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EDITORIAL REFORMS IN EDUCATION

Sunil Behari Mohanty

Priority on an educational reform varies from one nation to another, depending on its own necessities, at a particular time. For instance, inclusion of population education in school curriculum may be a priority for developing countries which have high birth rate, whereas it is a least area of concern for developed countries which face loss in total population in every successive census. Nations and their individuals and institutions undertake efforts to improve the quality of education. Initiatives taking place in one nation also brings in innovations in other nations, in one form or another. For instance, micro-teaching, as part of initial teacher training activities in USA, started with real school students, whereas in India, it was carried out in simulated situation. New initiatives for educational reform generally take place on the assumption that something is wrong with the existing practices and new ones may improve the situation. Individual experts sometimes borrow ideas or initiatives found in other nations. Desmond, Grieshop and Subramaniam (2004, pp. 34-35) reported about garden-based learning introduced in early nineteenth century in European countries., which in early twentieth century was introduced in USA and after second world war the stress on garden based education gradually got replaced by converting space for garden to play ground and for other purposes. School garden movement in USA might have given ideas to Mahatma Gandhi to go for craft centered curriculum, which was also after initial push during independence movement got side tracked by post independence efforts in India to make the nation technologically advanced. Certain countries allow automatic promotion to a student every year during compulsory period of schooling. "In almost all countries, according to the legislation in force, it is possible for a pupil to repeat a class in primary education (Eurydice 2011a, p.21).

Hence grade repetition as a reform varies from one country to another.

Reforms also come up due to recommendations of various commissions and committees set up by national governments. In India, Report of the Secondary Education Commission (Mudaliar 1953) suggested introduction of craft as a subject from school stage. It also suggested multipurpose secondary school. The Report of the education Commission (Kothari 1966) suggested work experience, in place of craft education. In late seventies, two committees (Patel 1977 and Adisesihiah 1978) came up with the subject 'Socially Productive Work' in place of 'Work Experience'. It is not that only Indian educationists have borrowed ideas from west. West has also borrowed ideas from India. During British rule, Andrew Bell, a Christian Missionary being impressed by monitorial system in vogue in the then schools in Madras province, applied the practice in schools, in the then poor Scotland. Madars College of St. Andrews stands today as testimony of that initiative. Wikipedia on St. Andrews, Fife, Scotland, UK stated that "Madras College is the only secondary school in the town. The school which opened to pupils in 1832 was based on a Madras system - founded and endowed by the missionary, Andrew Bell (1755–1832), a native of the town". All high performance nations, in order to improve their efficiency, attempt to provide best education possible with whatever resources available at their disposal. Half a century ago, when USSR became pioneer in sending sputnik to space, USA started revamping its school science curricula in the pattern of the then USSR school curricula that provided science practical in classroom for school students of age 11 onwards. Lesson study activity for teacher development initiated in Japan has now found place in certain States of USA. In India too, on the basis of the recommendation of the UNESCO Planning Mission of 1964, attempt was made to adopt the then USSR school science curriculum. The Report of the Education Commission 1964-66 (Kothari 1966) endorsed it. NCERT initially introduced

this as a project in one English medium and thirty Hindi medium schools. Selected teacher training institutions were supplied science apparatus for the purpose. Science textbooks and science kits to perform science experiments starting from class VI were developed. Certain States even introduced this new curriculum in their regular schools. After a few years, the policy changed and NCERT prepared school text books including science kits had to be abandoned. USA experts too imparted training to science teachers in India, in the light of the new school science curriculum in their own country. USA was rich enough to bear the huge extravaganza in changing school science curricula. The change over to the then USSR pattern and going back in case of teaching of science from the upper (higher) primary stage was a huge loss of funds in case of India, a struggling developing country at that time. Curricular reform is an ongoing phenomenon in all developed countries. For instance in UK, Bassett, Haldenby, Tanner, & Trehwitt (2010, p. 6) suggested various educational reforms which include ending the effort of the government to control teacher quality and universities, in conjunction with business and excellent school leaders to develop education-focused MBA-style qualifications to replace the National Professional Qualification for Headship (NPQH). These reforms may not be relevant in another country. Since 2012, England region of UK has Academies, which are publicly-funded schools free from local authority control, with no obligation to follow the National Curriculum and the ability to set term times independently from the local authority. Finch, Haldenby, Thorpe, Watkin, & Zuccollo, J. (2014, p.7) reported that at the end of January 2014, there were 3,613 open academies in England - 49 per cent of all primary schools and 53 per cent of all secondary schools.

Teachers play vital role in implementing any reform. "The chances for success in reform improve through effective consultation, willingness to compromise and, above all, through the involvement of teachers in the planning and implementation of reform (OECD

2011, p. 52). Guven (2008, p.8) while writing on Turkish teacher education reform pointed out suffering of developing countries because of imposition by developed countries. The UNESCO has been suggesting strategies for improving quality of initial teacher training, whereas the nations like USA and UK have been allowing persons without any formal teacher training qualifications to work in the schools as regular school teachers.

OECD (2011, p. 12) mentions about efforts in OECD countries to improve quality of teacher training.

“Offering more flexible approaches to teacher education that provide opportunities for part-time study and distance learning, and that give credits for relevant qualifications and experience. Such alternative pathways into teaching can be particularly appealing to under-represented groups, such as males and those from minority backgrounds”.

A few strategies for continued professional development (CPD) of teachers found in case of high performing nations are: Well-structured and -resourced induction programmes for beginning teachers that may include, one or two years of heavily supervised teaching, with a reduced workload, mentoring by master teachers, and continued formal instruction, using in CPD programmes involve teachers in learning activities that are similar to those they will use with their students, and encouraging the development of teachers’ learning communities and help teachers to take time to learn deeply, and employ inquiry- and group-based approaches (OECD 2011, p.19). High performing systems encourage collective teaching, collaborative learning and sharing of experiences among teachers and other members of the community involved in learning of the students. The network of UNESCO Associated Schools Project (ASP) is an initiative to internationalise education. Centre for International Education & Research (CIER) (2003) stated that “ASPnet provided added value with gains in innovatory teaching methods, the climate of the school, intercultural understanding and language learning opportunities.” “Co-operative learning offers an opportunity for students to get feedback from

their peers about correct as well as incorrect responses, which promotes both engagement and learning. These co-operative/competitive settings are also valuable for helping slower students in a class by providing extra instruction for them in this setting.”(Rosenshine 2010, p.25). Collaboration with teachers’ unions has resulted in speedy educational reform in countries. Certain nations provide increased time for interaction with Parents and Continued Professional Development. Finland is way ahead in providing opportunities for teachers for their continued professional and development and increased time for teacher parent interaction. Cohen-Vogel & Smith (2007) referred to the practice of having alternatively certified teachers in USA. OECD 2011, P.9 mentioned a few interesting approaches towards recruitment pursued by some countries:

- Promotional programmes targeted at groups who are “non-traditional” entrants to teaching.
- Broadening selection criteria for new teachers, with the aim of identifying applicants with the greatest potential, including interviews, preparing lesson plans, and demonstrating teaching skills.
- Changing the role of seniority in determining teacher assignments, to avoid situations where new teachers are assigned to the more difficult and unpopular schools, further disadvantaging students there as well as potentially damaging teachers’ career development.
- For desirable teaching jobs, sometimes qualities that are harder to measure, such as enthusiasm, commitment and sensitivity to students’ needs, are given greater weight in applications, where these are seen to be more directly related to the quality of teaching and learning than the traditional emphases on qualifications and years of experience.

UK, Dept. for Education (2012) stated that

“Independent schools and free schools can already hire brilliant people who have not got qualified teacher status

(QTS). We are extending this flexibility to all academies so more schools can hire great linguists, computer scientists, engineers and other specialists who have not worked in state schools before.”

In India too, at the elementary school stage, in difficult areas having sparse population, new schools are managed with persons without initial teacher training qualifications. However, such teachers get lower salary than their counterparts.

In recent times, high performing nations give more stress on improvement in teacher quality, as teachers are the initiators of lifelong learning skills in the young learners. They go for a teacher performance management system that recognises excellence. For instance, “Finland has made teaching a sought-after occupation by raising entry standards and giving teachers a high degree of responsibility, including as “action researchers” to find effective educational solutions”(OECD 2011, p.11). The nations are trying to have teachers from a wider range of backgrounds and experiences. A few examples are:

- “• Opening the teaching profession to individuals with relevant experience outside education, not just in vocational programs (whose teachers are required to have industrial experience in some countries).
- Recognizing the skills and experience gained outside education and reflecting those in starting salaries.
- Enabling appropriately qualified entrants, including mature student teacher trainees, to start working and earning a salary before acquiring teacher education qualifications.” (OECD 2011, p.12).

“Last but not least, research shows that people who have close contact with schools – such as parents who assist in classrooms, or employers who have students in workplace learning programs – often have much more positive attitudes towards teachers than people with little direct contact. This suggests that building stronger

links between the schools and the community can help to enhance the status of teaching. Teachers and school leaders can play a key role in strengthening connections with families and communities as part of effective learning. This can involve eliciting greater support from stakeholders with traditional expectations about teaching by communicating current knowledge about what makes learning effective. Personalized relationships with learners and their families can be part of this process, as can after-school and extra-curricular programs, support for families as learning environments, and making more explicit the links between formal learning and life after schooling” (OECD 2011, P. 10).

Eurydice (2010, p.33) exploring the issue of ‘New Skills for New Jobs’ in 24 European countries stated that

“Virtually all European countries are improving their capacity to forecast and anticipate skills needs”. Since 2008, there have been “new initiatives related to the development of methods, approaches and tools for the early identification of skills needs. In addition to various ad hoc forecasting projects, many countries are trying to put in place a holistic system of skills forecasting that will bridge different forecasting studies and surveys and will use their results in a coordinated way.”

A few recent reforms in school education in India are as follows:
Making provision for school teacher selection tests for persons, even after they have qualifying degrees, to take care of dilution in standards of degrees.

Improving continued professional development of elementary school teachers through Block and Cluster Resource Centres.

Improving the quality of school teaching by providing funds for school teachers to prepare audio-visual aids.

Allocating more funds for universalisation of elementary education

Increasing quality of schooling of students from disadvantaged groups by having special residential schools;

Providing more opportunity for talented students by providing Jawahar Navodaya Vidyalayas

Improving learning climate by providing funds to schools to improve standard of their physical resources.

In India, pre-school education was not a priority before 86th amendment of the constitution (12 December 2002) that made elementary education part of fundamental right and mentioned pre-school education for children below the age of six years in the Article 45 of the Directive Principle of the State Policy in the Constitution. Hence, the necessity to universalise early childhood education and to convert all Anganwadis to early childhood centres.

The educational scenario indicates fast rate increase in the gap for learning opportunity found between citizens of developed and developing countries. "Much of current scientific inquiry at many institutions in developing countries is under-funded" (Mouton & Waast 2009, p.168). In case of research and development in education, developing nations will lag behind and the gap between rich and poor nations shall continue to grow wider. Various factors influence educational reform. UNESCO (2003, p. 2) lists six developments having important implications for higher education in terms of quality, access, diversity and funding, which are: "i) the emergence of new education providers such as multi-national companies, corporate universities, and media companies; ii) new forms of delivering education including distance, virtual and new face-to-face, such as private companies; iii) greater diversification of qualifications and certificates; iv) increasing mobility of students, programmes, providers and projects across national borders; v) more emphasis on lifelong learning which in turn increases the demand for post-secondary education; and vi) the increasing amount of private investment in the provision of higher education. There are also other factors.

EURYDICE (2011a, p.53) mentions about efforts in some European countries. In Norway, a specific tool (the Individual

Education Plan) has been introduced to support the personalisation of higher education studies. Since 2003, all students who register in a higher education programme have had to fill in an 'Individual Education Plan' which asks them to indicate whether they plan to study full- or part-time, and how many ECTS credits they intend to take each semester/year. The plan is used as a tool to follow up on student progress. In case of UK, the Higher Education Funding Council for England (HEFCE) has recently funded eight higher education institutions to pilot flexible learning pathways, aiming to attract students from non-traditional and under-represented backgrounds by using flexible methods of delivery such as: accelerated programmes, work based programmes, accelerated part-time programmes and programmes delivered by distance, e-learning or 'blended' learning (involving some distance learning and some learning on campus) and in the academic year 2008/09, these programmes had approximately 850 students. There has been also growth in alternative modes of study in higher education. There has been much rise in the number of students enrolled in distance education courses, evening and weekend courses at higher education institutions, enrolled in traditional full-time programmes, with permission to attend part-time or to who actually spend only part of their time on study related activities.(EURYDICE 2011a, p.53).

Eurydice (2011b, p. 48) stated that in European countries, higher education institutions grant access to bachelor's programmes on the basis of a candidate's overall knowledge and skills which are assessed by the board of the institution. In the Flemish Community of Belgium, prior non-formal and informal learning can also be taken into account for access to doctoral programmes for those who do not hold a master's degree. Since 2009, in Germany, Master craftsmen, technicians and those with vocational qualifications in a commercial or financial area are eligible to enter higher education if they have at least three years' experience in their professional field. In Spain, the universities reserve a certain number of places

to be allocated to higher education candidates who fit into specific categories. These categories include three groups of mature students: students older than 25, 40 and 45 years. Candidates aged over 25 who comply with traditional entry requirements may be admitted to higher education programmes on successful completion of a special university entrance examination (Spain).

Some of the provisions made in European countries mentioned in EURYDICE (2011a, p.56) were as follows:

“In Finland students in universities are generally free to choose between a range of study options to make up their degree and to decide their own pace of study. However, it must be noted that slightly less freedom is available in polytechnics and in programmes related to some regulated professions).

In ancient times, there was international mobility of student population. With growth in transport and communication facilities, the rate of mobility has been increasing every day. As per UIS (2009) India was one of the top five destinations in case of Arab countries of Baharain, Dijbouti, Oman, Qatar, and UAE, Democratic People’s Republic of Korea, Nepal and Kenya. Whereas top five destinations for Indian students were: U.S.A. (1, 01,563), U.K. (34,065), Australia (26,573), New Zealand (5,710), and Russian Fed. (4,314). Failures of the national governments to provide high quality institutions have made rich citizens send their children to foreign and developed countries. Recognition of the necessity for more advanced skills and knowledge, has made developed countries go for heavy investment in secondary and tertiary education, whereas, the developing countries and their international partners have not been able to do so (Bloom 2006, pp. 107-108). Privatisation of education for profit has been a recent trend. Private education sector in developing countries is large at all levels - primary, secondary and tertiary and is expanding rapidly, and giving remarkable examples of

innovation (Tooley 1999, p. 11). (ILO 2010, p.28) describing international scenario stated that

“To meet increasing demand for higher education a second type of private provider is expanding rapidly and becoming increasingly important in countries previously dominated by the public sector. These are often for profit institutions, including those engaged in distance learning, although it is sometimes difficult to distinguish these providers from private nonprofit institutions. Western Europe remains largely untouched by the expansion of the private sector, although some signs of a growing private sector are seen also there.”

There is speedy growth in privatisation mainly due to rise of for-profit education. Indian private universities have been sending their emissaries to enroll foreign students, especially from Africa. These universities also give their advertisements in TV channels.

Expanding access to education for educationally backward groups and increasing success rates of students from disadvantaged groups by having special coaching centres.

Giving autonomy to educational institutions, affiliated to universities. Decentralising quality assurance functions by creating statutory bodies like AICTE, NCTE, etc.

Promoting institutional efforts for self – improvement by making institutions go for accreditation and grading.

Expanding network for continued professional training for college and university teachers

Improving access to higher and technical education by allowing speedy privatisation and improving provision for open learning programmes;

Ensuring availability of a Central University to cover each large State

Global education reform movement has given rise to aspects such as standardisation, pre-determined curriculum, market-oriented

policies, test-based accountability, administrative leadership, etc. Out of various reforms learning community concept is an important one.

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NURTURING LEARNER AUTONOMY: A CASE OF CONTINUOUS COMPREHENSIVE EVALUATION

Benudhar Chinara

Multifarious behavioural objectives, plurality of learning experiences, activity-based learning process, competency-oriented different modes of assessment, and multiple ways of expressing and interpreting learner's attainment characterising Continuous and Comprehensive Evaluation should inherently be integrated with and guided by some basic principles of freedom, flexibility, plurality, continuity and consistency. Practising this process from the beginning and other higher levels of schooling may nurture autonomy in student-learners and subsequently yield the same with diversified areas and range at higher education level for truly empowering him/her how to learn, how to learn with joys and how to grow with challenges.

Threats to Learner Autonomy: A Contextual Background

Cognition-oriented and textbook-based evaluation; use of number as single measure to capture and rank achievements in disparate dimensions of education such as acquisition of information, knowledge construction, training of mental abilities, potential to perform a specific task, development of competency, and development of character; monotonous use of achievement tests to perform some rituals for evaluating learners; carelessness in preparation of test items with inadequate weightage to instructional objectives and even in some cases ignorance of the taxonomy of these objectives; construction of test items without sufficient knowledge about, or any concern for item writing principles; erratic valuation of answer scripts as reflected in narrow discrepancy between marks assigned to bright learner and slow learner; and thereby making sole attempt to measure the immeasurable and to provide an illusion of certainty question the utility and relevance of the existing system of evaluation across

different levels of education in India. Evaluation continues to follow the principle of 'one size fits all' with emphasis on single type of syllabus, knowledge dominated content, acquiring mind, data surfing, teacher-directed learning, note-taking learning, competitive learning, paper-pencil type of test, long type test item, group testing, and fixed schedule examination. It tends to reveal the level of threat to the autonomy of learner.

How to restructure evaluation so that it can empower learner to be the owner of his/her learning experiences through creation of learning environment, participation in learning processes, development of critical thinking and creative power, conversion of ability to skill and competency and self-evaluation of one's own ability and performance?

How to transform evaluation to be continuous and comprehensive one so that it can develop in student-learners a sense of emancipation from the teacher's classroom dictum and for increasingly becoming independence and responsible, taking self-initiative, building confidence, involving in learning process, improving upon one's potential and skill, and creating new ideas?

Learner Autonomy: What is it?

Learner autonomy implies learner's growing independence and responsibility. One does not become autonomous; one only works towards autonomy. It is learned at least partly through plurality of experiences. Learner autonomy is thus a process, not a product. It is rightly pointed out by Thanasoulas (2013) who says: "Learner autonomy is a perennial dynamic process amenable to 'educational interventions' (Candy, 1991), rather than a static product, a state, which is reached once and for all". Learner autonomy too refers to his/her self-direction in learning, ability to assume greater control over his/her own learning, 'ability to take charge of one's learning' (Holec, 1981: 3, as cited in Thanasoulas, 2013), or 'capacity to control or oversee her/his own learning' (Dam, 1990, as cited in Thanasoulas, 2013).

What does Continuous Comprehensive Evaluation mean?

Evaluation: Evaluation is a process that includes collecting information or evidences about learner's behaviour during the instruction, interpreting such information or evidences, making judgement about behaviour based on information or evidences, and taking appropriate decision about learner's course and career.

Continuous Evaluation: Continuous evaluation refers to continuity, regularity and periodicity of evaluation of learner during instruction of an academic session. One has to decide, of course, that how frequently and with what frequency a learner should be assessed.

Comprehensive Evaluation: Comprehensive evaluation includes (i) instructional objectives to be included in evaluating learner, (ii) areas of evaluation including scholastic and co-scholastic learning experiences to be provided to the learner, (iii) techniques and tools of evaluation employed for evaluating learner in both scholastic and co-scholastic areas, (iv) nature and types of items of evaluation techniques and tools, (v) ways of expressing learner's attainment and (vi) types of interpretations of learner's attainment.

Continuous and Comprehensive Evaluation is thus a process of assessing the learner's behaviour regularly and periodically in both scholastic and co-scholastic areas during instruction of an academic session through a variety of tools and techniques. It is a developmental process of assessing the learner under the entire range of instructional objectives.

Continuous and Comprehensive Evaluation as tool of Learner Autonomy

The shift of learning responsibility from teachers to learners does not exist in a vacuum, rather in certain context. Continuous and Comprehensive Evaluation is the context. It is one of the

interventions to provide multifarious opportunities and create favourable ground for nurturing and flourishing autonomy in learner. As an intervention, Continuous and Comprehensive Evaluation provides opportunities to the learner to be aware of and experience in its interwoven components comprising multifarious behavioural objectives, plurality of learning experiences, activity-based learning process, competency-oriented different modes of assessment, and multiple ways of expressing learner's attainment, i.e. potential and competency and its interpretation at early stage of school education. Such plurality of opportunities, knowledge and experiences critically analysed below can foster independence, responsibility, self-confidence, self-direction and a sense of joy in learner and gradually develops in her/him the ability to assume greater control over his/her own learning.

1. Multifarious instructional objectives: Instructional objectives are the desired behaviours of a learner which he/she develops after undergoing some specific instruction. The instructional objectives in the forms of six classes of behaviour such as knowledge, comprehension, application, analysis, synthesis, and evaluation outlined in Bloom's Taxonomy of Educational Objectives, or Bloom's Taxonomy of Educational Objectives revised by Anderson and Krathwohl (2001, cited in Guthrie, 2012:30) such as remembering (recalling relevant knowledge), understanding (explaining ideas or concepts), acting (using information in another situation), analysing (breaking material into parts to explore understandings and relationships), evaluating (making judgements), and creating (generating new ideas and patterns), or Marzano and Kenndall's (2007) new taxonomy of educational objectives such as retrieval (recognising, recalling, and executing), comprehension (integrating, and symbolizing), analysis (matching, classifying, generalizing, and specifying), knowledge utilization (decision-making, problem solving, and experimenting), meta-cognition (specifying goals, monitoring progress towards goal, and monitoring accuracy), and self-system thinking (examining

importance ,efficacy, and motivation) should be integrated with wide range of learning experiences in varying degree from lower to higher level of school education facilitated by the teachers to the learner. These behavioural objectives should encapsulate multidimensional personality of the learner with the inclusion of his/her ' intellectual, physical, psychological, emotional and spiritual development for the attainment of the respective educational objectives of knowledge, skills, vision, balance, and identity and also for promoting the respective universal values of truth, righteous conduct, love, peace and non-violence' (S. B. Chavan Committee, 1999:2) through both scholastic and co-scholastic areas of study.

2. Plurality of learning experiences : Comprehensive learning experiences comprising of **(1)** cognition-oriented core scholastic areas of languages, mathematics, environmental science, social science with definite time slots and specific instructional guidelines; and **(2)** co-scholastic activities consisting of **(a)** curricular areas of (i) physical and health education such as sports, games, drill and yoga, (ii) art and craft education such as music, songs, dance, drama and artistic handicrafts, (iii) work education/experience such as gardening, flowering, clay modelling, tailoring and doll making, (iv) human rights and gender studies, (v) financial marketing management, (vi) mass media studies and/or any other local-specific areas with fixed time slots and specific instructional guidelines in the psychomotor domain, and **(b)** co-curricular activities such as personal and social qualities comprising willingness to learn, sense of responsibility, positive attitude, aptitudes (potentiality in vocal music, instrumental music), interests (debate, dance, NCC, NSS, Scouting, Red Cross), beliefs (self, almighty), values (cleanness, respect, co-operation, punctuality, righteousness conduct, responsiveness, commitment, courage, perseverance), soft skills (flexibility, confidence, ethics, openness to experiences, inter-personal skills, community spirit, leadership), health habits such as brushing teeth, taking bath, combing hair, washing hands before and after taking food, and zest for life

without any fixed time slots and specific guidelines for instruction as well as without any fear of losing examination, results and certificate in the affective domain should progressively be left open to the learner to franchise some freedom to choose any for learning. Syllabus of any subject may be more than one. For mathematics, it may be standard one and another of at higher level. Understanding and communicating level syllabus and standardised literary analysis syllabus may be in language subjects. In addition, study of self-initiative activities in scholastic and/or co-scholastic areas by the learner should be encouraged. The learner should be formally taught thinking abilities (logical thinking, analogical thinking, problem solving, lateral thinking), creative potentialities (originality, flexibility, fluency, elaboration, transformation, forecasting outcomes, ability to regress), listening skills (hearing with patience to what others say, communicating self with clarity, responding well to others), reflective questions, and self-learning methods (web-source reading, textbooks other than prescribed ones, peer interaction, interaction with significant others such as teachers, parents and subject experts, hands-on-experience) to visualize the scope of his/her development. The entire range of learning experiences and opportunities should be comprehensive aiming at all round development of the learner by strengthening his/her independent thinking competency and leading him/her to the power of autonomy.

3. Activity-based learning process: Learning should takes place through classroom transactional processes using constructivist instructional approaches such as Jigsaw strategy, peer tutoring, reciprocal teaching and classroom discussions; pupils' active participation in class work; and assigning group project, individual project and home works. These processes mainly focus in developing pupils' ability not what to learn but how to learn and how to learn in cooperation and with collaboration. The learning processes not learning outcomes are therefore of prime importance for nurturing the autonomy of the learner. However, learner's

autonomy does not mean that the teacher becomes redundant; abdicating his/her control over what is transpiring in the learning process. Rather, teacher should involve with learner's learning as **partner** (working along with small groups of students as partner in teaching-learning process in the form of co-operative learning), **mediator** (encouraging and supporting learner so as to maximize the ability to take responsibility for learning) and **facilitator** (creating enriched environments and activities for linking new information to prior knowledge, offering a multiplicity of authentic learning tasks for collaborative work and problem solving) that serve as the basic determinants for quality improvement in education. This activity-based learning process may develop in learner an enquiring mind with acquisition of facts (information), processing information (knowledge), processing information with judiciousness (wisdom): acquiring, knowing, and becoming.

4. Competency-oriented modes of assessment: Textbook-based and content-based testing which encourages cramming, rote memorisation and recall, and results in stressful and anxiety-prone life should be replaced with problem-solving and competence-based testing for progressively developing higher order thinking and competencies, and joyful learning (Learning Without Burden, 1993; and National Curriculum Framework 2005, 2005). Testing therefore should encompass different modes of assessment: (a) written tests such as unit test and term test with allotment of some extra time for reading questions before attempting and some more to revisit the answers after examination time and allowing restricted materials of basic tables and formulae along with calculator, (b) oral questions/viva-voce test, (c) open book examination of without time limit that emphasizes interpretation and application of learning, (d) observation of student's participation in routine learning activities and exercises in and outside the classroom for assessing what he/she learns and how he/she improves, (e) activity-based test/experiment-based practical, and (f) rating scale, check list and observation schedule for assessing

student's personal and social qualities, aptitudes, interests, beliefs, values, soft skills, healthy habits and zest for life. Concept-based than quiz type questioning (Learning Without Burden, and National Curriculum Framework 2005) in the form of (i) open-ended/supply-type questions such as essay type of about 10/08 marks, short type of 05/04 marks, very short type of 03/02 marks or/and sentence completion of 02/01 marks that can provide a base of gaining confidence in one's ability to answer and solve problem, and (ii) closed-ended/selection-type questions such as multiple choice, matching, and alternative response (yes-no/true-false/right-wrong) of 02/01 marks covering progressively and increasingly from knowledge-based to creative-based behaviour may be employed. Instead of once-for-all testing annually there should be wide scope for assessing learner continuously and comprehensively at different times (asking questions and giving small assignments in classroom, timely completion of project, test at a short notice, weekly/ monthly/ bi-monthly formative evaluation, unit completion summative evaluation, half-yearly summative evaluation) of any academic session that can provide a cumulative dispassionate but factual judgement about the learner's performance. Self-appraisal system and peer-appraisal system may be used to build self-confidence and courage for self-appraisal of his/her proficiency in course content as well as personal and social qualities. The evaluation tools have to be wide-ranging.

5. Medium of expressing learner's attainment: Numerical scores (marking) along with symbolic marks (grading) on a seven or nine point scale in the scholastic areas and grading on a seven or nine point scale in co-scholastic areas along with some motivating and encouraging verbal descriptors (interpretation) may be assigned to the learner's academic profile i.e. , ability and competency. The verbal descriptors should be 'factual and dispassionate rather than passing judgement on the individual learner and should be directed towards positive and constructive action. It should emphasize his/her assets and should be oriented towards remedial

action when achievement falls below than expectancy' (Thorndike and Hagen, 1977: 565-600).

6. Multiple ways of interpreting learner's attainment:

Learner's attainment in terms of marks and grades should be interpreted within a wide frame of reference: (i) reference to the learner's potential to perform not to ascertain whether a learner does the best he/she can (not for ascertaining level of over-achievement and under-achievement) rather what he/she can do, current status (ii) reference to the perfection i.e., criteria, expected level of learning, level of complete mastery (Thorndike and Hagen, and Stanley and Hopkins, 1972: 303-319) and (iii) reference to the group i.e., specific class group, or institution, status in the group/institution (Thorndike and Hagen). Thus, not a single mark and/or grade in a subject and single overall percentage and/or grade rather multiple alphanumeric performance indicators reflects the potential and competency of the learner. This can give him/her space to breath, scope to develop and further.

EPILOGUE

It may be observed from the preceding analysis that multifarious instructional objectives, wide-ranging learning experiences, activity-based learning process, competency-oriented multiple modes of assessment, and multiple ways of expressing and interpreting learner's attainment are inherently integrated with and guided by some basic principles of flexibility, plurality, freedom, continuity and consistency. Following this practice from the very beginning of schooling and continuing at other higher levels may nurture autonomy in the learners and subsequently yield the same with diversified areas and range at higher education level for empowering him/her how to learn, how to learn with joys and how to grow with challenges. In this context It is worth noting the remark of National Focus Group on Examination Reforms (2006:5): "... if you want inquiring minds who can 'think out of the box' at

the age of 21, you cannot begin to create them at age of 17. You have to begin at 7, or at least at 11".

Successful manipulation of continuous and comprehensive evaluation in the process of nurturing autonomy in learners greatly depends if it follows bottom-up approach developed and acted upon by the teachers, so far not truly followed in the Indian system of education, than top-down approach forced by the policy makers. It is mostly due to teacher education programmes which have failed to develop such professional competency and commitment among the teacher masses to effectively participate in such evaluation. Therefore the process of continuous and comprehensive evaluation has to be preceded by providing (a) theoretical knowledge about the concept of continuous and comprehensive evaluation, integration of scholastic areas and co-scholastic areas of study, typology of questions, level and nature of questioning, marking and grading, and types of thinking and creative abilities and strategies for nurturing such abilities as well as (b) technical- and competency-based learning experiences on developing techniques and tools of evaluation, items of evaluation tools and principles of their construction, administration of tools, how to conduct observation, transforming performance to numeric scores and interpretation of results to the teacher-trainees and teachers through respective pre- and in-service teacher education programmes. These theoretical knowledge and technical- and competency-based learning experiences in the form of Bridge Course should be provided through the existing provision of 20 days in-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits under the prevailing Sarva Shiksha Abhiyan. Or these knowledge, skills and competencies in the form of learning outcomes should be re-ascertained through at least six months of effective internship in a school after qualifying the currently introduced Teacher Eligibility

Test (TET) and before becoming eligible for entering into the teaching profession, the mother of all professions.

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EMOTIONS AND LEARNING ¹

Reinhard Pakrun

INTRODUCTION

The classroom is an emotional place. Students frequently experience emotions in classroom settings. For example, students can be excited during studying, hope for success, feel pride in their accomplishments, be surprised at discovering a new solution, experience anxiety about failing examinations, feel ashamed over poor grades, or be bored during lessons. In addition, social emotions play a role as well, like admiration, empathy, anger, contempt, or envy concerning peers and teachers. Moreover, students bring emotions to the classroom that concern events outside the school, but can nevertheless have a strong influence upon their learning, such as the emotional turmoil produced by stress within the family.

All of these emotions can have important effects on students' learning and achievement. Emotions control the students' attention, influence their motivation to learn, modify the choice of learning strategies, and affect their self-regulation of learning. Furthermore, emotions are part of students' identity, and they affect personality development, psychological health and physical health. From an educational perspective, emotions are important because of their influence on learning and development, but students' emotional wellbeing should also be regarded as an educational goal that is important in itself.

This booklet addresses the emotions experienced by students at school. I discuss the nature and diversity of these emotions, their functions for students' learning, their individual antecedents, ways to regulate these emotions, and the influence of teachers, lessons, test taking, peers and the family. From these discussions, I suggest guidelines about how teachers can understand students' emotions and what they can do to help students develop emotions that promote learning and development, and prevent emotions that are harmful.

All of the ten principles and all of the individual practical guidelines discussed in this booklet are based on empirical evidence. However, the degree to which guidelines on student emotions follow from firm evidence differs depending upon the emotion. Anxiety was

the first student emotion that received widespread attention by educational researchers. Specifically, researchers focused on students' test anxiety (i.e. anxiety experienced before and during the taking of tests and examinations). The first empirical investigations of test anxiety were conducted in the 1930s. Since then, more than 1,000 studies on this emotion have been published. In this booklet, the reported research findings and practical guidelines related to students' anxiety are based on firm evidence derived from a large number of studies. For emotions other than anxiety, the number and scope of studies is sufficient to establish the guidelines discussed in this booklet, but these guidelines are based on a smaller number of studies, and some of them may need revision in the future.

The booklet presents ten principles that are organized around three major issues.

- Principles 1 and 2 address the nature and diversity of students' emotions ('Understanding emotions'; 'Individual and cultural differences').
- Principles 3 to 6 address functions, antecedents, and the regulation of emotions ('Positive emotions and learning'; 'Negative emotions and learning'; 'Self-confidence, task values and emotions'; 'Emotion regulation').
- Principles 7 to 10 address the role of education in modifying emotions, including the influence of teachers, classrooms, schools, peers and the family ('Classroom instruction and teacher emotions'; 'Goal structures and achievement standards'; 'Test taking and feedback'; 'Family, peers and school reform').

Suggested readings: Schutz & Pekrun, 2007; Zeidner, 1998.

UNDERSTANDING EMOTIONS

Emotions profoundly influence learning and achievement. Therefore, pay attention to the emotions experienced by students.

Research findings

Research has shown that students experience many emotions during lessons, while studying, and when taking tests and examinations. These emotions can be positive or negative, and they can be intense and frequent. Some of these emotions are brought into the classroom from life outside the school. Many of them, however, originate within academic settings. Four groups of academic emotions are especially relevant for students' learning.

- *Achievement emotions* relate to achievement activities and to success and failure resulting from these activities. Examples are enjoyment of learning; hope and pride related to success; and anxiety and shame related to failure. Achievement emotions are pervasive in academic settings, especially so when the importance of success and failure is made clear to students.
- *Epistemic emotions* are emotions triggered by cognitive problems, such as surprise about a new task; curiosity, confusion and frustration about obstacles; and delight when the problem is solved. Epistemic emotions are especially important in learning with new, non-routine tasks.
- *Topic emotions* pertain to the topics presented in lessons. Examples are empathy with the fate of one of the characters portrayed in a novel, anxiety and disgust when dealing with medical issues, or enjoyment of a painting discussed in an art course. Both positive and negative topic emotions can trigger students' interest in learning material.
- *Social emotions* relate to teachers and peers in the classroom, such as love, sympathy, compassion, admiration, contempt, envy, anger or social anxiety. These emotions are especially important in teacher/student interaction and in group learning.

In the classroom

The emotions listed above can have a strong influence on learning and achievement. Therefore, it is important for teachers to understand, and to deal with the emotions experienced by students. You can use your own emotional experiences to understand what kinds of emotions your students may undergo—remember the memories of the emotions you experienced yourself as a student. Alternatively, you can try to talk to your students about the emotions they experience. For example, group discussion in the classroom can be used to share emotional experiences.

However, be aware that any assessment of student emotions by educators can involve a conflict between the need to know more about students' emotions and the right of students not to disclose their emotions. Students may regard their emotional experiences as a private affair that they do not want to share. Specifically, this

may be true for emotions that are closely related to students' self-esteem, such as shame about failing an examination.

Therefore, it may happen that you cannot easily assess your students' emotions. In fact, research has shown that teachers' judgements of students' emotions can be very different from students' self-view. By the middle elementary school, students have learnt how to control the expression of their emotions, including social rules about when to disclose or not to disclose emotions in the classroom.

To deal with this problem, build up a trustful relationship with your students enabling them to share their emotions. Also, you can use depersonalized self-report in which students do not disclose their identity. For example, you can use anonymous self-report sheets to get feedback if your students are excited or bored by your lessons. Alternatively, you can ask for the judgement of others, such as the student's parents. For example, this may be needed if you suspect that a student is suffering from high anxiety about a test that he or she does not want to talk about. Furthermore, a more systematic assessment can be performed by professional experts, such as school psychologists, who are trained to perform high-quality assessment of emotions. Generally, when using one of these options, care should be taken to achieve a reasonable balance between the need to help your students and the students' right to keep emotions private.

Suggested readings: Lewis, Haviland-Jones & Feldman Barrett, 2008; Pekrun & Linnenbrink-Garcia, 2012; Weiner, 2007.

2. INDIVIDUAL AND CULTURAL DIFFERENCES

Consider the individual and cultural uniqueness of students' emotions.

Research findings

Emotions involve subjective experiences that vary between individuals. Different students can experience different emotions, even in the same situation. For example, one student may be excited when doing today's homework assignment in mathematics, whereas another student feels frustrated. These individual differences can relate to culture, ethnicity, gender, school membership, and class membership. For example, research has

shown that average test anxiety is relatively high in students from some East Asian and Arab countries, as compared with students from Western countries. It has also been shown that average test anxiety is higher in female than in male students.

However, the differences in emotions experienced by different students within one culture are larger than the differences between cultures. Similarly, the differences among female students, and the differences among male students, are larger than the differences between the two genders. The same is true for ethnicity, school membership and class membership. Most of the differences between students are due to the uniqueness of students' individual emotions and cannot be explained by group membership.

Students can also differ in how they react emotionally to different school subjects. For example, one student may enjoy mathematics but be bored by language instruction, whereas another student may be the opposite—bored by mathematics but enjoy languages. The emotions experienced in similar subjects (such as mathematics and science) are often similar, but the emotions experienced in dissimilar subjects (such as mathematics versus languages) can be quite different. The differences between emotions in different school subjects become larger as students progress in education and are most evident in high school students. The reason for these differences is that students' self confidence and interests often vary across different subjects.

Therefore, emotions that are influenced by self-confidence and interest, such as enjoyment of learning or anxiety, can vary as well. Finally, emotions can change over time. Emotional stability over time also differs between students. For example, some students tend to always enjoy mathematics instruction, whereas others are more variable in their emotional reactions.

In the classroom

To understand emotions, it is important to know that emotions have both universal features and individual uniqueness. For example, when students enjoy a lesson, this is a pleasant experience for students around the world. However, the contents, intensity, duration and frequency of classroom enjoyment can differ between students and may even be unique to an individual student.

You should be aware of the fact that only a minor part of these individual differences can be explained in terms of culture, ethnicity, gender, schools or classrooms. Because emotional reactions can differ widely, even among students sharing gender and class membership, it is best to avoid stereotype phrases that relate to group membership, such as 'girls are afraid of math'. It is more useful to pay attention to the uniqueness of each individual student's emotions.

Furthermore, to understand students' emotions, it is necessary to consider that emotions can vary across school subjects and time, even within each individual student. For example, it would be wrong to assume that students always experience similar levels of test anxiety across subjects. In fact, it is not possible to infer from a student's anxiety in mathematics that the student would also be nervous about languages, or vice versa. Because the amount of anxiety can substantially differ between school subjects, it would be misleading to think of students as either being generally test anxious or not test anxious.

For these reasons, teachers should avoid using the stereotype that an individual student always reacts with the same emotion across different subjects and academic situations. It can be quite misleading to label a student as 'anxious', 'bored' or 'enthusiastic' based on his or her emotional reactions for one specific school subject. Instead, make use of students' varying emotional reactions by identifying the specific tasks and situations that result in them enjoying lessons, and help students to build their capacity for experiencing positive emotions by identifying their specific emotional strengths.

Suggested readings: Goetz et al., 2007; Zeidner, 1998.

3. POSITIVE EMOTIONS AND LEARNING

Promote students' enjoyment of learning.

Research findings

Positive emotions are emotions that are experienced as pleasant. Positive emotions can vary in terms of the physiological and cognitive activation (also called arousal) that is part of the emotion. Enjoyment,

excitement, hope and pride are activating positive emotions, whereas relief and relaxation are deactivating positive emotions. For example, excitement increases physiological parameters of arousal, such as heart rate, whereas relaxation decreases such parameters. Positive emotions influence learning by affecting students' attention, motivation, use of learning strategies and self-regulation of learning.

Attention. Emotions draw one's attention towards the object of emotion. For example, if you are proud of a good grade in an examination, your attention is focused on this accomplishment. It follows that your attention is distracted away from current task performance. Therefore, positive emotions can reduce performance on all kinds of tasks that need attention, including most types of academic learning tasks.

However, an important exception is task-related positive emotions, such as enjoyment of learning and excitement about learning materials. These emotions focus attention on the learning task itself rather than drawing it away. When enjoying learning, the task is the object of emotion, making it possible that one's attention is fully focused on the task. Enjoyment can promote students' flow experiences during learning, such as deep involvement and complete immersion in the activity. By contrast, positive emotions that do not relate to the task can distract attention and reduce performance. For example, fantasies of winning an academic award or spending time with friends may be enjoyable, but can distract attention from one's current homework assignment.

Motivation. Activating positive emotions, such as enjoyment of learning, can increase students' interest and motivation. These emotions help to recollect positive memories and to appraise positively the value of tasks and one's competence to solve them. Enjoyment promotes students' interest in the learning material, as well as the intrinsic motivation to learn (i.e. motivation that is based on interest). By contrast, the effects of deactivating positive emotions are probably more complex. Pleasant relaxation and relief can reduce any motivation to continue making an effort, but can reinforce motivation to begin again with learning material later.

Learning strategies. Activating positive emotions help to employ flexible, creative and deep learning strategies. Examples are the

elaboration of learning material (i.e. relating the material to previously learned material or material from other subjects); organization of learning material; and critical thinking. In contrast, deactivating positive emotions can reduce any systematic use of learning strategies. *Self-regulation of learning*. Because activating positive emotions enhance flexible thought and action, they also promote students' self regulation of learning, which requires flexible planning and monitoring of learning activities. Deactivating positive emotions probably do not have these positive effects on self-regulation.

In the classroom

The research findings imply that positive emotions can have profoundly positive effects on students' learning. However, this need not be true for all positive emotions. Specifically, positive task-related emotions, such as enjoyment of learning, focus students' attention on learning, promote their motivation to learn, and facilitate use of deep learning strategies and self-regulation of learning. Overall, you can expect these emotions to have positive effects on students' achievement. By contrast, positive emotions that do not relate to learning can draw attention away and lower performance, such as a student falling in love reducing his/her academic effort. Similarly, deactivating positive emotions, such as relief and relaxation, do not necessarily have positive effects.

Therefore, you can help students develop their motivation and acquire competencies by promoting their task-related positive emotions. Teachers should make an effort to promote students' enjoyment of learning and excitement about learning materials (see Principles 5 to 9), but do not rely on triggering positive emotions that do not relate to learning. It may not be sufficient that students just experience good feelings; rather, positive emotional experience needs to be linked to the task of solving cognitive problems and studying learning materials.

Suggested readings: D'Mello & Graesser, 2012; Linnenbrink, 2007; Pekrun et al., 2002.

4. NEGATIVE EMOTIONS AND LEARNING

Prevent excessive negative emotions, but also help students to use their negative emotions productively.

Research findings

Negative emotions are emotions that are experienced as unpleasant. Similar to positive emotions, negative emotions can vary in terms of physiological and cognitive activation (or arousal). Anxiety, anger and shame are activating negative emotions, whereas hopelessness and boredom are deactivating negative emotions. For example, anxiety makes your heart beat faster, whereas boredom reduces such signs of arousal. Negative emotions also influence learning by affecting students' attention, motivation, use of learning strategies and self regulation of learning.

Attention. Negative emotions draw students' attention away from learning. For example, anxiety about failing an examination leads to concern about failure and its consequences, thereby reducing task focused attention. Similarly, boredom during lessons allows students' attention to drift away and leads to day-dreaming instead. By reducing attention, negative emotions can undermine learning and achievement.

Motivation. The motivational effects of activating negative emotions are variable. Specifically, anxiety and shame reduce interest and intrinsic motivation, but can induce motivation to invest effort in order to avoid failure. This is especially true if the student is expecting to succeed. Negative epistemic emotions, such as confusion about a difficult cognitive problem, can also enhance motivation as long as the student still expects to solve the problem. In contrast, deactivating negative emotions, such as hopelessness and boredom, generally reduce students' motivation to learn.

Learning strategies. Activating negative emotions, such as anxiety and shame, can facilitate the use of rigid learning strategies like simple rehearsal and rote memorization of learning material. Deactivating negative emotions reduce any use of strategies and promote shallow processing of information.

Self-regulation of learning. Because negative emotions reduce the student's ability to use flexible thought and action, they also undermine their self-regulation. Instead, they can promote external regulation of learning. For example, anxiety can motivate students to rely on external guidance by teachers and parents.

In the classroom

The research evidence implies that negative emotions can strongly obstruct students' learning. Test anxiety, achievement-related hopelessness or boredom during lessons can lead students to withdraw attention, avoid effort, procrastinate in doing assignments, fail exams, and drop out of school. Negative emotions are a major factor explaining why many students do not live up to their potential and fail to pursue the educational career that would correspond to their abilities and interests. Moreover, these emotions also jeopardize students' personality development and health, and contribute to the high numbers of suicides among youth in many countries—both unsuccessful and successful.

Therefore, you should help students to prevent negative academic emotions, and to reduce these emotions if they occur, especially so if these emotions seem to be occurring with high intensity and frequency. However, you should also consider that negative emotions cannot always be avoided when learning, and that they can be used productively if suitable precautions are taken. Less intense versions of anxiety, self-related anger or shame can even promote learning if students are confident in their success, and some amount of confusion about cognitive problems can facilitate conceptual change and the development of more advanced knowledge structures within students. Try to reduce excessive negative emotions in your students, but also create a classroom culture enabling students to use the energy provided by unpleasant emotions to promote their learning. The key to creating such a culture is to raise students' confidence in their ability to solve problems, to focus their goals on mastering the learning material, and to regard students' errors as new opportunities to learn rather than personal failures (for more details, see principles 5 to 9).

Suggested readings: Boekaerts, 1993; Turner & Schallert, 2001; Zeidner, 1998.

5. SELF-CONFIDENCE, TASK VALUES AND EMOTIONS

Promote students' self-confidence and interest in academic tasks.

Research findings

Emotions are influenced by many individual factors, including genetic make-up, physiological processes, early learning experiences, personal values and cognitive appraisals of one's ability. Among these factors, students' self-confidence and task values are of primary importance for their emotions.

Self-confidence involves positive perceptions of one's ability to solve academic tasks. Self-confidence provides students with a sense of being able to learn and succeed, but also with a sense of being responsible for failure. Regarding task values, interest-related values are based on students' interest in learning materials. These values are also called intrinsic task values. Attainment values pertain to the perceived importance of doing well, and utility values relate to the value of academic engagement for obtaining outcomes, such as praise by parents or recognition of a good job.

Self-confidence promotes students' enjoyment of learning, hope for success and pride about accomplishments. By contrast, lack of self confidence increases anxiety and hopelessness. Boredom can be induced by high levels of self-confidence that are due to a combination of low task demands and high competencies, or by low levels of self-confidence resulting from a combination of high task demands and low competencies. For example, gifted students may experience boredom during lessons due to lack of challenge, whereas less able students may experience boredom because they consider tasks as too difficult.

Students' emotions also depend on their task values. Enjoyment of learning is experienced when the learning material is perceived as interesting and valuable. By contrast, boredom occurs when the material is uninteresting and has no personal value. The perceived importance of success contributes to success-related emotions, such as hope and pride, while the perceived importance of failure contributes to failure emotions, such as anxiety, hopelessness and shame. For example, if a student perceives achievement in mathematics as most important, he or she will experience more pride about success, and more anxiety and shame related to failure in mathematics than in subjectively less-important domains.

In the classroom

Promote students' self-confidence so as to help them develop positive emotions, reduce negative emotions and deal productively with negative emotions that cannot be avoided. Self-confidence can be increased by focusing students' attention on their strengths rather than their weaknesses. Failures can be regarded as opportunities to learn rather than indicators of inability. Students can be shown to attribute failures to lack of effort that is under their personal control, rather than to external factors or lack of ability. Other measures include providing high-quality instruction and mastery goal structures (see Principles 7 and 8), and avoiding high-stakes testing (see Principle 9).

Helping students to value learning is important as well. Specifically, it is important to promote students' intrinsic task values based on interest. Two important ways to foster these values are using tasks that relate to students' everyday life (called authentic tasks by some authors), and making clear to students how tasks that may seem less relevant in the short term can nevertheless be important for their life. You can emphasize the relevance of tasks by relating them to students' current life or to their aspired future life. Alternatively, you can let students learn for themselves how academic tasks relate to their life, for example, by writing essays about the link between these tasks and their future.

On the contrary, emphasizing attainment value and utility value can be a double-edged sword. Increasing the attainment value of academic achievement can facilitate positive emotions, but can also increase negative achievement emotions, such as anxiety. The reason is that both success-related emotions and failure-related emotions are promoted if achievement is perceived as important. If a student perceives good grades as critically important, he/she may experience excitement and pride when succeeding, but may also experience strong fear of failure before exams, as well as hopelessness and shame if the examination is a failure. Therefore, it is better to help students develop interest-related task values.

Suggested readings: Pekrun, 2006; Weiner, 1985.

6. EMOTION REGULATION

Help students to regulate their emotions using reappraisal, competence development and situational change.

Research findings

Students can use various methods to encourage positive emotions and reduce negative emotions. Alternatively, for the regulation of negative emotions and stressful situations, the term 'coping' is used. Emotions can be regulated by directly changing their symptoms (emotion oriented regulation) or by changing their antecedents (appraisal-, competence- and situation-oriented regulation).

Emotion-oriented regulation directly targets the emotion. Most methods of this kind address the physiological processes that are part of the emotion, or the attention devoted to the emotion. Examples are

the use of relaxation techniques, drugs or alcohol to reduce anxiety. One important variant of emotion-oriented regulation is suppression, which consists of directing one's attention away from the emotion and not acknowledging the emotion by refusing conscious awareness. *Appraisal-oriented regulation* (or reappraisal) consists of changing the appraisals inducing the emotion. As described in Principle 5, developing self-confidence (i.e. appraisals of ability) and appraisals of task values can change students' emotions.

Competence-oriented regulation involves developing one's competencies, thus promoting positive emotions that result from successful action and reducing negative emotions. For example, students can enhance their enjoyment of learning and reduce their anxiety by increasing their competencies to learn and to succeed in academic examinations.

Situation-oriented regulation involves selecting or changing environments in ways that modify one's emotions. For example, a student's emotions can be positively influenced by selecting a school that fits his/her needs, or by selecting learning tasks that provide an appropriate level of challenge inducing enjoyment of learning and productive confusion rather than anxiety or boredom. Obviously, this type of regulation can be used by students only to the extent that they are given the autonomy to contribute to shaping tasks and learning environments.

Successful emotion regulation presupposes abilities to recognize one's emotions and to select appropriate ways of managing them.

These abilities are part of emotional intelligence, which consists of abilities to recognize, make use of, and regulate one's own emotions and the emotions of other persons.

In the classroom

There are several ways in which emotion regulation can be used to help students. First, you can design your lessons accordingly, as addressed in Principles 7 to 9. Second, you can help students by informing them about strategies to regulate emotions and by practising emotional intelligence skills, such as abilities to recognize emotions. Social-emotional learning (SEL) programmes can be used to practice these skills. Third, methods to regulate emotions are used in the psychotherapy of emotions.

When teaching students about strategies to regulate emotions, you should know that all four types of strategies described above can be successful. However, reappraisal, competence development and situational change are often the most efficient. These strategies can be used before the emotion occurs, thus preventing negative feelings from developing. By contrast, emotion-oriented strategies are used when negative feelings have already been aroused, implying that it may be too late to prevent negative consequences from happening. Moreover, emotion-oriented techniques can have unfortunate side effects. For example, regulation of anxiety by medical drugs can momentarily alleviate excessive anxiety, but lead to the students becoming addicted to these drugs. When considering a specific strategy, always reflect upon the balance of benefits and disadvantages. When a student suffers from excessive negative emotions, consulting a psychotherapist can help alleviate the problem.

Specifically, psychotherapy for test anxiety is among the most successful therapies available today. Variants of test anxiety therapy target the symptoms of anxiety (e.g. relaxation training), lack of self confidence causing anxiety (e.g. cognitive therapy), or underlying competence deficits (behavioural skills training; e.g. training to improve learning strategies). Combinations of these various treatments have been shown to be most effective for many students.

Suggested readings: Gross, 1998; Matthews, Zeidner, & Roberts, 2002; Thompson, Hughes, & Terrell, 2009.

7. CLASSROOM INSTRUCTION AND TEACHER EMOTIONS

Provide high-quality lessons and make use of the positive emotions you experience as a teacher.

Research findings

The cognitive and motivational quality of classroom instruction is extremely important for students' emotions. Cognitive quality is defined by structure, clarity, task difficulty, and the match between task difficulty and students' competencies. Well-structured, clear instruction and use of moderately challenging tasks promote students' understanding. As a result, students experience an increase of self confidence and enjoyment, and a reduction of boredom and anxiety. Moreover, moderately challenging cognitive problems can trigger cognitive conflict that facilitates surprise, curiosity and productive confusion promoting learning.

The motivational quality of instruction influences the perceived value of learning, thereby promoting enjoyment and reducing boredom. Motivational quality involves meaningful tasks that catch and hold students' interest (see Principle 5), giving autonomy to students to self-regulate their learning, introducing social structures of learning that satisfy needs for social relatedness, and the enthusiasm displayed by teachers demonstrating to students that academic engagement is enjoyable.

In the classroom

You can use several methods to improve the quality of your lessons. Five important groups of strategies are the following. *Cognitive quality.* Provide instruction and tasks that have high cognitive quality. This helps students to understand the learning material, to build up competencies, and to develop the self-confidence needed to enjoy learning and reduce negative emotions. High cognitive quality can be obtained by ensuring that learning materials and explanations are well-structured, organized and clear, and by providing an appropriate fit between task demands and students' current level of competence. In addition, provide students with cognitive problems that involve a moderate amount of cognitive conflict likely to trigger surprise, curiosity and productive confusion. However, make sure that confusion is resolved before students become frustrated, bored or anxious when they are unable to solve the problem.

Task contents. Use contents that are meaningful to students, which helps them to develop interest and intrinsic task values. You can make tasks more meaningful by providing contents that are related to students' current interests within and out of school, including their leisure-time activities, and by providing contents that are related to students' future personal and career goals. Alternatively, if the relationship between tasks and students' goals is not sufficiently clear from the contents, explain them to the students (see Principle 5).

Autonomy for self-regulation. Provide students with the autonomy to self-regulate learning in order to increase their enjoyment. Autonomy can be given to individual students or to groups of students, and can include defining goals for learning, selecting tasks and strategies used for learning, and monitoring and evaluating one's progress. However, autonomy should be matched to students' competencies for self regulation. If students are not able to select appropriate strategies, autonomy can induce anxiety and boredom rather than enjoyment.

Social structures. Create social structures of learning that help students satisfy their needs for social interaction, which can promote their interest and the perceived value of learning. Examples are partner work and group work. If student groups lack the competence to organize their work effectively, you can assist them in developing these skills by scaffolding their learning.

Teacher emotions. Emotions are contagious and they can be passed on so that partners feel the same emotion. Therefore, the emotions that the teacher experiences and displays in the classroom can have profound effects on the emotions experienced by students. This is true both for positive emotions, such as enjoyment, excitement and pride during teaching, and for negative emotions such as anger, anxiety or frustration. Positive teacher emotions can promote students' enjoyment of learning within the classroom and can have long-lasting effects on the value of learning perceived by students. Therefore, teachers should take care to show the positive emotions they feel about teaching and the subject matter, and make sure that they share positive emotions and enthusiasm with their students.

Suggested readings: Frenzel et al., 2009; Hulleman & Harackiewicz, 2009; Schutz & Zembylas, 2009.

8. GOAL STRUCTURES AND ACHIEVEMENT STANDARDS

Use mastery goals and mastery standards for evaluating achievement

Research findings

Different achievement goals contribute to students' emotions. Two groups of achievement goals are mastery goals and performance goals. *Mastery goals* relate to mastering the learning material and to improving one's competence. *Performance goals* relate to outperforming others or avoiding doing worse than others. *Cooperative goals* relate to group achievement based on co-operation between students. By focusing students' attention on the learning activity, mastery goals promote their enjoyment of learning and reduce boredom. By contrast, performance goals promote emotions related to success and failure, such as pride, anxiety, shame and hopelessness. Co-operative goals are likely to facilitate social emotions, such as collective pride in the group's accomplishments, sympathy towards other students, or anger at students who fail to show commitment to the group.

Classroom goal structures involve the goals that are conveyed by teachers and can be shared by students. When these goals are adopted by students, they influence students' emotions as described above. Due to their influence on emotions, these goal structures can have a strong impact on students' learning.

Similarly, the standards used to define achievement also influence students' emotions. *Mastery standards* imply measuring students' achievement in terms of the mastery of learning materials and improvement over time. More specifically, two types of mastery standards can be distinguished. *Criterion-referenced* standards measure achievement in terms of criteria of task mastery, whereas *individual standards* measure achievement in terms of the difference between present and past performance. *Normative standards* are similar to performance goals; they measure achievement in terms of an individual student's performance relative to other students' performances. *Group-based standards* measure the achievement of student groups.

Achievement goals and achievement standards convey expectations about the type of achievement expected from students. In addition, expectations from teachers and parents about the level of achievement students should attain have a strong impact on their emotions. Excessively high achievement expectations contribute to students' test anxiety.

In the classroom

In order to enable all students to experience success, teachers should prefer mastery goal structures and mastery standards over performance goal structures and normative standards. With mastery standards, it is generally possible for every student to attain success. Mastery standards imply that the achievement of an individual student is evaluated independently from the achievement of the other students. Therefore, if every student attains mastery, you can inform all students that they have been successful. Use of mastery standards makes it possible for each student to be judged according to task mastery and improvement over time, which lays the foundations for developing self-confidence and positive emotions among the students.

By contrast, when using normative standards, teachers have to tell some students that they have failed due to performing worse than others, even if all students have actually shown mastery of the learning material. For example, with normative grading, good grades for some students come at the cost of poor grades for other students. Therefore, performance goals and normative standards can induce a competitive climate in the classroom – with these standards students must compete for success, and some students will fail by definition of the standard. Competition implies that some students can experience positive emotions, such as pride of success, whereas others experience failure and reduced self-confidence leading to anxiety, shame and hopelessness.

In many schools around the world, normative grading is expected from teachers. Even under such circumstances, however, it is possible to use mastery standards to provide added feedback on learning gains. Furthermore, group-based standards can be used to provide feedback on group work and individual students' contribution to group accomplishments.

Regarding the level of achievement teachers want students to attain, provide clear expectations that challenge students. Clarity and challenge can motivate students to invest effort. However, make sure that these expectations, even if challenging, are within students' reach and do not exceed their capabilities.

Suggested readings: Johnson & Johnson, 1974; Linnenbrink & Pintrich, 2002; Pekrun, Elliot & Maier, 2009.

9. TEST-TAKING AND FEEDBACK

Use well-structured tests, provide informational feedback, and avoid high-stakes testing.

Research findings

The organization of tests and assessments, the feedback provided after testing, and the consequences of individual achievement influence students' emotions. If the organization, demands and consequences of assessments are not clear to students, test anxiety is increased due to uncertainty about the possibility of failure and its outcomes. In addition, tests that involve high demands on attention can impair performance in students who are anxious about tests, because part of their attention is already occupied with worrying about failure. Anxiety can be further increased during such tests. For example, this may be true when creative essay writing has to be carried out in a limited period of time.

Feedback about achievement on academic tests is one of the most powerful factors in the development of achievement emotions. Repeated feedback about success can strengthen students' self confidence over time and increase their positive achievement emotions, such as hope for success and pride. By contrast, repeated feedback about failure undermines self-confidence and increases negative achievement emotions, such as anxiety of failure, shame and hopelessness. This is especially true if feedback about failure is coupled with the message that failure is due to lack of ability. The consequences of testing shape the value of achievement, thereby also influencing students' feelings about achievement.

Whenever educational and occupational career opportunities are made dependent on individual achievement, the perceived importance of success and failure is increased. Combined with the likelihood of obtaining positive outcomes, increased importance

can strengthen positive achievement emotions, such as hope for success. Combined with the prospect of failing to achieve one's educational potential or of becoming unemployed after graduating from school, students can experience increased anxiety and hopelessness.

In the classroom

To reduce uncertainty, teachers should provide clear information about the timing, demands and consequences of testing. Do not use surprise tests that have not been announced to students, especially if this testing has important outcomes. To limit demands upon students' attention which puts test-anxious students at a disadvantage, you can use formats that reduce load, such as multiple-choice items. However, using such formats may contradict the aims of assessment, making it necessary to find a balance between fair testing and the goal of assessing competencies that demand full attention.

In addition, anxiety can be reduced, and confidence increased, by measures suited to increase students' expectations of success. Two examples are providing a choice between test items and providing second chances, such as opportunities for repeating examinations voluntarily.

Regarding feedback about achievement, you can strengthen students' self-confidence and positive emotions by using the following four guidelines.

1. Use mastery standards and avoid normative standards for evaluating achievement whenever possible (see Principle 8).
2. Use repeated feedback about success rather than failure by emphasizing improvement of performance, even if improvement is small, which can generally be done when using mastery standards.
3. There will be times when it cannot be avoided, or may even be necessary, that students have failed to learn some materials. In these cases, make clear to students that errors should not be regarded as information about lack of ability but as opportunities to learn.
4. Beyond evaluative feedback about success and failure, provide informational feedback about how students can improve their competencies and attain mastery. Detailed informational feedback,

coupled with positive expectancies that mastery is possible, will strengthen students' confidence in their abilities, as well as support all the positive affective outcomes resulting from such confidence.

Finally, consider the consequences of assessment. High-stakes testing is defined as testing that entails serious consequences, such as decisions about students' career opportunities. High-stakes testing can increase positive achievement emotions in successful students but, for students who fail, it increases frustration and shame about failure, as well as anxiety and hopelessness related to the future. Therefore, avoid high-stakes testing whenever possible. Rather, create a culture of using assessments to gain information about how to develop mastery.

Suggested readings: Zeidner, 1998.

10. FAMILY, PEERS AND SCHOOL REFORM

Involve parents, take care of the peer climate in the classroom and contribute to school reform.

Research findings

The classroom is not an isolated island. Students are influenced by their family and peers, and the classroom is influenced by school organization and the society at large. Therefore, factors from outside the classroom need to be considered to promote students' affective well-being.

Parents are the main contributors to students' development of emotions during the pre-school years and continue to be influential over the following school years. Pride of success and shame of failure are shaped in the family from an early age. Parents contribute to test anxiety when they hold excessively high achievement expectations that cannot be met by their child, and when they punish the child for failure. For most students, the parents are more important than teachers or peers for developing an identity in terms of individual core values, including the value of achievement.

Peers influence students' emotions in the classroom as well. Competition between peers for positive achievement evaluations increases students' test anxiety. Peers also influence the social

emotions experienced in the classroom. Friendship networks in the classroom help students to develop positive social emotions, whereas aggressive behaviour, bullying and victimization among students contribute to depression and social anxiety in the victims.

Finally, the organization of schools provides the infrastructure and boundary conditions that facilitate or impede the implementation of emotionally sound educational practices in the classroom. For example, school systems in some countries include between-schools tracking that is based on student performance and assigns students to different tracks after elementary school. In such a system, it is necessary to use high-stakes testing at an early age in order to identify the performance information needed for decisions about assignments, which inevitably contributes to the early development of test anxiety.

Professional action—beyond the classroom

In order to understand students' emotions, it is helpful to acquire knowledge about their situation at home. Any attempt to help students develop positive and reduce negative emotions may be more successful when supported by parents, but can fail when it meets with opposition from the family. Therefore, involving the parents may be most important to support students' positive affective development. Specifically, you can inform parents about their child's emotional situation at school, and you can provide parents with information about how they can support their child's emotional development. In cases of severe emotional problems that cannot be regulated within the classroom, it may be necessary to contact both the parents and an expert.

The peer climate in the classroom also needs to be taken into account. You can influence peer interaction and students' social emotions by organizing learning in terms of collaborative student work. You can promote mastery-oriented and co-operative goal structures among classmates by defining achievement goals and providing feedback based on mastery and co-operative standards. Furthermore, you can also take action to reduce anti-social peer behaviour. Specifically, research has shown that teachers need to intervene in order to reduce bullying and victimization in the classroom. Paradoxically, attempts to increase the social competencies of individual bullies and victims have proven to be insufficient and can even further aggravate the problem. In

contrast, whole-school anti-bullying approaches in which teachers play an active role have proven to be successful.

Finally, being aware of the impact of school organization, school leadership and the education system can help you to understand opportunities and limitations resulting in classroom practices that benefit students' learning and affective development. Furthermore, it should be noted that education systems around the world are undergoing rapid change today. Whatever your role in the school context, you can contribute to productive change by making your voice heard and helping to organize schools in emotionally sound ways.

Suggested readings: Farrington & Tofi, 2009; Linnenbrink-Garcia, Rogat, & Koskey, 2011; Meyer & Turner, 2002.

CONCLUSION

Students experience a great variety of emotions that can have profound effects on their learning, personality development and health. The effects of these emotions can be complex. Positive emotions do not always benefit learning, and unpleasant emotions do not always impede learning. However, for the vast majority of students and academic learning tasks, enjoyment of learning is beneficial, whereas anxiety, shame, hopelessness and boredom are detrimental. Moreover, emotions are core elements of students' identity and well-being, implying that emotions are also important in and of themselves, beyond their functions for academic learning. For all these reasons, educators should attend to students' emotions.

There are several ways to help students increase positive emotions and decrease negative emotions. Most importantly, educators can help students develop the self-confidence, interest and intrinsic value of education that promotes excitement about learning and reduces negative emotions. This can be done by providing high-quality instruction, using one's positive emotions as a teacher, creating mastery goal structures in the classroom, employing mastery standards to inform students about progress at learning, avoiding high-stakes testing, involving parents, and caring for the peer climate in the classroom. Moreover, teachers can contribute to attaining emotion related educational goals by helping to organize schools and education systems in emotionally sound ways.

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ALL INDIA ASSOCIATION FOR EDUCATIONAL RESEARCH
(Registered under Societies Registration Act)
(Regn. No. 1597-180 of 1987-88, Bhubaneswar)
N1/55 IRC Village, Bhubaneswar – 751 015
www.aiaer.net

OBJECTIVES OF THE ASSOCIATION

1. To develop and promote educational research
2. To provide a forum for discussion of problems related to educational research.
3. To conduct workshops, seminars, conferences etc. on educational research
4. To disseminate findings on educational research.
5. To publish journals, monographs and other types of literature on educational research.
6. To co-operate with organisations engaged in educational research.
7. To carry out all such other activities as maybe conducive to the attainment of the above objectives.

RULES AND REGULATIONS (CONSTITUTION)

INTERPRETATION

In these rules and regulations unless there be something in the subject or context inconsistent therewith, the 'society' means, the above named All India Association for Educational Research. The 'act' means the 'Orissa Societies Registration Act.' The 'month' and the 'year' in relation to the society means the year commencing on the first of April and ending on the thirty first March of the following year. The words importing the singular number include the plural and vice versa and those importing the masculine include the feminine and vice versa. The general body of the society shall consist of the members whose signatures have been ascribed in the memorandum of the association and those who will join the society as life members and as annual members from time to time.

MEMBERSHIP

A person or an institution interested in educational research can be accepted as a member of the association. The rates of individual life membership and donor membership shall be Rs. 1, 200/- and Rs.5, 000/- respectively. There shall be four categories of institutional life memberships. The rate for Institutional Donor Membership shall be Rs.20, 000/-(Twenty thousand) and there shall be three categories of institutional life memberships - Category A (Rs.10, 000/-) shall cover all faculty members 15-35 of an institution, Category B (Rs.6, 000/-) shall cover all faculty members less than 15 of an institution and Category C (Rs.2, 000/-) shall cover only the head of the institution.

CESSATION OF MEMBERSHIP

The membership of the society shall cease in case of non-payment of membership fee and in case of resignation in writing by a member.

PATRONS

There shall be one or more Patrons of the Association.

EXECUTIVE BODY

The Executive body shall consist of the following office bearers: a) President – one; b) Vice-Presidents –eight; c) General Secretary – one; d) Treasurer – one; e) Joint Secretaries – five; f) Members – ten.

The duration of the office bearers shall be as follows: Executive members - 1 year, President, Vice-Presidents and Joint Secretaries -2 years; General Secretary and Treasurer - 3 years

If a membership falls vacant within the prescribed period, the Executive body can fill up the vacancy.

The functions of the Executive body shall be as follows:

- a) To appoint sub-committees and working groups etc. to fulfil the objects of the society.
- b) To take action on resolutions passed by the general body and the conference,
- c) To decide and take action on organisational, administrative and financial matters;
- d) To fill up vacancies in the Executive body or in any other committee,
- e) To appoint persons for carrying out the work of the society.

Duties of the office bearers of the Executive body

President:

The President shall preside over all meetings of the Executive body, the General body and other committees and groups formed by the society. He shall have no voting power, but in case of tie he shall have the power to cast his vote.

Vice Presidents:

The Vice Presidents shall perform duties as assigned to them by the President. The first Vice President shall carry out the duty of the President in the absence of the President. In case of absence of both the President and the first Vice President, the second Vice President shall carry out the functions of the President. Vice Presidents shall be elected from fairly distributed subject/discipline areas.

General Secretary

The General Secretary shall have following functions: a) Keeping regular record of the proceedings of the

Executive body, General body and conference and other committees formed by the society; b) Preparing the annual budget and annual report; c) Preparing agenda for the meeting; d) Making correspondence with various bodies and institutions on behalf of the society; e) Editing publications of the society.

Joint Secretaries

The Joint Secretaries shall assist the General Secretary in carrying out his duties.

Treasurer

The Treasurer will maintain accounts of the society, receive amounts due to the society and issue receipts for the purposes. He will maintain membership register and report the statement of accounts to the General Secretary every month for his perusal.

MEETING

There shall be at least one general body meeting in a year in which the annual report and the audited accounts of the society shall be passed. Notice for the General body meeting shall be given 30 days in advance. If one half of the members send a written requisition to the General Secretary to call a meeting of the General body, such a meeting has to be called within one month of the date of the receipt

of the requisition. There shall be at least four meetings of the Executive body in a year. Fifteen days' advance notice has to be given for such a meeting.

Quorum

Quorum for general body meeting shall be one fourth of the number of life members and for executive body meeting one fourth of its members.

RESOLUTION IN WRITING

A resolution in writing circulated by the General Secretary, when supported by a majority of the members of the Executive body shall be valid and effectual as if it has been passed at a meeting of the Executive body.

FUNDS

Funds of the society shall comprise of membership fees, grants from government and other bodies, donations from individuals and organisations and sale proceeds of publications, etc. The funds of the society shall be deposited in a bank. The account shall be jointly operated by the Treasurer and the General Secretary.

FINANCIAL YEAR

The financial year of the society shall be the year commencing on the first of April and ending on the thirty-first

March of the next year

ELECTION

Election to the Executive body shall be held as follows

Executive members – every year

President, Vice-Presidents and Joint Secretaries – once in every two years.

General Secretary and Treasurer – once in every three years.

Elections can be held in a general body meeting called for the purpose or through post. Persons not physically present in the general body meeting can be elected. In case, a member does not want to continue in the Executive body, the post can be filled up by the executive body. A notice regarding election should also contain the list of eligible members. Members of the executive body shall hold office for the specified period from the date of election or till election is held for these posts, whichever is earlier.

AUDIT

The accounts of the society shall be audited every year by a qualified auditor or Chartered Accountant.

AMENDMENT OF THE CONSTITUTION

The Executive body can put up proposal for amendment of the constitution before the general body. Such a proposal has to be informed to the members at least 30 days before the date of the meeting called for the purpose.

LIABILITIES

No member of the society shall be personally liable for the repayment of the liabilities of the society, if any.

DISSOLUTION

In case of dissolution on winding up of the society, all assets of the society shall stand donated to a similar registered society or to the Government of Orissa after meeting liabilities, if any. When two third of the life members of the society resolve to dissolve the society, the society shall be dissolved.

CURRENT EXECUTIVE BODY
As on 17 November 2012

PRESIDENT

Prof. S. P. Malhotra (AIAER 0108) GF-1 Ahlcon Apartments, Plot No.19, Sector-III, Vaishali, GHAZIABAD-201 010 Uttar Pradesh

VICE- PRESIDENTS

Prof. (Mrs.) Anandi Martis (AIAER 0158) Preshma, Kote Kani Road, Near Urwa Stores, MANGALORE - 575 006 Karnataka

Dr. (Mrs.) S. K. Bawa (AIAER 0348) Asso. Prof. Dept. of Education & Community Service, Punjabi University, PATIALA- 147 002 Punjab

Dr. Hrushikesh Senapaty (AIAER 0424), Principal, Regional Institute of Education, Shyamala Hills, BHOPAL - 462 013 Madhya Pradesh

Dr. Nityanand Pandey (AIAER 0874), Professor, Dept. of Education, Assam University, SILCHAR - 788 005 Assam

Mrs. Archana Bhattacharjee (AIAER 1288), Sr. Lecturer, Dept. of English, Kakojan College, KAKOJAN, Dt. Jorhat - 785 107 Assam

Dr. Sadashiv S. Chaugule (AIAER 2117), Director, School of Education, YCM Open University, NASIK- 422 222 Maharashtra

Dr. (Mrs.) Rama Tyagi (AIAER 2408) Principal, IPS College of Education, Box No.14, GWALIOR - 474 001 Madhya Pradesh

Dr. K. Jayaraman (AIAER Ind Donor 3), Principal, Angel Matric Higher Secondary School, TIRUNINRAVUR - 602 024 Tamil Nadu

GENERAL SECRETARY

Dr. Sunil Behari Mohanty (AIAER 0002), Flat 1, Beatitude Apt 2, 61 B Selvaraj Chettiar Street, Vaithikupam, PUDUCHERRY-605 012

TREASURER

Dr. Dhruba Charan Mishra (AIAER 0004), House No.4, Bivab Estate, Barmaunda Colony, BHUBANESWAR - 751 003 Odisha

JOINT SECRETARIES (Elected on 19 November 2011 for 2 years)

Dr. Hari Shankar Singh, (AIAER 0745) House No. 121, Gali No. 12, Sainik Nagar (Telibagh) LUCKNOW – 226 005 Uttar Pradesh

Mr. Dhanwant Singh(AIAER 2135) #B-XIII/443-1, GTB Nagar, Handiaya Road, BARNALA – 148 101 Punjab

Dr. (Mrs.) Renu Nanda, (AIAER 2175) Reader, PG Dept. of Education, University of Jammu, JAMMU-180 006 Jammu & Kashmir

Mr. Rohen N. Meetei, (AIAER 2335) Asst.Prof., IPS College of Education, Shivpuri Link Rd, Box No.14, GWALIOR - 474 001 Madhya Pradesh

Miss Arti Gautam, (AIAER 2945) Asst. Prof., Modern Institute of Professional Studies, Alwasa, INDORE- 452 010 Madhya Pradesh

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<http://www.aiaer.net>

Journal: <http://www.ejournal.aiaer.net>

E-mail: aiaer1987@gmail.com

**ELECTION FOR VARIOUS POSTS IN THE
EXECUTIVE BODY**

President-1 for a period of Two years

Vice-presidents-8 for a period of Two years

General secretary-1 for a period of Three years

Treasurer-1 for a Period of three years

Joint secretaries-5 for a period of Two years

Members-10 for a period of One year

**The Election process approved by the
General Body Meeting of AIAER held on 15th
May 2014**

- a) Notification of election inviting
nominations for various posts – 31.7.2014
and last date of receiving nominations
15.8.2014

b)Scrutiny of nominations and publication of list of candidates – 20.8.2014

c)Withdrawal of candidature – 25.8.2014

d)Publication of final list of contesting candidates – 31.8.2014

e)Receiving postal ballots from the individual life members (enlisted by 31.12,2013) by 30.9.2014, 5 PM. in the office address of AIAER N1/55 IRC VILLAGE, Bhubaneswar-751 015.

f)Notification of results by the Returning Officer –5.10.2014 in AIAER website.

Nomination Proposal has to be sent by Registered pos in the following format:

1. Name of the Post
2. Name of the Candidate
3. AIER Membership Number of the candidate
4. Full signature of the candidate
5. Name of the Proposer, if any
6. AIAER membership number of the proposer
7. Full signature of the proposer

REVIEWERS OF MANUSCRIPTS

The journal acknowledges with thanks following reviewers

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Dangwal, Kiran Lata: Uttar Pradesh
Das, Panchanan: Odisha
Das, Swarnalata: Assam
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Dash, S. K.: Odisha
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Franscisa, S.:Tamil Nadu
Girija Srinivasalu N.: Karnataka
Gogoi, Probin: Assam
Gupta, Raj Kumari: Chandigarh
Gupta, Raj Kumari : Chandigarh
Gupta, S. K. : Kurukshetra, Haryana
Gupta, V. K.: Haryana
Gupta, Veera: Delhi
Jajo, Y.: Bhubaneswar, Odisha
Joshi, H. O.: Rajkot, Gujarat
Joshi, Vibha: Delhi
Kapoor, K. C.: Arunachal Pradesh
Kohli, Vivek: Haryana
Kothari, R. G.: Gujarat
Lakshmi, T. K. S.: Karnataka

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Mishra, Sudarshan: Odisha
Miyan, Mohammad: Andhra Pradesh
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Mohanasundaram, K.:Tamil Nadu
Mohanty, Ajay Kumar: Uttarakhand
Mohanty, Mohit Mohan: Odisha
Mohanty, Rabindra Kumar: Odisha
Mohapatra, Animesh: Odisha
Nadeem, N. A.: Jammu & Kashmir
Nayak, Nibedita: Odisha
Nidhi Bala: Uttar Pradesh
Nisha, K. P. : Karnataka
Padhi, J. S.: Odisha
Pal, Rajendra: Delhi
Panch Ramlingam: Puducherry
Pancholi, J. N. : Gujarat
Panda, Bhujendra Nath: Orissa
Panda, Subhash Chandra: Orissa.
Pandey, Saroj: Delhi.
Parida, Bijay Kumar: Odisha
Patel, R. S. : Gujarat
Pathy, Minaketan: Sambalpur, Odisha
Patnaik, Sabita Prava: Orissa.
Pradhan, Netrananda:Gujarat
Pradhan, Nityananda: Odisha
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Raina, Bhusan Lal: Jammu & Kashmir
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Singh, Ummed: Gujarat.
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Srikanta Swamy, S. (1298): Karnataka
Srivastava, Aarti: Delhi
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