create a respectful environment. Moreover, teachers' efforts to integrate human rights themes into lessons were noted through activities, such as group work, discussions on equality, justice and inclusion, as well as their responses to disciplinary situations. This holistic approach enabled a nuanced understanding of complex classroom dynamics and the association between teacher behaviour and the delivery of human rights education.

Selection of Classrooms and Grades

Grades 6–8 were chosen for their developmental relevance, as students at this stage begin to understand abstract concepts like equality and human rights. These grades often include civics, ethics or social studies lessons that naturally address themes of justice, fairness and equality. Classrooms within these grades were randomly selected to minimise bias and ensure diverse teaching practices.

Interviews with Teachers

To complement classroom observations, in-depth interviews were conducted to gain deeper insights into teachers' attitudes,

challenges and motivations related to human rights education. During these interviews, teachers elaborated on their understanding of human rights principles and discussed their responsibilities as role models for instilling these values in students. They reflected on the impact of external factors, including societal norms, school policies and parental expectations, on their teaching practices. The teachers also identified key barriers, such as limited training opportunities, societal pressures and rigid curricula that hinder the effective promotion of human rights in the classroom.

Data Analysis Methods

A thematic analysis approach was employed to identify patterns in teacher behaviour and attitudes. The analysis incorporated the following components.

- 1. Qualitative Coding:** Observation notes and interview transcripts were coded to identify recurring themes, such as inclusivity, bias and external influences.
- 2. Frequency Counts:** Quantitative summaries were generated from the coded data to measure the prevalence of specific behaviours (e.g., 15 teachers explicitly addressed stereotypes during observations).
- 3. Contextual Analysis:** The findings were interpreted within the socio-cultural context of Rajasthan to understand how local norms and values influence teacher behaviour.

Findings

The study revealed diverse teacher behaviour in Eastern Rajasthan, reflecting varying levels of commitment to human rights principles. These behaviours — shaped by personal beliefs, professional training, cultural norms and broader social contexts — appeared to influence how human rights education was implemented. For example, teachers, in some settings, actively promoted inclusivity by challenging stereotypes and encouraging

equitable participation, whereas in others, external pressures and resource constraints limited such practices. Notably, the findings suggest an association between teacher participation in human rights training programmes and the adoption of inclusive teaching strategies, without indicating a direct causal relationship.

Teachers identified marginalised students using socio-economic indicators, school records and direct interactions. Some teachers expressed the need for additional institutional support to effectively integrate these students into mainstream classroom activities. Furthermore, schools that had participated in human rights training programmes demonstrated higher engagement with inclusive teaching strategies. The training programmes covered topics like anti-discrimination policies, conflict resolution, gender sensitivity and student empowerment.

Examples of Human Rights-Conscious Behaviour

Several teachers demonstrated a strong commitment to creating an inclusive and respectful classroom environment through proactive practices. For instance, one rural teacher challenged traditional gender stereotypes during a career guidance session by encouraging both boys and girls to explore a wide range of career options, emphasising that professional roles should not be defined by gender. This approach not only fostered gender equality but also broadened students' perspectives regarding the opportunities they may get. In another instance, an urban teacher made efforts to ensure that students from marginalised communities actively participated in classroom discussions, reinforcing the principles of equality and dignity by recognising and validating their contributions. These examples illustrate how, with appropriate training and a commitment to equity, teachers can effectively promote human rights in classrooms.

Challenges and Barriers to Human Rights-Conscious Behaviour

Despite these positive examples, teachers in Eastern Rajasthan faced significant challenges that hindered their ability to consistently promote human rights. Societal pressures, including deeply rooted caste and gender norms, often compelled teachers to modify their practices to align with local expectations — 40% teachers in rural areas reported making such adjustments. Additionally, community expectations sometimes resulted in resistance from parents and local stakeholders, with 64% teachers stating that fear of community disapproval limited their efforts, particularly when supporting lower-caste students or addressing issues related to gender equality. Resource constraints, such as a rigid curriculum and the limited availability of human rights education materials, coupled with insufficient time for broader social and ethical discussions, further hindered the effective integration of human rights principles in the classroom. Moreover, gaps in professional development — reflected in limited access to specialised workshops — underscored the need for sustained institutional support.

The Role of Professional Development and Support

The study underscored the urgent need for ongoing professional development and robust institutional support to equip teachers to promote human rights effectively in classrooms. Teachers who participated in dedicated human rights training programmes reported greater confidence in addressing societal challenges and creating inclusive learning environments. These training programmes were delivered through interactive workshops that incorporated role-playing activities, follow-up sessions and practical assessments. They covered key topics, such as anti-discrimination policies, conflict resolution strategies,

gender sensitivity and methods for student empowerment. The teachers emphasised that such training not only enhanced their instructional practices but also equipped them with the tools necessary to challenge and overcome deep-rooted societal biases. Additionally, the teachers advocated for implementing clear institutional anti-discrimination policies and establishing partnerships with human rights organisations and community leaders to strengthen and sustain these efforts.

Conclusion

The study underscores the importance of teacher behaviour as a key factor influencing the delivery of human rights education within the sociocultural landscape of Eastern Rajasthan. While the findings indicate an association between teacher practices and the implementation of human rights education, they do not demonstrate a direct causal relationship. Societal pressures, limited resources and gaps in professional development highlight areas requiring additional support. A comprehensive approach, including targeted training, supportive policies and enhanced resource allocation, may further help strengthen the association between teacher behaviour and the effective promotion of human rights education.

Recommendations

To strengthen human rights education and support teachers in creating inclusive classrooms, the following recommendations are proposed.

1. **Enhanced Teacher Training Programmes:** Introduce structured, continuous training programmes that focus on human rights principles, societal norms and inclusive classroom practices.
2. **School Policy and Administrative Support:** Develop and implement institutional policies that promote inclusivity and non-discrimination, empowering teachers to address societal challenges effectively.

3. Resource Allocation and Accessibility: Ensure wider access to human rights education materials, particularly in rural schools, and collaborate with NGOs to provide additional resources.
 4. Community Engagement and Awareness: Organise awareness programmes to involve parents and community members in fostering an inclusive educational environment.
- By providing teachers with resources, relevant training and supportive policies, schools can foster learning environments where human rights are upheld, respected and protected.

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A Thematic Analysis of the Emotional Intelligence of Teacher Educators

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Abstract

One of our most contentious issues is teacher education. Teachers in the nation must be assessed for emotional intelligence due to its relevance in many areas of life. Educator training becomes a psychosocial, emotional undertaking when life experiences and cognitive processes interact. Even though emotional control is crucial, most teacher-educators lack emotional intelligence training. Due to their occupational exposure to emotionally charged circumstances, teachers must analyse their emotional intelligence to traverse the emotional variety of their students. Emotional intelligence among teacher educators in India is the focus of this research..

Keywords: Teacher Education, Intelligence, Emotional Intelligence, Teacher Educators, Thematic Analysis .

Introduction

Modern training is needed for future Indian educators to use appropriate practices. Teacher training programmes increase abilities but seldom address self-awareness, social responsibility, and empathy. Emotional intelligence, which comprises qualities, is essential to those who think emotions impact learning/teaching. Gardner (1993) says emotional intelligence affects reflective practice and teacher effectiveness. People highlight that educators influence the nation, and the necessity to concentrate on teacher-educators. Managing their lives and those they impact requires emotional intelligence. Critics of Indian schools cite inadequate quality, inept instructors, and other issues. To enhance education, experienced educators must positively influence others' emotions and maximise their potential. People may manage, sympathise, and act effectively by understanding their own and others' emotions. In and out of class, emotional

instructors may express themselves better. Every profession demands certain skills to do, otherwise outcomes may be dubious. Teachers need excellent emotional intelligence because teacher education is emotional. We have seen clever people struggle with organisation. Academically talented kids fail. Some features defy typical intellect, resulting in 'emotional intelligence.' We periodically assess the school system to guarantee academic standards and a suitable learning environment. Teachers do more than teach. Teachers must understand their and students' emotions and create a positive learning environment. Teachers may manage emotions and interact with students using emotional intelligence. Emotional intelligence helps people overcome life's challenges, and educators understand training. Research reveals that emotionally intelligent teachers are better at conflict resolution, less prone to burnout, and better at satisfying students' needs. Teaching is demanding and requires topic, pedagogical,

time, and crisis management abilities. Teachers require social and communication abilities to manage classrooms. In this complex social environment, instructors must understand and manage their own and others' emotions to engage students. Specific tasks are easy for some, but not others. Personal performance varies by task. Some kids struggle academically but become business leaders with emotional intelligence. High-EQ persons recognise and respond to environmental emotional cues. High emotional intelligence fosters connections and prevents conflict. They resolve conflicts effectively and are often depended on. Teachers express their feelings while students bring joy, sadness, wrath, and fear to class. Van Rooy, et al. (2004) define emotional intelligence as the capacity to create, recognise, explain, evaluate, and appraise one's own and others' emotions to impact cognition and conduct. This is where emotional intelligence helps individuals manage stress, link ideas and behaviours, and navigate daily life. Ability, mixed, and trait models of emotional intelligence exist. All theories examine emotions in people and share domains. Salovey and Mayer examined emotions and cognition (Salovey & Mayer, 1990). This concept of emotional intelligence is the ability to

recognise and understand one's own and others' emotions and use this knowledge to guide actions. Emotion observation, usage to improve cognition, comprehension and analysis, and management comprise this emotional intelligence paradigm. Few studies have measured the emotional intelligence of the university students and instructors. Teachers and students are key to educational research.

Research Methodology

The objective of the study is to examine how teacher educators handle emotions and how they impact cognition. The study is qualitative in nature. This qualitative study will assess teacher educators' emotional intelligence.

Research Design

Qualitative research analyses distinct people's lives and opinions in different contexts (Yin, 2016). Phenomenology study examines how a group interprets their experiences in relation to reality (Creswell, 2013). This study employed a descriptive survey with embedded units of analysis and extensive data collection to understand the research questions and phenomena. A descriptive, embedded study analysed teacher-educators' real-life experiences. Research studied how teacher-educators use emotional intelligence. A descriptive study with embedded units assessed several higher education teacher-educators utilising specific data measurement methods. Teachers gave data on a phenomenon based on their observations to answer research questions. Semi-structured interviews gathered data. The objectives of the study were: (1) to study teacher-educators' awareness, perception, and expression of emotions, (2) to understand their capacity to interpret, analyse, and control emotions, and (3) to examine how emotions impact their cognitive process.

Sample and Population

The researcher randomly selected teacher-educators from six District Institutes of Education and Training (DIETs) of Delhi for investigation. A total of 12 teacher-educators were selected by randomly selecting one male and one female from the teaching roster of each DIET.

Tools used for Data Collection

For data collection semi-structured interviews were conducted with teacher-educators in person. Qualitative research requires interviews because words reveal attitudes and perceptions. By reading the statements of the respondents, one may understand their perspectives. Teacher-educators were questioned on emotional intelligence issues.

Data Analysis

The replies of the teacher-educators were transcribed verbatim and analysed using inductive and comparative approaches to develop themes. The researcher conducted a cross-participant analysis to identify data themes related to the theoretical framework.

Data Analysis and Interpretation

Thirteen data themes that emerged after the data analysis are given below.

1. The ability to identify emotions in one's own physical states, feelings, and thoughts

Identifying one's feelings, emotional content, and emotional quantity is crucial. Studies show that being aware of our emotions helps us manage them. Maturity allows thorough emotion identification. Individuals' mental states tend to appear extrinsically. Thus, to understand others' feelings, one must first understand one's own emotions and behaviours. Say someone is sad, so they can identify it. The thoughts of a left-out person show that they miss a specific incident, event, or individuals. An emotionally knowledgeable person may recognise changes in emotions and ideas related to a specific emotion. If a person is angry and wants to slam his hand at anything, we should examine his anger. If someone has lost a loved one, he may feel sorrowful. Some circumstances cause heart palpitations. What are such events, sentiments, and how do we think? This involves recognising one's feelings as they happen. Recognising one's emotions is important in social life since we meet various individuals every day. Most responders indicated some common emotions as happy, sadness, love, hatred, wrath, jealousy, etc. Some individuals had trouble expressing their feelings and described states like dancing and leaping with excitement. Some say they feel it, while others say their mental ability changes when

they're emotional. One person noted, "Increased heartbeat, crying, and offensive language are physical changes that make me understand specific emotion. Sometimes emotional stimuli help me access my current emotion." It suggests that bodily sensations and feelings help people recognise emotions. Physiological changes may come from an emotional state. Another responder added, "The way I react during that particular situation, the way I behave and talk, agar mein khush hu toh main alag khushmizaaz tarike se main logo se baat karunga aur agar dukhi hota hu toh shaant rahta" Thus, one's emotional experience creates an action inclination, and knowing this helps one acknowledge his/her feelings. Are you aware of what loved ones thinking of you, and how do they know what others think? People said sure, others know me since we have a wonderful relationship, and I express my thoughts. Another participant stated people's opinions of me rely on their experiences with me, thus they may not know me well. Some claimed they felt awful, some said they used the criticism to focus on their inadequacies, while others said they felt a lack of something. One remarked, "I don't like it because I take full responsibility for my actions." A comparable event may evoke various ideas and emotions, as does the linked emotion, and noting such thoughts and feelings may assist in identifying the emotion. Most participants reported feeling apprehensive about circumstances and claimed their activity, cognition, and feelings of inadequacy are impacted.

2. The ability to perceive emotions in other people through their vocal signals, facial expressions, language, and behaviour

In daily life, people vary, and emotional identification is crucial to getting along with them. This also improves effective communication. Such communication

combines verbal and non-verbal elements. Humans must learn to communicate and decipher nonverbal cues to have good relationships. Voice signals include tone, pitch, strength, and modulation. The differential attribution to how a person behaves via these non-verbal cues of this existence varies among people. Your pal is unhappy since he/she couldn't watch a cricket match as you did. One should discuss about other topics instead of the game. Children perceive emotional facial expressions from infancy and react to their parents' body language. Imagine a person widening his eyes to express amazement or closing them to express fear or dread. An individual's facial expressions reflect his/her emotional state. In a difficult scenario, a person who screams at his colleague may be upset, i.e., vocal cues affect emotional information. When emotional, some individuals leap, smash their fist, act differently, etc., which reflect their emotional condition. When asked how to find out whether someone is joyful or furious, most respondents said by observing the facial expressions, tone of voice, language, and behaviour, such as bouncing, smiling, and physical postures. Happy people interact cheerfully with others, according to a responder. One reply stated, "Jis tarike se vo baat kar rahe hain, vo unke chehre par dikhega. Toh face par bhi expression vaise hoga, aur agar gusse mein, vo bhi chehre k haav bhaav se pata chalega, unki voice ki intensity se jaise gusse mein koi chilaa padta hai aur kis tarike se vo mere saath behave karte hai". This suggests that some signals are excellent markers of others' emotions and recognising them improves relationships. As the most visible indicator, facial expressions were used most often to discern emotions in others. Some work quietly, while others make a noise that may bother others.

How someone does a task reveals their emotional engagement or how their emotions affect their performance. When asked how they adjust their behaviour depending on who they're interacting with, respondents said they consider the person's emotion and try to match it, i.e., others' emotions help them interact. One responder stated, "I adjust my behaviour by judging the person's emotions; like students are in different states of emotions, whereas colleagues are in a different state altogether." This illustrates that various emotional interactions are needed in different situations, and to navigate them, one must recognise others' feelings, which are not always obvious. One must first analyse the other party's emotional state to alter one's conduct to synchronise with the required behaviour. Another respondent remarked, "Main apne behaviour ko adjust karunga... Emotional requirements ko samajhkar, suppose koi learner pareshaan hai toh main usse se akele mein baat karunga naa ki sabke saamne, jabki class mein collective interaction mein mera behaviour zara sa....."??????? This argues that various emotions are contained in distinct external forms of a person, and to cope with them, one may see others' emotions as they arise. The way a person participates in a task and how he/she desires to participate reflects how he/she value others' feelings. When asked how to discern emotion in any activity, one respondent responded, "Body movements, hardness or softness of voice, use of words, and if someone is sad, then his/her energy level looks low." When comprehending others' emotions, it became clear that behaviour, voice, and body language, such as facial expressions, are the source of such information. An emotionally intelligent person can accurately interpret such information.

3. The ability to perceive emotional content in the environment

People are surrounded by emotions wherever they go, whether they are at a party, a funeral, or a nail-biting battle with their favourite opponent. How effectively you interpret emotional information in your environment affects how you react to such circumstances. You feel various emotions depending on your surroundings. We encounter various types of situations at home, work, and in society, therefore it is important to understand the emotional content for personal and communal well-being. The emotional content of every 'niche' helps adapt to its surroundings and context. It also requires understanding how an emotion affects ourselves and others. If a teacher is presenting a subject that no student can grasp, judging the situation involves emotional awareness. In a quarrel between the houses elders, a person pulls away to give the room to discuss. Emotional information must be evaluated. When asked how they know what people think of them, they said their actions in their presence and overall behaviour reveals their opinions. When asked how they make others feel comfortable talking to them, some said they assess their emotional state and synchronise their conversation, while others said they play or talk about general interests. One responder stated, "By accessing their behaviour and taking them to their comfort zone, use of witty humour in conversation." This entails assessing the emotional content of one's surroundings and using it to help others flourish. Another said, "By inclining with that individual's thought process, such as being empathetic to them, assessing their needs in a particular situation". Recognising and praising personal and group settings is crucial because emotions are ingrained and grow in them. Respondents may sense emotional content in their

environment. Most people said they wait for the disruptions to calm down before talking and solving the matter with a buddy. One person replied, "I will apologise and agree on a middle path." This suggests people can sense environmental emotions. How well a person can evaluate the emotional characteristics of their surroundings allows them to efficiently cope with the situation and respond appropriately to prevent undesirable scenarios.

4. The ability to express emotions accurately when required

Expression of emotions is connected to life, happiness, and adjustment. It also requires us to understand how an emotion affects ourselves and others. Communicating the right emotion in each situation requires emotional intelligence. Different places need different emotions. Like other skills, communicating with emotions starts with identifying them and their causes. Emotions convey information like this: "I may be annoyed with my buddy because he's late for a movie and I'm waiting or worried." Emotional information should be correctly delivered so that the other person understands it. Many respondents said they always act respectfully and properly to people because it builds deeper ties. One responder stated, "I adjust my behaviour by judging the person's emotions, like students are in different states of emotions, whereas colleagues are in a different state altogether." Due to varied intents with different people, a person must balance and appropriately convey emotions to be successful. Event interpretation aids emotional expression. If their closest friend's father dies, all respondents answered that they would soothe their buddy and be there for them when needed. Someone added, "It will be a moment of deep grief for me. I will support my closest buddy and help him overcome." According to

another reply, “Shayad ye cheez mujhe personal level par utna effect na kare kyunki main unse related nahi hu, par haan, main apne dost se baat karunga, aur iss situation mein har possible kaam karunga unke.” We cannot laugh or weep at everything, thus various circumstances need diverse emotional expressions. Thus, the capacity to recognise and communicate emotional needs in every setting is possible. If someone doubts your talents, how do you react? Some stated they would urge them to address it privately, some said they would contemplate and work on it, while others said their judgment is only an opinion; what counts is my weakness. One responder said, “If someone questions my abilities, I will accept it and try to improve.” Another respondent said, “Mujhe gussa aata hai par main shaant rehkar kaam karne mein zyaada believe karta hu aur main apni shamtaao ko pehchaanta hu aur unka sahi istemaal kart.” Some individuals may break out in such circumstances, but we have discovered that even if a person does not enjoy a scenario, they outweigh the risks of expressing that emotion. Emotionally intelligent people monitor their emotions at the right time and place.

5. The ability to discriminate between accurate and inaccurate/deceptive emotional expressions

The expresser or interpreter of an emotional code may lie or deceive by hiding or neutralising emotion. Our interpretations of events and perceptions often lead to emotional responses. For instance, a student may focus on one unfavourable remark rather than the positives following project completion. Confusion between emotion and reality may also result from emotional thinking. You feel guilty when you can't study after you fail in a test. Not all facial expressions show emotions. If someone gave you a gift

you didn't like, you might deceive them by faking a grin. Reading the concealed code takes emotional intelligence. If you're at a social event where people discussing calm topics, you can't yell even if you're enthusiastic, since each environment has a specific vibe. Good observation and emotional expertise are needed to distinguish between true and false emotional displays, or to read non-verbal signs with the spoken message. Recognising word-emotion relationships helps make sense of interpersonal feelings. It involves noticing facial-verbal discrepancies. If a person attempts to feign love for a spouse, an emotionally intelligent individual can see through the mismatches and not be carried away. In a classroom, students may nod and say they understand, but they may not. Teachers must sift real and perceived emotional signals. Some stated you can quickly tell someone's feelings, while others said they can fake it via their faces. One responder wrote, “Sometimes it's very difficult to label emotions in others as real or fake because what's going through their mind is very different from what they are showing, jaise koi kisi se bahut jealous feel karta hai par uss person ke saamne uski tareef” Another added, “People might be trying to hide their real emotional state, but I can figure out when it's real.” This indicates that individuals can fake emotions, which may be deceiving or inaccurate in any setting, but some people can tell genuine from false, thus they derive the correct meaning from actions. Will you be cordial to someone you despise if the occasion requires? Some stated we are direct and do not communicate with such a person, while others said they may if it is not harmful and in the public good. “I can be cordial to someone I despise, depending on the result,” stated one responder. Another said, “Nahi, main aise vyaktiyo se dur hi rahta hu kyuki main apni mental state

ko disturb nahi karna chahta.” People may or may not exhibit genuine feelings, as some may show hate and others may suppress it. Some may think it is an appropriate phrase, but the respondents recognise that emotions are not merely overt and may have many meanings and interpretations. Emotionally knowledgeable persons can distinguish correct from erroneous emotions.

6. The ability to integrate feelings into analysis, reasoning, decision making and facilitate thinking

Emotional experiences aid cognition. Early emotions signify major changes in the individual and environment. As a person grows up, emotions concentrate attention on crucial changes, shaping and improving thinking, for example, an youngster worried about his test tomorrow while playing. Another possibility is emotional reasoning, where emotions can override reality. Feelings create feelings as needed to help thinkers understand them. Self-generated emotions enable instant checking of sensations and attributes. In anticipation, emotions may be formed, felt, investigated, and shaped to better comprehend. Individuals perform better when processing zones work well. Good moods inspire optimism and poor moods pessimism, which help individuals see things from different angles. Would it be preferable to be happy or sad when doing an assignment? Sad moods make individuals work carefully, whereas cheerful moods inspire creativity and innovation. These talents focus on how emotions impact the cognitive system and how they might improve decision-making. Cognitive tasks work best in certain moods, and emotions may concentrate the cognitive system on what matters. After your buddy suffers an accident, you visit him in the hospital. The family’s anxieties draw your attention to your friend’s well-being, and that worry encourages

you to speak to them. It is shown that emotions influence our choices. An individual’s emotional state may help or impede decision-making; however, emotions do not affect all conduct and decisions. Participants said, “Yes, we consult others when we are preoccupied by emotion and are unable to weigh the outcomes.” They answered that they can take decisions themselves when they are in an appropriate mood; situations like anger are found to impact impulsive decision-making. One responder stated, “I do consult just to know the other side of the thing or to believe that the decision is authentic.” The emotional state of a person influences cognition, activating or shifting the emphasis from a desired activity, problem-solving, or decision-making. In a heated dispute, how do you handle it? Some said they try to stay silent and wait for the right time to speak. Someone said, “I can say it bluntly if it causes disturbance.” One respondent said, “I try to control my anger,” while the other one said, “I try to stay calm and not say anything because I might say the wrong thing.” Another responder stated, “By trying to keep quiet, just listening to others, not expressing my emotions at that particular time, I analyse the situation and arguments of others, and give my opinion if I strongly feel to do so.” Emotions impact choices, whether favourably or adversely, and they often influence our thinking, reasoning, and decision-making. Another responder stated, “Mujhe lagta hai aisi situation mein dusre ko suno or usko baat rakhne do taaki usse santushti mil jaaye; aisa main tab karunga shayad jab vo insaan mujhse related hai; otherwise, I can also revert back during.” In this case, the person said that his decision and behaviour might differ with a person who is close to him and who is not, because with a related person, a different set of emotions is linked,

which influences one's behaviour with that person. One responder stated, "Yes, by looking for the correct set of emotions required at a particular time and not just by flowing with emotions." Another said, "Yes, by accessing the situation and taking proactive steps." It seems that our emotions affect our thoughts and mood, as one responder observed, "aisi situation mein main kabhi kabhi concentrate nahi kar paata problem par." This also checks emotional problem-solving; emotions may lead us, as caring for someone may keep us from fighting with them. What bothers you most? One person stated, "Apno se kisi baat par ladaai ya apna kaam behtar dhang se naa kar paana." Another answered "self-doubt, non-satisfactory situations, doing something against my wish". All these reactions are tied to emotions, and combining these emotions into one's thinking causes a disturbed condition. All such situations show that emotions affect our reasoning and decision-making.

7. The ability to generate emotions to relate to the experiences of another person

People should not just see and experience emotions in themselves and others. Interpersonal activities improve relationships and the capacity to understand and relive others' emotions. Positive relationships increase life pleasure and reduce stress. We may comprehend others' emotions by acquiring a cognitive understanding, i.e., whatever emotion category best describes the conduct we watch, or by knowing how it feels to be in their affective state. For instance, empathy determines if someone's advice is good. Research suggests that assessing one's own and others' sentiments is so intertwined that one may not exist without the other. Does one's past experience and current feeling affect emotional recognition? Recognising

others' experiences causes a feeling in us, and if it matches their emotion, it leads to empathy on both sides and healthier connections. When asked how will you reply when your closest friend's father died, every responder claimed they would comfort their buddy and help him/her when needed. One of them added, "Agar vo insaan mujhse related nahi hai, to farak nahi padega, but agar hai toh main baat karke kaaran jaanunga aur console karunga." This suggests that individuals gain a cognitive or sympathetic awareness of others' emotions, which helps them connect to others for better relationships. The results show that responders comprehend others' emotions. How do you communicate with someone who has extremely different beliefs from yours? One responder answered, "By listening to the other person's arguments, if found correct, will inculcate those arguments, and modify mine. In opposing debates, I use reasoning to persuade others, and in worst cases, I seek a compromise. Another added, "by respecting each other's opinion and, at the same time, ignoring if the other person didn't respect your opinion." The other guy remarked, "Agar main uss insaan ko jaanta hu toh mujhe pata hoga ki uska opinion iss tarike ka kyu hai aur har baar kisi se argue nahi karna hota toh aise case mein main bas sununga uss insaan. This shows the capacity to appraise an individual's viewpoint and how one's experience relates to others. This shows that emotionally intelligent individuals build solid relationships by recognising others' emotions and responding empathetically. It helps people pick socially suitable actions.

8. The potential of your feelings to channelise you to prioritise what is important to think

Emotions affect how we think, solve issues, and form views about events. Doing what is needed now leads to good

outcomes and good relationships. The realisation that emotions may attract external events, but not always. Emotions like joy, love, and tranquilly boost energy and attract good things. If something felt wrong, we would not put time in it, but if it felt good, we would. We may choose to continue experiencing a scenario or feeling we desire without judgement. Something we want to concentrate on is energetic and emotional. It makes sense to focus our emotions once we realise they shape our reality. When we are feeling a certain way, we tend to think, and an emotionally intelligent person knows where to focus his thoughts. Suppose a person is unhappy yet needs to finish a job. He should go from sad to productive. The individual realises how occupied a feeling makes him. If you are pleased with a person, you will have a good impression of him if the sensation may affect your opinion. And someone under distress will think pessimistically, attempt to get away of the circumstance, or strive to find a solution. Some claimed they ponder before speaking and this helps them. Some said that as teachers, they can talk to anyone because it is their job. One responder stated: "I should have some idea about the person I'm talking to, or I'll misjudge them or they'll misjudge me, so a sense of care about myself prevents me from talking freely." Others said, "I can talk freely if the situation requires," and "I'm very cautious about what I chat about." Another responder stated, "I think before I talk because of care for others, fear of my personal things getting leaked, love for associated people, and sympathy to not hurt others." Another added, "Agar mujhe koi important issue discuss karna hai toh main baat karne se pehle sochunga kyunki main apni important baate har kisi se discuss nahi kart." Another responder said, "I talk freely to people. Happiness, self-confidence, and accepting responsibility for my

words and actions enable me to speak freely." Other one answered, "It depends on situation to situation; sometimes I can, and sometimes I cannot." The potential of one's sentiments allows them to think about what is significant and what is not and prioritise their thoughts appropriately. One responder responded, "Yes, there was an instance when, without thinking, I took a decision, and after the incident, I criticised my behaviour." Another said, "Yes, I do, but in the private sphere, as sometimes I used to waste time in doing things for others." Others remarked, "Jab mujhse kuch galat ho gaya ho aur jab main uspar reflect karta hu toh criticise karta hu khudko, jaise ek baar ek bacche ko maine kuch galat bol dia" Thus, emotion may concentrate our thinking and help us grasp viewpoints, which allows us to channel our thinking. Emotionally intelligent individuals know how to channel their thoughts in any scenario and are conscious of their feelings.

9. The ability to solve problems that are emotional in nature

Emotions often override problem-solving. This skill is clearly affected by emotions. We are delocalised in a sea of emotions, and each emotion hits us and causes a cognitive distortion that hinders or helps people solve problems, especially social ones. In emotional situations, issue solving is the capacity to find solutions. It also involves understanding how emotions affect decision-making. People without such capacity may be impetuous, unorganised, and overlook emotional information. It also involves objectively seeing things. One responder responded, "Yes, an increase in my heartbeat, sudden loss of energy, and shivering are the outcomes that let me know I am nervous." Another added, "Yes, at times, kabhi kabhi andruni hichkichahat hone lag jaati hai jaise agar main class mein thik se prepare hokar nahi gaya toh voice bhi utni confident

nahi lag” Some respondents said they cannot control what they do or say when they are emotionally charged, while others said they try to stay calm and composed by controlling their actions and words and thinking rationally about situations, events, and people. These folks are more emotionally aware. How do you feel when criticised? Some respondents claimed they felt horrible, some said they used the criticism to focus on their flaws, while others said it made them feel inadequate. One of them remarked, “I don’t like it because I take full responsibility for my actions.” Another added, “it feels bad, par ye samajhne ki koshish karunga ki kis paristithi mein saamne wale ne kaha hai aisa ho sakta hai ki vo mujhe pasand na karta ho ya mujse kisi baat se kha” Another person stated, “I reflect on the shortcomings, and if that’s true, I work to improve myself.” Events that evoke emotions and are emotional in nature are handled differently by individuals, as seen by their answers. Some people use emotions to handle important problems, like interacting with pupils in class. How would you handle a quarrel with your closest friend? Most of them said they would wait for the disruptions to subside and then chat and resolve the matter in a light-hearted manner. Someone said, “I will analyse the situation, and then will proceed to take some decision, and if it’s my mistake, I will apologise for it.” Another person remarked, “I will not take up the issue again as it would lead to more problems.” Other one replied, “I will apologise and agree on a middle path.” Another respondent added, “Main situation ko settle hone ka time dunga aur sab normal hone par shaanti se baat karunga aur usse pehle ye sochunga bhi ki situation ko kaise sahi kiya jaa sakta ha.” Situations like this require a person to examine the emotions involved in the incident, such as rage, and utilise this emotional content to think about

and cope with one’s own and others’ emotions. This suggests responses might tackle environmental emotional issues. One waits for the answer and does nothing, while the other thinks or acts. This illustrates that individuals handle difficult events differently. Emotionally intelligent people actively interact with emotionally charged situations and find healthy solutions.

10. The ability to name emotions and identify relations among them

Labelling emotions in ourselves and others is crucial. The less conscious we are of our emotions, the less likely we are to regulate them well. Labelling emotions is harder for some individuals. Even though their emotions are complicated, they only have a few. Less emotional awareness means less emotional regulation. Analysis demonstrates that participants understand the link between emotions and conduct and believe emotions strongly influence their actions. When asked how they know they are emotional, the majority said their conduct changes or their thoughts inform them. Some said they started doing it. Something changes when they are emotional. Some stated they feel it, while others said they think it. One person noted, “Increased heartbeat, crying, and offensive language are physical changes that make me understand specific emotion. Sometimes emotional stimuli help me access my current emotion.” It suggests that bodily sensations and feelings help people recognise emotions. An individual’s emotional state may cause physiological and behavioural changes. One responder added, “The way I react during that particular situation, the way I behave and talk, agar mein khush hu toh main alag khushmizaaz tarike se main logo se baat karunga aur agar dukhi hota hu toh shaant rahta” Thus, responders recognise that emotions affect action and thinking, whether they

are conscious of them or not. Emotions are vital to human life and societal peace. Say, you are eager about a vacation and enjoy it, which makes you happy. This illustrates that happiness and excitement are connected, as are most emotional results. Suppose someone cuts in line and snatches your ticket; it might bring discomfort, anger or resentment. When asked how they feel about criticism, one replied it makes them upset. So, humiliation may lead to wrath, and emotionally intelligent people choose the right relationship. It also traces the trajectories and causes of every emotion, which may be used for advanced emotional management.

11. The ability to determine the antecedents and consequences of emotions

Most people believe that a particular event may create emotions, and the individual experiencing them may know the source and their effects. External stimuli, past emotive experiences, comparison to expectations, or exposure may cause the impact. One respondent said, "Yes, kyuki mere actions or mera behaviour ussi tarike ka hota hai jaise ki energetic lagta hai jab main khush hota hu." This illustrates that emotion alters oneself, and responses can predict the effects of a given emotion. Another respondent said, "I do not do things that can cause harm to others in any way," Another one said, "Yes, I try my best to behave in socially acceptable ways," and the other one said, "Sometimes something is done, and then the thought of ethicality can come into my mind, but most of the time I do such things that are ethical." A responder answered, "Yes, by looking at what expected outcomes it will lead to and by considering the well-being of others." Another responder said, "Yes, by imposing my decision on the other person and judging it as a second neutral person." This illustrates that

our actions may generate specific emotions in ourselves and others. Thus, we need to be aware of their origins and consequences to manage them. Respondents were aware of the causes and effects but could not find the reason. Emotionally intelligent persons investigate the causes and effects of any emotional state.

12. The ability to comprehend the situations that are likely to evoke emotions

As said previously, emotions happen in the world, and circumstances, events, and phenomena constitute the heart of every person's emotional experience. Events in an individual's environment evoke feelings. Reminding the partners of work they didn't do will upset them. Suppose a person is anxious because he started working long hours and doesn't have enough time to unwind. A greater awareness of certain events will elicit particular feelings, and the situations and emotions may be handled efficiently. For instance, if a buddy doesn't go on trips with you, asking him often may put him in a bad position, so don't keep reminding him. Understanding one's own and others' emotional frameworks can help us track occurrences that elicit comparable feelings. Recognising the distinctiveness of a situation's emotions while acknowledging its universality is necessary to better understand others. Many participants claimed they feel frightened in emotionally charged circumstances because their activity is impaired, their intellect does not operate, and they feel incompetent. One responder responded, "Yes, an increase in my heartbeat, sudden loss of energy, and shivering are the outcomes that let me know I am nervous." Nervousness is felt via one's body, emotions, and thoughts. Extrinsic consequences are most prevalent in nervousness; however, acknowledging them might help. The evaluation of conditions that elicit such

feelings is extremely crucial. Another responder stated, "When something is expected from me and I have to perform, I feel nervous, whereas if I do it on my own without any expectations, I do it rather better without any pressure." Our responders can identify events that produce harmful and unpleasant feelings. Some responders said they cannot control what they do or say when they are emotionally charged. In contrast, others said they try to stay calm and composed by controlling their actions and words and thinking rationally about situations, events, and people.

13. The ability to stay open to feelings and the information they convey

One must be able to regulate one's emotions towards oneself and others, not just be aware of them. Emotions contain sentiments and provide information. A youngster may be happy because he has his favourite toy. Our surroundings overwhelm us with emotional information, which uproots emotions and grabs us with a sensation. Such sensations might be good or bad, but one must be receptive to them and their knowledge. If a person is placed first in one of the hardest tests, he/she will feel elated and joyful. In various contexts, a person may have distinct sentiments, which fluctuate with the environment and communicate a message. One should be able to handle varied emotions. Although uncomfortable, such a circumstance may teach people how to handle their own and others' emotions if they are receptive to it. Analysis demonstrates that certain respondents are more receptive to negative sensations and their implications, while others are not. The results show that various sensations occur in different circumstances, and a person must be more accepting of those to fully understand the facts, which helps him cope. Analysis demonstrates

that teacher-educators may or may not accept difficult conditions because they cannot retrieve the knowledge they impart, which influences their emotional management. The above analysis explored how teacher-educators perceive emotions in themselves and others, how well they analyse and understand emotions to guide their emotional management, and how emotions affect people's thinking to guide their decision-making, problem-solving, etc.

Discussion

Emotional intelligence perceives emotions. A teacher with emotional intelligence may use it in class. Classrooms need emotional intelligence to manage and connect. In the classroom, teachers may see students' wrath, frustration, hope, sadness, passion, etc. Emotions of the teachers and students collide in class. Teachers have to understand these sentiments and develop relationships. Teachers and students bring joy, grief, fury, pleasure, fear, etc. to class. Teachers' emotional intelligence and understanding of their role in teaching improve student-teacher interactions. Few know how educators employ emotional intelligence. This study examined the emotional intelligence of teacher preparers, who train prospective teachers. Positive teacher-student relationships help youngsters control emotions and behaviour. Instructors face such feelings daily. Teachers' emotional intelligence (EI) in management and relationships is assessed in this study. The results imply performers express emotions nonverbally. Universally recognised mood-expressing activities include facial expressions. Analysis shows that facial expressions, verbal cues, physical condition, body language, and behaviour assist people recognise and convey emotions. They may easily sense others' feelings. Analysis shows people's knowledge of their own and others' emotions differ. Teachers are also uninformed of the diversity of emotions a person may experience,

including happiness, sadness, and rage. Emotionally literate people can express and analyse emotions. Recognition and praise in personal and social contexts are important because emotions deepen. Environment may evoke emotion in respondents. Respondents understood that emotions are not merely overt and may have numerous meanings and interpretations by being able to discriminate between true and suitable emotions in a particular circumstance. Several respondents included jumping with joy instead of sentiments. Teacher-educators identify emotions, although some better than others. Teacher-educators also express emotions well, according to research. Communicating the proper emotion in each scenario takes emotional intelligence. Different settings evoke different feelings and response. Like other abilities, talking with emotions requires recognising their sources. The findings reveal that emotions convey information; fear suggests flight. Each emotion has a meaning and action. If someone steals your ticket without waiting, you may feel uncomfortable, angry, or resentful. Understanding emotions and how they affect conduct is emotional intelligence. All emotions have consequences, like rage damaging others. Reasoning about emotional messages is crucial after detection. Emotionally intelligent people can handle bad and good circumstances by managing events that create a specific mood. The study found that participants identify emotions and understand how they affect behaviour. Physical state and sentiments might help people recognise emotions. Physiological and behavioural changes may result from emotion. The causes and consequences of an emotion on oneself or others are also part of emotion analysis. Events creating emotions must be navigated and understood. Analysis demonstrates that teacher-educators have various emotional understandings, yet some circumstances trigger universal emotional expression, and they can detect emotion-behaviour links. Analysis also demonstrates that emotions can be managed

and that different situations need different techniques. Thus, each environment's emotional information must be understood. One may monitor and regulate emotions or participate in them. Such folks can manage their emotions to achieve. Analysis shows how well they manage personal and social emotional issues. Different situations produce different feelings, and a person must be more open to them to comprehend and deal. Teachers may or may not be acceptable to unpleasant situations since they cannot recover the information such sensations offer, which affects their emotional management. Emotions affect thinking, problem-solving, and decision-making. An emotional experience may predominate thought. A good emotional input system helps people concentrate on what matters.

Conclusion, Educational Implications and Scope for Further Research

This qualitative research examined emotional intelligence and teacher-educators. All teachers must control their own and others' emotions. Student-teacher relationships matter both students and instructors. Emotional intelligence of potential teachers is seldom investigated. This research examines how effectively individuals detect, recognise, and express emotions in themselves and others, as well as how they assess emotions to regulate them and understand how emotions affect thinking. Ability-based theory underpins the research. Many consider emotional intelligence as vital as intellect, however definitions vary. This research shows how teacher-educators think and make decisions using emotional intelligence. Since emotions and cognition have been researched separately, this study uses emotional intelligence to show how they are intertwined. To assist the students comprehend others' emotions, instructors employ emotional intelligence

(EI) and get to know them as people with personalities and feelings. Emotional identification and perception enable one to recognise and recognise one's own and others' emotions. According to the research, one's physical condition, emotions, and thoughts reveal his/her mood. Voice tones, facial expressions, body language, and conduct may also indicate others' emotions. To express emotions harmoniously, you must be able to evaluate the mood of the surroundings. Healthy relationships need understanding what emotion is appropriate to communicate in a given situation so that the recipient understands it. EI is used to control others' emotions so they don't hinder learning. Understanding people's emotions help prepare for communication. Emotional expressiveness is communicating sentiments honestly and responsibly. Despite knowing that repressing emotions was unhealthy, many participants felt uncomfortable expressing all feelings. Participants worried about not worrying others by showing emotions. Although teacher-educators were aware of others' feelings, they agreed that what was seen may not be accurate. They may have felt uneasy but didn't know why. Teachers may encounter feelings like irritated, apprehensive, and nervous. This study shows that emotions affect how people analyse, decide, and act. Participants' replies showed similar instances of emotional attention-grabbing. This element gives us alternative perspectives to channel our thoughts and connect to others by allowing us to relate to their experiences. Several topics emerged from this qualitative study on teacher-educators' emotional intelligence, how it affects their cognition, and how it affects their emotional awareness about themselves and others. EI helps people express and understand emotions, handle unexpected circumstances, create healthy relationships, adjust to changing conditions, etc.

Educational Implications

Teachers might see emotional anomalies and resolve them by getting to know their pupils. The instructors helped students control their emotions when they saw them. Teachers are expected to understand and guide kids' emotions, yet some fail to establish connections. Low-EI teachers may struggle. Thus, institutions should provide emotional intelligence training to instructors. Teacher-student relationships affect their professional and personal identities. By allowing instructors and kids to connect, administrators must value these ties. When emotions run high in the classroom, teachers must learn to manage them. Teachers must know which emotions to convey and when to do so. Training should incorporate role-playing and emotional regulation. Empathetic teachers have more engaged pupils; therefore, class flexibility is needed. Being emotionally sensitive might change conduct. Teachers should know this. Teachers may help students turn negative feelings into positive ones. Curriculum and instruction should include emotional qualitative needs at all levels. Being emotionally sensitive might help with social concerns. Promoting good emotions in students helps raise social awareness.

Suggestions for further research

Participatory observation research might examine teacher-educators' emotional intelligence. Another study topic is teachers' emotional intelligence and classroom management. Since the literature is lacking, future study may focus on how instructors control their emotions by conveying them to pupils. Since emotional intelligence includes expressing emotions, it may be important to analyse how teacher educators engage with their pupils emotionally. Research on successful emotional control competencies may be used in teacher education. Finally, incorporating teacher-educators from other institutions and situations might expand transferability.

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Mindfulness towards Learning in Mitigating Second Language Classroom Anxiety among Prospective Teachers

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Abstract

Second language classroom anxiety is a widely recognised barrier that negatively impacts both teaching effectiveness and learning outcomes, especially for prospective teachers who are still developing their professional skill. High anxiety levels often lead to a decline in motivation, loss of self-confidence and teaching-learning enthusiasm. By exploring the role of mindfulness – a proven method to reduce psychological stress, and anxiety – this study was designed to examine the interconnection between mindfulness towards learning and second language classroom anxiety among prospective teachers. The sample consisted of 200 prospective teachers who enrolled in BA BEd. and BSc. BEd. programmes. The required data were collected via second language classroom anxiety scale and self-developed mindfulness towards learning scale. The data were analysed using descriptive and inferential statistics, i.e., Karl Pearson's product-moment correlation coefficient and regression analysis to identify relationships and assess the significance of this relationship. The result found that a strong negative co-relationship exists between mindfulness towards learning and classroom anxiety related to second language, and mindfulness towards learning contributes significantly to the prediction of second language classroom anxiety among prospective teachers. Moreover, mindfulness and anxiety are inversely connected, which shows that as mindfulness increases, anxiety decreases. The finding emphasizes the need for integrating mindfulness practices into teacher training programmes to better prepare educators for the emotional and cognitive demands of modern classrooms..

Keywords: Mindfulness, Second Language Classroom Anxiety, Higher Education, Prospective Teachers

Introduction

English has become a global language, playing a crucial role in international communication, education, and governance. It is the primary language in several major countries, including the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and numerous island nations across the Caribbean and Pacific (Rohmah, 2005). Additionally, English is the official language in 55 countries and 27 territories, with many other regions adopting it also as an official language (Rao, 2019). This widespread

use has elevated English to a global lingua franca, facilitating communication across cultural and linguistic boundaries (Victoria, et al., 2025). In India, English was adopted as an official language and became a second language (L2) during British rule; it also maintained its status post-independence as a key medium for education and employment (Banerjee, 2016).

Although vernacular education is becoming more common in primary and secondary schools, the prevalence of English, which is the medium of teaching in Indian higher education, is still significant (TOI, 2024). Most

of the time it linked to elevated psychological pressure among learners, especially with those who are from non-English educational backgrounds (Meganathan, 2015). They face difficulties to understand the content that causes anxiety or feelings of worry, nervousness, and stress during learning L2 (Lightbown & Spada, 2006). Students who have higher anxiety levels show poor achievement in language classes, which badly affects their academic performance and future outlook (Beiter, et al., 2015; Chen & Chang, 2004; Horwitz, et al., 1986; Sanchez-Herrero & Sanchez, 1992.) It also negatively affects L2 acquisition and other hindering factors, i.e., oral tasks in the L2 reading process (Brantameier, 2005).

Therefore, language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz, & Cope, 1986, p. 128). It is not only a concern for students but also for teachers, teacher educators, preservice/prospective teachers (Alrabai, 2015) because they experience high levels of language anxiety while teaching English to young learners in real time classroom settings. It may prevent them from using the target language and adopting language-intensive teaching methods in classrooms (Tum, 2015; Can, 2018).

Thus, it is necessary to reduce anxiety especially during pre-service because the quality of education depends on how teachers teach and engage with their students as well as effectiveness of education relying largely on the quality of the teachers (Zaki & Salsabila, 2024). If student teachers are unable to effectively manage negative emotions, they may find themselves unprepared for the challenges of the pre-service experience.

However, learners who are more mindful while speaking English tend to feel less anxious during their presentations (Charoensukmongkol, 2019), feeling more confident in their language skills and experience less anxiety and burnout (Gao,

2024). Mindful learning helps people focus on what they are learning and usually makes the experience more positive (Langer, 2000). When an individual engrosses in mindful learning, he avoids forming mindset that unnecessarily limit him (Langer, 1997 as cited in Langer, 2000). Integrating mindfulness practices into curricula could enhance language learning outcomes, and educators are encouraged to incorporate mindfulness interventions to support students’ language development because mindfulness is the practice of maintaining awareness of oneself and the surrounding environment in the present moment, without judgment or unintentional reactions, and includes the ability to articulate one’s personal experience (Baer, et al., 2006).

Its practice aims to cultivate a disciplined mind with strong self-regulation skills (Kabat-Zinn, 2005). When a person practices mindfulness, his/her thoughts are into what he/she is sensing in the present moment rather than rephrasing the past or imagining the future (Singla, 2011). It is accessible to anyone, anytime, and requires no special equipment. Mindfulness is an innate human ability that goes beyond cultural and religious boundaries. It is a natural aspect of human existence and a state of awareness accessible to all individuals (Shapiro, Siegel & Neff, 2018). Enhancing mindfulness through practices such as meditation training leads to improved well-being for individuals (Falkenstrom, 2010; Zautra, et al., 2008; Aikens, et al., 2014). Mindfulness helps people feel better by paying more attention to, being more accepting of, and acting by their own needs and values (Brown & Ryan, 2003).

Literature Review

Learners often feel worried while learning the language (Latif & Binti, 2015), a rise in anxiety tend to have lower proficiency in spoken English (Woodrow, 2006). Anxiety in foreign and second language classrooms significantly hampers students’ academic success, as their anxiety levels rise, their

academic performance tends to decrease (Amiri & Ghonosooly, 2015; Gjergo & Mece, 2022). Sholikh (2022) study indicated that students' anxiety came from three sources – communication apprehension, test anxiety related to perceived unfair grade distribution, and fear of poor evaluation associated with standardized testing. These factors emphasize the challenges students face in meeting language requirements and adapting methods of assessment in higher education. These are the multifaceted psychological issues that affect both teachers and their students (Horwitz, 2001).

When it comes to pre-service teachers, who lack sufficient formal classroom experience and may also have limited English language proficiency, are likely to experience higher levels of anxiety compared to more experienced English L2 educators. Furthermore, if these pre-service teachers are non-native English speakers, their anxiety may be even more pronounced, particularly when it comes to delivering lessons and using English in the classroom setting (Yoon, 2012).

Including mindfulness training in pre-service teacher education programmes could have positive effects not only for the teacher candidates themselves but also for the students they will eventually teach (Brown, 2017). Studies on mindfulness suggest its potential as an intervention to reduce stress and anxiety, serves as significant factor against stress, providing individuals with the opportunity to assess situations thoughtfully and maintain a sense of control (Hwang, et al., 2017). Carvalho, et al. (2020) found a significant negative relationship between dispositional mindfulness and various types of stress, including physical, academic, environmental, and interpersonal stress. Specifically, mindfulness expressed strong negative correlations with physical and academic stress, moderate correlations with environmental stress, and weak with interpersonal stress.

Similar findings were reported by Vonderheyde (2017) that college students who have higher mindfulness were associated

with less stress. Some studies demonstrated mindfulness negatively correlated with stress and test anxiety, suggesting its potential to mitigate these issues (Laurent, et al., 2016; Brannon, 2010). Onem (2015) highlighted the significant effects of meditation on reducing anxiety and enhancing learning in foreign language settings, indicating its role in improving both emotional and academic outcomes.

Despite these benefits, Einabad, et al. (2019) noted that mindfulness did not properly predict academic procrastination beyond the impact of trait anxiety. These studies collectively emphasize the dual challenges of anxiety, and stress in educational settings. If the pre-service teachers experience anxiety during teaching practice, then this anxiety will be visible in-service too, so it should be reduced in pre-service itself so that it does not affect their in-service. Prospective teachers were chosen for this study because they are in a crucial phase of both academic and professional development. At this stage, they are not only acquiring subject knowledge but also developing essential teaching skills, including communication in a second language, which is often a significant part of teacher training in multilingual context like India. Some studies have been found on mindfulness which explain how it reduces the anxiety of learners and the promising role of mindfulness-based interventions in fostering better academic and emotional outcomes for students, but no study till now has been done related to the prospective teachers in India. So, the researchers conducted this study to explore the relationships, identify the connections, and assess the contribution of mindfulness towards learning and anxiety in L2 classrooms.

Objectives of the Study

1. To find out the level of second language classroom anxiety (SLCA) of prospective teachers.
2. To find out the level of mindfulness toward learning of prospective teachers.

3. To study the relationship between mindfulness toward learning and SLCA of prospective teachers
4. To study the contribution of mindfulness toward learning in predicting SLCA of prospective teachers

Hypotheses

H₀1: There is no significant relationship between mindfulness towards learning and SLCA of prospective teachers.

H₀2: There is no significant contribution of mindfulness toward learning in predicting SLCA of prospective teachers.

Methods

Research contexts, sample, and data collection

The sample of the research study was prospective teachers studying at the Central University of South Bihar (CUSB), Gaya, specifically the students pursuing the integrated BA BEd and BSc BEd programmes in their eight semesters. At the first stage, by employing purposive sampling technique, three semesters of BA BEd and BSc BEd programmes, i.e., II, IV and VI were selected as the students were studying 'Language Proficiency Course' in their earlier semesters. Then in the next phase, data was collected from all the students who were present at the selected semesters. The total sample included 200 undergraduate students, with 121 males and 79 females.

Measures

Mindfulness towards learning was measured by the Mindfulness towards Learning Scale which is a self-developed tool with 33 items across four dimensions – classroom tasks, self-study, continuous assessment, and informal learning. It includes seven negative items (6, 7, 13, 15, 17, 18, 20) and 28 positive items.

Second Language Classroom Anxiety Scale (SLCAS), originally developed by Horwitz,

and Cope (1986) and revised in 2014, was administered in the study to measure the anxiety levels among learners acquiring English as a L2. The tool, widely used in research, was originally designed to assess classroom anxiety in foreign languages such as English, French, or German. For this study, the term 'foreign language' was replaced with 'English language' or 'second language' to suit the Indian educational context. The SLCAS consists of 33 items grouped under four dimensions – communication anxiety, fear of negative evaluation, test anxiety, and anxiety about English classes including general anxiety about participating in English language classes. Each item is a measure on five-point Likert scale, that is range from 'completely agree' to 'completely disagree'. It has a Cronbach's alpha reliability score of .93, indicating excellent internal consistency. Furthermore, test-retest reliability conducted over eight weeks yielded a reliability coefficient of $r = .83$ ($p < .001$), demonstrating its stability over time.

Statistical Analysis

The current study used descriptive and inferential statistical data techniques to analyse and interpret data. Descriptive statistics comprised the mean, median, mode, standard deviation, and standard error. The mean, median, and mode were used as measures of central tendency, and standard deviation assessed data variability. The standard error estimated the precision of the sample mean in representing the population (Kothari, 2019). For inferential statistics, Karl Pearson's product-moment correlation coefficient and regression analysis (Sansanwal, 2020) were used to explore the relation between mindfulness towards learning and SLCA among prospective teachers. These statistical techniques ensured a rigorous and comprehensive research data analysis, facilitating meaningful interpretation and conclusion.

Result and Discussion

To achieve the first objective, i.e., to find out the level of second language classroom anxiety of prospective teachers, the norms

mentioned in the manual were used. The following table and subsequent interpretation depict the extent of anxiety in L2 classrooms of prospective teachers studying at the Central University of South Bihar.

Table 1. Level of SLCA among prospective teachers

Level of SLCA	Prospective Teachers (No.)	Percentage
High (Above 112)	28	14%
Average (80-112)	141	70.5%
Low (Below 80)	31	15.5%

As per the table, it is evident that a small proportion, i.e., 14 per cent of prospective teachers experience a high level of anxiety in L2 classrooms, this indicates that a notable group may face significant challenges in managing anxiety when teaching or engaging in an L2 environment. In contrast, 70.5 per cent of prospective teachers possess an average level of SLCA. This suggests that anxiety in the second language classroom is moderate and may not pose a severe barrier to their teaching or learning process but still requires attention and management. On the other side, 15.5 per cent of prospective teachers have a low level of anxiety in second language classroom, that they may feel confident and less anxious when involved in L2 classroom environments. This group might be more proficient at coping strategies when learning or teaching second language. These findings highlight the diverse range

of anxiety levels experienced by prospective teachers, suggesting the need for targeted interventions and support systems to address these several levels of anxiety. The result indicates that in spite of having Yoga education, Fine Arts Education and Performing Arts Education as non-credit courses in BA BEd and BSc BEd programmes, a large proportion of the prospective teachers have average anxiety level in L2 classroom. Hence, serious attention should be paid on the practical interventions and other co-scholastic activities.

To achieve the second objective – to find out the level of mindfulness toward learning of prospective teachers – the standards established by the researcher have been used. The following table and subsequent interpretation depict the level of mindfulness toward learning of prospective teachers studying at Central University of South Bihar.

Table 2. Level of mindfulness toward learning of prospective teachers

Level of Mindfulness towards Learning	No. of prospective teachers	Percentage
Good (Above 137)	41	20.5 %
Average (90-137)	127	63.5%
Poor (Below 90)	32	16%

The data presented in Table 2 provides insights into the range of mindfulness

towards learning of participants. The result indicates varying degree of mindfulness

towards learning among participants, 20.5 per cent of prospective teachers exhibit a good level of mindfulness, demonstrating positive engagement and awareness in learning. 63.5 per cent of respondents have an average level of mindfulness towards learning, suggesting that most of the participants maintain a moderate level of focus and attention towards their academic activities while 16 per cent of respondents showed a poor level of mindfulness towards learning. These findings showed that a notable fraction of prospective teachers may struggle to maintain attention, focus or awareness in their educational pursuits. However, the fact that a majority exhibit only moderate mindfulness, and a significant minority show low levels, raises concern about the potential impact of limited self-regulation and present moment awareness on teaching-learning performance and stress management.

The reason may be attributed to various factors which are responsible for reducing mindfulness towards learning such as frequent use of social media, short memory span, avoidance of group work, less engagement in hands on activities and emotional exhaustion (Sriwilai & Charoensukmongkol, 2016). Ross, et al. (1999) found that different kinds of stress, like trying to balance academic and social pressure, getting used to new sleep schedules due to over work, completing assignments, and managing various other duties are responsible for low attention. The findings also reflect that majority of prospective teachers have average level of mindfulness towards learning, which may be affecting their academic success and professional development as future educators.

Hypotheses testing

Albeit the results of level of mindfulness towards learning and anxiety in second language classroom seems to inversely related to each other but to study the relationship between both of the variables statistically, Pearson correlation coefficient was computed by using SPSS.

Table 3. Correlations between mindfulness towards learning and SLCA

Variables	Mindfulness towards Learning	SLCA
Mindfulness towards Learning	1	r (-.84)
SLCA	-	1

The results obtained show a significant negative high relationship between mindfulness towards learning and SLCA ($r = -.84$, $p < 0.01$). It implies that an increase in mindfulness towards learning leads to the decrease of second language classroom anxiety of prospective teachers. A high negative correlation ($r = -.84$) which highlights the potential of mindfulness to reduce anxiety in language learning contexts, emphasizes the importance of integrating mindfulness strategies into educational settings for prospective teachers. The finding aligns with study of Gao (2024) found negative correlation of mindfulness with Foreign Language Classroom Anxiety. Further, linear regression was used, as the correlation coefficient only showed the connection between the criterion variables, but to know how much contribution of mindfulness towards learning is in explaining or predicting SLCA. Here, SLCA was regressed by predictor variable, i.e., mindfulness towards learning to test hypothesis H_02 .

Table 4: Model summary of regression analysis

Predictor	R	R ²	Adjusted R ²	Std. Error	F change
Mindfulness	0.84	0.71	0.70	8.51	472.41

Table 4 shows that the coefficient of correlation among the variables is 0.84 and its square is 0.71. Thus, the $R^2 = .71$ depicts that the model explains 71% of variance in SLCA is explained by mindfulness towards learning in prospective teachers. It shows a strong predictive relationship between mindfulness and SLCA, which underscores the importance of mindfulness against anxiety and stress that are often experienced

in L2 classroom. Moreover, the remaining percentage of the variance is still to be accounted by the other variables, which are not included in the study. According to the study of Charoensukmongkol (2019) mindfulness does not directly reduce the anxiety of learners but it impacts anxiety directly by affecting psychological factors, such as psychological capital, which serves as mediators.

Table 5: Summary of ANOVA for Regression Analysis

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	34183.85	1	34183.85	472.41	.000
Residual	14327.27	198	72.36	-	-
Total	48511.12	199	-	-	-

In Table 5, F value ($F = 472.41$, $p < 0.001$) is significant at 0.01 level which indicates that mindfulness plays a significant role in reducing anxiety in L2 classrooms. Thus, the null hypothesis that “there is no significant contribution of mindfulness

towards learning in predicting SLCA of prospective teachers” is rejected. The result suggested that mindfulness plays a crucial role in alleviating anxiety among prospective teachers in L2 classrooms.

Table 6. Coefficients for Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	159.26	2.96		53.68	<.001
Mindfulness towards Learning	-.558	.03	-.84	-21.73	<.001

As per Table 6, Beta Coefficient for Mindfulness towards Learning is $-.84$, bearing t-value ($t = -21.73$, $p < 0.01$) showing a negative relationship that is significant at 0.01 level. It was noted that mindfulness towards learning contributes significantly to the prediction of SLCA. Therefore, the analysis indicated that promoting mindfulness in language learning environments could be an effective strategy for reducing anxiety. By focussing on mindfulness, learners may be able to manage stress and fear in their language learning classrooms. The findings of the current study are similar to the study of Gallego, et al. (2014) that revealed

mindfulness practices can assist learners to experience less stress and anxiousness. The programme ‘Mindfulness-Based Stress Reduction’ (MBSR) also helps to reduce the causes of anxiety and improves focus and awareness (Song & Lindquist, 2015).

Conclusion

This study was designed to explore the link between mindfulness towards learning and anxiety experienced in L2 classrooms by prospective teachers. In relation to SLCA, the moderate anxiety levels reported by most prospective teachers imply that anxiety may

not be immediately devastating, it remains a crucial factor that could influence teaching confidence and classroom communication. Those who show high anxiety may still struggle with confidence, face problems like nervousness, being discouraged, demotivated, and feel inferior to others who know L2 well. At last, it may lead to low teaching efficacy and negatively affects emotional intelligence of learners. Therefore, there is need to emphasize on mindfulness-based interventions or training within teacher education programme. As mindfulness serves as a method to reduce anxiety and increase concentration, it may also help teachers and learners to understand the theory and science of mindfulness in second-language classrooms.

Policymakers should focus on creating a consistent space within the school and college schedule for mindfulness activities, like guided meditations and theoretical discussions, fostering a congenial academic culture that values self-care, acceptance, and empathy. Educators and administrators should ensure that teachers at various levels of teaching have enough time to engage in mindfulness practices like meditation, mindful listening, mindful reading. Teachers can also assist students to become aware of their emotions and feelings by promoting mindful practices and identifying ways to apply mindfulness to their daily lives. This approach is not only helpful for students to articulate and appreciate its purpose but also contributes to make a positive and compassionate academic environment.

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Teachers and their Portrayal in Hindi Cinema: Perceiving through the Eyes of Pre-service Teachers

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Abstract

Teaching, a multifaceted endeavour, defies precise definitions, complicating the identification of a universally accepted 'good teacher.' This study delves into the intricate realm of teaching, exploring how media representations, particularly in Hindi films, shape societal perceptions of educators. The research aims to unravel the complex interplay between cinematic depictions and real-world perceptions of teaching. The study's objectives are to identify and analyse education-themed Hindi movies, scrutinize the portrayal of teachers and the teaching profession, explore student-teacher interactions in films, and understand how these depictions influence pre-service teachers' perceptions. By addressing these objectives, the research enhances our understanding of the media's impact on educational perspectives. The study highlights the potential influence of cinematic representations on pre-service teachers, shaping their perceptions of teaching as a noble and responsible profession. The findings suggest that education-themed movies can inspire and reaffirm the career choices of prospective teachers. Incorporating such films into teacher education programmes may enhance the affective domain of pre-service teachers, fostering a nuanced understanding of the teaching profession. The research encourages critical reflection on personal and media-influenced perspectives, aiding emerging teachers in forming well-informed views of their future profession. While focusing on Hindi films, this study lays the foundation for future research exploring the portrayal of teachers in diverse cultural contexts. The identified implications underscore the potential of cinematic representations as pedagogical tools in teacher education. Additionally, the study prompts broader discussions on societal perceptions of teachers, emphasizing the necessity for accurate and diverse media portrayals. This research enriches the ongoing discourse on the interplay between media, education, and societal perceptions. It sheds light on the dynamic relationship between cinematic representations and the formation of pre-service teachers' perspectives on the teaching profession, offering valuable insights for both academia and teacher education programmes.

Keywords: Portrayal, Hindi Cinema, Perception, Pre-service Teachers

Introduction

The notion and nature of teaching is a complex and multifaceted concept that lacks clear and complete definitions. Moore (2004) highlights three distinct forms of excellent teaching: charismatic or communicative teaching, competence teaching, and reflective teaching. The author argues that no single model adequately describes a good teacher, as there are various types of good teachers and

effective teaching practices. Consequently, defining good teachers is challenging due to the absence of a universally accepted definition of what constitutes a good teacher or effective instruction.

McIntyre (2000) further unpacks the idea of teaching as a complex activity, stating that it can be carried out through various methods, such as explaining ideas, demonstrating tasks, enforcing

rules, providing opportunities for self-discovery, allowing learners to experience consequences, or offering informative feedback on performances. This highlights the multifaceted nature of teaching and the diverse approaches it encompasses.

When viewed from a professional perspective, teaching is vaguely referred to as a profession today. However, when judged against the standard definition of a 'profession,' teaching fails to meet the criteria. While some support the notion that teaching is a profession, certain trends have helped move it towards becoming a fully professionalized occupation. Nevertheless, teaching has not yet attained professional status for various reasons, and there have been subtle efforts to de-professionalize it as well.

The narratives and images we encounter shape the meaning and belonging in our lives. Media representations of teachers intersect with our personal experiences and memories of school life, influencing educators' professional identities. In various films, novels, and television shows, teachers have been portrayed in diverse roles, such as saviours, sages, fools, victims, perpetrators of the system, or rebellious agents of change and transformation (Burbach & Figgins, 1993). The depiction of a good teacher in movies often aligns more closely with their relationships with students than with other adults in the school setting. The teacher-student relationships portrayed in films vary in their degree of intimacy but frequently involve challenging or breaking established norms.

Importantly, the image of educators and their profession, perpetuated by mass media, can strongly influence public perception. Popular films play a potentially powerful role in shaping the perceptions and opinions of students, parents, policymakers, and the general public interested in education. Rosen (2004) explored the influence of teacher images from popular films on pre-service teachers' perceptions of their profession. Since cinema is closely connected to the beliefs and behaviours that define human

society, studying pre-service teachers' perceptions may provide insights into how students interpret and understand these movies. In this paper, the researcher aims to investigate the perceptions of pre-service teachers who have watched education-themed movies.

Review of Related Literature

The following review provides a comprehensive analysis of existing research on teachers' representation in Indian cinema and its impact on pre-service teachers, using verified academic sources.

Teachers' Representation in Cinema: Rajamohan and Sathiyaraj (2020) in their study 'Teacher Image in Indian Movies: A Cultural Representation' published in the *International Journal of Linguistics and Translation Studies*, analysed how Indian cinema has portrayed teachers over decades. They found significant shifts in representation from idealistic to more nuanced characters reflecting contemporary educational challenges.

Impact on Pre-service Teachers: Schwarz-Franco (2016) in the study 'Teachers in film: Inspiration for autonomous and transformative teaching or a warning against it?' demonstrates how film analysis helps pre-service teachers develop critical perspectives on their future profession.

Educational Themes in Indian Cinema: Mathur (2017) in 'Cinema and School: Indian Educational Documentary and the Teacher Figure' identified recurring themes in Indian educational cinema including:

- Teacher-student relationships
- Educational reform narratives
- Social transformation through education
- Pedagogical innovations

Cultural Context and Educational Cinema: Kumar (2014) in his work *Politics of Education in Colonial India* provides valuable insights into how Indian cinema reflects historical educational contexts and challenges, particularly in portraying teacher-student relationships.

Contemporary Educational Issues: Sharma and Das (2015) in their research 'Inclusive education in India: past, present and future' examine how films like *Taare Zameen Par* have influenced discourse on inclusive education in India.

Professional Development Through Cinema: Vandermeersche, Soetaert and Rutten (2013) in 'Shall I tell you what I think of reading? Researching teachers' media-literary experiences' discuss how analysing teacher films contributes to professional development.

Educational Reform Representation: Srivastava (2016) in 'School Choice in India: Disadvantaged Groups and Low-Fee Private Schools' analyses how Indian cinema addresses educational reform and access issues.

Gender and Teaching in Indian Cinema: Bhattacharjee (2018) in 'Representation of Women Teachers in Hindi Cinema' examines gender perspectives in teacher portrayals in Indian films.

Research Gaps

The chief research gaps as identified were as follows:

1. Limited empirical studies on pre-service teachers' interpretations of teacher films.
2. Lack of systematic analysis of contemporary Indian educational cinema.
3. Need for more research on using films in teacher education programmes..
4. Lack of education themed Hindi movies in the last two decades.
5. Ambiguous image of teachers and teaching as a profession portrayed in films.
6. Student-teacher interactions represented in films unevenly.
7. Lack of information about how pre-service teachers perceive the notion of teachers, the teaching profession, and student-teacher interactions as portrayed in films.

Rationale of the Study

The present study aims to analyse the portrayal of teachers, teaching as a profession, and student-teacher interactions in selected Hindi movies. Indian cinema offers valuable insights into the social milieu in which people live, along with their beliefs, practices, and associated stereotypes about different professions and spaces. Since cinema holds significant power and influence in the minds and hearts of millions of people, it is a worthy subject of academic pursuit. In movies related to education, there are glimpses of both effective and ineffective pedagogy, as well as diverse representations of teachers. Some teachers on screen demonstrate learner-focused and student-centred approaches, facilitating learning, offering support and guidance, which showcases their educational expertise. At times, however, teachers themselves act as barriers to students' learning. Becker, Citron, Lesage, and Rich (1981) assert that "Films are required to reclaim history, offer self-definition, and create alternative visions." By analysing these films through various parameters, the researcher sincerely hopes to contribute meaningfully to the existing literature regarding 'reel teachers' (Nederhouser, 2000), i.e., the image of the teacher, portrayal of the teaching profession, and student-teacher interactions in cinema, by collecting pre-service teachers' views on the same.

Repeated exposure to stereotypical depictions in movies, TV shows, and other media can lead to the development of mental shortcuts, called 'schemas,' about the groups or processes being depicted. When recalling information about a social group, individuals may rely on these schemas, recalling scenes, characters, lines, settings, and actors from various media representations rather than personal experiences (Ramasubramanian, 2005). Thus, it is crucial to examine how the teaching profession and teachers are portrayed or presented within this medium. The portrayal of various education-related

issues and the teaching profession in some of these films has paved the way for widespread public discussion. Analysing these movies on various parameters can lead to a shift not only in the portrayal of teachers but also in educators' practices. This research attempts to bring out a more nuanced understanding of the portrayal of teachers, the teaching profession, the notion of education, and student-teacher interactions in films through an analysis of pre-service teachers' perceptions.

Over time, we have been exposed to a plethora of cinematic representations of teachers, the teaching profession, and student-teacher interactions. This raises the question: What are movies teaching us about education and the teaching profession? In this study, the researcher endeavours to answer this question. The survey of existing literature shows that while a significant number of studies on the image of teachers in Hollywood movies has been conducted, very few studies have analysed Indian movies from the lens of education and the teaching profession. To address this gap, this study has been undertaken. It will further our understanding of the school milieu and how teachers, notions of education, and interactions are being depicted in cinema, helping us explore the perspectives and angles used to capture the complex, multiple identities of a teacher and similar issues related to education in cinema. In this context, the current study attempts to examine the portrayal of teachers, teaching, the notion of education, and similar issues in Hindi films. Thus, it becomes immensely important for academics and cinematic research to record, study, and reflect on these movies.

Operational Definition of Key Terms

Perception: Perception is the process of 'perceiving' things or events (or) attaining awareness through the senses and thereby enabling the perceiver to interpret and analyse

them to form an opinion, view, or attitude. For this study, pre-service teachers' views about the portrayal of the teachers, teaching profession, and student-teacher interactions in movies are considered as 'perception.'

Pre-service Teachers: A pre-service teacher is an individual pursuing a teacher education programme at an accredited institution. These prospective educators are engaged in academic coursework and practical field experiences as part of their comprehensive training to become licensed professionals in the field of teaching.

Portrayal: The term 'portrayal' refers to the process of conveying a specific representation or description of a person or a thing. It is frequently used in literary, artistic, media, and other contexts where an effort is made to present a particular idea or impression.

Hindi Cinema: Hindi Cinema is the term used to describe the Indian film industry, which is primarily recognized for producing movies in the Hindi language. Hindi Cinema, commonly referred to as Bollywood, features a wide variety of genres and artistic expressions and makes a substantial contribution to the national and international cultural landscapes.

Research Questions

1. Which education themed Hindi movies were released in the last two decades?
2. What is the image of teachers and teaching as a profession portrayed in films?
3. How are student-teacher interactions represented in films?
4. How do pre-service teachers perceive the notion of teachers, the teaching profession, and student-teacher interactions as portrayed in films?

Objectives of the Study

1. To identify and compile a list of education themed Hindi movies released in the last two decades.

2. To analyse the image of teachers and the teaching profession as portrayed in selected Hindi movies.
3. To understand the overall underlying notion of student-teacher interactions being presented in these movies.
4. To gain insight into pre-service teachers' perceptions regarding the portrayal of teachers, teaching as a profession, and student-teacher interactions in selected Hindi movies.

Methodology

Research Design Overview

This study employs an Exploratory Research Design to analyse the depiction of teachers, the teaching profession, and student-teacher interactions in selected Hindi films. Exploratory research design serves as an initial approach to investigate research problems when existing knowledge is limited. It aims to gain insights, formulate hypotheses, and explore potential relationships between variables. Typically, this design uses qualitative methods, questionnaires, or direct observation to collect data. As the foundational step in the research process, exploratory research design helps refine research questions and hypotheses for subsequent, more extensive studies.

Tools for Data Collection

Preliminary Survey – Checklist: A preliminary survey was conducted in the online mode by the researcher to identify the movies which are most watched by the pre-service teachers studying in Delhi. The survey consisted of a list of 10 Hindi movies revolving around the themes of education and teachers. The movies were Super 30 (2019), Hichki (2018), Chalk and Duster (2016), Nil Battey Sannata (2015), Stanley ka Dabba (2011), Do Dooni Chaar (2010), Paathshala (2010), 3 Idiots (2009), Taare Zameen par (2007), and Black (2005).

Questionnaire: A questionnaire was developed by the researcher to record and

study the perceptions of pre-service teachers about the portrayal of teachers, teaching as a profession, and student-teacher interactions depicted in the selected Hindi movies. The questionnaire contained demographic and open-ended questions to give space to the participants to express their viewpoints clearly. The data thus collected would be qualitative rather than quantitative, to enable the researcher to identify commonly occurring themes in the responses which can further be analysed in relation to the objectives of the study.

Procedure for Data Collection

Primary data collection methods were utilized in this study to gather relevant information and derive meaningful conclusions related to the research questions and objectives. An initial survey and questionnaire were distributed online to pre-service teachers enrolled in Bachelor of Education (B.Ed.) and Bachelor of Elementary Education (B.El.Ed.) programmes in Delhi, India. Responses were collected and recorded using Google Forms, a widely used online tool for creating surveys and questionnaires.

This exploratory study employs primary research methods for data collection. First, an online survey was conducted to identify the most-watched Hindi movies focused on education and teachers among pre-service teachers. The survey listed ten such films, and the top four most-watched movies identified through this survey were selected for the study. Subsequently, a questionnaire was developed to gather information on pre-service teachers' perceptions of the portrayal of teachers, the teaching profession, and student-teacher interactions in the selected movies. The questionnaire included demographic questions and open-ended questions centred on the themes of teachers, the teaching profession, and student-teacher interactions as depicted in the films.

Procedure for Data Analysis

The analysis of the data collected through the questionnaire is done from a qualitative

orientation. The items of the questionnaire are analysed in relation to the objectives of the study. Various examples of the participants' responses from the questionnaire are quoted to provide an accurate picture of the pre-service teachers' perceptions regarding the portrayal of teachers, the teaching profession, and student-teacher interactions as represented in the selected movies.

Study Participants or Data Sources

Sample and Sampling Techniques:

The present study uses non-probability convenient sampling technique for choosing the desired sample from the population which is a type of sampling technique that relies on collecting data from population members who are readily available to participate in the study. For the present study, Hindi movies revolving around the themes of education and teachers are the population of movies and the pre-service teachers studying in Delhi, India constitute the population of pre-service teachers.

Identification and Profile Distribution of Pre-Service Teachers:

The pre-service teachers participating in this study were identified through a preliminary survey conducted in teacher education institutions in Delhi. These institutions included Bachelor of Education (B.Ed.) and Bachelor of Elementary Education (B.El. Ed.) programmes. The participants were students pursuing professional teacher training, preparing them for careers in school education.

The demographic profile of the pre-service teachers comprised individuals aged between 22 and 26 years. Of the total participants, 70 per cent were enrolled in B.El.Ed., and 30 per cent were pursuing a B.Ed. degree. The sample represented a mix of urban and semi-urban backgrounds, reflecting diverse educational experiences. Most of the respondents had undergone at least one field-based teaching internship, giving them

practical exposure to the teaching profession.

Justification for the Number 55: The selection of 55 pre-service teachers was based on the principle of purposive and convenience sampling. Initially, a broader call for participation was made among teacher education institutions. Out of the responses received, 55 participants were finalized based on their willingness to engage in the study, as well as their exposure to education-themed films. This number ensured that sufficient qualitative data could be collected while maintaining manageability for thematic analysis.

From the initial 55 respondents, 30 were ultimately selected for in-depth analysis because they had watched all four of the most commonly viewed films. The decision to use this subset was to ensure that comparative insights could be drawn effectively across participants who had seen the same movies.

Movies Sample

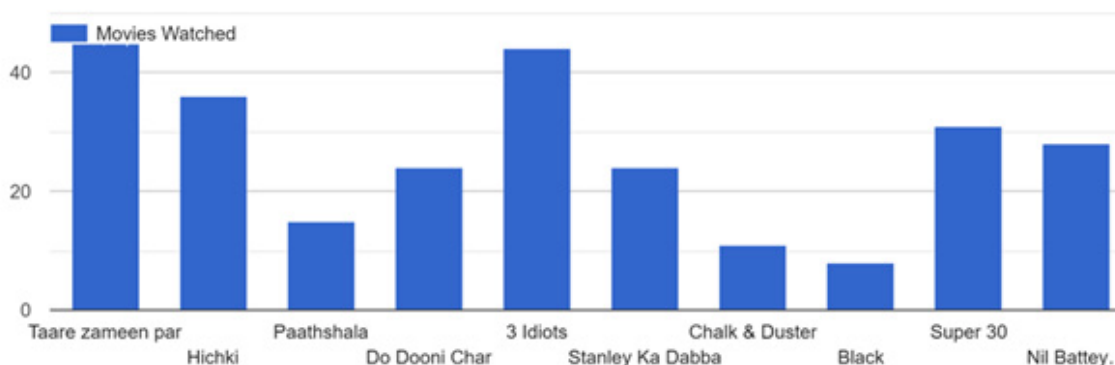
A preliminary survey (online) was conducted to determine which movies (from a list of 10 education themed Hindi movies developed by the researcher) are typically watched by pre-service teachers to select the sample of movies for the study.

The following education themed Hindi movies were included in the preliminary survey:

1. Super 30 (2019)
2. Hichki (2018)
3. Chalk and Duster (2016)
4. Nil Battey Sannata (2015)
5. Stanley ka Dabba (2011)
6. Do Dooni Chaar (2010)
7. Paathshala (2010)
8. 3 Idiots (2009)
9. Taare Zameen Par (2007)
10. Black (2005)

The movies that pre-service teachers watch most frequently were identified using the responses from the 55 pre-service teachers

Please tick the movies that you have watched.



Based on the responses received, the following movies were selected for the present study as each of these movies were viewed by a minimum of 30 prospective teachers (see bar graph):

1. Super 30 (2019)
2. Hichki (2018)
3. 3 Idiots (2009)
4. Taare Zameen Par (2007)

Pre-Service Teachers

Thirty-four pre-service teachers responded to the questionnaire developed by the researcher. Out of the 34 respondents, 30 pre-service teachers were identified who had watched all the four above-mentioned movies. The remaining four respondents had watched either two or three movies out of four selected movies. So, these respondents were excluded from the study. Hence, only those 30 pre-service teachers who had watched all four movies, studying in B.El.Ed. and B.Ed. colleges of Delhi were selected as the sample of the study.

Delimitations of the Study

1. Only four Hindi movies covering the selected themes are included in the study.
2. The present study is confined to the pre-service teachers of B.Ed. and B.El.Ed. studying in Delhi.
3. Sex differences of pre-service teachers are not taken into consideration.

Analysis And Discussion

In this paper, the researchers have applied thematic analysis method for the analysis. Thematic analysis is “a method for identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006).

Thematic Analysis of Movies

Movie 1: Super 30 (2019)

Theme: Empowerment through education

Analysis: The movie showcases the struggles of underprivileged students and the efforts of their teacher, Anand Kumar, to provide them with quality education. The film highlights the importance of education in empowering individuals and transforming their lives.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as realistic. The pre-service teachers appreciate the teacher's efforts to cater to the individual needs of the students.

Movie 2: Hichki (2018)

Theme: Overcoming obstacles and challenging stereotypes

Analysis: The movie tells the story of a teacher, Naina Mathur, who suffers from Tourette's syndrome and faces challenges in her profession. The film highlights her determination and perseverance in overcoming obstacles and challenging stereotypes.

Pre-service teachers' perception: The movie is seen as motivational, and the portrayal of the teacher is perceived as empathetic and innovative. The pre-service teachers appreciate the teacher's ability to connect with her students and make learning fun.

Movie 3: Chalk and Duster (2016)

Theme: The importance of teacher-student relationships

Analysis: The movie explores the relationships between teachers and students in a school setting. The film highlights the importance of building trust, empathy, and understanding between teachers and students.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher-student relationships is perceived as meaningful and supportive. The pre-service teachers appreciate the emphasis on building positive relationships with students.

Movie 4: Nil Battey Sannata (2015)

Theme: Empowering students to take charge of their learning

Analysis: The movie tells the story of a teacher, Chanda Sahay, who empowers her students to take charge of their learning. The film highlights the importance of student-centred learning and the role of teachers in facilitating this process.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as innovative and motivating. The pre-service teachers appreciate the teacher's efforts to cater to the individual needs of the students and promote student-centred learning.

Movie 5: Stanley ka Dabba (2011)

Theme: The importance of empathy and understanding in teaching

Analysis: The movie tells the story of a teacher, Stanley, who forms a bond with his students and helps them overcome their struggles. The film highlights the importance

of empathy and understanding in teaching.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher is perceived as empathetic and kind. The pre-service teachers appreciate the teacher's ability to connect with his students and provide them with emotional support.

Movie 6: Do Dooni Chaar (2010)

Theme: The challenges faced by teachers in the Indian education system

Analysis: The movie explores the challenges faced by teachers in the Indian education system, including the pressures of meeting targets and the lack of resources. The film highlights the need for reforms in the education system.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher is perceived as hardworking and dedicated. The pre-service teachers appreciate the teacher's efforts to provide quality education despite the challenges faced.

Movie 7: Paathshala (2010)

Theme: The importance of teacher training and professional development

Analysis: The movie highlights the importance of teacher training and professional development in improving the quality of education. The film showcases the impact of a well-trained teacher on student learning outcomes.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as motivating and passionate. The pre-service teachers appreciate the emphasis on teacher training and professional development.

Movie 8: 3 Idiots (2009)

Theme: Challenging traditional teaching methods and promoting student-centred learning

Analysis: The movie tells the story of three friends who challenge traditional teaching methods and promote student-centred

learning. The film highlights the importance of innovation and creativity in teaching.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as innovative and enthusiastic. The pre-service teachers appreciate the teacher's efforts to promote student-centred learning and challenge traditional teaching methods.

Movie 9: Taare Zameen Par (2007)

Theme: The importance of identifying and addressing learning disabilities

Analysis: The movie tells the story of a teacher, Ram Shankar Nikumbh, who identifies and addresses the learning disabilities of his students. The film highlights the importance of empathy and understanding in teaching.

Pre-service teachers' perception: The movie is seen as realistic, and the portrayal of the teacher is perceived as empathetic and kind. The pre-service teachers appreciate the teacher's efforts to identify and address the learning disabilities of his students.

Movie 10: Black (2005)

Theme: The importance of teacher-student relationships in overcoming challenges

Analysis: The movie tells the story of a teacher, Debraj Sahai, who forms a bond with his student, Michelle McNally, and helps her overcome her challenges. The film highlights the importance of teacher-student relationships in overcoming challenges.

Pre-service teachers' perception: The movie is seen as inspirational, and the portrayal of the teacher is perceived as empathetic and motivating. The pre-service teachers appreciate the teacher's efforts to connect with his student and provide her with emotional support.

Overall, the pre-service teachers perceive the movies as inspirational, motivational, and realistic. They appreciate the portrayals of teachers as empathetic, innovative, and motivating. The movies are seen as promoting student-centred learning, empathy, and understanding in teaching.

The pre-service teachers also appreciate the emphasis on teacher training and professional development, as well as the importance of identifying and addressing learning disabilities.

Analysis of the Four Commonly Watched Films

The four films that all respondents had seen were *Super 30* (2019), *Hichki* (2018), *3 Idiots* (2009), and *Taare Zameen Par* (2007). These films were analyzed based on three parameters:

Portrayal of Teachers

Super 30: Anand Kumar is depicted as a selfless and visionary educator who fights against systemic barriers to help underprivileged students. His commitment to student success resonates deeply with pre-service teachers.

Hichki: Naina Mathur challenges stereotypes associated with disabilities in teaching. She embodies resilience and creativity in pedagogy, inspiring the participants to consider inclusivity in classrooms.

3 Idiots: The role of Dr. Viru Sahastrabudhe represents rigid and outdated teaching methods, while Rancho symbolizes a student-centred, innovative teaching approach.

Taare Zameen Par: Ram Shankar Nikumbh is portrayed as an empathetic and transformative educator who nurtures creativity and individuality among students.

Student-Teacher Interaction

Super 30: The teacher-student relationship is based on mentorship and guidance, demonstrating how strong teacher support can uplift disadvantaged learners.

Hichki: The interactions highlight a shift from rejection to acceptance, emphasizing how teachers can build trust and confidence among students.

3 Idiots: The film contrasts traditional authoritarian student-teacher dynamics with modern, open-ended mentorship.

Taare Zameen Par: The relationship between

Nikumbh and Ishaan showcases how personalized instruction can help students overcome learning difficulties.

Impact on Teaching Perception

Pre-service teachers saw these films as affirming their choice of profession.

They identified key takeaways, such as the importance of student engagement, the need for educational reform, and the role of empathy in effective teaching.

Some respondents critiqued the overly idealized portrayal of teachers, noting that real-world constraints may limit such levels of personal attention.

Reflections on Responses and Films

From the analysis, it is evident that these movies have left a profound impact on pre-service teachers. Many participants expressed admiration for the dedicated and student-focused educators portrayed in these films. They saw the characters as role models and felt motivated to incorporate similar pedagogical approaches in their future classrooms.

However, some respondents also pointed out the need for realism in cinematic portrayals. While films inspire, they sometimes gloss over the structural challenges teachers face, such as limited resources, rigid curricula, and societal expectations. Thus, while these portrayals are inspirational, they should be balanced with an understanding of real-world teaching dynamics.

By integrating reflections, this study provides a deeper contextual understanding of how media shapes perceptions of teaching. The discussion underscores those cinematic portrayals, while dramatized, can be used effectively in teacher training to stimulate discussions on educational values, methodologies, and the evolving role of teachers in society.

Objectives based Discussion

The three main objectives of the study are:

1. To analyse the image of teachers and the teaching profession as portrayed in selected Hindi movies

The selected movies were inspirational in nature and substantially reaffirmed the decision of pre-service teachers in choosing teaching as a profession which agrees with the findings of the study conducted by **Webb and Kapavik (2017)**. The portrayal of teachers in these movies was perceived as realistic and described as Empathetic, Innovative, Motivating, Passionate, Hardworking, Dedicated, Patient, Kind, Understanding, and Enthusiastic - attributes which are commonly associated with a child-friendly facilitator rather than an authoritative teacher. A sense of 'breaking the norm' was observed in the pedagogy adopted by the teachers depicted in the movies. The responses reveal that teachers should be cognizant of the individual child's needs, and therefore provide care, support, and facilitation as per the requirement of the learner. The respondents mention that teachers "should nourish the capabilities of students", "support students in their life inside and outside the school", "make efforts to connect with the child at a deeper level", and "facilitate the students to reach their highest potential and to enable them to become a resource for society in general."

2. To understand the overall underlying notion of student-teacher interactions being presented in these movies

The characterization of the student-teacher interaction in the movies was described as motivating, inspiring, friendly, meaningful, supportive, and positive. The unrealistic nature of these depictions was pointed out by a participant, as such situations are rare to witness in real life, and thus the participant termed aforesaid student-teacher interactions as 'ideal.' The 'complicated' aspect of the student-teacher relationship is also highlighted

wherein the learners are not comfortable with their teacher initially, but later a cordial and friendly bond is formed between them. It was also observed that there was a difference in student-teacher interactions for different teachers, as can be clearly understood from the following response: "In some scenes where the teachers were authoritative, classroom environment was cold and passive but, in some scenes, where the teachers were empathetic and kind, the classroom interaction was democratic."

3. To study pre-service teachers' perceptions regarding the portrayal of teachers, teaching as a profession, and student-teacher interactions in selected Hindi movies

Many pedagogical practices shown in the film were found worth adopting in real classrooms by the emerging teachers, such as using innovative and child-centred approaches, catering to the individual needs of the learners, connecting knowledge to the real world, and collaborative and peer learning.

The general stereotypes of teaching being a low-paying profession of less repute could be observed in the movies. Additionally, the traditional image of teachers who are authoritative, 'meek dictators' (Kumar, 1991), givers of knowledge, only bothered about completing the syllabus in the prescribed time using conventional methods and believe in punishment as the only way to improve grades, performance and maintaining discipline were still widespread.

Various notions about the teaching profession prevalent among the prospective teachers could be identified, such as teaching is a challenging profession that demands a lot of effort and energy of the teachers, but it is underrated, underpaid, and not much respected in the society. Many respondents defined teaching as a 'noble' and 'responsible' profession that has

the "ability to make or break the lives of many children." One of the participants accurately noted that "there is a difference between a good teacher and a knowledgeable person. Not all highly knowledgeable people who are engaged in this profession are good teachers as they are unable to understand the needs of their students."

Findings And Results

The study focuses on the image of the teachers, portrayal of the teaching profession, and student-teacher interactions as depicted in selected Hindi movies. The study also seeks to understand the perception of pre-service teachers who have watched these movies. The responses of 30 pre-service teachers who had watched all the selected movies – *Super 30* (2019), *Hichki* (2018), *3 Idiots* (2009), *Taare Zameen Par* (2007) – were analysed. The participants belonged to the age group of 22-26 years old. Seventy per cent of the participants had done Bachelor of Elementary Education (B.El.Ed.) while 30 per cent of the candidates had done Bachelor of Education (B.Ed.). Eightysix per cent of the respondents agreed that such education-themed movies are inspirational in nature, which is also concluded in the study conducted by Webb and Kapavik (2017). It was found that these movies played a significant role in reaffirming the decision of prospective teachers in choosing teaching as a profession, as a large proportion of the participants responded positively. The portrayal of teachers in these Hindi movies was perceived as realistic by more than half of the respondents, and the character of the teacher was described by keywords like empathetic, innovative, motivating, passionate, hardworking, dedicated, patient, kind, understanding, and enthusiastic. All these attributes are commonly associated with a child-friendly facilitator rather than an authoritative teacher. The on-screen character of the teacher was also seen dealing with their own life struggles. The responsibilities of teachers towards their

students as perceived by prospective teachers after watching the movies were that the teachers should be cognizant of the individual child's needs, and therefore provide care, support, and facilitation as per the diverse requirements of the learners. While characterizing the student-teacher interactions illustrated in the movies, most of the prospective teachers described these as motivating, inspiring, friendly, meaningful, supportive, and positive. The ideal and unreal nature of these depictions was also pointed out by a participant. Many pedagogical practices shown in the film were found worth adopting in real classrooms by the emerging teachers, such as using innovative and child-centred approaches, catering to the individual needs of the learners, connecting knowledge to the real world, and collaborative and peer learning. The general stereotypes of teaching being a low-paying profession of less repute could be observed in the movies. Additionally, the traditional image of teachers who are authoritative, 'meek dictators' (Kumar, 1991), givers of knowledge, only concerned about completing the syllabus in the prescribed time using conventional methods and believe in punishment as the only way to improve grades, performance and maintaining discipline were still widespread. Many respondents defined teaching as a 'noble' and 'responsible' profession that has the "ability to make or break the lives of many children."

Conclusion

Based on the findings of the study, it can be concluded that education and teacher-themed movies positively motivate prospective teachers and improve their attitude towards the teaching profession. It was also found that these movies substantially reaffirmed

the decision of the emerging teachers in choosing teaching as a profession. The movies were motivational and inspirational. The portrayal of teachers in these movies was perceived as realistic by the majority, although a participant highlighted the unrealistic depiction of the student-teacher interactions in these movies.

An important implication of this study is indicating how such education-themed movies can be useful for teacher education programmes. UNESCO (2019) also talks about the importance of films in teaching and learning. Integrating movies revolving around the themes of teacher and education in teacher preparation programmes can substantially help in developing a positive attitude of the emerging teachers towards the teaching profession. In addition to cognitive and psychomotor development, these movies can boost the development of the affective domain of pre-service teachers. Such movies can enhance the learnings of trainee teachers by providing rich experiences which concretize otherwise abstract classroom situations. This study can act as a starting point in critically reflecting on the teachers and the teaching profession. While filling out the questionnaire, pre-service teachers were given an opportunity to look at the movies through a pedagogical lens, which can serve as an essential gain for the future teachers. The critical analysis of the selected movies and the characters portrayed in them will aid emerging teachers to succeed and prosper as efficient teachers themselves. The study concludes that encouraging the emerging teachers to review their own thoughts and perspectives on teaching, as well as media portrayals of teachers can considerably facilitate them in forming a well-informed overall image of teachers and the teaching profession.

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Fostering Holistic Development: Teachers' Perspectives on the Happiness Curriculum

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Abstract

The Happiness Curriculum is an initiative by the Delhi government aimed at the holistic development of learners from Nursery to Class 8. This holistic development of students is crucial for the nation's overall growth and progress. The success of such a curriculum depends not only on its content but also on its proper implementation. Teachers play a vital role in bringing this curriculum to life in both school and classroom settings. This paper examines teachers' perspectives on the holistic development of learners attending happiness curriculum classes. The researchers collected data from Delhi government schools. A purposive sampling technique was used to select 20 in-service teachers as respondents. Interviews and observation schedules were employed as data collection tools, followed by thematic analysis techniques. The findings revealed that while the happiness curriculum is a good initiative for learners, including many beneficial activities, teachers find it an additional burden. They suggest appointing separate teachers to handle happiness curriculum classes, as they do not get enough time to teach their core subjects. They noted that happiness curriculum does not contribute significantly to the holistic development of learners. Therefore, educational administrators and policymakers should consider integrating the happiness curriculum more broadly within the educational framework. This would ensure that the focus on happiness and well-being extends beyond the classroom, supporting the overall development of learners.

Keywords: *Happiness curriculum, holistic development, school teachers*

Introduction

Education is a fundamental human right (United Nations, 1948) and a vital indicator of community well-being and the attainment of sustainable development goals (Nazar, et al., 2018). It encompasses a broad scope, designed to meet the needs and aspirations of both individuals and larger communities. Education plays a crucial role in shaping a child's overall personality and helps them adapt to their environment (Madan, 2024). Beyond academic achievements, it instils moral values and ethics in individuals.

The education system has continuously

evolved, beginning with the traditional gurukul approach and progressing to integrate modern concepts, pedagogy and technology into the learning process (Sharma and Larson, 2002). Modern education aims to cultivate sound knowledge, confidence, critical thinking, mindfulness and values in students. Furthermore, engaging and enjoyable learning experiences help keep students motivated and enthusiastic, thereby promoting long-term sustainable learning (Government of NCT of Delhi, 2019). Despite the benefits of engaging learning environments, many children today enter classrooms burdened by fear, anxiety,

disturbances and stress resulting from unhealthy family relationships and peer conflicts. A National Health Survey report indicates that children aged 13 to 17 years often experience mental health disorders (Gururaj, et al., 2016). Prolonged exposure to such adverse environments can lead to negative attitudes towards education, impeding holistic learning and development (Kumar, et al., 2013). Positive relationships with families, teachers and peers can mitigate these adverse effects by fostering a sense of belonging, which supports overall growth and counters mental health challenges (Chory-Assad and Paulsel, 2004)

Fostering balanced growth and development requires exposing children to various aspects of education, including intellectual, physical, spiritual and aesthetic. This comprehensive approach encourages holistic development among learners (Tagore, 1997). However, contemporary challenges, such as income disparity, poverty and increasing suicide rates among students highlight the urgent need for educational success (Twenge, et al., 2019). Schools that prioritise student well-being are more likely to achieve positive academic outcomes and facilitate comprehensive development (Helliwell, et al., 2015).

Education, therefore, plays a dual role imparting knowledge while also nurturing attributes like self-confidence, mindfulness and responsibility, which are essential for building harmonious communities (Patil, 2012). Reflecting this understanding, the Delhi government launched the Happiness Curriculum in 2018. This programme focuses on the development of co-scholastic skills, such as mindfulness, self-awareness, critical thinking, reflection and socio-emotional competencies to foster balanced and harmonious communities (SCERT-Delhi and DoE, 2019).

Teachers play a pivotal role in implementing the happiness curriculum by incorporating elements like mindfulness, games, storytelling, reflective discussion and role-play activities in the classroom. These

components help create a comprehensive educational environment and enhance everyday learning experiences.

This study seeks to explore teachers' perspectives on the happiness curriculum and assess its effectiveness in promoting holistic development among students. Specifically, it focuses on understanding how the curriculum's components influence students' overall growth and well-being.

Conceptual Framework: A Comprehensive Approach to Happiness Curriculum

The happiness curriculum is rooted in a multidisciplinary framework that integrates the principles of holistic education, positive psychology and social-emotional learning (SEL). This integration aims to nurture students' overall development by addressing their cognitive, emotional and social needs. The curriculum aspires to create an educational environment that not only enhances academic achievement but also builds emotional strength, interpersonal skills and a sense of fulfilment. Through this approach, the happiness curriculum seeks to cultivate student's well-being and prepare them for meaningful and successful lives.

Holistic Education for Balanced Growth

Holistic education emphasises the importance of fostering growth across various domains-intellectual, emotional, social and psychological by viewing students as integrated individuals rather than as a collection of separate skills (Clark, 1991; Miller, 2007). This philosophy highlights the interplay between different dimensions of learning and development, encouraging students to reflect on their values, clarity of thought and emotional experiences.

The central principle of holistic education is rooted in the Gestalt philosophy, which posits that the whole is greater than the sum of its parts. This perspective underscores

the idea that a student's experience and development are shaped through the integration of emotional, cognitive and social dimensions growth. Rather than addressing these aspects in isolation, holistic education promotes a unified understanding of learners as dynamic and interconnected individuals.

The happiness curriculum brings these principles to life through activities that prioritise reflective and experiential learning. Mindfulness practices, for instance, help learners become more aware of their emotions and thoughts. Storytelling activities foster empathy by allowing them to connect with diverse perspectives, while expressive exercises like art and role-play encourage creativity and self-expression. These approaches collectively promote intellectual, emotional and social growth, contributing to the development of well-rounded individuals who thrive in all aspects of life.

Positive Psychology: Cultivating Resilience and Well-being

The principles of positive psychology, particularly those proposed by Seligman (2009), provide a foundation for fostering happiness and resilience. Seligman's framework identifies three primary types of happiness: pleasure, engagement and meaning. This model suggests that sustainable well-being extends beyond fleeting moments of joy, encompassing deeper forms of fulfilment and purpose.

The happiness curriculum incorporates these dimensions to help learners build a positive mindset and emotional strength. Pleasure is fostered through activities like games and storytelling, which bring joy and encourage social interaction. Engagement is nurtured through hands-on and immersive experiences, such as collaborative discussions, creative projects and physical activities, which promote focus and a state of flow. Meaning is cultivated by guiding learners to reflect on their values, empathise with others and explore their sense of purpose.

By addressing these multiple dimensions, the curriculum helps learners develop resilience, cope with challenges and sustain a positive outlook on life. Through the integration of positive psychology practices, the happiness curriculum aims to support learners achieve a balanced state of well-being, characterised by joy, deep engagement and a meaningful sense of purpose. The holistic approach empowers them to navigate life's challenges with confidence and build a foundation for

Building Socio-Emotional Competencies

Social Emotional Learning (SEL) provides a framework for equipping learners with essential emotional and social skills needed to navigate their personal and interpersonal lives effectively. It promotes the development of core competencies, such as self-awareness, self-regulation, social awareness, relationship-building and responsible decision making, which are fundamental for emotional well-being and success in both academic and social contexts (Elias, et al., 1997; Weissberg, 2019). The happiness curriculum integrates SEL by including activities that cultivate the following essential skills.

Self-awareness: Activities, such as mindfulness practices and reflective journaling, help learners recognise and understand their emotions, thoughts and behaviour, thereby enhancing emotional intelligence.

Self-management: Techniques like guided breathing, meditation and visualisation empower learners to regulate emotions, manage stress and maintain focus in challenging situations.

Social awareness: Storytelling, group discussions and role-play exercises help learners develop empathy and appreciate diverse perspectives.

Relationship skills: Collaborative projects and partner-based activities promote effective communication, conflict resolution and team work key components of building healthy and meaningful relationships.

Responsible decision-making: Scenario-based learning and reflective exercises guide learners in analysing situations weighing consequences and making informed decisions.

These SEL-based activities contribute to fostering a positive school culture where learners feel valued, respected and supported (CASEL, 2013). Studies indicate that implementing SEL leads to improved academic performance, reduced stress levels and greater emotional resilience, aligning closely with the objectives of the happiness curriculum

Integrating Key Frameworks into the Happiness Curriculum

The happiness curriculum draws on the principles of holistic education, positive psychology and SEL to create a robust, multidimensional framework for fostering student development. Holistic education provides a broad philosophical base, emphasising the interconnectedness of growth across intellectual, emotional and social domains. Positive psychology highlights the importance of well-being, resilience and cultivating happiness through meaningful and engaged experiences. SEL offers practical strategies for developing essential life skills like emotional regulation, empathy and ethical decision-making.

By combining these perspectives, the happiness curriculum integrates intellectual development with emotional and social learning. It does not view well-being as secondary to academic achievement but rather as a core component of learners' overall growth. This integrated approach nurtures the development of individuals who are not only academically capable but also emotionally resilient, socially skilled and purpose-driven.

Through activities and practices inspired by these frameworks, the curriculum aims to promote holistic development, enabling learners to excel academically while also cultivating the skills and outlook necessary

for lifelong well-being and fulfilment. This alignment of philosophies ensures that the happiness curriculum equips learners with the resilience, empathy and adaptability required to flourish in their personal and professional lives

Happiness Curriculum: An Overview

The Delhi government introduced the happiness curriculum in 2018, aimed at learners from Nursery to class 8. It dedicates 45 minutes every day to activities, such as mindfulness, storytelling and interactive discussions. The primary objective is to create a joyful and engaging learning environment that supports learner's social, emotional and psychological well-being alongside their academic progress. By fostering holistic development, the curriculum moves beyond academic achievement to enhancing the learners overall quality of life and promoting balanced growth (SCERT-Delhi and DoE, 2019).

Core Domains of Happiness Curriculum

Mindfulness

The mindfulness component of the happiness curriculum is inspired by Vipassana, a meditative practice rooted in Buddhist traditions. It goes beyond traditional learning methods, enabling learners to cultivate emotional intelligence and self-awareness. Through daily mindfulness meditation, learners can gain a better understanding of their emotions and learn to manage them effectively. This practice also fosters empathy, as learners start recognising and appreciating the emotions of others. Moreover, engaging in mindfulness equips learners with the clarity and emotional stability needed to navigate challenges, thereby fostering resilience and personal growth (SCERT-Delhi and DoE, 2019).

Storytelling

The storytelling element of the happiness curriculum integrates real-world experiences into the classroom activities, offering learners opportunities for self-reflection and empathy. Within this component, learners are encouraged to share personal experiences and learn from their peers' stories, promoting mutual respect and understanding. Teachers facilitate discussions, guiding them to explore how they might approach similar scenarios in their own lives. This practice fosters a sense of belongingness and emotional resilience, which are essential for successful social and emotional learning (Weissberg, 2019).

Activity-Based Discussions and Self-Expression

This component of the happiness curriculum provides structured opportunities for learners to articulate their thoughts, emotions and ideas through creative and collaborative activities. For Examples, include: teachers may ask learners to write short reflections or share insights on topics, such as family life, relationships or personal aspirations. These tasks allow learners to articulate their emotions in a supportive and inclusive environment. Such activities promote learners self-confidence and emotional well-being, while also providing them with a safe space where they feel valued and can express themselves freely. This approach also helps to foster a positive and empathetic classroom atmosphere, allowing every learner to feel heard and appreciated.

Significance of the Domains

The happiness curriculum integrates these three dimensions— mindfulness, storytelling and activity-based discussions to promote the holistic development of learners. These dimensions aim to enhance learners' self-awareness, emotional regulation and interpersonal skills equipping them with the tools needed to navigate their academic and personal lives successfully.

Justification of the Study

Existing literature highlights various perspectives on the happiness curriculum. Malik (2023) found that both male and female teachers hold similar views on its implementation, while Handa et al. (2023) observed a paradoxical decline in learners' happiness levels following participation in happiness classes. Other studies have explored the curriculum's practical applications, noting that activities like mindfulness, critical thinking and reflection benefit both teachers and learners (Care et al., 2020).

Despite this extensive research, there remains a gap in the literature regarding the curriculum's contribution to learners' holistic development from teachers' perspectives, as well as the specific practices that teachers employ in the classroom. Understanding these elements is crucial, as teachers are the primary facilitators of the happiness curriculum and play a key role in achieving its objectives. This study aims to address these gaps by exploring teachers' perspectives on how the curriculum supports holistic development and examining the strategies they employ in implementing its components in classroom settings.

Research Questions

- How do the goals of the happiness curriculum support the holistic development of learners across emotional, social and cognitive learning domains?
- What strategies and practices do teachers employ to implement the happiness curriculum in their classrooms, and how these practices align with the intended outcomes for holistic development?

Research Methodology

Research Design

This study employs a qualitative research approach with a descriptive design, aiming to provide an in-depth understanding of the

implementation of the happiness curriculum and its impact on learners' holistic development.

Population and Sampling

The study focuses on government school teachers in Delhi, who are directly involved in implementing the happiness curriculum. The researchers obtained prior permissions before visiting the field to approach teachers for participation. A purposive sampling technique was used to select 20 in-service teachers from government schools across Delhi. The selection criteria ensured that all participants had prior experience with the happiness curriculum, allowing for a comprehensive exploration of diverse perspectives and practices across varied school settings.

Data Collection Methods

Data were collected using semi-structured interview schedule and classroom observations, providing both narrative insights and real-time documentation of classroom practices.

Interviews: Each semi-structured interview lasted approximately 15–20 minutes. The interview schedule included core questions designed to capture teachers' perspectives on the following aspects.

- Their understanding of the goals of the happiness curriculum
- Learner engagement during happiness curriculum classes
- Instructional strategies employed for curriculum implementation
- The influence of the curriculum on learners' academic performance
- Teachers' perceptions of the curriculum's impact on learners' holistic development

Classroom Observations: Each teacher was observed during one session using a structured observation schedule. The key focus areas included the following.

- Classroom interactions and teacher-learner engagement

- Implementation of mindfulness, storytelling and activity-based discussions
- Instructional strategies and their alignment with the curriculum's goals

Data Analysis

Thematic analysis was used to analyse the data, ensuring a systematic and nuanced interpretation of teachers' responses and classroom practices. The steps included the following.

Transcription: Interviews and observation notes were transcribed verbatim.

Coding: Transcriptions were systematically coded to identify recurring patterns and themes.

Theme Identification: Themes were identified to capture the authentic meanings embedded in the data. These themes reflect how the happiness curriculum is implemented in classrooms and its role in promoting holistic development.

This analytical approach facilitated a comprehensive understanding of the curriculum's implementation and its potential to promote emotional, social and cognitive growth in learners, going beyond mere learner engagement or satisfaction.

Data Analysis and Interpretation

The analysis was structured around key themes that emerged from teacher interviews and classroom observations, guided by feedback to integrate holistic education, SEL and positive psychology frameworks.

Theme 1: Teachers' Understanding about Happiness Curriculum

Teachers largely perceive the happiness curriculum as an additional subject comprising activities that engage students for a dedicated 45-minute period. One respondent stated,

"The happiness curriculum functions like a subject, and the happiness booklet serves

as a guidebook. We follow the instructions outlined in it for teaching.”

Some teachers perceived the curriculum as a valuable initiative by the Delhi government aimed at shaping learners’ personalities beyond academic learning. They described it as a framework that encourages learners to share and express their thoughts and emotions with guided support from teachers. However, teachers’ understanding reflects only a partial alignment with the principles of holistic education, as they perceive the curriculum as separate from core academics rather than an integrated approach to intellectual, emotional and social development. This perspective may limit the curriculum’s potential to foster an interconnected learning experience. Despite this, teachers indirectly promote SEL through mindfulness and storytelling activities, which help students to experience joy, connection and presence, aligning with Seligman’s concept of “pleasant happiness”.

Theme 2: Learners’ Engagement in Happiness Curriculum Classes

Teachers reported that learners actively participate in mindfulness, meditation, storytelling and group discussions during happiness classes. One teacher shared,

“I teach history to Class 7 students. During happiness classes, I’ve noticed that they engage actively in every activity, whether group discussions or individual tasks.”

However, some teachers noted waning enthusiasm among learners over time, occasionally accompanied by disruptive behaviour. Classroom observations revealed a gap between teachers’ perceptions and classroom realities, with instances of learners engaging in behaviour like throwing pens or leaving the classroom during midway.

This theme highlights the potential of happiness curriculum activities to foster self-discovery, interpersonal skills and creativity core goals of holistic education. Group

discussions and collaborative exercises reflect aspects of ‘engaged happiness’, promoting resilience and emotional well-being in learners.

Theme 3: Academic Achievement of Learners Attending Happiness Curriculum Classes

Teachers expressed mixed views regarding the curriculum’s impact on academic achievement. While some believed it enhanced students’ focus and learning capacity, others felt it had little direct impact on academic outcomes. One teacher remarked, “The happiness curriculum doesn’t seem to influence academic achievement. While students sit quietly during the happiness class, their disruptive behaviour resumes as soon as it ends.”

Holistic education emphasises integrated development across all learning domains, including academics. While the happiness curriculum may not explicitly enhance academic performance, it fosters social-emotional skills like self-management and relationship-building, which indirectly support academic readiness and motivation.

Theme 4: Inculcation of Moral Values and Interpersonal Skills

Teachers observed positive behavioural changes among learners, including increased empathy, reduced aggression and improved understanding of ethical values. One teacher noted, “Students now show greater empathy towards peers and family members, and have a better understanding of right and wrong.”

While some respondents felt the changes were less pronounced than expected, the curriculum’s activities like storytelling and group discussions aligned closely with SEL competencies, such as social awareness and relationship skills. These activities encourage learners to practice empathy, cooperation and ethical thinking, fostering a compassionate and supportive school environment.

Theme 5: In-Service Teacher Training

Most of the participants reported lack of formal training to implement the happiness curriculum effectively. One teacher stated, “We haven’t received any training to conduct happiness classes.”

Teachers relied on the curriculum handbook and occasional visits from the coordinators for guidance. In the absence of structured training, they may find it challenging to align classroom practices with the principles of holistic education.

Providing focussed training could help equip teachers to better support learners’ emotional and social growth, integrate SEL strategies and balance the three forms of happiness (pleasant, engaged and meaningful) in learners.

Theme 6: Holistic Development of Learners

While teachers recognised the potential of the happiness curriculum to promote holistic development, many questioned whether a 45-minute daily session was sufficient to achieve this goal. One teacher remarked, “The primary goal of education is holistic development. However, conducting happiness activities for only 45 minutes cannot ensure comprehensive growth.”

The teachers also noted that prior to the introduction of the curriculum, schools engaged learners in various academic and co-curricular activities that supported holistic development. This feedback highlights the need for a more integrated approach, where the happiness curriculum is embedded throughout the school day rather than limited to a single period.

The happiness curriculum offers opportunities for social, emotional and moral development, aligning with holistic education principles. However, its full potential can only be realised only when its practices are woven into the broader educational framework, fostering integrated development across all domains of learning.

Findings and Discussion

The analysis reveals that the respondents hold varied perceptions of the happiness curriculum. While some consider it a distinct subject, others regard it as a curricular element that supports broader educational goals. Despite these differing views, the happiness curriculum promotes active student participation in classrooms, fostering thoughtfulness and reflection as students share insights and experiences from their personal and academic lives.

Positive Outcomes of the Happiness Curriculum

Participation in happiness curriculum classes has led to noticeable improvements in learners’ behaviour and attitudes. Some of the areas these classes have influenced are as follows.

Social-Emotional Growth: Learners display greater cooperation with peers, develop more empathetic attitudes, and display greater respect towards teachers and family members. They also demonstrate reduced aggressive behaviour, aligning with SEL competencies, such as social awareness and relationship-building.

Active Engagement: Learners participate actively in classroom activities, such as mindfulness, storytelling and group discussions, aligning with positive psychology principles of ‘engaged happiness’, promoting resilience, joy and a sense of connection.

Enhanced School Involvement: Some respondents observed improvement in learners’ performance across academic and extracurricular activities, reflecting the curriculum’s potential to indirectly contribute to holistic development.

These findings are supported by Chakraborty (2019), who noted that the happiness curriculum enables learners to maintain healthy relationships with their parents, teachers, peers, siblings and relatives.

Challenges and Mixed Opinions

Despite the observed benefits, the respondents highlighted several challenges and limitations, which are as follows.

Limited Impact on Academic Performance:

Some respondents believe that the happiness curriculum has minimal influence on academic outcomes, viewing its focus on non-academic activities as insufficient to foster substantial academic growth.

Behavioural Reversion: While learners exhibit positive behaviour during happiness classes, these changes are often temporary. Many learners often revert to their previous conduct after the class concludes.

Lack of Teacher Training: Teachers expressed the need for structured training and support to conduct happiness curriculum classes effectively. Some suggested appointing dedicated teachers to manage these sessions.

These concerns align with findings from Billig (2000) and Benson (2006), who argued that learners participating in community service activities, rather than structured happiness classes, exhibited greater empathy, happiness and academic success. This suggests that schools could benefit from integrating community-based activities into their approach.

Role in Holistic Development

While the respondents acknowledged the curriculum's potential to contribute to learners' holistic development, they noted that its current implementation falls short of achieving this goal. Some emphasised that prior to the happiness curriculum, schools implemented various policies and co-curricular activities that supported comprehensive development. The belief that 45-minute happiness classes are insufficient to ensure holistic growth highlights the need for a more integrated approach.

Holistic education principles advocate for interconnected growth across emotional, social and cognitive domains. To maximise

the impact of the happiness curriculum, its principles should be woven throughout the school day and integrated into both core academic and co-curricular activities.

Recommendations for Improvement

To enhance the effectiveness of the happiness curriculum, the following steps are suggested.

1. **Incorporate Community-Based Activities:** In line with the findings of Billig (2000) and Benson (2006), organise activities that connect learners with their communities, promoting empathy, social responsibility and academic motivation.
2. **Embed Principles Across the Curriculum:** Integrate the principles of the happiness curriculum into daily classroom practices and core subjects to foster holistic growth rather than confining them to a single period.
3. **Provide Teacher Training:** Develop structured training programmes to equip teachers with the skills needed to implement the curriculum effectively, fostering SEL and positive psychology in their classrooms.
4. **Dedicated Staffing:** Appoint trained facilitators to lead happiness curriculum classes, ensuring consistent delivery and better alignment with its intended goals.

These recommendations aim to address the existing challenges while reinforcing the curriculum's role in promoting holistic development and well-being for learners.

Conclusion

The introduction of Delhi's happiness curriculum is a positive step towards fostering the holistic growth of learners from nursery to Class 8. By incorporating mindfulness, meditation and activities that encourage critical thinking, the curriculum aims to enhance learners' social, emotional and psychological well-being. While teachers generally support this initiative, some feel that its additional requirements detract from

their focus on core subjects. To address these concerns, integrating happiness curriculum activities into co-curricular programmes and existing subjects could streamline efforts, allowing students to benefit from a more integrated approach to development. Providing teachers with targeted training

and implementing a feedback mechanism could further enhance the curriculum's effectiveness, enabling educators to deliver these activities in alignment with overall academic goals. This approach would help balance curricular demands while nurturing well-rounded, resilient learners.

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School Culture Promoting Innovation – A Systematic Literature Review

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Abstract

Innovation is imperative for sustainability and competitiveness in the contemporary interconnected global economy. Educational innovation has the potential to restructure learning outcomes and educational outputs. However, creativity and innovation necessitate a culture (a conducive environment) that supports and fosters growth; innovation alone is insufficient. This review aims to identify the various theories and instruments utilized to measure school culture that promotes innovation and to explore diverse dimensions of school culture that play a crucial role in fostering innovation from the perspective of educators. The Scopus database served as the main research source for this review. The researchers used the keywords 'School Culture,' 'Cultural factor' and 'Innovation' to extract literature published between 2020 and 2023. PRISMA technique was used to select the research papers that are included in this review paper. A total of 17 articles from 2020 to 2023 were chosen and met the requirements to be included in this review study. This study focused on theories to gain a deeper understanding of how school culture promotes innovation from the perspective of teachers. The study identified various measurement tools to assess the school culture promoting innovation from the perspective of teachers. Furthermore, we emphasize the dimensions and factors of the school culture that support the growth of innovation from the perspective of teachers. The review's contribution is to pinpoint the appropriate theories and tools that are used to gauge school culture that influences the promotion of innovation. Learning about the dimensions of school culture that foster innovation broadens the researcher's perspective. Numerous evaluations have been done to determine the various aspects of school culture; however, this is the first study to examine the different tools to measure school culture to foster innovation from the teachers' perspective.

Keywords: School culture, Cultural factor, Innovation.

Paper Type: Literature Review

Introduction

Education is widely acknowledged as a conservative social structure, often resistant to change due to teachers' reluctance to adopt new practices (Fuad, et al., 2022; OECD, 2016; Richardson, 2021). In a globalized economy, innovation act as a driver of competitiveness and a prerequisite for sustainable future (Serdyukov, 2017). It has become an crucial indicator of educational success (Blömeke, et

al., 2021), capable of enhancing the quality of outputs and learning outcomes, although it is still a subject of ongoing debate (OECD, 2016). Innovation in education, broadly defined as the generation and application of novel concepts, has gained prominence in recent years (Blömeke, et al., 2021). It is a planned, intentional process that fosters systemic change at multiple levels, including macro (entire education systems), meso (teachers, staff, and learners), and micro

(classroom practices and social interactions) (Pietsch, et al., 2024). Even though change is a prerequisite for innovation, not all changes qualify. As such, innovation can be contextualized to deliberate, intentional changes that have practical value and benefit the educational community.

Innovation in schooling generally serves three core functions – it is fundamental in nature, goal-driven, and designed to improve the existing system (Pietsch, et al., 2024). As such, schools are required to nurture environments that foster knowledge creation, an innovation culture, and creative thinking among 21st-century learners. Teachers are the most effective agents of change (Holdsworth & Maynes, 2017) and their adaptability plays a crucial role in supporting student learning (OECD, 2014). Teacher innovation is essential for improving both educational processes and outcomes (Liu, et al., 2024; OECD, 2016). However, innovation alone is not sufficient, as it must be embedded with a culture that is receptive to new ideas, encourages creativity, and support growth (M. Fuad, et al., 2023; Noor, et al., 2022). A positive and supportive culture fosters the development of new ideas, curiosity, and risk-taking (Cankar, et al., 2012; Fuad, et al., 2022). Culture is shaped by history and social context, influencing member's behaviours and mindsets (Roffeei, et al., 2018). It is built upon multiple levels, including values, beliefs, norms, and assumptions, all of which are needed to be communicated effectively with all stakeholders in an organization (Roffeei, et al., 2018). Culture significantly influences individual behaviour, which in turn affects their potential to contribute meaningfully to innovation (Fuad et al., 2022; Roffeei et al., 2018). It shapes how people respond to change, collaborate, assess risk, and interpret opportunities (Kaasa & Vadi, 2010). Schools serve as social and psychological environments where teachers develop a 'sense of practice,' 'professional efficacy,' and a 'professional community' (Day, 1999). Each

school has its own distinct culture, shaped by a symbolic order of 'educational codes' (Ukpabio, et al., 2023) that are negotiated and reinterpreted by members based on local realities, individual's standards and practices. These codes guide expectations, roles, and behaviours within schools (Waters & Orange, 2022).

School culture comprises deeply rooted assumptions, norms, and values that define expected behaviour for all members, including communication styles, attire, peer interaction, and attitudes toward students (Munifah & Purwaningrum, 2022; Rosadi, 2023; Yli-Panula, et al., 2022). It motivates teachers to embrace innovation leading to educational progress (Amtu, et al., 2020). The connection between organizational culture and innovation is well-established, where organizational values that support learning and involvement among decision-makers, directly influence the creative capacity of individuals and institutions (Caliskan & Zhu, 2019; M. Fuad, et al., 2023; Caliskan & Zhu, 2020).

Despite literature about school culture and its relationship with innovation, there is no universally accepted definition. It is generally recognized, however, that each school's culture is distinct (Tłuściak, et al., 2017). Schools are formal organizations where members interact based on roles, responsibilities, and shared expectations. Over time, these interactions lead to the formation of implicit standards, rules, and values that become the foundation of the school's culture. Members of the institution internalize these assumptions and behave accordingly. Thus, school culture can be viewed as the sum of longstanding, unspoken norms and shared understandings that guide behaviour and interaction.

Even though a number of empirical research studies have explored school culture in relation to school effectiveness, teacher leadership, emotional intelligence, and professional development (Eger &

Egerová, 2022; Ismail, et al., 2022; Jafar, et al., 2022; Kalkan, et al., 2020; Limbong, et al., 2023; McChesney & Cross, 2023; Ozer & Popp, 2022; Ozgenel, 2020; Ukpabio, et al., 2023), few systematic reviews have examined the conceptual foundations, theoretical frameworks, measurement tools, and dimensions of school culture.

Therefore, a systematic review of empirical studies in education is urgently needed to explore the school culture in depth, especially its assessment methods, and the dimensions that support innovation from the teachers' perspective. Such insights can inform all stakeholders and help cultivate a school environment that fosters creativity, professional growth, and effective educational innovation.

Review Questions

The purpose of this systematic literature review is to provide answers to the following questions:

1. Which theoretical frameworks are used to measure the school culture promoting innovation?
2. What tools are used to measure the school culture promoting innovation?
3. What are the dimensions of the innovation promoting school culture?

Methodology

The author employed a systematic literature review to ensure a structured, transparent, and unbiased approach to answering the research questions. As such, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guideline has been adopted to report the number of studies identified, screened, excluded with reasons, and finally included (Lame, 2019). This process minimizes selection bias by considering all empirical evidence that meets predefined criteria.

Search strategy

Initially, the researchers performed an extensive review of literature pertinent to 'school culture' to develop a clear understanding of the concept, formulate research objectives, and identify appropriate keywords. The search strategy included synonyms and related terms from social sciences to ensure comprehensive coverage. Three subgroups, 'School Culture,' 'Innovation,' and 'Cultural Factors' were formed based on the research objectives. Synonyms within each subgroup were connected using 'OR,' while the subgroups were linked using the Boolean operator 'AND.' The complete keyword chain is presented in Table I.

Table I: The chain of keywords for data searching

Search Groups	Search Query (Title, Abstract, Keywords)
School culture, Innovation, Cultural factors	TITLE-ABS-KEY ((school) AND (culture)) AND PUBYEAR > 2019 AND PUBYEAR < 2024 AND (LIMIT-TO (SUBJAREA , "SOC")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (EXACTKEYWORD , "School Culture")) OR LIMIT-TO (EXACTKEYWORD , "Innovation") OR LIMIT-TO (EXACTKEYWORD , "Cultural Factor")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (OA , "all"))

Retrieval of Articles

The researchers used the Scopus database to identify high-quality literature. As such, the search field was restricted to 'title,' 'abstract' and 'keywords' fields to ensure a reliable and exhaustive search within the

database. Subsequently, the search was limited to social sciences discipline, article-type documents, English language, and open-access publications. Moreover, the time frame was restricted to 2020–2023 to examine how schools adapted or transformed

their culture to drive innovation in response to educational gaps following the COVID-19

pandemic. The article retrieval criteria are detailed in Table II.

Table II: The criteria for retrieval of articles

Databases	Article parts search	Field searched	Search string	Time Space
SCOPUS	TITLE-ABS-KEY (Title, Abstract, Keywords)	Social Science	School culture, Innovation, Cultural factors	2020-2023

Source: Authors' creation

Selection of Relevant Articles

The author followed a four-step selection process, including identification, screening, eligibility assessment, and inclusion (Fig. 1). Prior to selection, all retrieved documents were exported into a CSV file. Subsequently, the researchers manually screened the titles, abstracts, and full texts to exclude irrelevant studies.

Inclusion Criteria

The evidence synthesis included all studies addressing any of the research objectives. Specifically, articles were selected if they met at least one of the following criteria, including discussed school culture from the perspective of teachers and its role

in promoting innovation, were grounded in relevant theoretical frameworks, or provided detailed descriptions of tools used to measure school culture.

Exclusion

Studies that focused primarily on student-related aspects such as behaviour modification, academic performance, mental health, or growth mindset were excluded. Additionally, articles addressing LGBTQ-friendly school culture, teacher emotional well-being, or general teacher well-being were not considered. In brief, any study that did not align with the research objectives of this review was excluded. The detailed inclusion and exclusion criteria are presented in Table III.

Table III: The inclusion and exclusion criteria

Inclusion Criteria	Exclusion Criteria
Articles published in SCOPUS-indexed journals from 2020-2023.	Do not have the term 'School culture' or 'Innovation' or 'Cultural factors' in the article title, keywords, or abstract.
Open access articles type documents.	Publications from fields other than social science are not included.
With keywords such as 'School culture' or 'Innovation' or 'Cultural factors' in the article title, keywords, or abstract.	Written in languages other than English are not included.
Articles published in English.	That talked about LGBTQ-friendly school culture, teachers' emotional well-being, teacher's well-being, and student's perspective were excluded
Articles that talk about the school culture from the perspective of teachers and those that promote innovation culture in schools are included.	--
Articles that talk about school culture are based on some theories, used tools, and its dimensions.	--

Source: Authors' creation

As such, literature scrutiny followed a rigorous approach to ensure comprehensive and unbiased selection. Initially, 119 articles were retrieved from the database. Subsequently, in the screening phase, 76 articles were excluded, leaving 43 for eligibility assessment. Following full-text

evaluations, 26 articles were excluded due to the defined inclusion criteria. After completing the preliminary screening and quality checks, a final set of 17 articles were selected for inclusion in the systematic review. The entire procedure is outlined in Figure 1. The researcher used the TCCM

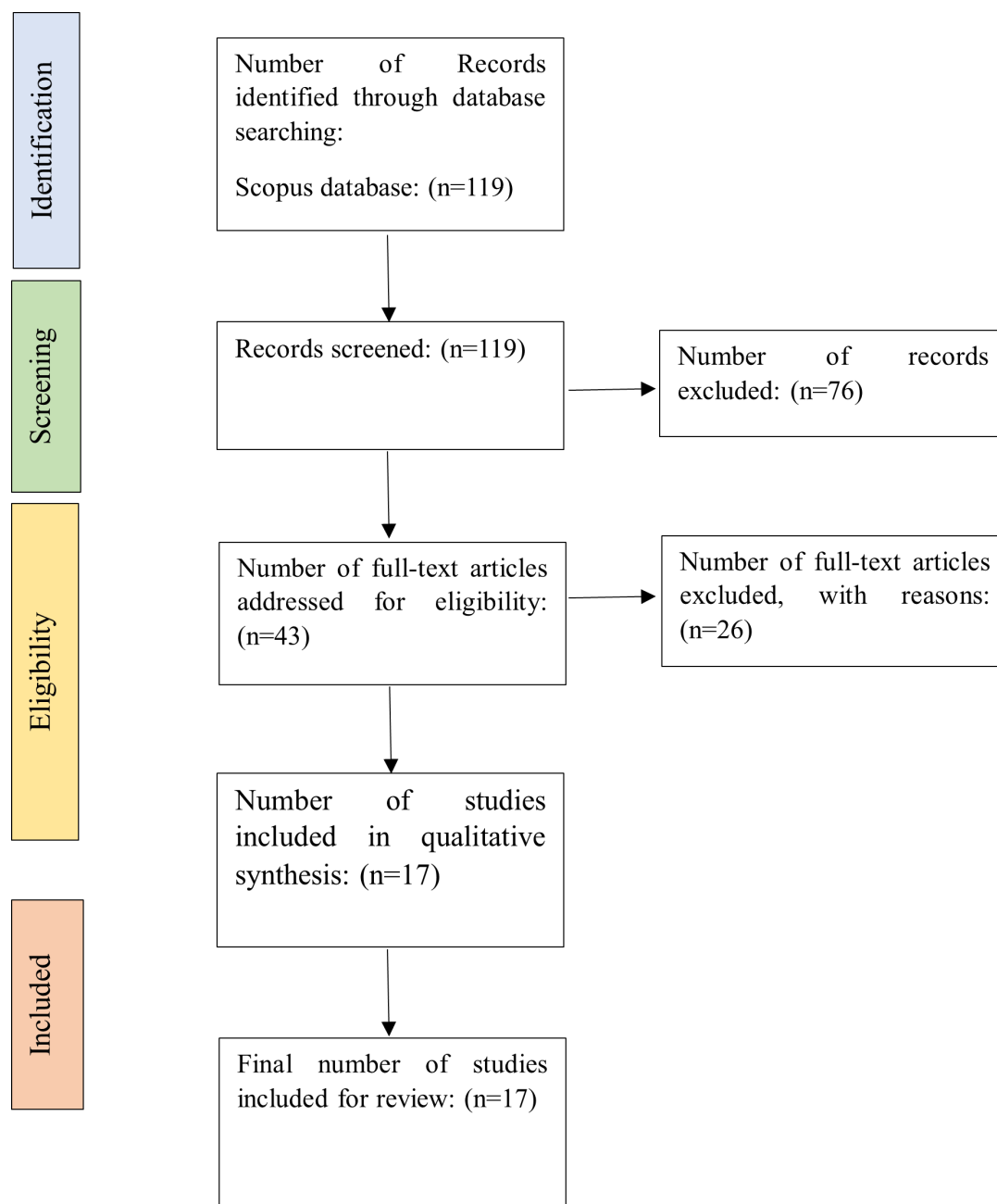


Figure 1: PRISMA Framework

Source: Authors' creation

(Theory, Context, Characteristics, Methods) framework for structuring the findings based on domain relevance (Paul, et al., 2024). The Theory (T) component refers to the theoretical foundations and paradigms that explain the interrelationships among various constructs. Context (C) pertains to the specific areas or circumstances that influence the research environment. Characteristics (C) refer to the components of a construct and their relationships with other relevant variables. Methods (M) include details such as the sample, research design, measurement tools, and analytical techniques employed (Paul, et al., 2024). The synthesis of findings from the 17 selected studies is systematically structured using the TCCM framework, as detailed in Table IV of the appendix.

Results

1. Theoretical frameworks used to measure the school culture promoting innovation

Most studies focused on school culture dimensions and measurement tools, with few examining it from a theoretical perspective. For instance, social constructivism theory was used to explore innovative organizational culture among award-winning teachers. One study identified three key elements, including operational planning (analysing risks and strengths before implementation), execution of activities (collaborative decision-making and action for a common goal), and motivating other teachers (appreciating colleagues' creative potential) (Jakavonytė-Staškuvienė & Barkauskienė, 2023). Kruger, M., & Cojocar, D. (2022).

Additionally, Kruger, M., & Cojocar, D. (2022) applied Taylor's Interaction and Organizational Theory and Bronfenbrenner's Ecological Systems Theory to assess the Sociological Teachers Teaching Yoga programme on school culture and found that ecological factors like individual traits, family, and

educational environments influenced learning and behaviours, especially their self-efficacy, ultimately affecting school culture.

2. Tools used to measure the school culture promoting innovation

Among the 17 studies the researcher reviewed, only 11 demonstrated the use of quantitative tools to measure innovation-promoting school culture based on various dimensions, and only two studies used theories to examine the innovation-promoting school culture from the perspective of teachers.

Self-constructed tools for measuring school culture promoting innovation

Some researchers developed self-constructed quantitative tools to measure the school culture's role in fostering innovation. As such, Enefiok, et al. (2023) created a school culture questionnaire based on the Georgia Leadership Institute for School Improvement (GLISI) (2016) template to assess the impact of managers' emotional intelligence (EI) on school culture. Similarly, Suparno, et al. (2023) developed a 5-point Likert scale tool to examine how principals' innovation, intrapreneurial leadership, and school culture influence teachers' innovation. This tool measured three variables, including innovation, intrapreneurial leadership, and school culture, using a total of 20 items. The innovation variable included aspects like developing methods, strategy, service, and opportunity, while the intrapreneurial leadership variable covered giving opportunities, encouraging risk-taking, being proactive, and developing technology. The school culture variable included values, applied norms, traditions, and beliefs.

Standardized tools for measuring school culture promoting innovation

The extensive literature on school culture underscores the development of standardized measurement tools,

typically created through pilot studies and factor analysis, followed by comprehensive assessments of validity and reliability (Gruenert, 1998). While some researchers have designed new instruments based on these rigorous methodologies, others have utilized previously validated tools in their studies. A detailed discussion of the prominent questionnaires highlighted in the research literature is provided below.

Social relation perspective questionnaire

Among the 11 studies reviewed, 9 used standardized tools to examine school culture. The School Cultural Elements Questionnaire (SCEQ) was developed by Cavanagh (1997) to explore the link between Professional Learning Community (PLC) and school culture (Jafar, et al., 2022). Based on the cultural element model, the original eight dimensions were refined to six after factor analysis (DeVaney, et al., 2012), measured through 42 items, including, professional values, emphasis on learning, collaboration, transformational leadership, shared planning, and collegiality (R. Cavanagh, 1997a; R. F. Cavanagh & Dellar, 1998; Jafar et al., 2022). Collegiality pertains to a culture of solidarity, respect, and professional support. The emphasis on learning highlights the learning as a priority for both students and teachers. The attribute Professional values signify teachers' commitment to effective pedagogy and professional, cheerful behaviour. Share planning relates to the joint development of a unified vision to enhance school programmes. Transformational leadership can be contextualized as inspiring through strong interpersonal connections and shared goals (Cavanagh & Dellar, 1998; Jafar et al., 2022).

The Revised School Culture Element Questionnaire (RSCEQ), created by

Thomas in 2012, was employed to gauge the school's culture. It is divided into three dimensions: Professional Commitment (6 items; with internal consistency = .929), Collegial Teaching and Learning (7 items; .922), and Shared Leadership and Vision (7 items; .832), with a high overall reliability (Cronbach's α = .924) (Mohamed & Zainal Abidin, 2021).

To measure the social dimensions of the school's culture, the researcher used the Scale of the State of Relations in the Institution, comprising 13 items assessing relationships among teachers, between teachers and professional colleagues, and between teachers and principals, with a reliability coefficient of α = .83 (Čamber Tambolaš, et al., 2023).

The School Culture Survey Questionnaire, developed by Gruenert and Valentine (1998), was adopted by Ismail, et al. (2022) to evaluate government school effectiveness in the Maldives through six dimensions, including collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. Collaborative leadership dimension reflects how effectively school leaders foster cooperative relationships with staff, while teacher collaboration reflects the extent of educators' engagement in constructive dialogue to support school goals. The professional development aspect characterizes teacher's commitment to personal and institutional growth, unity of purpose describes the alignment of teachers towards shared objectives, collegial support assesses the quality of collaboration among teachers, and learning partnership captures the joint efforts of educators, parents, and students to enhance learning outcomes (Gruenert, 1998; Ismail, et al., 2022; Tuściak, et al., 2017).

The Organisational Culture Scale, created by Şahin (2011a), was employed to assess teachers' perception of school culture, comprising 37 items across five categories: teaching culture, development culture, teacher cooperation, school leadership, and collegiality (personal support). This scale demonstrated high reliability, with a Cronbach's Alpha of .97 (Bozkurt, et al., 2021).

Similarly, the five-point Likert scale School Culture Inventory by Eger and Jakubíková (2001) was used to explore school culture in Czech primary schools. It includes five dimensions and sixteen items, including Leadership and Management (comprising shared objectives, trust in school leadership, the managerial approach, and task management and control), School Environment (comprising working conditions, organizational structure and delegation, and the aesthetic environment and cleanliness), Communication (comprising teacher motivation, information exchange, and communication with parents and stakeholders), Relationships within the School (comprising supportive leadership style, relationships and teacher collaboration, and teacher-pupil relationships), and the fifth dimension pertains to innovation and educational outcomes. The developed inventory showed strong reliability, with a Cronbach's Alpha of .88 (Eger & Egerová, 2022; Eger & Prášilová, 2020).

Simsek (2003) also created a 5-point Likert scale School Culture Scale (SCS) to assess school culture based on teachers' perception. It comprises 35 items and 13 sub-dimensions, demonstrating a high reliability value of 0.96 (Kalkan, et al., 2020). Subsequently, Ozgenel (2020) utilized SCS by Terzi (2005) to assess teachers' perception of school culture. It includes

four sub-dimensions and 29 items, like support culture, which emphasizes trust-based cooperation, honest and open communication; success culture, which focuses on completion of organizational goals; bureaucratic culture, which emphasizes adherence to rules and regulations; and mission culture, which prioritizes collective institutional objectives over personal interests. This SCS scale had a Cronbach's Alpha value of the scale 0.904 (Ozgenel, 2020).

Structural Perspective Questionnaire

The Scale of the State of School Culture measures the structural dimensions of school culture, comprising 10 items and two sub-themes, including organization of educational work (with six items) and spatial and temporal dimensions (with four items). The scale covered four aspects, including organization of space, time, teaching materials, and teaching strategies, showing a reliable value with Cronbach's alpha score of 0.70 (Čamber Tambolaš, et al., 2023).

Questionnaire to Identify the Type of School Culture

The Organizational Culture Assessment Instrument (OCAI), developed by Cameron & Quinn in 2006, based on the Competing Values Framework, investigated the different organizational cultures present in the Indian secondary schools from the teachers' perspective. The OCAI measures four culture types, including clan, adhocracy, market, and hierarchy culture, across six dimensions, i.e., dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis, and criteria for success (Maher, 2000; Berkemeyer, et al., 2015; Chennatuserry, et al., 2022). The dominant characteristics dimension define environmental

and atmospheric qualities present in secondary schools, organizational leadership identifies the prevalent leadership styles and approaches, management of employees explores teacher's participation in a significant conversation, collaborative decision-making, and consensus on important decisions, organizational glue relates to strategies that fostered a belongingness feeling, strategic emphasis highlights the school's long-term focus on human resource development to achieve growth, innovation, stability, and competitiveness; and criteria for success identifies the methods for rewarding teachers (Chennatuserry, et al., 2022).

3. Dimensions of the school culture promoting innovation

Among the 17 studies included in this review, seven studies demonstrated the dimensions of school culture that foster innovation in schools.

Individual Personality

The teacher's attitude towards change reflecting the adaptability of a teacher to apply new knowledge from learning programmes, which may not directly mirror the core values, but can influence the behaviour significantly (McChesney & Cross, 2023). The accepting failure dimension further aids in fostering a culture of risk-taking, encouraging innovations among teachers and students (Waters & Orange, 2022). Notably, professional values and emphasis on learning were found to be not having have a significant impact on professional learning communities (Jafar, et al., 2022). While professional values relate to teachers' commitment to effective pedagogy and positive attitude, emphasis on learning highlights the school's role as a learning hub for all (Jafar, et al., 2022). In summary, personal traits like teachers' attitude towards change, accepting failure, and risk-taking push innovation within

school culture, whereas professional values and a general focus on learning do not directly influence teachers' professional learning (McChesney & Cross, 2023; Waters & Orange, 2022).

Social Relations

From a social relations perspective, culture defines the collective way of life within a group, including shared knowledge, rules, values, and behaviour. Within schools, culture is shaped by interactions among living things, i.e., educators, students, and the wider community (Čamber Tambolaš, et al., 2023). The culture's social dimension is reflected in the relationship among teachers, the relationship between teachers and professional associates, and the relationship between teachers and principals (Čamber Tambolaš, et al., 2023). The dimensions associated with staff dynamics (the relationship between staff) play a crucial role in influencing individual behaviour and implementing the newly acquired knowledge in classrooms (McChesney & Cross, 2023). As such, a positive school culture can be nurtured through teacher autonomy, clear communication, team building, and shared goals. In contrast, factors like teacher isolation, inconsistent ethical values, and unclear administrative expectations can hinder cultural development (Ozer & Popp, 2022). There is a strong link between Continuous Professional Development and a positive school culture. However, elements like collegiality, defining mutual support and interaction among educators and collaboration, referring to a culture of solidarity, respect, and expert guidance within the school, were found to be not having a significant influence on professional learning community. Overall, the social relations theme comprising staff dynamics, teacher autonomy, clear communication, team building, and common goals, supports the development of a positive school

culture closely tied to Continuous Professional Development (McChesney & Cross, 2023; Ozer & Popp, 2022), although collegiality and collaboration appear to have limited direct impact on the professional learning community (Jafar, et al., 2022).

Leadership

The attribute transformational leadership defines the ability to inspire and motivate others through strong interpersonal relationships, guiding them toward shared goals, visions, values, and purposes (Jafar, et al., 2022). Among various domains of school culture, only two – transformational leadership and shared planning – reflect collaboration among teachers to formulate and advance a unified vision that strengthens school programmes. They significantly influence the development of a Professional Learning Community (PLC) (Jafar, et al., 2022). This finding aligns well with (McChesney & Cross, 2023), who emphasized that leadership engagement/actions within school culture significantly affect how teachers implement their professional learning in classrooms.

Innovative teachers embody transformational leadership through four key categories, including attention to others (means sharing knowledge, offering support, and encouraging peers), initiating a change (means identifying needed actions and motivating others to participate in meaningful transformation), community building (means fostering a strong learning community), and learning and developing (means engaging with various projects and using them as opportunities for innovation) (Jakavonytė-Staškuvienė & Barkauskienė, 2023).

Overall, transformational leadership and shared planning are critical components of school culture that positively influence the members by professional learning community such

as teachers. These leadership elements foster collaboration, innovation, and shared purpose, thereby enhancing the effectiveness of professional learning and its classroom implementation.

Discussion

Theoretical frameworks to measure the school culture promoting innovation

The social constructivism theory was used to explore innovative organizational culture from the perspective of award-winning teachers (Jakavonytė-Staškuvienė & Barkauskienė, 2023). This theory centrally considers the importance of language, culture, and social context in cognitive development. Lev Vygotsky, the pioneer of this theory, emphasized the role of the social environment in learning, proposing that social interaction is integral to cognitive growth (C. H. Liu & Matthews, 2005; Kalina & Powell, 2009). According to this perspective, learners acquire knowledge through engagement with their learning environment, building on their prior experiences (C. H. Liu & Matthews, 2005), suggesting that learning is context-bound and situation-specific (Buckman, et al., 2021).

Moreover, social interaction and culturally normative activities play a significant role in the psychological development of the individual (Buckman, et al., 2021). Many studies have explored how sociocultural factors influence personal and professional development, as well as cognitive growth (Devi & Madhumathi, 2021; Kalina & Powell, 2009; C. H. Liu & Matthews, 2005; Adams, 2006; Demiral, 2018; Erciyes, 2020).

While classical organizational theory focuses on structure and economic benefits, often overlooking employee autonomy and workplace culture, Taylor's approach systematizes employees as parts of machinery, disregarding social factors that influence motivation. Bronfenbrenner's Ecological Systems Theory provides a

framework for understanding how broader social contexts impact human development (Eriksson, et al., 2018; Hayes, et al., 2022; Panopoulos & Drossi-Nou-Korea, 2020; Tudge, et al., 2009). The theory evolved in three phases, where initially (1973-1979) it focused on human development from an ecological perspective, emphasizing the relationship between individuals and their environment. Subsequently, in the second phase (1980-1993), the attention shifted to highlight individual characteristics and their interaction with the environment, resulting in the bio-ecological model; and in the third phase (1993-2006), the Process–Person–Context–Time (PPCT) model was introduced, defining human development as the interaction of dynamic human processes with their environments over time. According to this theory, ecological systems influence people's learning and behaviour by taking into account their traits, families, educational institutions, and other environmental layers that they were exposed to or grew up in (Kruger & Cojocar, 2022). Many researchers have used this theory in the education field (Mehmood, et al., 2023; Panahandehpour, et al., 2023; Panopoulos & Drossi-Nou-Korea, 2020) to study how to create a positive school climate, the components of curricula, and how intervention programmes are helpful for intellectual disability students.

Innovation and creativity are closely related to learning and knowledge (Ferrari, et al., 2009). Organizational innovation is linked to the learning component of organizational culture (McCharen, et al., 2011). The adoption of more innovative teaching strategies is made possible by schools with greater organizational learning support (Silins, et al., 2002). Various organizational types and learning patterns act as mediators between organizations' innovative capabilities (Lam & others, 1998). Therefore, these theories would be taken as the lens to study how the learning aspect of school culture plays a significant role in

shaping teachers to make innovations in their field.

The tools and dimensions of the school culture promoting innovation

An individual's personality includes a teacher's attitude towards change, accepting failure, and risk-taking. They influence individual behaviour in every aspect and continuously encourage teachers to promote innovations in school culture (McChesney & Cross, 2023; Waters & Orange, 2022). This finding was reinforced by Cankar, et al., 2012, they reported that teachers play the most important role in promoting innovation in schools and that their personality traits play a crucial role in producing new ideas (Liu, et al., 2024). Risk-taking is the foundation of creativity and innovation (Cankar, et al., 2012; Ferrari, et al., 2009; Fuad, et al., 2022). Liu, et al. (2024) state that when teachers perceive and their works are acknowledged, they become more receptive to new ideas and more willing to take risks when implementing teaching strategies. Teachers' professional learning was unaffected by their professional values or emphasis on learning (Jafar, et al., 2022). However, both professional and informal learning encourage teachers, etc., to explore novel teaching strategies and pinpoint areas for improving their teaching methods (Liu, S., et al., 2024).

The social relations theme includes staff dynamics, teacher autonomy, clear communication, team building, and common goals which help in creating a positive school culture that has a strong interrelationship with CPD (McChesney & Cross, 2023; Ozer & Popp, 2022) and the two elements of the school culture, collegiality and collaboration, did not significantly influence the Professional Learning Community. Connecting the ongoing learning process with supportive environmental factors encourages dynamic knowledge production and organizational innovation (McCharen, et al., 2011). A school system that promotes lifelong

learning inspires teachers to be more innovative and creative (McCharen, et al., 2011). The creation of professional learning communities in schools helped teachers communicate, engage in reflective dialogue, and be exposed to a variety of viewpoints – all of which are essential for teacher innovation (Liu, et al., 2024). Autonomy fosters a sense of responsibility in a person and provides great freedom to define their role (McCharen, et al., 2011). Teachers' autonomy and clear communication encourage creativity and innovation in school (Cankar, et al., 2012). This is in line with the Fuad, et al. (2022) study, which observed that active interaction with universities and the government enhances innovation, and Lin (2022) revealed that teachers' autonomy motivates teachers' innovativeness. A favourable atmosphere for teacher innovation is facilitated by good communication, trust-building, and knowledge-sharing among colleagues through cooperation (Liu, et al., 2024). Researchers adapted the Revised School Culture Element Questionnaire (RSCEQ), which was developed by Olivier, to measure the professional behaviour of teachers in schools. Olivier refined the original School Culture Element Questionnaire (which has eight dimensions and 54 items), resulting in a 20-item RSCEQ used to assess professional school culture (DeVaney, et al., 2012; Olivier, 2001). This instrument is used to test teachers' perceptions of "who we are" and "what we do around here," as well as the principles and standards of a school culture that represent professional behaviour in schools (Olivier, 2001).

Though collegiality and collaboration did not significantly influence the PLC, in a few studies or numerous other studies emphasize the crucial role of collaboration in fostering innovation within school culture. For instance, collaboration has been shown to lead to more innovative solutions to problems (Fuad, et al., 2022; Hindin, et al., 2007), thereby promoting a culture of innovation in schools (Cankar,

et al., 2012). Additionally, teachers' collaborative networks have been found to enhance teacher innovativeness (Xafakos, et al., 2020). School improvement initiatives often rely on system-level reforms that are built on collaboration and networking across schools and districts (Hopkins, et al., 2014).

Moreover, teachers' social competencies allow them to effectively participate in professional learning communities (PLCs), facilitating the active exchange of ideas with colleagues and students, which in turn drives innovation (Liu, S., et al., 2024). A collegial relationship can significantly contribute to the success of innovative goals, and teamwork is identified as a key factor supporting innovation in educational settings (Hagstrom, 2023). A human relations centred school culture has been effective in fostering innovation (Ferencová, et al., 2019). Supporting this perspective, Martins & Martins (2002) concluded that a trust-based relationship plays a pivotal role in nurturing creativity and innovation within an organizational culture. To evaluate the collaborative dimension of school culture in innovative schools, researchers are encouraged to use the School Culture Scale (SCS) developed by Gruenert and Valentine in 1998. This tool is specifically designed to assess the collaborative nature of school environments and has been widely adopted across various countries for this purpose (Gumuseli & Eryilmaz, 2011; Tuściak, et al., 2017). The SCS remains one of the most popular instruments for gauging how collaborative teachers are working within a school setting.

Attributes such as transformational leadership and sharing planning significantly impact the implementation of teacher learning in classrooms. Several studies (Fuad, et al., 2022; Hallinger, 2003; Harris, 2002; Hopkins, et al., 2014; Liu, et al., 2024; Nebieridze, 2023; Vennebo, 2015) highlight leadership as a critical factor in driving educational innovation and school improvement. The background, history,

and culture of a school influence the extent to which it evolves into a creative and effective institution (Nebieridze, 2023). At the same time, a principal's life experiences, expertise, and insights shape her/his leadership style, equipping her/him to foster innovation and effectiveness. The attribute transformational leadership is particularly influential as it enhances the organization's capacity for innovative change (Hallinger, 2003), supports student achievement through cultural transformation (Hopkins, et al., 2014), and plays a vital role in school improvement (Harris, 2002). This form of leadership encourages teachers to think creatively, take calculated risks, and pursue intellectual growth, all of which are essential for cultivating an innovative school culture (Liu, S., et al., 2024). Furthermore, the practices of sharing and learning from others can broaden perspectives and introduce new opportunities (Richardson, 2021). Leaders who engage in shared learning not only reflect critically on their own visions but also become better equipped to articulate those visions and foster a dynamic learning community. Although leaders have a significant impact on shaping school culture and driving innovation, their influence has its limitations (Richardson, 2021). Nevertheless, leadership remains a crucial driver of educational innovation. To evaluate leadership effectiveness and cultural alignment, researchers may apply the School Culture Inventory developed by Eger and Jakubíková (2001). This tool helps identify the cultural gap between a school's intended culture and its current state (Eger & Prášilová, 2020). Understanding these cultural gaps is vital for school leaders striving to cultivate a positive school climate and culture.

Researchers can adapt Cavanaugh's School Cultural Elements Questionnaire (SCEQ), developed in 1997, which has proven effective in evaluating both dominant and desired school culture (Cavanaugh, 1997b; DeVaney, et al., 2012). This instrument uniquely measures

perceptions by distinguishing between the actual and preferred states of school culture. As such, respondents are asked to describe how things currently function in their school (actual) and how they would ideally like them to function (preferred) (DeVaney, et al., 2012). Originally designed to assess teachers' perspectives in Western Australian schools (Olivier, 2001), the instrument remains relevant for broader educational contexts. Moreover, the Organizational Culture Assessment Instrument (OCAI) offers a framework to evaluate current organizational culture and predict performance trends. This instrument, widely employed across sectors, enables institutions to identify existing value patterns and project the desired cultural orientation for strategic change (Maher, 2000; Berkemeyer, et al., 2015). Berkemeyer, et al. (2015) emphasized that schools, as organizations committed to societal educational roles and individual student development, can be evaluated similarly to other organizational structures. OCAI has been effectively applied to assess the cultural perceptions of both teachers (Berkemeyer, et al., 2015) and students (Caliskan & Zhu, 2019; Steinhoff & Owens, 1989), demonstrating its versatility and relevance in educational settings.

Conclusion

This systematic review examined the key theories that explain how the learning components of school culture foster teacher innovation. It explored various dimensions of school culture and identified several instruments for evaluating aspects that contribute to fostering innovation. The review also provides an overview of the quantitative methods used to assess school culture and critically analyses how these cultural elements support innovation in educational environments. It has also seen studies on foundational theories such as 'Social Constructivism Theory' and 'Bronfenbrenner's Ecology Theory,' to understand the impact of school culture on

teachers' professional innovation. Although the review utilized a single database, it identified several standardized instruments designed to measure the multifaceted nature of school culture and its relationship to innovation. Despite the growing scholarly interest in this relationship, the findings emphasize the need for more comprehensive and cross-disciplinary research that incorporates diverse databases, additional theoretical models, and robust methodological approaches. This review revealed that both organizational social

dynamics and individual-level cultural factors play crucial roles in encouraging innovation among educators. However, deeper investigation into the structural and contextual variables that shape these factors is still an open area. Overall, this review offers a valuable synthesis of the existing literature and serves as a foundation for future inquiry. The findings of the study echo for continued academic attention and collaboration to better understand and enhance the role of school culture in fostering educational innovation.

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State Resource Groups' Satisfaction with NISHTHA 1.0 in Mizoram and Their Difficulties during Training

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Abstract

In-service teacher training contributes to developing new skills among teachers and promotes advancement in their professional skills. NISHTHA 1.0 aimed to cultivate essential generic and pedagogical skills among teachers addressing the leadership requirements of head teachers for transformation of government schools at elementary level. Initially, State Resource Groups (SRGs) received training from National Resource Groups (NRGs), followed by training for elementary school teachers from the SRGs. The experiences during training at the first level certainly influence the subsequent level of training. This study explored the satisfaction levels of the SRGs with various components of the training and identified the difficulties faced during NISHTHA 1.0. A sample of forty-six members from all districts of Mizoram was taken for the survey. Qualitative and quantitative data were collected through a self-developed open-ended questionnaire and a rating scale. The findings reveal that the majority of SRGs in Mizoram are satisfied with most of the aspects of training components and the overall NISHTHA 1.0 training programme. Moreover, the majority of the SRGs maintain a positive outlook toward the training, although several areas provide the scope for improving future training programmes in Mizoram.

Keywords: Teacher Education, Professional Development, Teacher Training, Elementary School Teachers, NISHTHA 1.0, State Resource Groups (SRGs)

Introduction

Education is widely recognised as the prime factor in social and economic development and plays a key role in the advancement of any nation. Quality education is the right of every child, which can be ensured through the quality teacher training. Characteristics of a teacher, such as dedication, professional commitment, and motivation, are important contributors of providing quality education (Kumar&Azad,2016). The quality of education generally depends on teachers' competence, knowledge, and skills, highlighting the need for effective teacher training programmes (Pinzon, et al., 2023). Teacher is the most important component in ensuring quality education, and their regular in-service training is essential for improving students'

learning outcomes (Darling-Hammond, 2000; Ministry of Human Resource Development [MHRD], 2019). Pre-service teacher education lays the foundation for future teachers, equipping them with fundamental pedagogical skills and theoretical knowledge, while in-service teacher education promotes their continuous professional development (CPD). CPD programmes keep teachers updated on evolving pedagogical demands, new teaching strategies, and curricular changes in education (Walia & Walia, 2022). In-service education is essential for teachers as it enhances their skills, performance, and motivation (Osamwonyi, 2016). It ensures that every teacher is well-trained to improve academic achievement and foster personal growth and social responsibility among students. Effective teacher

training programmes are necessary for the improvement of classroom practices and ensuring teachers are thoroughly prepared to meet the needs of their students (Sharma, 2017).

The MHRD launched the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) on 21st August, 2019, aiming to cover 42 lakh participants, including all teachers and heads of government schools at elementary level, faculty members of State Councils of Educational Research and Training (SCERTs), District Institutes of Educational Training (DIETs), and officials and resource persons from Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) across all states and union territories (MHRD, 2019). This is an integrated teachers' training programme under Samagra Shiksha (nishthadashboard, 2024). The NISHTHA programme aims to strengthen teaching practices and improve students' learning outcomes. This initiative ensures that all teachers and head teachers have got sufficient training to support the overall development of students by focusing on their emotional, social, and psychological growth.

The NISHTHA integrated teacher training programme for teachers and head teachers was initiated for elementary level schools, known as NISHTHA 1.0. This programme emphasises training in learner-centred pedagogy, inclusive education, the integration of art and ICT in teaching, as well as other areas such as health and well-being, yoga, school safety and security, and leadership roles. It aims to unite all stakeholders and target groups on a common platform, aligning them with similar content that focuses on their specific roles and responsibilities (MHRD, 2019). Stakeholders include the State Resource Group (SRG), teachers, head teachers, members of School Management Committees (SMCs), and functionaries at the state, district, block, and cluster levels, providing a cohesive platform.

The National Resource Group (NRG) holds the top position in the hierarchy of training

within the NISHTHA programme, followed by SRGs, teachers, head teachers, and other stakeholders. The NRG is consisted of a team of experts identified by National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE) along with Non-Governmental Organisation (MHRD, 2019). The SRG is consisted of one State Resource Person (SRP) and five Key Resource Persons (KRP). SRGs are identified by each state and trained by the NRGs to provide further training for elementary school teachers at the block level. The SRGs play a vital role in providing training to teachers at the state level and contribute in realising the goal of NISHTHA. The experiences of the trainees during professional development programmes at the initial level certainly influence the subsequent level. One of the ways to evaluate professional development programmes is assessing the perception and satisfaction of the participants (Pinzon et al, 2023). A very few evaluative studies on NISHTHA (Shrivastava, 2024; Kalyani, 2024; Behera & Singh, 2024) have been conducted so far in India. Behera and Singh's (2024) study findings showed that teachers received the NISHTHA training programme positively but mentioned issues such as the need for more peer collaboration and personalised feedback, internet access, and technical problems. Evaluation of such programmes at state level is much needed to know their impact and find the gap, if any, to be filled in future training programmes, therefore the present study is an attempt to assess the satisfaction of SRGs with the training in Mizoram.

Further, the review of related literature concerning in-service teacher's training reveals that participants encounter difficulties in various areas such as short notice, distant venues (Yadav, 2012; Radhika, 2012; Tuncel & Cbanoglu, 2018; Dilshad et al., 2019) poor internet access

and audiovisual equipment (Majumdar & Harichandan, 2017; Ulla & Winitkun, 2018), native speakers' accents, lack of infrastructure and facilities, insufficient mechanisms for follow-up (Tyagi & Mishra, 2017).

It may be concluded that various problems arise during teacher training programmes. NISHTHA is the largest integrated teacher training programme conducted across the nation. There might be some challenges at ground level, which need to be explored for addressing them in future training programmes. A state like Mizoram in the northeast region has a dispersed population and mobility, transportation, and communication challenges. Therefore, the trainees might face some difficulties during the NISHTHA 1.0 training programme. There may be some areas of improvement, thus, exploring their satisfaction level will also reflect upon them and validate the effectiveness of such training programmes. The present study is delimited to SRGs, one of the stakeholders in the training programme. By analyzing these challenges, the findings of the study will contribute to addressing them, enhancing their effectiveness, and highlighting areas for improvement in satisfaction levels to ensure better support and resources in future training programmes.

Research Questions

1. To what extent are the SRGs satisfied with the NISHTHA 1.0 training programme?
2. Is there any difficulty found by the SRGs during the NISHTHA 1.0 training programme?

Objectives of the Study

1. To find out the satisfaction level of the SRGs with the NISHTHA 1.0 training programme.
2. To explore the difficulties faced by the SRGs during the NISHTHA 1.0 training programme.

Methodology

Method of the Study: The present study aimed to identify the difficulties found by the SRGs and their satisfaction levels. The study is descriptive in nature, so the survey method was employed to collect the data. The present study collected both qualitative and quantitative data to answer the research question, therefore, a quasi-mixed research design was utilized for this study (Cohen et al. 2019).

Population: There are eleven districts in Mizoram, and eight districts have District Institute of Educational Training (DIET). The State Council of Educational Research and Training (SCERT) in Aizawl coordinated the entire training programme. Faculty from SCERT, and DIETs, Principals and subject-specific teachers from various schools, and teachers under SAMAGRA Shiksha, Mizoram were selected to get training in Guwahati, Assam, from 30th September to 5th October, 2019, conducted by the NRGs. Secondary data was taken from NISHTHA's official website, while details of the SRGs were gathered from SCERT, Aizawl. A total of seventy-two resource persons were trained for providing further training to elementary school teachers in Mizoram. All these resource persons constitute the population for the conducted study.

Sample: The present study focuses on resource persons from SCERT, Aizawl, and the DIETs in each district of Mizoram. A total of 46 SRGs from SCERT (10) and all DIETs (36) voluntarily participated in the survey.

Research Instrument: Two research instruments were developed and used by the investigators.

1. A rating scale titled 'Satisfaction level of State Resource Groups (SRGs) with the NISHTHA 1.0 Training Programme'.
2. An open-ended questionnaire titled 'Difficulties Faced by the State Resource Groups (SRGs) during the NISHTHA 1.0 Training'.

Description of the Research Instrument

- A five-point Likert scale was developed to evaluate the satisfaction level of State Resource Groups (SRGs) with the NISHTHA 1.0 Training Programme. The scale assesses the degree of agreement with eight components related to the training. The categories of the response are Very Dissatisfied, Dissatisfied, Neither Satisfied nor Satisfied, Satisfied and Very Satisfied.
- An open-ended questionnaire consists of six questions, which is developed to explore the difficulties faced by the State Resource Groups (SRGs) during the NISHTHA 1.0 Training Programme. This tool allows respondents to freely express their challenges related to the pre-post training survey, content delivery, resource availability, technological support, and activity organisation. By capturing qualitative insights, the questionnaire helps identify specific issues and suggests improvements for future training programmes. The

expert's (NCERT and NIEPA, New Delhi) views and comments were taken to get validated the tools.

Statistical Techniques Used: Narrative analysis was employed to analyse the qualitative data, while percentage and graphical representations were utilised for the quantitative data.

Data Analysis and Interpretation

The data analysis is divided into two sections. Section I provides a quantitative analysis of Objective No. 1, while Section II offers a qualitative analysis of Objective No. 2.

Section I

This section presents the satisfaction levels of SRGs with various components of the NISHTHA 1.0 training programme. The components are NISHTHA Portal, Survey, Modules, Training Organization, Training Centre, National Resource Group, Follow-up, and Overall, NISHTHA Training Programme. The component-wise analysis is presented here in after:

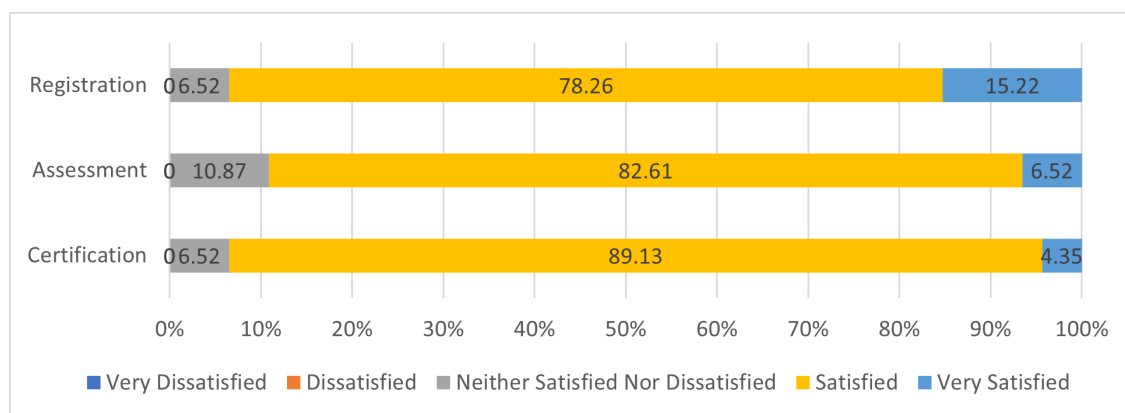


Figure 1: Satisfaction level of SRGs with the NISHTHA Portal

Figure 1 demonstrates the level of satisfaction regarding three aspects of the NISHTHA portal: Registration, Assessment, and Certification. It shows that 78.26% of SRGs are "Satisfied" with Registration, 82.61% with Assessment, and 89.13% with the Certification process. Additionally, approximately 15.22% of

SRGs feel 'Very satisfied' with Registration, 6.52% with Assessment, and 4.35% with Certification. Importantly, no participant reported dissatisfaction with any of the processes. Thus, it can be concluded that the most of the SRGs are satisfied with the processes on the NISHTHA portal.

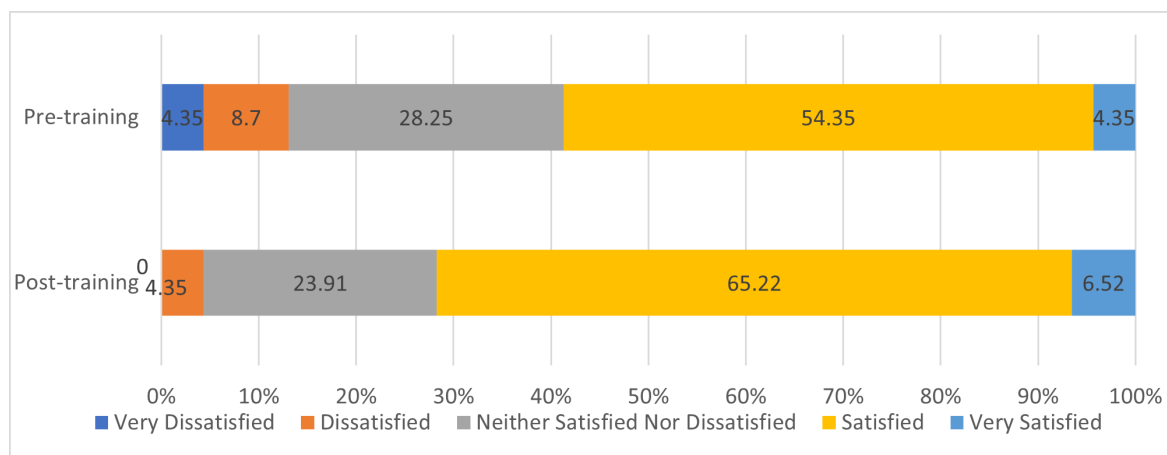


Figure 2: Satisfaction level of SRGs with Survey Administration on the Portal

Figure 2 demonstrates the satisfaction level regarding two aspects of the survey administration on the NISHTHA portal: pre-training and post-training. It shows that 54.35% of SRGs are 'Satisfied' with the pre-training, and 65.22% with the post-training. Furthermore, about 4.35% of SRGs are 'Very Satisfied' with the pre-training,

while 6.52% feel the same about the post-training. Neutral responses are varied slightly. A small percentage of teachers expressed dissatisfaction, with the combined 'Dissatisfied' and 'Very Dissatisfied' responses ranging from 4% to 8% for pre-training. With reference to post-training, 4.35% reported dissatisfaction.

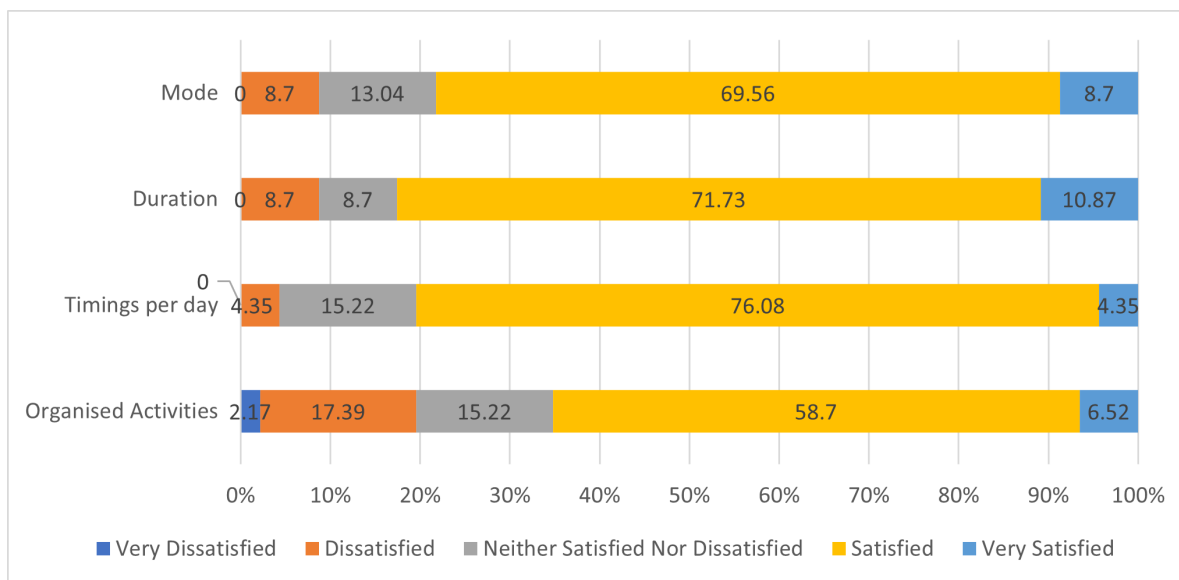


Figure 3: Satisfaction level of SRGs with the Training Organisation

Figure 3 presents the level of satisfaction regarding four aspects of the 'Training organisation': mode of training, duration, daily timings, and activity organisation. It indicates that 69.56% of SRGs are 'Satisfied'

with the mode of training, 71.73% with the duration, 76.08% with the daily timings, and 58.07% with the organisation of activities. Furthermore, 8.7% of them are 'Very satisfied' with the mode, 10.87% with the duration,

4.35% with the timings, and 6.52% with the organised activities. Very few of them expressed dissatisfaction with three aspects: mode of training (8.7%), duration (8.7%), and daily timings (4.35%), while a few of them expressed dissatisfaction with the organised activities (17.39%).

In conclusion, most SRGs are satisfied with all aspects of training organisation; however, the percentage is relatively low for 'activity organisation'. Therefore, there is room for improvement in the organisation of activities for future training programmes.

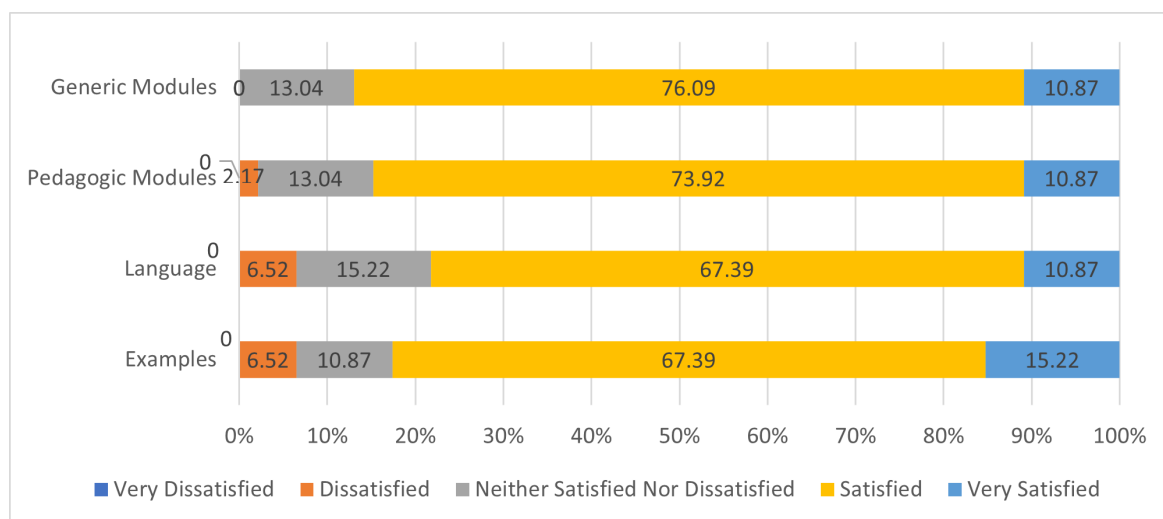


Figure 4: Satisfaction level of SRGs with the Modules

Figure 4 shows the satisfaction levels across four aspects of the NISHTHA training modules: generic concern, pedagogic concern, language, and examples. The results reveal that 76.09% of SRGs are 'Satisfied' with the generic modules, 73.92% with the pedagogic modules, and 67.39% with both the language and examples. Furthermore, few of them

(10.87%) reported being 'Very satisfied' with the generic modules, pedagogic modules, and language, while 15.22% were 'Very satisfied' with the examples. Very few of them (6.52%) expressed dissatisfaction with the language and examples of the modules. It may be concluded that most of the SRGs are satisfied with all aspects of the 'Modules'.

Table 1 Satisfaction level of SRGs with the Training Centre

Level Dimensions	Very Dissatisfied (%)	Dissatisfied (%)	Neither Dissatisfied nor Satisfied (%)	Satisfied (%)	Very Satisfied (%)
Location	0.00	6.52	8.7	71.74	13.04
Seating Arrangement	0.00	8.7	26.08	58.70	6.52
Electricity Availability	0.00	6.52	13.04	73.92	6.52
ICT Equipment	2.18	13.04	15.22	63.04	6.52
Internet Connectivity	4.35	19.57	15.22	54.34	6.52

TLM	0.00	0.00	26.09	67.39	6.52
Space for Activities	4.35	21.74	23.91	45.65	4.35

Table 1 provides an overview of satisfaction levels of SRGs related to various aspects of the training centre. It indicates that majority of them are satisfied with the location (71.74%), seating arrangement (58.70%), availability of electricity (73.92%), ICT equipment (63.04%), Internet connectivity (54.34%) and teaching materials (67.39%). Less than half of them (45.65%) express satisfaction with the space for activities. Concerning dissatisfaction, around

one-fourth of them reported issues with the space for activities, and a few of them with internet connectivity (19.57%), and ICT equipment (13.04%). It may be concluded that majority of SRGs are satisfied with most of the aspects the 'Training centre'. However, some issues were raised regarding ICT equipment, internet connectivity, and the space for activities. Addressing these issues could enhance the overall training experience.

Table 2 Satisfaction level of SRGs with the NRGs

Level Dimensions	Very Dissatisfied (%)	Dissatisfied (%)	Neither Dissatisfied nor Satisfied (%)	Satisfied (%)	Very Satisfied (%)
Rapport Building	2(4.35)	3(6.52)	9(19.57)	30(65.22)	2(4.35)
Content Delivery	0(0)	1(2.17)	11(23.91)	31(67.39)	3(6.52)
Language Used	0(0)	3(6.52)	12(26.09)	27(58.70)	4(8.70)
Approach Used	0(0)	3(6.52)	11(23.91)	29(63.04)	3(6.52)

Table 2 reveals the satisfaction level of SRGs with four aspects related to NRGs. It shows

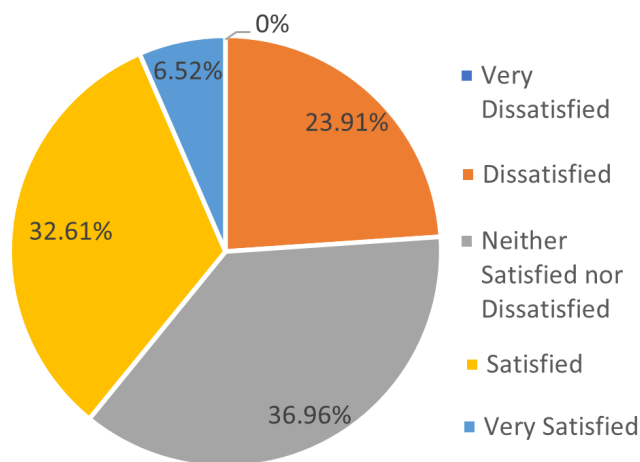


Figure 5: Satisfaction level of SRGs with Follow-up.

that 65.22% of them are satisfied with rapport building, 67.39% with content delivery, 58.7% with the language used, and 63.04% with the approach used by the NRGs. Additionally, it reveals that approximately 4 to 8% of members are 'very satisfied' with the aspects mentioned above. Concerning dissatisfaction, 6.52% of members reported being 'Dissatisfied' with the rapport building, language, and approach used by the NRGs. It may be concluded that majority of SRGs are satisfied with all aspects related to NRGs. However, the percentage of dissatisfaction is relatively low for all aspects, and there is still scope for improvement in future training

Figure 7 displays the satisfaction levels of SRGs with the overall NISHTHA training. It shows that 60.87% of SRGs are 'Satisfied' and 8.7% are 'Very Satisfied' with the NISHTHA 1.0 Training Programme. Further, very few of them (6.52%) are dissatisfied with the NISHTHA 1.0 training in Mizoram. It can be concluded that the majority of the SRGs had a positive experience with the NISHTHA 1.0 training programme in Mizoram.

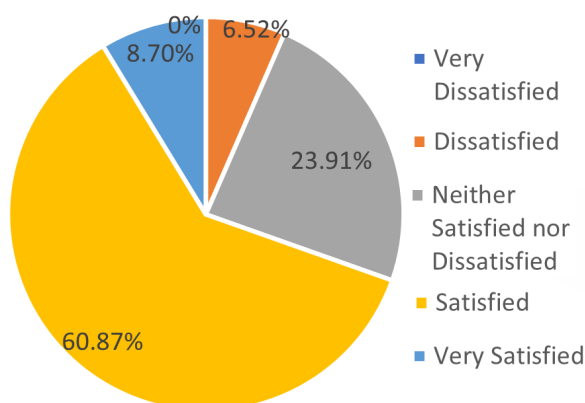


Figure 6: Satisfaction level of SRGs with Overall NISHTHA Training

This section concludes that the majority of the SRGs are satisfied with most of the aspects of training's components: NISHTHA Portal, Survey, Modules, Training Organisation, Training Centre, National Resource Group, and Overall NISHTHA Training Programme. Around one-third of SRGs are 'Satisfied' with follow-up mechanism. Concerning dissatisfaction, around one-fourth of them are dissatisfied with space provided for activities at the training centre, and a few of them with the ICT equipment, internet connectivity, organisation of activities during training. There is scope for improvement in facilities at the training centre and the follow-up for future training programmes.

Section II

This section describes the analysis of the difficulties faced by the SRGs during the NISHTHA 1.0 training programme in Mizoram. Table 3 presents the number of participants from each institution with the assigned code to present their statements with respect to the items of the open-ended questionnaire.

Table 3 District-wise Resource Persons

S.No.	Institute	No. of Resource Persons	Codes
1	SCERT, Aizawl	10	AS1-AS10
2	DIET, Aizawl	13	AD1-AD13
3	DIET, Champhai	6	CHD1-CHD6
4	DIET, Kolasib	4	KOD1-KOD4
5	DIET, Mamit	4	MAD1-MAD4
6	DIET, Lawngtlai	3	LAD1-LAD3
7	DIET, Lunglei	2	LUD1,LUD2
8	DIET, Serchhip	2	SED1, SED2
9	DIET, Siahia	2	SID1, SID2

The questionnaire was open-ended which was developed to get descriptive answers,

however, most of the SRGs responded 'No,' concerning the items presented in Table 4.

Table 4 Difficulties Faced by the SRGs during the Training Programme

Questions		Yes (%)	No (%)
1.	Did you face any difficulty in completing the pre-training and post-training survey of NISHTHA 1.0 training?	4.35	95.65
2.	Did you face any difficulty in understanding the content delivered by the NRGs during NISHTHA 1.0 training?	13.04	86.96
3.	Did you face any difficulty with the language used by the NRGs during the NISHTHA 1.0 training programme?	23.91	76.09
4.	Did you face any difficulty with activity organization during the NISHTHA 1.0 training programme?	6.52	93.48
5.	Did you face any difficulty with regard to ICT facilities at the training centre during NISHTHA 1.0 training?	34.78	65.22
6.	Did you face any other difficulties during the NISHTHA 1.0 training programme?	17.39	82.61

Table 4 shows that most of the SRGs did not encounter difficulties in survey administration on the portal, content delivery by the NRGs, activity organisation at the training centre, the language used by the NRGs and ICT facilities at the training centre during the NISHTHA 1.0 training. A very few of SRGs reported challenges in pre-training and post-training surveys (4.35%), during activities (6.52%), and in understanding the content delivered

(13.04%) during the training. Around one-fourth of them (23.91%) experienced difficulties with the language used for the training and around one-third of them (34.78%) with the ICT facilities at the training centre. Additionally, 17.39% of members faced other difficulties, which are detailed in Table 5, along with categories and codes for open-ended responses. The responses of the members who encountered issues are presented below;

Table 5 Difficulties faced by SRGs

S.No.	Categories	Codes	N (%)
1.	Survey	1. Incompetency and Age	1(2.17)
		2. Internet Connectivity	1(2.17)
2.	Content delivery	1. Unaddressed Objectives	3(6.52)
		2. Difficult to grasp	2(4.34)
		3. Irrelevant	2(4.34)
		4. Practical based approach	2(4.34)
3.	Language	1. Use of Hindi	5(10.86)
		2. Difficult Vocabulary	3(6.52)
		3. Miscommunication	2(4.34)

4.	Activity	1. Space	1(2.17)
		2. Distance	1(2.17)
		3. Cultural Variation	1(2.17)
5.	ICT	1. Poor Internet Connectivity	3(6.52)
		2. No ICT Facility	7(15.21)
		3. Outdated ICT	5(10.86)
		4. Incompetency	5(10.86)
6.	Any Other	1. Poor Accommodation	8(17.39)
		2. Institutional Assignment	2(4.34)

Table 5 presents the categories, codes, and percentages of the respondents that fall under a particular category. With regard to the 'Survey' category, one SRG member remarked:

..... the main problem faced, it was the lack of competence in making the use of internet and smartphones by the older generations of participants and teachers.”(MAD1)

With respect to Content delivery, the practical-based approach was used by the NRGs, which is essential. However, the SRGs are expected more explanation of the content. As one member explained:

“.....Some RPs tend to focus more on exercise or case study rather than explaining the content of the subject.”(AS7)

Additionally, some SRGs encountered challenges in category 3, that is language. Table 5 indicates that only a small percentage, specifically 10.86% of SRGs, noted that sometimes NRGs used Hindi in connection with English, which were difficult to comprehend. One SRG member remarked in this context:

“.....Some RPs often used Hindi, which I did not understand. (AS5)

Regarding category 5, that is, ICT, SRGs found several difficulties, including poor connectivity, outdated ICT infrastructure, and insufficient competence. Table 5 shows that 15.21% of SRGs reported the lack of available ICT facilities at the centre, while 10.86% of members indicated that ICT was present but outdated, which is contradictory.

In this context, one SRG member stated:

“.....The ICT facilities were okay for the time being but it should be updated for future training.” (AD7)

Regarding category 6 that is., 'Any Other' 17.39 % of members mentioned poor accommodation during the training programme. As one of the SRG explained:

“.....Assam SCERT reserved hotels were for Mizoram State, which were with ill-maintenance, and even we shifted to another hotel”(SED1)

With regard to institutional assignments, one of the SRGs remarked:

“.....faced minor difficulty because of my other work assigned by the department”. (AD9)

This section concluded that the majority of SRGs encountered not much difficulty in most of the identified areas during the NISHTHA 1.0 training programme, except for a few, such as the language used by NRGs and the ICT facilities at the training centre.

Major Findings of the Study

- A majority of SRGs are satisfied with the most of the aspects of training components and the overall NISHTHA 1.0 training programme. Around one third of SRGs are satisfied with 'Follow-up'. Concerning dissatisfaction, around one-fourth of them are dissatisfied with space provided for activities at the training center. However, there is room for improvement in activity organisation,

internet connectivity provided at the training centre, examples and content used in modules and language used by the NRGs, and the follow-up programme for future training programmes.

- The majority of SRGs did not face difficulties in most of the identified areas during the NISHTHA 1.0 training programme except a few, such as 'Language used by the NRGs' and ICT facilities at the training centre.

Discussion

The findings related to content delivery and the trainers' language align with those of Kumar (2017), Dhawan (2023), Tuncel & Cbanoglu (2018), and Behera & Singh (2024). The findings concerning internet connectivity correspond with the results of Dhawan (2023) and Majumdar & Harichandan (2017). The findings regarding institutional assignments are consistent with those of Kumar (2017) and Grover (2023). Similarly, the studies by Tyagi & Mishra (2017), Dhawan (2023), and Grover (2023) emphasise the importance of using feedback to enhance future training programmes, which supports the findings of the present study regarding follow-up.

Conclusion

Mizoram is a remote state in the Northeast region, characterised by a dispersed population and challenging geographical

landscape. NISHTHA 1.0 has been successfully implemented in Mizoram, achieving the target number of SRGs and trained elementary school teachers. The present study is conducted to find out the satisfaction levels with the NISHTHA 1.0 training and difficulties faced by them during the training. It is concluded that the majority of SRGs are satisfied with most of the aspects of training components, except for 'Follow-up'. Furthermore, a few of them are dissatisfied with the facilities at the training centre. The majority of SRGs in Mizoram viewed the training programme positively, as only a few encountered difficulties in understanding the language used by NRGs and the ICT facilities. It is recommended that the training centre should be spacious and equipped with the latest ICT resources. The issues related to language need to be addressed to make the programme more successful. It is essential to review the categories mentioned above for the future teachers training programmes in Mizoram.

Acknowledgments

The Indian Council of Social Science Research (ICSSR), New Delhi, provided financial support and funding for this research study. Further, I acknowledge the support of Samagra Shiksha, Aizawl, and SCERT, Aizawl for providing the relevant documents and extended support during the study.

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शोध: आरंभिक परिचय

सम्पादन: हृदयकांत दीवान, रजनी द्विवेदी एवं गिरीश शर्मा
अज़ीम प्रेमजी यूनिवर्सिटी और रावत पब्लिकेशन, 2024

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पुस्तक की पहली छाप

शोध को हम एक जिज्ञासु और तार्किक प्रक्रिया की तरह जानते हैं, और यह पुस्तक इसी विषय पर है। ऐसा पुस्तक के शीर्षक से ही पकड़ में आ जाता है। पुस्तक की यह पहली छाप, हिंदी में शोध पर लेखन के अभाव को सामने लाती है। पहली ही नज़र में यह अहसास हुआ कि यह कमी केवल भाषा तक सीमित नहीं है, बल्कि शोध के पूरे दृष्टिकोण में एक तरह की चुप्पी भी मौजूद रही है। हालांकि, यह चुप्पी कुछ छुपी नहीं है, ना ही शिक्षा के क्षेत्र में शोधकर्ताओं से ना ही अकादमिक दावेदारों से, पर इस चुप्पी को हम अकादमिक हलकों में अकसर नज़रअंदाज़ कर देते हैं। यह किताब इस चुप्पी को तोड़ने का पहला कदम है।

व्यक्तिगत रूप से हमें लेखकों की यह पहल आकर्षक लगी। लेखकों ने भरसक प्रयास किया है कि शोध की जटिल और घुमावदार प्रक्रिया को कैसे परिपेक्ष्य अनुकूल एक समझ आने वाला स्वरूप दिया जा सके। कोशिश की गयी है कि जटिलताओं को सहज और सुलझे रूप में प्रस्तुत किया जाए। आमतौर पर, शोध पर लिखी पुस्तकें तकनीकी भाषा और क्लिष्ट शैली में उलझ जाती हैं, और शोध के प्रति रुचि जगाने की बजाय उस के प्रति उलझन और डर बढ़ा देती हैं। इस संदर्भ में, दीवान, द्विवेदी और शर्मा द्वारा सम्पादित यह पुस्तक इस डर को कम करेगी और इससे जूझने की क्षमता को बढ़ाएगी। ऐसा इसलिए, क्योंकि इसकी भाषा और प्रस्तुति सरल होने के साथ-साथ व्यावहारिक भी है। साथ ही, हमें यह यकीन है कि यह

शोधकर्ताओं को सरल भाषा में शोध के पहलुओं को समझने में अत्यंत मददगार साबित होगी। साफ़ तौर पर समझ आता है कि इस पुस्तक को उन शोधकर्ताओं को ध्यान में रखकर लिखा गया है जो अभी शोध की बारिकियाँ सीख रहे हैं, या शोध के शुरुआती दौर में हैं। खासकर वे भी, जो अपना शोध फ़ील्ड में रहकर शिक्षा से जुड़े मसलों पर करना चाहते हैं। किताब की भाषा और व्याख्या सरल है, लेकिन मसले और उदाहरण पैसे हैं, जिससे केवल किताब को ही पढ़ने समझने में आसानी नहीं होगी, बल्कि फ़ील्ड की प्रखर समझ बनाने में काफ़ी मदद मिलेगी। नौसिखिए शोधकर्ताओं को शुरुआती मार्गदर्शन मिलेगा, और साथ ही, उनका अपने काम में विश्वास बढ़ेगा। हिंदी में पढ़ने वाला, शोध करने वाला अपने को दूसरे दर्जे का महसूस नहीं करेगा। इस पुस्तक को पढ़ते हुए हमें बार-बार यह एहसास हुआ कि शोध करने की प्रक्रिया भाषा की सीमा में बंधी नहीं होनी चाहिए। शिक्षा के क्षेत्र में अनुभव रहने वाले भी इस पुस्तक से शोध के विषय में नए सिरे से सोच पाएँगे।

पुस्तक में बारह अध्याय हैं, जो मिलकर शोध की पूरी प्रक्रिया को सहज और क्रमबद्ध तरीके से सामने रखते हैं। शोध क्या है, उसकी बुनियाद में ज्ञान कैसे रचा बसा है, शोध प्रश्न क्या हैं, इन्हें कैसे पूछें, डाटा कैसे संग्रहित करें, उसका विश्लेषण कैसे करें और शोध प्रपत्र कैसे लिखें - इन विषयों को व्यवस्थित रूप से कवर किया गया है। हमारे लिए शोध के इस सफ़र की सम्पूर्णता महत्वपूर्ण रही। अध्याय 5 से 9, अलग अलग शोध विधाओं जैसे गणनात्मक शोध, क्रियान्वयन शोध, गुणात्मक

शोध, ऐतिहासिक शोध, और केस अध्ययन की विधियों, उपयोग और शोध प्रक्रियाओं की चर्चा करते हैं। शोध कैसे करना है, विषय का चुनाव कैसे होगा, और कौन से प्रश्न पूछे जाने चाहिए, इन पहलुओं पर जितना जोर दिया गया है, उतनी ही रोशनी किताब के आखिरी अध्यायों में शोध के प्रखर लेखन और उसके महत्व पर डाली गयी है। आखिरी हिस्से को पढ़कर लगा कि शोध करना जितना ज़रूरी है उतना ही ज़रूरी है उसे सटीक और महत्वपूर्ण ढंग से प्रस्तुत करना। हमें यह सिलसिलेवार संतुलित लगा।

यह कह सकते हैं कि लेखकों ने शोध से जुड़े हर पहलू को बहुत बारीकी से समझाने की कोशिश की है। खासतौर पर जिस तरह वे शोध की जटिलता को उपयुक्त उदाहरणों और संदर्भों के साथ सरलता से प्रस्तुत करते हैं, वह काफ़ी खूबसूरत है। पुस्तक के अध्याय हृदय कांत दीवान, रजनी द्विवेदी, गिरीश शर्मा, डी.एन. दानी, ए.बी.फाटक और विप्लव सिंह ने लिखे हैं।

पुस्तक का पहला अध्याय चार मुख्य विचारों पर केंद्रित है - शोध का स्वरूप, ज्ञान निर्माण की प्रक्रिया और उसकी जाँच, शोध प्रश्नों का महत्व और शोध से जुड़ी युक्तियाँ व नैतिकता। ज्ञान की प्रकृति क्या है, वह कैसे बनता है, किस आधार पर हम किसी ज्ञान या जानकारी को सच मानते हैं, और इसकी परख कैसे होती है- यह अध्याय इन बुनियादी सवालों पर चर्चा करता है। शोध का उद्देश्य है मौजूदा ज्ञान की समीक्षा, परीक्षण और नए दृष्टिकोणों का विकास। समाज और संस्कृति के इतिहास में पहले से मौजूद ज्ञान पर आधारित नए अवलोकन और अनुभव शोध की प्रक्रिया का हिस्सा होते हैं। इस प्रक्रिया से गुजरकर पुराने ज्ञान का परिष्करण, नए दृष्टिकोणों का विकास, और मौजूदा ज्ञान की पुनः जाँच की जाती है। समाज और संस्कृति के बदलते संदर्भ में यह अध्याय शोध को देखने का एक गहरा नज़रिया पेश करता है।

अध्याय में शोध प्रश्नों पर ध्यान दिया गया है - शोध प्रश्न कहाँ से उत्पन्न होते हैं, कैसे बनते हैं, उन्हें कैसे बेहतर बनाया जा सकता है। इस भाग को पढ़कर हमें लगा कि शोध में सिर्फ़

उत्तर खोजना ज़रूरी नहीं है, बल्कि सही सवालों की पहचान करना भी ज़रूरी है। साथ ही, अध्याय में शोध के चरणों, डाटा संग्रह, विश्लेषण और निष्कर्ष तक पहुँचने की प्रक्रिया को भी स्पष्ट किया गया है। खास बात यह है कि इसमें शोधकर्ता की व्यक्तिपरकता और भूमिका, उसकी सोच, सम्भावित पूर्वाग्रहों और नैतिक ज़िम्मेदारियों पर भी बात की गयी है।

शिक्षकों और शोधकर्ताओं के लिए यह अध्याय विशेष रूप से उपयोगी है क्योंकि यह शोध प्रक्रिया के मूल सिद्धांतों, विशेषकर ज्ञान मीमांसा के बारे में है। यह हमें सोचने के लिए प्रेरित करता है कि जो ज्ञान हम रखते हैं, क्या पहले इस पर विचार किया गया है? हम शोध के दौरान - अन्य विचारशील व्यक्तियों से कैसे संवाद कर सकते हैं, चाहे वे हमारे समकालीन हों या नहीं। यह संप्रेषण अहम है, क्योंकि इससे शोध से ज्ञान का सिलसिला कायम रहता है।

फाटक और दानी द्वारा लिखित दूसरा अध्याय शोधकर्ता की ज़िम्मेदारियों और व्याकुलता का समीकरण करता है। एक तरफ़ हमारी यह समझ बनती है कि शोध एक निजी सफ़र है और शोधकर्ता अपनी समझ और रुचि के अनुसार शोध के पहलुओं को प्रस्तुत करते हैं, वहीं दूसरी ओर किताब के पाठकों को शोधकर्ता की नैतिक ज़िम्मेदारियों से परिचित कराने की लेखकों ने पुरज़ोर कोशिश की है। अन्य विषयों, खासकर विज्ञान और बाकी के तकनीकी विषयों की तुलना में समाजशास्त्र में शोधकर्ताओं के दायित्व, कुछ अधिक हैं परंतु इसके बारे में अभी काफ़ी कम लिखा गया है। लेखकों ने हमें सचेत करते हुए एक ज़रूरी बात लिखी है - शोध करते हुए शोधकर्ता को न सिर्फ़ स्वयं के साथ ईमानदार रहना है बल्कि उनको अपनी विषय वस्तु, अन्य शोधकर्ता साथी, शोध के प्रतिभागियों के प्रति अटूट निष्कपटता रखनी होगी और तब ही शोध का पूरा चित्र सामने आएगा।

इस बारे में सचेत रहना ज़रूरी है कि शोध करते हुए हम प्रतिभागियों की निजी जिंदगी में घुसपैठिया न बन जाएँ, बल्कि इस भागीदारी में अपनी नैतिक ज़िम्मेदारी समझें, इस बात को

दूसरे अध्याय में पुरजोर दोहराया गया है। शोध प्रश्न की संरचना कैसे की जाए, यह इस अध्याय की अहम बात है। लेखक कहते हैं कि शोध प्रश्न लिखना शोध का सबसे जरूरी, मुश्किल और बड़ा काम है, इन्हें अगर जल्दबाजी में लिखा जाए, या शोधकर्ता के मनमुताबिक बनाया जाए, तो कभी भी समाज के लिए वे अच्छा शोध नहीं साबित हो सकते। शोध प्रश्न का चुनाव और निरूपण, शोध के क्षेत्र में मौजूदा शोध -सिद्धांतों को पढ़कर और क्षेत्र की जरूरत को समझकर करना होगा, तभी कोई भी नया शोध पूरी तौर पर समाज के लिए हितकारी होगा। लेखकों का सुझाव है कि शोधकर्ता शोध को सिर्फ एक डिग्री ना समझकर, उसे एक – सामाजिक दायित्व की तरह देखें। वे ऐसे शोध करने के प्रति अग्रगामी हों जो अन्य शोधकर्ताओं के लिए मजबूत आधार बन पाए।

शोध में न्यादर्श से मतलब पूरी आबादी के बारे में अनुमान लगाने के लिए एक छोटे उपसमूह को चुनने से है। पूरी आबादी का अध्ययन करना अव्यवहारिक, महंगा, और चुनौतीपूर्ण हो सकता है; न्यादर्श चयन की प्रक्रिया शोधकर्ताओं को एक छोटे समूह से डाटा एकत्रित करने का अवसर देती है। न्यादर्श बड़ी आबादी का प्रतिनिधित्व करता है। शोध के अलग अलग प्रकार होते हैं, जिनकी चर्चा की गयी है, और शोध प्रकार के अनुसार, न्यादर्श चयन विधियों का विवरण शामिल किया गया है। लेखकों ने यह स्थापित करने की कोशिश की है कि न्यादर्श का चयन एक सुयोजित तरीके से ही किया जाना चाहिए। न्यादर्श के चयन करने में एक अत्यंत महत्वपूर्ण पहलू यह है कि शोध का प्रकार मात्रात्मक है या गुणात्मक। शोधकर्ता को समष्टि की जानकारी होनी चाहिए, तभी वे शोध के लिए अनुकूल न्यादर्श का चयन कर पाएंगे। शोध का हर पहलू दूसरे पहलू से कड़ी दर कड़ी जुड़ा है, इसलिए भी शोध के प्रश्नों की जटिलता को सुलझाने के लिए सही और प्रभावशाली न्यादर्श का चयन करना होगा। किताब का तीसरा अध्याय इस कदर सरलता और बारीकी से लिखा गया है, कि शोधकर्ताओं को उचित न्यादर्श का चयन करने में बहुत आसानी होगी। लेखकों द्वारा अनेकों बार यह चर्चा

की गयी है कि अगर न्यादर्श के चयन में कमतरी रही तो शोध की गुणवत्ता पर प्रश्न उठ सकते हैं। शोध के मायने तब ही हैं जब एक कौशलपूर्ण विश्लेषण सम्भव हो, और उचित न्यादर्श का अभाव इस प्रक्रिया को सीमित कर देगा। पाठ में शामिल उदाहरण एक वैचारिक स्पष्टता प्रदान करते हैं।

शोध का प्रकार मात्रात्मक है या गुणात्मक, यह न्यादर्श का चयन करने के लिए अत्यंत महत्वपूर्ण है। न्यादर्श चयन की अनेक विधियों का विवरण देते हुए यह उल्लेखित करने का प्रयास किया गया है कि शोधकर्ता को समष्टि की पूर्ण समझ होना मूलभूत है तभी वे शोध के लिए अनुकूल न्यादर्श चयनित कर पाएंगे। चूंकि शोध का हर पहलू एक दूसरे के साथ जुड़ा हुआ है, शोध के प्रश्नों पर चर्चा अध्याय पाँच - गणनात्मक शोध में एक केंद्र बिंदु है। इसमें शोधकर्ता गुणों का मापन और विश्लेषण करते हैं। गणनात्मक शोध में ऐसे चर ढूंढे जाते हैं जिन्हें मापना मुश्किल पर संभव हो। लेखकों ने चरों को समझाया है और मापने की विधि समझाते हुए लिखा है कि उपकरणों का चयन पूरी तरह से शोध प्रश्नों पर निर्भर करता है। अध्याय में प्रायोगिक और अर्ध-प्रायोगिक शोध का विवरण दिया गया है। दोनों प्रकार के शोध में कुछ चर स्वतंत्र हो सकते हैं और कुछ निर्भर। गणनात्मक शोध अलग अलग तरीकों से किया जा सकता है। लेखक साफ़ करते हैं कि यह बात जरूरी है कि शोध का तरीका, शोध लक्ष्य और प्रश्न से निर्धारित हो। अध्याय पढ़ते हुए हमें एहसास हुआ कि गणनात्मक शोध के जटिल से जटिल प्रसंग को सरल साधारण भाषा में समझाया जा सकता है। गणनात्मक शोध के दो प्रकारों की चर्चा शामिल है और यह समझने की कोशिश है कि कौन सा तरीका कब सही मापन करेगा। प्रायोगिक शोध का विवरण इतनी सरलता से दिया गया है कि शोधकर्ता के लिए यह समझ पाना काफ़ी आसान होगा कि अपने प्रश्नों के सटीक जवाब तक पहुंचने के लिए सही शोध प्रक्रिया चुनना बहुत जरूरी है। इस अध्याय में यह समझाने का प्रयास किया गया है कि सामाजिक और शैक्षिक शोध के पात्र इंसान हैं, जो परिवर्तनशील हैं। इसलिए सामाजिक और शैक्षिक अध्ययन के प्रायोगिक शोध में और विज्ञान के प्रायोगिक शोध

में काफ़ी फ़र्क है, और होना भी चाहिए। इस अध्याय की सबसे खूबसूरत बात है कि इसमें- प्रायोगिक शोध के चरणों का विवरण देकर अध्याय में लेखकों ने अर्ध प्रायोगिक शोध को भी समझाया है। अर्ध-प्रायोगिक शोध शिक्षा के क्षेत्र में सामान्यतः प्रयोग होने वाले शोध हैं, इन्हें समझने के लिए उदाहरण भी दिए गए हैं। समापन पंक्ति में दीवान और सिंह पुनः स्थापित करते हैं कि हालांकि प्रयोगात्मक शोध का दावा है कि यह शोध वास्तविक अनुभवों पर आधारित है और विभिन्न चरों के बीच सम्बन्धों को तार्किक ढंग से समझने की प्रक्रिया है, परंतु इस शोध प्रणाली को समाजशास्त्र और शिक्षा में निर्णायक निष्कर्ष के रूप में नहीं देखा जा सकता है। इस अध्याय में यह स्पष्ट किया गया है कि एक प्रयोगात्मक शोध कुछ हद तक निर्णायक हो, इसके लिए विषय और परिपेक्ष्य की अनुकूल समझ होना बहुत ज़रूरी है।

दीवान और द्विवेदी द्वारा लिखित अध्याय छह क्रियानुसंधान के मुख्य पहलुओं पर रोशनी डालता है। वास्तव में “क्रियानुसंधान” शिक्षा और शिक्षण की समस्याओं के समाधान खोजने की प्रक्रिया है। शिक्षक, प्रधानाचार्य, प्रशिक्षु शिक्षक या ज़मीनी स्तर पर बच्चों के साथ काम करने वाले अगर अपनी शिक्षण पद्धतियों या व्यवस्था से जुड़ी समस्याओं को हल करने का एक व्यवस्थित प्रयास करते हैं तो “क्रियानुसंधान” उनके लिए उचित शोध की प्रक्रिया है। यह न केवल अनुभवात्मक शोध बल्कि चिंतनशील प्रक्रिया भी है।

इस अध्याय में लेखक जोर देते हैं कि क्रियानुसंधान शोध व्यक्तिगत और स्थानीय दोनों हो सकता है। कुछ उदाहरणों से यह समझ आता है - जैसे कोई शिक्षिका जो अपने कक्षाकक्ष में बच्चों में पढ़ने की आदत को बढ़ावा देना चाहती हों या बच्चों के सीखने के तरीकों को करीबी से समझना चाहती हों, तो वे इस शोध प्रणाली का इस्तेमाल कर सकती हैं। इस प्रणाली में शिक्षा की समस्या को शोध प्रश्न के केंद्र में शुरू से ही देखा जाता है, जैसे, यदि कुछ बच्चे अक्षर या संख्या को उल्टा लिखते हैं, तो इसे करीबी से देखना। इसी तरह से यह सवाल कि क्या समय सारिणी में पुस्तकालय के लिए घंटा

होना, बच्चों में पढ़ने की क्षमता को बेहतर करता है? या फिर बच्चों को स्वच्छंद लेखन के अवसर कैसे दिए जा सकते हैं और इसका क्या असर दिखता है?

इस अध्याय में शोध प्रक्रिया के चरणों पर भी रोशनी डाली गयी है- मूल समस्या की पहचान → उसके पीछे के कारणों की पहचान और विश्लेषण → परिकल्पना का निर्माण → कार्य योजना की निर्मिति → योजना का क्रियान्वयन → पूर्ण प्रक्रिया का मूल्यांकन। यह शोध प्रक्रिया ज़मीनी संदर्भ से जुड़ी रहती है। शोध के हर पहलू में शिक्षिका/शोधकर्ता बदलाव कर सकती हैं। जैसे शोध के सवाल, पद्धति, आंकड़े एकत्रित करने का ढंग व आंकड़ों का प्रकार— इनमें से कुछ भी जड़वत नहीं है, या पहले से तय नहीं है, यह बार बार बदल सकता है। यह प्रक्रिया काफ़ी लचीलापन लिए है, और यही इसकी सुंदरता है।

साथ ही, लेखक कहते हैं कि “क्रियानुसंधानघटनाक्रम का विवरण नहीं है परन्तु मनन की एक प्रक्रिया है...” (पृष्ठ 85)। शोध शुरू होने से पहले और शोध के दौरान शिक्षिका कक्षा की, या बच्चों की गतिविधियों को रिकॉर्ड करती हैं, क्या किया गया, क्या हुआ, क्या देखा, क्या सुना, कुछ बदला; फिर वे समीक्षा करती है कि जो हुआ अथवा नहीं हो पाया उसके क्या कारण हो सकते हैं। फिर अपने तरीकों में सुधार के रास्ते तलाशती है। अपनी योजना दोबारा बना उसे लागू करती हैं, फिर से अवलोकन करती हैं और फिर उन तरीकों की प्रभावशीलता का आकलन करती है। काफ़ी सटीक उदाहरण इस अध्याय में शामिल किए गए हैं, जैसे बच्चों का सृजनात्मक लेखन, खासकर कहानी, कविता, या अनुभव लेखन का विकास, पढ़ने की आदत में सुधार लाने के अवसर, या पालकों से बातचीत कर विद्यालयी उपस्थिति को बेहतर करना। इन से स्पष्ट है कि क्रियानुसंधान शिक्षकों को उनकी कक्षा की ज़मीनी हकीकत को समझने और उसमें बदलाव लाने का अवसर देता है।

मूलतः क्रियानुसंधान सामाजिक विज्ञान में होने वाले औपचारिक शोध से अलग है। यह फ़र्क दायरे और संदर्भ, नमूनों, और शोध के उद्देश्यों का है। लेकिन लेखक क्रियानुसंधान को औपचारिक

शोध से कमतर नहीं आंकते हैं, क्योंकि क्रियानुसंधान शोध की सीमाओं का विस्तारण ही है। यह समस्याओं का समाधान ढूँढने के व्यवस्थित अवसर देता है, ज़मीनी तौर पर बदलाव के लिए काम करता है, खासकर पेडागोजी में और यह अनुभवजन्य है।

शिक्षा में शोध का उद्देश्य समझ बना पाने और बदलाव ला पाने की सम्भावनाओं से करीब से जुड़ा है। खासकर शिक्षा की गुणवत्ता में, और हाशिए पर स्थित बच्चों, परिवारों और समुदायों की ज़िंदगी में बदलाव लाने के उद्देश्य हेतु यह अहम है। बदलाव की शुरुआत मसले को करीब से देखकर उसकी तह तक पहुँचने से जुड़ी है। मान लीजिए ये जानना है कि बच्चों के स्कूल में टिके रहने के या ना टिके रहने के पीछे क्या कारण हैं? कुछ शोध विधियाँ हमें शिक्षकों, बच्चों और पालकों से बातचीत कर समझ बना पाने के मौके देती हैं जिससे हम जान पाएँ कि इस मुद्दे को कैसे समझते हैं, उनके क्या अनुभव हैं। लेकिन, एक तरह से हम कह सकते हैं कि यह समझ सतही है। अगर हमें मामले की तह तक पहुँचना हो, यानी जानना हो कि शाला त्यागने के पीछे किस-किस तरह के कारण हैं क्या यह कारण केवल पारिवारिक और आर्थिक है, या फिर इसके पीछे शैक्षिक, सामाजिक और सांस्कृतिक मुद्दे भी हैं? शाला त्यागने से पूर्व अन्य बच्चों से या शिक्षकों से उनके रिश्ते कैसे थे? स्कूल के संदर्भ में या कक्षाकक्ष में सत्ता क्या रूप लेती है? इसपर समझ बनाने के लिए एथनोग्राफी उपयुक्त तरीका है।

अध्याय सात एथनोग्राफी को बारीकी से समझने का प्रयास है, जिसे दीवान और द्विवेदी ने लिखा है। एथनोग्राफी की शुरुआत मानव समूहों के नृशास्त्रीय (एंथ्रोपोलोजिकल) अध्ययन से हुई। नृशास्त्रीय विज्ञान में एथनोग्राफी एक स्थापित गुणात्मक शोध प्रणाली है, किन्तु पिछले कुछ दशकों से शिक्षा में भी इसका इस्तेमाल जोर पकड़ने लगा है। यह विधि शोधकर्ता को किसी संस्था, समूह, या समुदाय के साथ रहकर भीतरी जीवन, व्यवहार, संबंधों और मान्यताओं को समझने का अवसर देती है। मान लीजिए किसी क़स्बे में शोध करनी है। शोधकर्ता उस क़स्बे में आने जाने लगते हैं, काफ़ी लम्बे समय तक। वे अनुभव कर पाते हैं और समझ बना पाते हैं कि उस क़स्बे में लोग क्या

करते हैं, वे ऐसा क्यों करते हैं। जो फैसले लिए जाते हैं, उन के पीछे के संदर्भ क्या हैं? उस क़स्बे में जीवन कैसा है? यहाँ जाति, जेंडर, या आर्थिक-सामाजिक वर्ग से जुड़ी सत्ता कैसे काम करती है? कौन से विचार दूसरों पर हावी हैं? लोगों के बीच संवाद कैसा है? सत्ता कैसे काम करती है? जो भी सतह पर दिखता है, उन परिस्थितियों व समस्याओं के पीछे के गहरे सामाजिक-सांस्कृतिक कारणों के पैटर्न को समझने में कैसे मदद करता है।

एथनोग्राफी में सबसे पहला कदम शोध उद्देश्य, या प्रारम्भिक सवाल को स्पष्ट करना है। इसके बाद फ़ील्ड और अध्ययन समूह का चयन, और उसमें प्रवेश का चरण आता है। फ़ील्ड में शोधकर्ता का समूह के साथ विश्वास का रिश्ता होना अहम है, यह बनने के बाद ही डाटा संग्रह शुरू किया जाता है। इस शोध प्रणाली में भागीदारी अवलोकन, साक्षात्कार, दस्तावेज़ निरीक्षण, और विशिष्ट घटनाओं के अध्ययन जैसे तरीकों का उपयोग किया जाता है। यह प्रक्रिया निरंतरता लिए हुए है, शोधकर्ता बार बार फ़ील्ड में जाकर अवलोकन करते हैं, साथ ही विश्लेषण भी करते रहते हैं। डाटा को समझने के लिए श्रेणियाँ बनायी जाती हैं, अंतःक्रियाओं, और विरोधाभासों के बीच संबंध ढूँढा जाता है। अध्याय डाटा की जांच, क्रॉस-वैलिडेशन और रिपोर्ट लेखन का भी विवरण देता है।

अन्य शोध प्रणालियों की तरह यहाँ पुनः स्थापित किया गया है कि शोधकर्ता की व्यक्तिपरकता - उसकी प्रवृत्तियाँ, दृष्टिकोण और समाज की समझ शोध को प्रभावित करती हैं। खासकर, एथनोग्राफी में यह पहलू काफ़ी मायने रखता है। एथनोग्राफी लोगों के नज़रिए से उनकी दुनिया को देखने का प्रयास है। परंतु जितना सरल यह कहना है कि लोगों के साथ रहकर उनको समझना है, उतना ही इस समझ को व्यवस्थित कर, इसकी समीक्षा कर एक -रूपरेखा में संजोना मुश्किल काम है। एथनोग्राफी का डाटा काफ़ी समृद्ध और बहुआयामी होता है। अध्याय इस निष्कर्ष पर पहुँचता है कि एथनोग्राफी शोधकर्ता को किसी मसले का गहराई से अध्ययन और उसके कारणों को जानने के अवसर देती है। स्वाभाविकता, संदर्भ से जुड़ी

गहराई, और अनुभव आधारित दृष्टिकोण - यह पहलू इसे एक ताकतवर प्रणाली बनाते हैं।

आँठवे अध्याय में लेखक 'ऐतिहासिक शोध पर प्रकाश डालते हुए बताते हैं कि - कैसे इस शोध प्रणाली को शिक्षा में हुए विकास और बदलावों की समझ बनाने के लिए प्रयोग किया जा सकता है। ऐतिहासिक शोध का उद्देश्य है व्यक्ति और समाज के संदर्भ में हो चुके बदलावों को समझना और उल्लेखित करना। शिक्षा के क्षेत्र में इस प्रणाली का प्रयोग कर - शिक्षा नीतियों में बदलाव, जैसे विकेंद्रीकरण के असर को समझना, आर्थिक बंटन, निजी और सरकारी स्कूलों के बाबत क्या नीतियाँ हैं व उनमें क्या बदलाव हुए हैं; संस्थाओं का इतिहास; शिक्षाशास्त्रियों की जीवनी और उनके विचार; शिक्षा से जुड़ी अवधारणाओं का इतिहास; और समाज और शिक्षा का रिश्ता कैसे बदला है, आदि की समझ बनाई जा सकती है। इस किताब में उदाहरणों का प्रयोग कर हर शोध प्रणाली को जिस कदर सरलता से समझाया है वो सराहनीय है। कुछ उदाहरण जो हमें प्रासंगिक लगे वे हैं — समय के साथ शिक्षक होने के अर्थ में बदलाव समझना, और शिक्षक का समाज, सरकार और प्रशासन से रिश्ता कैसे-कैसे रूप लेता रहा है। अध्याय में इस प्रणाली के स्रोतों पर भी चर्चा की गई है। ऐतिहासिक शोध में उपयोग किए जाने वाले प्राथमिक स्रोत जैसे कि दस्तावेज - चिट्ठियाँ, डायरी, आत्मकथाएँ, शिलालेख, सरकारी रिपोर्ट आदि हैं। द्वितीयक स्रोत में कई अन्य जैसे कि इतिहास की किताबें या विषय विशेषज्ञ से बातचीत आदि शामिल हैं। अध्याय यह स्पष्ट करता है कि हालाँकि इस शोध प्रणाली में हम इतिहास में झाँक कर, उसमें छिपे पैटर्न को उल्लेखित कर उसकी समसामयिक परिस्थितियों, घटनाओं, नीतियों आदि से तुलना करते हैं, लेकिन इस की सीमितता केवल तुलना तक ही है। हम इतिहास को “आज के प्रतीकों व मूल्यों के संदर्भ में नहीं समझ सकते” (पृष्ठ 112), बल्कि सिर्फ इससे तुलना कर पाते हैं, जिससे फिर भी एक बेहतर समझ जरूर बन पाती है।

द्विवेदी द्वारा लिखित यह नवाँ अध्याय अत्यंत सरल शोध विधि का रोचक वर्णन है। केस स्टडी एक ऐसा तरीका है जो शोधकर्ता को चयनित विषय पर गहराई से समझ बनाने का पूरा अवसर देता है। यह शोध की गुणात्मक और विवरणात्मक प्रणाली है। किसी विषय पर पैनी समझ बनानी हो तो केस स्टडी सटीक प्रक्रिया है। केस स्टडी का प्रयोग कर विषय के प्रत्यक्ष और अप्रत्यक्ष सभी पहलुओं पर गहराई से अध्ययन कर पाते हैं। वास्तव में यह एक प्रकार से परिस्थिति में शामिल हो कर किसी विषय पर पड़ताल करने का अनुभाविक तरीका है। शोधकर्ता को पहले केस स्टडी डिजाइन करना होता है और उसके बाद ही वह व्यवस्थित रूप से अवलोकन आदि कर आंकड़ों को एकत्रित करते हैं। केस स्टडी के चरणों की चर्चा शामिल की गयी है और यह साफ किया गया है कि मात्र विजिट करने या कई बार जा कर भी देखने से उपयुक्त डाटा नहीं मिलता, इसके लिए नियोजित व सघन अवलोकन व अंतःक्रिया चाहिए। लेखिका ने इस बात पर भी ध्यान दिया है कि डाटा एकत्रित करने के बाद उसका आंकलन कैसे हो और एक अच्छी रिपोर्ट कैसे लिखी जाए। विवरणात्मक होते हुए भी केस स्टडी की कुछ सीमाएँ हैं जैसे, शोधकर्ता अवलोकन अपने आप करते हैं जिस वजह से व्यक्तिनिष्ठता होने की सम्भावना बढ़ जाती है। पाठकों को सचेत करते हुए लेखिका स्पष्ट करती हैं कि इसलिए जरूरी है कि शोधकर्ता को सोच समझ कर एक से अधिक जानकारी के स्रोतों ढूँढने चाहिए।

अब तक जितने अध्याय हमने पढ़े, उनमें यह स्थापित किया जा चुका है कि शोध एक व्यवस्थित प्रक्रिया है जिसके हर चरण को सोच समझकर तय किया जाता है शोधकर्ता को सचेत रहकर यह तय करना होता है कि वह किस प्रकार के डाटा इकट्ठा करेंगे, कैसे करेंगे और किन युक्तियों का उपयोग करेंगे आदि। यह सब शोध की शुरुआती चरण में ही निश्चित किए गये शोध के उद्देश्य पर आधारित होंगे।

दसवें अध्याय में दानी और दीवान 5 युक्तियों का विवरण करते हैं। पहली युक्ति है, अवलोकन जिसमें लेखक ने अवलोकन

के अलग अलग पहलुओं की चर्चा शामिल की है, जैसे कि अवलोकन क्या है, क्यों किया जाता है, उसके अनायास और सायास प्रकार, पहले की तैयारी और प्रक्रिया, उसके अलग-अलग चरण, अवलोकन करते समय कितना नियंत्रण सही है, अवलोकनकर्ता की भूमिका क्या हो सकती है आदि? अध्याय में आगे साक्षात्कार के बारे में बात की गयी है, किन स्थितियों में यह उपयुक्त है, इसके क्या-क्या प्रकार हैं, साक्षात्कार के दौरान ध्यान रखने योग्य बातें क्या हैं आदि। इस पर भी विचार किया है कि शोधकर्ता किस तरह चर्चा को सहज बना सकते हैं। एक अनसोचा पहलू यह भी शामिल किया गया है कि उत्तरदाता को स्वतंत्रता कैसे दी जा सकती है ताकि उसकी बात खुल के सामने आ सके। अध्याय में इसके आगे फोकस ग्रुप चर्चा, सर्वेक्षण और समाजमिति और इन युक्तियों के विविध पहलुओं पर विस्तार से चर्चा शामिल की गयी है। इन सभी युक्तियों के अर्थ, ज़रूरत, सावधानियों, शोधकर्ताओं में उत्तरदाताओं के प्रति अपने दायित्वों के बारे में सचेतता कैसे क्रायम की जाए - इनका उल्लेख लेखकों द्वारा किया गया है। सभी युक्तियों की अपनी खास विशेषताएँ, फ़ायदे और दायरे हैं, जिन पर यह अध्याय विचार करता है।

द्विवेदी और शर्मा द्वारा लिखे गए ग्यारहवें अध्याय में शोध उपकरणों की चर्चा की गई है। ये वे संसाधन और तकनीकें हैं जिनका उपयोग कर शोधकर्ता सुव्यवस्थित तरीके से डाटा एकत्रित कर उसका विश्लेषण कर पाते हैं और साथ ही उसकी व्याख्या कर पाते हैं। शोध विषय के अनुसार उपकरण अलग अलग होते हैं। दरअसल डाटा की गुणवत्ता उपकरणों की वैधता, व्यवहारिकता वस्तुनिष्ठता और भरोसे पर ही जमती है। डाटा कैसा है, कैसे एकत्रित किया गया है, इस पर शोध के परिणाम टिके हैं। यह उपकरण अनुसंधान प्रक्रिया की सटीकता, दक्षता और विश्वसनीयता को बेहतर बनाते हैं, उसे परिष्कृत करते हैं। इससे शोधकर्ता प्रभावी ढंग से काम कर पाने में सक्षम होते हैं। उपकरणों के गुणों की चर्चा करने के बाद, शिक्षा और सामाजिक अध्ययन में अभिवृत्ति मापन के उपकरण और

उनसे प्राप्त डाटा का विश्लेषण कैसे किया जाये इस पर चर्चा की गयी है। अध्याय के अगले हिस्से में प्रश्नावली पर चर्चा की गयी है- उसे परिभाषित किया गया है और यह बताया गया है कि प्रश्नावली का प्रयोग कब और क्यों किया जाता है। प्रश्नावली आंकड़े एकत्रित करने के लिए एक बहुत ही अहम विधि हो सकती है लेकिन ऐसा तभी मुमकिन होगा जब इसकी संरचना सोच समझ कर की गयी हो। खास तौर पर, एक बड़े समूह से संरचित तरीके से डाटा एकत्र करने के लिए यह एक कामगार विधि है। प्रश्नावली का प्रयोग शोधकर्ताओं द्वारा गुणात्मक और मात्रात्मक दोनों तरह की जानकारी एकत्रित करने के लिए किया जाता है। लेखकों ने अध्याय की समापन पंक्तियों में लिखा है कि शोध में प्रश्नावली महत्वपूर्ण है क्योंकि यह एक व्यवहारिक, बहुमुखी और स्केलेबल उपकरण है जो विश्वसनीय डाटा प्रदान कर सकती है।

पुस्तक के आखिरी अध्याय की शुरुआत दीवान एक महत्वपूर्ण सवाल से करते हैं कि हम शोध पत्र क्यों लिखते हैं। इस प्रश्न का जवाब तो हम जानते ही हैं परंतु लेखक ही स्पष्ट करते हैं कि यह प्रश्न बार बार पूछा जाना जरूरी है ताकि एक अच्छा शोध पत्र गठित मीमांसा से होकर ही निकले। शोध पत्र लेखन एक उद्देश्यशील प्रक्रिया है जिससे ज्ञान को आगे बढ़ाया जा सकता है, निष्कर्षों का संप्रेषण किया जा सकता है और साथ ही शोध कौशल का प्रदर्शन किया जा सकता है। मूलतः इस लेखन से ही शोधकर्ता अन्य शोधकर्ताओं या आम दुनिया से बात करते हैं।

विषय में योगदान देने और अकादमिक बातचीत में भाग लेने के लिए यह एक अत्यंत महत्वपूर्ण साधन के रूप में काम करता है। एक उपयोगी और बेहतरीन शोध पत्र लिख पाना कोई सरल प्रक्रिया नहीं है, परंतु यह कहना भी गलत ना होगा कि शोध के चरणों में यह सबसे आखिरी और अहम है।

शोधकर्ताओं को सुझाव देते हुए दीवान लिखते हैं कि एक अच्छा शोध पत्र शुद्ध प्रश्नों के उत्तर पर केंद्रित रहकर लिखा जाना चाहिये। लेखन के समय स्पष्टता सबसे जरूरी है और

दीवान सलाह देते हैं कि लिखते समय शब्द जाल में उलझाते हुए और घुमावदार पेचीदा भाषा ना लिखी जाए। अपनी बात को स्पष्ट संक्षिप्त तरीके से कहा जाए। अच्छी लिखायी वही है जो पाठकों को सोचने का मौका दे, आलोचना करने का मौका दे। शोध पत्र बेहतर तभी हो सकता है जब शोधकर्ता विषय की व्यापक समझ प्रदर्शित करने के लिए मौजूदा शोध का विश्लेषण और आलोचना करते हुए अपना लेख लिखें।

समापन सूत्र

शोध पर लिखी बहुत सी किताबें शोध में नैतिकता का उल्लेख तो करती है पर, दीवान और उनके साथियों की यह पुस्तक जिस कदर शोधकर्ता को नैतिकता के स्वरूप को समझने के निश्चयात्मक रूप से लिखी गयी है वो सर्वोत्कृष्ट है। अगर एक वाक्य में सारांशित करें तो आसान लेकिन मुखर स्वर में लेखकों ने शोध के प्रति शोधकर्ताओं के नैतिक और व्यवहारिक दायित्व को पुनः स्थापित कर दिया है।

यह कहना गलत न होगा की यह पुस्तक शोध के क्षेत्र में एक अनोखा प्रकरण होगी। सभी शोध विधियों के अध्यायों में कुछ कड़ियाँ हैं। इन में से पहली कड़ी है, ज्ञानमीमांसा की, जिसे पहले अध्याय में काफ़ी खंगाला गया। जिस मसले का हम अध्ययन करने जा रहे हैं उसके मीमांसात्मक अध्ययन के लिए क्या वो पद्धति सही है या नहीं। वह विधि शोध प्रश्न से और ज्ञान के स्वरूप से कैसी जुड़ती है। पूर्व ज्ञान के साथ जुड़कर नया ज्ञान, नयी समझ कैसे बन रही है, ज्ञानमीमांसा का यह धागा सभी अध्यायों को सिलसिलेवार पिरोता है।

दूसरे, शिक्षा और समाज के बीच का रिश्ता इस अध्याय में शोध की प्रक्रियाओं और विधियों का साझा आधार है। शिक्षा केवल पाठ्यक्रम या कक्षाकक्ष की अंतः क्रियाओं तक सीमित नहीं है, बल्कि व्यापक तौर पर समाज की संरचनाओं, मूल्यों और ताकतों या सत्ता से जुड़ी है। शिक्षा को समझने और उस में बदलाव लाने के लिए सामाजिक-आर्थिक, सांस्कृतिक और राजनीतिक संदर्भ को महत्वपूर्ण मानना जरूरी है।

पहले अध्याय में लेखकों ने इस बात पर ज़ोर दिया, कि शोध केवल अकादमिक नहीं बल्कि सामाजिक सरोकारों से जुड़ा होना चाहिए। समाज में व्याप्त असमानताओं और सत्ता-संबंधों को सामने लाने और सकारात्मक समझ से उन्हें बदलने का काम शोध का है, और किताब शुरू से अंत तक इस उद्देश्य पर बार बार ठहरती है। सामाजिक न्याय से जुड़े प्रश्न, मसले और समस्याएँ इस किताब की सबसे अहम कड़ी हैं। पहले अध्याय से ही, हम समझने लगते हैं कि शिक्षा में सत्ता-संबंध, वर्चस्व और असमानताएँ कैसे सामने आती हैं, या परोक्ष रहकर कुछ वर्गों के लिए रुकावट पैदा करती हैं। हर अध्याय अलग अलग पहलुओं से इसी नज़रिए को गहरा करने की कोशिश करता है, कि शिक्षा में शोध किस तरह सामाजिक पुनरुत्पादन पर सवाल उठा, उसे बेहतर समझ सकता है और उसे चुनौती दे, बाधित कर सकता है।

कुछ अन्य कड़ियाँ भी हैं, जैसे - शोधकर्ता शोध के लिए प्रासंगिक दायरे कैसे चुने और उन्हें कैसे परिसीमित करे, किस पहलू पर ध्यान केंद्रित करे और यह पहचान ले कि कौन-से प्रश्न महत्वपूर्ण हैं, ताकि शोध स्पष्ट, संगठित और सार्थक हो सके। आप शोध प्रणाली की कोई पुस्तक उठाएँगे, तो उसमें या तो गणनात्मक शोध के दायरे में मात्रात्मक संकलन और आंकड़ों के साथ सांख्यिकीय विश्लेषण कैसे-कैसे करें का विवरण होगा या फिर गुणात्मक शोध में डाटा संकलन और उसके विश्लेषण के बारे में होगा। यह पुस्तक खास है क्योंकि इसमें दोनों ही प्रकार के शोध को बराबर अहमियत दी गयी है, और दोनों से जुड़ी युक्तियाँ और विश्लेषण हैं।

इस किताब में सायटेशन या रेफ़रेन्स मौजूद नहीं हैं। हर केंद्र बिंदु को किसी और ने पहले कैसे लिखा, और कहाँ लिखा यह नहीं जोड़ा गया है। एक अकादमिक को यह कमी खलेगी, क्योंकि सामान्यतः शोध पर पुस्तकों में पहले लिखे लेखों का हवाला शामिल किया ही जाता रहा है। लेकिन यही कमी इस किताब को रीडएबल बनाती है। जब अलग अलग लेखों या शोधों की सूची रेफ़रेन्स या फुटनोट में लिखी रहती है, तो

पढ़ने का सिलसिलेवार क्रम टूटता है, और ध्यान बँट जाता है। हालाँकि उस विषय पर और शोध को ढूँढ़कर पढ़ पाना आसान हो जाता है। हमारी समझ में लेखकों ने यहाँ पढ़ने की सहजता को प्राथमिकता दे, अपना चुनाव सोच समझ कर किया है।

शोध के विषय पर हिंदी भाषा में लिखी गयी किताबों का हमेशा से एक अभाव रहा है; दीवान, द्विवेदी और शर्मा द्वारा

संपादित (व काफी हद तक लिखित) यह किताब इस कमी की पूर्ति करने की राह में एक सकारात्मक प्रयास है। यह पुस्तक कुल 206 पन्नों की है और इसकी कीमत 350 रुपये है। इस पुस्तक की लेखन शैली से यह पता चलता है की शोध प्रक्रिया का चुनाव इतना जटिल नहीं जितना शोध पर लिखी गयी अन्य पुस्तकें स्थापित करती रही है। नौसिखिए और तजुर्बेकार, दोनो ही शोधकर्ताओं की इस किताब से दोस्ती करीबी रहेगी।

Book Review

Mahavari Swasthy: Aao Apne Shareer Ko Jaane

Tania Sarkar

Introduction

Every student, teacher, and parent who is keen to be more aware of female health and the reproductive system should read this book *Mahavari Swasthy: aao apne shareer ko jaane* at least once, especially children who are going through their puberty period. The book is written by two authors, Madhu Kushwaha and Aabha Maurya, and was published in 2022 by Manda Publishers, Delhi. The cover is designed by Tanmay Raj Anand and Tanaya.

Mahavari Swasthy: aao apne shareer ko jaane is a book written in the Hindi language for adolescent children (11-13 years). Menstruation is a natural biological process, but in our society, it is still stigmatized as a taboo topic to be discussed openly. This taboo affects the self-image and mental health of children who menstruate in a negative way. Especially when they are facing some problems related to menstruation, they feel afraid to talk about it. Menstruation education is mostly an avoided topic in school subjects, and very few educational boards discuss it in their textbook openly. Considering the needs of adolescent children, the authors have tried to shed light on the topic through three chapters: the first provides factual knowledge about menstruation, the second focuses on menstrual management, and the third aims to debunk the misconceptions related to menstruation. The book begins with a situation where a girl sees a sanitary pad advertisement, which makes her curious about what it is. Later, at school, a member of an NGO addresses the students' questions

and discusses various topics related to menstruation. In the very first chapter that includes growth and various glands and their impact on the body, the difference between puberty and adolescence, the ovulation process, anatomical description and even male reproductive organs. In the second chapter, the conversation moves toward menstrual management. It discusses not only the use of sanitary pads but also tampons, menstrual cups, hygienic practices, dietary habits, and other essential measures that menstruating individuals should follow. The third chapter focuses on debunking myths and misconceptions, such as whether menstrual blood is impure, resistance to doing puja, and taboos like avoiding temple visits or not touching holy basil (Tulsi) during periods. All these misconceptions are addressed and clarified in this chapter.

The readers, especially those who menstruate, can relate to how female-bodied individuals experience the lifelong burden of taboos and the stigma of impurity. The authors have used several illustrations to portray factual knowledge and common misconceptions. Although the story initially begins within a family setting, it later shifts to a school environment where the questions and curiosity of a girl child about her body are depicted through discussion. Many unheard and often ignored stories are expressed here. The ingrained misconceptions among students are shaped by our socialisation processes where media advertisements play a crucial role, showing blue droplets in pads, addressed in the book. Through the conversation, the book shows how the

mobility of female-bodied individuals is restricted due to biological processes, for example, being made to lie on the floor during menstruation, being restricted from participating in religious rituals or entering the kitchen, etc.

This hidden constant process of labelling female bodies as inferior leads to a deep internal question: Is there something wrong with having periods? Even today, in many parts of India, talking about menstruation remains taboo. The act of buying menstrual products wrapped in black paper is only gradually becoming normalized, yet the lingering sense of shame and impurity continues to impact the self-image of those who menstruate.

A couple of years ago, I had the opportunity to get introduced to this book. That's when I truly realised how we continue to normalise misconceptions surrounding menstruation and how, even today, many of us are not fully aware of our bodies. Alongside that realisation, I would like to share a personal experience. At my educational institution, I was associated with free pad distribution initiatives taken by my guide. What I observed was that most of the girls approached secretly for the pads, only to female students, not to any

male teacher, and always in a whisper. This reflects how deeply ingrained the idea is that menstruation is something that should not be discussed openly. Sometimes, even teachers seem uncomfortable addressing the topic, as the authors also mention in the book.

Without a doubt, Mahavari Swasthy: aao apne shareer ko jaane should be considered an essential resource not just for children but also for teachers and parents. It provides factual knowledge and actively works to debunk the myths, especially for readers from the Hindi-speaking belt. Teachers and parents should take the initiative to explore this topic with children and encourage questions about their bodies. Too often, we assume there is nothing to teach about menstruation, but that is simply not true. We build our prejudices in silence. There are only a few books like this available. Another example is *A World of Equals: A Textbook on Gender* (Edited by: Susie Tharu; A. Suneetha; Uma Maheswari Bhrugubanda), which also includes a section on reproductive organs and sexuality education for young people. Books like these don't just correct misinformation; they expand our understanding and open up important conversations.