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**A Peer Reviewed Research Journal
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Edufocus, Peer reviewed journal in Education contains a collection of seven research articles. First article Embracing Multiculturalism in Hindi Language Learning and Teaching: A Pathway to Linguistic Diversity delves into the ways in which multiculturalism enhances the effectiveness of Hindi language education, fosters linguistic diversity, and promotes intercultural understanding.

Second article Relationship between Emotional Intelligence and Self Esteem among the Higher Secondary School Students in Idukki District (Kerala) intended to find out the relationship between Emotional Intelligence and Self Esteem among the Higher Secondary School Students in Idukki District. Normative survey method was adopted for the research. The study revealed that there is no significant difference in both Emotional intelligence and Self Esteem among Higher Secondary School students based on gender and there is a significant relationship between Emotional intelligence and Self-esteem among higher secondary school students on total sample and also based on gender.

Third article Promoting Altruism in a Collaborative Learning Environment stress that in a collaborative learning environment some of the altruists can force a majority of selfish individuals to cooperate in their groups. This paper proposes a new research trend in education and teaching which is based on promoting altruism in a collaborative learning environment.

Fourth article Efficacy of Culturally Inclusive Classroom Supported by Artificial Intelligence identify the significance of the integration of AI in culturally inclusive classrooms offers various benefits, including enhanced access to educational resources, personalized learning experiences, and opportunities for cross-cultural collaboration. AI-powered language translation tools facilitate communication among students from different linguistic backgrounds, while adaptive learning platforms cater to individual learning styles and cultural preferences.

Fifth article of this issue deals with Effectiveness of Brain Based Learning Strategy in Language Learning, on Creative Thinking of Students at Secondary level. The study aimed to prepare and test the effectiveness of Semantic Mapping Technique on Creative Thinking in language learning, of students at Secondary Level. Experimental method was used for the study. The major finding in the study was that Semantic Mapping Technique is effective in enhancing Creative Thinking in Language Learning of Students at Secondary Level.

Sixth article Effectiveness of teaching grammar through Context-based grammar teaching method in online mode. the study, it can be concluded that teaching grammar through a context-based grammar teaching method is effective. This method helps students perceive the grammatical content better.

Seventh article Provision of Cross Cultural Practices in Teacher Education Curriculum The present study conducted a survey to understand the importance of cross cultural practices among student teachers at secondary level. The study aimed to collect information regarding provisions for cross cultural practices in B.Ed. curriculum and their importance in the classroom environments at secondary level. The results indicated the understanding and comprehension of the student teachers about cross cultural practices in classroom environments.

Dr. Smitha Jose
Editor

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30-06-2023
Kochi

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The Edufocus is a peer reviewed national , research journal in Education published by St.Joseph College of Teacher Education for Women, Ernakulam, Kerala. Its objective is to promote scholarship and discourse about education and interdisciplinary areas of research. Edufocus explore empirical, philosophical, theoretical, practical, and applied aspects of Education. Edufocus offers a forum for discussion and presentation of ideas, theory, and research. More than half of the papers will be from research and rest include articles, expression, perception, case studies and reviews. The journal is published bi-annual in the month of June and December every year.

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EMBRACING MULTICULTURALISM IN HINDI LANGUAGE LEARNING AND TEACHING: A PATHWAY TO LINGUISTIC DIVERSITY

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ABSTRACT

This paper explores the significant role of multiculturalism in the process of learning and teaching the Hindi language. Multiculturalism, as a concept, emphasizes the recognition, acceptance, and celebration of diverse cultural backgrounds within a society. In the context of language learning and teaching, embracing multiculturalism can enrich the educational experience by providing learners with exposure to various linguistic nuances, cultural practices, and perspectives. This article delves into the ways in which multiculturalism enhances the effectiveness of Hindi language education, fosters linguistic diversity, and promotes intercultural understanding. Drawing on theoretical frameworks and empirical evidence, it proposes strategies for educators to integrate multiculturalism into Hindi language curriculum and pedagogy. By acknowledging and embracing multiculturalism, Hindi language learners can develop a deeper appreciation for linguistic diversity and cultivate cross-cultural competence.

(Keywords: multiculturalism, Hindi language, language learning, language teaching, linguistic diversity, intercultural understanding)

Embracing Multiculturalism in Hindi Language Learning and Teaching: A Pathway to Linguistic Diversity

Multiculturalism refers to a social and educational philosophy that acknowledges, respects, and celebrates the diversity of cultural backgrounds within a society. It recognizes that individuals from different cultural, ethnic, religious, and linguistic backgrounds contribute to the richness and vibrancy of a community. Multiculturalism emphasizes the importance of equity, inclusion, and mutual understanding among diverse groups, rejecting discriminatory practices and promoting equal opportunities for all individuals regardless of their cultural affiliations.

In the context of language education, multiculturalism recognizes that languages are not isolated entities but are deeply intertwined with the cultures and identities of the people who speak them. Embracing multiculturalism in language education involves incorporating diverse cultural perspectives, practices, and artifacts into the curriculum, fostering an inclusive learning environment where students can appreciate and engage with the linguistic and cultural diversity around them.

Significance of Multiculturalism in Language Education

Multiculturalism plays a crucial role in language education by enriching the learning experience and promoting a deeper understanding of language and culture. Some key reasons why multiculturalism is significant in language education:

Cultural Context

Language is inseparable from culture. By embracing multiculturalism, language learners gain insights into the cultural contexts in which the target language is used, enabling them to understand nuances, idiomatic expressions, and cultural references more effectively.

Diversity Awareness

Multiculturalism fosters an awareness and appreciation of linguistic and cultural diversity. It encourages learners to respect and celebrate differences while recognizing commonalities among diverse communities, thus promoting intercultural understanding and empathy.

Authentic Learning

Incorporating multicultural perspectives into language education provides learners with authentic and meaningful learning experiences. Exposure to diverse cultural materials, such as literature, music, films, and traditions, enhances language acquisition and motivates learners to engage with the language beyond the classroom.

Global Citizenship

Multiculturalism in language education prepares learners to become informed and empathetic global citizens. In an interconnected world, proficiency in multiple languages and cultural competence are invaluable assets that enable individuals to navigate diverse social, professional, and academic contexts with confidence and sensitivity.

Multiculturalism serves as a cornerstone of effective language education, empowering learners to develop linguistic proficiency, cultural competence, and a broader worldview. In the context of Hindi language learning and teaching, embracing multiculturalism is essential for fostering inclusive, engaging, and enriching educational experiences.

Overview of Hindi Language Learning and Teaching

Hindi, one of the most widely spoken languages in the world, serves as the official language of India and is spoken by millions of people globally. As a member of the Indo-Aryan language family, Hindi shares linguistic roots with other languages such as Sanskrit, Urdu, and Bengali. Its script, Devanagari, is known for its distinctive characters and phonetic representation.

In the realm of language education, Hindi holds significant importance due to India's cultural and economic influence, as well as its diaspora spread across various countries. Hindi language learning and teaching encompass a diverse range of contexts, from formal classroom settings to informal language exchanges and self-study programs. The Key aspects of Hindi language learning and teaching are :

1. **Language Proficiency Levels:** Hindi language education caters to learners of varying proficiency levels, from beginners with little or no prior knowledge to advanced learners seeking fluency and mastery.
2. **Curriculum and Pedagogy:** Hindi language curricula typically cover essential language skills such as speaking, listening, reading, and writing, with an emphasis on vocabulary acquisition, grammar structures, and cultural understanding. Pedagogical approaches may vary, including communicative language teaching, task-based learning, and content-based instruction.
4. **Technology and Resources:** With advancements in technology, online platforms, mobile applications, and digital resources have become increasingly prevalent in Hindi language learning and teaching, offering learners access to interactive multimedia materials, language-learning software, and virtual language exchange opportunities.
5. **Challenges and Opportunities:** While Hindi language education presents numerous opportunities for learners to engage with a rich linguistic and cultural heritage, challenges such as standardization of curriculum, availability of qualified instructors, and regional variations in dialects and accents may impact the learning process. However, innovative approaches, collaboration among educators, and the utilization of diverse resources can mitigate these challenges and enhance the effectiveness of Hindi language education.

Hindi language learning and teaching are integral components of promoting linguistic diversity, cultural exchange, and global communication. By embracing multiculturalism and adopting inclusive pedagogical practices, educators can create dynamic learning environments that empower learners to navigate the complexities of language and culture with confidence and proficiency.

Theoretical Framework

Sociocultural Theories of Language Learning

Sociocultural theories, notably advanced by Lev Vygotsky, emphasize the role of social interactions and cultural contexts in the process of language learning. According to these theories, language acquisition occurs through meaningful interactions with others, whereby learners are scaffolded by more knowledgeable peers or adults. In the context of multiculturalism, sociocultural theories highlight the importance of diverse social environments and cultural experiences in shaping language development. By engaging in authentic communicative tasks within culturally diverse settings, learners not only acquire linguistic skills but also gain deeper insights into different cultural practices, norms, and perspectives.

Intercultural Communicative Competence

Intercultural communicative competence (ICC) refers to the ability to effectively communicate and interact with people from diverse cultural backgrounds. Developed by Michael Byram, ICC goes beyond linguistic proficiency to encompass intercultural sensitivity, awareness, and adaptability. In the context of language education, ICC emphasizes the importance of understanding cultural differences, negotiating meanings across cultures, and engaging in respectful and meaningful intercultural exchanges. By integrating ICC into language teaching, educators prepare learners to navigate intercultural communication challenges and foster mutual understanding and respect in multicultural contexts.

Critical Pedagogy and Multicultural Education

Critical pedagogy, inspired by Paulo Freire, aims to empower learners to critically analyze and challenge social inequalities and injustices. In the context of multicultural education, critical pedagogy emphasizes the importance of addressing power dynamics, privilege, and marginalization within educational settings. It encourages educators to deconstruct dominant narratives, challenge stereotypes, and promote social justice and equity. By incorporating crit-

ical pedagogy into multicultural language education, educators can create inclusive learning environments that empower learners to question dominant cultural norms, recognize their own biases, and advocate for social change. This approach fosters critical thinking skills and promotes a deeper understanding of the complexities of language, culture, and identity.

Multiculturalism and Hindi Language Learning Diversity of Hindi-Speaking Communities

Hindi-speaking communities exhibit remarkable diversity in terms of language variations, dialects, regional cultures, and socio-economic backgrounds. From urban centers to rural villages, Hindi is spoken in various contexts, each with its own linguistic nuances and cultural practices. Embracing this diversity provides learners with exposure to a wide range of linguistic inputs and cultural experiences, enriching their understanding of Hindi language and culture.

Influence of Cultural Context on Language Acquisition

The cultural context significantly influences language acquisition. Learners exposed to authentic cultural materials, such as literature, music, films, and traditions, gain a deeper appreciation for the language and its cultural nuances. Moreover, interactions with speakers from diverse cultural backgrounds enhance communicative competence and foster intercultural understanding.

Benefits of Multicultural Approaches in Hindi Language Education

Multicultural approaches in Hindi language education promote inclusivity, authenticity, and engagement. By integrating diverse cultural perspectives and materials into the curriculum, educators create meaningful learning experiences that resonate with learners' lived experiences and interests. This fosters a sense of belonging and motivation among learners, leading to enhanced language proficiency and cultural competence.

Additionally, multicultural approaches prepare learners to navigate the complexities

of multicultural societies and communicate effectively in diverse linguistic and cultural contexts. Strategies for Integrating Multiculturalism in Hindi Language Teaching:

1. **Incorporating Diverse Cultural Materials:** Integrate diverse resources such as literature, films, music, and artworks from various Hindi-speaking regions to expose learners to the richness of cultural expressions.
2. **Promoting Authentic Cultural Experiences:** Organize cultural events, festivals, and field trips to immerse learners in authentic cultural contexts, allowing them to experience Hindi culture firsthand.
3. **Encouraging Cross-Cultural Interactions:** Facilitate opportunities for learners to interact with native speakers from different Hindi-speaking communities, fostering intercultural communication and understanding.
4. **Addressing Cultural Sensitivity and Awareness:** Provide guidance on cultural norms, values, and taboos to help learners develop cultural sensitivity and awareness, ensuring respectful and meaningful engagement with Hindi culture.

Case Studies and Best Practices

1. **Exemplary Multicultural Hindi Language Programs:** Explore successful language programs that incorporate multiculturalism, such as the Hindi Language and Culture Program at a university, which offers a diverse curriculum including language courses, cultural workshops, and immersion experiences.
2. **Success Stories of Integrating Multiculturalism:** Highlight instances where educators effectively integrated multicultural perspectives into Hindi language teaching, resulting in increased student engagement, cultural competence, and language proficiency.
3. **Challenges and Solutions:** Address challenges such as limited resources, curriculum standardization, and cultural sensitivity issues by promoting collaboration among

educators, leveraging technology, and providing professional development opportunities focused on multicultural education.

Implications and Future Directions

1. **Role of Technology:** Embrace digital platforms, language-learning apps, and virtual exchange programs to facilitate cross-cultural interactions, provide access to diverse cultural resources, and enhance language learning outcomes in Hindi education.
2. **Policy Implications:** Advocate for policies that support multicultural approaches in language education, including curriculum guidelines, teacher training initiatives, and funding for multicultural resources.

Recommendations for Further Research

1. **Effectiveness of Technology-Enhanced Multicultural Approaches**

Investigate how technology can be effectively utilized to enhance multiculturalism in Hindi language learning and teaching. Explore the use of digital platforms, language-learning apps, and virtual exchange programs to facilitate cross-cultural interactions and provide access to diverse cultural resources. Evaluate the impact of technology-enhanced multicultural approaches on language learning outcomes and student engagement.

2. **Impact of Policy Interventions on Multicultural Language Education**

Examine the influence of policy interventions on promoting multiculturalism in Hindi language education. Analyze the effects of curriculum guidelines, teacher training initiatives and funding allocations on the integration of multicultural perspectives into language teaching practices. Investigate how policy decisions at the institutional, regional, and national levels shape the implementation of multicultural approaches in Hindi language learning environments.

3. **Best Practices for Promoting Cultural Sensitivity and Inclusion**

Identify and disseminate best practices for promoting cultural sensitivity and inclusion in Hindi language learning environments. Explore strategies for addressing cultural biases, stereotypes, and prejudices in language curriculum and pedagogy. Investigate how educators can create inclusive learning environments that respect and celebrate the linguistic and cultural diversity of Hindi-speaking communities.

4. **Importance of Embracing Multiculturalism in Hindi Language Learning and Teaching**

Embracing multiculturalism in Hindi language education enriches the learning experience by providing learners with exposure to various linguistic nuances, cultural practices, and perspectives. It promotes inclusivity, authenticity, and engagement, leading to enhanced language proficiency, cultural competence, and intercultural communication skills. Moreover, multicultural approaches prepare learners to navigate multicultural societies and communicate effectively in diverse linguistic and cultural contexts.

5. **Call to Action for Educators and Policymakers**

Educators and policymakers must prioritize linguistic diversity and intercultural understanding in Hindi language education. This involves integrating multicultural perspectives into curriculum and pedagogy, providing professional development opportunities for educators, and implementing policies that support multicultural approaches. By fostering an inclusive and empowering learning environment, educators and policymakers can prepare learners to thrive in an increasingly interconnected and diverse world, where linguistic and cultural competence are invaluable assets for personal, academic, and professional success.

Conclusion

Embracing multiculturalism in Hindi language learning and teaching is essential for promoting linguistic diversity, fostering intercultural understanding, and enhancing the overall educational experience. By integrating multicultural perspectives into curriculum and pedagogy, educators can create dynamic learning environments that empower learners to navigate the complexities of language and culture with confidence and proficiency.

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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF ESTEEM AMONG THE HIGHER SECONDARY SCHOOL STUDENTS IN IDUKKI DISTRICT (KERALA)

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ABSTRACT

This study is intended to find out the relationship between Emotional Intelligence and Self Esteem among the Higher Secondary School Students in Idukki District. Normative survey method was adopted for the research. The survey was conducted on sample of 100 Higher Secondary School Students selected through stratified random sampling method. Here Emotional Intelligence and Self-esteem are independent variables. Gender of the student is considered here as a sub variable. The investigator adopted Dr. Asharani K's Emotional intelligence scale and Rosenberg self-esteem (10-item) scale for data collection. The statistical techniques such as Pearson's (r) correlative co-efficient test, Mean and Standard Deviation are used for data analysis. The study revealed that there is no significant difference in both Emotional intelligence and Self Esteem among Higher Secondary School students based on gender and there is a significant relationship between Emotional intelligence and Self-esteem among higher secondary school students on total sample and also based on gender.

Keywords: Emotional Intelligence, Self Esteem

INTRODUCTION

Individual development is a dynamic process, involving hardships and crises. Every man dream to live in a society which is ideal for a happy life, a society with no pressure. But such societies always remain in dreams. In the real world, society is a mixture of happiness and sadness and hence pressure is natural. This is certainly true in modern society where we meet many difficult challenges from many factors such as crime and accidents, natural disasters, social unrest, and financial problems. The pressure affects the behaviour of a man. During adolescence period, where man is in his real making, the incidents, the situations he undergoes and his response to it has a great role to play. It is therefore essential to cope with these negative events to attain a state of personal well-being.

Emotional Intelligence was selected as a variable for the present study because Emotional Intelligence involves being aware of one's emotions and the way the emotions interact with the traditional intelligence. Though the

importance of emotions in learning and success has been pointed out by Plato about 200 years ago, its study on a scientific basis has started only in recent years.

Self-esteem refers to the positive or negative way people feel about themselves. Self-esteem is sometimes called low self worth. It is perhaps too early to speculate, but we argue that the people that suffer the most the Covid -19 crisis, are those that relatively low self-esteem during Self-esteem is a fundamental component of self-awareness. It occupies a key place in the structure of adolescent individual because it is related to mental health and definition of life goals. The present study will explore the relationship between self-esteem and emotional intelligence among higher secondary school students.

DEFINITION

Emotional Intelligence:

and definition of life goals. The present study will explore the relationship between self-es-

teem Emotional intelligence refers to the capacity of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words they can influence the emotions of other people also.

Self-Esteem

Self-esteem refers to a person's overall sense of his or her value or worth it. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself".

Higher Secondary School Students

It comprises the students of plus one and plus two classes. Their age will be within the range of 16 to 19. All of them are adolescents, comprising of equal number of male and female students, studying in the Higher Secondary schools in the district of Idukki, Kerala state.

OBJECTIVES OF THE STUDY

It comprises the students of plus one and plus two classes. Their age will be within the range of 16 to 19. All of them are adolescents, comprising of equal number of male and female students, studying in the Higher Secondary schools in the district of Idukki, Kerala state.

1. To find out if there will be significant difference in Emotional intelligence among Higher Secondary School students based on gender.
2. To find out if there will be significant difference in Self-esteem among Higher Secondary School students based on gender.
3. To find out if there is any relationship between Emotional intelligence and Self-esteem among Higher Secondary School students.
4. To find out if there is a correlation between Emotional intelligence and Self-esteem among Higher Secondary School students based on gender.

HYPOTHESES

1. There is no significant difference in Emotional intelligence among Higher Secondary School students based on gender.

2. There is no significant difference in Self-esteem among Higher Secondary School students based on gender.
3. There is a significant relationship between Emotional intelligence and Self-esteem among higher secondary school students.
4. There is a significant relationship between Emotional intelligence and Self-esteem among higher secondary school students based on gender.

METHODOLOGY

One of the common methods used to solve the research problems is Normative Survey. So, in the present study the investigator used normative survey method. This method involves comparison, measurement, classification, evaluation and generalisation all directed towards a proper understanding and solutions of the significant research problems.

SAMPLE

A population in statistics means any collection of specified group of human beings or non-human entities such as objects, geographical areas, educational institutions, time units, salaries etc. that are relevant to the study. The larger groups of subjects to whom researchers wish to apply their results constitutes the population, which is a group of individuals or objects having at least one characteristic that distinguishes them from other groups (Hittleman & Simon, 1997). Higher Secondary Students of Kerala was considered as the population of the present study.

To collect data from the whole population is a difficult and tedious task. Therefore, researchers usually select sample from the population, which is a true representation of the whole population. Therefore, the selection of a sample is very important step for conducting a research study. The investigator selected 100 students from different schools from Idukki district of Kerala were considered the sample of the study.

VARIABLES

Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes. The present study consists of

two variables. They are Emotional Intelligence and Self-esteem. Here Emotional Intelligence and Self-esteem are independent variables. Gender of the student is considered here as a sub variable.

TOOLS USED

Dr. Asharani K's Emotional intelligence scale is used to measure emotional intelligence among the Higher Secondary School students. Rosenberg self-esteem scale is a 10-item scale that measures global self-esteem by measuring both positive and negative feelings about the self. Demographic information sheet will be used to collect various demographic information about the sample including age, gender, type of family, Name of the School and Class

STATISTICAL TECHNIQUES USED

The proposed study is a correlative descriptive research method. The Pearson's (r) correlative co-efficient test will be used to study the relationship between variables. The researcher will try to discover following statistical measures such as Mean, Standard Deviation and Pearson's correlation which will help us to find out if there is a significant difference between variables.

SCOPE OF THE STUDY

The modern technology has advanced various alterations in the life of every adolescent. It positively and negatively influences the modern youth in general and adolescents in particular. The adolescents, who are experiencing various tensions and crisis, face helplessness, lack on self-esteem and inefficiency in one's own field, such as, educational settings, emotional consistency and societal upbringing. As it is very important to deal with these issues and there have been not many studies over this theme, the attempt here is to identify such issues they face and explore the relationship between emotional intelligence and self-esteem among the higher secondary school students. It also investigates the gender difference of higher secondary school students in emotional intelligence and self-esteem.

LIMITATIONS

Though every effort has been made to make by the Investigator to make the study as precise

and objective as possible, certain limitations have crept into the study. Most of these limitations are inherent in all forms of social science research of the present kind. The Investigator is aware of some limitations of the study. They are

1. The field of Emotional Intelligence is vast and wide in its history, the present study confines its area into the category of higher secondary level only.
2. The statements of the Emotional Intelligence Tool purely based on the culture of Kerala. This limitation also gives need and scope for further studies to different states and cultural settings.
3. Because of the covid-19 pandemic the investigator collected only a limited number of data.

DE-LIMITATIONS

Delimitations are part of every research work which are set as the boundaries of the research work. The investigator has delimited the study in the following areas so that the goals do not become impossibly larger to complete. The main delimitations of the study are

1. The study was limited to 100 Higher Secondary Students
2. The study was confined to students of Idukki district only
3. The study is limited to included only gender as sub variable.

MAJOR FINDINGS

- There is no significant difference in Emotional Intelligence of Higher Secondary School Students based on gender. When the mean scores of Emotional Intelligence of boys and girls students were subjected to the test of significant of difference. The obtained 't' value for boys and girls students was 1.20, which is less than the table value 1.96 at 0.05 level. Thus there is no significant difference in Emotional Intelligence among boys and girls. It can thus be concluded that there is no significant difference between Emotional Intelligence among Higher Secondary School Students based on gender.

- There is no significant difference in Self-Esteem of Higher Secondary School Students based on gender. When the mean scores of Self-esteem of boys and girls students were subjected to the test of significant of difference. The obtained 't' value for boys and girls students was 0.188, which is less than the table value 1.96 at 0.05 level. Thus there is no significant difference in Self-Esteem among boys and girls. It can thus be concluded that there is no significant difference in Self-Esteem among Higher Secondary School Students based on gender.
- There is a significant relationship between Emotional Intelligence and Self-Esteem among Higher Secondary School Students. The conclusion is deduced from the following findings. The calculated mean scores of Emotional Intelligence of Higher Secondary School Students was 139.74 and standard deviation was 9.02 and the mean scores of Self-Esteem of Higher Secondary School Students was 16.95 and standard deviation is 3.34. From the analysis of Emotional Intelligence and Self-Esteem of Higher Secondary School Students, results showed that the correlation was 0.96 which is greater than the table value at 0.05 level. It can thus be concluded that there is a significant relationship between Emotional Intelligence and Self-Esteem among Higher Secondary School Students.
- There is a significant relationship between Emotional Intelligence and Self-Esteem among Higher Secondary School Students based on gender. From the analysis of Emotional Intelligence and Self-Esteem of boys students, results showed that the correlation was 0.94, for girl students the correlation is 0.92, both values are greater than the table value at 0.05 level. It can thus be concluded that there is a significant relationship between Emotional Intelligence and Self-Esteem among Higher Secondary School Students based on gender.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- The findings of the present study point out some key facts that require the attention of

the educational practitioners. The implications of the study are outlined below.

- School is a place where create a cordial environment for students to learn well and acquire good behaviour. The teachers should be taken care of each student and cater everyone's need according to their individual preferences.
- Every school should have a counselling centre and render services to children those who need in time. It is very important to handle their emotions in a proper way and help to manage their educational and emotional needs.
- To organize various personal development programs in every academic year in order to develop their emotional needs.
- Arrange various seminars and workshops in order to make them aware of new trends and innovations within the field of education.
- This study points out the need of our curriculum and syllabi should be reframed in order to incorporate the essential elements of Emotional Intelligence. Training should be given to teachers about how it impart in our classroom.
- Programs should be conducted to educate parents to be support systems to the students in the right manner
- Keeping the results of the study in mind, agencies like NCERT, SCERT and others should put much effort on Self-esteem education because every student is the future.

SUGGESTIONS FOR FURTHER RESEARCH

The findings of the present study may serve as a basis for further research. After the completion of the present work, the investigator feels that there are some related areas that could be studied by future researchers. The following topics, if systematically studied would enrich knowledge in this arena.

- Dimensionalities of the Emotional Intelligence and Self-esteem construct can be explored.

- The present study can be conducted on other levels - secondary, college etc.
- The same study can be conducted with a wider sample to get more generalizable findings.
- The present study was applied for the students of Idukki district only. However, this is applicable for the students of other districts too.
- The present study concentrated on Emotional Intelligence and Self-esteem. A similar study can be carried on by changing variables.

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PROMOTING ALTRUISM IN A COLLABORATIVE LEARNING ENVIRONMENT

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ABSTRACT

Education is a key to success in life. It helps to shape one's life and provides us with the skills necessary to succeed. Research shows that educational experiences that are active, social, contextual, engaging and student-owned lead to deeper learning. In education successful learning always involves an interaction of the learner, the materials, the teacher and the context. To become a successful learner, effective communication and collaboration are essential. Collaborative learning is the educational approach of using groups to enhance learning through working together. Students learn valuable life skills through collaborative learning, developing a wide range of skills. Learning to work in a group and share ideas is always a great strength. Lev Vygotsky's Social Development Theory suggests that community and collaboration play a central role in the learning process as well as social interaction and behavior. By engaging in a group work, all of the members in it have a sense of shared responsibility and benefit from the support of the rest of the group even though the groups often have varying levels of ability within them. A collaborative learning environment empowers students to work with one another in a connected and sharing environment. Social interactions lead to altruistic behavior. Altruism – concern for others – is a universal value. Altruism may be defined as unselfishly giving to others without expectation of personal gain (Eisenberg et al., 1999). In a collaborative learning environment some of the altruists can force a majority of selfish individuals to cooperate in their groups. This paper proposes a new research trend in education and teaching which is based on promoting altruism in a collaborative learning environment.

Key Words: - Collaborative Learning and altruism.

INTRODUCTION

The shortcomings in traditional methods of education includes memorization techniques for learning and a lack of important skills among the students. Hence, in the present scenario many institutes are moving towards adopting new ways of teaching which will lead to students' overall development and make them ready for the future. The new research trends in education and teaching improves the learning outcomes and skills among the students. Altruistic education as the right way of saving the world. Power is a double-edged sword. Each person can use it for good or evil. The only line which differentiates how a person would use one's power and privilege is whether or

not one will use it for his or her ends or others. The problem humanity is facing is not how we can teach ourselves to have more wealth and power, rather is how can we teach ourselves to find happiness in using that wealth and power beyond oneself. Hence, education should not deprive students of the chance to cultivate their character. Instead, education should help students to strive toward making the good, right and altruistic choices of using their power and privilege not only for themselves but the good of mankind. The education which helps students to find the joy and beauty in giving up, overcoming, and transcending one's selfish tendencies toward growth is called "Altruistic Education". 'Altruism' was coined by the French sociologist Auguste Comte in the early 1850s

as a theoretical term in his ‘cerebral theory’ and as the central ideal of his atheistic ‘Religion of Humanity’.

In education, teaching and learning are both collaborative processes. Collaborative learning consists of exercises and activities through which students develop and construct knowledge by interacting with each other. In collaborative learning environment, no learner is working alone, they can benefit from the varying creative and skill - based strengths of the collective group in order to develop their own individual understandings. In a collaborative learning environment, majority of the time, the students work in groups of two or more people, seeking understanding, solutions or creating something together. In this type of learning students get the opportunity to learn from others’ skills and resources. Vygotsky’s sociocultural theory, accounts for children who appear to lack certain skills when tested yet often perform more competently in the presence of someone who has the necessary knowledge. Skills displayed in the social context, but not in an isolated setting. This concept underpins the notion of ‘scaffolding’ in which a more knowledgeable person provides support to promote a child’s cognitive development.

Every day life is filled with small acts of altruism, from holding the doors for strangers to giving money to people in need. Altruism is the unselfish concern for other people. It is a mindset that can last a lifetime. Often people behave altruistically when they see others in challenging circumstances and feel empathy and a desire to help. When a student develops a spirit of cooperation, empathy and generosity, these qualities enhance every lesson learned in the classroom and beyond. Altruism is often taught as part of philosophy, religion or psychology classes, although it can fit with many different subjects. Altruistic behaviors are an important part of the life that binds families and social groups together, helping them to cooperate. Recent neuroscience studies have shown that when people behave altruistically, their brains activate in regions that signal pleasure and reward.

Altruism activities in the classrooms not only help students learn more about the con-

cept, but also experience altruism themselves. Studies have found that people’s first impulse is to cooperate rather than compete. Those who possess this quality typically put others first and truly care about the people around them. Thus promoting altruism in a collaborative learning environment is very essential in the field of education.

IMPORTANCE OF ALTRUISM IN A COLLABORATIVE LEARNING ENVIRONMENT

Sean Grover a New York – based group psychotherapist attributes that the teaching of altruism improves mood and behavior in children. Altruism provides the children a greater sense of personal health and also it is a key condition for fostering feelings of happiness and empowerment. Teaching children to help others also ends up with the children helping themselves too. Some importance of altruism are as follows;

1. It increases personal happiness
2. It fosters a healthy sense of interconnectedness
3. It strengthens personal identity
4. It inspires a sense of mission
5. It teaches life skills and lets the children positively impact their community
6. It creates a sense of belonging and reduces isolation
7. It creates a more positive community
8. It helps in the socialization of children in their respective education environment

The researchers believe that differences in helping behavior are correlated with the socialization of children in their respective education environments (Simmons & Sands-Dudelczyk, 1983). Some evidence supporting the social learning theory of altruism comes from research by Konecni and Ebbesen (1975), who found that children have a greater response to adults who behave altruistically (through role modeling) versus adults who merely make statements in favor of altruism. Similarly Bryan and Walbek (1970) found that children learn more and

respond more positively to role modeling than to didactic instruction on altruism. They also concluded that parents and adult role models can help train children to recognize situational cues for assistance (eg; signs of distress in another person) and also may prescribe norms for helping others (Konecni & Ebbesen, 1975). This socialization into the helping process may be the key for understanding how children discern who needs help, based on such factors as age, race, gender and ethnicity.

Some studies says that helping others can have a positive effect on the mental health and wellbeing. Altruism is an attitude to pay attention on other's well-being without concerning the self (Batson, 1987). There is some evidence that being aware of your own acts of kindness and the things you are grateful for can increase feelings of happiness, optimism and satisfaction.

Man is a social being influencing the conduct of others and being influenced by their behavior, in his turn. Social relationship depends upon mutual quality between such behaviors. Every society has some norms and standard regarding social development (Kol and Esra, 2016). A child who accepts and obeys the traditions, customs and deals with the social norms is said to sociable. Altruism and social skills are interrelated terms. Social skills can give us greater insight and help us better to understand the motives and actions of our self and others. Altruism is an ethical doctrine that holds that the moral values of an individual's actions depend solely on the impact on the other individuals, regardless of the consequences on the individuals itself (Andrew, 2006). James Fisser states the altruist dictum as "An action is morally right if consequences of that action are more favorable than the unfavorable to everyone except the agent".

THE ROLE OF EDUCATORS IN INCREASING ALTRUISTIC BEHVIORS IN A COLLABORATIVE LEARNING ENVIRONMENT

Educating the students requires a particular educational - training plan. Training young people on the value and meaning of altruistic attitudes requires special attention. Bringing young people's attention to the importance of

altruistic attitudes is a necessity, it arises from the deep crisis that characterizes modern society, whose isolation and aggressive attitudes are increasingly common in both young and adult life. It is therefore necessary to pay greater attention to empathic skills for the new generations, due to signs of social alienation and individual forms of desperation, if unchecked, they could lead to deeper lacerations of the social fabric. In a classroom, the teachers need to pay more attention on their students' well-being rather than their personal well-being. Some of the roles that the educators play in increasing altruistic behaviors in a collaborative learning environment are:

1. Teachers can demonstrate caring, empathy and compassion toward others in their day-to-day interactions with students.
2. Teachers can structure the classroom
3. Teachers can infuse altruism into the curriculum in the classroom
4. Teachers make aware of what constitutes altruism
5. Teachers can establish tasks that each individual performs for the good of the class room community
6. Teacher make sure that every child be given a task each day in a classroom
7. Teacher can designate the classroom supplies as community property
8. Teacher can arrange group discussions about some good values
9. Teacher allows the students to explore their own personal values regarding helping others
10. Teacher can give students opportunities to increase their knowledge of the skills they possess that they can use to help others

CREATING HELPING OPPORTUNITIES IN A COLLABORATIVE LEARNING ENVIRONMENT

Select opportunities that are genuine: - It is hard to disguise an artificial situation to look authentic. Students see through the rhetoric quickly and respond cynically.

Choose tasks that match the ability of the student: - Not all students have the ability to be helpful in the same way. Do not ask students to help by doing a task that will most likely lead to failure. On the other hand, be careful not to pick demeaning chores that are beneath the student's ability. If a child has a specific skill or ability, try to use it in choosing a helping task.

Make the opportunities optional: - Forcing students to help will not only increase resistance but will minimize the healing effect. If students are required to perform helping tasks, they will have trouble taking credit for what they do.

Do not praise the helper, especially in public: - The goal of helping is to give the student an internal feeling of worth. Public acknowledgment is an external reward, and it can cheapen the experience. If you want to express your appreciation, do it privately, and as simply as possible. Eventually, if a student has clearly shown a change in attitude and behavior, the best way to bestow public honor is in the context of recognizing other students as well, without singling any one out. Focus on the internal gains, and keep the pressure off. A student in the formative stages of helping still doubts whether or not he or she can succeed. Undue public praise may undermine the potential benefits.

Do not worry about rewarding negative behavior: - Educators may mistakenly ask, "Why let the kids who are always in trouble get to do something fun?" Rewarding negative behavior, a partially accurate description, is a trivial consequence compared to the good that can result. Giving at-risk students the opportunity to help others will not induce "good kids" to suddenly behave badly because they want to be helpers. If this fear exists, quell it by giving all students the opportunity to be helpful.

Provide a variety of possibilities: - Develop different kinds of helpful activities to meet various needs: some once a week, others every day; some at the school site, others in the community; some informal and some involving academic credit.

Have students help others with similar problems: - Sometimes students can resolve their own problems by helping others with the same difficulty. Students who are loud in the hall

often make good hall monitors. Students who fight on the playground can frequently stop others from fighting. Because they understand the problem from a different perspective, they can sometimes be more effective than teachers and, in the process, learn to see their own behavior more objectively.

Provide enough time for positive results to occur: - Don't expect instant results. Give the healing effect of helping time to occur, at least a month or two. As long as things are not getting worse, stay with the process.

CLASSROOM ACTIVITIES WITH ALTRUISM

Altruism is the ability and willingness to help others. Altruism activities in the collaborative learning environment not only help students learn more about the concept, but also experience altruism themselves. Some of the Altruism activities in a classroom are as follows;

1. BYSTANDER ACTIVITY

In this activity, first each student reads a scenario in which a stranger needs help and there are bystanders present. The student tries to predict whether or not the bystanders will help and justifies the answer. Next, students share their findings with each other and create a collective list of factors that could promote altruism. Finally, the students write short papers and engage in classroom discussions about how altruism develops in public settings.

2. INTERVIEWING VOLUNTEERS

As a classroom activity students can interview volunteers to find out more about their motivations and experiences. Each student chooses a volunteer from a different type of organizations like disaster relief organizations, homeless shelters etc. After the interview the students get to share the results with the entire classroom through an oral presentation, a poster or another method.

3. MEETING SOCIETY'S NEEDS

Through this activity students not only learn the concept of altruism but under-

stand how it can improve society and make an impact on the lives around them. When the students become more aware of needs in society, the whole classroom plans an altruistic project. Students should work in teams and organize their time effectively in order to develop teamwork skills and experience altruism in action.

4. KINDNESS CORNER

As an ongoing classroom activity students can keep a special bulletin board in a corner of the classroom or set aside a blank area of wall. The Students can add clippings from newspapers, magazines or newsletters, sharing stories of altruism in the community or the country. Students can also write their own experiences with altruism or plans for future experiences with altruism.

CONCLUSION

Behavior is normally described as altruistic, when it is motivated by a desire to benefit someone other than oneself for that person's sake. How much altruism is appropriate for an individual varies according to that individual's situation in life. Hypothesis comes from social learning theory, which posits that children learn to be altruistic through multiple social interactions, including adult role modeling of ideal behaviors, dialectic conversations that stimulate cognitive formation and development of altruistic ideas and role playing and instruction that increase children's perceptions of their own competencies for helping others (Konecni & Ebbesen, 1975). In addition, Eisenberg and Fabes (1998) found that parenting style and social context may affect the development of pro-social behaviors that have an altruistic base. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978)

states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals."

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EFFICACY OF CULTURALLY INCLUSIVE CLASSROOM SUPPORTED BY ARTIFICIAL INTELLIGENCE

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ABSTRACT

In recent years, the pursuit of culturally inclusive education has gained significant attention as educators strive to create learning environments that honor diversity and promote equitable opportunities for all students. This paper explores the efficacy of leveraging artificial intelligence (AI) to support the development of culturally inclusive classrooms. By harnessing the capabilities of AI technologies, educators can address the diverse needs, backgrounds, and cultural identities of students, fostering a more inclusive and supportive educational experience.

The integration of AI in culturally inclusive classrooms offers various benefits, including enhanced access to educational resources, personalized learning experiences, and opportunities for cross-cultural collaboration. AI-powered language translation tools facilitate communication among students from different linguistic backgrounds, while adaptive learning platforms cater to individual learning styles and cultural preferences. Virtual reality (VR) and augmented reality (AR) applications provide immersive cultural experiences, promoting empathy and understanding among students from diverse cultural backgrounds.

Keywords: Culturally Inclusive Classroom, Artificial Intelligence

Introduction

The integration of AI in culturally inclusive classrooms holds promise for transforming education by promoting diversity, equity, and cultural understanding. By leveraging AI technologies to facilitate communication, personalize learning, and foster cross-cultural collaboration, educators can create enriching learning environments that empower students to thrive in a multicultural world. However, careful attention must be paid to ethical considerations and bias mitigation to ensure that AI supports, rather than undermines, the goals of cultural inclusivity in education.

Need and Significance

Moreover, AI algorithms can curate learning materials that reflect the cultural diversity of the classroom, ensuring that students encounter content that resonates with their identities and experiences. By recommending diverse literature, multimedia resources, and cultural artifacts, AI promotes representation

and validation of students' cultural heritage. Additionally, AI-driven assessment tools offer insights into students' cultural competency and provide personalized feedback to support their growth in this area.

AI facilitates community engagement and collaboration by connecting students with cultural experts, community leaders, and peers from around the world. Online platforms powered by AI algorithms enable meaningful interactions and collaborative projects that transcend geographical boundaries, fostering a sense of global citizenship and cultural appreciation. Through digital cultural exchanges and virtual collaborations, students develop cross-cultural competencies and learn to navigate diverse perspectives with respect and empathy.

The efficacy of AI-supported culturally inclusive classrooms is contingent upon addressing ethical considerations and mitigating potential biases inherent in AI algorithms. Educators must be vigilant in ensuring that AI

technologies uphold cultural values, respect diverse perspectives, and prioritize fairness and inclusivity. Moreover, continuous monitoring and evaluation are essential to assess the impact of AI on cultural inclusivity and identify areas for improvement.

Culturally Inclusive Classroom in The Indian Context

In the Indian context, creating a culturally inclusive classroom is not just beneficial but also essential for several reasons:

1. **Diverse Society:** India is a culturally diverse country with a rich tapestry of languages, religions, traditions, and customs. A culturally inclusive classroom reflects this diversity and ensures that all students feel valued and respected.
2. **Promotes Equity:** Inclusive classrooms provide equal opportunities for all students, regardless of their cultural background, socioeconomic status, or abilities. It helps in bridging the gap between students from different cultural backgrounds and ensures that no student is left behind.
3. **Enhances Learning:** Exposure to diverse perspectives, experiences, and cultures enriches the learning experience for all students. A culturally inclusive classroom encourages critical thinking, empathy, and understanding among students.
4. **Prepares for Global Citizenship:** In today's interconnected world, the ability to understand, appreciate, and respect different cultures is essential. A culturally inclusive classroom equips students with the skills and knowledge needed to thrive in a multicultural society and become responsible global citizens.
5. **Reduces Discrimination:** Culturally inclusive classrooms promote acceptance, respect, and tolerance among students. It helps in reducing discrimination, prejudice, and bias based on cultural differences.
6. **Supports Academic Success:** When students feel included and valued in the

classroom, they are more likely to actively engage in learning activities, participate in class discussions, and achieve academic success.

7. **Fosters Social Cohesion:** A culturally inclusive classroom creates a sense of belonging and community among students from diverse cultural backgrounds. It fosters social cohesion and promotes positive relationships among students.

creating a culturally inclusive classroom in India is not just a moral imperative but also an educational necessity. It lays the foundation for a more inclusive and equitable society, where diversity is celebrated and valued.

How to build a Culturally Inclusive Classroom in the Indian

Creating a culturally inclusive classroom in the Indian context is essential for promoting diversity, equity, and belonging among students from various cultural backgrounds. Here are some strategies to foster a culturally inclusive classroom environment:

1. **Recognize and celebrate the diverse cultural backgrounds of students in your classroom.** Encourage students to share their cultural traditions, practices, and festivals.
2. **Incorporate diverse perspectives, experiences, and contributions from different cultures into the curriculum.** Use teaching materials, textbooks, and resources that reflect the cultural diversity of India.
3. **Respect and value the linguistic diversity in India.** Use multilingual teaching strategies and materials to accommodate students who speak different languages. Encourage students to use their native language alongside English.
4. **Be aware of cultural differences and avoid stereotypes and biases in teaching.** Create a safe and respectful environment where students feel comfortable expressing their cultural identities.
5. **Promote collaborative learning activities that encourage students to work together,**

share their cultural perspectives, and learn from each other.

6. Offer a variety of assessment methods that accommodate different learning styles and cultural backgrounds. Allow students to demonstrate their understanding through various means such as oral presentations, group projects, and written assignments.
7. Involve parents and the local community in classroom activities and events. Encourage parents to share their cultural expertise and participate in school programs and celebrations.
8. Provide cultural sensitivity training for teachers to increase their awareness and understanding of the diverse cultural backgrounds of their students.

By implementing these strategies, educators can create a culturally inclusive classroom where all students feel valued, respected, and supported in their learning journey.

In today's diverse educational landscape, the integration of Artificial Intelligence (AI) offers promising opportunities for developing culturally inclusive classrooms. This paper explores strategies for creating a culturally inclusive learning environment using AI technologies, focusing on the integration of cultural awareness, sensitivity, and competence into educational systems.

Strategies For Developing a Culturally Inclusive Classroom Using AI Include:

1. **Culturally Relevant Content and Examples:** Utilizing AI algorithms to curate and deliver culturally relevant content, examples, and activities that resonate with students from diverse cultural backgrounds.
2. **Language Inclusivity:** Implementing Natural Language Processing (NLP) capabilities to provide multilingual support within educational platforms, accommodating students who speak different languages and offering instructions, explanations, and feedback in multiple languages.
3. **Cultural Sensitivity and Respect:** Leveraging AI-powered content analysis tools

to ensure that educational materials are free from stereotypes and biases, and incorporating culturally sensitive language and imagery to create a respectful learning environment.

4. **Personalized Learning:** Employing AI-driven adaptive learning technologies to personalize the learning experience within the classroom, allowing students to customize their learning paths based on their cultural preferences, learning styles, and background knowledge.
5. **Collaborative Learning:** Utilizing AI-supported collaborative learning platforms to facilitate cross-cultural communication and collaboration among students from diverse cultural backgrounds, promoting peer learning and knowledge sharing.

Conclusion

By implementing these strategies, educators can harness the power of AI to create culturally inclusive classrooms that promote equity, inclusivity, and effective learning outcomes for all students, regardless of their cultural background. In today's diverse educational landscape, the development of a culturally inclusive classroom within an Intelligent Tutoring System (ITS) is crucial for promoting equity, diversity, and effective learning outcomes. This paper explores strategies for creating a culturally inclusive learning environment within an ITS, focusing on the integration of cultural awareness, sensitivity, and competence into the design and implementation of the system.

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EFFECTIVENESS OF BRAIN BASED LEARNING STRATEGY IN LANGUAGE LEARNING, ON CREATIVE THINKING OF STUDENTS AT SECONDARY LEVEL

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ABSTRACT

Language, communication and education are inter-related processes. Brain Based Learning Strategy is a powerful technique in acquiring language skills. Brain Based Learning Strategy specifically, Semantic mapping is a technique to represent graphical concepts. It is also a visual and structured strategy for vocabulary development and knowledge expansion displayed in categories of words in relation to other words. The study aimed to prepare and test the effectiveness of Semantic Mapping Technique on Creative Thinking in language learning, of students at Secondary Level. Experimental method was used for the study. Sample consisted of 137 students selected randomly from two Secondary Schools of Ernakulam district. The major finding in the study was that Semantic Mapping Technique is effective in enhancing Creative Thinking in Language Learning of Students at Secondary Level.

Introduction

Malayalam, the mother tongue of the people of Kerala, need to be visualized as the vehicle to train a child to think, reason, analyze and to articulate logically. We need to gain proficiency in it. Each generation needs to study it afresh. Once a child is grounded in first language, she can expand her experience and learn more, even through other languages, spoken in her wider environment. Malayalam Higher language skills are normally expected from a child at the secondary level of education. During the middle school years, students start developing higher order language abilities. Teachers do their best to help students gradually develop mature language skills.

There is a need of enriching Malayalam language with the help of various innovative methods like Brain Based Learning strategies: Semantic Map, Mind Map, Concept Map, Story Map, and Graphic Organizers.

Current researches also emphasize on enriching learning environment which provide students with many opportunities for hands-on activities, collaboration with other students and teachers, visual-mapping strategies for organizing, communicating, and retaining knowledge. Providing real life examples and connections with students, create a classroom where attention is on individual learning styles. These ultimately enhance the cognitive understanding of the learners. Language learning is a complex cognitive process, and harnessing effective strategies to enhance creative thinking is essential for the holistic development of secondary-level students.

A study by Alireza Navid Moghaddam I & Seyed Mahdi Araghi entitled Brain-Based Aspects of Cognitive Learning Approaches in Second Language Learning revealed that brain-based learning is effective in language learning. The findings illustrate that there is great

demand for change in the traditional teaching approach, and the interaction between teachers and students. "Brain-based learning is relevant and meaningful to previous mental, emotional, and physical experiences strengthens memory" (Wolfe, 2001, p. 90). "Brain-based learning is a natural, motivating, and positive way of maximizing learning and teaching." It is an approach that is based on the ways our brain learns best" (Jensen, 2005). There are different types of maps used in the teaching and learning process such as Semantic Map, Graphic Organizer, Mind Map, Concept Map, Cognitive Map, Story Map, Etc. There is a need of enriching Malayalam language with the help of these various innovative methods

The study aimed to prepare and test the effectiveness of Brain Based Learning Strategy, specifically Semantic Mapping in Language learning on Creative Thinking of Students at Secondary level.

Key Terms:- Brain based learning : Semantic Mapping, Creative Thinking, Language Learning , Students at Secondary level

Objective

To test the Effectiveness of Semantic Mapping Technique in language learning, on the Creative thinking of Students at Secondary level.

Methodology

Experimental method was used to assess the comparative effectiveness of Semantic Mapping Technique and Activity Method in learning Malayalam in Standard IX. Pretest Post test nonequivalent group design was used. The investigator prepared 40 semantic maps based on the subunits included in unit I and unit II from Malayalam textbooks of Std. IX. Kerala State syllabus. The Experimental study was conducted on a sample of 137 Secondary School Students.

Tools used for the study

The tools were used for collecting data :

1. Semantic Maps for learning Malayalam (Std. IX)

2. Higher Order Language Skills Test Std. (IX) Creative Thinking.

Statistical Techniques Used

The statistical Techniques used for the present study are given below:

- (i) Percentage, Test of significance of difference between the means, Analysis of Variance and Co-variance.

Hypotheses 1

When the treatment groups (Semantic Mapping and Activity Method Group) are exposed to experimental teaching (Total sample), there will be significant difference between Experimental Group and Control Group with regard to:

- (i) Immediate Post - Test Scores (Creative Thinking)
- (ii) Delayed Post - Test Scores (Creative Thinking)

Analysis

1. Comparison of Pre-test and Immediate Post-test scores on Creative Thinking of the Semantic Map Group and Activity Method Group for the total sample using Analysis of variance (ANOVA) and Co-variance (ANCOVA)

To find the effectiveness of Semantic Map Technique in learning Malayalam at Secondary Level by comparing the Pre-test and Immediate Post-test scores on Creative Thinking of the treatment groups. viz., Semantic Map Group and Activity Method Group, for the total sample. The details are given in the Table 1.

Table 1.1

Summary of Analysis of variance of Pre test and Immediate Post-test Scores on Creative Thinking of Semantic Map Group and Activity Method Group for the total sample using Analysis of Variance.

Source of variation	df	SSx	SSy	MSx	MSy
Among means	1	0.15	277.45	0.15	277.45
Within groups	136	50.46	862.88	0.37	6.34
Total	137	50.61	1140.33		

$F_x = 0.4$, $F_y = 43.73$, From Table for df 1/136, F at 0.05 level = 3.91 , F at 0.01 level = 6.82

The F- ratios for the Pre-test and Immediate Post-test scores are tested for significance. F_x value obtained is 0.4 ($F_x = 0.4$ $p > 0.05$) and is less than F at 0.05 level (i.e.,3.91). Therefore, it can be concluded that the treatment groups (Semantic Map Group and Activity Method-Group) do not differ significantly with regard to Pre- test scores on Creative Thinking. The two groups are more or less equal with respect to Pre- test scores on Creative Thinking in Malayalam.

Since the obtained value of F_y ($F_y = 41.35$: $p < 0.01$) is greater than F at 0.01 level

(i.e., 6.82) it can be concluded that the Semantic Map Group (SMG) and Activity Method Group (AMG) differ significantly with regard to Immediate Post-test scores on Creative Thinking at 0.01 level of significance.

Table 1. 2

Summary of Analysis of Co-variance of Pre-test and Immediate Post-test scores on Creative Thinking of Semantic Map Group and Activity Method Group for the total sample using Analysis of Co- variance (ANCOVA).

Source of variation	df	SSx	SSy	SSxy	SSy.x	MSy.x
Among means	1	0.15	277.45	-6.41	284.59	284.59
Within groups	135	50.46	862.88	31.15	843.65	6.25
Total	136	50.61	1140.33	24.74	1128.23	

$F_{y.x} = 45.54$, From Table for df 1/135 ,F at 0.05 level = 3.91 , F at 0.01 level = 6.83

The obtained value of F is 45.54 and is significant at 0.05 level ($F = 45.54$; $p < 0.01$). This shows that the final mean scores of treatment groups differ significantly after they have been adjusted for difference in the Pre-test scores.

Table 1.3

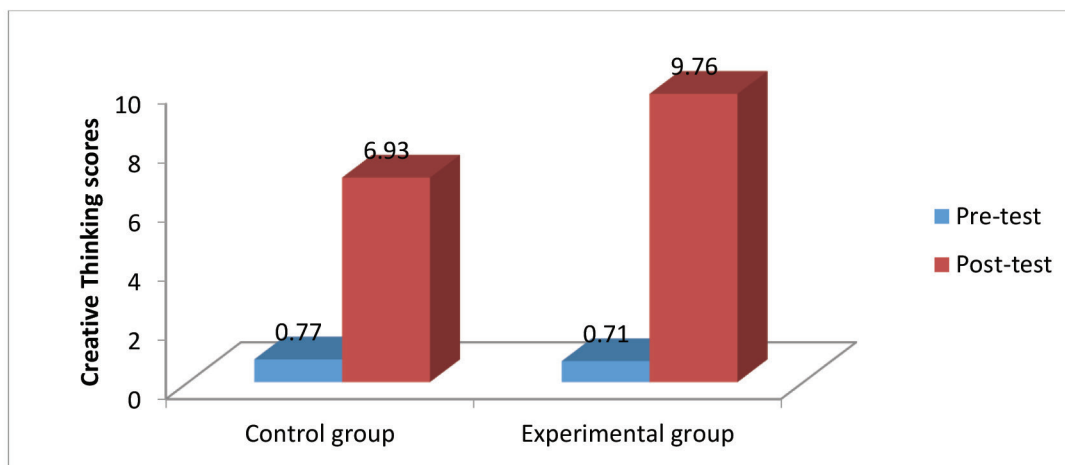
Adjusted means of Immediate Post-test scores on Creative Thinking of the treatment groups

Groups	Number of students	Pre-test mean	Post-test mean	Adjusted Post-test mean
Control	70	0.77	6.93	6.91
Experimental	68	0.71	9.76	9.78

SEd = 0.426, $t = 6.758$

The significant difference between the adjusted Post-test means indicate that the students of experimental and control group differ significantly in their Immediate Post-test scores on Creative Thinking after they have been adjusted for difference in the Pre-test scores. Since the adjusted mean of experimental group is significantly greater than that of the control group, the experimental group is superior

to the control group in Immediate Post-test scores on Creative Thinking. It may therefore be concluded that students taught through Semantic Mapping technique had better Creative Thinking ability than those who taught through Activity Method. Semantic map can act as an effective tool to improve achievement and can serve as a memory aid to organize information and promote creativity.



Graph 1 Pre-test, and Immediate Post-test mean scores on Creative Thinking of control group and experimental group

Tenability of hypothesis

Test of significance for difference between means of Immediate Post-test scores on Creative Thinking of the treatment groups using Analysis of Co-variance revealed that there is significant difference between experimental group and control group in adjusted Immediate Post-test scores on Creative Thinking. Hence the hypothesis formulated in this context is accepted.

2. **Comparison of Immediate Post-test and Delayed Post- test scores on Creative Thinking of the Semantic Map Group and Activity Method Group for the total sample using Analysis of variance**

(ANOVA) and Co-variance (ANCOVA)

In order to find out, whether the Semantic Mapping Technique was effective in retaining the scores of Creative Thinking over a period of time, a Delayed Post-test of Creative Thinking was carried out after a gap of one month of the intervention. The details are given below in the Table.

Table 2.1

Comparison of Immediate Post-test and Delayed post test scores on Creative Thinking of the Semantic Map Group and Activity Method Group for the total sample using Analysis of variance (ANOVA)

Source of variation	df	SSx	SSy	MSx	MSy
Among means	1	188.92	384.38	188.92	384.38
Within groups	135	918.61	676.72	6.80	5.01
Total	136	1107.54	1061.1		

$F_x = 27.78$, $F_y = 76.72$, From Table for df 1/136, F at 0.05 level = 3.91, F at 0.01 level = 6.82

The obtained value of F_x is 27.78 and is greater than the table value at 0.01 level (i.e., 6.82) and hence is significant ($F_x = 27.78$; $p < 0.01$). Hence the treatment groups differ significantly in their Immediate Post-test scores on Creative Thinking.

The obtained value of F_y is 76.72 and is greater than the table value at 0.01 level (i.e., 6.82) and hence is significant ($F_y = 76.72$;

$p < 0.01$). Hence the treatment groups differ significantly in their Delayed Post-test scores on Creative Thinking.

Table 2.2

Summary of Delayed Post-test scores on Creative Thinking of Semantic Map Group and Activity Method Group for the total sample using Analysis of Co- variance (ANCOVA)

Source of variation	df	SSx	SSy	SSxy	SSy.x	MSy.x
Among means	1	277.45	393.63	330.47	68.74	68.74
Within groups	135	862.88	718.81	534.05	388.27	2.88
Total	136	1140.33	1112.43	864.52	457.01	

$F_{y.x} = 23.9$, From Table for df 1/135, F at 0.05 level = 3.91, F at 0.01 level = 6.83

Table 2.3

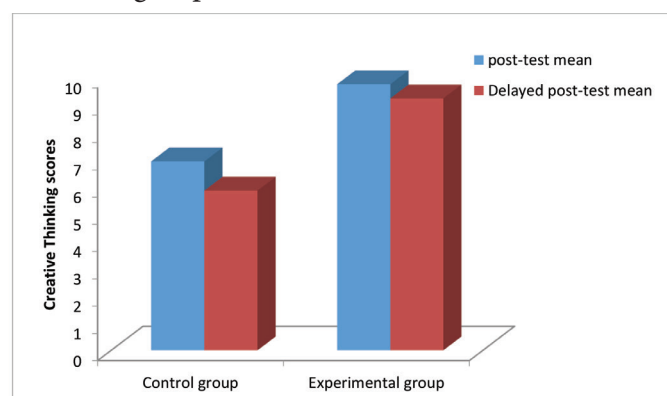
Adjusted means of Delayed Post-test scores on Creative Thinking of the treatment groups

Groups	Number of students	Post-test mean	Delayed Post-test mean	Adjusted Delayed Post-test mean
Control	70	6.93	5.86	6.73
Experimental	68	9.76	9.24	8.36

SEd = 0.29, $t = 5.64$

The calculated value of t is significant at 0.01 level ($t = 5.64$; $p < 0.01$). The significant difference between the adjusted Delayed Post-test means indicate that the students of experimental and control group differ

significantly in their Delayed Post-test scores on Creative Thinking after they have been adjusted for difference in the Immediate Post-test scores on Creative Thinking.



Graph 2. Immediate Post-test and Delayed Post-test mean scores on Creative Thinking of experimental and control groups

Tenability of Hypothesis

Test of significance for difference between means of Delayed Post-test scores on Creative Thinking of control group and experimental group revealed that there is significant difference between control group and experimental group in Delayed Post-test scores on Creative Thinking. Hence the hypothesis formulated in this context H2 is accepted.

Conclusion

The Semantic Maps, reinforce the cognitive skills required for effective learning and also improves creative thinking. Students unlock their ability to engage with new ideas and information in increasingly complex ways. Brain-based learning strategies in language classrooms, ultimately helping students develop not only their language skills but also their creative thinking abilities. This information is crucial for educators looking to create engaging and effective language learning environments that nurture students' cognitive development. Critical and creative thinking are important components for career readiness. Our society is increasingly information-based; students are expected to be able to understand and analyze complex information and combine what they know in new ways to solve problems and develop novel ideas.

To prepare for the jobs of tomorrow the students must have the thinking skills needed to be lifelong learners and creative thinkers and problem solvers. Semantic map can act as

an effective tool to serve as a memory aid to organize information and promote creativity.

The findings of the study could contribute necessary data for curriculum planners to plan curricula by giving due representation to innovative strategies like brain based teaching-learning models, self learning strategies etc. for making the teaching learning process more interesting, meaningful and learner centered.

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EFFECTIVENESS OF TEACHING GRAMMAR THROUGH CONTEXT-BASED GRAMMAR TEACHING METHOD IN ONLINE MODE

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ABSTRACT

Grammar teaching and learning has always been one of the most challenging topic. Scholars have experimented with many teaching methodologies to tackle this issue. Among various methods, teaching grammar through context based mode provides learners a meaningful structure that could connect to reality in the targeted language. The present study analyses the effectiveness of teaching grammar through context-based grammar teaching method in online mode. Online classes and a survey was conducted among a few school students for this purpose. The study has helped to perceive the effectiveness of this method.

Keywords: Second language acquisition, grammar learning, online teaching

INTRODUCTION

Learning a language is always a complex process. Younger children acquire the language from their surroundings without any fear of judgement. Therefore they succeed in learning the language. However, as humans grow, learning a new language becomes difficult (at least for a few). Schools in India use English as a second language. When a new language gets introduced to them in schools they feel overwhelmed. They struggle to learn grammar. Grammar skills are needed to make a greater contribution to language competence. Due to the fear of the learner and lack of proper instructions in schools, grammar is invariably considered a fearful area to tread for English language learners.

It's been noted that grammar teaching has evolved over the years to help students learn it without fear. The traditional approach to teaching grammar is the deductive method. In this method, students are presented with a set of rules and explanations about grammar, followed by practice exercises to apply those rules. It is mostly a teacher-centred method where students are made to practise through

worksheets and drills. This method is surely inefficient as it doesn't involve students' creativity while learning the language. Moreover, this method doesn't make students' communication skills better.

Then came the inductive method of grammar teaching. The inductive approach encourages students to discover grammar rules through examples and guided practice. The teacher presents authentic language examples or texts where students analyze patterns and draw conclusions about grammar rules. This is a child-centred method. But this method is not useful in overcrowded classes as in India.

In conclusion, neither the deductive nor Inductive method is effective. Students fail to understand how grammar rules work in sentences while taught using these traditional approaches. Every sentence gets its meaning when the context or situation is understood. Therefore, grammar should be taught in context to perceive the rules and their usage. "Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase"(Thornbury, 1999, p.69).

NEED AND SIGNIFICANCE

Teaching grammar through context will allow the students to learn the rules as well as to communicate better. If students get an idea of how the language is used by the native speaker they will be able to learn the language more easily and naturally. Context-based grammar teaching is an effective way to help the learner become a better language learner.

Presenting grammar in isolation will not help the learner to use the language later to communicate better. When the context-based method is used for instruction students could easily learn the functional use of the language. "Teaching grammar in context provides a meaningful framework that connects to reality in the targeted language" (Anderson, 2005).

The benefit of learning a language, particularly the grammar of the language through this method is that students get to practice the language in real-life like situations. "Some advantages of this method are, students are exposed to the target language in an authentic or near authentic setting, they see or hear the target language before having to focus on it" (Riddell, 2003, p.46).

HYPOTHESIS

- There will be a significant difference between the pre-test scores and the post-test scores of achievement of the students after attending classes on context-based grammar teaching method.
- Students perceive much better the grammar content while given instructions through context-based grammar teaching methods.
- Students scored better after teaching through the context-based grammar teaching method.

METHODOLOGY

Method : In this study, the investigator has adopted an experimental study.

Sample: A sample of 25 students has been selected for this venture. Students belong to Carmel English Medium School, Thakazhy.

The learners vary from class V to class X. They were provided with 15 Context-based grammar classes for 15 days during their summer holiday through online mode. Google Classroom platform was used to deliver the lesson.

Tool used: A self-designed Pre-test and Post-test grammar question paper were designed for analysing the result of the study.

Procedure: In order to analyse the effectiveness of the context-based grammar teaching method, in the beginning, a pre-test (Google form) was conducted to perceive the students' initial grammar knowledge. Later 15 classes were taken through the context-based grammar teaching method. Lesson plans were created based on Engage, Study, Activate(ESA) method as followed by ELT Language teachers. Everyday grammar topics were taken as the content to prepare the lesson plans. At the end of the 15 classes, the same question paper in Google form was given as a post-test to analyze the result.

DATA COLLECTION

Students of Carmel English Medium School, Thakazhy were taken for collecting the samples for the study. Before the beginning of the classes, a pre-test grammar question paper was prepared in Google form and sent to the students. This was used to analyze the students' initial knowledge of the grammar. About 15 online live classes (every day 1 hour) based on context-based grammar teaching method was delivered to students. The lesson plans were created based on ESA (Engage, Study, Activate) method used by the ELT teachers. During the engage session of the lesson, students schemata are activated through a context. Students' attention is held as well as the context for the lesson is set through this engage session. During the second Study stage, the grammar content in that context is focused. Even students are encouraged to learn the grammatical structure. In the last Activate stage more exercise again sticking along with the context is presented for further practice.

At the end of the 15 online classes, the same self-designed pre-test grammar question paper was given as a Google form to analyse the result.

ANALYSIS

The Pre-test grammar question paper designed in Google form was used to analyse the initial grammar knowledge of the sample students. The Google form was set in an auto-correct mode to read the score right after the completion of the pre-test question paper. After the 15 Online classes based on the context-based grammar teaching method, the same question paper was given as Post-test form. The post-test grammar question paper was also set in an auto-correct mode to get the result right after the test. This form helped to analyse the effectiveness of the context-based grammar teaching method.

COMPARISON BETWEEN THE PRE-TEST SCORES AND POST-TEST SCORES OF ACHIEVEMENT OF THE SAMPLE

To find out whether there is any significant difference between the pre-test and post-test scores of the experimental group, the mean and standard deviation of the pre-test and post-test scores of 25 students were obtained and critical ratios were found out.

Table

The Mean and standard deviation of the pre-test post-test scores of experimental group:-

Control	No. of Pupils	Mean	Standard Deviation	Calculated t value
Pre-test	25	8.08	2.22	3.0887
Post-test	25	9.36	2.14	

Result of comparison of pre-test and post-test scores of the experimental group given in the table shows that calculated t value is 3.0887. The two-tailed P value equals 0.0050. By conventional Criteria, this difference is considered to be very statistically significant. Hence, the hypothesis is true. There is a significant difference in the pre-test and post-test scores of students after attending the class in the context-based grammar teaching method. They perceived much better the grammar content while taught in the context-based grammar teaching method.

FINDINGS

The major findings of the study were obtained by using the analysis of the data collected. Result of the comparison of pre-test and post-test scores of the achievement test given in the table shows that the t value 3.0887. By conventional criteria, this difference is considered to be very statistically significant. Hence, it shows the context-based grammar teaching method is effective and the hypothesis can be accepted. So there is a difference between pre-test and post-test scores of achievement among students while grammar is taught using context-based grammar teaching method.

CONCLUSION

After a thorough review of the major findings of the study, it can be concluded that

teaching grammar through a context-based grammar teaching method is effective. This method helps students perceive the grammatical content better. Students showed much better results too. Grammar is the essence of any language. Learning it rightly makes the difference. Any age group of students will enjoy learning grammar through this context-based grammar teaching method. As they hardly recognise how easily the grammatical content has been delivered through the context-based lesson plans.

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THE ROLE OF ARTIFICIAL INTELLIGENCE FOR ENHANCING TEACHER EDUCATION

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ABSTRACT

The Artificial intelligence (AI) is increasingly playing a pivotal role in enhancing teacher education by providing innovative tools and resources that improve instructional practices and professional development. AI driven platforms offer personalized learning experiences, allowing educators to tailor their teaching strategies to meet the diverse needs of their students. AI powered simulations and virtual environments provide teachers with immersive training opportunities, fostering the development of practical skills in a controlled setting. This paper explores the integration of artificial intelligence (AI) in Teacher Education programs to enhance teaching and learning outcomes. Drawing on existing literature it examines the potential benefits and challenges of incorporating AI technologies into teacher training curricula. As AI continues to evolve its integration into teacher education promises to revolutionize traditional methods, making education more adaptive, efficient, and responsive to the ever-changing demands of the educational landscape.

Key Words: Artificial Intelligence, Teacher Education

Introduction

Artificial intelligence (AI) is transforming various sectors, and education is no exception. In the realm of teacher education, AI holds significant potential to enhance the training and development of educators. As the demands on teachers evolve with technological advancements and shifting educational paradigms, integrating AI into teacher education programs can offer innovative solutions to long-standing challenges. AI can provide personalized learning experiences, real-time feedback, and innovative teaching tools that are tailored to individual needs. AI-driven platforms can analyse vast amounts of data to identify strengths and areas for improvement, enabling educators to refine their teaching strategies effectively. Moreover, AI can facilitate virtual classrooms and simulations, offering future teachers' hands-on practice in diverse scenarios. As we delve into the specifics of AI's contributions to teacher education, it becomes clear that this technology is set to revolutionize the way teachers are trained and supported throughout their careers.

Need and Significance:

By integrating AI into teacher education, educators can benefit from more efficient, personalized, and data-informed training experiences. This ultimately leads to better-prepared teachers who can provide high-quality education to their students. Artificial intelligence (AI) is playing an increasingly significant role in enhancing teacher education. Although the term is commonly used to describe a range of different technologies in use today, many disagree on whether these actually constitute artificial intelligence. Instead, some argue that much of the technology used in the real world today actually constitutes highly advanced machine learning that is simply a first step towards true artificial intelligence, or "general artificial intelligence" (GAI).

It is important to outline that considering the increasing importance being provided to digital education today, teacher education has become more important especially in ensuring that teachers today have the necessary knowl-

edge to manage digital tools. It has been found that most school Institutions today are open to incorporating artificial intelligence and augmented learning processes in the curriculum to enhance the ability of the students to learn on a broader scale. It is because of this reason that teachers are required to improve their knowledge through constant education.

Under teacher education, teachers can be trained on modern concepts and ideas to expand their boundaries of knowledge and adapt to the new learning environment. For example, with the advancing technologies, they are trained in e-teaching and virtual learning methods by teaching them how to handle the technologies and tools for effective teaching.

Need for AI in Teacher Education

1. Personalized Learning:

- ❖ AI can tailor educational content and teaching methods to meet the unique needs of individual teachers. By analyzing data on learning styles and progress, AI can recommend specific resources and strategies to improve their skills.

2. Efficiency in Administrative Tasks:

- ❖ Automating administrative tasks such as grading, scheduling, and resource management allows teachers to focus more on instructional activities and professional development. This efficiency is crucial for managing time and reducing burnout.

3. Data-Driven Insights:

- ❖ AI systems can analyze vast amounts of data to provide insights into teaching effectiveness, student performance, and curriculum effectiveness. These insights can help in refining teaching methods and improving educational outcomes.

4. Continuous Professional Development:

- ❖ AI-powered platforms can offer ongoing professional development opportunities by identifying areas where teachers need improvement and providing target-

ed training programs. This ensures that teachers are always up-to-date with the latest educational practices and technologies.

Significance of AI in Teacher Education

1. Enhanced Learning Experiences:

- ❖ AI can create interactive and immersive learning environments using technologies such as virtual reality (VR) and augmented reality (AR). These environments can simulate real-life teaching scenarios, providing teachers with hands-on practice and immediate feedback.

2. Adaptive Learning Platforms:

- ❖ These platforms use AI Artificial intelligence (AI) holds significant potential for enhancing teacher education, offering a variety of benefits that can improve both the training process for educators and the outcomes for students. Here are several key points illustrating the significance of AI in this context:

Artificial Intelligence Examples:

At the simplest level, machine learning uses algorithms trained on data sets to create machine learning models that allow computer systems to perform tasks like making song recommendations, identifying the fastest way to travel to a destination, or translating text from one language to another. Some of the most common examples of AI in use today include:

- **Chat GPT:** Uses large language models (LLMs) to generate text in response to questions or comments posed to it.
- **Google Translate:** Uses deep learning algorithms to translate text from one language to another.
- **Netflix:** Uses machine learning algorithms to create personalized recommendation engines for users based on their previous viewing history.
- **Tesla:** Uses computer vision to power self-driving features on their cars.

Artificial Intelligence and Teacher Education

Artificial intelligence (AI) is transforming various sectors, and education is no exception. In the realm of teacher education, AI offers significant potential to enhance the training and development of educators. Here are several ways AI is impacting teacher education.

Personalized Learning for Teachers

AI can provide personalized learning experiences for teachers by analyzing their strengths and weaknesses and recommending tailored professional development programs. Adaptive learning systems can suggest specific courses, resources, and teaching strategies that align with a teacher's individual needs, thereby promoting continuous improvement and mastery of new skills.

Data-Driven Insights

AI-driven analytics can offer valuable insights into teaching practices and student outcomes. By analysing data from classroom interactions, assessments, and other sources, AI can help educators understand which teaching methods are most effective. These insights can guide teacher training programs to focus on evidence-based practices that improve student learning.

Virtual Teaching Assistants

Virtual teaching assistants powered by AI can support teachers by automating administrative tasks, such as grading and scheduling. This allows teachers to focus more on instruction and student engagement. Additionally, AI-driven chatbots can provide immediate answers to teachers' questions, offering support and resources on demand.

Simulation and Virtual Reality

AI and virtual reality (VR) technologies can create realistic classroom simulations where teachers can practice and refine their skills in a controlled environment. These simulations can mimic diverse classroom scenarios, allowing teachers to experiment with different teaching strategies and receive real-time feedback. This

experiential learning approach helps educators build confidence and competence before applying new methods in real classrooms.

Professional Learning Communities

AI can facilitate the creation of professional learning communities by connecting educators with peers who have similar interests and challenges. Through AI-powered platforms, teachers can share resources, collaborate on projects, and engage in discussions, fostering a culture of continuous learning and professional growth.

Predictive Analytics for Teacher Retention

AI can analyse various factors that contribute to teacher attrition, such as workload, job satisfaction, and professional development opportunities. By identifying patterns and predicting which teachers are at risk of leaving the profession, education leaders can implement targeted interventions to support and retain talented educators.

Enhancing Accessibility

AI can also enhance accessibility in teacher education by providing resources and support for teachers with disabilities. For example, AI-powered tools can offer real-time transcription and translation services, making professional development opportunities more inclusive and accessible to all educators.

Challenges in AI in Teacher Education

1. Ethical and Privacy Concerns:

- ❖ The use of AI in education raises ethical issues, including concerns about data privacy and the potential for bias in AI algorithms. Ensuring that AI tools are fair and that data is handled responsibly is a significant challenge.

2. Resistance to Change:

- ❖ Integrating AI into teacher education requires changes in curriculum design and teaching practices. There may be resistance from educators and institutions accustomed to traditional methods.

3. Lack of Technical Expertise:

- ❖ Effective implementation of AI requires technical knowledge that many educators and institutions may lack. There is a need for professional development to build the necessary skills to use AI tools effectively.

4. Cost and Accessibility:

- ❖ The cost of AI technologies can be prohibitive, especially for institutions with limited budgets. Ensuring equitable access to AI tools across different regions and socioeconomic groups is a challenge.

5. Reliability and Validity of AI Systems:

- ❖ Ensuring that AI systems are reliable and valid in their assessments and recommendations is crucial. There is a need for ongoing research and development to refine these technologies and ensure their effectiveness.

6. Integration with Existing Systems:

- ❖ AI tools need to be seamlessly integrated with existing educational systems and platforms. This integration can be complex and requires careful planning and execution.

Conclusion

In conclusion, the integration of AI in teacher education can lead to more effective and personalized training, efficient administrative processes, enhanced feedback mechanisms, and the creation of inclusive and supportive learning environments. By leveraging AI technologies, educators can continuously enhance their skills, improve their teaching practices, and ultimately contribute to better student outcomes. As

AI continues to evolve, it will be essential for teacher education programs to stay abreast of these advancements and thoughtfully integrate them into their curricula. The way education is carried out is usually a subject of political discussion in several nations, which showcases the value attached by different cultures and societies to prepare young people for their lives. This education is an important element of any education system, which must be reviewed for effectiveness. Artificial Intelligence (AI) holds significant potential for enhancing teacher education in various ways, offering personalized learning experiences, improving administrative efficiency, and fostering innovative teaching methods.

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