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TRACK RELATED TO THE CONFERENCE THEME:

<u>PSYCHOLOGY OF MILLENNIALS</u>

SYMPOSIUM: PSYCHO-EDUCATIONAL MILIEU OF MILLENIALS

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Abstract of the Symposium

The Western concept of Millennial is the generation of people who came of age having birth dates in 1980s & ending in the first decade of 3rd Millennium. It is also called as Generation Y (Millennial), Generation Y or Echo Boomers. Our National Policy on Education-1986 was modified in 1992. It is a comprehensive frame work to guide the growth of education in the country. Viewing this & as a developing country, we can safely consider Millennials as individuals born in about two decades around 2000.

This millennium is characterized by tremendous speed in global picturesque communication; increased individualism with positive self-view & thereby steadily moving towards liberty, equality & fraternity; out of box thinking; confusions arising out of diverse opportunities & with extreme economic states.

When we try to unwrap Psycho-Educational Milieu of Millenials, many issues arise; such as, how & how far do they differ from Generation X; what are their unique emotional as well as intellectual characteristics; accordingly what are their needs, challenges & ways out related to education – schools environment, teachers, curriculum, teaching-learning methods; etc.

The millennials are global citizens & hence are nomadic! They are treated as special & important, & may be as a result, crave for attention & claim for privacy. They are motivated, goal-oriented optimistic & confident in themselves & in future. Millennials are highly techno-savvy. They may sacrifice their own identity to be part of the team. They prefer egalitarian leadership, not hierarchies. As educational achievers, they show rising grade points & crime is falling. With tightly scheduled structured activities, they are under pressure & impatient.

With this backdrop, millennials countenance for teaching-learning! How? Let us examine.

This symposium addresses these issues in reference to the Globe & to India. Specifically, it deals with five presentations - problems of the Millenials, contemporary concept of intelligence, talent

& giftedness & its applications, enhancement; challenges & solutions for millennial schools & for millennial teachers.

ABSTRACT ONE ID0448NAOP2017

Problems of Millennial Students– A Psychological Approach

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Youth form the major cohort of Indian population. Today's youth are also called as Millennials or the Net Generation. Millennials grew up in an electronics-filled & increasingly online & socially-networked world as a result of which they are facing varied challenges & opportunities. These challenges are not only the result of technology related factors, but due to economic, social, political & the like factors. These factors put a heavy toll on youngsters. Review of literature has shown that much has been written about millennials in the west but less has been written about millennials in India. Considering India's large population under the age of thirty & taking advantage of demographic dividend attention needs to be paid to the problems of millennial generation. The present study is therefore an attempt to find out the problems faced by millennials. The study highlights the psychological problems faced by these millennial generations. The sample consisted of 200 students from Pune city. They were asked an open ended question. Accordingly, qualitative analyses were carried out. Obtained results showed that students have varied problems. They can be broadly categorized into psychological, social & economic. Results of percentage analyses showed that 60% of the problems were psychological in nature. For example, addiction, loneliness, adjustment related issues, & inferiority feelings were found to be commonly reported by many millennials. In addition, social psychological problems such as interpersonal relation between friends, peer pressure, & relation with parents were commonly reported by youth. Pocket money, managing of finances independently was another problem that was commonly reported by the students. The results are discussed in the light of earlier studies.
Key Words: Millennial youths, Psychological approach

ABSTRACT TWO ID0449NAOP2017

Paving Path for Success in Life for Millennial Students

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Human beings start interacting with the surrounding right from the birth. Aim of this interaction is to achieve adequate comforts, appropriate safety, freedom to function, getting equal opportunity to progress in life, knowing facilities to guard self-rights, & having feeling of fraternity & live with dignity & achieve overall control of life. Every single moment humans use their cognitive & other-than-cognitive potentials to lead to successful life. However these potentials remain

neglected from identifying & nurturing. Most of the cognitive potentials are inherited & they get developed while interacting with the milieu around. Intelligence is needed to achieve the goal in every walk of life to proceed & solve the riddles of life. Along with it characteristic traits like curiosity, concentration, perseverance, taking efforts, motivation for achievement, goal orientation, determination, etc are essential for further enrichment. The potentials which are necessary for success go on changing as per the changing times. Potentials to gather information of outside world have changed from human sensory apparatus to advanced technology. Individuals used to work initially with the Nature, the concrete environment, which in technology era, has become abstract & virtual in nature.

Accordingly coding the information, through senses or technology, has become important strength of mankind. Due to boom of information it has become essential to have a potential which will help to critically select the important information from the gathered one. Logical thinking & reasoning along with passion & creative thinking have become more important strengths leading to success in life. Rather than teaching, helping to learn by oneself & motivating to learn has become more important. These changing requirements indicate need to change the procedures for assessment of individuals, methods of learning, teacher profiles, & aim of education. This creates an utter need of more flexible educational system & the policies.

This viewpoint focuses on cognitive & other-than-cognitive aspects of millennials.

Key Words: cognitive & other-than-cognitive aspects, educational system & policies

ABSTRACT THREE ID0450NAOP2017

Educating Millennials for the Future Leap emphasizing Giftedness

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At the turn of the millennium world has witnessed massive changes. Emergence of cell phones, penetration of internet connectivity, astounding leaps in technology, alternative & faster modes of transportation, increased health awareness, concern for sustainable life style & pursuit of purpose & happiness in life topped the list. With it grew the existence on virtual social media, overload of information, crave for instant gratification, mental pressures, superficial & cosmetic relationships & global challenges. Millennials have thus been facing enormous challenges in coping up with the changing times. Urge to make an impact is contradicted by the lack of social skills. It is indeed the duty of schools & educational systems to guide them so that they gear up to leap to the future. With the changing market scenario, schools need to skill millennials not only in brain powers but also work towards developing their heart powers. The information is becoming obsolete every day with the emergence of internet. Organizing huge information systematically, analyzing data critically, & producing creative solutions is getting more emphasis. Developing & applying higher order thinking skills is therefore a need of an hour. Schools need to change priorities & strategies to achieve the millennial goals. After the national goals of universalization & equity in education, Indian educational policies should now take up the further goals of employability & excellence. Enriched education, skill enhancement & talent development then becomes an obvious scheme of educational architecture. Various such factors impacting education of the millennials & long term solutions to respond to the situation have been discussed.

A study supporting this view was conducted on intellectually gifted children studying in one rural & two tribal schools (n=37) from Pune, Maharashtra. Children's perceptions about their schooling experiences were gathered through a questionnaire. Semi-structured interviews were conducted for selected nine. Frequency analysis of responses to the questionnaire & thematic analysis of the interviews revealed children's desire for intellectually stimulating curricular content, variety in pedagogical tools, & challenging assessments. Further critical analysis revealed that opportunities for creative expression & desire for imaginative & experiential activity based learning appeared frequently in conversations with the children. Children also aspired to study a range of subjects & diversity of topics normally not included in the curriculum. The findings of the study provided insights into the differences in children's aspired & real educational experiences. Arising from children's expression of desired experiences & a situational analysis of the schools' climate, recommendations are drawn up to provide appropriate learning experiences for the millennials.

Key words: educating millennials, future leap, gifted children

ABSTRACT FOUR ID0452NAOP2017

Challenges in School Climate for Millennial Students

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Education for millennial students faces a big challenge of providing a nurturing "school climate that fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society".

Newly evolved concept of 'positive and sustainable' describes key elements of all four dimensions of school climate namely physical, organizational, relationships and learning as follows. Physical dimension calls for building and maintenance of infrastructural resources. Organizational dimension refers to development of strong systems that promote physical and psychological safety, clarify roles and responsibilities, generate possibilities of horizontal and vertical working teams or groups of students and create visibly disciplined and orderly school program. Relationship dimension looks after trust, pride and respect of all individuals. It attempts for integration of every one's idea and vision towards school goals. Learning dimension offers maximum participation and engagement to all school personnel; it also provides exposure, practice and challenge for students and facilitates their all-round development.

Integrated working of all these elements is a key for achieving positive and sustainable school climate. Establishing such a school climate is a continuous process. It requires data based enhancement plan of school climate to be an integral part of school system. Data can be obtained through assessment of school climate. Assessment report will provide an understanding of present functioning of four dimensions of school climate to all school personnel. Then management,

principal, teachers, students and parents will be able to work together on school climate enhancement.

This paper talks about a system called 'School Climate Assessment for eNhancement (SCAN)' that is used for assessment of school climate. The paper further elaborates the way in which authorities of six secondary schools and a higher secondary i.e. a junior college could work in the direction of positive school climate by using SCAN results. Paper also mentions the specific steps taken by teams of teachers, parents and students.

Key Words: millennial students, School Climate Assessment for eNhancement

ABSTRACT FIVE ID0452NAOP2017

Distinctiveness, Challenges and Prospects of Millennial Teachers

in reference to Teacher Profiling and Development

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By Millennial Teachers, firstly, we mean the teachers engaged in right from nursery schools to college level. Having the birth years around the 3rd millennial, they are recently educated & quite young teachers. Secondly, we would also intend to consider the teachers, who teach the millennial students. With a little overlap, their age range will be stretched to 60 years! This spectrum of millennial teachers unveils issues to deal with as – difference in learning of the millennials, what do they expect at the workplace, how to make most out of them, etc.

Millennial learners grew up with the Internet, are always connected to data & to each other, have Information on demand, believe in 'Just-in-Time learning'. College millennials view higher education as an expensive but economically necessary consumer good, not a privilege earned by hard work & outstanding performance. They (or their parents) 'purchase' it for the instrumental purpose of opening well-paying occupational doors on graduation, so they feel entitled to their degree for the cost of the credits!

When the learners find, filter & focus; in turn teachers need to guide, facilitate & coach instead of lecturing in the classrooms. To face these challenges, millennial teachers also are techno-savvy & utilize relevant equipments. They try to incorporate varied teaching methods – project method, cooperative learning, flipped classroom, etc.; which highlights distinct features of the millennial teachers. However, they feel that they not only are undervalued by their administrations, but they are undervalued by the society. For contributing in millennial teachers' bright prospects, school leaders need to understand their changed work needs. As with millennials generally, teachers from this generation are entering the workplace looking for managers who work with them to set clear goals & priorities. They desire constant communication & feedback & to consistently be

held accountable. In many ways, they want to be known. They expect to be heard. They wish to collaborate.

The issue about distinctiveness, challenges & prospects of millennial teachers calls for two significant steps - their profiling through assessment & working on it. To make most out them, along with the professional inputs, Individual Development Plan (IDP) based on assessment also is utmost essential. We have developed 'JPIP-Teacher Profiling Test Battery' (JPIP-TPTB) measuring cognitive & non-cognitive competencies of teachers. Age-wise comparison on JPIP-TPTB reveals difference of teachers along teachers born in this millennial & teaching the millennial students through teachers born in the last millennial & teaching the millennial students. Data analysis with 142 teachers of age ranging from 21 to 60 years from Pune & Nashik, Maharashtra; revealed no significant age differences on idea generation, work place behavior & teaching effectiveness. Age differences were significant on verbal evaluation ($p=.03$), symbolic ($p=.00$), & figural reasoning ($p=.02$), & student engagement in the classroom ($p=.12$); with higher performance of the youngest group (21-29 years). The reasons & implications are discussed.

Working on millennial teachers' profiles can be in many ways – through training programs, workshops, conferences, virtual interactions, publications, awards, etc. In India, many government schemes, some agencies & institutes aim at grooming of teachers well beyond formal 'Teacher Education', with apt vision & fruitful results. In a nutshell, in-service profiling & development of teachers in all walks of education is the need of the millennial.

Key Words: millennial learners; millennial teachers; teachers' profiling & development