N.V.K.S.D. COLLEGE OF EDUCATION
(AUTONOMOUS)
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Editorial

The present era is an age of science and technology. Technology is rapidly in all spheres of human life. In education also, it creates room for innovation. The technological rise of the 21st century has brought about a drastic change in the entire system of education. Recent developments in technology have changed the world outside the classroom and there is a growing need for the use of technology in all educational institutions.

For a skilful teacher of the present day digital era, use of technological devices is of vital importance. Therefore teachers in the current scenario should be equipped with the technological skills and are expected to know how to successfully integrate technology into their subject areas to make learning relevant and meaningful. Different technologies deliver different kinds of content and serve different purposes in the classroom. A large number of students can benefit from the use of technology wielded by an effective teacher. Technology is to be used effectively to create new opportunities for learning and promote greater attainment for students.

The research papers and articles in this issue focus on the areas such as digital games, integration of ICT in Higher Education, Learning Management System, Flipped Learning, Online Learning and other such vital components. It is hopeful that the readers would be enlightened through these educationally significant articles and research papers that deal with various educational issues related to educators as well as the educands and also provide certain implications to promote the well being of the humanity. It is hoped that these contributions would throw light on the readers to enlighten themselves and promote quality-based knowledge society.

With Regards
Editorial Board

CONTENTS

PREPAREDNESS, MANAGEMENT AND RESILIENCE ON DISASTER AMONG SECONDARY SCHOOL STUDENTS IN THE COASTAL BELT OF SOUTHERN KERALA

*Sarath Chandran R.
**Dr. Issac Paul

ABSTRACT

Coping with and adjusting to disruptive challenges have always been a characteristic feature of human development. Formalization of this has led to the emergence of a number of approaches addressing disruptive challenges. Often formalized practice has a narrow focus. Increasingly complex challenges require a refocus of formalized approaches. Drawing from these approaches, the purpose of this paper is to posit that a greater focus on preparedness to disaster management. The Disaster Management Act, 2005 defines disaster as "a catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or manmade causes, or by accident or negligence which results in substantial loss of life or human suffering or damage to, and destruction of, property, or damage to, or degradation of, environment, and is of such a nature or magnitude as to be beyond the coping capacity of the community of the affected area".

This study helps to understand the relationship among disaster preparedness, disaster management and disaster resilience. The population of this study was all the secondary school students in the coastal belt of southern Kerala. In this study, the investigator administered disaster preparedness, management and resilience scale (PMR scale). The sample comprised of 350 students and sampling technique was adopted. Descriptive statistics, t test and Carl Pearson's coefficient of correlation were used for the statistical analysis. By this study the investigator pointed out that the importance of disaster preparedness, management and resilience and also the inter connection between them.

INTRODUCTION

The term disaster owes its origin to the French word 'Desastre' which is a combination of two words 'des' meaning bad and 'aster' meaning star. Thus the term refers to 'Bad or Evil star'. A disaster is a result from the combination of hazard, vulnerability and insufficient capacity or measures to reduce the potential chances of

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risk (Resmi, 2019). Disaster Management can be defined as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters. Disaster is an event or series of events, which gives rise to casualties and damage or loss of properties, infrastructures, environment, essential services or means of livelihood on such a scale which is beyond the normal capacity of the affected community to cope with. It is also sometimes described as a "catastrophic situation in which the normal pattern of life or eco-system has been disrupted and extra-ordinary emergency interventions are required to save and preserve lives and or the environment".

In Kerala, both natural and manmade disasters are increased due to either climate change or over exploitation of nature by human being. Within the last two decades, the Keralites felt Tsunami, various cyclones and floods. In the last two floods, fishermen involved in rescue operations successfully and government and people realized the knowledge and management skill in them. This is the innate potentiality of fishermen which they get through their experiences with environment. They are getting such abilities to preparedness, management and resilience on disaster informally by traditionally.

The preparedness, management and resilience on disasters are very essential for the common people especially for the coastal people. In the case of the coastal people, they are facing disasters day by day compared to others. The disaster preparedness, management skills and resilience capacities are getting informally from their experiences with the environment.

Here, the investigator aimed to analyze the preparedness, management and resilience on disaster among secondary school students in the coastal belt of southern Kerala and whether there exists any relationship between those variables also. Hence the investigator decided to study the preparedness, management and resilience on disaster among secondary school students in the coastal belt of southern Kerala.

HYPOTHESES OF THE STUDY
1. There exists no significant differnce in the mean scores of preparedness, management and resilience on disaster among secondary school students in the coastal belt of southern Kerala based on gender.
2. There exist no significant relationship among preparedness, management and resilience on disaster among secondary school students in the coastal belt of southern Kerala.

OBJECTIVES OF THE STUDY
1. To study the significant differnce in the mean score of the preparedness, management and resilience on disaster among secondary school students in the coastal belt of southern Kerala based on gender.
2. To find out the relationship among preparedness, management and resilience on disaster among secondary school students in the coastal belt of southern Kerala.

METHODOLOGY IN BRIEF
Method

Survey method was used for the present study.

Sample

A representative sample of 380 students were selected from various governments and aided secondary schools of southern Kerala. The selection of students was based on simple random sampling technique.

Tool Used

The tool for the present study was developed by the investigator with the assistance of the guide. The Preparedness, Management and Resilience (PMR) scale was employed for the collection of data.

The draft PMR scale contains 45 items which are categorized into three components such as disaster preparedness, disaster management and disaster resilience. The validity of PMR scale was ascertained by taking the opinion of experts and the reliability was assessed by split half method. The obtained coefficient of correlation is 0.657 .

Statistical Techniques

The statistical techniques used for the study were t test and correlation.

RESULTS AND DISCUSSION

Table 1

Test of significance of difference between means of disaster preparedness of girls and boys

Gender	Number of students	Mean	Standard deviation	t	p	Remark
Girls	200	18.73	1.41	27.6	$p < 0.01$	Sig. at 0.01 level
Boys	180	22.75	1.42			

The calculated CR=27.6 and P<0.01 and is significant at 0.01 level. The mean value of the boys was greater than that of girls. Therefore boys possesses more preparedness in disaster than girls. Hence the null hypothesis was rejected.
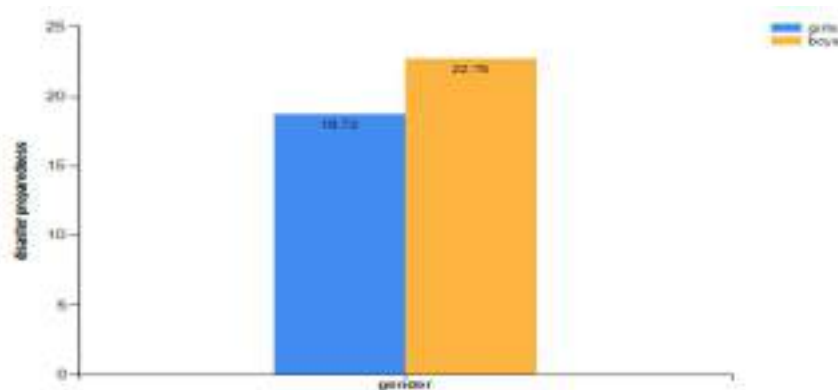
Figure 1. Disaster preparedness of girls and boys

Table 2

Test of significance of difference between means of disaster management of girls and boys

Gender	Number of students	Mean	Standard deviation	t	p	Remark
Girls	200	19.53	1.55	27.82	$p < 0.01$	Sig. at 0.01 level
Boys	180	23.68	1.36			

The calculated value of C.R.=27.82 and is significant at 0.01 level. The mean scores of disaster management of boys was greater than that of the girls.

There is significant difference between girls and boys in disaster management. Hence the null hypothesis formulated was rejected.
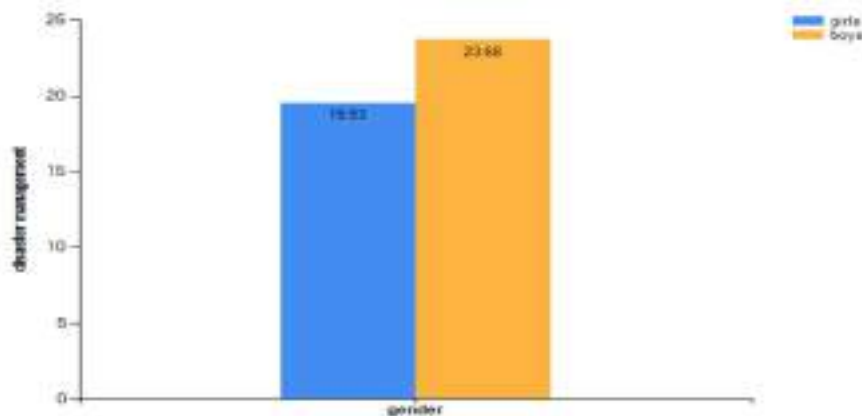
Figure 2. Disaster management of girls and boys

Table 3

Test of significance of difference between means of disaster resilience of girls and boys

Gender	Number of students	Mean	Standard deviation	t	p	Remark
Girls	200	19.86	1.7	26.6	$p < 0.01$	Sig. at 0.01 level
Boys	180	24.39	1.61			

The calculated value of C.R.=26.66 and is significant at 0.01 level. The mean scores of disaster resilience of boys was greater than that of the girls.

There is significant difference between girls and boys in disaster resilience. Hence the null hypothesis formulated was rejected.
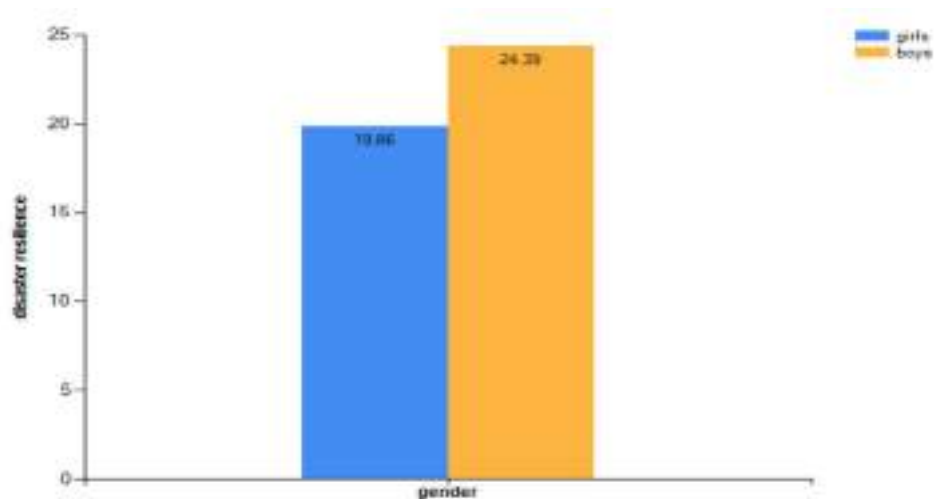
Figure 3. Disaster resilience of girls and boys

Table 4

Correlation between disaster preparedness and disaster management

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
380	0.78	24.44	$p<0.01$	0.02	0.74	0.82	61.25

The calculated value of $r = 0.78$ and is significant at 0.01 level. ($r = 0.78$; $p<0.01$). Hence it can be concluded that there is significant positive correlation between disaster preparedness and disaster management.

Hence the null hypothesis formulated in this context is rejected.
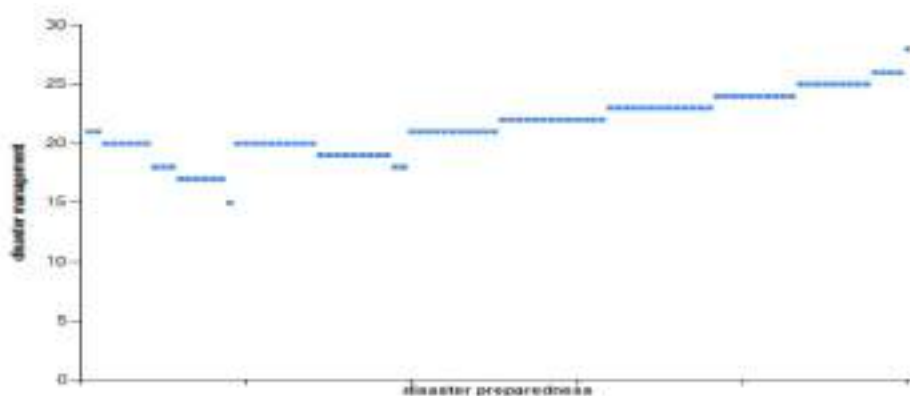
Figure 4. Scatter plot of Disaster preparedness and Disaster management

Table 5
Correlation between disaster preparedness and disaster resilience

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
380	0.87	33.88	p<0.01	0.01	0.84	0.89	75.23

The calculated value of r = 0.87 and is significant at 0.01 level. (r = 0.87; p<0.01). Hence it can be concluded that there is significant positive relationship between disaster preparedness and disaster resilience. The value of shared variance is obtained as 75.23. This means that 75.23% of the variance in one variable can be explained by the other variable.

Hence the null hypothesis formulated in this context is rejected.

Figure 5. Scatter plot of Disaster preparedness and Disaster resilience

Table 6
Correlation between disaster management and disaster resilience

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
380	0.73	20.62	p<0.01	0.02	0.68	0.77	52.93

The calculated value of r = 0.73 and is significant at 0.01 level. (r = 0.73; p<0.01). Hence it can be concluded that there is significant positive relationship between disaster management and disaster resilience. The value of shared variance is obtained as 52.93. This means that 52.93% of the variance in one variable can be explained by the other variable.

Hence the null hypothesis formulated in this context is rejected.
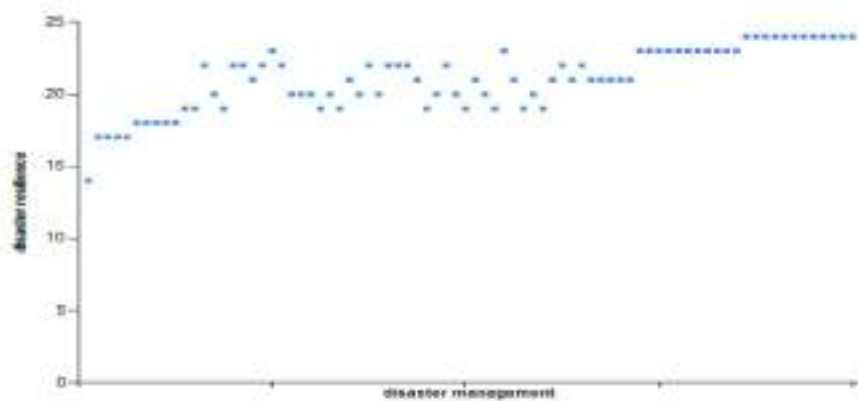
Figure 6 Scatter plot of Disaster management and Disaster resilience

CONCLUSION

From this study it was found that boys showed more skills regarding the disaster preparedness, disaster management and disaster resilience. Also it was found that there was significant positive correlation among disaster preparedness disaster management and disaster resilience.

Awareness and practical skills about the disaster preparedness and management are very important and it should be included in curriculum as a life skill.

The effect of disaster can be reduced by the proper disaster preparedness and disaster management. The post disaster effects can also be managed by the development of disaster resilience ability. The students from the coastal belt of Kerala are having the ability of disaster preparedness, disaster management and disaster resilience due to their life style. In short, the disaster preparedness, management and resilience could be included in the curriculum in all levels.

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PROBLEMS ASSOCIATED WITH DIGITAL TRANSACTION AMONG KUDUMBASREE WORKERS

* Lisha .T

ABSTRACT

The transition from cash to cashless transaction started from the announcement of cashless India Mission. The technologically well sounded citizens are essential for the fruitful attainment of the mission in our country. Digitalization becomes a reality when it reaches the lowest stratum of the society. Demonetization really provided a digitalized platform for all to be a part of cashless transaction. In this paper, the investigator made an attempt to study the various problems faced by Kudumbasree workers during digital transaction. The present study was conducted on a sample of randomly selected 60 Kudumbasree workers from Azhikode Grama Panchayat. A questionnaire was used to collect the necessary data. The study revealed that the lack of technological knowledge and awareness on digital transaction among Kudumbasree workers was an important reason for not utilizing online transaction effectively.

INTRODUCTION

Cashless India is a mission launched by the Government of India to reduce dependency of Indian economy on cash and to bring hoards of stashed black money lying unused into the banking system. The country embarked upon this transition to a cashless economy when the government took the revolutionary step of demonetization of currency notes of Rs.500 and Rs.1000 on November 08, 2016. India continues to be driven by the use of cash; however the Finance Minister in his speech during the budget of 2016 talked about the idea of making India a cashless society with the aim of curbing the black money.

A cashless payment is a situation in which the financial transactions are made by digital currencies. In India, too much of transactions are made through cash. Less than 5% of total payments only happen electronically. Illiterate villagers have no idea about digital transactions. The Digital India programme is a flagship programme of the Government of India with a vision to "transform India into a digitally empowered society and knowledge economy"."Faceless, Paperless, Cashless" is one of the professed roles of digital India.

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The promotion of digital payment has been accorded highest priority by the Government of India to bring each and every segment of our country under the formal fold of digital payment services. After the demonetization, the Government of India announced that there are restrictions for using cash for transaction and made offers for digital transaction.

The Government of Kerala undergoes digital transaction in almost all services to the people for this purpose. The Government of Kerala has launched an e-payment gateway system enabling people to pay various utility bills and access Government department services through online. Utility bills of the Kerala State Electricity Board, the Kerala Water Authority, BSNL and University fees could be done through the gateway using credit and debit cards of identified 66 banks for the scheme. The services would be available at all Akshaya e-centers of the Government, which would act as decentralized information hubs and service delivery points. The service could be used by any citizen having access to the Internet. The attempt was to bring all collections to a common platform of e-payment facility. More services would be added to the system from time to time. A total of 23 revenue services are currently available online as part of the e-district project, could now be accessed through the e-payment gateway. The services included those from the motor vehicles department and local self-Governments.

NEED AND SIGNIFICANCE OF THE STUDY

Offline cash transaction was prevalent in Indian economy and influenced the people a lot. Due to the transition from cash to cashless transaction, the people forced to adopt the new system of digital mode. The digital transaction is considered as the safest and simplest way of transaction. The economy is gradually changing from cash to cashless. Almost all shops provide facilities for digital transaction. Online shopping facilities are increased and varieties of options are available for online marketing and common people are attracted to the online shopping. Local market also changed in accordance with the changing needs of the society. Even small and medium sized retailers also adopt digital facilities in their shops including fish and vegetable shops. New apps are introduced by co-operative and micro units for digital transaction. Swiping machines are used in almost all shops. Supermarket cultures are developed in almost all Panchayats. As a result, common people are forced to adopt digital transaction and now all sectors of the people are adopting digital transaction for their day-to-day money transaction.

Kudumbashree is the poverty eradication and women empowerment programme implemented by the State Poverty Eradication Mission (SPEM) of the Government of Kerala in 1998. The Government of Kerala introduced Kudumbasree scheme as a comprehensive poverty alleviation programme to focus primarily on the poor rural and urban women in the state.

Kudumbasree in local language means prosperity of the family which helps to enjoy the economic opportunities by a good number of the poor women folks in rural and urban Kerala. It makes every effort to alleviate poverty through an integrated approach which involves an effective convergence of resources and actions, and moreover, the programme is essentially linked to local self-government institutions. Though local government institutions are not organically linked to Kudumbasree, they are active partners in the programme. In order to attain the dream of

cashless India, it is necessary to adopt online payment in almost all aspect of economic transaction.

Biju Roy (2018) stated that the government had taken several steps to reach the objectives of cashless economy and bringing more people into the banking system in recent periods, but it was yet to reach on in a big way. However, a few people accept the mission of the cashless economy and a majority of people still keep themselves away from the system. It is seen that among the various modes of digital payments, E-wallets has been emerging as the preferred modes of digital payment system. Kokila.V & Ushadevi.R (2017) revealed that the bankers have to adopt the strategy of incentivize of cashless transactions, way of creation of awareness about digital payments and discourage consumer for cash payments by the way of proper implementation and supervision of restrictions for cash based transaction. Deviranjitham.S & Thamilarasan.S (2014) stated that many people had knowledge about credit cards but did not possess credit cards because of the fear of falling into debt trap. The majority of the people prefered to use plastic money specially in banking services, apparels, and consumer durables. Veerakumar K (2017) found that the four variables namely gender, annual income, age and occupation were the major influential factors. All these studies denoted the problems during the period of demonetization and revealsed that the common people were ready to accept online transaction, but they are unaware of the procedure of online transaction.

Today, Kudumbasree is one of the largest women-empowering schemes in Kerala and the contributions of Kudumbasree increase in various socio-economic aspects of Kerala society. In this context the investigator intended to study the problem of Kudumbasree workers during digital transaction.

OBJECTIVES OF THE STUDY
1. To identify different types of cashless transactions.
2. To identify the various digital transaction used by Kudumbasree workers.
3. To identify the problem faced by Kudumbasree workers.

METHODOLOGY

The present study is a descriptive research that explains the state of affairs as it exists in present. The study was conducted on a sample of randomly selected 60 Kudumbasree workers from Azhikode Grama Panchayat. A questionnaire prepared by the investigator was used to collect necessary data. The data collected was consolidated, quantified and interpreted using percentage analysis.

RESULTS AND DISCUSSION

Types of Cashless Modes and Digital Payments among people

Cheques and Demand Drafts

A cheque is one of the safest and oldest methods of cashless payment. A cheque is issued to aperson or business for a specific amount. This cheque is deposited in the receiver's bank and the money is received through a payment processed by a clearing house. A demand draft is safer than a cheque because it cannot be defaulted or dishonoured, unlike a cheque. The DD is signed by a banker to ensure that sufficient funds are available for a successful transaction. The disadvantage of cheques and DDs are that they are time-consuming because a person has to visit

the bank and then wait for the cheque or DD for clearance.

Debit and Credit Cards

Debit and credit cards are considered as methods of cashless trading. A debit card is considered by many to be safer because people transact with money in their account. The risk with a credit card is overspending. Debit and credit cards can be used to make purchases online as well as over-the-counter at a store.

UPI Applications

UPI stands for Unified Payment Interface. UPI has changed the way people transact. At the core of a UPIs functionality is the fact that people's mobile numbers are registered with their respective banks and linked to their accounts. A virtual payment address helps them to send or receive money without entering any bank. Merchants would need to have a current account to receive UPI payments. UPI applications that are currently popular are BHIM, PhonePe, Google Pay/ Tez, ICICI Pocket, and SBI Pay.

ECS

ECS stands for Electronic Clearance Service. It is a convenient method to make bulk payments, especially to pay off your utility services, equated monthly installments, and for financial institutions to disburse payments like pensions, salaries, or dividend interest. ECS can be used for both debit as well as credit services. Authorization has to be provided to one's bank for periodic debits or credits to be made. It is a safe method because instructions can be given regarding maximum sum to debit, validity period for the said mandate, or purpose of the transaction.

Mobile Wallet

Mobile wallets have become a convenient way of making payments without cash. Once we load money into your mobile wallet, we can use it wherever it is accepted. The most popular mobile wallet that is trending is Paytm.

QR Code

QR codes are an extension of the mobile wallet payment services. People simply scan the code of the merchant service to complete their transaction. This would require a smart device with a camera and a scanning facility. It is a quick and hassle-free method of transacting digitally.

Net Banking

Net banking is an alternative to use one's debit or credit card. The user needs to login to their net banking account to approve a payment. They can use internet banking to make utility payments, purchase goods and services online or send and receive money.

NEFT & RTGS

National Electronic Fund Transfer and Real Time Gross Settlement are electronic payment systems that allow convenient fund transfer between bank accounts. Both facilities are maintained by the RBI (Reserve Bank of India). The facilities can be used to transfer money within India only.

USSD

Unstructured Supplementary Service Data is a cashless option for those who do not carry a smartphone or tablet. It works without an internet connection as opposed to most of the other digital payment services. It is a form of mobile banking where the users must dial *99# to use the service. The service mirrors the IMPS service and uses MMID with a mobile number or IFSC code with the account number for the transaction to be successful.

IMPS

IMPS, which stands for ImmediatePayment Service, is a service thatwas initiated by the National Payment Corporation of India. The pre-condition to avail IMPS services

is that a user needs to also register for mobile banking. Once registered, the user may avail of the IMPS service even through internet banking. IMPS can be done using the receivers MMID(Mobile Money Identifier) or IFSC code and bank account number. The advantage of IMPS over NEFT and RTGS is that it is received instantly.

Gift Cards or Vouchers

Gift vouchers are a handy way of going cashless and are a great gift idea because the receiver can decide what they would like to purchase with the voucher. Stores also give out discounts on gift vouchers which work well for the purchaser as well.

The efforts of demonetization in India are appreciable to an extent but follow both positive as well as negative aspects. The main aim is to make India a cashless economy. The objective of this mission could be satisfied through various sectors of the people. The purpose of the study was to know the problem faced by the Kudumbasree workers during cashless digital transaction. The details of digital transaction by the Kudumbasree workers were presented in table 1.

Table 1

Response of Kudumbasree Workers related to Digital Money Transaction

Sl.No	Nature of Digital Transaction	Response	
		N	%
1	Using Online transaction	40	66.66
2	Not using any Online transaction	20	33.33
3	Used Debit card	32	80
4	Used UPI apps	8	20
5	Started online transaction after demonetization	28	70
6	used for Government services	24	60
7	Used for Akshayaservices	24	60
8	Used for Remitting University fees	4	35
9	Not saved ATM PIN in Mobile phone	40	66.66
10	Not used QR code scanning	40	66.66

Total Sample N=60

From the table 1 it is observed that all the respondents are above the age group of 50 years and not well-versed in online transaction. It was observed that 66.7% of the respondents were using online transaction, and 33.33% were not using digital transaction. Among the users,80% used debit card for online transaction and 20% used UPI apps .70% respondents who selected online transaction opined that they were starting online transaction during the period of demonetization due to shortage of money. 60% opined that they used online transaction in order to pay services from government.

Another 35% opined that in order to pay university fees for their children, it is necessary to use online transaction. 60% responded that when Akshaya centers provide online facilities for paying land tax, property tax, death and birth certificates, they were forced to pay online transaction through digital mode.100% of users pointed out that they did not save ATM PIN number in mobile phone.100% of them opined that they were unaware about QR code scanning and they a were not using QR code scanning for purchasing through online method.

The users of digital transaction pointed out some difficulties of online transactions.

Problems faced by Kudumbasree in digital transaction.

1. Lack of proper technological knowledge made it difficult to do proper transaction.
2. During online shopping they were tempted for purchasing more things than the budget because of attractive offers.
3. Fear of loss of money through account
4. Some explained that in local market, it is very difficult to purchase common goods.
5. They bothered about hidden service charge of banks.
6. Fear of hacking the details of money transaction.

Educational Implications

1. An awareness programme is necessary for Kudumbasree workers about cashless transaction.
2. It is essential to provide a training class for the proper usage of various cashless transaction methods.
3. The implementation of digital mode of transaction in micro units run by Kudumbasree will accelerate the entry of various products into the global market .It will directly affect thefull-fledged development of the country.
4. The availability of fast internet services must be ensured and informed them about importance of care to be taken while transacting the online payments.

CONCLUSION

Cashless India mission is definitely a good attempt but it will take much time for reaching all stakeholders. A number of efforts were undertaken by the government for achieving this objective. The biggest challenge in front of the government is the lack of technological knowledge and awareness among people and fear of loss of money by the use of digital payment methods.. After demonitization, the common people are forced to use online transaction of various UPI apps, and debit cards The result of the study reveals that cashless financial empowering is essential for Kudumbasree workers.

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SOCIO-ECONOMIC STATUS OF AGED PEOPLE IN KANNUR DISTRICT

* Santhosh Kumar .K.V.

ABSTRACT

Ageing is a universal biological fact and a natural process. Kerala has the highest percentage of elderly population higher than the national average. Life expectancy has been increasing steadily in Kerala for the last four decades. In this context, the investigator conducted a research study to analyse the socio-economic condition of aged people Cheruthayam panchayat of Kannur District and to identify the problem faced by them. Fifty aged persons in Cheruthayam panchayat were selected randomly as sample and an interview schedule formal discussion were used to collect necessary information. The results of the study reveal that the government should develop a system to provide long term health care for the aged and health care could be changed with the changing needs of the older population.

INTRODUCTION

In the Indian context, there exists three different trends that are seriously threatening the chances of Socio economic growth. They are: a rapidly growing elderly population, the gradual erosion of the traditional joint family system and the inability of the government to sustain the incremental burden of pension expenses for its own employees. Hence, the possibility of government support for any other section of the elderly population in the society may be ruled out (Vaidyanathan, 2003). However, an aged person has the right to decide about personal needs and aspirations, depending upon capacity. Only a sound social security system can protect such rights by assuring regular income during the post-retirement years. But developing such a system for the Indian populatis is a herculean task, as a majority of them do not currently enjoy any type of old-age income security. Neither the government nor the public sector alone can formulate it; the private sector cannot develop it in isolation either. Joint approaches and strategies will be required to design and build up a robust old-age income security system (WHO, 2002).

Ageing is a universal biological fact and a natural process. It begins from the day we are born, or perhaps even before. The perception of age, however, is socially constructed. Isolation, exclusion and marginalization of older persons are

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the consequences of age discrimination. It not only undermines the status of older persons in society but also threatens the overall development of a society. The quality of life of the older persons however, can be improved by mainstreaming their concerns systematically into the overall developmental agenda.

Kerala has the highest percentage of elderly population (12.6 %), higher than the national average. Though life expectancy has been increasing steadily in Kerala for the last four decades, the retirement age of the state government employees remained at 55 years until 2011 when it was increased to 56 years. As retirement has become an essential life-stage in older adults, adapting well to retired lifestyle is crucial for long term life-satisfaction of the elderly. Kerala has four lakh pensioners and 12 lakh social security beneficiaries. Though some welfare measures have been taken for the aged persons, these measures are not fool proof (Katttakayam, 2017).

Kerala is ageing faster than the rest of India with regard to demographic transition as in the Economic Review, 2019. Currently, 48 lakh people (projected figures of the population in 2018) of Kerala are 60 years and above; 15 per cent of them are past 80 years, the fastest-growing group among the old," says Economic Review. Women outnumber men among the 60 plus and among them, the majority are widows. Kerala has got the highest life expectancy at birth of 72.5 years and 77.8 years for males and females respectively as per the SRS Report 2013-17. Economic Review 2019 pointed out that life expectancy among women is higher than men at the all-India level also. However, it is much higher in Kerala. General improvement in health care facilities is one of the main reasons for the continuing increase in the proportion of the population of senior citizens."

National Sample Survey (2015) had found that 65 per cent of the aged population is affected by morbidity. A large proportion of old age people in Kerala are widows. As per Census 2011, among the old age in the range of 60-69, 23 per cent are widows and among those above 70 years, it is 43.06 per cent. By 2025, about 20 per cent of the population would be elderly and the consequent demand on the social security system would be substantial.

Listed below are different categories of the elderly in need of care or forced to buy care, derived from KAS 2013:

1. living alone/with spouse
2. living with differently abled children
3. living with chronic diseases
4. living with mental sickness
5. living with diagnosed diseases like Dementia, Alzheimer, Parkinson's disease etc
6. living with functional disabilities
7. confined to bed
8. confined to home

NEED AND SIGNIFICANCE OF THE STUDY

There are various studies undertaken by different scholars and the organization associated with various aspects of Ageing in Indian and World perspectives. Irudaya Rajan et.al., (2020) mentioned that the concerns and issues surrounding the ageing population required long-term attentiveness and forward planning, where policies must be adopted with consideration for cultural and social contexts. They suggested that the care given for the old people should focus on a holistic combination of health care, socio-economic protection and provision of a suitable environment for better quality of life.

By analysing the trend of population ageing in the country, it can be seen that the older population face a number of problems and adjust to them in varying degrees. The special features of the elderly population in India are :- (a) a majority (80percent) of them are in the rural areas, thus making service delivery a challenge, (b) feminization of the elderly population (51percent of the elderly population would be women by the year 2016) , (c) increase in the number of the older-old (persons above 80 years) and (d) a large percentage (30percent) of the elderly are below poverty line. (Annual report Ministry of Social Justice and Empowerment) This situation of the old thus requires the urgent attention of the policy thinkers or the policy makers of social protection.

Rajan et.al, (2020) mentioned that "Elderly care in India hugely depended on family and or domestic help". They mentioned that "all forms of extra-familial care services are stigmatized and those families who do employ them tend to be labelled as uncaring. Elderly care is determined by the magnitude of conditions: first, the prevalence of chronic diseases like mental illness, physical disabilities and other co-morbidities; second, social concerns like migration of children due to which the older people are left behind without any physical and psycho-emotional support; third, elder abuse, which is quite common due to their vulnerabilities and fourth, financial insecurities and inadequate health care coverage that lead to further vulnerabilities. Often, the elderly feel insecure and isolated even when they are residing with their own family. The reasons for this include changes in lifestyle, generation gap, lack of financial security and independence and so on. As the elderly live longer, the chances of chronic functional disability also increase, resulting in the need for assistance; hence, families are forced to buy care to look after the daily needs of the elderly". In their study, they mentioned that to counter this issue, Kerala became one of the first states in India to implement a senior citizen policy. The first policy of this kind, which was introduced in 2006 by the social justice department, was later modified and relaunched as State Old Age Policy in 2013 (Government of Kerala 2013). Some of the main objectives of the policy include: promotion of physical activity; information and communication technology–enabled independent living for the aged; adapting health systems to the need of the aged; providing institutional care for the aged; and proving economic security to the elderly.

The concept of elderly care is embedded in a three-tier system: the household, institutional and society levels. At the household level, caregivers would be spouses, children, siblings and other relatives. Second, at the institutional level, hospitals, local self-governments and care homes would take care of the elderly. Finally, at the societal level, neighbours, friends and other non-relatives would be the caregivers. As structures of household change, the state and society have to share the responsibility in caring and providing security for the elderly (Rajan et.al, 2020).

In this context, the investigator intends to study the problem of ageing people in Kannur district with special focus on Cheruthayam panchayat.

OBJECTIVES OF THE STUDY

(i) To study the socio-economic condition of aged people in Cheruthayam Panchayat.

(ii) To identify the major government schemes to protect them.

(iii) To study the health problems faced by them.

METHODOLOGY

Survey method was used to collect the data. 50 aged persons in Cheruthayam Panchayat were selected randomly as sample and an interview schedule prepared by the investigator was used to collect necessary information.

RESULTS AND DISCUSSION

The CheruthayamPanchayat has the total population of 34700 people as per 2017 census. Among the total population 4078 belonged to aged population (2596 females and 1480 males). From this 2560 belonged to the age category 60-69 (young old), 1099 fall under the age category 70-79 (Middle old) and 419 came under above 80 ages (old-old).

From the study, it was identified that majority of the respondents belonged to the category 70-75 years (45percent) and 20% belonged to 65-70 category. 10% belonged to the extreme category of 60-65 years and above 80 respectively. This showed that majority of respondents belonged to 70-75 years. Out of 50 respondents, 25 were married (50%) and 24 were widows (45%) and one respondent was unmarried. It was also identified that the majority of the respondents had an educational level up to SSLC and none of the selected respondents had higher educational qualifications. Similarly 90% of the respondents were unemployed. But all the respondents had old age pension.

CheruthayamPanchayat is actively engage in the welfare of the aged population. Within the Panchayat, there is an old age home under HOPE (a charitable trust) to take care of the old populations who have no domestic support.

Role of the State to Protect Elderly

The state of Kerala has been actively involved in providing care for the elderly. Three innovative schemes, implemented by the Social SecurityMission, Government of Kerala, are Vayomithram, Aswasakiranam, and Care Giversfor Institutions. Vayomithramis being implemented by Kerala Social Security Missionjointly with local self-governments for health care and support to people over 65years, with free medicines, palliative care and counselling services. Aswasakiranamgives assistance to caregivers ('600 per month) of physically and mentally disabled elderly in below poverty line (BPL) families. The third scheme provides care providers in old-age homes. The first scheme is delivered in municipalities in urban areas, while the other two schemes are provided in rural and urban areas.

Health problem faced by the aged people

From the study, it was observed that 76% of the respondents leave general illness including certain disabilities such as blindness resulting from cataracts and glaucoma, deafness resulting from nerve impairment, loss of mobility from arthritis and a general inability to care for one's self hearing, speech or locomotor functions. And these people would be dependent either on their families or charitable institutions or in the absence of such support; they would look towards the government for assistance. About 16% of the people have heart problems and 80% of the people have Diabetes.

SUGGESTIONS

The present study based on the information supplied by the aged persons from Kannur districts based on household survey led to the following findings. As the number and proportion of older persons are growing faster than any other age group, there are concerns on the accommodation capacities of society to address challenges associated with this

demographic shift. As per the study, females outnumber males among the elderly and in the higher age group; the percentage of the female elderly is greater. On their health condition, the study showed that on the whole, more than one third has a good health status which obviously shifts downwards with increasing age.

Socio-Economic Conditions of the Aged Persons Cheruthazham Panchayat in Kannur District

The socio-economic security for the poor is the demographic ageing and increased number of the aged in Kannur district. The growth of the aged population which is either dependent on the young or unemployed or working for food during the evening years of their life is a challenge to the social security systems in the district. The younger generations must treat the aged as their treasure house of care, knowledge and authority.

By considering the significance, status and various administrative as well field level problems of the aged persons and also by looking at present scenario that prevail in the country in general and in the study area in particular, following suggestions may be considered

1. The government could give incentives to protect the aged persons.

2. The government could provide pension scheme and insurance to protect the aged persons.

3. The government could develop a system of providing long term health care which is essential to meet the changing needs of the older people.

4. A Senior Citizen Club in each Panchayat for recreation and entertainment for old age people should be developed.

5. Monthly awareness programs through Senior Citizen Club should be organised.

6. The government could conduct a free monthly health checkup for the old age people through health care centers or recreational club for monitoring and improving their health status

7. Educated old age resource group, to teach the uneducated people within the Panchayat should be developed.

8. A people centred health service should be developed for addressing the health related problems with the changing needs of the older population

CONCLUSION

India's demographic contours suggest a steep rise in the elderly population in the coming decades as a result of declining fertility, increasing expectation of life at birth and (partly) at later ages. The level of economic dependency is quite high in the case of the elderly population. So the elderly should be considered as human resources and their rich experience and residual capacities should be put to optimum use for the benefit of national development. Their ability to lead healthy and fruitful lives should be ensured by the government.

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DIGITAL GAMES: OPPORTUNITIES AND CHALLENGES

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ABSTRACT

The use of technology in the classroom has grown more popular in recent years. Teaching and learning in a digital environment happens differently than in the traditional classrooms and challenges the instructors and learners participating. There is a need for identifying the challenges and possible solutions for successful environment. One of the best possible ways for students to be responsible for their joyful learning that is through educational computer games. However, there are a number of practical and pedagogical obstacles in the way of incorporating games into education. The main idea of this article is to deal with the opportunities and challenges in utilising digital games for learning and strategies to overcome the challenges.

INTRODUCTION

A digital game is any game that is played on a digital device. It is a piece of software designed to entertain its users by presenting some challenge to overcome. It is an interactive program for one or more players, designed to provide entertainment at the least, and quite possibly more. A game is "a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome"(Salen & Zimmerman, 2005). Digital games can help to build teamwork, attention, communication and problem-solving skills. So playing games can be good for everyone.

Game-based learning is a teaching technique that uses media for learning. It is a type of game play with defined learning outcomes (Shaffer, Halverson, Squire, & Gee, 2005). With an educational game, individuals can learn concepts quickly, and those concepts are not erased from memory for a long time (Tasdemir, Cizmeci, &Alan, 2016). By playing games, learners can gain knowledge, which allows them to improve their knowledge at the level of retention and understanding (Waiyakoona, Khlaisanga, & Koraneekija, 2014). Students can learn a lot of information while playing games. In contrast to memorization, drilling, and quizzing, games force players to engage with problems that take relationships into account (Shapiro, Tekinbaş, Schwartz & Darvasi, 2014). It is established by a study (Li, Ma ,&Ma, 2012) that educational games have a positive effect on creation of intelligence for students.

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GAME-BASED LEARNING - IMPORTANCE

Educational game enables students to study and have fun at the same time. Students are expected to participate actively in the lesson. Via computer games, students can learn to do, experience, and enjoy without getting bored. Students can learn easily the concrete concepts in an electronic world (Çankayaa,& Karamete, 2009). In an instructional game, serious play will promote exploration, self-regulation, mindfulness, and experimentation to achieve the specified learning goal (Rieber, 1996).Games enhance learning through visualisation, experimentation, and creativity of play (Betz, 1995).

Digital Games and Motivation

Motivation is the most significant aspect that drives learning. Educational games are motivationally driven as the learning content can be merged into the games to create a motivating learning environment (Prensky, 2003). Many studies have revealed that students were positive towards use of educational games in learning and they normally describe educational games as motivating (Becker, 2001; Mokka, Vaatanen, Heinila, and Valkkynen, 2003; Rosas et al, 2003). A rich variety of auditory, touch, visual and intellectual stimuli are included in digital games that make players enjoyable (Gee, 2003).

The Educational Benefits of Digital Games

Digital Games include several educational benefits. They are abstracted hereunder.

- *Develop skill*. Digital games develop skills like cognitive, spatialand motor skills, and improve ICT skills.
- *Expand creativity*. Digital games help to teach facts, principles and problem solving, to expand creativity that would be difficult to demonstrate in the real world.
- *Enhance learning by doing*. Digital games allow players in a challenging environment, where they can make mistakes and learn by doing.
- *Increase self-confidence*. Digital games can boost the self-confidence of players. This is accomplished by maintaining success within their reach and offering feedback on their progress (Felcia, 2009).

CHALLENGES OF GAME BASED LEARNING

The challenges of game based learning are discussed here.

- *Engaging game design with learning objectives*. To make game-based learning effective in the classroom, the game must meet certain learning outcomes. It requires different levels of difficulty, numerous challenges and variety of levels to win the game.
- *Creating gaming atmosphere*. The majority of students in today's classroom will be digital natives. But for all learners, this really doesn't apply. It is hard to adapt a game to respond to these differences.
- *Overcoming the cultural barrier*. Game-based learning is still stereotyped as gaming. The risk associated with games and play is difficult to overcome in an educational setting where results are expected and required.
- *Developing a learning game*. Games need time, knowledge and money to take shape. Some organizations will not have the resources to create educational games. It may become too expensive for institutions to manage the cost of financing a game (Diane, 2013).

There are a few best practices to overcome challenges of game based learning. They are discussed below.

- ✓ **Connecting the types of games with learning outcome**
  There are different types of games available. Analyze them which one is best suited to use.
- ✓ **Applying effective instructional strategies to design the game**
  The instructional strategies in the game should posses interactivity with the learner.
- ✓ **Guiding the gamer to achieve goal**
  In the game-based learning the learner must know what to do and what is the intention of doing something. The objective of each scenario is to be explained.
- ✓ **Games must be challenging**
  The challenge is to be retained when playing. The player needs to get the game at the beginning, and continues playing with challenges.
- ✓ **The game must be reliable**
  To focus on the learning outcomes is the most significant aspect in the game (Ladda, 2012).

CONCLUSION

Digital game is a comprehensive teaching and learning approach that addresses the needs of digital natives of today. The opportunities associated with the digital learning are immense. Perhaps the important benefit of digital learning tools is the ability to personalize learning. In order to leverage the potential of learning games in the classroom, teachers need to be comfortable, too. Teachers should be comfortable not only in playing the game, but also integrating it into the curriculum.

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INTEGRATION OF ICT IN HIGHER EDUCATION FOR QUALITY ENHANCEMENT

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ABSTRACT

Higher education is a very important sector in the growth and development of human resources which can take the responsibility of social, economic and scientific development of the country. In the 21ˢᵗ century, envisioning the role of education is incomplete without thinking about technology, research and innovation. In India, the push for the use of digital technologies in higher education is growing. The present article highligths the role of ICT in quality enhancement of higher education, the challenges in integration of ICT in higher education and the possible ways for the integration of ICT in higher education for better results.

INTRODUCTION

Education in all its forms and at all levels is the single most powerful instrument of social, economic, political and cultural transformation. Education in general and higher education in particular are fundamental to the construction of a knowledge based society.(Vyas & Basu2009). Education at all levels can shape the world of tomorrow. It equips humans and society as a whole with the skills, knowledge and capabilities to work in a sustainable manner. Higher education being the highest in the academic ladder, is of vital importance for economic and social development of a nation by forming human capital; knowledge creation; knowledge dissemination; use and maintenance of knowledge. Nations have been investing on higher education for knowledge generation and for the sustainable development. Higher education expands individuals' as well as national capacity and competitiveness. (Yashpal, 2005 as cited in Pushpanandham & Chirumamilla, 2017). After China and the United States, India is the third largest education system in the world. Higher education system has helped in developing large pool of skilled manpower worldwide. The University Grants Commission (UGC) is the apex body that looks after the tertiary education in India and has played an important role to oversee Equity, Excellence and Quality in Indian Higher Education over the years. The University Grants Commission (UGC) coordinates, determines and maintains the standards of higher education at various levels. Started with only around 27 Universities and 578 Colleges in 1947, at present, India has 54 Central Universities, 418 State Universities, 370 Private Universities and 125 Deemed to be Universities. Presently, in this

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nation the push for the use of ICT in higher education is growing. In the 21st century, envisioning the role of education is incomplete without thinking about Information and communication technology (ICT). In the present scenario, blend of technology in the various aspects of education is matching the pace of development and improvements in technology especially Information and Communication Technology (ICT). This has led not only to the exceptional growth and transformation of higher education systems across the world but also in the national level initiatives for ensuring quality of their output. Even though, it is observed that latest technologies have huge potential to cause change and to fulfill the broader needs of the present techno-savvy learners yet the feeling that traditional model of university education is significant threatens technological potentials.

Integration of ICT in Teaching Learning Process at Higher Education Level

At present India is ranked as the 3rd largest higher education system in the world followed by the US and China. There are 14.6 million students undergoing higher education in India as of 2011. Emerging trends in global educational landscape suggests that the focus is now shifting from education to learning. In the changing educational landscape and growing focus on learning outcomes, the higher education system needs to adapt meaningful innovative strategies relevant to the diversified group of learners. Nowadays ICT is all pervasive, be it higher education or educational dissemination at primary school level. Infusion of technology in different aspects of higher education has considerably affected not only the ways of provision and transformation of higher education but also in the national level initiatives for ensuring quality of their output. The dynamics of technology and teaching-learning are influencing nature and content of knowledge, the process and organization of the teaching learning process. Earlier, in Indian higher educational institutions, the teaching learning process revolves around the content, textbooks and method of teaching. Teaching was more teacher centric and lecture based. Over the years, teaching methods have become more learner centric. With the introduction of ICT in education the learners get to learn in a more flexible manner. (Snehi, 2018).

ROLE OF ICT IN QUALITY ENHANCEMENT OF HIGHER EDUCATION

ICT has changed the concept of learning within the four walls, as with the introduction of technology learning breaks the boundaries of institutes i.e. universities and colleges. Now students can learn irrespective of place and time. The individuals can access the required information and their learning may occur from any place. Nowadays, the Information and Communication Technology (ICT), especially internet plays an important role in the educational field. Quality enhancement in higher education through ICT requires integration of ICT by training and tertiary institutions and adoption of ICT usage by teachers and students. At all the levels of higher education, the process of teaching learning has gone under tremendous change by the increasing use of information and communication technologies (ICTs) and this has also brought quality enhancements. ICT creates new dynamics in higher education by widening access, improving quality, and enhancing operational efficiency. Improving the quality of education is a crucial concern. It improves the quality of education in different ways. It increases the interest of students in the learning process and helps them acquire fundamental skills. By the use of ICT, education

system can be transformed and make it learner-centered. Nowadays, use of online pedagogy within higher educational institutes is increasing. Use of computers, internet and online learning have led to the growth of hi-tech education system. With the use of ICT, education has become more flexible and easily accessible to the students. The students can comprehend the content at their own pace. The use of ICT can be a great help to both the students as well as teachers. It helps in gaining more knowledge from varied sources, in writing assignments, assessing others work, avoid plagiarism etc. It provides a new learning environment in the institutions and enhances the quality of education. The use of ICT in universities changes the way the process of education is carried out. Now it is possible to have distance learning and achieve a closer collaboration among different universities and also paves the way for new pedagogical approach where there is an unparallel ability to spread knowledge. (Bhat, Nazir & Khan, 2018). Technology has emerged as a huge enabler. ICT has worked wonders in enhancing accessibility. It includes different techniques, tools and aids used by people for successful execution of their learning activities. These help to improve their functional abilities and help them to become more capable and self reliant. The use of ICT in education provides an opportunity to solve multitude of problems quickly as well as at low rate.

Habib (2017) concluded that ICT played an important role in educational practices. ICT in higher education improved teaching learning process and provided facility of online teaching to thousands of students who could not avail the benefits of higher education due to several checks such as time, cost and geographical issues.

Kapur (2019) concluded that that ICT plays an important role in creating awareness and enhancing a person's knowledge and skills regarding various concepts. When individuals used technology for their assignments, they were able to carry out their task in an organized way. Individuals should upgrade their skills, abilities and made use of ICT in donj tasks of educational institutions.

Here is an overview of the advantages of ICT in higher education:

1. Makes education more learner centered

ICT has brought a paradigm shift in pedagogy and education content. ICT based education promotes lifelong learning for students and enhances their knowledge and skills by encouraging them to explore and discover, instead of just learn and memorize.

2. Encourages Co-operative learning

Internet encourages dialogue, facilitates co-operative learning, and creates engaging classroom. Due to the use of ICT in teaching learning process education is not confined to four walls. The students get involved in discussions through different mediums that are not possible within the four walls of the classroom.

3. Proves helpful in Research

There are many resources available on the internet than and one can access relevant resources related to their study.

4. Rapid communication

The internet promotes speedy communication across geographical barriers. With the help of ICT the students can join collaborative projects that involve students not only from different parts of the country but also from the other parts of the world.

5. Provides motivation

Young people are very fascinated with technology. ICT can act as a motivating tool for students. Educators must take advantage of this interest and enthusiasm about the use of ICT for enhancing learning outcomes.

CHALLENGES OF ICT INTEGRATION IN HIGHER EDUCATION

Coupled with numerous benefits such as improved education system, there were some challenges that need to be addressed.

The use of ICTs in teaching has some noticeable benefits, but along with the benefits, it also brings challenges too and they are:

Cost

There is a need of high cost for acquiring, installing, operating, maintaining and replacing ICTs. But in India, Integration of ICT into teaching is still in its infancy stage. In developing countries, introducing and implementation of ICT systems in educational institutions are the biggest challenges due to high cost incurred for setting up of ICT related infrastructure, acquiring and installation of latest software.

Inadequate Infrastructure

Many colleges and universities don't have adequate infrastructure facilities that are needed for integration of ICT in the teaching.

Lack of well trained ICT personnel

Most of the institutions lack trained ICT personnel who can handle and manage the computers and internet connectivity tasks related to teaching learning process. For integrating ICT in the teaching learning process there is a need to have well trained computer literate teachers.

Resistance to shift

i) The attitude, will of administration and management matters a lot if we want to integrate ICTs in the educational process. They should be more enthusiastic and provide support for integration of ICT in the teaching learning. They should take the needed steps towards the development of ICT related facilities such as the procurement of computers and Internet facilities.

ii) Resistance on the part of teachers as well as students to shift from the traditional pedagogical approach to ICT based teaching learning is also a major challenge. They should have a flexible attitude and ready to shift to ICT based teaching learning.

SOME SUGGESTIONS FOR ICT INTEGRATION INTO HIGHER EDUCATION

Jangra (2017) concluded that ICT integration in higher education would enhance knowledge, skills and talents of 21st century. The Government had taken many initiatives like MOOCs and National Mission in education through ICT. For knowledge and skill enhancement there would be a need to make use of rich and excited opportunities provided by ICT.

Jolly (2019) concluded that ICT would allow learners to direct their study related activities by themselves. ICT would build the foundation of more adaptive and knowledge based society and for successful implementation of ICT, teachers need to be properly trained.

The following are some of the suggestions for ICT integration in higher education:

Adequate infrastructure facilities

Adequate infrastructure facilities for ICT integration could be provided in every higher educational institution.

Provision of adequate funds

Funds are required for improving education in general and development of ICT in education in particular. The government should provide sufficient funds for the integration of ICT in education.

Provision of ICT based trainings for teachers

Teaching faculty as well as the non-teaching staff could be adequately to handle the ICT gadgets and their functions.

Recognition for doing online courses

Authorities should recognize & appreciate the teachers & students who undergo online courses. This would surely help to increase the motivation and enthusiasm of the teachers as well as the students.

CONCLUSION

ICT integration in higher education is enhancing knowledge, skills and capabilities of the youth. The use of ICT is undoubtedly rendering a major contribution in bringing about improvements in education at all the levels. For making the effective use of ICT, it is very important for a person to enhance their skills and abilities. ICT acts as a change agent within the learning process. When the members of the educational institutions acquire effectual knowledge in terms of making use of ICT, they are able to carry out their tasks and activities in an organized manner and also efficiently. Along with the various benefits in educational field, ICT integration has some challenges that need to be addressed for better learning outcomes.

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LEARNING MANAGEMENT SYSTEM IN HIGHER EDUCATION

* Dr.Seema Gopinath

ABSTRACT

Learning Management System is a software application for the administration, documentation, tracking , reporting and delivering by e- learning education courses or training programmes.Through LMS, our education system can make a path way to move towards virtual learning which saves time and money and also for the effective delivery of instruction. This can meet the diverse needs of changing higher education including instructors, learners, administrators and other stake holders in education system. This article discusses some of the most popular Learning Management Systems like Moodle, Blackboard, Schoology, Google classroom, Brightspace, Canvas, Edmodo etc that can be used in the Higher Education Institutions for smooth and effective online teaching.

INTRODUCTION

Higher Education sector is a critical determinant of a country's economic future. During the Covid pandemic situation, this sector was highly disrupted. Many of the students who were enrolled in foreign universities for higher education were compelled to come back. Similar is the case with Indian Universities also. Universities were shutting down during pandemic period and still now the situation is continuing. Campuses are not yet in fully fledged working mode. In this context the teaching learning process with chalk- talk was shifted to a model driven by technology. This complete shifting in education is pushing teachers, administrators, in short all policy makers to figure out how to drive this technology mediated class ensuring an e- learning solution to the changing educational scenario. It is required to have a pertinent solution to the aforesaid emerging matter. To manage the crisis, a multi- pronged strategy is needed. For a better resolution, the Universities are now conducting education in online mode. For that teachers have to adopt open source digital learning solution and learning management soft wares.

Here is the importance of Learning Management System. Through LMS, the education system can make a path way to move towards virtual learning which saves time and money and also for the effective delivery of instruction. This can meet the diverse needs of changing higher education system including instructors, learners, administractors and other stake holders in the educational system.

Technically the term "Learning Management System is a software application for the administration, documentation, tracking , reporting and delivering through by e- learning education courses or training programmes" (Ellis, Ryan, 2009). LMS is very useful and effective for a university because it provides an environment for teaching and learning without the restrictions

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of time or distance (Epping, 2010). LMS provides tools for multimedia contents, assignments, interaction between instructors and students, online quizzes, assignments, questions, examinations and grades. It has the feature of pedagogical improvement, increased access and cost effectiveness. The core functions of most of the LMS are

- Enabling instructors to develop an educational work flow.
- Creating , administer and grade homework, assignments, projects, quizzes and tests.
- Collaborating with students through a centralised platform- social forum or chat
- Tracting student progress

Some of the most popular Learning Management Systems are Moodle, Blackboard, Schoology, Google classroom, Brightspace, Canvas, Edmodo etc.

MOODLE

Moodle is based on a modular design that lets teachers and administrators build their own curriculum using plug-ins for various workflows, content and activities. Users have a choice of either installing their Moodle account on their servers or in the cloud. The cloud-based platform, called Moodle Cloud provides several benefits, such as accessibility, scalability and a very short implementation process. Moodle Cloud comes in two packages: Moodle for Free and Moodle for School.

BLACKBOARD

Black Board is one of the most popular names in the digital learning market. The platform comes in both software-as-a-service (SaaS) and non-SaaS models. The service provider offers all core learning management features as well as powerful data analytics, communication channels, collaboration tools, and web conferencing. Class facilitators can easily deliver homework, tests, and track grades. They can also manage online and blended classes.

Their core product, Blackboard Learn, features a responsive user interface for improved accessibility. Along with the core LMS features, it also comes with Blackboard Analytics that will allow us to see valuable insights such as student performance, engagement, and more. The company also released Blackboard Open LMS powered by Moodle. This is a more extensible version of BlackBoard services where you can customize various aspects of your courses.

SCHOOLOGY

Schoology is another fully-featured learning platform that aims to provide all the tools that we need to design lessons, communicate with students, and collaborate with educators. Its strength lies in its focus on building and connecting your learning community from students to administrators. It not only includes class-level channels but also allows the instructors to connect the entire school. In this way, one can create online spaces where students can engage with their teachers outside class hours.

Furthermore, Schoology makes it easy to communicate and share resources with educators from other schools and across districts. It also comes with a professional learning community (PLC) where the faculty members can share ideas and assets with others around the globe. Moreover, the platform readily integrates with third-party software from Google Drive to Dropbox. That means one can incorporate the existing class tools within the Schoology system.

GOOGLE CLASSROOM

Google Classroom is part of the G Suite for Education (Google for Education) package that includes Gmail, Google Drive, Google Calendar and other apps. This platform helps teachers create classes, send assignments, communicate with students, grade coursework, and post feedback all in one place. It also streamlines repetitive tasks and so educators can focus on teaching. With its Material Design,

everyone can sign-in on any device using any modern browser. Google Classroom is also available on Android and IOS for students on-the-go. While it is not as comprehensive as other LMS, its integration with the rest of Google products makes it a powerful platform.

The main focus of Google Classroom is that it is simple to use, encourages collaboration between students and teachers, teachers can create a class and list assignments in a few clicks, they can add students by name or send them a code to join, Students then can see what assignments are due, participate in discussion forums or message the teacher (either in private or via group chat).

Google Classroom is a free service for teachers and students. However, they can't sign up unless their school has registered for the free Google for Education package. Google also offers optional products and services, such as Chrome books, authoring tools and professional services.

BRIGHTSPACE

It is perfect for institutions looking for solutions targeted towards blended learning and competency-based education (CBE). CBE courses let students demonstrate their skills and allow them to attend a custom set of courses based on their competencies. The Bright space e Portfolio is a customizable feature where students can upload, organize, share, and reflect upon their work. Combined with the Prior Learning Module, the platform determines the students' strengths and weaknesses for a tailored learning experience. One standout feature is Release Conditions. Using these, a teacher can have content appear to a student only after certain conditions have been met such as tuning in the materials from the previous lesson.

CANVAS

This LMS is a part of digital learning solution that includes powerful course assemblers, dashboards, test engines, and more. The platform's modules allow educators to organize course work and content into units. The outcome feature combines state-wide assessment and grading rubrics that allow administrators to align with the existing standards. It even includes a comprehensive assessment management function specifically for K-12 school districts. The LMS also includes Gradebook and Speed Grader, the two of the most flexible and efficient grading tools in the market.

Edmodo LMS

Edmodo LMS aims to bridge teachers, students, parents, and administrators in one platform. These academic participants can create posts and messages using the built-in communication tool that resembles a social media platform. Teachers can create content, quizzes, and other digital assets. They can even share resources with other educators. Students will enjoy the built-in planner that syncs with all their classes, including course content, tests, and more. Parents also have access to their children's grades and scores in real-time. They can easily get in touch with the teachers to ensure that they are always in sync.

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FLIPPED LEARNING: A DYNAMIC PEDAGOGICAL VIRTUE IN THE CYBERNATED ERA

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ABSTRACT

In this age of information, students easily acquire knowledge with just a click away. Flipped classroom is a platform where teachers take the advantage of this blessing. In this paper, the investigator states the benefits and significance of flipped learning by revamping the traditional concept of teaching where the teacher was just a sage on the stage rather than being a guide on the side. Research is needed to assess the impact of flipped learning in students in order to be aware of the different chances of dynamic blended learning and the various ways in which this method of learning caters the skills of students and thereby mould their character. Flipped classroom is an approach practised by having students watch pre-recorded lessons on screen or podcasts online at home thereby freeing up class lecture time and making the classroom more dynamic and interactive so that students can put their newly acquired knowledge into practice. This paper gives a deep insight about the crisis in the traditional learning methodologies in the present scenario and explains the various ways in which this serious problem can be tackled. The investigator has also won in highlighting some key challenges and concerns about this latest technology and offers some suggestions that can be implemented in order to improvise this digital approach.

INTRODUCTION

The advancement of technology has made this era cybernated in every field with no exception to the present education system. The need for digitalisation in the field of education witnessed the various horizons of pedagogy and what it can offer to make virtual learning a successful method which helps students to come out with flying colours. Flipped classroom is one such broad horizon of pedagogy. With the coming of flipped learning, the traditional education concept is completely revamped defining wider aspects of effective education and its outcome.

Flipped learning is really effective and beneficial to both the students and the teachers and is definitely a boon. The facilities required in order to practice flipped learning can be implemented easily without much effort and knowledge in the field of technology. This method of learning can be achieved by the students possessing any level of calibre and capability.

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Flipped learning also helps low performing and academically weaker students to come to the forefront and in a way to contribute according to their ability.

Present Scenario

In this pandemic situation created by Covid-19, education was one of the fields which was most challenged as educational institutions were closed and as a result arouse concerns on how to impart knowledge to students in an effective manner in a way more productive than the in-person classroom teaching. School closures have impacted not only on students, teachers, and families but also far-reaching on economic and societal consequences. They have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness as well as access to childcare, health care, housing, internet, and disability services. The impact was more severe for the disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

This scenario demanded the most effective and productive way for imparting education in a virtual manner which can satisfy the basic necessities in order to attain knowledge. Digital learning methods were introduced in order to cope up with this situation which in no way help a student to bring out his/her skills and talents in what they learn. They are just designed in a way similar to the traditional classroom teaching method where students are forced to focus on what their teachers teach in a live platform. Students are not demanded to think outside the box and acquire knowledge independently whereas in flipped classroom teachers do not lecture the topics to students rather provide them the sources to learn on their own and discussion sessions are conducted later.

Flipped Classroom: A Dynamic Solution

A flipped classroom is a dynamic way of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home. In this blended learning approach, face-to-face interaction is mixed with independent study usually via technology. In a common flipped classroom scenario, students might watch pre-recorded videos at home, then come to school to do the homework armed with questions and at least some background knowledge.

Flipping the classroom can be as simple or as elaborate as the teacher wants to make it. Teachers can flip classroom instruction with a simple-made video he or she makes, or choose one from Youtube, Wiki, Edmodo, TED or Vodcasting shared files to enhance the flipped classroom learning experience. Videos can be viewed on computers, laptops, iPads smartphones, etc. Students with no computer access (rare these days) can be given a spot in the classroom, computer lab or media center. This is also a good place for students who may need to review the material while in school.

The Flipped Classroom is a means to increase interaction and personalized contact time between students and teachers and an environment where students take responsibility for their own learning. Flipped learning is really significant as it is a class where content is permanently archived for review or remediation, all students are engaged in their learning and a

place where all students can get a personalized education. Law schools also traditionally flip when students participate in Socratic seminars and must prepare ahead of time to effectively participate in the seminar and have knowledge to back up their statements (Berrett, 2012). As Dr. Mazur said: "Once you engage the students' minds, there's an eagerness to learn, to be right, to master" (Berrett, 2012). According to Bloom (1984), "an average student who receives one-on-one attention is enabled by constant feedback and corrective process, can jump into the 98th percentile of the student population in academic achievement" (Houston and Lin, 2012).

Effectively flipping a classroom brings many benefits. Flipping uses technology to remove passive, one-way lecturing as the only means of teaching. Thus, the instructor and the students can interact within the newly gained instructional time (Houston and Lin, 2012). The increase of teacher-student interaction during class time is what characterizes its success (White, 2012).

Flipped Classroom: Role of Students

In a flipped learning environment students are made to watch an online lecture, review online course material, read physical or digital texts, participate in an online discussion and perform research while at home thereby fulfilling the aim of practising a flipped classroom. After the preparations at home, students begin their skill practice either guided or unguided by the teacher, conduct in-person, face-to-face discussion with peers, participate in debate and presentations hence getting an opportunity for peer assessment and review while they are at school.

Challenges faced in Flipped Learning

Flipped learning relies high on motivated learners, technology or internet accessibility. Not all students learn well through visual learning. Just like in a regular classroom, success depends greatly on the quality of the teacher, the clarity of communication the quality of given curriculum, assessment, and instruction. This mode of operation relies heavily on the principle that students are self-motivated. Some students are not as motivated as others, and this method of teaching may allow those less motivated students to get less done. Underprivileged students would not be able to take part in this digital learning platform.

Suggestions for Effective Flipped Learning

The investigator finds out that adopting certain ways mentioned below would be helpful for the proper implementation of a successful and dynamic flipped learning platform. Those methods are described below:

1. Superior learning resources with as much variety in learning material schould be created.
2. The value of face-to-face time in the classroom could be maximised
3. Teachers should make sure that the low performing students are well motivated.
4. All students should be given the opportunity to take part in the interaction session.
5. Implementing effective models such as game-based learning, project-based learning etc or can attract students in the classroom.

6. In-class activities that focus on higher level cognitive activities can be provided.

7. Formative assessment is needed after every video lesson in order to evaluate the academic progress of the student.

8. Students who are unprivileged should be provided with proper internet facilities or must be given chances to watch video lessons at school library or computer lab.

CONCLUSION

Apart from the limitations of a digital learning platform, knowledge acquired from flipped learning is in no doubt a fruitful one. This helps in improving the quality of interaction among students and encourages them for critical thinking and to learn something new on their own. This radical change has allowed teachers to take a different role with students. Struggling through problems or answer questions about forgotten classroom lectures are eliminated which is considered to be a relief by most of the students. Although the flipped classroom is relatively new, results of studies showed that improvements across the board from better test scores are observed and lowered drop-out rates in schools that have implemented flipped instruction. Hence this dynamic pedagogical method of learning is definitely a virtue to both the students and the teachers in this cybernated era. This in turn helps the students to get contented feeling as they try to learn a fresh topic on their own.

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FLIPPED CLASSROOM AS AN EFFECTIVE SOURCE OF LEARNING FOR EFL LEARNERS DURING COVID-19

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ABSTRACT

In congruence with the mass digitalization campaign and its efficacy across Bangladesh, its education sector is literally experiencing a revolutionary acceleration in terms of multitudinous ways of teaching and learning English as a Foreign Language (EFL). In this domain one of the most prominent teaching-learning processes in dream as well as in progress is flipped classroom that has been effectuated in the technology-mediated educational ambiances. Not with standing, both the teachers and the learners of the country are yet to act preparedly as well as conspicuously to harvest the optimum benefits of the flipped approach for teaching English as a Foreign Language. Accordingly, the present study attempts to highlight the prevailing scenario relating to the underrated implementation of flipped classroom and its prospects, for university EFL (English as a Foreign Language) students in Bangladesh with a special focus on the Public university students. There were 30 studetns, of which 15 were from Jagannath University and 15 from Comilla University. The comparison between the traditional and the flipped classrooms on or before COVID-19 pandemic along with the questionnaire survey among the target participants and its findings reveal that flipped classroom is highly positive in terms of students' satisfaction, comfort, safety and better utilization of this time etc. though its prevalent actualization appears below par expectation and demonstrates some worth-noting shortcomings that require substantial reconsiderations.

INTRODUCTION

We are passing through a crucial time in the history of mankind, fighting against an invisible virus. This Covid-19 pandemic has infected people and their activities all over the world. Education sector is also highly affected and the undergraduate EFL learners are also not the exception. In this context digital education has become one of the most plausible and reliable platforms of teaching and learning. Accordingly, the integration of ICT in the academic arena has

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become obvious in the language learning process as well (Lea, 2004; Salehi & Salehi, 2012). The ICT tools have now infiltrated the academic atmosphere and are reinforcing the feat of the new millennium teaching and learning activities. In fact, in this 21 century, the application of ICTs can be viewed as an agent of change, benefitting those countries that use it efficiently (Anderson et al., 2002). In Bangladesh, mobile phone users are more than 162.920 millions as per the report of BTRC (Bangladesh Telecommunication Regulatory Commission). The number of total internet users is more than 101.18 million. 86% of university students own smart phones. Surprisingly the number of private university students who own smart phones are more than the public university students. Similarly the trend of flipped classroom is in progress. Here lies the significance of this study as it has focused on the approach of two growing public university EFL learners in terms of exploring flipped classroom during COVID-19.

LITERATURE REVIEW

Bhuiyan and Mahmud (2015) while esteeming flipped classroom in the academic context of Bangladesh found it to be an innovative way of teaching to excel in learning. Simultaneously they surmise that it was the latest invention and celebrated outcome of the experimental teaching and learning methods which have incessantly been tried out to reach more practicable results than the age-old black board-white board techniques. With the widespread prevalence of technology in the campus and outside the campus, flipping the classroom had proved to be bringing an appreciable change in the teaching practices. Hence many academicians

of the country were practicing this. According to Chow (2015) and Naik (2015), flipped learning was more likely to draw self-regulated or self-directed learning. As per Barr's study (as cited in Anderson and Burns, 1989:3), teachers were expected to fulfill a variety of roles. A teacher can be seen as a director of learning, a friend or counselor of pupils; a member of a group of professional workers; and a citizen participating in various community activities at local, state, national; and international levels. Similarly, Harmer (1991) viewed "the teacher" as an intrinsic motivator. In flipped classroom, the teachers' role was to facilitate learning through some technology based materials such as teacher crafted videos that permit students to repeat and watch as much as they want (MC Bride, 2015).

FLIPPED CLASSROOM

Flipped classroom requires the students to watch an online lecture on the stipulated topic and appraise the course materials available in the vast world of online before they participate in the onsite blended learning session. If the students go through hard copies of texts or digital ones to receive and incorporate the information on the targeted topic with the lesson they obtain from the online lecture, the knowledge and idea they look for will get much more clarified to them. Simultaneously, virtual discussion and discourse on the subject of learning can also provide the learners with substantial foundation prior to their on-campus gathering. On top of these, the learners can also conduct individual or team research on the class topic for better understanding and improvement assimilation.

Subsequently, in a flipped classroom, the learners can practice the target skills either under the active guidance of the teachers or on their own. They can also take part in the other peer learning drills, like in-person performance, face-to-face conversation with their co-learners, debate sessions, presentations and role playing. The students can get their performance reviewed and evaluated by their peers or by the teachers.

These are just some prominent activities that the beneficiaries of the flipped classroom work before and during the learning sessions (Teach Thought Staff, 2020), but both the teachers and the learners can effectuate many more digitalized tasks that help comprehensive learning happen anywhere anytime.

During COVID-19, EFL undergraduate learners are participating in online classes. Teachers are uploading videos and materials through facebook or messenger, personal sites, whatsapp group, chatbox and live presentation. An few of them have personal You Tube channel. Some have professional networking sites. Conducting classes through institute's own server (BdREN, Zoom, Meeting App, Google Classroom are more in practice at public universities.

OBJECTIVE OF THE STUDY

The main objective is to study the applicability of flipped classroom at undergraduate level of learners during and after covid-19.

METHODOLOGY IN BRIEF
Method

This entire study used a mixed methodology. The researcher chose to apply both quantitative and qualitative research methods in conducting the research on the efficacy of flipped classroom at the undergraduate level of Bangladesh so as to find out a holistic understanding of the matter in all sorts of considerations during COVID-19 .

Sample

The research was carried out from April 2020 to December 2021 with the EFL students of Jagannath University of Bangladesh and Comilla University, Comilla. Jagannath University (JnU) is a state-funded public university located at 9-10,Chittaranjan Avenue in old town Shadarghat, Dhaka, the capital of Bangladesh. On the other hand the Comilla University is a public university located at Kotbari, Comilla, Bangladesh. Since both the universities are public, in terms of meritorious students participation, they are nearly equal. As noted earlier, the participants of this study were 30 university students taking a General English course.

Tools Used

All the students were asked several questions on their preferences, experiences and future acceptance of flipped classroom.

FINDINGS OF THE STUDY

From the students' responses regarding flipped classroom and regular classroom, it was found that 25 out of 30 students preferred flipped classroom because it was more comfortable and effective for them to learn foundation centre in English language through online when they were staying with parents. The remaining five had mixed comments. It was also observed that the students who are financially deprived failed to attend the flipped classroom.

TEACHERS' RESPONSE

66.66% of the teachers when responded to the questionnaire opined that the introduction as well as the execution of the flipped classroom in the university needs to be mended in the way it is implemented in the developed countries' educational scenario, whereas 43.44% of them expressed their complacence on the system. Nevertheless, 100% of the teachers agreed that in the upcoming world there is less or no alternative for flipped classroom in the university.

RESULTS AND DISCUSSION

Majority of the students prefer flipped classroom. They also opine that during COVID-19 participating in online classes have provided them with experiences to participate in online classes even after in post COVID world will also help them to execute flipped classroom. They believe that in post COVID world they will get input to attend flipped classroom. The following are few of the investigators case studies.

Tamim Ruhul is a student of the Department of Marketing, Batch -09 of cumilla University. He likes online English classes. Earlier he was afraid of Basic English classes. Moreover as he stayed far away from campus he could not attend the classes on time. He always dreamt to stay with his parents but earlier he could not. But now he could participate and learn himself in his own comfortable time. He uploaded videos and materials on English course than Zoom class. Most of time he prefered video off mode to teachers. He felt shy to talk in English if asked. He prefers submitting written assignments through online and listening and reading English himself.

Shahin is a student of the department of English, batch-09, Comilla university. He does not like online English classes. As he is a student of the Department of English, he misses English teachers, classmates and watching English dramas together. There are some questions in his mind which he could not ask during online classes. He says that he will forget to ask the questions once the session was be over. He is also missing his literature class, chaos and friends during COVID-19. Moreover, as he is staying at village in his home, there is interruption in internet connection also. Due to the death of one of his relatives he could not attend the classes properly. He feels that day by day he is becoming frustrated and his performance in English is decreasing. According to him learning English as a foreign language, classroom teaching is more effective than online and offline classes.

From the study, the investigators also got some drawbacks of flipped classroom but these drawbacks did not diminish the positive sides of flipped courses. These drawbacks are as follows:

- As per the report of the teachers, there were students who did not submit assignments timely and neglect their classes.
- Videos had a disadvantage where the learners could not ask any questions.
- The worst disadvantage of flipped classroom was 'not doing assignments which caused the students to be uncomfortable to participate in class which ended in disturbing group work. To prevent it, a special observation, checking program or an alert function was suggested.
- Flipped classroom was deemed to be less interesting to the teachers and students of under developing countries where utilizing digital sources successfully took procrastination.

- Regular class attendance became poor.
- Teachers' role of motivating students remained poor in comparison with regular classes.
- There were limitations of video instructions too.
- Most of the teachers were not efficient in using flipped classroom. The idea of flipped classroom was unclear to some of them.
- Very few students (30%) could successfully 'log in' while others could not.

RECOMMENDATIONS

The study offers quite a number of recommendations to put into consideration for making flipped classroom successful at Jagannath University and Comilla University, Bangladesh in true sense. Firstly, there should be more trained teachers and eager learners. Teachers should upload more videos and helpful materials on English courses. Public universities need to define a definite manpower to work for the monitoring and maintenance of flipped classroom materials. As for the students, to enjoy the multifaceted benefits of flipped learning system, they must have computer and internet connectivity at their disposal. Further a study can be conducted on a large sample in a variety of educational settings. To implement them, technology-based professional training courses should be preceded for a richer and more inclusive understanding of the applicability of flipped classroom in EFL for Jagannath University, Bangladesh.

CONCLUSION

It can be said that flipped classroom has both negative and positive effects. However as a pedagogical model and for meeting the educational demands during COVID-19 one can think of its extension and renovations. To fully adopt such type of teaching and learning system for English Language Teaching (ELT) at undergraduate level in Bangladesh, more research and attention are needed.

From the results of the study it can be concluded that students who can attend both online and offline classes regularly got the best input from flipped classroom. But during COVID-19 there is an overemphasis on online classes and less or no emphasis on offline classes. Many are waiting for the universities to open. Efficacy of Flipped classroom is a dream to them.

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PERCEPTION OF PROSPECTIVE TEACHERS TOWARDS ONLINE LANGUAGE LEARNING

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ABSTRACT

There have been several problems in the education sector during COVID-19 pandemic. Online learning has become a popular method of education during this season. Prospective teachers may know little about how to succeed in a new learning environment and may not be prepared to tackle the new demands put upon them. This research is an effort to understand the perception of online language education, which is the latest form of teaching embraced in the colleges of Education since the pandemic. The respondents were prospective teachers pursuing their Bachelor of Education in English. The purpose of this study was to elicit prospective teachers' perceptions about online language learning. It also analysed the differences in their perception towards online English language learning with regard to sex, locale, marital status and educational qualification. The study adopted normative survey method by employing a scale on perception towards online language learning in the context of purpose, attitude, study skills and technology experience.

The data were collected from 100 prospective teachers English Optional subject studying in various colleges of Kanniyakumari district. For the analysis of data the statistical techniques used were t- test and ANOVA. The result of the study indicated that majority of the prospective teachers had moderate level of perception towards learning English through online mode. The prospective teachers' perception towards online language learning was not affected by sex, locale and educational qualification. The results provided evidence that unmarried learners had a more positive perception towards using online platform for language learning than married learners.

INTRODUCTION

The COVID-19 outbreak has been a game-changer in the way pedagogy is happening around the globe. Online-learning has become an important method in education for its efficiency in providing education with lower costs, for ease of accessibility, anytime and anywhere and for overcoming many traditional educational problems, such as lack of classrooms and a

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shortage of faculty.   In recent years, the growth of online classes has led to an increased number of schools and colleges offering online courses (Beatty and Ulasewicz, 2006; Li and Akins, 2005). The notable argument here is that online courses are not required to be adopted by colleges, but are treated as a modern method during the learning process for coping up with problems (Agustina and Cahyono, 2017). Success in online learning activities depends on knowledge, skill, and attitude towards the use of online platforms and its accessibility. Online teaching and learning imply a certain pedagogical content knowledge, designing and organising for better learning experiences and creating distinctive learning environments, with the help of digital technologies. In order to maintain efficient teaching, there are several important factors such as teachers' attitudes, perceptions and behaviors, students' interests, talents, attitudes, and educational methods used. New approaches and the use of new methods are compulsory in educational process to maintain active participation of students and enriching the process of education. Aydin (2007) and Son (2008) both found that learners showed positive attitude towards the using of internet in language learning. The internet increased language use and participation as well as changed the process of learning from teacher-centered to learner-centered.

Online language learning can take place in web-facilitated, hybrid or fully virtual classes. Web 2.0 tools make up the language of future generations. Hockly (2015) presented the term 'online language learning' to refer to language learning that takes place fully online, via the internet, with no face-to-face component, within the context of both formal language courses and more informal learning scenarios. This mandates that during this pandemic period educational institutions shift their educational paradigm from technology acceptance to pedagogical changes. Online language learning can refer to a number of learning arrangements, a web-facilitated class, a blended or hybrid course or a fully virtual or online course. The success of online learning adoption is highly dependent on technological accessibility and having a good Internet connection. Online or e-learning is the platform for education in the coming era. However, assessing and supporting learners' needs are major concerns for achieving educational learning outcomes and graduating competent learners.

NEED AND SIGNIFICANCE OF THE STUDY

The rationale behind this study is to give hope to both prospective teachers and lecturers that despite the premature closure of schools due to Coronavirus (COVID-19) pandemic, English language learning teacher candidates can still engage in virtual learning remotely using the digital platforms available.

Online learning has been found to satisfy different learning styles, which is considered as a major success factor in teaching and learning. The findings of the study will show whether an online learning environment facilitates their English language learning or not. Moreover, the findings can indicate whether students have a positive perception towards the virtual learning platform. The findings can hold implications for teacher educators to encourage reflection in relation to content knowledge through online learning.

Findings from the current study may show important factors to consider when planning e-learning. Online learning has been found to satisfy different learning styles, which is a major success factor in teaching and learning. The findings of the study will show whether an online learning environment facilitates, supports, and encourages their English language learning.

OBJECTIVES OF THE STUDY

- To study the level of perception towards online language learning among prospective teachers.
- To study the significant difference in the mean scores of perception towards online language learning of prospective teachers based on the background variables sex , locale, marital status, and educational qualification.

HYPOTHESES FRAMED

1. There is no significant difference in the mean scores of perception towards online learning of male and female prospective teachers.
2. There is no significant difference in the mean scores of perception towards online learning of rural and urban prospective teachers.
3. There is no significant difference in the mean scores of perception towards online learning among married and unmarried prospective teachers.
4. There is no significant difference in the mean scores of perception towards online learning between prospective teachers having UG or PG degree.

METHODOLOGY IN BRIEF

Method used

Normative survey method was used for the study.

Sample

The sample for the study comprised of 100 prospective teachers of Kanniyakumari district, having English as their Optional subject

Tool used

The tool used for the study was Perception Scale for online language learning, constructed and validated by the investigator, with a reliability coefficient of 0.71.

Statistical techniques used

In the present study the statistical techniques used were t-test and ANOVA

RESULT AND DISCUSSION

Percentage distribution of different levels of perception towards Online language learning

Online Language Learning	Count	Percent
Low	23	11.50
Medium	146	73.00
High	31	15.50
Total	200	100.00

Among the total sample of 200 prospective teachers,11.50% of prospective teachers had low level of perception towards online language learning,73.00% of prospective teachers had medium level of perception towards online language learning, 15.50% of prospective teachers had high level of perception towards online language learning,

Table 1

Comparison of perception towards Online language learning based on sex

Sex	Mean	SD	N	t	p	Remark
Male	123.09	16.62	55			
Female	118.48	19.27	145	1.674	0.096	NS

From table1, it is clear that p≥o.og and is not significant at any level. Hence there was not much differences in the perception of male & female prospective teachers towards online language learning.

Table 2

Comparison of perception towards Online language learning based on Locale

Locality	Mean	SD	N	t	p	Remark
Rural	120.20	20.10	136			
Urban	118.80	15.21	64	0.546	0.586	NS

Table 2, it is clearthat P≥0.05 and is not significant at any level. Hence there was not much differences in the perception of rural & urban prospective teachers towards language learning.

Table 3

Comparison of perception towards Online language learning based on Marital status

Marital status	Mean	SD	N	t	p	Remark
Married	107.97	28.07	31			
Unmarried	121.91	15.53	169	2.691	0.008	Sig. at 0.05 level

Table 3, it is clearthat P≤0.05 and is significant at o.o5 level. Hence married & unmarried prospective teachers differ in their perception towards online language learning.

Table 4

Comparison of perception towards Online language learning based on Educational qualification

Educational qualification	Mean	SD	N	t	p	Remark
UG	120.79	18.07	148			
PG	116.79	20.1	52	1.266	0.21	NS

Table 4, it is clear that p≥0.05 and is not significant at 0.05 level. Hence there was not much differences in the perception of Graduate and post graduate students towards online language learning.

FINDINGS

1. The majority of the prospective teachers perceieved that online language learning was comfortable.
2. Male and female prospective teachers did not differ significantly in their perception towards online language learning.
3. Locale wise differences were not significant in the perception towards online language learning.
4. Prospective teachers having U.G or P.G degree did not differ significantly in their perception towards online language learning.
5. Married and unmarried prospective teachers different in their perception towards online language learning.

CONCLUSION

Majority of the prospective teachers have a moderate level of perception towards online language learning. Their perception was not affected by the background variables, sex, locale and educational qualification. The perception score of married and unmarried B.Ed. students varied significantly towards online language learning, where unmarried teachers had a better positive perception.

EDUCATIONAL IMPLICATIONS

The educational implications related to the study are given as follows:

1. B.Ed students' positive perception towards online-learning of language will facilitate educational institutions and policy makers to take online-learning process to the next level to manage the curriculum during this pandemic.
2. Online learning can be adopted for language learning in future and both the teachers and the learners should get accustomed to this 'New Normalcy' to deal with the current COVID-19 emergency.
3. Barriers for online language learning like challenges related to technology, course expectations, institution and individual characteristics of students and teachers should be taken care of.

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VOCABULARY PROFICIENCY AND READING COMPREHENSION AMONG THE PROSPECTIVE TEACHERS

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ABSTRACT

The current study examined the correlation between vocabulary proficiency and reading comprehension among the prospective teachers. Normative survey method was used to conduct the study. The sample of the study consisted of 400 prospective teachers from various Colleges of Education in KanyaKumari district. Simple random sampling technique was used to select the sample . Vocabulary proficiency and reading comprehension tests were used. Collected data were analysed using independent t-test and Pearson product moment co-efficient correlation. The results showed that there existed significant positive low correlation between vocabulary proficiency and reading comprehension.

INTRODUCTION

Words are powerful. Words open up possibilities, and of course, needed for acquiring knowledge. The basic unit in learning the English language is word or vocabulary. Frisby pointed out that English language has a vast vocabulary and the learners have to depend upon a list of selected words". Vocabulary serves as a useful and fundamental tool for communication and acquiring knowledge.Steven Stahl (2005), says "Vocabulary is the knowledge of a word not only implies a definition, but also implies how that word fits into the world". The learners continue to develop vocabulary throughout our lives. Cronbach (1942), refers to five aspects of vocabulary knowledge: generalization (knowing the definition), application (knowledge about use), breadth of meaning (knowing different senses of a word), precision of meaning (knowing how to use the word in different situation) and availability (knowing how to use the word productively).

Vocabulary is the key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.Reading comprehension is a complex skill (Kintsch& Rawson, 2005; Perfetti, Landi& Oakhill, 2005). As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. The knowledge of word meanings and the ability to access the knowledge efficiently are recognized as an essential factor in reading comprehension. (Ali &Mohd.Ayub, 2012; Bee

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Eng&Abdulah, 2013). According to Francis Bacon "Reading maketh a full man". It is through reading one can acquire knowledge in all subjects. Reading is a reaction to the graphic symbols. Reading comprehension refers to gaining meaning from the given printed text through the interaction between reader's schema knowledge retrieval and semantic cognition (Snow, 2002, Wigfield et al., 2016). Reading comprehension is defined as "the process of construction of meaning through the dynamic interaction between the reader's existing knowledge, the information suggested by written language, and the context of the reading situation" (Anthony, Pearson & Raphael, 1993, p. 284). The Simple View of Reading (SVR) posits that the fundamental knowledge for reading comprehension is vocabulary knowledge (Hoover and Gough, 1990; Cromley and Azevedo, 2007). Vocabulary knowledge, regarded as the minimum semantic unit in reading comprehension and regarded as a component of linguistic comprehension, refers to a semantic schema on passage mental image cognition and single word or character semantic meaning identification(Nation,2015;Braze et al.,2016).

Reading comprehension encompasses abilities to recognize words promptly and efficiently, develop and use a wide range of recognition vocabulary, process sentences to build comprehension, engage a variety of strategic processes and underlying cognitive skills, interpret and evaluate texts matching reader targets and needs, and process texts fluently over a protracted period of time. (Grabe, 2009).

NEED AND SIGNIFICANCE OF THE STUDY

Vocabulary is the important part of learning English language. Today, a great deal of students struggle to learn huge amount of vocabularies in order to pass their exams or have good communication skills with people. While some of them may be successful, but most of them fail to use the acquired words in real word speaking environments. Vocabulary is considered as a key for student to become a master in English, because it is the easy way for students to understand English language. Nobody could listen without mastering vocabulary and anyone cannot understand what they read without the mastery of vocabulary. Vocabulary is the prime aspect that every student learns in their formal and informal education.

Learning vocabulary is the difficult task of prospective teachers. The learners have various difficulties and problems in learning English. They may make different mistakes in English pronunciation, grammar, abbreviation, orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English. Hence vocabulary memorization has always been a challenge of the learners.

Hence in the present educational setting the teaching community is quite aware of various innovative teaching techniques. The student teachers just memorize the word in the classroom, but after that they sometimes forget what they have learned in the classroom. It happens as most of the teachers do not give proper guidance to the students in learning new vocabularies. So the students forget the vocabulary easily and it makes teaching difficult. So learning vocabulary needs to be developed. The significance of this research is that, prospective teachers have to develop the vocabulary proficiency and reading comprehension.

There is a strong relationship between vocabulary knowledge and reading comprehension; the students need to understand the meaning of critical words they will be reading to promote comprehension. Vocabulary knowledge, along with background knowledge, provides students a better chance of understanding the text they read (Weiser.B. 2013).

Hu and Nation (2000) and Schmitt (2000) hold the view that the amount of familiar and unfamiliar vocabulary is one of the significant aspects in distinguishing the difficulties of a reading passage. Thus, the relationship between vocabulary and reading comprehension is a "vigorous" one and the knowledge of the vocabulary system of a language has constantly been the "foremost indicator of a text's difficulty" (Stahl, 2003).

Vocabulary knowledge is an effective element in reading comprehension. Research has given more attention to size of vocabulary (e.g., Liu & Nation, 1985; Laufer, 1992) than depth of vocabulary knowledge (e.g., Paribakht&Wesche, 1997; Qian, 1999; 2002). Rashidi and Khosravi (2010) had argued that depth of vocabulary knowledge which contributes more to reading comprehension than vocabulary size. However, greater emphasis on the size of vocabulary in order to achieve success in reading comprehension (Liu & Nation, 1985; Laufer, 1992; Hsueh-chao& Nation, 2000).Moghadam, Zainal and Ghaderpour (2012) posited that vocabulary learning is central in language acquisition, whether second or foreign language.Laufer [2004] reported that vocabulary size was moderately to highly correlated with reading comprehension performance, and hence vocabulary size is a good predictor of the reading comprehension level in foreign language.Kameli and Baki (2013) found out that there is a positive relationship between knowledge on vocabulary and successful reading comprehension achievement established that participants who received a list of vocabulary to study performed better in the reading comprehension test in comparison to the participants who relied on background knowledge.

The relationship between vocabulary knowledge in processing and understanding a reading passage in L1 and L2 would be analysed in this study. In sum, the findings of past studies have established the relationship between vocabulary knowledge and reading comprehension, which suggest the importance of readers having the required vocabulary knowledge in text processing for comprehension purpose. It is an imperative need to identify the relation between vocabulary proficiency and reading comprehension level of the prospective teachers.

OBJECTIVES OF THE STUDY

i)   To construct and validate vocabulary proficiency and reading comprehension tests.

ii) To study the level of vocabulary proficiency and reading comprehension of prospective teachers.

iii) To study the significant difference in the mean scores of vocabulary proficiency of prospective teachers based on gender, age, locality, optional subject and educational qualification.

iv) To study the significant difference in the mean scores of reading comprehension of prospective teachers based on gender,

age, locality, optional subject and educational qualification.

v)   To study the correlation between vocabulary proficiency and reading comprehension of prospective teachers.

HYPOTHESES FORMULATED

i)   There exists no significant difference in the mean scores of vocabulary proficiency of prospective teachers with respect to gender, age, locality, optional subject, and educational qualification.

ii) There exists no significant difference in the mean scores of reading comprehension of the prospective teachers with respect to gender, age, locality, optional subject, and educational qualification.

iii) There exists no significant correlation between vocabulary proficiency and reading comprehension of prospective teachers.

METHODOLOGY
Method
Normative survey method was adopted for the present study.

Sample
The sample for the study consisted of the prospective teachers studying in various Colleges of Education affiliated to TamilNadu Teacher Education University during the academic year 2019-2020 in Kanyakumari District. The Sample size was 400.

Tools Used
i) Vocabulary Proficiency Test constructed and validated by Lini & Dr. Deepa.
ii) Reading Comprehension Test constructed and validated by the investigator.

Statistical Techniques
Mean, Standard Deviation, t-test, ANOVA, Pearson product moment co-efficient correlation.

RESULT AND DISCUSSION

Table 1
Percentage distribution of different levels of Vocabulary Proficiency at Prospective teachers

Vocabulary	Count	Percent
Low	78	19.50
Medium	256	64.00
High	66	16.50
Total	400	100.0

From the above table it is clear that 64% of the prospective teachers have medium proficiency intheir vocabulary, 16.5% of them have high proficiency of their vocabulary 19.5% of them have low level proficiency vocabulary.

Table 2
Percentage distribution of different levels of Reading Comprehension at Prospective teachers

Reading Comprehension	Count	Percent
Low	78	19.50
Medium	252	63.00
High	70	17.50
Total	400	100.00

From the above table it is clear that 63% of prospective teachers have medium level in reading comprehension 17.5% of them have high level in reading comprehension and 19.5% of them have low level in reading comprehension.

Comparison of Vocabulary Proficiency of prospective teachers with background variables.

Table 3
Mean, Standard deviation, t-value of Vocabulary Proficiency of prospective teachers with respect to background variables.

Age	Mean	SD	N	t	p	Remark
Male	28.80	9.00	142	1.467	0.143	NS
Female	30.14	8.26	258			
Below	29.01	8.45	251	1.990	0.047	Sig. at 0.05 level
Above	30.77	8.61	149			
Rural	29.12	8.55	245	1.602	0.110	NS
Urban	30.52	8.49	155			
Arts	29.45	8.6	199	0.503	0.615	NS
Science	29.88	8.50	201			
UG	29.45	8.6	199	2.461	0.014	Sig. at 0.05 level
PG	29.88	8.50	201			

From the table it is clear that p> 0.05, and it is not significant at any level. There is no significant difference in the mean scores of vocabulary proficiency of male and female prospective teachers.

From the table it is clear that p<0.05, and it is significant at 0.05 level. There exists significant difference in the mean scores of vocabulary proficiency of below 25 and above 25 prospective teachers.

From the table it is clear that p >0.05, and it is not significant at any level. There is no significant difference in the mean scores of vocabulary proficiency of rural and urban prospective teachers.

From the table it is clear that p>0.05, and it is not significant at any level. There is no significant difference in the mean scores of vocabulary proficiency of optional subject arts and science.

From the table it is clear that p<0.05, and it is significant at any level. There exists significant difference in the mean scores of vocabulary proficiency of educational qualification under graduate and at the post graduate level.

Comparison of Reading Comprehension of prospective teachers with background variables.

Table 3

Mean, Standard deviation, t-value of Reading Comprehension of prospective teachers with background variables

Background variables	Mean	SD	N	t	p	Remark
Male	32.80	9.17	142	1.005	0.316	NS
Female	31.85	8.83	258			
Below	32.74	8.80	251	1.585	0.114	NS
Above	31.26	9.16	149			
Rural	32.52	8.95	245			
Urban	31.66	8.95	155	0.936	0.350	NS
Arts	31.90	8.68	199			
Science	32.47	9.22	201	0.637	0.525	NS
UG	32.56	8.91	254	1.084	0.279	NS
PG	31.55	9.01	146			

From the table it is clear that p > 0.05, and it is not significant at any level. Hence there is no significant difference in the mean scores of reading comprehension of male and female prospective teachers.

From the table it is clear that p>0.05, and it is not significant at any level. There is no significant difference in the mean scores of reading comprehension of below 25 and above 25 prospective teachers.

From the table it is clear that p > 0.05, and it is not significant at any level. There is no significant difference in the mean scores of reading comprehension of rural and urban prospective teachers.

From the table it is clear that p > 0.05, and it is not significant at any level. There is no significant difference in the mean scores of reading the comprehension of optional subject, arts and science.

From the table it is clear that p>0.05, and it is not significant at any level. There is no significant difference in the mean scores of reading comprehension of educational qualification under the graduate and the post graduate level.

The relationship between Vocabulary proficiency and reading comprehension of prospective teachers:

Pearson correlation between Vocabulary proficiency and reading comprehension of the prospective teachers.

Background characteristics	Pearson Correlation	p	Remark
Total	0.226	0.000	Sig. at 0.05 level

From the table it is clear that p< 0.05, and it is significant at 0.05 level. Hence there exists significant positive low correlation between vocabulary proficiency and reading comprehension.

EDUCATIONAL IMPLICATIONS

The educational implications related to the study are given as follows.

i. It was found that the prospective teachers possess medium level of reading skills and vocabulary proficiency and there exists positive correlation between them. Hence to improve the reading skills and vocabulary proficiency the following measures could be followed.

ii. Reading could be made compulsory in everyday learning process.

iii. Word power, knowing new words, framing sentences could be made as everyday activities.

iv. Activities such as identifying abbreviation, finding synonyms and newspaper reading could be included.

v. Skimming and Scanning activities could be given regularly to develop reading skills

vi. The prospective teachers could be encouraged to do activities like new words, find meanings, study grammar etc. for developing their reading comprehension.

CONCLUSION

Vocabulary proficiency and reading comprehension are very much prevalent these days. Reading comprehension improves the student teachers to learn more vocabularies. An extensive vocabulary aids expression and communication, which is necessary for the student teachers. The teachers have to encourage the student teachers to learn vocabularies through spell check and words check activities, word games, identifying new words and meanings. It would help the student teachers to improve their vocabulary proficiency and reading comprehension.

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