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EDITORIAL

As if the inflation and its impact is less, the existing crisis whether physical, social, emotional, mental, psychological, physiological, political or spiritual posits a lot of threat to the existence which further creates, nurtures and nourishes the individual to think of identity that leads towards the idea of identity crisis. Across the globe the people today are undergoing the identity crisis. It is pity that people take their role as their identity and present themselves accordingly. A little threat to that role or profession creates identity crisis. Not restricting to the role, there are several other causes of identity crisis that is not restricted only to health, poverty, illiteracy, racism, casteism, provincialism, capitalism, unemployment and corruption but extends even to nationalism and religion. This crisis posits the severe threat which forces us to think, assess and evaluate our progress, preparation and readiness with respect to the medical and health infrastructure, mental health, education, economy, employment, inflation etc. Apart of the economy and the increasing unemployment, the steep downwards graph of the happiness index of the country in last few years, questions the development and its sustainability. With increased costs of fuel, vegetables, oils and food grains which doesn't even seem to stop in near future, life has turned tough with respect to survival and sustainability. Though the situation is not good but yet Voice of Research has the privilege of the strong support of the researchers. The current issue with the papers related to Laboratory and science, English language teaching & communication, Quality production of manpower, English language teaching, Language, communication and hospitality, Philosophy, ethics and covid-19, Pena, Political marketing and political communication and Competency-based training and employability presents the society with potential researchers as the strong backbone. To add to the science of knowledge in education, philosophy and psychology Nidhokubwayo talks of ways to improvising laboratory experiment materials for science teaching; Pancholi studies status of English language teaching & communication; Thokchom stresses on role of a teacher in high quality production of manpower; again Darji evaluates effectiveness of textbook based ELT programme to teach English; Dukuzumuremyi English language communication skills and effective use of English in hospitality sector; Mondal states the philosophical and ethical aspects of covid-19; Sagolse presents Pena as the traditional musical instrument of Manipur; Xu focusses on the political marketing and political communication; whereas Dukuzumuremyi and Dushimimana represents effect of competency-based training on employability of technical and vocational youth graduates.

With this issue, I take this opportunity to thank and appreciate all the people - the real life heroes who added to the lessons of humanity and depicted their social and moral richness as well the value, ethics and cultural richness of their society. No doubt that these members of the society created a history otherwise it takes no time to turn a history. I am sure this issue will enlighten the potential researchers and the society as well it will help us all assess our societal development.

With the hope of best for mankind,

Avdhesh Jha

Chief Editor

Voice of Research

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IMPROVISING LABORATORY EXPERIMENT MATERIALS FOR SCIENCE LESSON

Ndihokubwayo Kizito

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Abstract

Science education requires observation to internalize the fundamental scientific concepts. One tool among the responsible for observing nature is the science laboratory. However, there is a scarcity of laboratories in many schools, especially in developing countries, and most of the science teachers in those schools lack the skills for improvising materials around their environment. Therefore, in this paper, we have step by step demonstrated how to create and use the cheap and used stuff from our environment in a science lesson. We have provided examples of science improvised materials and have shown their effectiveness in use. The paper recommends teachers to improvise as possible they can to accelerate science education effectively.

Keywords: *improvisation, improvised experiment, improvised material, science laboratory, science teacher*

My experience as a science teacher: I was a tutor of physics and chemistry in teacher training college (TTC) Matimbain Nyagatare district, Rwanda, from 2012 to 2014. I joined this TTC after graduating from the former Kigali Institute of Education (KIE), the current University of Rwanda – College of Education (URCE), after unifying all public education institutions into one university of Rwanda in 2013. In this KIE, I graduated with a Bachelor of Science in physics with education qualified as a secondary school teacher. I also have a background in chemistry as I joined KIE by studying a combination of physics and chemistry with training throughout. After two years, I discontinued chemistry to end with physics with education in the next two years. The TTCs are necessitated to train future primary teachers (teachers to teach in primary schools). The climate in TTC was better than in other schools because of two reasons. I, with my colleagues, was rarely called teachers; instead, we were titled, tutors. Since we had only two levels (year 1, year 2, and year 3), we were more flexible with the teaching load. Despite the respect and low teaching load, however, one challenge I faced was the English and science lab. In Rwanda, we have shifted from French to English as the language of instruction at the end of 2008. In KIE, we started to use English across all the modules in 2009, and I was in my second year. Thus, in 2012 I was at my incubation stage of mastering English compared to my students who were fluent as most of the schools in Nyagatare they studied in were already used to English even before 2008. It was challenging to speak a mixed English-French in front of my students, but I learned a lot from them.

The worrisome was the lack of science laboratory where my students were sleepy in my lessons due to only delivering theory. As a science teacher, specifically chemistry, which requires demonstration of materials and mixing chemicals in laboratory settings, even physics requires observation of natural

phenomena, I struggled. We only had a box full of dirty, expired chemicals and rust materials. In addition to this, when I thought that we are training teachers who will also, in return, go to primary schools and teach how they were taught, my head was going crazy. TTC graduates should be given more attention as the ones who will build the foundation of education among little children. They should well be equipped with possible infrastructures, equipment, and standard skills so that we get competent children to upgrade to upper levels of education. To remedy this challenge, I, with my science workmates, organized a day of cleaning materials and thinking about science teaching strategies. We, together with students, cleaned the possible materials and separated materials from the box. After the cleaning, as teachers, we discussed the problem of science teaching as some teachers were already reported to the principal of the college by students claiming that they do not understand the content taught by some teachers, especially my physics! We talked about self-observation to track the real problem, organizing science debates, science clubs, and creating improvised materials. In the next week, we hosted a debate where students guided by tutors started to discuss some topics in science. Together with the director of studies, we scheduled a weekly three hours, one hour for debate and two hours for creating science materials. With the support of school administration, we successfully invited two lecturers from the KIE to our college. Professor Uwamahoro Jean and Doctor Nkundabakura Pheneas visited us to launch the "TTC Matimbascience club." They presented insight science demonstration in the presence of tutors and students of the whole college. One topic they presented was energy and the environment. Students were excited and appreciated the visit. Our students also played a drama starring as some well-known scientists such as Avogadro, Newton, and demonstrated some experiments using the equipment they created on their own. One experiment that amazed everyone was the solar system. They made it from rubber balloons, cables, and small soft branches of trees. It was so fantastic. From that day, students never slept in the class. Most of them had a lot of inquiries in the ongoing courses, and the lessons got more of the interest.

In 2014, I joined Hiroshima University with the support of the Japan International Cooperation Agency (JICA) through the Rwanda Education Board (REB) program of improvement of mathematics and science teacher education. In my master thesis proposal, my supervisor, Professor Kinya Shimizu, advised me to work on science process skills (SPS). Still, when I shared my story with him at my college, he let me work on creating and using science improvised experiment materials. It is in this regard; I am going to share in this study some of our work we cooperatively did during my two years at Hiroshima University, Japan. This study will help any teacher like me who faces difficulties in delivering science lessons in the absence of conventional laboratory settings.

Review on Science Improvisation

Science lesson helps learners to understand the nature and be able to solve problems they encounter in daily life (Eren et al., 2015). By science literacy, one of the most vital objectives of science lesson, principles, concepts, laws, and theories of science help us to get scientific knowledge and understand the nature of science. Therefore we develop problem-solving, and we can use scientific methods (Kenar & Balçı, 2012). However, science should be taught by experimentation. According to Adeniran (2006), Science experiments help students to increase their self-confidence, creativity, innovation, imagination, and curiosity, which are essential to science teaching and learning and develop critical thinking since they enhance analysis in mind of students. Sandifer and Haines (2009) revealed that science teachers appreciate the effectiveness of hands-on activities. Teachers perceive that hands-on activities are the best approaches to teach science.

From the constructivist point of view, Piaget (1970) argues that children learn preeminent through doing and dynamically exploring their environment. This theory shows occupying pupils and students should teach that science with suitable activities. Constructivism posited the notion that learners create or construct new knowledge. Since learners get information through biological senses, learning should be seen as an experimental and adaptive process instead of knowledge transfer. The creation of new knowledge comes from an interaction between their existing knowledge, experiences from the natural world, or their culture and new ideas faced in daily life.

Since twelve years of basic education policy in 2012 was implemented, not only teachers but also teaching materials became scarce. If science laboratories are insufficient; science lesson faces the problem due to the lack of hands-on activities. For instance, in 2015, there were only five out of 13 TTCs having science laboratories in Rwanda (Ndiokubwayo, 2017). The poor performance of students in science in developing countries has the source not only of teaching/learning methods used (Ndirangu et al., 2003) but also the insufficiency of laboratories. In current economic challenges in Africa, almost many schools are facing problems in teaching science. The major challenge to teach science in developing countries takes the source from the cost of imported materials, and the fact that teachers wait for these materials before teaching (DomNwachukwu, DomNwachukwu, 2006). Insufficient funds make it impossible to purchase enough laboratory equipment, making teaching, and learning science difficult. However, teachers should not depend much on these imported industrial laboratory materials. They should not rely on a few laboratories to teach science effectively. Therefore, in such a situation where there is a shortage or lack of the standard laboratory materials, Mbotto et al. (2011), have suggested that they can use improvisation. Thus, teachers should create the hands-on equipment from environment locally available and use them to conduct practical experiments. Improvised materials also enhance teaching-

learning experiences as conventional ones do. Improvising science laboratory materials enable students to achieve the desired scientific as in laboratory settings.

There is a difference between local production and improvisation. Domestic production is usually a matter of import substitution and is often a trial to meet the demands of the whole school system. On the other hand, improvisation is generally a teacher-centered activity, and its encouragement at workshops and in-service courses can provide an essential means of stimulating a more experimental approach to science teaching. Improvised items produced at such seminars are intended to enable the teacher to explain a particular scientific principle in his or her way.

Let us first understand the related terminologies. (a) Laboratory resources are tools used to experiment, measure, and gather data (Hofstein & Lunetta, 2004). (b) Laboratory work or practical work in science lessons refers to laboratory activities where teachers or students demonstrate or manipulate by real objects, simulate by computer. In contrast, students observe, collect data, and make inferences (Cossa & Uamusse, 2015). (c) Hands-on is doing (touching with your hands) something instead of learning about it from books and lectures. For instance, a learner should actively and personally involve in a science experiment. (d) Improvisation is to create something incidentally without pre-planning. This case can be when an individual or group is acting, dancing, playing a musical instrument, creating artworks, or problem-solving. It can also be when one reacts in response to the stimulus of one's immediate feelings. In science lessons, improvisation is making instructional materials by teachers and learners using locally accessible resources (Ndirangu et al., 2003). Improvisation is when teachers or teachers and students select, make and use their own-made equipment. It is to substitute local media obtained within and outside the school environment with industrial-made equipment (Udosen & Ekukinam, 2014). Therefore, science improvisation in this study refers to creating and use of cheap and locally available materials from our environment as a teaching and learning laboratory experiment.

Bhukuvhani et al. (2010) believe that improvised materials can serve as a pedagogical intervention. Therefore, teachers need to be resourceful in making and using locally available materials to substitute the inadequacy and unavailability of conventional equipment. Improvisation provides opportunities to learners for creativity and the development of manipulative abilities in teaching and learning science. To make improvisation as right as in teaching and learning, learners should be a part of creating these improvised materials. Thus, if learners are not taken part in the process of improvisation, their aim will not be successively achieved. When learners participate in the improvisation process, they are exposed to creativity, innovation, imagination, and curiosity, which are essential to science understanding (Adeniran, 2006). DomNwachukwu & DomNwachukwu (2006); and Udosen & Ekukinam (2014) gave some example

of improvised materials such as test tube holder using a Y-shape fresh wood, magnifying glass using water into the bare bulb, concave and convex mirrors using empty discarded insecticide cylindrical cans and temporary magnets using a flex wire wound around two nails connected to the top and bottom of a dry touch light battery. Eggshells like the seashells ordinary chicken eggshells can be used to provide a high amount of pure calcium carbonate (CaCO) compounds. According to cost-effectiveness, Yitbarek(2012) compared improvised and manufactured filtration apparatus and found that funnel, stand and extension clamp, stirrer, beaker, and filter paper cost about 5.35 Birr and 299.59 Birr of the improvised and manufactured device respectively. However, in a study conducted in Rwanda (Ndihokubwayo et al., 2019) found that teaching heat and thermodynamics using conventional experiment or by using improvised materials are with no difference as students get expected achievement. If the teacher is expected to take on the role of facilitator rather than an importer of scientific knowledge; however, there is considerable disparity between programmed expectation and reality. Therefore, they need to engage in producing their own resources from waste materials found in local environment. This practice explains why teachers who adapt to local resources were likely to concretize scientific concepts and were able to implement the curriculum at cheapest cost (Ndirangu et al., 2003). Therefore, there is no excuse for any science teacher to associate the lack of funds with not conducting practical in science teaching. Isaac Newton, Pythagoras of Simos, Galilee Galileo and the rest pioneers in science started building themselves materials from around them to elucidate concepts that are still pertinent to our days (Owolabi & Oginni, 2012).

Science improvised experiments

In this section, we have step by step provided experiments conducted using locally available materials. The materials are not expensive and can be open to any teachers. Teachers may ask students to bring some of these materials. Teachers and students may collaboratively create these materials and use them in experimentation. In this study, we have designed about seven experiments from local hands-on materials; (a) Bunsen burner, (b) lungs model, (c) pinning balloon, (d) water rocket, (e) boat prototype, (f) car prototype, and (g) how the motor works.

Bunsen burner: In a chemistry laboratory, a Bunsen burner is among necessary equipment for heating. The heating equipment, such as Bunsen burners are expensive. The figure shows the Bunsen burner made from an Aluminum can. It can be created and boil water in a few minutes.



Figure 1 : Bunsen burner

To make Bunsen burner, you need Aluminum cans, knife, hammer, and a nail. To light it, you will use concentrated alcohol or petrol(a) Cut a can into two with the knife, (b) introduce the top piece(one with a hole) into the down piece so that it seems close the system using the hammer, (c) make several holes around the top of the system (if the upper piece was inserted top-bottom, make sure the holes are under this piece) using the nail, (d) put alcohol through the whole of the upper piece, and (e) light it on. The fire will come out of the nailed holes; you can heat any object and boil any liquid in any glass or metal container (for more detail, please watch our video at <https://youtu.be/8JEzsAu1Ryc>, from min 5:04 to 8:15).

Lungs model: In biology, some concepts are difficult to teach in the absence of conventional laboratory apparatus. Such concepts, such as how lungs function maybe well demonstrated by using rubber balloons and plastic straw instead of trachea and bronchus. The diaphragm is in control of breathing.



Figure 2 : Lungs model

Commanded by the brain, the diaphragm contracts downward, and we inhale fresh air into the lungs. And the exhalation is a result of diaphragm contracting upward and make the lungs deflate and release the used air.

In making this model, you need a clear and transparent plastic bottle, two rubber balloons, one plastic straw, a plate rubber, scissor, and glue.(a) Take a straw and cut it into three pieces and create a y-shape from these pieces using glue. (b) Tie two balloons to two of the ends of straw with rubber bands so that you remain with only one open end of the straw. (c) Cut the bottom part of the plastic bottle and create a hole into its cap. (d) Pass the open end of the straw through the bottle, passing from the bottom to the neck and the cap. (e) Seal the straw to the closing so that the air will only pass through the open end of the straw and not between closer and straw. (f) Close the bottom of the plastic bottle with a flat rubber and tie it with a rubber band. You will demonstrate the experiment by stretching the flat rubber at the bottom and releasing it. You will figure out that when you stretch, the balloons will fill in the air, and when you realize it, the air will empty the balloons.

Pinning balloon: Can you pin the aired balloon without busting it? Yes! In mechanics, the concepts of friction forces and stress are discussed. When you put air in the balloon and pin it with a well-pinned material on the side part, it busts.



Figure 3 : Ghost balloon

However, in the picture in the figure above, it was successful in pinning the balloon without busting. How was this made? Well, if you look well, the pinned load was introduced at the bottom of the balloon to it, tying the end. In these two places, the rubber material is not stretched, allowing the pin inter without busting. Thus, the friction between pin and material is higher than at the side of the balloon (for more detail, please see Goto, 1999).

Water rocket: The third law of motion among Newton's laws shows how things react to the active forces. Actual rockets use gases to launch the satellites in the space. We can, however, demonstrate a similar concept using the water rocket.



Figure 4 : Water rocket

To launch the rocket using water, you need two big plastic bottles, scotch, timber, closer, water, and pump. (a) cut and remove the bottom part of one bottle, (b) connect the cut bottle to another bottle (one which is not cut) with scotch, (c) close the cut bottle with its cap, (d) put water into the whole bottle and close it with a close which can go inside the mouth of the bottle (the cap should do not be used as it has screws), (e) creates a hole into that closer and connect it to the pump, (f) place it on an inclined surface of 45 degrees such that the part containing water connect to the pump is downward. When you pump the air in, air will fill in the water and water will push the closer, while water flows out, the rocket will fly in the opposite direction.

Boat prototype: In mechanics, there many phenomena explaining many concepts such as force, pressure, and density. The working principle of the boat able to float and moves on water uses both of the above concepts. In making a boat, two major considerations should be taken into accounts. We



Figure 5 : Boat making.

need to make the boat into a heavy object so that its density will be lower than that of water, and it floats. We then need to design the propeller accurately. The propeller is made of rotor blades that move the water so that the latter pushes the boat forward. Therefore, each blade should be made considering the pitch or different angles across its surface to make the propeller powerful.

The prototype with the propeller behind is floating on the water in the big bucket. To make the boat, you will need a cell battery to rotate the electric

motor, wires to connect battery to the battery, and the electrical motor to rotate the propeller. You can use any other materials such as styrofoam, carton box, or hard paper to make body parts of the boat as long as it floats on the water. Make sure you load the battery, wires, and the motor inside the body part. The propeller is made up of strong blades and ax (load connecting the blades to motor). Seal the part connecting the motor and the propeller to avoid water entering the boat. Make the part of the blade deep into the water behind the boat.

Car prototype: In mechanics, the motion of an object is at all of the questionable phenomena among many people. How does the car move, for example? The energy concept is more crucial to make an object move. However, this energy may be in different forms. In our experiment, we made a car using an electric motor. While some cars use petrol to turn the motors, in our case we used a cell battery.



Figure 6 : Car making

The gears are shown under the tire. The car is shown upward down as the maker is installing the motor. To make a car, you need any materials such as plastic, styrofoam, or paper boxes to make car body, battery to turn the motor, motor to turn the small gear, small gear to turn the big gears, and big gears to turn the tires or wheels. You also need four tires made from any object such as plastic, wires, and two metal or wood sticks. Connect the one stick to the bottom of the car body on the front side and another on the backside. Make sure they smoothly move around. Tie a wheel to each end of the stick with glue such that two wheels are stack to their stick and move together. Depending on the number of motors you have, install them near the wheels. Depending on the number of wheels, tie the big gear to each tire, tie the small gear to each motor, and install the motor near the tire such that the small gear is connected side by side with the big gear under the car. Put the battery inside the car or somewhere and connect it to the motor (s) with wires. The car moves without any difficulty (for more detail, please watch our video at https://youtu.be/_MU63mPZ-IE, from min 18:45 to 25:42).

How motor works: Electricity and magnetism are the most branches of physics, which are really interconnected. For example, we can use electricity to make objects magnet, and we can use a magnet to produce electricity.

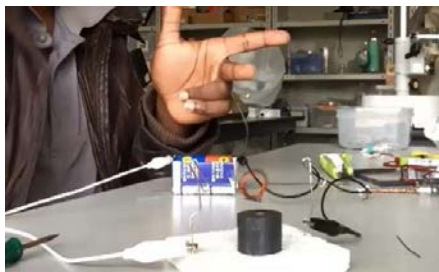


Figure 7 : Working principle of a motor

To create a motor, you will need only two valuable materials; copper (or any other) wire and a magnet (even from dead post radios). You may also require the cell battery as a source of energy, paper clips to lift the copper wire over the magnet, and a lamp to test the flow of current. Take copper wire and create the coil using your finger, make it so that you reserve two wingers (ends) in both side of the wire, hang two paper clips to support the two ends of the wire, and place a magnet under the coil (down and between the paper clips) such that the coil part is in middle and faces the magnet. Connect two paper clips to the battery and disturb the coil to start the motion. If it does not move, grab the end of the wire (where it attach to paper clip) to remove the insulator substance, which avoids copper wire to rust. The coil will move, turning around itself due to the magnet under it. Thus, the magnet will induce the motion of the coil. And this is how the motor we used in the boat and car prototypes is working, and it can also be improvised. To test if the current is flowing, you can connect the bulb lamp to both ends of paper clips. The bulb light to show that there is the presence of electrical current (for more detail, please watch our video at https://youtu.be/_MU63mPZ-IE, from min 8:00 to 16:23, and 26:10 to 26:35).

Recommendations

The National Curriculum Development Centre in Uganda is responsible for the development of low-cost teaching aids and the training of teachers in their production (Angus & Keith, 1992); therefore, in Rwanda too, REB can take this task. Teachers need to be psychologically prepared to improvise as well as to have the necessary practical skills to do so. Teacher educators should be involved in science kit development projects from the beginning. In some cases, there have been attempts to provide in-service training through radio, television, and video.

Ministry of education should encourage the following institutions to engage in laboratory material production. (a) Workforce development force; since this institution is in charge of vocational training, it is easy to take action for improvised experiment materials since their daily work deals with wood, metal, electric as well as electronic materials. (b) Integrated polytechnic regional center (IPRC); since they are distributed in the whole country, plus they study technical courses, they can do this duty locally to help nearby primary and secondary school. University of Rwanda-college of education; since this college is in charge of developing teachers, it can also hold this duty using students, teachers, and hiring carpenters and other technicians to work together for the production of these materials. Private institutions can also engage in making improvised materials and sell to schools. However, the ministry should have a committee of experts and science teachers for periodical evaluation working hand in hand with Rwanda standards board.

Conclusion

Improvisation of materials helps teachers teach science contents, build the gap existing in the curriculum, and substitute teacher-centered instruction. Most of science laboratory equipment is very expensive in terms of importation,

purchase, and maintenance. However, we may substitute them by locally creating inexpensive materials in a way to bring about a cost reduction in education as well as a better suit to the climatic conditions of our local environment (Udosen & Ekuinam, 2014). Improvisation serves many educational purposes, such as reducing the money spent on the purchase of equipment for schools. It allows the teacher to demonstrate his/her creative abilities and encourage learners to develop creativity, the ability of inquiry, discovery, and investigative methods. This insight enables the teachers to think of cheaper, better, and faster methods of making the teaching and learning processes easier for learners, and familiarize them with resources in their environment as well as a way of environmental protection and recycling.

Learners benefit from experimenting themselves. For instance, concrete experiments help students observe nature and understand the scientific concepts. Owolabi and Oginni (2012) advise that students should be given the opportunity to discover and invent things. Since learners achieve more when they are allowed to manipulate the apparatus instead of listening to or observing teachers, therefore, teachers should allow them acquire skills that will make them learn on their own. In conclusion, a lack of laboratories should not be a challenge in this modern and digital world. Through workshops organized by educational organizations, teachers can be trained on how to create improvised materials since the lack of skills is a core challenge, and this will serve as motivation to teachers to use these improvised experiments, get rid of rote learning as well as save the environment. In this study, we have crafted the improvised materials such that any teacher can follow step by step to make them on him/herself. Teachers can also learn from the presented experiments and get an idea of creating other experiment materials. We used some of the experiments presented in our study in 2015 during teaching electrostatics and workshop with TTC teachers (Ndihokubwayo et al., 2018; Ndihokubwayo et al., 2019). We have found that improvised experiments excite students because they participate in, and teachers appreciated the role of improvisation. Science activities were done more in physics and through science clubs as well as borrowing materials from other schools are strategies of schools without laboratories.

Acknowledgment

First of all, I am genuinely thankful to the Japan International Cooperation Agency (JICA) for instrumental support during my studies at Hiroshima University and to carry out this study. To Prof. Dr. Takanori Tsutaoka, his technical support is also highly appreciated. To Mister TWASINGA Didas for your push and backing, this study is dedicated.

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**STATUS OF ENGLISH LANGUAGE TEACHING &
COMMUNICATION: A SURVEY**

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Abstract

With a view to developing skills, knowledge and competency, English education started in India. There were many ups and downs in making English as a medium of classroom instruction. There were two major aspects in language teaching i.e. language and literature. Should students be taught grammar or communication? Many experts opined language is for communication and not for bringing the accuracy. However, the new globalized world expects the quality product through quality language and communication it is difficult to limit learning the language for the sake of communication only. There are many research studies carried out in English and teaching communication. Here is a descriptive survey study which presents the prevailing views of pre service English teachers on two major points i.e. English language teaching and communication. The answers from the students were collected through a questionnaire. In all, 120 students pursuing B.Ed. in the academic year 2018-2020 were selected as sample for the study. The major components used for the study are teaching learning pedagogies, importance on teaching EL or Communication, Quality of Teaching learning materials, exposure, evaluation and follow up, types of activities teaching pedagogies etc. The students responded that the classroom practitioners are using the foreign language teaching pedagogies but the activities and exposures are not upto the mark. The authorities are suggested to bring the provision of exposures and follow up practices for teaching the language and communication.

Keywords: *ELT and Communication, Language Exposure*

English language teaching and communication are the two major aspect of language teaching. There is one group in favour of developing ELT and the other is in favour of developing communication. The question arises when the students couldn't develop any of these due to dilemma of teaching English in the classroom. There are many criticisms on teaching Language. However this study delimits to the context of ELT in primary and secondary schools. Looking at all the perspectives and research findings, it can be rightly concluded that the more you use the language, the more proficient you will become. Use the language and learn the language is the best slogan and punch line for developing communication skills. English language teaching and communication are opposite field with one only major concern that language accuracy. It has been rightly said by J Nehru, one can ignore the learning of English at the loss of his/her own self. English has rooted in almost all the social, corporate, education and political dimensions of the society. Having no knowledge and competency of English language would surely pull down from the progress. There have been critical discourse and blind bias towards the irritation of

teaching and learning the English. But It has proved that life is just difficult without the knowledge of English language.

Rationale of the Study

With a view to making Indians more useful, the Britishers imposed English education in India. Having high hopes on English education, the Britishers thought it would develop skills, knowledge and language of the people. Later, this would result in the progress and more development of Britishers. Unfortunately, Indians could not reach to the satisfactory level and still struggling to develop language competency. Many experts opined, Indians started teaching communication to hide the language learning. It is obvious that mere communication is of no use in the era of 21st century. Skill of communication leads to accuracy or accuracy is subsidiary in language learning. This statement makes inferences among the language experts. It is also true. If there is no accuracy there is no communication. These two are the major parts of English language and people opined differently. Therefore the researcher tried to know the opinions of young pre service teachers on importance of accuracy of language or communication skills. Britishers did not want the spread of European type of Education in India. They felt, as has been mentioned in the parliamentary papers (1852-53), that western education would enable Indians to challenge the alien rule as was the case with America. And when they turned to promote the education of Indians, it was a political necessity that made them do so. They adopted orientalism or encouragement of classical learning for their educational policy which was opposed by the missionaries like Charles Grant (1746-1823) whose plan was to teach English to the people of India. Macaulay's recommendations got the approval of Lord Bentick and it was published on the 7th March, 1835; and an official resolution endorsing Macaulay's policy of modern education through English medium was passed. But the teaching of English in systematic way starts from the promulgation of Wood's Dispatch of 1854, which has been called the 'Magna Carta' of Indian education. The Wood Abbot Report (1936-37) recommended an alternative in simplified English in order to keep the flow of education through the medium of English. English even today continues to act as an indispensable 'Link' language. English symbolizes in Indian minds better education, better culture and better intellect. It is still freely used in administration, judiciary, in education and even for literary purposes in India. Thus the "status of English" in Indian educational system throughout the British rule, as A.K. Sharma observes, "was enviable".

Research Objectives: To study the opinions of the pre service teachers on status of ELT; To study the opinions of the pre service teachers on status of Communication; To study the opinions of the pre service teachers on importance of ELT & Communication; To study the opinions in contexts to selected research components; To provide suggestions for the ELT and Communication

Research Questions: What are the opinions of pre service teachers on teaching English language? What are the opinions of pre service teachers on teaching communication? What is more emphasized in teaching ELT or communication? What are the suggestions to bring quality in ELT and Communication?

Research Methodology

The study was descriptive in nature and survey method was used. Quantitative data was collected for the findings of the study. The population for the study was the pre service teachers of English method from all the affiliated B.Ed. colleges of Sardar Patel University Vallabh Vidyanagar for the academic year 2018-2020. The sample of the study was 120 second and fourth semester pre service teachers of various affiliated colleges of Sardar Patel University for the academic year 2018-2020. Opinionnaire on Status of English and Communication. The research components used to prepare the tools were Importance on ELT, Importance on Communication, English classroom pedagogies, Teaching Learning Materials, Activities & Language Games, Exposures in Learning the language, Learning attitude of the students, Teaching Attitude of the Teachers, Evaluation of Language learning, and Follow up after the treatment

Data Collection and Analysis Techniques

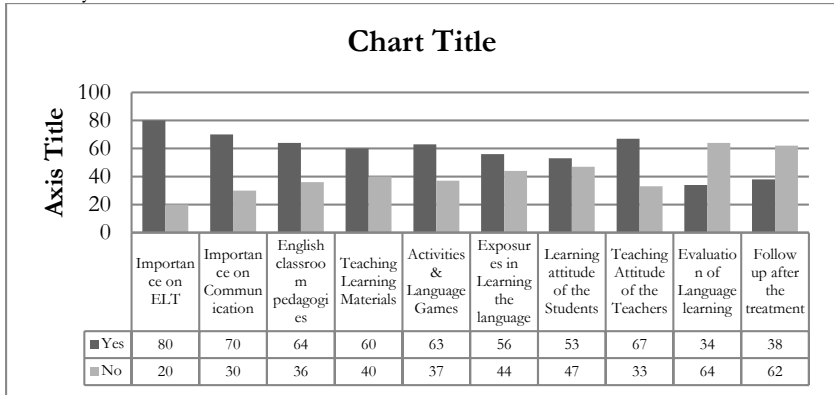
The researcher collected the data through the Google form. The link has been sent to the method master and then the students of English method appeared for the test. There were many students wanted to appear in the test however, the method master was instructed to ensure the English method students only attempt. The researcher took the permission from the B.Ed. colleges and then it has been sent to the Method masters of English subject to get it filled. The analysis of the data has been through percentage analysis techniques. There were all the objective type of questions. The data analysis and its interpretation are as follows.

Table 1 : Data Analysis

Sr. No	Component	Yes	No
1.	Importance on ELT	80	20
2.	Importance on Communication	70	30
3.	English classroom pedagogies	64	36
4.	Teaching Learning Materials	60	40
5.	Activities & Language Games	63	37
6.	Exposures in Learning the language	56	44
7.	Learning attitude of the Students	53	47
8.	Teaching Attitude of the Teachers	67	33
9.	Evaluation of Language learning	34	64
10.	Follow up after the treatment	38	62

As per the data presented in the above table, it clearly explains the opinions of the pre service teachers. The highest percentage is for teaching English language and the lesser is evaluation of language learning strategies. It means the pre service teachers believe that the time is now to teach about language and

accuracy rather than delimiting the teaching to communication. Further, the teachers are rarely or very less focusing on evaluation of teaching the language. Even the follow up activities by the teachers over students’ language learning is also very less.



The details given in the above graph explain the percentage of the opinions of pre service teachers. There were questions based on the above mentioned research components. The result of the table explains that a big number of pre service teachers opined that the focus should be given more on teaching English language and accuracy more than focusing on communication skills. There was very less emphasis on evaluation of learning the language. Further, the teachers are not carrying out any follow up activities or track the progress on the students’ language learning. It was also found that the facilitator after teaching the language not asking or tracking on learning the language.

Findings of the Study: The students opined that there should be more focused on making the accurate use of language rather being limited to communication skills; The students are mostly not given proper language evaluation practices as a result the students don’t bring change in language learning; The students get the minimum exposure of language learning as a result the love and consistency towards learning the language breaks; There is less focus follow up practices after the treatment which leads to failure in learning the language; Pre-service teachers opined that the teachers need to develop positive language teaching attitude and sensitizing the students in learning the language; It was found that the students need to be more conscious and sensitive in learning the global language; Pre service teachers opined English is one of the most important language for survival; Appropriate and relevant maxims of English language teaching and learning are not adopted in classroom teaching in most of the areas of Gujarat state.

Suggestions for the Study

The English facilitator should focus on developing English language communication and along with that a focus on developing language accuracy

must be paid. More exposure through organizing various literary activities should be organized. Students should make the constant use of language for learning the language and communication. Maximum use of teaching learning resources should be used in the classroom teaching. After providing the treatment, the students should be made to practice and reuse the learning and practices. Students should be made to use authentic materials in learning the language. The teachers should concentrate on both communication and learning the language. The students should be made to inculcate language learning skills and attitude. Simultaneously, the teachers should also develop keen interest in developing language among the students. Being limited to simply communication wouldn't be limited now a days to compete with global competition. There should be more interactive, real life like situations and constructive learning contents in the curriculum and its goals. There should be more evaluation based language teaching and follow up practices. This is a dire need to address these days.

Conclusion

It can be concluded that the learning exposure is the foremost aspect in making the second language learners learn the language. The students have yet to develop skills, attitude, competency and skills in learning the language. Pre service teachers opined the more serious you are at your speaking and mother tongue the better you will be at the second language. The school students should be taught first, the communication and then accuracy. Having hopes of teaching accuracy first might lead to failure and demotivation among the students in learning the language. To conclude, it is necessary to understand English is life and life is impossible without English.

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ROLE OF A TEACHER IN HIGH QUALITY PRODUCTION OF MANPOWER IN THE GLOBAL SCENARIO

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Abstract

Teachers' performance is the most crucial input in the field of education. The role of a teacher is so important in producing quality manpower and building better human resource development. The role of a teacher in the modern society is not an easy and smooth. There is no clear picture of how teachers can meet the social and emotional needs of students without taking on one of these other roles. When teachers assume a more active role in promoting the overall development of students, there is a potential for role confusions. Therefore, it is important for educators to discover ways to nurture developmental needs that do not compromise their primary academic responsibilities.

Keywords: *Economy, Higher education, Quality Manpower.*

In the knowledge economy donated by information and communication technology excessive emphasis is given a skill, employment and cooperate oriented education. The objective of the General agreement on trade in services (GATS) is to liberalize trade in services as quickly as possible. The idea behind this is the creation of an open global market place where services, like education, can be traded to the highest bidder. Since, total public monopolies in education are extremely rare, as we all know the world educational systems fall under the GATS umbrella. It may be noted that trade in higher education taking place through the movement of students, teachers, programmes and even institutions. In India also, the trade policy division of the department of commerce, Govt. of India, in order to strengthen the case for trade in education, services, circulated a consultation paper on trade in education services. The paper "Higher Education in India and GATS: An Opportunity" quotes a recent McKinsey NASSCOM study that "the total addressable global offshoring market is approximately 45,300 billion dollars, of which US 110 billion will be offshored by 2010". It asserts that India has the potential to capture about 50 percent of this market and in the process "generate direct employment for about 2.3 million people and indirect employment for about 6.5 million people. However, high quality manpower would be required for such jobs". It further refers to their study to point out that "only 25 percent of Indian engineers, 15 percent of its finance and accounting professionals and 10 percent of Indian professionals with general degrees are suitable to work for multinational companies". Therefore, reforms in higher education have been advocated for "better human resource development". As is well known the centres of higher learning perform a critical role in an economy and society. They create, assimilate and disseminate knowledge. Therefore, they must

flexible, innovative and creative. They have to be accountable to the society. The number of universities and colleges has to be increased several times to meet the demands. It is essential to revise the curriculum regularly at least once in three to five years. There should be continuous internal assessment and reforms in annual examinations. In the changing global and national scenario, it is high time for a state like Manipur to prepare for the production of quality manpower for the global market. Here lies the role and importance of teaching faculty. The teachers should have a great awareness about the opportunities and challenges of the present development. Keeping in view the condition of a proper state like ours it seems essential to let the teaching facilities be not only properly educated and qualified but also properly trained to realized their responsibilities to meet effectively the challenge of the time.

Higher Education in Manipur: Higher Education is a matter of vital interest to the state in that it provides Manipur society with a variety of manpower having the knowledge and skills to sustain socio-economic development, to enhance cultural awareness and regeneration of societal values, to promote harmonious relationship among different ethnic communities and to lay the foundations of a knowledge society. Manipur people require additional enhancing educational opportunities throughout their lives. Students enter exits and re-enter the education system and students from different socio-economic and educational background enter the education system at various institutions, bringing increasingly diverse learning needs to each classrooms.

Role of a Teacher: The teacher is considered as a philosopher, guide and friend and also a manager. First is to organize learning resources and second is to use these learning resources in his teaching. Teacher as a manager has formulated learning objectives. Teacher has to generate learning conditions for achieving the objectives. These steps are considered the major source for realizing the learning goals. The Teacher organizes and manipulates the learning resource in his teaching. He considered the individual references in organizing the teaching activities. Teacher encourages and praises the students' activities for leading the teaching process. He observes and guides the students' activities in such a way that learning objectives may be achieved.

Problem solving skills: Problem solving skills involve a critical thinking process in which one focuses on possible solution by identifying the pros and cons of an action or decisions and waging these pros and cons before deciding on an action plan or solution. These teachers not only practice good problem solving skills but also model these skills for their students. They take time to lead a student through the thinking process rather than simply telling him or her the answer.

Recommendation of status of Teachers: The right to education is a fundamental human right. Education is the process of all around development of the human personality and to the model, social, spiritual, cultural and economic process of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms, within the frame work of these values the utmost

QUALITY PRODUCTION OF MANPOWER

importance should be attached to the contribution to be made by education to peace and to understanding tolerance and friendship among all nations and among racial or religious groups. Teaching should be regarded as a profession. It is a form of public service which requires of teachers experts knowledge and specialize skills acquired and maintain through rigorous and continuing study. It calls also for a sense of personal and co-operate responsibility for the education welfare of the peoples in their charge. Working for the teacher should be such as will best promote effective learning and enable teachers to concentrate on their professional task. Since education is a continuous process the various branches of the teaching service should be so coordinated as both to improve the quality of education for all peoples and to enhance the status of teachers. Teachers and their organizations should participate in the development of new courses, text books and teaching adds.

Good Teaching: Good teaching is the quality of response a teacher makes to the child or a group with whom she is interacting. The child's capacity to create new and challenging problems for herself is her most potent source of continuous growth and development.

Education for Self Employment: Education given to our young boys and girls should provide them with the skills, knowledge and understanding needed for self-employment. Vocational courses of education which are terminal in nature and which will build the much needed skills to be self-employed should be part of the school and college curriculum. Presently in higher secondary schools at the +2 stage, academic and vocational streams of education are provided. Roughly half the number of students opt for vocational feelings that the vocational stream is meant for the intellectually average. Students who pass out of the vocational courses which are terminal, often seek entrance into colleges and other institutions for furthering their education, thereby losing sight of the objectives of vocational education. The ultimate objective of our welfare oriented socialistic pattern of society is to make each individual citizen economically independent, whether he takes up employment in an outside agency or is self-employed.

Conclusion

A Teacher's role in student's life can be powerful. Teachers who choose to help young people may direct some to grow up to be productive and successful. Teachers can house a network of caring adults who want to be actively involved in students' lives, enhancing the overall healthy development of young people. In so doing, institutions can play a central role in the healthy social and emotional development of young people without taking time for a rigorous academic agenda. Healthy teacher student relationship can play a key role in advancing restructuring efforts. Good teachers are talkative, cheerful, placid, frank and quick, while poor teachers are more silent, depressed, anxious languid and uncommunicative. Creative teaching provides encouragement to the students to think for themselves and find solution to the problems. The

students of a creative teacher, shall never remain passive recipients. The role of teachers and the teaching profession provide teachers with a cognitive framework that gives direction and purpose to the professional energy they gave to students. Such purposeful motivation helps sustain and revitalize professional commitment. Besides holding in common these personal beliefs, these teachers holding in common several coping strategies that ease their stress level and help them cope with the demands of the job. These include coping skill of detachment talking with someone they trust, including professional helps if necessary, feeling effective at their jobs. These skills are identified in the research literature on burnout prevention among human service workers and teachers as healthy ways to cope.

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EFFECTIVENESS OF TEXTBOOK BASED
ELT PROGRAMME TO TEACH
SELECTED CHAPTERS OF ENGLISH

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Abstract

There were many research studies carried out in the field of English Language Teaching but talking about the applicability and use of such research studies in real life situation is very difficult. Keeping this in mind, the researcher tried to carry out a need based research which would surely help the teachers and the students to do well in English language learning. The target group of the study was 10th standard board examination students and selected chapters and grammar items which are placed in the blue print of 10th standard board examination. The two schools were randomly selected for the experimental study. The students of control group were not given any treatment as they studied such contents from their regular school teacher. The pre test was administered to equal the groups. The students were made to study through activity based sessions and the target goal was to learn the selected points in interactive manner and get high achievement in English. The most important findings of the study was the positive response of the students. All of them and their teachers opined that the students learnt better and they liked the researcher's style of making the teaching need based. Instead making it more traditional and rhetoric, the researcher made it interactive. Further, this style of teaching was compared with the tutor of coaching classes as it avoided all the formalities in language teaching. The textbook based ELT programme was effective in developing language competencies among the students of experimental group and the females and males have developed equal language achievement. Both males and females developed various language and soft skills to answer the questions correctly.

Keywords: *Language achievement, Textbook based programme, skills, Competency*

Since English plays an important role in 21st century Education, it is inevitable for the learners to learn the English language. The students are having the fear of getting good score in the examination. The nature of English language teaching is varied from place to place in schools. It has been rightly said by J Krishnamurti, Know your learners for effective classroom teaching. Most of the classroom teachings are prescriptive in nature whereas the classroom teaching must be designed by the individual teacher. Most of the teachers are in the race of completing the syllabus and finishing the works assigned to them. As a result the students fall into stress of passing the examination. In fact there is no pedagogy for various types of learners. It is said each learner is different at IQ SQ and EQ, then how one common pedagogy works in the classroom. The researcher found this on the contrary aims to create stress among the students. There could be no fixed pedagogy there could be fixed goals to achieve. Suppose the goal is to achieve good score, then whatsoever pedagogy you use it has to help them to get good score. There are many foreign classroom teaching

pedagogies for teaching foreign language such as direct method, grammar translation method, structural approach, communicative approach, functional approach and many more.

Rationale of the Study

In order to get high score in English achievement, the researcher aimed to prepare a textbook based ELT programme with some specific constraint and selected chapters. There are many challenges and fear observed in both the teachers and students minds for getting better result in English subject. As English is a foreign language and providing wide range of exposure to among the students of rural area is a big challenge. Further, establishing love among them for the English language is time taking task. Various observation for getting less marks and poor results are dislikings, writing skills, foreign language, no exposure, lack of resources, society environment, school culture etc. Keeping the above points in mind the researcher prepared a programme based on chapters which are given more weightage in board examination so that students would get good score in the examination. Further the research is based on developing their need based language so that they perform well in the examination. Nowadays, the textbooks are based on communicative approach and the poor scenario of rural area is like riding a bicycle without wheels. Students are not having basics of English language and the school expects him/her to speak fluently. The major reasons/needs to carry out the research in this area are high scores in English subject, developing English speaking skills, removing fear and stress of English subjects, connecting the learning with real life, learning to form sentences and paragraph, developing writing skills, understanding various forms and structures of language, rectification of basic language errors, dialogue building, need based activities and its solutions, understand and use various language functions and techniques to get good scores. The researcher prepared 10 lesson plans based on the selected chapters and components of grammar for the treatment. The research is one of the most useful studies than any other research as it helps students to get better result in the English paper. The researcher while interacting with the school teachers came to know the dire need of such programme to implement. There are innovative techniques and pedagogies to be used by the school teachers keeping in mind the needs and potentials of the students. The 10 lessons were taught using communicative approach and method, eclectic method, functional approach, task based learning teaching method and structural approach. The research brought various suggestions and innovative techniques to develop good scores among the average students. Further the study is useful for all the three types of learners. They are highly attentive, average attentive and inattentive. The program is useful in summarizing the important components and chapters to highly attentive, to average attentive the programme is useful in unnoticed learning and clarifying their doubts and to inattentive students, this programme will play a role like a boon as it will help to crack to the

examination. The programme also influences in developing the other soft skills like language functions, speaking skills and writing etiquettes.

Objectives

The research Objectives are as follows - To study the effect of the Textbook based ELT Programme; To Study the gender differences with reference to the achievement of Textbook based ELT Programme; To study the students' expressions for the enhancement of the English achievement; To provide suggestions to improve the quality of teaching; To develop set of lesson plans to teach selected chapters and grammar points; To construct an English Achievement Test to evaluate students' achievement.

Variables of the Study: Independent variable: Textbook based ELT Programme; Secondary Independent Variable: Gender (Boys and Girls); Dependent variable: English Achievement; Control Variables: 10th Standard second language students and selected chapters of the textbook.

Hypotheses: Ho₁ There will be no significant difference between the post-test mean scores of the students of Experimental group and control group in English achievement; Ho₂ There will be no significant difference between the mean scores of boys and girls of Experimental group in English achievement through Textbook based ELT Programme.

Research Questions: What is the effect of Textbook based ELT programme to develop English achievement? What are the reflections of the students after getting the treatment of the programme? What are the changes brought among the students of experimental group? How do students learn the English through the programme? What are the challenges and suggestions of teaching- learning English at 10th standard students?

Research Methodology: It was a qualitative and quantitative type of study and an experimental type of research study. The population for the study comprised standard 10th students of all Second language learners of English of Anand district which are affiliated to Gujarat State Education Board during the academic year 2019-20. The researcher used random sampling technique to select the sample of the study. The students of standard 10th of Sarvajanik High School, Tarapur and J M Patel High School, Gada, Anand district, Gujarat State comprised the sample of 89 students. The researcher took two group pre test programme post test design for the study. In which a pre- test was administered to both experimental and control group. The researcher designed Textbook based ELT Programme keeping in mind the pre test score. The course was implemented to the experimental group only. After a week time of the administration of the programme again, the researcher administered the post test to both control and experimental group.

Procedure of the Research

The researcher prepared the strips of various schools of Tarapur taluka and randomly two strips are taken up for the selection of the sample. The researcher visited the schools and implemented the pre test keeping in mind the selected

chapters of 10th standard English Textbook of second language to the students of both the schools. Out of these two schools one was kept as experimental and the other was control. The students of experimental school was given the treatment of textbook based ELT programme having the activity based activities whereas the control group was not given this treatment. The post test was administered to both the groups. There were 15 sessions kept in the programme. The design of the test was as under.

Table 1 : Nature of English Achievement Test

Components	Chapters	Weightage (Marks)
Contents	1,2	15
Language in Use	Words, Jumbled sentences, Do as Directed, Fill in the blanks	25
Writing Skills	Email, Report Writing	10
Total		50

The design of the textbook based ELT programme was as under.

Table 2 : Nature Textbook based ELT Programme

Sr. No.	Activity/Tasks	Grammar Points & Textbook Chapter
1.	Pair work /Dialogue Formation	Textbook chapter
2.	Preparing Report/Letter	Types of Tenses
3.	Learning by Doing	Textbook Chapter
4.	Individual Practice	Singular, Plural
5.	Writing Emails	Types of Pronoun
6.	Reporting events and Practice	Direct Indirect speech
7.	Demonstration and practice	Textbook Chapter
8.	Discussion	Textbook Chapter
9.	Debate and Discussion	Textbook Chapter
10.	Individual Activity	Change the Voice

Tools of Data Collection: The researcher used English Achievement Test for collecting data as pre and post test. The researcher implemented a Textbook based ELT Programme among the students of the experimental group. The researcher also collected feedback from the students.

Data Analysis and Interpretation: The researcher analysed data quantitatively and qualitatively using percentage analysis, t test and content analysis techniques. The following are the details of quantitative data analysis and interpretation.

H_{01} There is no significant difference between the post test mean scores of the students of Experimental group and control group in English achievement.

Table 3 : English Achievement of the Students of Experimental and Control Group

Post Test	Mean	N	SD	SEM	df	t
Control Group	24.56	44	6.38	1.13	87	11.00*
Experimental Group	37	45	3.98			

*Significant at 0.01 level

The computed t-value i.e. 11.00 is greater than the table t-value 2.63 at 0.01 level of significance. So, the null hypothesis that there is no significant difference between the post test mean scores of the students of Experimental group and control group in English achievement is rejected. It means, there is significant difference in the mean achievement score of the students' learning through Textbook based ELT programme.

Ho₂ There is no significant difference between the mean scores of boys and girls of Experimental group in English achievement through the Programme.

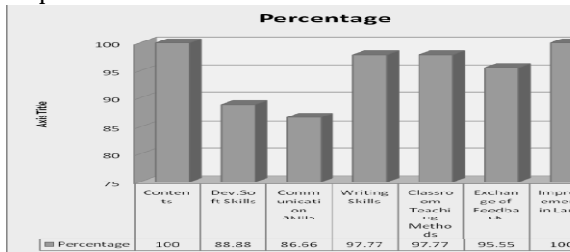
Table 4 : English Achievement of Boys and Girls of Experimental Group

Experimental	Mean	N	SD	SEM	df	t
Boys	36.51	29	4.51	1.07	43	1.26
Girls	37.87	16	2.70			

*Significant at 0.05 level

The computed t-value i.e. 1.26 is less than the table t-value 2.01 at 0.05 level of significance. So, the null hypothesis that there is no significant difference between the mean scores of boys and girls of Experimental group in English achievement through the textbook based ELT programme is not rejected. It means, there is no significant difference in the mean achievement scores of girls and boys learning through textbook based ELT Programme. It can be observed from the result that mean achievement score of girls learning through textbook based ELT Programme is equal to the mean achievement score of the boys which indicates that the Programme is equally effective in developing English Achievement among the boys and girls. The researcher collected the feedback from the students of experimental group. The feedback of the students was collected through a questionnaire which has yes or no option. If the students liked the teacher’s teaching in that particular component then he/she had to put tick mark in yes column and if the students didn’t like that component in researcher’s teaching then he/she had to put a tick mark in No column. In all, 45 students of the experimental group shared their feedback.

Graph 1 : Students’ Feedback on Researcher’s Classroom Intervention



The data mentioned in the above graph explains that the researcher effectively implemented the programme. However, there were certain areas where students gave little less marks because these were not centered by the researcher during the research. It can be observed from the result that the researcher nicely selected the contents and could bring the positive responses on the achievement of the students. The less response received from the students on developing communication skills. As such the programme was not aimed to develop communication skills rather it aimed to develop the language achievement.

Findings of the study

A Textbook based ELT Programme was effective in developing English Achievement among the students than the conventional mode of teaching English Language; A Textbook based ELT Programme made an equal effect in

developing English Achievement among the boys and girls of experimental group; Students responded that the Textbook based ELT Programme was effective in developing their English achievement and score good in the examination; Students developed certain skills and strategies to answer the questions; All the students were engrossed during the teaching learning process of Textbook based ELT Programme; Students developed their confidence, skills and knowledge to answer the questions; Students learnt to frame sentences and write in descriptive formats; Students developed their language skills and basics of writing the answers.

Implications for the Study

The Textbook based ELT Programme could be implemented at all the grades keeping in mind the learning styles and interest of the learners in learning English; The activities included in the Textbook based ELT Programme such as writing report, emails, letters and discussion really helped the students to develop their confidence and language as well; Since the activities were based on the needs and demand of the students, all the students enjoyed and participated enthusiastically; The pair and group activities created positive learning environment in the classroom. As a result the average and poor students got academic support in developing their English achievement; The discussion, debate and letter writing helped the students to develop their skill of language formation and writing descriptively; The effective planning and execution of various language activities definitely leads to the positive learning among the students; Use of authentic materials and objects enable the learners to develop their language and make the practical use of language.

Conclusion

Thus, the research is useful mostly to the students of board examination to crack the exam and get high achievement in English. Further, the result of the study enlightened the teachers and principals that the board examination students should not engaged to need based learning activities. The study satiate the needs of the society. There are many comparisons of schools with tuition classes in classroom teaching. The only reason found through the study was the engagement of students in unnecessary classroom activities while teaching English.

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ENGLISH LANGUAGE COMMUNICATION SKILLS AND
EFFECTIVE USE OF ENGLISH IN HOSPITALITY SECTOR:
A COMPARATIVE STUDY BETWEEN STUDENTS AND
EMPLOYEE'S PERCEPTION IN MUSANZE

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Abstract

Many countries worldwide are striving to service of excellence to their guests. Hospitality is one of the main sectors where everyone working in this domain must be have good and effective communication skills. English is one of the famous languages which are used for better service delivery. This study was carried out to investigate English language communication skills and effective use of English in the hospitality sector. The study used 30 participants from hospitality premises in Musanze District. The results indicate that the majority of respondents explained that communication skills and effective use of English are a cornerstone in service delivery in hospitality sector and having staffs who are good at communication skills contribute a lot to the customer satisfaction in this domain...guest house managers insisted on effective English training of prospective employees.

Keywords: communication skills, effective use of English, hospitality

Nowadays, post-industrial society services have the greatest importance in meeting human needs. In sector of services, hospitality plays an important role. In order to ensure the quality of hospitality services it is necessary to find common language between supply and demand sides. Communication skills are an important element of hospitality industry. Understanding of performance expectations are keys to the achievement of tourist satisfaction. Good oral and written communication skills are the top skills important to hospitality practitioners at different position levels. Good English communication during the study will add value to students' education. According to that fact the hospitality program itself will encourage critical thinking and for example tourism problem solving when it is necessary. In the tourism industry supply and demand side must communicate perfectly in order to ensure quality and needed performance standards (Arati Prabhu& Prachi Wani, 2020).The Establishment of hospitality infrastructure such as hotels and accommodations, conference facilities are creating more jobs opportunity. However, it has been realized there is still a gap in supplying skilled labour force in the sector. Since English has become an international language, it has become increasingly necessary for employees working in tourism to develop the language skills to be able to fulfil the requirements of tourists. Furthermore, globalization has increased competition in hospitality markets, and destinations are exposed to tough price competition on homogenized products by rivals worldwide (Mirkovic, 2011). It is pertinent that employees, employers and educators have a consensus of what are the competencies that are required to be instilled in

learners to prepare them for the hospitality industry. The author has studied and supported the fact that students who are likely to pursue a career in Hospitality work force must realize that communication skills are seen vital to the work force. “Soft” skills, particularly communication skills in English will make students more employable (Arati Prabhu & Prachi Wani, 2020).

Ghisi, J, as cited by (Arati Prabhu & Prachi Wani, 2020), says there is a growing acknowledgement that economies of the 21st century need to be knowledge based rather than commodity based and be driven by knowledge development innovation and commercialization. Experience economy and creative industries develop and sell products of experience based on creative labour. In today’s moving forward world, hospitality sector have been taken as a trigger to the development of countries. The globalised skills which are needed to compete in this moving world, English communication skills play a great role in hospitality sectors. According to Leslie & Russell, as cited by (Nahid Zahedpisheh1, Zulqarnain B Abu bakar1 & Narges Saffari1, 2017) being skilful in foreign language skills is necessary for people working in the hospitality sector. The reason is that it is the means for having communication with foreign tourists and understanding cultural differences. In fact, for those who are seeking employment in the tourism, hospitality and service industry, it is essential to stay highly motivated in order to be accurately fluent in a high level of professional service language. In the Rwandan TVET¹ schools that offer hospitality and tourism management education language skills are given priority. According to (Arati Prabhu & Prachi Wani, 2020), Future hotel and tourism industry needs educational establishments that provide hospitality management courses and language training. You can ask yourself how tourism itself generate income and contribute to the country’s economy. By 2011, tourism industry was contributing 63% of the country’s service export earnings and boosting balance of payments (Pius O. Odunga, Manyara Geoffrey & Yobesia Mark., 2019)

Research questions

What is the role of English language communication skills in hospitality service delivery? what are the challenges faced by employees in using effective English in their daily activities? What are the possible solutions to the problems that hinder the effective use of English in hospitality sector in Musanze?

Research Methodology

The current study was undertaken at This research was conducted in Musanze District, Northern Province, Rwanda. Selected guest house, hospitality studying students were Kalisimbi Lodge, Bravo Guest House and MIPC. Qualitative research design was used because this method allows respondents to express their opinions and ideas freely without limitation of time and other circumstance that can prevent respondent to give all available information. According to Mathis, as cited by (Mushimiyimana.J.D, 2021), qualitative research give chance

¹TVET: Technical and vocational Education and Training

to interviewee to put out their ideas and feeling about the topic instead of dictating or imposing them the types of things they should answer that was imposed by others. The researcher gathered information from different respondents: students and employees, about the extent to which they use effectively English and the level of their English language communication skills, tour companies' owners and hotel managers were asked whether their employees use effectively English to deliver quality service and satisfy their customer needs. This research was conducted in Musanze District, Northern Province, Rwanda. Selected tour companies, hospitality studying students were Kalisimbi Lodge, Bravo Guest House and MIPC². A sample consists of 20 students of a department of hospitality management and tourism studying the branch of hospitality 10 employees working in tour agencies and hospitality industry in the district of Musanze. All the participant filled out the questionnaire. Students were given verbal and written instructions and completed the questionnaires. In order to collect the data from employees, questionnaires were sent via e- mail to the agencies operating in this area. Questionnaires were handed out to be completed in their own time and handed back at their convenience. The respondents remain completely anonymous. In this study, researcher use interview as an instrument for data collection. As study aims at investigate English language communication skills and effective use of English in the hospitality sectors, interview was the best instrument to use. Researcher asked respondents about the time he/she will avail to sit for interview questions.

Collection of Data: The primary data required for the research was collected using Questionnaires. In order to cover the objectives, three different questionnaires bearing straight forward and relevant questions were drafted and handed over to the concerned sample to obtain their responses.

Sample Design: The nature each of the two distinct respondent groups is more or less homogeneous in nature. Two distinct respondent groups were identified: Students doing hospitality and tourism management at MIPC and employees working in hospitality management in Musanze District.

Sample population	Sampling method	Sample size
Students doing hospitality and tourism management	Random	20
employees working in hospitality management in Musanze District	<i>Simple random sampling</i>	10

The sample size was 20 respondents in all. The data was analysed by using basic research was collected from journals, books & internet.

Findings: The results of the findings were presented according to the responses that were answered to every question.

The role of English language communication skills in hospitality service delivery: The students and employees in the hospitality who participated in this study were asked to describe the role of English language communication skills in hospitality service delivery. During the interview the both students and

²MIPC: Musanze Intergrated Polytechnic College

employees agreed that English language communication skills is a cornerstone in hospitality service delivery. In the focus group discussion, the respondents revealed that it will be difficult for tour operators to effectively do their job without having English language communication skills and use it effectively since the majority of their customers are English language speakers. Waiters and waitresses who were interviewed responded that it necessary to have English language communication skills and effectively use it to be good at your job and satisfy your customer but it is not a must. Sign language can also be used since hospitality sectors are inclusive industries. Among the participants, some insisted on the fact that English language communication skills and effective use of it is the cornerstone in service excellence delivery and continuous professional trainings have pe emphasised among all hospitality service deliverers.

Challenges faced by employees in using effective English in their daily activities: This section presented perspective of employees while they are delivering service where customers are English language speakers. They were asked in interview the challenges that they face. The data analysis based on the challenges that was given by employees, are grouped into two main challenges which are lack of intrinsic motivation to learn and practice English language four communication skills and inadequate professional training.

Lack of Intrinsic motivation to learn and practice English language four communication skills: One hotelier explained *“The challenge that I face is that I do not have intrinsic motivation to learn and practice English language reading, listening, speaking and writing since I don’t need it in my daily activities. Whenever a guest comes in, I don’t need to talk a lot; just presenting a menu to him or her and get order from him or her for to pass it to the other side in the kitchen to make it. Seldom will you see me reading any written material in English”*.

Another respondent explained *“At my workplace neither does our boss nor any workmate speak or practice English; we think it is enough to have a good accent of Kinyarwanda. None is intrinsically motivated to do so”*.

Inadequate professional training: Some of the respondents revealed that they have never got English communication skills professional training ever since they started working. *“Since my first day in this company, I have never had any English language communication skills professional training. I practice English whenever a customer who speaks English comes in and it is sometimes difficult to effectively and perfectly speak it since there are no continuous professional training of English”*. One of the respondents explained.

Possible solutions to the problems that hinder the effective use of English in hospitality sector in Musanze.

This section presented perspective of employees on possible solutions to the problems that hinder the effective use of English in hospitality sector in Musanze while they are delivering service where customers are English language speakers. The respondents were asked to share their opinions and ideas about the problems and how they should do solved. This is subdivided into two themes.

Set workplace rules to stimulate intrinsic motivation to learn and practice English language: Ten respondents explained that lack of intrinsic motivation is one of the challenges that hinder English language communication skills and effective use of it in the hospitality sector. “Hotel managers and tour companies’ owners have to set workplace rules that stimulate intrinsic motivation to learn and practice English language for their employees to deliver excellence service in hospitality sector. They should come up with innovative ideas to let everyone in at workplace owning that responsibility to effectively use English language”.

Provision of continuous professional development to their employees: Five employees explained that lack of continuous professional development is a point that was rejected for a quiet long period of time, hotel managers and tour company owners have to provide their employees with continuous professional development and sharpen their English language communication skills and foster its effective use in their daily activities. “Some employees need continuous professional development to foster their English language communication skills and promote its effective use in hospitality sector”. One of the respondents explained.

Discussion

This part explains the findings of study and the show the way they are relating with research questions and existing literature. Hotel managers and tour companies should motivate their employees by different means such providing rewards, increasing salaries and giving them scholarship, sending them to the seminars that related to improving English language communication skills and foster its effective use in hospitality sector service delivery. From this study, the findings revealed that English communication skills is a cornerstone in delivering service of excellence in hospitality sector. According to (Nahid Zahedpisheh¹, Zulqarnain B Abu bakar¹ & Narges Saffari¹, 2017), One of the major criteria in employing people in the hospitality sector is the English knowledge. Poor English proficiency and competency can result in hardness in attracting and entertaining the tourists. The study found that challenges that hinder English language communication skills and its effective use in hospitality sector are grouped into two categories: Lack of intrinsic motivation to learn and practice English language communication skills and effectively use it and inadequate continuous professional development. Hotel managers and tour companies’ owners have to set workplace rules that stimulate intrinsic motivation to learn and practice English language for their employees to deliver excellence service in hospitality sector. They should come up with innovative ideas to let everyone in at workplace owning that responsibility to effectively use English language. They have to provide their employees with continuous professional development and sharpen their English language communication skills and foster its effective use in their daily activities and be aware of the fact that Someemployees need continuous professional development to foster their English language communication skills and promote its effective use in hospitality sector.

Conclusion

In conclusion the study set off clear that hotel managers and tour companies should motivate their employees by different means such providing rewards, increasing salaries and giving them scholarship, sending them to the seminars that related to improving English language communication skills and foster its effective use in hospitality sector service delivery. Students and employees in hospitality sector have to bear in mind that English communication skills is a cornerstone in delivering service of excellence in hospitality sector. They have to know that one of the major criteria in employing people in the hospitality sector is the English knowledge. Poor English proficiency and competency can result in hardness in attracting and entertaining the tourists. The study found that challenges that hinder English language communication skills and its effective use in hospitality sectors are grouped into two categories: Lack of intrinsic motivation to learn and practice English language communication skills and effectively use it and inadequate continuous professional development. Hotel managers and tour companies' owners have to set workplace rules that stimulate intrinsic motivation to learn and practice English language for their employees to deliver excellence service in hospitality sector. They should come up with innovative ideas to let everyone in at workplace owning that responsibility to effectively use English language. They have to provide their employees with continuous professional development and sharpen their English language communication skills and foster its effective use in their daily activities and be aware of the fact that Someemployees need continuous professional development to foster their English language communication skills and promote its effective use in hospitality sector.

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PHILOSOPHICAL AND ETHICAL
ASPECTS OF COVID-19

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Abstract

The entire human society has been confined in a periphery by the tremendous attacks of Covid-19. Covid-19 that means Corona Virus Disease has been outbreaking in 2019 from the Wuhan province of China, many a commentator has said. It is the pandemic that creates a really hard time for humans. It has two implications: on the one hand, the pandemic has threatened us in terms of almost all the material accomplishments that have been shut down, and on the other hand, humans have learned from the pandemic that if we break the harmony of nature, then nature will retaliate. The two implications of the pandemic will guide us for a better future. If we do not rectify our notorious, greedy, and self-centric livelihood, our coming time will be very hard related to the present. At this juncture, some philosophical and ethical problems of humankind have been posted here. And it has been addressed through the conversation between the explorer and the speaker. The article has gone through the dialogue method that reveals different reflections on the ethical and philosophical aspects of Covid-19.

Keywords: Corona Virus Disease, pandemic, notorious, greedy and self-centric livelihood, philosophical and ethical problems, dialogue method

“We feel happy when you are happy, and we suffer when you suffer. Therefore, during these days of extreme adversity, we are striving and ceaselessly praying for your welfare and an easy way to save you from disease and the fear of an epidemic”. (Swami Vivekananda on the Plague Manifesto)

It was the month of December’19, the pestilence virus attacked the residents of the Wuhan area of China, and seemed to be a little hard Bio-anxiety of the residents and administration in that place. There are some reasons behind this behaviour of the residents and administration which are leading to the negligent way: a) they saw some epidemic diseases in recent past, but it did not create a panic situation; b) the virulence of the host did not shape as murrain situation, if we see somewhere the attacks are taking a threat to the people then our medical science cope with the situation and handling easily. But the thinking of mankind cannot make the same ambiance as creates by others resulting in the Covid-19 had shaped as the pandemic fence in which, however, the whole humanity has confined and trying to protect yourself. The objectives of the writing are to be depicted some reflections on the philosophical and ethical problems in Covid-19 through the conversations between the Explorer and the Speaker.

A brief history of the Epidemic/the Pandemic

We would like to convey to all of you, that the discussions on infectious diseases are not mere, not even testimony on the same, which was destroyed and utterly harried human civilization earlier rather it has tried to outline, the history of

epidemic/the pandemic diseases. We know, many an expert in that subject had written tirelessly, and yielded an ample number of testimonies. Therefore, we are not trying to overturn another testimony on the same. So, as to will go through the testimonies, which will help to set different thoughts of collection. Here we have mentioned various epidemic and pandemic diseases: the Covid-19(Coronavirus outbreaks in China and pandemics the world), Plague (Plague attacked in various times but its first outbreaks in Athens during the Peloponnesian wars), Cholera(It was an outbreak in the Indian subcontinent in the second decades of the nineteenth century), Typhus (during the Crusades, it had its first impact in Europe in 1489), Smallpox (The disease killed an estimated 0.4 million Europeans per year during the closing years of the 18th century), Leprosy (Leprosy has affected people since at least 600 BC), Malaria (Malaria devastated the Jamestown colony and regularly ravaged the South and Midwest of the United States. By 1830), Yellow fever (Yellow fever is one of the largest epidemics in the U.S.A in 1793.), Influenza (The Greek physician Hippocrates, first described influenza in 412 BC), Zika Virus (An outbreak of Zika Virus began in 2015 and strongly intensified throughout the start of 2016), HIV/AIDS (HIV originated in Africa, and spread to the United States via Haiti between 1966 and 1972)². Therefore, we will have to understand how far human civilizations were affected by these diseases through historical testimonies.

The Philosophical and Ethical Aspects of the COVID -19

*“Klaibyañ māśma gamah̄ pārtha naitat tvayyupapadyate
kṣhudrañ hr̄idaya-daurbalyañ tyaktvotiṣṭha parantapa”.*
(*The Geeta, Chapter-02, Verse-03*)

The tenor: Do not cry but stand still.

We, the humans have been confined by the hard attacks by the pandemic since December’19. India is going through different forms of confinements like the full lockdown, partial lockdown, new normal, etc since the 24th of March in 2020 for the bio-anxiety Covid-19 pandemic. Meanwhile, there are two different images of the different shutdown periods that have been appeared before us. On the one hand, there are fighting against the Covid-19 through social distancing and health endeavours, hand to mouth people and others are falling in the economically disastrous, and the student progression is almost stopping, on the other, the world is falling in the material disastrous, no developmental continuance is prevailing, and the supply lines are almost falling apart for gathering. Under these circumstances, some philosophical and ethical problems during hard time Covid-19 that has been reflected through the conversations between the Explorer and the Speaker. The conversations are not going through the mere juggling of questions and answers. But it has expressed the different issues of civility and examines a lot as to how it is working, which results are producing, how the different issues are confronting each other and how to cope with the different problems, so on.

Philosophical Aspects

*An unexamined life is not worth living.
One thing only I know, and that is that I know nothing.
To find yourself, think for yourself.
(Socrates)*

Tenor: Life is a challenge; talk to yourself, be humble.

Explorer: You are commenting that the lockdown and social distancing allow thinking yourself through which one who can explore the philosophical aspects of his life but how it is possible when the people are facing problems in terms of lack of basic amenities?

Speaker: I agree with your explorations. But have you ever thought as to when the scarcity of basic needs occurs? I have a very simple observation. When some people gather material ingredients and occupy the mode of material continuance, then the scarcity of basic needs occurs. They think that a self-centred life is good for them, but to me, they are weak-minded, because as regards when a pandemic occurs, they will not survive from the perilous situation, when the natural disasters destroy the civilization, then they will not stay beyond the happenings. When the pandemic confines us when the infectious disease will outbreak the society, then the hoarders will try to black marketing at a hard time, resulting in the exploitation will increase, exploitation makes the people frustrated, and the frustrated people will not be proceeding humanity. Under these circumstances, my suggestion is that it would have to be our very duty to break the mechanism of the gatherings for the betterment of civilization.

Explorer: I do not agree with these philosophical observations. If so, as to when famines occur, then the stock of material ingredients plays a great role to cope with a hard time, and help poor people. Mr. Speaker, you are forgetting, why the ancient people were starting the process of gathering after hunting. I reminding you. The gathered materials will help in a hard time, and on the other hand, it will give the leisure to think great ideas. But you are suggesting to break the gathering mechanism, how do you think so?

Speaker: Slow my fellow, slow. To me, your intellectual capacity is great but you have a little endurance. It is not fair. I do not have any deficiency to think about the utility of the gathered ingredients in a hard time. But still, as regards have you ever thought that in the name of gathering, leisure, and thinking great ideas, the downtrodden people were exploited from the very beginning of the human civilizations. Therefore, I have suggested above, as to why it would be our very duty to break the gathering processes. It leads poor people to be impoverished and rich people wealthy than in the past.

Explorer: I get your points. I am observing the two images of society. The images are relating to the lockdown and social distancing situation through which we can cope with the pandemic situation. One image express, as to what is the actual purpose of lockdown and social distancing. On the contrary, the

other image reveals the opposite. To me, the two opposite images are the result of the lack of consciousness of the happenings. It is manifesting that many people have thought that life is gambling. How do you feel?

Speaker: Your observation is true, my fellow. Many a time, however, the downtrodden people are not obeying the rules of the lockdown and do not maintain the processes of the social distancing completely. But have you thought that, as regards why they are disobeying the rules of the lockdown when they seriously know that the lockdown and the social distancing are one of the primary instruments through which we can survive from the peril condition? Despite these facts, they disobey because they have no option to survive the lockdown situation. If they follow the regulations of the lockdown completely, they will fall in die because they have little amenities to live in that situation.

Now, come to the term consciousness. What do you mean by the very term, my fellow? To me, the term consciousness bears a relative meaning. For example, a self-centred person believes that “to me, self-satisfaction is the only meaning of life”, on the other hand, one who thinks, that survival of the fittest is the primary idea to live in nature. Many a person thinks that public good is the fundamental motto of life and for the public good, he/she led the life in this way. It is the one sort of consciousness, and to me, it should follow all for the welfare of society. Despite all this thinking, no idea has borne the complete meaning of consciousness. Consciousness means, absence of fundamental believes in a particular means of living or the absence of dogmatism, which is to say, no fundamental belief or dogmatism does lead to the term consciousness because it leads to self-centred thinking. For this very cause, when we use words like "lack of consciousness", we have to be cautious otherwise, it will direct the wrong way.

Explorer: “Consciousness means the absence of fundamental believes to a particular means of living or dogmatism”, by this comment many confusions is raising. Fundamental faith or dogma to a particular thought is the way through which a person leads a life in a certain direction. He/she feels without a belief in a particular thought life will not be able to pursue the best way of life, resulting they will fall in a decline. For this very cause, we search particular teaching. Please make it clear.

Speaker: When we do think a matter fundamentally, then the lack of clarity begins. The lack of clarity leads to confusion, muddle, and disorder. We assume the fundamental beliefs or dogma to a particular thought make a person ignoramus, mindless, and brainless. An ignoramus, a mindless, and a brainless person will less consciously be resulting in a person lie far beyond justice. The dogma makes a lack of confidence, and without confidence, we do not fulfil our goals. When we lead our life with less confidence, then our entire endeavour will be in vain. Because, it makes the lack of consciousness and without consciousness one who we do not know as regards what is our goal, what is our meaning of life. What meaningless life will play a great role in the public good?

Explorer: A different connotation of consciousness has been expressed here. That's good. But now a question will have to pose at that time as to how one person will have to approach the consciousness?

Speaker: As above we have mentioned that all the fundamental belief or dogma is against the approaching consciousness. Because no fundamentalism or dogmatism has not to lead the way of justice. So, the issue, as regards how to approach consciousness? I have a very simple idea about this issue. This is, however, to maintain harmony and consistency in life make a balance by which a person feels joy and mental satisfaction. One who feels joy and mental satisfaction then lead to the way of consciousness. A conscious person can do social good, and social good maintains social trust.

But the question, as to how to approach the balance in life. To me, it has another solution to makes balance in life. We follow, even nature does work every time and maintains a balance doing at works. As a human being, one who has dissatisfied in his life because they have a lack of balance in his life. The two instruments conjointly will play to maintain balance in our daily life which are 'inducement' and 'deterrent'. So, if we follow the rules of inducement and deterrent, then we will maintain the balance of work, which leads to the approach to consciousness.

Explorer: I catch your point, but please makes it in detail for our better understanding as to what is 'inducement' and 'deterrent', Mr. Speaker?

Speaker: The term 'inducement' is an instinct by which one can led to the way of emergence. On the other hand, the term 'deterrent' denotes one who dissuaded from the instinct. The first one makes continuance, and others maintain pause to work for material continuance, and it should use positively. For example, we will try to impassion for material continuance, along with following the rules of abstaining from the augmentation. Because without this practice, we will fall in dissatisfaction. A dissatisfied mind makes sorrow, nothing else.

The terms inducement and deterrent denote the centrifugal and centripetal force of an individual respectively. If the consciousness is the centre of an individual, then the inducement of a person leads by the centrifugal force yielding a lot of material things, and by deterrent, the material continuance will pause and makes a person good. So, the two terms are very useful conjointly for developmental activities through which human beings can touch the apex of achievement.

Ethical Aspects

Practise righteousness, not unrighteousness.

Speak the truth, not an untruth.

Look at what is distant, not what's near at hand.

Look at the highest, not at what's less than the highest.⁴

(Vasishtha Dharmasutra- 30.1)

Tenor: Practice truth, think great.

Explorer: I have a little confusion about the lockdown decision taken by the government, as to whether it is ethically correct or not.

Speaker: The medical experts have suggested to us, that the lockdown is inevitable to resist the Covid-19. So, we are supporting the inevitable decision taken by the administration to cope with the perilous condition. Despite this fact, some questions that you have raised at that point, which are not avoiding for me and is seeming that your confusion as far as possibly valid. Especially, the issue of the students and the laborers, who are suffering a lot, in terms of the teaching and learning activities, and primary needs. To me, any administrative decisions should have moral bases, because no authoritative decisions cannot trouble the citizens. A great deal of preparation in terms of availability of logistic facilities and homework should be the primary conditions for implementing any kind of authoritative decision, as if, the people of a nation do not fall in a dangerous situation.

Explorer: Your last statement allowed setting a question on the lockdown decision at the nation. As to when there is an ample number of testimonies show the lack of preparations in various issues, little availability of logistic facilities and less co-ordination in the federal system to cope with the lockdown situation, then as regards how far it should wise decision to incorporate lockdown in the nation. How do you think?

Speaker: I have two different observations from the home arrests: a) administrative authorities are trying to fight against the pestilence disease through the various instruments with a little moral practice; b) on the other hand, many people have less ethical support to the emergent decision taken by the authority that has resulted in dissatisfaction in both of them. Dissatisfaction is the disease through which one could be fallen into a doom situation for pursuing satisfaction but to the people, social trust is the only solution to dissatisfaction. Social trust makes a society balanced, coherent, and consistent. So, the proximity of social trust and authoritative decisions is inevitable for the implementation of the order.

Explorer: Sometimes, we forget that the government is a trusted body of the people that engage for the service to the nation. But many a time, the dissatisfaction occurs from both sides and make blames to each other. Why does it happen?

Speaker: To me, it is a very good exploration of your part. Every conscious being has a struggle for satisfaction with yourself. The acquainted follows this art of living with great endeavours, which are leading to subjugation thus life revolves around in his path. Therefore, our entire material and mental exertion are in vain by the false consciousness. Though, we should follow a way of life through which we can be free from our ascribed subservience. The way, religiously, to me, is to remove fundamental views of touchiness, pride, and self-imposed values from our introspection but think about the good for all. It is

happening to the authority and the citizens that have resulted in frustration, dissatisfaction which leads to the way of death.

Explorer: You have made a statement, “every conscious being has a struggle for satisfaction to yourself”- please make it details....

Speaker: As above have I stated, that every conscious being has imposed value upon them, causing struggle to yourself, as to which leads to the frustration, and distraught mind. He/she think that as regards how to get imposed value from nature that is resulting in a lack of balance, and consistency occurs in life. He/she confines yourself in a self-made periphery composed by huff and puff, as to from which free to impossible. Consequently, we are assuming every conscience bind in itself. But therefore, I argue, we should be free from ourselves with the help of great willpower and confidence.

Explorer: I understand your point. You have expressed how a conscience binds in itself, resulting in dissatisfaction rather than being free from the self-made periphery. Despite this unavoidable fact, we have to see, that as for how to secure ethical supports to the authority and the citizens during the crisis period. Ethical support is essential to cope with the turmoil situation because it makes to builds confidence and helps to plan chalk out by the authority. On the other hand, the people of a nation think reciprocally moral support will help to build social trust. What are you thinking?

Speaker: I am feeling immense pleasure in your observation. If the administrative authorities and civil societies do not support them in terms of physical amenities and mental boost, then our social trust will not be materialized. And without social trust, all the authoritative decisions and initiatives will be in vain.

Now, come to the issue of the students of our nation, who are mentally shocked and less confident in the situation. For this very cause, if they will not try to make up their lost confidence, then the entire nation will be in the face of danger. We have to think, that about how the students overcome mental anxiety because it will lead to their mental hardship. Immediately, they should be engaged in the learning and evaluation process in any means, then they get back their self-confidence gradually and counselling would help to overcome the mental hazards. These words are used for all the students of the nation, those who do not avail of the modern facilities basically in rural and remote areas, and for the affluent families, who reside in the urban areas, and metropolis afford to the latest facilities.

Concluding Words

The article deals with the philosophical and ethical aspects of Covid-19 that has made some reflections on the pandemic that will help to rectify our daily life. Thanks to the administrative authorities for taken various initiatives, commencements struggle against the virus attack and to all segments of the civil society, those who all support the administrative compartments. It has been said many a time that “*Jeevan hain to Jehan hain*” means “life makes earth”, the

statement is fabulous but is it morally acceptable? To us, the statement “*Jeevan bain to Jehan bain*” will not be ethically accepted. Because the statement has raised a negative approach to the pandemic resulting in the people will feel anxiety, and mental stability will lose. Despite this fact, we will say as to our administrative works are all set to great leap for coping with the perilous condition.

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PENA: THE TRADITIONAL MUSICAL INSTRUMENT OF MANIPUR

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Abstract

The folk fiddle instrument of Manipur "Pena" is one of the oldest and less known traditional instrument among other traditional instruments of India. This instrument availed before the Christian era and has been existing till today as an inseparable constituent signifying the identity of Manipur by occupying a special status in the cultural heritage of the Meitei community from birth to death. It has been a companion in the transmission of oral tradition whether devotional, religious, amorous, festive or legendary. The study of Pena would require a large amount of field work involving observation, participation and data collection with the coverage of four main established areas viz, Kanglei (Imphal and peripheral areas), Moirang, Chakpa and Lois.

Keywords: Culture, Instrument, Musical, Pena, Traditional

Pena is an indigenous musical instrument used from the time immemorial by the Meiteis. This instrument belongs to the category of chordophones and is a bowed mono string instrument. Since the beginning of the human civilization, musical instruments have been used by the people as an inseparable part of their culture and tradition. Similarly, in the context of Manipur, folk musical instruments have been used since pre-historical times as a part of our culture and tradition. Pena is the oldest indigenous musical instrument of Manipur which is contemporary to its mythology and literature. The instrument can be traced back from the 1st century A.D. to the progenitor Nongda Lairen Pakhangba. It is believed that the sound produced by this instrument caused creation of the world and living beings. When its holy melody reach the ears, the human hearts tend to fill with sacredness and satisfaction. According to some scholars, the Pena was so entitled since the sanctified sound produced by it was very much enchanting and holy to the listeners. Therefore it got abbreviated from the word "PENBA NAIDABA" (never satisfied) and thus termed "Pena". The pena is also known as Tingtelian Tankhul (ethnic groups living in Indo-Burma border) and Labum in Kabui (major indigeneous community and a part of naga tribes). It slightly resembles in appearance with some of the traditional Indian stringed musical instruments such as Ravanahatha, Ubo or the Kendara, found in various parts of the country. According to Pena Meihaurol by R.K. Achaubisana it is described as that: *Before the earth was formed, there was no day and night, no Water and fire, nor air, the Sun and the Moon etc. that, when it existed in the form of galaxy. Lord Guru Sidaba thought of creation of the universe from the celestial periphery situation. He cried first producing a sound of Hung (Hum) with love and Applause so as to form the universe. And God of air produced the sound of Ung similar to the sound of a flying Bee. Such was the origin of first Pena music from the concentration of creating the*

*universe. Guru Sidaba produced everything from his mind and body. As such the Sun is considered the handle of Pena and main frame is the form of the earth. The small bells Decorating the Pena are indication of 108 pulse and nerves of the human body.*¹

Brief History of Pena

The origin of pena can be traced back to the reign of Nongda Lairen Pakhangba (33-154 AD). According to scholars, Leinung Tharuk Asheiba the court singer of Nongda Lairen Pakhangba had first initiated the use of the instrument and later it was played by Lord Thanjing, the progenitor of Moirang. The first human being to play Pena was Nahaba Moirangjamba and its notes and patterns of finger movement were developed by the minister Ningol Yaimaba, according to ancient manuscripts. Since ancient period, singers with sanctified voice used to play Pena in sitting postures either in the MANGOL (veranda), or in the SANGOI (outhouse located in front main house). The singers played a vital role in propagating the message of love and triumph. The tradition has been handed down from generation to generation since ages.

The Making and Set-up of Pena

The framing up of pena consists of different materials according to the customs. Materials like claypot/coconut shell (maroo), wood, brass bells/Yong sarik (wild plant having small bell like seeds), specific threads (chambuli lang), cloth (samai), bamboo(warukak), bamboo pipe (utong), iron, horse tail hairs (khongding shamei), leather (pungmai) etc. These collected materials are made to be corrected and set up in certain configurations in order to design and assemble them one after another.

Portions of Pena

The Pena has 2 main parts- PENA CHEIJING and PENA MAROO. The Cheijing (bow) held in the right hand is regarded as the god father and the Maroo (sound box) which is held pressed against the chest is regarded as the god mother. It is believed that the sound produced by the friction of these two components caused the creation of the world and living beings.

Pena Maroo(sound box)

The Penu Maroo is a bowl shaped structure comprising of 9 main components, proper consisting of a dry coconut shell covered by a piece of leather. Some scholars said that the maroo was originally made of clay during the ancient times. Now there has been an evolution in the preparation of the Maroo.

During the ancient period, it was first made of a small pot of earth followed by the primary root of a bamboo plant which is now replaced by coconut shell. The MAROO (sound box) is the resonator. PUNGMAI (leather covering) is the head of the sound box. In the beginning, the head of the Maroo was prepared with the skin of a big frog and later it was replaced by that of an ox. The UYEK (curved wooden base of the neck) is adjacent to the Maroo. The UTONG (hollow bamboo pipe) forms the upper portion of the neck. The SHAMEI (strings) is made up from the hair of horse's tail (120-150 nos.). NURA – KHANGSET (thread binding the Shamei) lies in the middle beyond which the

finger cannot move. The LEINA (decorative and knitted piece of cloth) positioned in the form of a reverse “U” with thrums of hanging down the CHAMBULI LANG (thread knot) at the tip of the neck. The TENKHAL (bridge) is a small thumb sized piece of bamboo.

Pena Cheijing (bow)

The Pena Cheijings designed in a questionmark set up by bending the branches of Ureiom (*Bixa axellana*) tree stretching horse hairs end to end. It comprises of 10 main components: TENOU YOTKOL (a curved metal frame of iron), CHEIKHOK (the wooden handle), SHARIK (small brass bells), CHEIJING SHAMEI (strings made of horse tail), KONTHANG (ring made of iron), MON (cloth pieces at the end of shamei), LANG THANGJING (small sized cotton thread), KHUBI KHANG (piece of cloth joined with the mon), KHUROU LANG (cotton thread used for hanging and binding purpose), UCHAN MAREK (an oily piece of pine wood that smoothens and straightens both the strings).



Picture of Pena Maroo (Sound box)

Kinds of Pena

There are 2 varieties of Pena. One is the bigger Maru (sound box) and the other of a smaller one. The bigger Maru goes by the general name PENA and the smaller one goes by the name KHUTKHONG PENA, and the use of khutkhong pena is confined to the festivals of the Chakpa, a group of original settlers of Manipur.



Picture of Pena Cheijing

Importance and uses of Pena

Pena is not merely an instrument but it is associated with dance, sports, traditional marital arts, rituals, narratives and many more aspects of Manipuri cultural heritage.

Pena in the Royal Court: Penawas once believed to be a part of luxurious living and was played at the royal gatherings. Pena singer used to accompany the King and the Queen during their tour within or outside the kingdom. When the king is supposed in tour, the Pena player will describe everything about the places behind the king with his narrative songs. It is also believed that the Pena singers of the Royal Court are always a well-trained martial artistes. If there is any

sudden incident or attack to the King by the enemies during the tour, first of all the Pena singer will try to his best to protect the king from the eventuality.

Pena in Ceremonies

Laiharaoba ceremony (Salvas deities ceremony): The Pena singer takes part in the ritual ceremonies of Laiharaoba or the feast of Umang Lai (Salves deities).Pena music has been an integral part of Manipuri society and its culture. Pena still enjoys its place of importance as in the past so far as the great social and ritual festival of Laiharaoba is concerned. In the sanctuaries of some sylvan deities held high by the Meiteis, the service of the spirit medium known as Maiba and Maibies are dispensed with Pena alone accompanying the rituals.

Birth ceremony: Before the advent of Hinduism in Manipur, Pena used to be played at ritualistic and religious functions of birth and death. On the 6th day following the birth of a baby, Pena music accompanies prayers for the young baby's good health, long life and protection from evil spirits. This ritual ceremony is performed in the rural areas of Manipur.

Death ceremony:When a man is about to breathe his last, the song Nongarol describing the separation of the ethereal soul from the mortal body is sung with Pena. And as a sequel to it, just before the lifeless body is carried to the funeral site, relatives of the deceased person present certain dance movements.

Marriage ceremony:During the marriage ceremony, Pena music was rendered when blessings of the almighty lord was sought by reciting the stories of the creation of the earth, birth of mankind and values of conjugal life.

Lai ee kouba:A special ceremony that symbolise the beginning of Lai-haraoba festivals.

Yakairoi:Playing the pena in order to make people wake up early in the morning.

Khunung esei: Accompanying with the performance of folk songs.The Pena is believed to be the source and origin of all tunes of Manipuri Folk songs.

Puya paba:The reading of the holy Puya (highly evolved manuscript) is done by using this musical instrument.

Pena in the field of entertainment: In ancient days, the Meitei community use to organise Pena recitals as an entertainment programme after the harvest season. Such programmes were also organised when the local community wanted to listen the tales of creation, heroic events of the great warriors, stories of the kings and songs sung in archaic language.The entertainment of Pena music may be divided into 2 categories:

Pena Phamshak:Singing with Pena in sitting position as a part of entertainment is known as Pena Phamshak. It is performed either in an entrance hall or an outhouse of a traditional Manipuri house. It is performed in the evening when the cowherds return home and continued up to the late hours of midnight.

Pena Pala:This form of entertainment is generally performed during marriage programme and shradha ceremony etc. Such programmes generally started in the afternoon or in the evening. For the programme, in front of the performer's arena, flowers and fruits are arranged in a systematic manner.The Pena artist sit

on the mat with one or two assistants nearby him. The left side of the sitting place is reserved for the ladies whereas the right side for the audience. This type of sitting discipline is strictly followed in Manipuri society till today.

Pena music in Manipuri Literature

Early Manipuri language and literature were sung and rendered along with Pena music. From this view point, the context of the songs, their words, lyrical verse were placed as a part of folk literature. Moirang has a rich cultural heritage. Khamba-Thoibi is a great epic of the Moirang clan of Manipur. Pena singers sing old lore's, myths and legends of Moirang and Kanglei. Pena music used proverbs on flora and fauna of Manipur. Thus Pena music takes a great role for the development of Manipuri literature since the early days.

Costume & Ornaments

Costumes: Khamen Chatpa: It is a dhoti made with colourful designs of purple or maroon against a grey backdrop. It is considered good omen if khamen chatpa is woven according to Salai (clan); Resham phurit: It is a traditional blouse like shirt worn as the upper garment of the body; Kokyet: It is a head attire made of white starched cotton cloth crossed with golden Jhari; Inaphee: It is a white cotton cloth which is worn over the shoulder and left hanging over the front and back side of the body; Khangset: It is a hand woven cloth tied around the waist over the khamen chatpa dhoti.

Ornaments: Khuji: It is a brass bangle made of old traditional style to wear at the wrist. It is one of the oldest designs of Meitei ornaments; Tan: It is an armlet made of brass designed in prescribed form having rectangular shape with an embossed motif of Pakhangba printed on it. It is attached length wise either side of the upper arm by thread for tightening; Garlands: There are various styles of garlands made of various beautiful flowers. Now a day it is substituted by different materials like cloth, paper, yarn etc.

Conclusion

The folk fiddle instrument "Pena and Pena Sheishak" is the origin of various types of musical forms of Manipuri culture. This instrument is used in its most original and characteristic tradition still today. Still Pena has retained its original shape and structure since the ancient days. Nowadays, Pena is also played by women which was not done in the past. A revolution can be seen in the use of this folk instrument in film music, concerts etc. They are also seen in national and international platform where they perform together with other folk instruments and electronic instruments. It is indeed a matter of pride to see our traditional instrument Pena to get popular in modern times. Even though it is a popular instrument in Manipur, there are minimum number of books and guide books related with this instrument, it is a need of the hour to concentrate in producing more research in this field. With the evolution of changes one after another, it is required to set up an appropriate musical notation form to encourage teaching-learning process for the upcoming artists and students of

Pena Sheishak, which will help in bringing a new dimension to the development of this art form in the modern context.

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APPLYING THEORIES AND PRACTICES OF POLITICAL MARKETING TO POLITICAL COMMUNICATION

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Abstract

The present article is an attempt to explore the debates surrounding the extent and nature of political marketing, and discuss the benefits and limitations of applying theories and practices of political marketing to political communication, furthermore, will value the theories of political marketing in terms of their potential impact on political communication practices.

Keywords: *politics, marketing, communication, political marketing, political communication*

With development of communication studies and political studies, media increasingly applied to politics and became a part of currency political campaigns. (Seymour-Ure, 2001). In recent years, with the use of political communication among political parties in Britain, marketing theories gradually applied to political communication practices. From the point of view of politicians and political parties, some scholars indicate that political marketing strategies may play an important role in political campaigns, particularly are related to greater electoral success (Newman, 1994; Lees-Marshment, 2000). However, other researcher made some critical remarks; they argue that these practices do not enhance democracy, because a virtual democracy blueprint is constructed by the use of political marketing (Mazzoleni & Schulz, 1999). This article will explore the debates surrounding the extent and nature of political marketing, and discuss the benefits and limitations of applying theories and practices of political marketing to political communication, furthermore, will value the theories of political marketing in terms of their potential impact on political communication practices.

As the United States was the first country to research and apply modern political communication methods, there was rapidly development of political marketing in the US (Maarek, 2011). According to Maarek (2011), there are three main stages in the development of political marketing. The first stage is early stage of development of political marketing from 1952-1960. Maarek(2011) point out that ‘the 1952 presidential election in the US marks the start of modern political marketing’, because the two main political parties in the US first compiled budget for political communication. During that presidential election, the Republicans employed a marketing consultant, Thomas Rosser Reeves Jr. (Maarek, 2011). According to his request, Republicans candidate Eisenhower shows himself to the public as a product. He also required Eisenhower do not change the sort of arguments in front of the mass media. This method was called ‘Unique Selling Proposition’. The second stage was from 1964-1976. Maarek (2011) called this period ‘Adolescence of political

POLITICAL MARKETING TO POLITICAL COMMUNICATION

marketing'. At this stage, techniques of political marketing had tremendous development, but also had limitations. The important televised debates were backed into presidential election campaigns, and continued from 1976. Furthermore, the limitations on political marketing advertising were withdrawn. The last stage is current stage of political marketing from 1980s up to the present, which is called 'Adulthood of modern political communication and campaigning' by Maarek (2011). There are some outstanding features in current stage of political marketing. First, the 'Unique Selling Proposition' principle is still in a prominent position on political communication campaigns. Second, the principal part of costs is still on television. Third, new media, particularly the Internet, has been extensively used by political marketing practices. For instance, in the Barack Obama's 2008 campaign, he created account on famous social network, such as Facebook, Twitter and YouTube, and consequently got quite a lot of following. The fourth characteristic of current stage of political marketing is that modern political marketing campaign appears personalization features, for example, also in the Barack Obama's 2008 campaign, he integrated his personal life into the history of the US, thus his foreign parentage could be seen as negative influence was successfully transformed into image of America (Maarek, 2011).

According to Menon (2008), political marketing indicates the marketing tools, techniques and methods are applied to political communication process. In other words, political marketing is the consequence of the combination and interpenetration of marketing and politics (Lees-Marshment, 2001), such as using communication consultants to develop political party advertising, to manage party or politician images, and to interact with and attempt to manage the news. Political marketing is progressively used in democratic political systems. Political parties increasingly try to promote themselves as the promotion of commercial products. Voters are regarded as 'consumer' to whom political messages can be 'sold'. Ultimately, parties try to meet voter's needs, and to produce voter fulfilment, and to meet its own aims by gaining electoral support (Lees-Marshment, 2001). Moreover, there are some other explanations regard political marketing as a completely different approach to political processes. According to (Menon, 2008), political marketing is not just about political advertising, party political broadcasts and electoral speeches, but about the way parties are organised and managed. In the other words, political marketing is a suite of strategies and tools to influence public opinion before and during an election campaign. Maarek (2011) emphasises that 'political marketing includes evaluation and re-design of policy and electoral strategy in the light of studies of the electorate's concerns.

The supporters of political marketing believe that political marketing approach could enhance politicians and political parties' credibility. (Newman, 1994; Maarek, 1995; Lees-Marshment, 2000). Opponents have argued against that political marketing approach tend to establish image before substance. Compare with the issues and policies of parties could be ignored, candidate personality

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and qualities would be paid more attention. This means that political marketing could destabilise democratic principles founded on the notion of informed voting public making decisions about candidate support grounded on the policies that candidates represent (Mazzoleni & Schulz, 1999; Mayhew, 1997). In the process of political marketing, electorates are considered as political consumers. Consequently, voters' opinions represent great 'money' taken into 'account' by political strategists in political communication campaign (O'Shaughnessy, 1999, cited in Gunter, B., Saltzis K., & Campbell, V., 2006).

From the point of view of advertising, it could be effective to communicate by advertising in politics. It is essential to the success that it cultivates a brand image for the promoted product that target markets will find engaging (Gunter, B., Saltzis K., & Campbell, V., 2006).

Advertising is an important form of Marketing (Kitchen, 1999, cited in Gunter, B., Saltzis K., & Campbell, V., 2006). Rossiter & Percy (1987) pointed out that the production of advertising is informed by target market. Understanding the target market does not just mean knowing who target consumers are, but also being clear about the needs and wants of target consumers. Extending this conception to political marketing, it is essential to recognise what inspires voters and what kinds of message will make them choose one candidate or party over another (Lees-Marshment, 2001).

The new media has not only changed people's daily lives, but also has impact on the politics. With the growth of new media, particularly Internet, the new media are applied political marketing by political elite. Obama's success is a good example. The Internet played a decisive role in 2008 US presidential election. First, based on the Internet, the Obama's team relied on a large number of Internet users to gain a lot of political donations. Secondly, Obama built personal brand with the power of the Internet. He created account on Facebook, MySpace and YouTube. Obama's website on MySpace and Facebook gathered a millions of his supporters, and these people who are the most active groups among the US Internet users are increasingly active at different Internet communities. Therefore, the public opinion of the US Internet community was greatly influenced by these followings.

However, there are some problems and limitations of political marketing, which mainly include practical problems (Lees-Marshment, 2001) and aspect of democratic practice (Scammell, 1999). Specifically, from perspective of political marketing practices, the first problem is in the Local political markets. Lees-Marshment (2011) considers that Marketing-Oriented Parties tend to design centralised strategies targeted on the national electorate, which might undermine the capacity and effectiveness of local political communication campaigns. The second limitation on aspect of political marketing practices is internal party organisation. That is strong power of party membership can limit endeavours to apply marketing intelligence to party policy and strategy, but application of marketing intelligence to policy and strategy could alienate party membership

and core support. In addition to local political markets and internal party organisation, disengagement and apathy are a limitation as well. That is the marketing approach is premised on responding directly to electors' needs and wants, and the marketing approach has been used more extensively in recent years than before, however, turnout in recent elections has been in decline. And another aspect of limitation on political marketing is about democratic practice. Scammell(1999) emphasis that political communication always depends on popular culture, and the relationship between politics and popular culture could not reduce the quality of political discourse. Moreover, the contract between citizens and consumers is often simple; because there is no fully aware of sophistication of consumers and issues of active audiences, or voter-driven policy and communication. Moreover, the effects of marketing include deliberate narrowing the political agenda (Scammell, 1999), the repetition of message rather than increasing reliance on negative campaigns. Additionally, Scammell (1999) argued that political communication becomes about repetition of slogans and 'soundbites', as a result engaged debate and argument being destabilised, even disappearing. Furthermore, it is easier to attack opponents' than positively present policy. He also asserted that leadership becomes dominant to the point of excluding members' viewpoints.

Conclusion

This essay examined political marketing theory, including the growth and definition of political marketing. The relationship between political communication and marketing techniques are becoming more and more closely integrated in methods (Wring, 2005). And then the article discussed the benefits and limitations of applying theories and practices of political marketing to political communication. There is no doubt that marketing approach applied to political communication is benefit for political campaigns. On the one hand, as a kind of form of political communication, political marketing is of course, an effective way to connect political parties or politicians and their 'consumers'. On the other hand, with the widespread use of the Internet in democracy countries, political communication, especially election campaigning might still rely on political marketing. In addition, the increasing needs and wants of electorates inevitably arise problems and limitations. First of all, political marketing strategies aimed at the national electorate might limit from local political market. Secondly, political marketing is one of tools that political parties or candidates seek political goals, thus communications styles focus on candidate personality and qualities rather than on democratic issues and policies (Gunter, B., Saltzis K., & Campbell, V., 2006).

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EFFECT OF COMPETENCY-BASED TRAINING ON
EMPLOYABILITY OF TECHNICAL AND VOCATIONAL
YOUTH GRADUATES

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Abstract

Over the next twenty years, global growth and poverty reduction will be driven by today's youth, yet majority face significant difficulties engaging in productive employment; mainly due to a mismatch of the competencies they possess to those required by the labour market. Therefore, the problem of unemployment among the youth is a huge concern. Technical Vocational Education and Training (TVET) is one promising avenue in addressing this problem, which is the highest in Africa. Governments globally endeavour to create an economic environment that promotes the growth of enterprises and generally stimulates the economy. This study was built on the objectives of examining the effect of entrepreneurship and business development skills acquired by TVET youth graduates on their employability at labor market in Ngororero District; finding out the effect of practical skills acquired by TVET youth graduates on employability at the workplace in Ngororero District and determining the effect of problem-solving skills acquired by TVET youth graduates on their employability in Ngororero District. Qualitative approach was used CBT and TVET graduates, trainers and employers and one local authority comprised the study sample frame and simple random and purposive sampling were used to draw an aggregate of 252 study subjects. The study findings were that TVET schools offering CBT programs had high levels of access to technical training opportunities and ensured that graduates learning experience was unique due to training based on industry's occupational standards. The study concludes that CBT programs immensely increased the employability aspects among the youth graduates. The study observes that those trainees and graduates who underwent the CBET programs were very competent at their workplace and performed better. The study also shows that competency levels of Entrepreneurship and Business development skills acquired by TVET youth graduates define them at labour market. Furthermore, it shows there exists a strong relationship between problem Solving skills acquired by TVET youth graduates and level of handling problems at workplace. Skills obtained from CBT driven technical courses provided the youth with more competencies. The study recommends creating awareness on the role of TVET, validate the certificates got from TVET schools and allow graduates to have access on job posted by MIFOTRA and support it for it would lead to the youth employability and being more competent in skills acquired and consequently, be ready for market and labour opportunities.

Keywords: *Competency Based Training, Employability, TVET Graduates*

Education, which is a pre-requisite to any form of skills training, has in recent years been made more accessible through free basic education (GoR, 2000) and recently, full free day secondary education learning (GoR, 2000) programs in

public schools. However, with globalization comes the integration of technological activities in all aspects of the professional realm, thus exposing the competency levels of the skills the youth possess. Therefore, because of trade liberalization and the globally increasing competition, the role of vocational training has been made more decisive and this makes having higher skills necessary, as nations require more productivity among workers in all sectors.

Competency-based training is an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process. It is concerned chiefly with a student's progression through curriculum at their own pace, depth, etc. As competencies are proven, students continue to progress. It is similar to mastery-based learning, with the primary difference being that competency-based learning often focuses observable skills or 'competencies,' while mastery learning may be academic—as likely to focus on concepts as skills (TeachThought, 2016).

CBT is a way of approaching (vocational) training that puts much emphasis on what a person can do as a result of the training (the outcome), and as such represents a shift away from an emphasis on the process involved in the training (the inputs). Furthermore, CBT itself may be described as training which is performance- and standards-based and related to realistic workplace practices. It is learner -focused and works naturally with independent study and with the instructor in the role of facilitator. Learners often find different individual skills more difficult than others (Almendra, *Competency-Based Learning for Motivation and Academic Performance in a Pre-calculus Course*, 2019) (Sullivan, 1995).

“Competency-based training (CBT) is a popular curriculum development model in social services training. Unlike social work practice, CBT flows from a behavioral and not a humanistic foundation. When used in a proper context, CBT is a highly effective training approach, particularly when the curriculum can be specified and se-quenched. Technical programs, such as computer applications, or re-quired training for novice workers, are appropriate for CBT. Conversely, CBT is far less effective with experienced people or with content that is less specific, is difficult to sequence, and which builds on expertise. Practitioners who promote and use CBT should understand the strengths and limitations of the approach, as well as the technical values and philosophy on which the model is based, because it imposes rigid constraints on how training is developed and delivered.” (Richard J. McCowan, 1998)

TVET in Rwanda has been delivered by different providers at various qualification levels. Technical education is offered at upper secondary school level; both by public schools under the Ministry in charge of education and by private schools and those belonging to faith-based organizations was recognized to be the training method for vocational training and introduced to Rwanda in 2008 (Rwanda, 2012). It was believed that when you complete a competence-based training course, you will have the skills and knowledge you need to

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complete specific workplace activities at an industry standard of performance, in a range of work environments and situations.

Rwanda has embarked on curriculum reform to improve the quality of education. This is a crucial step in the direction of Rwanda's ambition to "develop a knowledge-based society and the growth of regional and global competition in the jobs market. An important shift has been to move away from a "knowledge-based curriculum" to a competence-based curriculum¹ and from knowledge and skills acquisition to knowledge creation and application. The aim is to develop students' independent, lifelong learning habits; appropriate skills and knowledge; and applications to real life situations. There is a growing recognition of the potential of competence-based education, unlike traditional subject/content-based education, to develop the capabilities/competencies that are deemed essential for success in both academia and today's knowledge-based economy (Erneste Ngendahayo & HELEN ASKELL-WILLIAMS, 2016)

Rwanda's proposed competence-based curriculum is similar to programs that seek to develop generic capabilities. The competencies proposed for Rwanda's educational system include, critical and problem-solving skills; creativity and innovation; research; communication in official languages; cooperation, inter personal management and life skills; and lifelong learning (Ernest Ngendahayo, Helen Askill-Williams, 2006).

Research Questions

What is the effect of Entrepreneurship and Business development skills acquired by TVET youth graduates on their employability at labor market in Ngororero District?; How do practical skills acquired by TVET youth graduates affect their employability at the workplace in Ngororero District?; What is the effect of problem-solving skills acquired by TVET youth graduates on their employability in Ngororero District?

Methodology

This study uses qualitative approach to enable a researcher to get direct explanations and views of respondents. So, here, a researcher used the interview and focused group discussion because it is social in nature and a descriptive study. The qualitative approach was concerned with describing the practices of school leaders in the supervision of teaching and learning activities while the quantitative approach will rely on the principle of verifiability that means confirmation. It will focus on measurement. The quantitative research techniques will be used to enable the quantification of some information in ratios and percentages. Cohen et al (2000) explains that survey research involves collecting data to answer questions" concerning the phenomenon under study and mostly uses questionnaires. So, the quantitative data was obtained through questionnaires.

Study population

A study population is a group of individuals, objects or items from which samples will be taken for measurement. A study population is also defined as a group which a researcher is interested in gaining information upon which

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generalization and conclusion can be drawn subsequently (Creswell,2019). Kombo et al (2006) explained that the study population is an entire group of persons or elements that have at least one thing in common. So, the study population is the total group to which the results of the study are applicable. Therefore, due to the fact that there are very many Technical training institutions across the country, I drew a sample of a given size that enabled the estimation of the impact of the competency-based training on the employment of the youth. A population of TVET youth graduates and trainers drawn from each TVET institution comprised the study population frame; as well as the industry employers. Multiple tools of data collection instruments were used to allow triangulation of responses. Data were collected through survey of self-administered questionnaire from 241 youth graduates, 7 employers and 3 trainers and 1 local authority at district level that made a total of 252 informants. Thus, the research analysed the sample to make inferences and generalize findings about the TVET institutions countrywide. A non-probability sampling, namely stratified sampling was used initially to draw stratum based on the three categories of specimen needed to undertake the research namely; TVET youth Graduates, trainers and industry employers. Within the TVET graduates' stratum, the study subjects were chosen through snowball sampling. This is because most of the TVET youth graduates are not within campus anymore so reaching them was by referral from the few contacts of the graduates that were availed by the TTIs. For the other three stratum comprising trainers and employers and local leader, the researcher used simple random sampling to draw the study subjects within each stratum.

Table 1 : Statistics of respondents

Category	Population	Sample size	Sample selection technique
TVET youth graduates	642	241	Simple random sampling
Employers	7	7	Census inquiry
Trainers	3	3	Census inquiry
Local leader at District level	1	1	Census inquiry

Field data, August2020

Findings: The findings of the study and highlights the results of the findings as set out in the research methodology are presented as follow:

The Competency levels of entrepreneurship and business development skills acquired by TVET youth graduates and definition of them at labour market

The study agreed with the fact that the competency levels of entrepreneurship and business development skills acquired by TVET youth graduates defines them at the labor market. When you look into the results and its interpretation, TVET youth graduates who studies under CBT approach distinguished between others on the labor market. The results found via interviews that the research had with different respondents show that TVET graduates who were trained applying CBT approach are more productive at workplace. Trainees at CBET programs experienced high support in attaining their career goals as shown by their employer's satisfaction on their work quality and attitude at Workplace.

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The study found that competency levels of Entrepreneurship and Business development skills acquired by TVET youth graduates define them at labour market in Ngororero District. Indeed it showed that practical skills on TVET youth graduates enable them to perform better workplace. This translated to more of these graduates getting employed faster or being self-employed easily. This shows how technical training can be tailored in CBET so as to equip the students with market-required skills so as to curb youth unemployment.

The effect of practical skills on TVET youth graduates job performance at workplace: The survey attests those practical skills play a great role on TVET youth graduates job performance at workplace. Once trainee's knowledge levels are higher, it immediately shows that TVET youth graduates under CBT approach perform better at workplace. The fact that they were trained to become competent and have competences that are observable and measurable to perform a task to the standards required at labour market. It was shown that and observed that TVET youth graduates perform better though some impediments remain uncontrollable.

Analysis of the relationship between problem Solving skills acquired by TVET youth graduates and level of handling problems at workplace: From the findings, we can notice that, there exists a strong relationship between problem Solving skills acquired by TVET youth graduates and level of handling problems at workplace. This is attributed to CBET graduates who were highly absorbed into the labour market as shown by the responses from the employers and trainers. When you go to the field and observe TVET youth graduate's behaviour and the way they handle and solve problem, it confirms that problem skills acquired go hand in hand with the way they handle problems at workplace.

Recommendations

The study established that skills obtained from CBT driven technical courses provided the youth with more competencies. CBT graduates were absorbed in a shorter time span. The unique characteristics of the CBT program which involved high practicality of the skills that center around learners needs that targeted to improve their performance at their job or workplace was thus very important in reducing unemployment among the youth. When the study respondents were asked to suggest ways in which key stakeholders can address the issue of youth unemployment, the following were captured:

The Government needs to invest in training the youth to specifically meeting the relevant industrial standards. The Government needs to put more effort towards eliminating the barriers that hinder youth from being employed, i.e., work experience, nepotism, tribalism, gender bias and politics such as being 'connected' to employers.

In addition, practice of the skills learnt among the learners should be enhanced. This exposes the youth to the market before graduation and greatly elevates their competency levels. Furthermore, there should be more start-up funding allocated by Ministry of Youth and Culture in Rwanda to support self-

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employment as the labour market gets saturated from time to time. Since Education and the youth are a communal issue, it needs stakeholder engagement from both public and private sector. Harmonious coordination of all education agencies is crucial in obtaining the goal of enhancing youth employability. The agencies should also facilitate guidance on informed career selection and creating awareness about the role of TVET. They should also create avenues for the establishment of more cottage industries and value addition of the products produced which can be spearheaded by the youth who are deemed as being innovative. Empowering youth with the required machines/equipment to be self-employed hence creating more jobs for others is crucial too.

The Government needs to allocate more funding towards TVET that will enable the rolling out of competency-based programs in all TTIs nationwide so that it takes care of labour market demands and thus curbs the problem of huge unemployment rate among the youth. It should also support

CBT training in TVET, and TVET schools would work closely with the Ministry of Education and RTB to sensitize the community about CBT. In addition, ensuring whatever is taught to students is accompanied with appropriate techniques that are in line with the current technology trends too.

There is great need to sensitize the youth on practicability, importance and the rationale for CBT programs, as well as creating awareness on the role of TVET and its benefit towards improving employability among the youth. There is also need for strategic partnerships across board from Government to trainers and their trainees, donors

and employers so as to produce market-driven courses. Finally, there is need to offer scholarships among the youth equitably. Training costs is a key factor that needs a closer view from all key education stakeholders. Fully funded bachelor's and master's degree as well as PhD Scholarships are incentives that the Government of Rwanda give to the underprivileged youth to go to countries like China to pursue technical courses, but this can be replicated even locally for the rate of absorption in TVET schools to increase. All the above recommendations would lead to the youth employability and being more competent in skills acquired and consequently, be ready for market and labour opportunities.

Suggestions of further studies

The study suggests that since this primary research was limited to only three TVET schools, few employers, trainers and TVET trainees, the research should be extended to many other TVET schools countrywide in order to make a more comprehensive and conclusive strategy for implementing the study conclusions. The findings from other TVET schools would be compared and a conclusion drawn that would be utilized by other researchers. The study should also be carried out on other industries, different cohort of learners to augment a comparative analysis and review. The research target was on the assessment of the effect of competence-based training on employability of Technical and

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Vocational youth graduates. A suggestion is that other elements be considered for the competency-based training; Studies should also be carried to find out the unique factors that can be blended into the current traditional approach to convert it into the competency-based approach to stimulate employability among the youth.

It was found that TVET youth graduates who are employed are in private sector. None is employed by the government. This put pressure on government to put TVET certificates on MIFOTRA job profile to allow graduates to compete at labour market. According to Rwanda TVET qualification framework, there are five levels where a trainee is allowed to complete one level and immediately go to the labour market for job. Since the government of Rwanda do not accept TVET certificates from level one to four, it is a challenge to attain the objective of CBT to generate and create employment.

Lastly, it is crucial to note that being competent in these skills does not automatically translate to employability as there are other key determinants in play. These factors include the economic status and performance of a nation as well as answering the question of “Are there job opportunities available for all youth who will be deemed competent upon graduation? There is also policy and legal framework, involvement of local government authorities, public and private sector partnership, mindset changing of the graduates and environment aspects (Industrial development

Conclusions

The study concludes that CBT programs immensely increased the employability aspects among the youth graduates. The study observes that those trainees and graduates who underwent the CBET programs were very competent at their workplace and performed better. The study also shows that competency levels of Entrepreneurship and Business development skills acquired by TVET youth graduates define them at labour market in Ngororero District. Furthermore, it shows there exists a strong relationship between problem Solving skills acquired by TVET youth graduates and level of handling problems at workplace.

The study therefore concludes that the key stakeholders in education and training sectors as well as the industry players should plan and fully adopt the competency-based training to increase employability among the youth. In the long run this will create a pool of market-driven skills that may lead to a complete decrease in unemployment rates among the youth in Ngororero District.

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