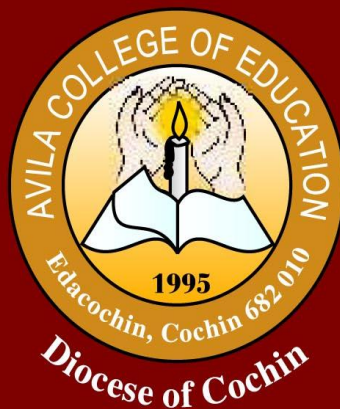


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## **EDITORIAL**

Education has been a problem in our country and lack of it has been blamed for all sorts of evils for hundreds of years. The colonial masters introduced educational system in India with a view to create clerks and we have not much deviated from that pattern till today. Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. Knowledge is largely forgotten after the semester exam is over. The goal of our education system should be to create skilled personnel who can transform India into a mighty power in this era. This calls for a research basis for our educational system.

A journal of education is an invaluable resource for teachers, researchers, curriculum planners and administrators. Through this journal we aim at publishing research papers on current issue in education in general as well as educational practices in elementary, secondary, and higher education. The present issue discusses most relevant issues in education scenario.

Let me take this opportunity to thank all those who have contributed immensely for the success of the first volume of Avila Journal of Educational Research. And we are looking forward for the constant support, co-operation and feed back of our beloved readers.

**Chief Editor**

# **Relationship between Psychosocial Adjustment and Vocational Aspiration of Hearing Impaired Students at Higher Secondary Level**

**Celine Pereira and Sreeja S.**

## **Introduction**

The hearing impairment would always lead to some psychological problems and the general belief is that, the blocks and barriers put up by this condition will result in personality changes, may not always hold good. It will largely depend on the fact as to how impairment has been internalized by the individuals apart from the socio-economic realities associated with each individual's life situation. Life at home and at work of this people will certainly be reflected and affected by their inner world. Inner world would comprise of their attitude, self, aspirations, values, mental health, personality, job satisfaction, etc. One's aspirations in life can be used to gauge one's inner world. Those devoid of aspirations and those with unrealistic aspirations form extreme groups opposed to each other. Very few hearing impaired adolescents go to main stream colleges and universities. They have to content themselves with remaining unemployed, or best, underemployed and underpaid. Lack of higher education and inadequate vocational training is only part of the problem. Unrealistic expectation of the hearing impaired and their families and poor work attitudes are also responsible for their ability to locate jobs. Socio-economic rehabilitation is a must to inculcate self-worth and autonomy to hearing impaired. To attain full participation and equality in society for a hearing impaired person, it is imperative to have a guarantee for the means of livelihood. Only through occupation and economic independence they can participate in social life without any stigma and use the benefits available to them.

To be successful members of the society and gain full access to its richness and opportunities, they have to learn and live at least to some extent in both the worlds that of normal and the hearing impaired. Thus family and community, both play important roles in promoting healthy social and emotional development with hearing impaired children. It is obvious that the limitations in the use of language make the hearing impaired people incompatible for a number of vocations.



# **A Study on the Phonemic Awareness of the English Language among Primary School Students**

**Minikutty A. and Alice Joseph**

## **Introduction**

Concerning the English language, much effort has been made to help children master the language effectively, at the primary level so that students master the basic language skills. Academic progress depends, on the ease with which one handles the English language mainly the skill of reading and in understanding, analyzing, and applying the information gathered through reading. Students read often from a wide variety of materials. They read to find out more about the world in which they live and use that information to improve their lives. They apply their skills in language development. Students with the necessary reading skills can later develop writing and language skills necessary for academic and professional success.

Phonemic awareness is a sub skill of reading, and it is the ability to notice, think about, and work with the individual sounds in words. It refers to the ability to identify, where the sound occurs in the word (i.e. beginning - middle or end). It also relates to the ability to distinguish and manipulate individual sounds. This is a basic prerequisite in developing reading skill; hence students should be grounded in this skill at the primary level when language learning is at its best.

The following are common phonemic awareness skills:

1. Phoneme isolation which requires recognizing the individual sounds in words.
2. Phoneme identity which requires recognizing the common sound in different words.
3. Phoneme substitution in which one can turn a word (such as rat) into another (such as mat) by substituting one phoneme (such as /m/) for (/r/). Phoneme substitution can take place for initial sounds (mat-rat), middle sounds (pat-put) or ending sounds (car-can).
4. Phoneme segmenting which is the ability to break words down, into individual sounds.
5. Phoneme blending which combines the separate sounds in a word to say the word.
6. Sound deletion which is the ability to identify how a word would sound if one sound was omitted.

# **Attitude of Higher Secondary School Teachers of Kerala towards Grading System**

**Sujata Acharya and Vipul Murali**

## **Introduction**

Assessment is an integral part of a learning process. It is an analytic, periodic and continuous process done in relation to certain abilities and skills in certain subject areas. The curriculum committee suggested continuous and comprehensive evaluation at high school level from 2002–03 onwards and the revised curriculum of Sarva Shiksha Abhiyan (SSA) introduced grading system as a method of evaluation in the higher secondary schools of Kerala. But, grading system should not be viewed as something to replace the final examination. Both have a significant role to play in the evaluation system – very often, the final examination is to be taken as a part of the grading system. The main purpose of introducing grading system is to integrate teaching and evaluation and to test the skills and abilities that cannot be tested through a written examination at the end of a course. Indian schools have witnessed a paradigm shift in the evaluation process, viz. the introduction of grading system through continuous internal assessment in place of the traditional examination. Traditionally, the performance of students are assessed entirely at the end of the year, usually by a two hour duration test in which they are expected to produce answers to stereotyped questions, whereas, continuous internal assessment enables one to test intellectual abilities and skills that are not tested by the end-of-the-term, paper and pencil tests.

In grading system, continuous and comprehensive evaluation strategy evaluates the scholastic abilities, the co-scholastic abilities, as well as the personal qualities of students. As it is spread over a period of two years in classes XI and XII, it provides several opportunities for the school to identify and promote the latent talents of the learners in different contexts. Even though the advocates of the system believe that, through grading system, a more reliable and valid assessment of students' progress both in terms of the content and periodicity is possible and it is more comprehensive than the external examination, yet it is not free from criticism. The success of grading system depends on the sincerity, honesty and integrity of the Teachers. In this study an attempt was made to find out the Attitude of higher secondary school teachers of Kerala towards grading system at higher secondary level.

# **Metacognitive Strategies adopted by Teachers and Teacher Effectiveness at Higher Secondary School Level**

**Bindhu T. S. and Shameema S. L.**

## **Introduction**

In the educational process, a good and effective teacher occupies a place of tremendous importance. Teachers have to equip within themselves not only the knowledge and skills to inform and instruct, but also the vision and insight to inspire and transform. A strong education system with effective teachers will give rise to competent empowered citizens. If teachers wish to develop intelligent behaviour as a significant outcome of education, instructional strategies purposefully intending to develop children's metacognitive abilities must be infused in their teaching. Metacognitive strategies which are already in teacher's repertoires must consciously model them for students. The role, functions, effectiveness and preparation of teachers with no doubt had undergone changes from time to time, but the need for a teacher has been imperative in all ages.

## **Significance of the Study**

Students today are growing up in a world that is fast paced, information laden and technology driven. They will have to demonstrate an ability to learn quickly and to apply information effectively not just to be competitive but to survive economically and socially in the post-modern world. The teachers should not teach in the same way they were taught. They need 'a bag of tricks' or repertoire of teaching strategies to meet the needs of the same student at different situations and different students. The students need opportunities to take their thinking to a higher level and express themselves. Teachers can use a variety of strategies to enhance metacognition. Teaching metacognitively can improve classroom communication and facilitate academic performance. Students need to be trained by the teachers to evaluate their own study method, how a method does or does not help them and achieve mastery.

# **Awareness and Attitude of Prospective Teachers towards Constructivist Approach in Teaching English**

**Vijayalekshmi N. S. and Anu Yohannan**

## **Introduction**

Education is a process of acquiring information and knowledge. How one perceives knowledge and what is the process of coming to know are the pertinent questions of education. The traditional methods in which the learners receive the information passively are outdated. We believe that learners actively construct knowledge in their attempts to make sense of the world. Students should be able to acquire experience and learn by themselves, and apply what they learn to various unpredictable situations that they might encounter. Obviously, the traditional teacher – centered and text book guided classroom has failed to bring about desired outcome of producing learning students. Hence the alternative is to change the focus of classroom from teacher – centred to student – centered or more appropriately to the learning – centered using a constructivist approach.

## **Significance of the Study**

The knowledge of education has an important role in empowering a person. The English language should be given special importance in the curriculum as a language of global importance. Language education aims at encouraging independent thinking, free and active expression of opinions and logical interpretations of the present and the past events. It must motivate learners to say things in their own way, nurture their natural creativity and imagination and thus make them to realize their identity. These are the reasons why the learning of language ought to find a central place in the total educational process.

Research studies by Mahoney (2004), Bhaskar & Sivakumar (2007) and Marlow (2008) show that constructivist approach is very effective in the English language classrooms. In the present situation a language teacher, before entering into the teaching profession gets an opportunity to acquaint himself with the application of constructivist approach in the pre-service training.

## **Cognitive Apprenticeship Model and Achievement in English**

**Elizabeth Joshua and Fousiya O. P.**

## **Introduction**

The English language is a common language and is spoken in many countries. It is considered as a universal language. Most of the universities worldwide include English as one of their major subject. India is also competing with the other countries in terms of education among many other things. Hence we are forced to meet the

global standards. English is an important criterion when you are applying for a job or if you are seeking admission in a reputed college/university/institution. Companies welcome those candidates who are fluent in English and have the relevant qualification and skill set. However, candidates with the relevant qualification without having the basic skills of the English language are being rejected.

In ancient times, teaching and learning were accomplished through apprenticeship: We teach our children how to speak, grow crops, craft cabinets, or make clothes by showing them, by making them practice, and by helping them to do it. Apprenticeship was the vehicle for transmitting the knowledge required for expert practice in fields from painting and sculpting to medicine and law. It was the natural way to learn. In modern times, apprenticeship has largely been replaced by formal schooling. The concept of a cognitive apprenticeship is defined as “learning through guided experience on cognitive and metacognitive, rather than physical skills and processes” by Collins et al. (1989). One cannot engage in a cognitive apprenticeship alone, but rather it is dependent on expert demonstration (modelling) and guidance (coaching) in the initial phases of learning. Learners are challenged with tasks slightly more difficult than they can accomplish on their own and must rely on assistance from and collaboration with others to achieve these tasks.

# **Effectiveness of Peer Tutoring on Achievement in Social Science and Study Habit of Secondary School Students**

**Asha Rani K. and Baiju Thomas**

## **Introduction**

Man is gregarious. The basic nature of man is to be friendly and preferring to be with others rather than alone. He is living in groups or community, living to be with other people. But the present system of education seldom promotes the gregarious nature among children; rather it encourages cut throat competition among them. It is counterproductive to the basic gregarious nature of human beings. This situation fails to inculcate in them the invaluable social traits such as cooperativeness, fellow feeling, tolerance, willingness to give and take, sympathy, sharing, companionship, etc. This may be because of the failure in the methods or technique of curriculum transaction in the contemporary system of education.

Secondary stage is really a challenging age as the students have to take the decision concerning their future career by selecting suitable courses. In this stage they have a tendency of high expectation and adaptation from peers. There occurs considerable change in the behavioral pattern or behavioral experiences of a student who participates in curricular and co-curricular activities due to peer influence. Present day class room situations are highly competitive which can be harmful to some students with divergent knowledge. Low achieving students may lack the pre-requisites to learn new material. In the present scenario, the need for socialized techniques in teaching-learning process is imperative to rectify the defects and inculcate extremely useful social values in the life of the educants so that they will become socially accepted and technically efficient productive citizens of the nation. The peer tutoring allows positive social interactions and social relationships between students.

## **Objectives**

1. To assess whether there is any significant difference in the achievement in social science of students in experimental and control group before the experiment.

# **Environmental Attitude of Secondary School Students: A Comparative Study based on certain Demographic Variables**

**Josen George and Rose Jincy P. J.**

## **Introduction**

Human beings in their struggle for existence in this planet had to face different crisis situations of varying degrees of impact. These crises are either manmade or natural. However they could deal with most of the situations through changing themselves or modifying the situations. But one of the most important crises that still could not be addressed properly by mankind is the protection of environment. The developments in industrial and agricultural sectors to provide food and other basic facilities to the growing population have deteriorated the natural environment. The exploitation and manipulation of environment caused disequilibrium to the natural systems of the planet. Uncontrolled mechanization, overexploitation of natural resources, deforestation, and extensive use of chemical fertilizers and pesticides have brought about many changes in different components of the environment. Large quantities of metallic, organic, plastic, electronic and nuclear wastes dumped into the earth and oceans, poisonous and green house gases emitted to the atmosphere, chemicals discharged to the river water, etc. made this earth into poisonous garbage. Nature has been striving hard to compromise with man and his cruelties. Today man wrongly believes himself to be the master of the nature. He thinks that he can transform and utilize his environment to any extent as he wishes. But phenomena such as global warming, climate changes, various fatal diseases, etc. overturn this misconception.

## **Rationale of the Study**

Man is not an isolated phenomenon. He has always been an inseparable part of the environment since his very existence on earth. The survival of human beings on earth depends greatly on the environment. And as a result, the conservation of environment and prevention of environmental degradation are crucial challenges before human beings.

# **Effectiveness of Sharan and Sharan Model of Group Investigation on the Achievement in Business Studies at Higher Secondary Level**

**Usha Parvathy and Cicily Santy M. A.**

## **Introduction**

The aim of commerce education is to produce professionally competent students who are capable of a socially productive career in business and related type of activities. Commerce education began in the USA with the foundation of Wharton School of finance and commerce in 1881 and in the United Kingdom with the establishment of faculty of commerce at the Birmingham University in 1901. Thereafter, various other Universities such as Leeds, Manchester, etc. started faculty of commerce. Group investigation is co-operative learning strategy. Group learning promotes positive interdependence, individual accountability, face-to-face interaction, social skills and process skills, which are essential for effective learning and achievement.

Sharan and Sharan model of group investigation gives importance to group learning. Sharan and Sharan model of group investigation is a complex co-operative learning strategy which involves enquiry, communication skills, social interaction and democratic class rooms. It includes groups with steering committee. Small groups set learning goals, plan to reach goals, pool results, synthesize findings, present them and evaluate them.

This study was conducted to check the effectiveness of Sharan and Sharan model of group investigation on the achievement in Business studies among higher secondary school students. At Higher Secondary level, Commerce students are facing many problems due to inadequate method of teaching and complex structure of the content. To make learning smooth and easy, the learner has to organize the content properly by avoiding complexity in the process of conceptualization by systematically associating ideas. Sharan and Sharan model of group investigation is a co operative learning strategy and this was adopted for teaching Biology in Israel. ([www.ascd.org](http://www.ascd.org)). Sharan and Sharan model of group investigation lays stress on understanding the content. Scientific investigation, open mindedness, independent thinking, co-operative skills etc can be developed through this model which is a direct need in the present.



# **Effectiveness of an Instructional Package based on Cognitive Apprenticeship in Physical Science for Enhancing Creativity among Higher Secondary School Students**

**Prakash Alex**

## **Introduction**

Learning is acquiring new or modifying existing knowledge, behavior, skill, creativity, values or preferences and may involve synthesizing different types of information. Learning is not compulsory, it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process rather than a collection of factual and procedural knowledge. Cognitivists argued that the way people think creatively impacts their behavior and therefore cannot be a behavior in and of itself. Cognitivists later argued that thinking is so essential to psychology that the study of thinking should become its own field. Constructivist approaches to human learning have led to the development of a theory of cognitive apprenticeship. The implicit process involved in carrying out complex skills when they are teaching novices. To combat these tendencies, cognitive apprenticeship “are designed, among other things, to bring these tacit processes into the open, where students can observe enact and practice them with the help from the teacher.”

## **Need and Significance of the Study**

Creativity is universal. Every one possesses creative capacity to some degree. It can be viewed as a very complex dimension covering all aspects of behavior, which will include all the abilities involved in reinterpreting ideas as well as the abilities required in innovating new ideas. Guilford’s (1961) view on creativity is “it has been the distinction between abilities for divergent thinking and abilities for convergent thinking. Convergent thinking implies single already ascertained right responses, whereas divergent thinking results in a variety of responses involving fluency, flexibility, originality and elaboration.”

# **Effectiveness of the Comprehensible Input Strategy in Teaching English**

**Sijimol S. and Chaine Varghese**

## **Introduction**

No one denies the importance of English in the present time as a global language. Modern English is the world's lingua-franca and the language with the most direct and indirect influences on many countries, societies and people in general. In some countries it is used as a mother tongue and in some other countries it serves as a second language. It is an inevitable instrument, the most effective means of communication of science, technology, commerce, trade, and other important fields. Hence the study of English is a requirement of the age. Many teachers of English as a foreign language now share the belief that a single right way doesn't exist in teaching a second language. How a method manifest in the classroom will depend heavily on the individual's understanding of the material taught. According to Krashen (2000) the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. In the present study, the researchers introduce comprehensible input strategy as a means of providing the students adequate comprehensible inputs and test its effectiveness among the secondary school students.

## **Need and Significance of the study**

All theorists of language-learning agree that second language input of some form is necessary for learning a new language. It is also necessary to be able to understand and process the input for second language acquisition to take place. But in the present context, most of our students are not able to understand and make use of English effectively. Krashen and Terrell(1983) pointed out that a language is essentially its lexicon. They stress the importance of vocabulary and view language as a vehicle for communicating meanings and messages. This puts forward the idea that language learners acquire language when they understand messages or receive comprehensible input. Comprehensible input is a language input that can be understood by listeners

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