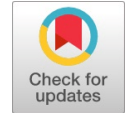# Learning Attitudes and Resistance to Learning Language in Engineering Students

Sonu Joseph, Sherine Joy

Abstract: *This paper a part of a larger study on the effects of blended learning, it describes classroom experiences from a teacher and learner and details the action research on 250 students who were administered a course on Communication Skills & Personality Development to the Third Year Engineering Students at HITS Chennai, India. The regular parameters of conducting a course such as {a} attendance, {b} performance based results {c} on time submission of tasks and {d}engaging them in class activities became more challenging to the researcher because of the attitude that the scholars presented towards language learning. This ranges from non-acceptance of any new format of teaching, unwillingness to put in extra effort, inhibition stemming from the perception of their peers. To that end the teaching method and assessment were developed that included constructivism, social constructivism and problem-based learning as pedagogy. The programme designed also integrated flipped learning, peer and self-reviews, consistent marking structures based on the Vygotsky Activity Theory. The results confirm initial and strong resistance towards the methodology, lack of physical, emotional and mental input, initial fear and shyness towards the perception of others. Post the initial block what followed was an environment of support, continuous motivation that stemmed from their own activity and creation of learning resources by the scholars.*

Index Terms: *Learner resistance; blended learning; Activity theory; Presentation; Learning attitude.*

I. INTRODUCTION

India in most relatable and undisputed terms can be described as a land of byzantine semblance of ethnic diversity, religions, customs, philosophy, political currents, art and culture. Its education system is equally complex and layered like all the other aspects of its existence as a country. This complexity emerges from India's need to maintain standard and uniformity, while giving scope for its diverse culture and heritage to grow and flourish across the length and breadth of the country. Into the seventh decade of her independence "India has worked hard to provide access to almost all its young people, but it has only just begun to focus on aspects of quality and seek to improve learning outcomes" [1]. This century has seen and is witnessing major breakthrough and advancement in the technological arena, it has made inroads into every aspect of human existence. Therefore, it is the prerequisite of the present education system to prepare students for the future and be able to

predict and equip the dictates of the workforce requirements even before they have been created. One way to fulfill this is to create a classroom that "integrates the four skills of creativity, critical thinking, communication and collaboration" [2].

English in today's India translates as the aspirations of the people for "quality in education and a fuller participation in national and international life." In August 2009, the Indian television channel CNN-IBN carried out a 'State of the Nation' poll, which confirmed the importance that most Indians accord English, but also the ambiguous attitudes the language invokes:

- 87% feel that knowledge of English is important to succeed in life
- 54% feel those who can speak fluent English are superior but also that:
- 82% feel that knowing the state language is very important
- 57% feel that English is making us forget our mother tongue
- 63% feel jobs should be reserved for those who speak the state language.

With every state having a designated state language the above mentioned ambiguous attitude shift is perceivable. The language transition that happened during the enslavement period for the monetary benefit of Britishers of India that gave rise to a small elite group which post-independence translated as people with status, knowledge and opportunities, thus giving English a phrase "language of aspirations." These complexities of multilingualism and English as a Lingua Franca is being bridged by the state governments as mass education is the focal point for both state and central governments as the economic expansion is taking over these hard set traditional lines and as growing economy means that more jobs that require a common language for easy communication; this also leads to growth in the education sector where English is needed by more people for study; and for a growing, globalized, urban middle class English is playing a greater role in both their work and personal lives.

The K12 system is another sphere of complexity that is required to be mentioned in this paper as it very strongly marks the attitudes of the students when they enroll for higher education. The schools run by state provide education in their designated language, there are hindi medium schools then there are the English medium schools, the convergence of these learners happens at the portals of higher education. The medium of instruction across the country for the higher education centers is that of English. Furthermore, the higher education centers are recruiting zones for fresh talents for the industry.

One of the major aspects of evolution of higher education in India are the in-campus training course that ensures the prerequisites of the industry has been well ingrained in the scholars. Therefore, the initial knowledge gap that was felt has been done away with by incorporating tailor made courses, fine tuning the knowledge base and the practical aspect in the curriculum. Communication skills have been ascertained as an imperative skill that will enhance the individual's growth and create a cohesive work environment. English in today's India translates as the aspirations of the people for "quality in education and a fuller participation in national and international life."

As mentioned in the CNN-IBN survey of the ambiguous attitude towards language it is seen that there is a perfunctory approach when it comes to learning English language, this pattern of resistance and apathy to learning and applying communication skills is a widespread phenomenon, for as a researcher and a faculty I have witnessed it every year as students attend the class for the mandatory 75% attendance. In my discussions with the other language faculty members and during curriculum and lesson plan meetings the aloof and disinterested learning attitudes has been a constant refrain. In fact, drawing from [3], it seems more appropriate to refer to this phenomenon as education resistance rather than lesson or class disruption for this has been a repetitive construct.

The continuous apathy, disinterest and non-compliance to dates and tasks were the major motives to design an effective way of instruction to harbour participation from students, giving them autonomy to select the content and the teaching method that the teacher should apply in the classroom. The research also aimed to understand if the traditional teaching pedagogy when paired with classroom activities, peer learning, visual and auditory content, with the opinion of the learners incorporated on teaching methodology and content design would it change not only the final learning outcomes but the behavioural and attitudinal outcomes also.

II. LITERATURE REVIEW

In order to achieve and fulfill the real purpose of education in higher education educators have to accept the challenge to work out the problem of student resistance to learning. According to Tagg [4] one of the core paradoxes of education is student's resistance to learning. Students are the epicentre of education. If they do not learn, learning has not happened which results in educative, fiscal, spatial and wastage of resources for both the teacher and the learner.

According to Tolman [5] "Student resistance is an outcome, a motivational state in which the students reject learning opportunities due to systematic factors." Resistance is a state which is affected by multiple interacting factors. This definition elucidates that like the student who is a dynamic person so are the situations that play upon him which can be contested as dynamic and fluid. Tolman maintains that student resistance can oscillate stemming from reactions within the classroom or outside it.

Prince and Weimer [6] described student resistance as "any observable student behavior that makes an instructor less likely to use an instructional strategy." Resistance code behaviors are inclusive "passively refusing to participate in an activity, actively complaining or disrupting groups during an activity, or giving low course evaluations to the instructors who use active learning."

Classic student resistance is taken as an affront to the authority of college professors [7,8]. This is because the faculty feels the students are "unprepared" and "unwilling" to learn in a traditional classroom. While Perry believed that the students lacked cognitive skills to comprehend and manifest the goals and values into classroom activities for they depended on their teachers or authority figures to present them with facts as right or wrong for their skill set completely depended on recalling their knowledge provided to them. While Perry dubbed them as "dualistic thinkers" and critical theorists named this form of learning and teaching as the "banking model" [9]. Perry emphasized the challenge of the teacher is to move the learners to more advanced stages of reflexive critical thinking for then they will be able to develop a thought process that is not merely based on the Absolute Truth of the teacher but will have these cognitive skills as multiplicity, reflection and commitment. Perry concluded his assessment by stating that the teaching goals should adhere to helping students to effectuate "higher levels of critical thinking that include application, analysis and synthesis of ideas" [10].

Gross [11] states:

You know the signs: that student in the back row with his head on the desk, the worried-looking single mom who is falling further and further behind in her homework, the young guy who hasn't yet managed to get to a single class on-time.

Resistance to learning is the bane of our teaching. It undermines the morale of your class, saps your spirit and results in student failure and discouragement. As teachers, I think we sometimes duck dealing with this issue because these "oppositional" students (I don't think of them as learners!) threaten OUR self-image as creative, stimulating, successful teachers. In avoiding the issue, we ourselves resist learning – learning how to solve this problem.

Gross's view brings to attention his ideology of encasing teacher centered learning where he almost aggressively shifts the blame to the students who fail to meet his set of standards. But in present times we have evolved systems pedagogies that caters to students first, creating an ambient knowledge, effective environment and reverting the learning resistant challenge to an opportunity.

It needs to be recognized that resistance and learning are linked. While some theorists believe that resistance towards learning in any form when exhibited does not forfeit it as a challenge rather it defines that the students are not learners.

Becker and colleagues [12] focus a parallel set of questions at the college level. By observing student classroom responses and campus activities, they develop the notion of the student "GPA perspective." What the rules are about grades and where students stand in respect to them become the primary interest of students in relationship to their classrooms and instructors [12]. This is the aspect that makes the students walk into class while in ideal circumstances it should be to learn and improve and achieve higher cognitive skill set. Resistance is not just linked to GPA or fulfilling of 75% attendance.

There are some deep seated issues that the teacher need to address for the learners are not always at the same level of understanding of concepts. their degree of learning is affected by a lot of in the classroom or outside the classroom issues. The Integrated Model of Student Resistance (IMSR) is an effort to coherently understand the factors relating to student resistance. It consists of five separate elements that divided into external social and cultural forces and situation that affect student's expectations and performances and internal forces originating from the student themselves.
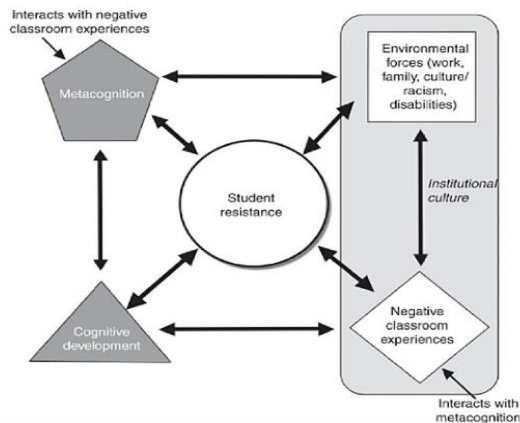

Fig. 1. Integrated model of student resistance [29].

Resistance has been studied in variety of educational fields (e.g. sociology, politics, and general education) from diverse context (e.g. Bourdieu and Foucault) Yet, it has not garnered enough scrutiny in ESL research [13]. Escandon [14] at length has discussed the issues and difficulties that are faced by educators owing to the educational, political and socio-economic culture. Resistance can be described as 'a force that opposes or retards' and 'an active construct than a passive absence of something.' In an effort to understand if the resistance faced by teachers in engineering colleges towards English learning very specifically the speaking skill stemmed from socio-economic background or lack of learning attitudes like motivation, self-confidence, or more peer pressure that enwraps them, probing these aspects of learner resistance Hiemstra and Brockett [15] highlight two factors:

For learners, there are at least two factors that can be linked with resistance: self-concept and self-awareness. Many adults enter a teaching-learning transaction with low confidence and poor self-concept, making it difficult to take a high degree of personal responsibility for learning. Other learners, perhaps because of previous experiences with education, are simply not aware of the power they possess as learners and thus make the assumption that a highly teacher-directed approach is the way education should happen.

Constructing the core maxim of learner resistance Hollander and Einwohner [16] have broadly defined as actions that challenge or scorn the system or practice regardless of intention, recognition   embodiment, or consequence.

Taking into account the tertiary level learning ESL/EFL in India needs to be closely monitored as called for by Canagarajah [13] of 'the day-to-day functioning of the classroom and the lived culture of the students' this needs to be undertaken to observe and acutely probe the 'confusing

range of accommodative and oppositional tendencies' presented in the classroom by the students. The observation in his research established that the students 'examination-oriented motivation' not very different from the western world where GPA was the force to get students to perform and their desire to gain grammar proficiency helped them to conform and acclimatize to the "alienation" from their cultural group and at the same front being expected to perform in the educational set up. This holds true for the aspirational India trying to acclimatize to the fast transforming world of economic growth and prosperity. Therefore, the lingua franca of this aspirational growth is English. Therefore, a University or a college becomes the meeting ground of the complex education system that brings together the regional medium, Hindi medium English medium the disparity goes further more with the varied boards like State Board, CBSE, IGCSE or IB come together under one roof. The challenge is daunting for the teacher and the learner as well for in a classroom you have students with high proficiency in English to learners who till now had no need or requirement to speak English for any reason. This classroom environment is ripe for resistance from both sides with the high proficiency learners expecting more challenging and daunting tasks and when the expectations are not met they are bored and disinterested while the low proficiency learners struggling to perform and resisting the foreign language.

III. FORMS OF RESISTANCE

A. Absenteeism
"Perhaps the most obvious positioning of bodies –as a way to express resistance– is to simply not show up for class" [3].
Repeated absence.
Not attending class during important evaluation periods.

B. Indifference
"Indifference (sleeping in class, daydreaming, not taking notes, not completing assignments, plagiarism) …" [3].

C. Lack of voice
"Many students speak in an inaudible voice, effecting a sort of non-communicative verbalization; sounds are emitted but nothing is said" [3].

Based on the above mentioned tenets the study intends to see if scholars can be motivated to accept change and move towards acknowledging the importance of English in their present and future life.

If resistance disrupts learning, it is paramount that every teacher endeavors to bring to the table a solution that will help resolve situations and create an ambient environment for learning and teaching. It has been seen that resistance is most common in classes where active learning is initiated, this in return pushes students to come out of their comfort zone and relentlessly steer to create knowledge and understanding, wherein in traditional method he was dependent on the teacher alone to be the provider of all knowledge base.

Therefore, active learning can be defined as "instructional activities involving students in doing things and thinking about what they are doing" [17].

In order to understand why teachers, need to bring in the resistant factor in class with the students, is to engage them and eventually push them towards active learning where the prerogative is of the "students' efforts to actively construct their knowledge." This in turn helps the teacher to support and observe the progression of the students. The activities are devised and designed to supplement assessment: "working with other students on projects during class; making a presentation; asking questions or contributing to discussions; participating in a community-based project as part of a course; working with other students outside of class on assignments; discussing ideas from a course with others outside of class; tutoring peers" (reported in Carr et al., [18]).

Active learning is strongly rooted in Constructivism. Constructivist learning theory emphasizes that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge and experiences to form new or enhanced understanding [19].

Constructivism is not only about learners constructing their own knowledge as individuals but also about meaningful interactions where social interactions can offer different perspectives providing understanding on their own level. Social constructivism is a theory that argues that knowledge is socially produced by communities of people, and each person can gain knowledge if they join knowledge communities [20]. When ideas, thoughts, imaginations feeling and experiences are shared there is buildup of information and into these exchange learners can identify accept, formulate their own concepts which will enhance them individually and socially. From a social constructivist point of view, learning is considered as an active process in which people construct their knowledge by relating it to their previous experiences in complex and real situations in life and through interaction with the social environment. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. These are the frameworks through which humans experience, communicate, and understand reality. As a result, human cognitive structure is essentially socially constructed. Knowledge is not simply constructed but it is co-constructed. The social construction of knowledge through learning is therefore a collaborative process. As Gross so emphatically described that resistance at its core is the best opportunity for a teacher to understand, test and implement a course of action that will lead students to rethink the very confines of their intrinsic and extrinsic situations initially forcing them to equipping them to work with rationality, cognitive acumen and an emotional strength that will help them to advance their life skill set.

Lev Vygotsky's work elucidated the relationship between cognitive processes and social activities and led to the sociocultural theory of development, which suggests that learning takes place when students solve problems beyond their current developmental level with the support of their instructor or their peers [20]. Thus active learning approaches that rely on group work rest on this sociocultural branch of constructivist learning theory, leveraging peer-peer interaction to promote students' development of extended

and accurate mental models [21]. Active learning also uses cooperative learning groups wherein social interaction can help in comprehensive learning and exploration of new ideas and development of a valid social construct beyond any socio-economic- cultural-gender bias.

Another key aspect to fathom while understanding and exploring the reasons of resistance is attitude and motivation. Attitude and motivation are said to have a significant influence on students' language learning. Several researchers have found that there is a correlation between learners' attitude (whether it is positive or negative), their motivation to learn another language and achievement in foreign language learning [21]

Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are "different" in any number of ways, and interacting affective factors in the 19 human experience. These attitudes form a part of one's perceptions of self, of others, and of the culture in which one is living. (p. 126)

Thus, learners are not "blank pages" who are unbiased, but they come into the classroom with a preset of perceptions and opinions formed by factors such as previous experiences [22,23] that can have a strong impact on their learning and, subsequently, on their academic success [24]. Krashen [25] has identified several factors, which encourage and motivate an individual's second language learning by supporting communication with speakers of the target language, and which furthermore, have an influence on the attainment of the necessary information to learn another language. Gardner and Lambert [26] who define motivation in terms of a learner's objective or orientation, distinguish between integrative and instrumental motivation. Integrative motivation is defined as the desire to be part of the target language community. It is a result of the learner's positive attitude toward and his/her interest in this community and its culture. According to Krashen [25], several research studies suggest that this type of motivation has been related to proficiency in language learning.

The primary reason for instrumentally motivated learners to learn another language is to enhance their qualification and thus, to obtain a particular educational, financial or professional advantage [25], the purpose of foreign language learning is based on practical usage, and language acquisition might cease after the desired goal is achieved.

Therefore, instrumental and integrative motivation are strongly observed in the complex Indian scenario of education. At core these are extrinsic in nature and influenced by varied situations experiences and perceptions and perspectives. This same notion when reversed can form a strong point of alienation and demotivation leading to resistance in classroom not only to the teacher but towards peers and the subject matter. Therefore, it becomes paramount for the teacher to be aware of the attitude of rejection and rebellion when it presents in class for if not addressed it will soon demotivate and change the attitude of other learners.

IV. METHODOLOGY

A. Motivation for the Study

A facilitator's preparedness to a class is obliterated when they have to take up the role of an instructor or a disciplinarian which evidently in no way is motivating nor solving the problem of learner's resistance. As mentioned earlier that this is an observation and an understanding of a practical problem that arose during the research to test the concept of blended learning, flipped learning and use of technology in an engineering classroom where traditional teaching methods are preferred. During the study it was observed that the Experimental Group resisted the teaching pedagogy and the various variables intended to be employed for the blended approach. At the onset of the class the learners came with the idea of the teacher providing them with all the facts and knowledge base required. The intended course was Development of the Presentation Skill. When the importance of this skill set was told to them they heard, and when the first assignment was given the learners barring a few refused to participate. They completely depended on teachers or on other high performing students therefore not making any effort to develop their own skills of creativity, critical thinking, communication and collaboration. Another form of resistance was non submission of assignments. The submission dates were only meant to be a customary notifications and the assignments were submitted during the end of term which solved neither the purpose nor gave the desired outcome. This resulted in plagiarized work either from their peers or from the internet. They constantly pointed out to the teacher that the control group was not being put through all this "stress and trauma"

The primary research was aimed to find solutions to the multifarious problems through pedagogical approach by blending traditional teaching with online learning and flipped classroom activities. Contesting the results of need analysis wherein 80% of the students preferred traditional approach, for they had been acclimatized to this form of teaching fundamentally from the beginning of their academic endeavours, they were also introduced to a teaching paradigm that was inclusive of traditional teaching and modified to integrate online learning, peer collaboration, self-review and assessment. The study also aimed to observe if teaching tenets, homework strategies were altered would there be behavioural and attitudinal resistance to learning. There sure was behavioural and attitude change when the first speaking task was administered. Therefore, the resistance and the attitude change that followed motivated me to look for a reason and a working solution for helping students to change their attitude towards the teaching paradigm of blended learning and flipped learning.

A background and need analysis questionnaire was provided to a student pool of 417 engineering students. Details pertaining to their age, parental background, interest and their expectations with regard to learning English were entailed in the questionnaire. The questionnaire also looked into the skill which the students wished to develop and their preferences in relation to the mode of teaching and instruction and what kind of content would pique their interest. The questionnaire was specifically targeted for the Engineering students of first and third year. This measure was included in the study for it is in these two years when English is taught and has a credit score.

V. FINDINGS

A. Insights of Need Analysis Questionnaire

The questionnaire brought to light in detail the interest quotient of the students towards learning English. It had a detailed background study that helped in understanding the varied sections the class had divided itself during the course. The need analysis enquired the Importance of English in comparison to other subjects. On a scale of 1 to 5, 37 percent found it most important, while 12 percent rated it as least important. The language skill that they would want to develop, 79 percent of the students wanted to develop their speaking skills followed by vocabulary with 61 percent The preferred teaching and learning process where 61 percent preferred face to face interaction while 52 percent wanted Activity /Project / Group work oriented teaching. 11 percent wanted peer teaching as presented They were asked to grade themselves on their efficiency in the skill of speaking a scale of 1 to 5 with regard to preparing presentations, 37 percent said they had improved and 19 percent said the needed assistance. For delivering presentations 28 percent felt they were good, 38 percent felt they had improved and 27 percent needed assistance. Their motivating and demotivating factors. when questioned on a scale of 1 to 5 making fun would demotivate the students, 32 percent felt it would not affect them 25 percent felt it will be demotivating The need analysis results formed the basis of methodology to be adopted in the class with the Experimental Group.

B. Methods and Procedures

Three classes consisting of Civil Engineering Section A and B and Chemical Engineering of fifth semester scholars were selected to conduct the experiment. Each class was divided into Experimental group and Controlled group. The controlled group were given the regular form of traditional teaching method and direct assignments like prepare a presentation on any topic, while the teacher explained the way presentations needed to be prepared and delivered.

In the Experimental group the students were taught by traditional teaching method and were introduced to flipped learning, learning through project based activities. When the results were assessed of the experimental and the controlled group there was a definitive change with the experimental group but it came with a lot of resistance and rebellion.

VI. DISCUSSION

The scholars of the Experimental Group were apprised of the format that would be used to instruct them. When the students compared the difference with that of the Controlled group they were not willing to participate in the study. Their complain was why they were being pushed to do extra work in the classroom. Their other concern was why were they being given assignments and tasks that needed to be recorded in the classroom.

The first task which was an extempore, where an introduction of 2 minutes was required from the group, barring a few students rest refused to speak voluntarily.

Eventually the scholars were called according to their attendance roll and the voluntary speaking activity was made mandatory. This was a definitive setback for the process of blended learning but the need analysis questionnaire had already shown this deflection for traditional form of teaching. For the consecutive classes the attendance was low and the submission of the activity was less than 10 percent.

Their attitude had to be countered with a non-judgmental technique which would eliminate their almost nonchalant resistant behavior. To the Civil Engineering Class, A we introduced alumni from the institution and asked them to share their view of how knowing English had helped them in anyway. To the Civil Engineering Class B Peer Group Responsibility and Assessment was given where in the students were divided into groups of six. It was clearly stated for the first two assignments 50 percent of the marks are allotted for the group work while 50 percent for individual performance.

Therefore, it was group's responsibility for attendance, performance and completion of tasks. The Chemical Engineering class was taken to a panel discussion with their associated subject faculty with the discussion being about English Language and its instrumental role in teaching and learning. Each of these activities were undertaken by every class which yielded different results.

Table 1: Comparison of activities to motivate students

Class: Civil A	Attendance	Assignment Submission	Class Performance Participation + Improvement
Panel Discussion	95%	Increase by 12%	Increased by 20%
Peer Group Responsibility & Assessment	98%	Increase by 80%	Increased by 95%
Alumni Outreach	82%	Increase by 10%	Increased by 13%

For Civil B and Chemistry Biotech the results were similar. Therefore, PGRA activity was included for all the following assignments. Attitudinal and behavioristic changes were also witnessed in students. Instead of presenting disruptive and antagonist behavior as in the first 3 sessions the students started working towards a common goal.

There were four assignments planned which were Self Introduction, My life in pictures, why I like (Speaker's Name), Technical talk of choice. As stated above the PGRA aspect worked intrinsically and enumerated results not only in numbers but more importantly in the way every student started to respond to the assignment.

The active learning methods were being followed to learn and manifest their learning. There were disruptions and resistance when they were not able to understand the assignment but it never translated into a group resistance. Some students needed personal intervention and counselling of the teacher to endeavor and fight their socio-economic-cultural fences. The sharing of ideas, discussing speaking techniques and working on evolving an idea from the crevices of the brain to paper followed by modulating it before the class was a

process which had to be planned, researched and structured into a time frame. The objectives of the primary research were developing presentation skills, submission of task on time, attending class and no plagiarized work were eventually attained with a lot of motivation, understanding their own limitations, working cohesively in a group, critically thinking on every project presenting alternatives or solutions to the problems like stage fright, weak script, body posture, language and accent. The biggest motivating factor initially was the help that they received from their peers. The group was clearly divided with at least two good speakers in each group. With motivation coming from within the group and the required help being provided during the class by peers it helped the whole class to perform better.

VII. CONCLUSION

Learners bring the cross cultural dispositions into classroom, these dispositions be it in terms of resistance to learning English language, towards methodology, towards the set pattern of learning that they are acclimatized where they were expected to be passive learners will not easily be transferable towards more engaging and more active participation from the scholars. Thereby the constructivist pedagogy which is the epicentre of most of the contemporary teaching and learning ideas and approaches does take time and resistance to manifest itself.

The learning attitude as discussed by Brown [27] overlap in their perceptions. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them) 2. Attitudes are dimensional rather than bipolar – they vary in degree of favorability/un-favorability. 3. Attitudes predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one. 4. Attitudes are learnt, not inherited or genetically endowed. 5. Attitudes tend to persist but they can be modified by experience [28]. The above discussion acknowledges that the attitude of resistance and disruption that is exhibited by the students can be addressed by curricular and pedagogical means. The experiment conducted clearly endeavours to demonstrate that continuous intervention from faculty, peer help and challenging assignments can construct an ambience potent enough to encourage the learners to excel and perform better.

It is also recommended the education in today's times does not happen in isolation. the evaluation system needs to be looked into for it caters majorly to the idea of passive learning followed by a test that marks them adequate or inadequate for the level. If the student is ingrained with this idea of teaching and learning the idea of change in any format will call for a disruptive behaviour.

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AUTHORS PROFILE

Sonu Joseph Presently I am working as Asst. Professor in the Department of English. Ten years as a high school teacher and six years as Assistant Professor has given me insights and perspective of how education is in its age of metamorphosis. My research interests have both shaped and been shaped by my recent teaching experiences. I believe my interdisciplinary teaching style, particularly my emphasis on learning without boundaries, integrating technology with strong democratic principle would fit in well with the interdisciplinary nature of your school.

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