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Two Day National Conference on

Quality Education for All – A Search for Identity

December 20th & 21st 2017

கல்வியே செல்வம்

THIAGARAJAR COLLEGE OF PRECEPTORS

(ISO 9001:2015 Certified and Practicing Institution)

Teppakulam, Madurai - 625 009

FROM THE PRINCIPAL'S DESK

Education is the backbone of our nation. It is an instrument to national human resource development. Listed among the fastest growing economies in the world, India stands way behind in the line, when it comes to education. Low quality education is crippling India's growth to cope with the demands of the 21st century economy. It is widely observed that students prefer learning mechanically than getting imbibed with the concepts. Studies have questioned the learning of students as they move to higher schools.

A business cannot be expected to deliver the best results if one step in the operational cycle is not properly linked to the next step. Adequate resource investment during each step of the cycle is critical for a business to achieve its goal. Similarly, it is not justified to expect from our citizens to realise their full potential if they don't invest in every phase of their education journey. The start must be by recognising that early childhood education lays a strong foundation and ensures that every child receives it as part of the formal schooling system. Moving on with early education, the focus should be on strengthening every child's literacy and numeracy skills.

Eventually, as an individual pursues higher education, it should be ensured that he/she receives 21st-century skills such as writing, communication, critical thinking and collaboration, which will make them an informed and a productive citizen. There is a need for improvement in quality of information to improve quality of education in reversing the decline in enrolment.

A high-quality Education system is a pre-requisite for our country to achieve global excellence. For addressing India's Education crisis, we require resolute political leadership with a clear vision for education that is able to unite the forces of government, corporate houses and civil society organisations towards building the nation of our dream.
I wish this two day National Conference will address these issues.

- **Dr.S.Prakash**

MESSAGE FROM THE EDITORIAL COMMITTEE

Every individual should have the opportunity to receive a quality education. One of the most powerful tools for empowering individuals and communities is making certain that any individual who wants to receive a quality education can do so. Ensuring quality education is one of the most important things we can do for future generations.

The essential purpose of this journal is to inform, engage and inspire educators by presenting a portrait of our college and this two day national conference on Quality Education. In the originality of its conception, in the excellence of its writing and visual presentation and in its commitment to accuracy, healthy discourse and editorial balance, this journal endeavors to reflect the values and the quality of the college and conference itself. The papers published in this issue of journal puts the light over the issues and concerns for quality education. A number of Strategies to be taken up to ensure quality education has also been discussed by experts, educators, scholars and student teachers in this journal. With an optimistic thought of bringing a revolution for quality education, we look forward to apply all possible ways and means in achieving quality education where all learners have their own unique identity.

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CHALLENGES FACED BY PRESCHOOL TEACHERS IN DEALING WITH CHILDREN WITH SPECIAL NEEDS

Aishwarya Sezhian

Introduction

Teachers play a huge role in shaping our future generation. Preschools or playschools are the first exposure to schools many children encounter. Accessibility in early childhood programs means that all children can interact with materials, activities, teachers and peers to the fullest extent possible and with equal frequency and enjoyment (Conn- Powers et al.2006; Klein, Cook & Richardsan Gibbs 2000).It is empirical that these teachers are trained not only to teach children with various needs but also to identify children who may show signs of special needs. However in order to develop effective teacher training programs that meets their needs, it is vital to know the teacher's level of knowledge related to inclusive practises as well as their attitudes towards this issue

Method of Data Collection

The researcher conducted a focus group discussion amongst the ten teachers to gather information on the challenges they faced with CWSN in their classrooms. Based on this discussion, five broad themes emerged. For further clarification, interviews were conducted with experienced staff of each class, namely the playgroup, junior and senior class. Finally the principal was interviewed and further input was acquired. The researcher was granted formal permission to observe the sessions. Notes were meticulously made on the CWSN, the peers, classroom structure, preschool teachers and so on. Sessions were observed in the classroom, during free play in the ground, in the activity room and also in the ball pool (for playgroup children).

Results

Results from the qualitative data analyses revealed five main challenges that preschool teachers face in dealing with children with special needs: (1) Classroom management (2) Social communication (3) Parents (4) Curriculum adaptations (5) Feeding. These five challenges are described as dimensions and each of these dimensions were determined to be made up of factors. Each dimension and its respective factors are discussed in the following section.

Discussion

A teacher's responsibility comprises of knowing all of their children, recognizing their characteristics, encouraging social behaviours and supporting children to have creative experiences in preschools while also being able to adapt their instruction to the developmental

level of each child and use strategies that facilitate teaching in the regular classroom (Honig, 1997; Odom, 2002; Pavri, 2004).

Table 1 Classroom management dimension including factors

Classroom Management	Preschool Teachers (n=10)	Interview 1	Interview 2	Interview 3	Interview 4
Disrupting class activity	111	1	111	11	11
Behaviour issues	111	111	1111	1	11
Inattentiveness	1	11	1		1
Managing peer group	11	1111	1	1	

"In my class, there is a boy who doesn't sit in one place. He wants to play. From morning to noon he's playing. He's disturbing the class by playing all the time". - Participant.

Participants in this study found that classroom management was a major hurdle in the initial stage when the preschooler with special needs is first brought to school. All children of this age group take time to settle to the new environment. With CWSN, the teachers need to observe and understand their needs; it usually takes at least one term for the CWSN to settle down in the classroom. Classroom activity is disrupted by hyperactive CWSN who run about or scream. Some refuse to follow instructions at certain times and are not toilet trained. The teachers usually asked the principal to guide them when behaviour issues emerged from CWSN. The behaviour issues mentioned included screaming, running, biting and not sitting in place. The principal asked the teachers to use differential reinforcement to reduce behaviour tantrums of the children. The teachers hugged the students for good behaviour

Table 2 Social Communication dimension including factors

	Preschool Teachers (n=10)	Interview 1	Interview 2	Interview 3	Interview 4
Social Communication					
Language Barrier			1	1	1
Interaction	111	111	1	11111	11

"Yes in the first term she was not speaking, and then she improved. First only with action she would communicate. Now she shows when she gets hurt also. She is interested in rhymes and attempts first or last word. Each child in my class will get a chance to perform a story or song. She also performs and enjoys this".

– Participant

At the focus group discussion, the preschool teachers first identified CWSN as those who had social communication difficulty. Although all the teachers agreed that children begin speaking between one and two years, if the child was not responding to name or attempting to speak, they identified such children as CWSN. Though initially challenged with interacting with CWSN and speech deficits, the teachers were guided by the principal of the school on how to support their students. At the playgroup level, the teacher uses many actions and cues in the

local language to engage the children. At the junior and senior level if the child is unable to speak, they are referred for speech therapy and the teachers work along the guidelines set by the therapist to help the child.

Table 3 Parents dimension including factors

	Preschool Teachers (n=10)	Interview 1	Interview 2	Interview 3	Interview 4
Parents					
Time	11	1	11	1	11
Acceptance	11	1	1111	11	11
Parents of TDP	111		11	1	11

"Some children are underage level and parents don't accept this. So they find it difficult to follow our system". *– Participant*

All parents of the children in the preschool were employed at the hospital campus. Many also lived on campus and maintained cordial relations with each other. As a preschool deals with very young children, in many cases the parents have not realised that their child has special needs. They send their child for tuitions or look for other alternatives before coming to terms with the needs of the child.

When CWSN sit in a class, the peers sometimes imitate the child's behaviour. The parents are then worried about their children and request the principal to take action. The principal has been firm in ensuring that CWSN get equal opportunity for learning at the preschool, she offers such parents counselling on acceptance of CWSN.

Table 4 Curriculum Adaptation dimension including factors

	Preschool Teachers (n=10)	Interview 1	Interview 2	Interview 3	Interview 4
Curriculum Adaptation					
Subjects	111	111	111	1111	1
Games	11	11	111	11	1

"We orient them to north south etc, then we show the map. There is a big poster. We make them stand on the state and then name it. We found that even children who had other issues were able to understand these concepts and learn through these methods with interactive education and movement. One topic covers everything else, big, small, numbers, etc, everything is reinforced "

- Participant.

Curriculum adaptations were necessary for CWSN in certain cases as the child was not promoted to the next level. The teachers initially used drilling and repetition with all students to teach the concepts. It was found that students were able to pick up reading phonic sounds and identify certain alphabets by this method. In mathematics, CWSN would learn identification and naming of numbers along with peers. Teachers need to learn special methods and strategies to facilitate learning in children with disabilities. They also lack confidence in their ability to differentiate instruction and make the necessary individual adaptations for these children; thus, working in inclusive classrooms has been a negative experience (Crane-Mitchel & Hedge, 2007).

Table 5 Feeding Dimension Including Factors

Feeding	Preschool Teachers (n=10)	Interview 1	Interview 2	Interview 3	Interview 4
Type of food	111	111	1	1	1
Quantity	1		1	11	1

"This is a big problem. They want the child to try a variety of food and they give lots of food also".

– Participant.

Feeding was not looked into with much perseverance with the older children as they did not have to be fed by the preschool teachers. In the playgroup, the teacher was accountable for feeding her students and so she found feeding of not only children with special needs but also their peers to be a major challenge. Regarding the quantity, at the playgroup level, some children were still breastfed, this reduced their solid intake but parents refused to send less. Many parents would send a quantity and expect it to be finished at meal time which the teachers found difficult. All the preschool teachers made sure that the students drank sufficient water.

Summary and Conclusion

Teachers who work in preschools of the future should have appropriate knowledge and skills to meet the needs of all young children regardless of their characteristics or level of abilities. Both in-service and pre- service teachers should be provided with course and training that focus n the acceptance of children with disabilities and should be given specific strategies to support them as they teach in inclusive classrooms (Pavri & Luftig, 2000). The preschool teacher programs should be reformulated to offer blended programs that would include special education strategies and practices that are developmentally appropriate and focus on preparing them to serve all children (Crane-Mitchel & Hedge, 2007).

Parent teacher associations can be encouraged to discuss the progress and challenges that the students face. By clear guidance, training and support we can overcome the challenges of preschool teachers and encourage them to develop positive attitudes towards inclusion of children with special needs.

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QUALITY OF EDUCATION FOR ALL: AN ECONOMIC ANALYSIS OF NEED TO SCHOOL INFRASTRUCTURAL FACILITIES IN INDIA

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Abstract

This paper attempts to estimates the contribution of public expenditure on social sector to economic growth by using the central government expenditure and state government expenditure on education. It has been examine to infrastructure facilities such as total number of schools, drinking water facility, toilet facility, electricity connection, play ground, student-teacher ratio etc. in Tamil Nadu. This work also concentrates to dropout rates in school at various level of education in Tamil Nadu. This study based on secondary data from various budget documents, MHRD reports, SCERT reports and NUEPA reports. It has been observed that the public expenditure on education is positively associated with increasing gross enrollment ratio in Tamil Nadu. This work suggests to the government to focus must be given on small towns, rural areas, remote villages and backward regions where GER is very low compare to the urban area. Government should allow a fee policy after studying the unit cost of education at different levels, programmes, quality and scale of education. Government should formulate policy on strengthen to education sector in Tamil Nadu.
Keywords: *School Education, Social Sector Expenditure, Enrollment, Dropout Rates.*

Introduction

Education in every sense is one of the fundamental factors of development. Any country can achieve sustainable economic development without substantial investment in human capital. Education provides one with the best opportunities of becoming successful in the modern society. In terms of knowledge, qualities, skills, attitudes, and capacities, education enables individuals to become conscious subjects of their growth and active responsible participants in a systematic process of building a new world order. Education enriches people's understanding of themselves and of the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution. Education strengthens democracy by imparting to the citizens the tools needed to fully participate in the Government.

Literacy RATE

During the sixty years of after independence, the literacy rate in Tamil Nadu had increased 80 per cent of literacy rate it is more than our national average. The literacy rate increased from 36.4 per cent in 1961 to 80.1 per cent during 2011 census. The rise in the literacy rate over the years could be attributed to better inputs in primary education. Similar trend was also noticed at all-India level.

Table 1 Decadal Trends in Literacy Rate 1961 to 2011 (in per cent)

Source: Directorate of Census Operation, Tamil Nadu.

	Tamil Nadu			All-India		
Year	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
1961	51.6	21.1	36.4	40.4	15.3	28.3
1971	59.5	30.9	45.4	45.9	22.0	34.5

1981	68.1	40.4	54.4	56.4	29.8	43.6
1991	73.1	51.3	62.7	64.1	39.3	52.2
2001	82.3	64.4	73.5	79.6	54.3	65.4
2011	86.8	73.4	80.1	80.9	64.6	73.0

The literacy rate in Tamil Nadu was comparatively better than the all India rate (73 per cent). However, the decadal gains in literacy rate in Tamil Nadu has slow down in 2001 to 2011 decade which is a cause for concern. Further, literacy rate in Tamil Nadu have been slower than the all India gains since 1981. This implies that the State can't yet rest on its laurels in the area of education and literacy and sustained efforts is still required. Among the 15 major states, Tamil Nadu ranked third in respect literacy rate, Kerala (93.91 per cent) and Maharashtra (82.91 per cent). Among the gender, the literacy rates of males were higher than the females in Tamil Nadu as well as at all-India. The literacy gap between males and females and rural and urban was lower in Tamil Nadu as compared to all India.

Education Development Index

The National University of Educational Planning and Administration (NEUPA) and the Government of India (Ministry of Human Resource Development, Department of School Education and Literacy) have jointly computed an Educational Development Index (EDI) separately for primary and upper primary levels of education and also a composite index for the entire elementary education. It is exclusively based on the District Information System for Education (DISE) data for the year 2012-13. A set of 24 indicators like access, infrastructure, teachers and outcomes have been used in computing this index. The indicators used were predetermined by Ministry of Human Resource Development. The index has been constructed separately for 7 Union Territories and 28 States in India for the year of 2012-13 and raking has been given in the descending order. The composite index revealed that Tamil Nadu occupied the first place with regard to primary level, 7th place in the case of upper primary level and 3rd place for the entire elementary education at all India level. Among he southern states, Tamil Nadu stood first in Primary level, second place in Upper Primary level and first place in entire elementary education.

Objectives of the Study

1. To compare the southern state-wise expenditure on Social Sector in India
2. To examine the infrastructure status of schools in Tamil Nadu.
3. To analyse the dropout rates of school education in Tamil Nadu.

Sources of Data

This study makes use of secondary data relating to literacy rate, state-wise expenditure on social sector, 12th Five Year Plan outlay in education, availability of infrastructure facilities in schools and drop-out rates from NUEPA reports, 12th Five Year Plan documents, Census Reports, RBI Bulletin on state finance, District Information System for Education, Annual reports of Sarva Shiksha Abiyan and Tamil Nadu Economic Appraisal.

Expenditure on Social Sector

Most of the social sector subjects fall within the purview of the State for which funding is provided through the Centrally-sponsored schemes. The Government plays a very significant role in the development of the social sector. The share of social sector in total expenditure in Tamil Nadu is higher the other southern states and as well as all India.

Table 2 State-wise Expenditure on Social Sector (Rs. in crores)

Source: RBI Bulletin on State Finance, March 2013.

Note: Figures in bracket indicates share of social sector expenditure in total expenditure.

S.No	State	2009-10	2013-14	2015-16
1	Tamil Nadu	29350 (40.3)	38210 (40.6)	43990 (41.2)
2	Kerala	12030 (33.6)	14700 (35.1)	19530 (37.1)
3	Andhra Pradesh	30280 (35.6)	44060 (40.8)	48940 (39.0)
4	Karnataka	25100 (39.9)	28500 (40.0)	32220 (38.4)
5	All India	392940 (38.7)	494250 (40.0)	555520 (40.0)

Social sector expenditure spends to public health, education, food security, child development and community development etc., Tamil Nadu constantly focus to social sector that is reason for school education gets more funds from social expenditure. States formulate policy to quality of school education to all the sector of student community. In table-2 stated that social sector expenditure Rs. 29,350 crores in 2009-10 it is increase to Rs. 43,990 crore in 2015-16. This expenditure also strengthen to public health, it is resulted that 92.94 per cent of institutional delivery registered in Tamil Nadu. All India level Tamil Nadu is 2nd ranked followed by Kerala in Institutional delivery. Under the health ministry 1,751 Primary Health Centers functioning in all rural areas. Government gives to free laptop, text books, footwear, bus pass, bi-cycles and special cash incentives, etc., all the school students. This will be increased to enrolment in schools. Social sector expenditure share of total Government of Tamil Nadu expenditure occupied 40.3 per cent in 2009-10 this signs slightly increased 41.2 per cent in 2015-16.

Table 3 12th Five Year Plan Outlay on Education

Source: 12th Five Year Plan Document (2012-17), State Planning Commission, Govt. of Tamil Nadu.

S.No	Component	Outlay (Rs. in crore)	%
1	Primary Education	5517	28.14
2	Secondary and Vocational Education	6675	34.04
3	Higher Education	3659	18.66
4	Tamil Development	211	1.08
5	Technical and Professional Education	2030	10.35
6	Science and Technology	177	0.90
7	Sports and Youth Welfare	1339	6.83
Total		**19608**	**100.00**

In India, adopt five year plan 1950 onwards Central Planning Commission is a nodal agency of formulating a draft of proposal. State planning commission functions of state level agency which means authority making drafts and advisory councils of state governments. Recognizing the significance of education in the development process and the economic imperative of "quality of education for all" during the 12th plan period (2012-17), the Government of Tamil Nadu had proposed amount outlay of

the amount of Rs. 19,608 crore for education out of the aggregate outlay of Rs. 2,11,250 crore. Education received 9.28 percent of total outlay of twelfth plan period. The plan period focus are universal enrolment, universal retention, universal achievement in school education.

Infrastructure Facilities in Educational Institutions

The basic infrastructure provided in the primary (I to V standard) and upper primary (VI to VIII standard) and high (IX & X standard) and higher secondary (XI & XII standard) Schools are buildings, toilets, playgrounds, library, kitchen shed, ramp, drinking water, boundary wall etc., not only increases participation of children bust also their retention in schools and also facilitates better academic performance of the students by motivating them. Thus linking infrastructure availability with educational system provides a simple way understand the development process on the educational front.

Drinking water is an important aspect for school infrastructure development. The proportion of high and higher secondary school having drinking water facility in Tamil Nadu was lower than in primary and upper primary schools. Boundary walls are very necessary for the security of school premises and its property. In the absence of boundary wall the maintenance of school buildings will be difficult. The proportion of primary schools without boundary walls was higher among primary and upper primary schools as compared to high and higher secondary schools. These schools may certainly need to have boundary walls to avoid any possible untoward incidents in the schools premises. Availability of girls toilet is essential in schools also to ensure better participation and retention of girls in schools. At the primary and upper primary level 4.6 per cent of the schools and even at the high and higher secondary level 2 per cent of schools did not have the facility in the state. Electricity is considered as one among the important basic indicators of the school infrastructure. However, 3.5 per cent of the primary and upper primary schools and 2.7 per cent of the high and higher secondary schools still did not have electricity in the State. In orer to facilitate the physically challenged children it is necessary that every school should have a ramp. However, the position was bad in primary and upper primary schools as compared to high and higher secondary schools.

Table 4 Availability of Infrastructure Facilities in Schools 2014-15 (in per cent)

S.No	Category	Primary and Upper Primary	High and Higher Secondary
1	Schools with Drinking Water	99.2	98.4
2	School with Boundary Wall	77.1	86.1
3	School with Girls Toilets	95.6	98.0
4	School with Electricity	96.5	97.3
5	School with Ramp	61.3	84.8
6	School with Playgrounds	75.1	-
7	School with Boys Toilets	62.6	-
8	School with Kitchen Shed	88.8	-
9	School with Library	-	95.8

10	School with Hostel for Boys	-	8.7
11	School with Hosted for Girls	-	7.2
12	School having Internet Facility	-	49.8
13	School with First Aid Room	-	27.1
14	School with Auditorium	-	26.2
15	School with Parents Teacher Association	-	66.3

Source: District Information System for Education, NUEPA, New Delhi.

Availability of playgrounds is necessary so that the children can take part in sports and games which is necessary for the overall development of their personality. But, 24.9 per cent of primary schools did not have playgrounds and denied sports and game facilities to the pupil. The schools are expected to be conscious about the health and hygiene of the students; schools need to provide separate toilets for boys and girls to enable hygienic condition. However, 38.4 per cent of the primary schools did not have toilet for boys and they allowed them to urinate in the open.

Libraries are a very important element in any educational institution as they serve as knowledge source for the students. However, 4.2 per cent of high and higher secondary schools did not have library facilities. This is a matter of serious concern and needs to be resolved at the earliest. To provide level playing field by bridging the digital divide, develop skills and improve the quality of human resources internet connectivity is provided is school for e-learning. About half of the high and higher secondary schools have the facility.

Dropout Rate

The dropout rate is the proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year. During the three year period 2010-11 to 2012-13, there was a gradual decline in the dropout rate at the primary and upper primary levels. At the primary level the dropout rate of girls was higher than the boys. It was conspicuous among ST girls. At the upper primary level, even though the dropout level was on the decline it was considered to be on higher side as compared to the primary level. The dropout level of girls was marginally higher than the boys. Among SCs the dropout rate at the upper primary level was slightly higher than the ST's. The dropout rates of girls among SC's and boys in ST's were higher the respective counterparts. The major reasons for dropping out were the lack of interest in studies which translates to either the lack of interest of the parents to educate the children or the children were forced into work to earn money due to poor economic condition of the households.

It is suggested that teacher in all schools should be given additional responsibilities of bringing the children dropping out back to school by convincing or motivating the parents. In addition a realistic assessment of the problem of the most vulnerable of the children, improving management systems for better tracking and monitoring of school functioning and focus on

improvement in teaching-learning process is necessary. Table-5 show that dropout rates of primary education schedule caste boys category in 0.90 per cent in 2010-11 it is 0.85 per cent in 2012-13, this analysis find out that almost schedule caste girls dropout rate 0.92 per cent in 2010-11 and it is 0.85 per cent in 2012-13. Compare to all India level analysis Tamil Nadu is top most states in reducing dropout rates.

Table 5 Primary and Upper Primary – Dropout Rate (in percent)

Source: Project Director, Sarva Shiksha Abiyan, Chennai.

Category	Primary			Upper Primary		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
SC						
Boys	0.90	0.88	0.85	1.98	1.87	1.74
Girls	0.92	0.88	0.85	2.01	2.04	1.84
Overall	0.91	0.88	0.85	1.99	1.96	1.79
All Category						
Boys	0.98	0.94	0.92	1.80	1.77	1.70
Girls	1.01	0.97	0.94	1.79	1.71	1.71
Overall	1.00	0.95	0.93	1.79	1.74	1.70

Discussions of the Study

School infrastructure can transform to quality of education. Several studies and evaluations confirm the positive link between better school infrastructure and increased enrolment, reduced drop-outs, high enrolment in higher education and reduced poverty. Government spending on productivity enhancing infrastructure, in fact, has a more significant and lasting impact on enrolment than government spending on unconditional subsidies to education sector. While almost major levels of share of school education sector are under the state governments, central government spending has also significance, particularly after reforms periods.

But outcomes have been disappointing both in terms of access and quality. Village-level school conditions are very poor infrastructure but many scheduled students still lack access to basic infrastructure in education. Almost all villages are having primary schools in Tamil Nadu. Electricity supply is often unreliable and water supply unavailable or polluted in many government and private-aided schools. Recent survey from NUEPA 08 per cent of urban government schools and 17 per cent of rural government schools failure to the three basic services like drinking water within premises, sanitation and electricity. Huge inequalities among educational districts, and even within taluk, persist. Scheduled tribes, often because they live in remote, isolated areas, typically fare the worst this section schools still faced problems to basic infrastructure in their schools. Government should allot to more funds in tribal schools.

Why are the government welfare schemes failures in schools? Until recently, government schemes were largely top-down in their approach and supply driven, lacking an integrated approach, focusing on political oriented and poor quality of products it is make to high maintenance cost to beneficiaries. A lack of monitoring and accountability allowed corruption to take hold. As a result, free scheme products are very poor quality, incomplete, unusable and/or inadequately maintained. Although the government favour to tender agencies again agencies have relationship with ruling political party. Finally, objectives of the welfare schemes failure,

then government shows to the success of welfare schemes in only by record. In reality, students are partially benefited from schemes and also pay to more maintenance cost to government free schemes products. So, the disparate schemes of different government agencies for related to free schemes and infrastructure must be coordinated. Recognizing the interrelatedness, the twelfth plan, for example, proposes a providing universal access, equity, quality at primary, upper primary, secondary and higher secondary school level and increasing the enrolment in higher education to over 50 per cent. While many this changes are only slowly entering scheme design and showing positive results, huge challenges till remain in providing even basic infrastructure equitable and with reliable service quality in education sector.

Recommendations of this Study

The following suggestions are made on a pragmatic basis and with a view to provide a new base-line of action.

1. Focus must be given on small towns, rural areas, remote villages and backward regions where Gross Enrolment in School Education is very low compare to the urban area.
2. Government should be formulates clear regulatory frame work for private sector participation in school education.
3. Governments should be periodically investigating to implementation of compulsory elementary education act rules and regulations by schools management/authorities.
4. Government ensure to providing universal access, equity, quality at school levels.
5. School education department provide to platform using ICT equipments infrastructure in all government school levels.
6. There should be a democratic control of school education, which means that it should be administration in schools by a partnership of parents, teachers and private organizations with the sole objective of fulfilling the educational functions and purposes.
7. Discrimination between the education of boys and girls should be curbed and both should expand on an equal footing
8. Higher level authorities should be check to the functioning of schools frequently relating to the teaching methods, working hours, days of the school and attendance register.
9. Proper awareness campaign should be organized to create the awareness and the importance of education.

Conclusion

The strength of a country is dependent on its intellectual and skilful citizens. It can be achieved through a well planned and designed education system. There are many studies that conclude that hands-on learning is effective. Students should be given awareness before going in to higher education that schools ensure to quality of education to all the sectors of the students. Quality of education depends on provide to good infrastructure in schools. In the current scenario government introduced more welfare schemes to school students; it is reduced to drop-out rates in school level. The biggest challenge before the Government of Tamil Nadu is

to create awareness and sensitization among people of all societies, especially in rural areas about the needs of women enrollment of higher education and reduce to the dropout rates in school and college level.

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INTRODUCING EFFECTIVE APPROACHES IN B.ED CURRICULUM FOR QUALITATIVE SCHOOL EDUCATION (THEMATIC STUDY)

S.Catherene Nithya & D.M.Delgin Rubavathy

Abstract

Recently United Nations ratified 17 sustainable development goals in their 2030 Agenda for Sustainable Development among which quality education was a unique goal that focussed purely on educational field. According to them, qualitative education ensures inclusive and equitable education to all children. Each individual has a unique way of learning and everyone learns by the style which suits him/her the best. This paper proposes two approaches that can be added in a regular B.Ed curriculum for quality education: 1.Certificate course: To conceptualize about different learning styles of school students and their suitable pedagogical methodologies. 2. Providing compulsory field based internship in special schools. The above suggestions were given as a result of the findings of Sarika Sharma, Parveez Lone and Sankar Prasad Mohanty, Nishipadma Nanda in their papers "Impact of learning style on academic achievement", "Inclusive practices in elementary education" respectively. To provide quality education in schools, changes should be brought in B.Ed colleges. Hence, effective and necessary changes as mentioned earlier can be brought in B.Ed curriculum to promote good qualitative education.

Introduction

Education is the basic requirement for human development. With education, employment opportunities are broadened and income levels are increased. The development of an individual and the progress of a nation depend on education. It is also the principal instrument in awakening the child to cultural values and thus is the strongest force in the development and growth of a child in preparing him/her to be a responsible, intelligent, and capable citizen. But education in India has always been in a state of apathy. Though the government of India has put various articles for education, the drop out and retention rates have always been higher. One of the major reasons for such cases is mediocrity in education. United Nations spearheaded the **Sustainable Development Goals** (**SDGs**), officially known as ***Transforming our world: the 2030 Agenda for Sustainable Development*** which is a set of 17 "Global Goals" with 169 targets. Among them, 4th goal was laid exclusively for education. It stated, "**Quality Education –** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." There are two key words in the statement which makes the basis for this thematic paper: Inclusion and Equitable Education.

Research Aims

- To identify the need for quality education : Inclusive and Equitable Education
- To perform analysis and convey suggestions based on the results to provide qualitative education for all the students.

Research Approach

Inclusion

The most common reason for drop out is Physical disorders which stands at the ratio of 80 i.e. 21.8% (Arun N.R. Kishore & K.S. Shaji, 2012). Students with physical disorders were not given a chance to learn in regular classrooms since it was seen as a burden to both the teacher

and the management. But some schools today are opting for inclusive classrooms but the teachers are not specifically trained to handle those children. It is difficult to train in-service teachers since it needs a lot of planning and it cannot assure that all the teachers are getting the required training. Inclusive Education and Special education are added as subjects in most of the teacher training colleges but knowledge without proper training is futile. Therefore, it is appropriate give adequate training to pre-service teachers as a part of their curriculum. Student-teachers are sent for internship at different schools for training and it is the integral component of teacher education curriculum. This paper suggests for field based internship at special schools (for duration of minimum one month) along with their regular internship. This field based internship should help the student-teacher to understand and prepare herself/himself for an inclusive classroom as for future. Student-teachers must be prepared in the instructional setting to adapt instruction for an individual by changing one or more aspects of the material being taught such as:

- The method by which the instruction can be delivered to the student.
- The amount of content material to be covered
- The evaluation method or criteria
- The level of assistance that can be provided in the learning situation
- The learning environment: and/or
- The instructional materials that can be used by the student. (Beningh of & Singer, 1995)

Equitable Education

One of the synonyms of equitable is proper or right. This meaning upholds the basis of the second suggestion i.e. giving proper or right education. Every child has his/her own learning style and when teaching takes place according to the specific learning style of the student, it improves the speed and quality of learning for the child. Therefore, it is the responsibility of the teacher to comprehend the learning styles of his/her students and teach them with proper instructional aids, according to the child's capacity .i.e. equitable education. As the diversity of students in the present scenario continues to expand, students come to schools with varied ethnic and cultural backgrounds, from a multitude of training programs and institutions, different physical disorders and with differing learning styles. These changes and advances in technology have led many educators to reconsider traditional, uniform instruction methods and stress the importance of considering student learning styles in the design and delivery of course content. Mismatches between an instructor's style of teaching and a student's method of learning have been cited as potential learning obstacles within the classroom and as a reason for using a variety of teaching modalities to deliver instruction. A learning style is not in itself an ability but rather a preferred way of using one's abilities (Sternberg 1994). Individuals have different learning styles, that is, they differ in their 'natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills' (Reid 1995: viii). Learning styles are considered by many to be one factor of success in higher education. Many researchers have

argued that knowledge of learning styles can be of use to educators. Faculty members with knowledge of learning styles can tailor pedagogy so that it best coincides with learning styles exhibited by the majority of students. This leads to the second suggestion recommended in this paper which proposes a (certificate) course on "Understanding different learning styles of the students for better teaching-learning environment" incorporated in teacher education curriculum.

The common learning styles are:

- **Visual (spatial):** Prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** Prefer using sound and music.
- **Verbal (linguistic):** Prefer using words, both in speech and writing.
- **Physical (kinaesthetic): P**refer using body, hands and sense of touch.
- **Logical (mathematical):** Prefer using logic, reasoning and systems.
- **Social (interpersonal):** Prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

Research Findings

- Sarika Sharma and Parveez Ahmad Lone (2017) in their research on "Impact of learning style on Academic Achievement: An Exploration in Context of Secondary School Students." presented a study with 248 secondary students from 9 different secondary schools which concluded with a fact that the way of learning is one of the factors that affect the academic achievement of the student.
- Sankar Prasad Mohanty and Nishipadma Nanda (2017) in their research paper, "Inclusive Practices in Elementary Education:What do the heads of schools perceive?" sampled the principals, teachers of 20 schools, which resulted that nearly 96.7% staff do not have any awareness on inclusive classroom nor the ability to understand the requirements of special children.
- Teena Sarao (2016) in her paper, "Obstacles and challenges in Inclusive Education in India with Special Reference to Teacher Preparation" has laid out the various challenges and suggestions for Inclusive Classroom and among them was to make inclusion appropriate teacher preparation for inclusive education must be made compulsory in all teacher education programmes.
- Masume Kalantari, Mohammad Tahan and Afsaneh Taraghi in their International Journal of Psychology (2016), "Study of Innovation in Learning Styles of Students in Different Secondary School Branches" sampled 232 secondary students and arrived at about 95.2% students showing positive score when teachers conform planning and educational methods to the learning styles of the students.
- Ajay K.Das, Ahmed B. Kuyini, Ishwar P.Desai in their International Journal of Special Education (2013), "Inclusive Education in India: Are the teachers prepared?" examined the current skill levels of 353 regular school teachers in Delhi, in order to teach students with

disabilities in inclusive education settings. The result showed that about 334 teachers were not skilled enough to handle such children.

- Frank Romanelli, Eleanora Bird and Melody Ryan (2009) in their journal, "Learning Styles: A Review of Theory, Application, and Best Practices" administered 138 students with the ILS (Index of Learning Survey) instrument which resulted at the index of 0.69 which proposes that learners will likely be more successful when classrooms, either by design or by chance, are tailored to their learning style.

Conclusion

Education is the basic right of every child. And every child deserves to be given unprejudiced and qualitative education. A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. ***So the c***apacity development to improve the quality of teachers is crucial. Teachers are the foundation for education; correspondingly teachers should be given adequate training. Pre-service teachers are mouldable and can learn easily, therefore suitable coaching should be given in the teacher education course to reach the goal .i.e. qualitative education.

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QUEST FOR QUALITY EDUCATION

F. X. Dominic Royce, S.J.

Quality is the watchword in today's globalized world. People from all walks of life expect quality in all the products and services they get. It is only natural, therefore, on the part of people to look for quality very specially in education which is a primary agenda for every developing nation like India. Quality in education is indispensable because it not only plays a significant and remedial role in balancing the socio-economic framework of India, but also is the essence of Human Resource Development. It also determines the prospect of the younger generation, particularly the first generation learners.

Improving educational quality at all levels is a felt need. The impact of globalization is so profound that everyone has become very much anxious to compete with one another and choose the best. It is no wonder that most of the people prefer institutions, which are perceived to be high in academic standards, and well-equipped with latest technology and having a good reputation in their area. But, unfortunately, people have to pay through their noses to send their children to such posh schools. When the rich can afford a costly education, pupils from lower income cannot imagine to enjoy the fruits of studying in rich schools and of quality education. Despite their right to free education, the socially disadvantaged and economically poor children have become victims in the thick of global competition and consequently they lag behind.

What is the real status of education with respect to quality and excellence? Why is there no substantial improvement in the quality of education offered to the common people despite concerted efforts taken by the state and central governments to improve the quality in education? What would be the strategies to foster quality in education? The paper addresses these questions and offers suggestions to raise the quality in education.

Need for Quality Education

Education is a fundamental right and, therefore, no child can be deprived of this fundamental right to education. Today education has come to be regarded more than ever as a crucial tool or factor to accelerate the socio-economic transformation of the society. It goes without saying that quality education is needed to succeed in life. However, does every single individual in the country have the opportunities to access quality education? According to Education For All: Global Monitoring Report 2005 - The Quality Imperative (EFA: GMR), learners' cognitive development and inculcation of values and attitudes that further creative and emotional development characterise the quality education. Philippe Le Houérou, World Bank vice-president for South Asia was very emphatic about the need for improvement in the quality of education (Nanda, 2014). Quality education is necessary as it determines the quality of human capital that ensures innovation, higher levels of productivity, and increased economic growth; brings about in the learner a sense of self-worth and an accelerated development;

expands the horizons of knowledge; prepares the young learners to engage meaningfully in a global world; aims at developing skills of cooperation, shared responsibility, critical thinking and communication to take part in the global competition; and finally it inculcates positive and responsible values and attitudes and provides orientation to active participation in the growth of the society. Moreover foreign educational institutions pose a serious threat to Indian educational institutions with their world class infrastructure, financial resources, staff, reputation, etc. This necessitates quality educational improvement. So, learning and acquiring necessary skills are certainly fruits of quality education that builds human capital and ensures social cohesion. To compete in the economy of the future, every child should have a strong foundation in its academics and possess basic skills for adaptability, creativity, and lifelong learning (WorldBank, 2018).

Understanding "Quality Education"

In the global context the driving force behind the 21st Century economy is knowledge. This knowledge can be acquired only through quality education that develops human capital which is a fundamental element to ensure prosperity of a nation. Quality education that not only empowers the younger generation by equipping them with advanced knowledge and necessary professional competencies but also acts as a potential tool for a more sustainable future (Ginkel, 2005). The primary concern of UN's Education for Sustainable Development (ESD) is to improve access to quality basic education and to reorient existing education for sustainable development by developing public understanding and awareness and by providing training for all sectors of private and civil society.

Education is a service provided to the entire mass of the country. The question in discussion is whether the education provided is of quality. So 'what contributes to the quality education?' is the primary concern of this paper. Quality in education can be best understood in terms of the learners and learning outcomes. The learners are the primary "clients" of the education service and they come to a classroom with their socio, economic and cultural backgrounds and their varied learning experiences of the past. Learning outcomes are the result of the process involved in the curriculum transaction.

Quality education refers to relevant academic curricula taught by competent and committed teachers who adopt suitable teaching-learning pedagogical methods that promote understanding rather than rote memorisation in a favourable learning ambience which includes well-equipped classrooms, teaching-learning materials, effective assessment of learning outcomes and leadership. Quality education is not merely meeting the higher academic standards and fulfilling increased academic course requirements. But it is more of engaging the learners intellectually in varied ways that enhance their skills of critical thinking and problem solving, power of imagination, etc.

Reasons for Poor Quality in Education

Let us discuss the reasons for the deterioration of quality of education at the primary, secondary and tertiary levels.

At the Tertiary Level

First, the proliferation of ill-planned and poorly equipped universities and colleges is one of the foremost reasons for decline in academic standards. In most of the colleges students' active participation in various academic ventures are at very low ebb and so no room for creativity and innovation (V.K.Rao, 2003). Second, students who have no real aptitude for higher learning and innovation are admitted. Third, students have a very weak foundation in core knowledge because of irrelevant curricula that do not match with the industry demands and that do not keep pace with the rapid advancements in science and technology resulted in. That is what, NASSCOM President Kiran Karnik (2006) pointed out while addressing the vice chancellors. Finally, political interventions in the appointment of vice chancellors as well as in the recruitment to teaching positions and the prevalence of corruption and favoritism are important reasons why the quality of our universities or centres for higher learning is in a state of despair as rightly pointed out by the former Prime Minister Dr. Manmohan Singh in his address at the 150th Anniversary Function of University of Mumbai in 2007.

At the Secondary & Primary Level

Raghavan (2013) in his article "Why does the quality of education suffer?" rightly draws our attention to the inability of the children at the primary level to read and write and do simple arithmetic, the predominance of one or two teacher schools, inadequate resources and poor governance, shortage of dedicated teachers, teachers engaging in different works like conducting census or election duty and works assigned by the government during school hours, and the inability of the teachers to pay attention to individual students due to large number of students in the classroom. This affects seriously the very objective of quality education.

In his blog, Chanakya IAS Academy (June, 2017) observes that rote learning, non-merit based teachers, inadequate infrastructure, teacher-student ratio, and lack of output oriented approach are some of the factors responsible for the poor quality in secondary education. There is also a lack of emphasis on Problem Solving Skills, Creative Ideas, Group Discussions, etc. It is a known fact that bookish knowledge is overemphasised.

Irrelevant curricula that do not cater to the needs of the learner and the society, lack of innovative pedagogy employed by the teachers in curriculum transaction, poor quality teacher training, lack of specific policy initiatives focusing on the quality of education, teacher absenteeism, lack of funds, etc., act as setbacks to the quality education in schools. The World Bank report mentions that students are poorly equipped with practical competencies and they lack basic numeracy and literacy skills (Nanda, 2014). .

Fostering Quality Education

In his foreword to World Development Report 2018, Mr. Jim Yong Kim has rightly mentioned, "Given that today's students will be tomorrow's citizens, leaders, workers, and parents, a good education is an investment with enduring benefits" (WorldBank, 2018). A good quality education, if delivered well, has salutary effects on the individuals and the society as well. Prime Minister Narendra Modi clearly stresses the need for quality in learning, not schooling. Similarly MHRD Minister is emphatic when he says that improving education quality at every level is a top priority (Khuntia, 2016). Therefore, a multi-pronged strategy should be developed to improve the quality in education.

One sure means to maintain and sustain quality in education is that all educational programmes should keep continuously renewing for its relevance to the changing societal needs, personal needs of learner and to the emerging national development priorities (Govinda, 2014). As suggested by Dakar Framework for Action (2000), the teacher should employ a stimulating pedagogy that brings the curriculum to life and that determines what happens in the classroom and subsequently the quality of the learning outcomes. Need based professional development of teachers working in schools should be planned in such a way that the teachers will be well-equipped with recent trends in curriculum transaction.

The Central Government schemes like Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Padhe Bharat Badhe Bharat (2014), Rashtriya Avishkar Abhiyan (2015), National Repository of Open Educational Resources (NROER) and E-Pathshala are to be consistently made use of for providing qualitative education. Quality indicators like classroom-based learning assessment and the National Achievement Survey initiated by the government are essential for teachers to identify the learners' learning deficit by keeping track of their performance, provide them immediate feedback and take remediation measures for quality improvement. Capacity building for teachers and school heads is a must for school effectiveness which is an integral part of quality education. High-quality training programmes can be arranged with the help of the National Centre for School Leadership (Khuntia, 2016).

One of the ten suggestions presented by Sridhar Rajagopalan, Managing Director of Educational Initiatives (2015) to transform the quality of education in India is that reformation in Board Exams can be initiated by the state/centre. The primary focus of Board Exams is to test the level of understanding the children acquired over a period of time and not the rote-learning. Preparing humanistic and reflective teachers and developing more professional teachers to improve the quality of education has been suggested by NCFTE 2009. It is necessary, therefore, to bring in certain sea changes in teacher education programmes for qualitative improvement with respect to curriculum transaction and assessment (Vardhini, 2015). Concerted efforts are to be taken to attract young talent into the teaching profession for quality education. In addition, there is a need to infuse a 'work culture' among the teachers in order to create a 'quality culture' in education at all levels (Singh, 2006).

Goel & S.L.Goel (2010) have made significant proposals to maintain and sustain quality and excellence in higher education. One of the things they proposed is that there should be strong linkages between teaching and research, and centres of higher learning and industries. Furthermore a monitoring mechanism should be in place to evaluate performance and progress of teachers. This will be certainly a step forward towards quality sustenance.

In conclusion, quality education is all about qualitative curriculum transaction in an enabling environment using learner-centred pedagogy. Quality education is characterised by regular assessments to track progress in learning, capacity building of teachers and heads of the institution, focus on learning, ICT-based remediation programmes, well-equipped classrooms, and stimulating atmosphere. Let every educator commit unreservedly to quality education that ensures learning to know, learning to do, learning to be and learning to live together – the four pillars of education.

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POLICY PERSPECTIVES OF GROSS ENROLMENT RATIO IN INDIAN HIGHER EDUCATION TOWARDS HUMAN RESOURCES

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Abstract

University Education Commission (1948-49) emphasized the welfare and betterment of humanity as the ultimate goal of higher education. National Policy on Education 2016 has a mention that education is the most important vehicle for social, economic and political transformation. It replicates the role of education in creation of values, provides skills and competencies among the people , and enhances the contribution to the national well- being; strengthens the democracy by empowering common people; acts as an integrative force in the country. However, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) involves a greater degree of capacity building measures to enhance the GER in higher education on par with global average. It includes development of infrastructure, recruiting sufficient teaching staff, making higher education more accessible, allocating adequate funds, providing technological support for gathering the information and addressing the issue of quality education. Panigrahi et.al, (2011) found that the overall GER of higher education of India with special reference to the state West Bengal can be increased. Das et.al (2011) study reveals that the model for quality of e-learning content of West Bengal higher education can be enriched and simultaneously the student will be impressed to go for higher education through this mode and the GER of West Bengal will increase. Here, the policies, schemes and initiatives play a predominant role to enhance the GER in higher education. They develop the intellectual capacity among the people of the country. Hence, the GER of Indian higher education also improved to 24.5 percent in the year 2015-16 (MHRD, 2016). It is in this context, the paper makes its attempt to highlight the policy perspectives of GER in higher education towards the human resources in the country.

Keywords: Policy Perspectives, GER, Higher education, Human Resources.

Introduction

The importance of higher education has been clearly expressed by our first Prime Minister Sri. Jawaharlal Nehru in the following words: "A university stands for humanism, for tolerance, for reason, for the adventure of the ideas and for the search of truth. It stands for onward march of human race towards even higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people". It indicates that higher education occupies a crucial position in education system of a nation as it affects the overall development of a country (NKC, 2016).

Education Policies are part and parcel of almost all the countries across the globe. India is one of the countries which have been working on a number of education policies since long. A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes.

A differentiated three-tiered university system – where each tier has a distinct strategic objective – has enabled universities to build on their strengths and cater across different categories of educational needs. Further, with the effective use of technology, India has been able to resolve the longstanding tension between excellence and equity. India has also undertaken large-scale reforms to better faculty-student ratios by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility. However, online and non-traditional learning programs such as massive open online courses (MOOCs), open course ware (OCW), CLEP exams, ed2go courses, and Straighter Line courses have become commonplace. The goals of these initiatives are two-fold: to attempt to reduce the cost of higher education and to expand the colleges' reach to individuals outside their typical recruiting area (PWC Report, 2014). Hence, the policies, initiatives, schemes and programmes are playing a pivotal role to the progress of the human being in particular and the development of the nation in general.

Present Scenario of Gross Enrolment Ratio in Indian Higher Education

Table 1 Gross Enrolment Ratio in Higher Education – Year Wise

Source: Ministry of Human Resource Development Report (MHRD, 2016).

Year	Ger (%)
1950-60	0.7
1960-61	1.4
1979-80	5.0
1989-90	6.0
1999-00	10.0
2006-07	12.3
2011-12	17.9
2012-13	18.8
2013-14	22.5
2014-15	23.6
2015-16	24.5

From the year-wise table, witnessing the improvement of GER in Indian higher education and it acknowledged to lead the global average. From the year 2012-13(18.8%), 2013-14(22.5%) and 2014-15(23.6%) of GER indicates the phenomenal growth in access to higher education cuts across in States, religion, gender thereby increasing the Gross Enrolment Ratio from 10% in 2000 to 23.6% by 2015. Now the GER is 24.5%. It will be increased to 30 % by 2020.

Policy Perspectives in Higher Education: National Policy on Education 1986/92

The draft National Policy on Education framed in 1986, and modified in 1992 stressed upon employing Educational Technology to improve the quality of education. The Vision, Mission and the Policy goals as laid in the policy are:

Vision - The IT/ICT policy in Education aims at preparing youth to participate actively in the establishment, sustenance and growth of a knowledge society leading to all round socio-economic development of the nation and enhanced global competitiveness.

Mission -Device catalyzes, support and sustain IT/ICT and enabled activities and processes in order to improve Access, Equity and Quality.

Policy Goals - To achieve the above, the IT/ICT policy in Education will work towards,

- Creating an environment in the states to develop IT/ICT knowledgeable community
- Creating an IT/ICT literate community who can deploy, utilize, benefit from IT/ICT and contribute to nation building

- Create an environment of Collaboration, Cooperation and Sharing, conducive to the creation of demand for an optimal utilization of and optimum returns on the potentials of IT/ICT in school/higher education
- Promote universal, equitable, open and free access to state-of- the-art IT/ICT enabled tools and resources to all students and teachers]
- Promote development of localized quality content and enable students and teachers to partner in the development and critical use of shared digital resources
- Promote development of professional networks of teachers, continuing education of teachers; guidance, counselling and academic support to students
- Promote research, evaluation and experimentation in IT/ICT tools and enabled practices in order to inform, guide and critically utilize the potentials of IT/ICT in education
- Motivate and enable wider participation of all sections of society in strengthening education through appropriate utilization of IT/ICT**.**

This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

Initiatives to improve Gross Enrolment Ratio in Higher Education

Some common initiatives to improve the GER in higher education are as follows:

- Several new universities and colleges have to be established throughout the country where the initiative is required.
- Providing scholarship under various government schemes for the marginalised and deprived community in the society.
- Providing with subsidy on student loans for higher education purpose.
- Digitalizing the classrooms.
- Using Information and Communication Technology (ICT) by institutions.
- Strengthening the initiatives of National Institute Ranking Framework (NIRF) in 2015.
- Providing grant to colleges and universities to help them improve their infrastructure (RUSA).
- Enhancing intake capacity of existing institutions of higher education subject to the infrastructural and institutional facilities.
- Developing the 'College Cluster Universities' regionally.
- Expanding the number and coverage of scholarship schemes for SC/ST and OBC students.
- Continuing Girls Hostel schemes and Single Girl Child Scheme.

Higher Education Vision 2030: towards a brave new world of higher education

Following are the aspirational vision of Indian higher education by the year 2030: (EY & FICCI, 2013).

- India is the single largest provider of global talent, with one in four graduates in the world being a product of the Indian system.
- India is among top 5 countries globally in cited research output, its research capabilities boosted by annual R&D spends totalling over US$140 billion.
- India is in the fourth cycle of its research excellence framework, with at least a 100 of Indian universities competing with the global best.
- 23 Indian universities are among the global top 200, going from none two decades ago.
- In the last 20 years alone, 6 Indian intellectuals have been awarded the Nobel Prize across categories.
- India is a regional hub for higher education, attracting global learners from all over the world.
- The country has augmented its GER to 50% while also reducing disparity in GER across states to 5 percentage points.
- The Indian higher education system is needs-blind, with all eligible students receiving financial aid. Two thirds of all government spending towards higher education is spent on individuals, including faculty and students.
- India's massive open online courses, started by several elite research universities, collectively enrol 60% of the world's entire student population.
- Indian higher education institutions are governed by the highest standards of ethics and accountability, with every single one of them being peer-reviewed and accredited.

Conclusion

Ministry of Human Resource Development (MHRD) informed that the Gross Enrolment Ratio (GER) for Higher Education in India increased to 24.5 percent during 2015-16. This is a positive step towards increasing the rate of literacy in the country. India is one of the youngest nations in the world with more than 54 percent of its total population below 25 years of age. This necessitates that the youth in the nation are equipped with the proper knowledge and skills to enter the workforce through the education and training (NEP, 2016). It is inevitable to produce more skilled forces in the country. Hence, empowering these people with productive knowledge and skills is an imperative task of higher education for attaining sustainability in the development process of the country (Rupon, 2012). The educated masses in the country are turned into healthy human resources, are considered to be the most productive class in the world.

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EDUCATIONAL ASPIRATION AMONG HIGHER SECONDARY STUDENTS IN MADURAI DISTRICT

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Introduction

In today's modern world technology is changing rapidly, the advancement in science is very rapid. In order to cope up with these developments of the world the children especially in India should be goal oriented. Higher goals can be achieved only when they wish for it. Educational Aspiration at the adolescent level would contribute highly to achieve these goals later in their lives. Educational Aspiration is a strong desire and eagerness to learn. Young people's aspirations guide what students have to learn in school, how they can prepare for adult life and what they can eventually do. Educational Aspiration has been identified as a key strategy for widening educational participation in the lifelong learning process. It is very much essential for students at the higher secondary level to have a high Educational Aspirations. Today the Higher Secondary educational level decides the amount of success in life. The existing status in our Indian society posses different challenges like gender discrimination, Socio – economic status, varied conditions in schools etc. Hence it may not be possible for students to have the High Educational Aspirations required. So the researcher felt the need to investigate the Educational Aspiration of higher secondary students.

Operational Definitions

Educational Aspiration

Educational aspiration is a strong desire to reach something high or great. Young people's aspirations guide what they have to learn in school, how they can prepare for adult life and what they can eventually do.

Higher Secondary Students

The students studying XI standard in Higher secondary schools in Madurai District.

Objectives

The following are the objectives of the study

- To find out the level of educational aspiration among the higher secondary students in Madurai district.
- To find out the significant difference if any between the educational aspiration among the higher secondary students in Madurai district with regard to selected population variables.

Hypothesis

- Educational aspiration among the higher secondary students is average.
- There is no significant difference in the educational aspiration among the higher secondary students in Madurai district with regard to their gender, type of school, locality of school, stream, father's education and mother's education.

Methodology

The present study adopts descriptive method survey as a technique.

Tool Used for the Study

The investigator prepared and standardized a rating scale on Educational aspiration among higher secondary students. It is a two point scale consisting of 40 items. The reliability coefficient of the tool is 0.93 which is significant. Hence the tool is a highly reliable one.

Sample of the Study

Samples of 320 students studying in higher secondary students were selected for the present study by adopting simple random sampling technique.

Statistical Analysis

The mean scores and Standard Deviation of each category of data were found out. Then t-test was employed to test the hypothesis at 0.05% level of significance.

Result and Discussions

Hypothesis-1

Educational aspiration among the higher secondary students is average.

Table 1.1 Percentage analysis of Educational aspiration among higher secondary students

S.No	Level of Educational aspiration	Percentage of Samples
1	High	35.27%
2	Moderate	63.66%
3	Low	1.67%

From the above table it is found that 35.27% of the sample possesses high level of Educational Aspiration, 63.06% of the sample possesses moderate level of Educational Aspiration and 1.67% of the sample possesses low level of Educational Aspiration. Hence the framed hypothesis is accepted.

Hypothesis-2

There is no significant difference in the educational aspiration among the higher secondary students in Madurai district with regard to their gender, type of school, locality of school, stream, father's education and mother's education.

Table 1.2 Mean, Standard deviation and t-values of higher secondary Students educational aspiration with regard to selected population variables

Category		N	Mean	SD	t' value	Level of Significance
Gender	Male	160	22.01	5.196	9.438	Significant
	Female	160	26.77	4.337		
Type of School	Government	160	24.66	5.200	0.977	Not Significant
	Government Aided	160	24.11	5.478		
Locality of School	Rural	93	24.42	5.300	0.053	Not Significant
	urban	227	24.36	5.411		
Stream	Science	230	24.29	5.098	0.172	Not Significant
	Commerce	90	24.41	5.388		
Father's Education	Below SSLC	198	24.29	5.140	5.116	Significant
	Above SSLC	122	19.89	10.922		
Mother's Education	Below SSLC	241	23.73	5.274	4.647	Significant
	Above SSLC	79	19.49	11.435		

(Table value at 0.05 significant level is 1.96)

Since the calculated value is higher than the table value so there is a significant difference found between the educational aspiration of higher secondary students with regard to their gender, father's education and mother's education except type of school, locality of school and stream.

Findings

1. The level of educational aspiration among the higher secondary students is moderate. Hence the framed research hypothesis is accepted.
2. There is significant difference in the level of Educational Aspiration between the male and female students. Hence the framed research hypothesis is rejected.
3. There is no significant difference in the level of Educational aspiration between Government and Aided school students. Hence the framed research hypothesis is accepted.
4. There is no significant difference in the level of Educational Aspiration between the students residing Rural and Urban area. Hence the framed research hypothesis is accepted.
5. There is no significant difference in the level of Educational Aspiration between Commerce and Science students. Hence the framed research hypothesis is accepted.
6. There is significant difference in the level of Educational Aspiration of higher secondary students whose Father's Educational qualification is below SSLC and above SSLC. Hence the framed research hypothesis is rejected.
7. There is significant difference in the level of Educational Aspiration of higher secondary students whose mother's educational qualification is below SSLC and above SSLC. Hence the framed research hypothesis is rejected.

Interpretation

The findings describes that 35.27 of the sample lies in the high level in their Educational Aspiration, 63.66% of sample lies in the moderate level of their Educational aspiration and

1.67% of the sample lies in the low level in their Educational aspiration. This may be due to ineffective motivational strategies used at home and at the school for the students who are lying in the low and moderate level of Educational Aspiration.

This study reveals that there is significant difference between male and female students in their Educational Aspiration. The female students have high Educational aspirations than the male students. This may be due to the special motivation and encouragement given by parents to female students.

This study reveals that there is no significant difference between Government and Aided school students in their Educational Aspiration. This may be due to equal importance given to education and getting of information about various courses of study with the help of sources like mass media, family, society etc.

This study reveals that there is no significant difference between the students residing in the urban and rural areas in their Educational Aspiration. This may be due to the availability of better coaching, better training, and better teaching methodologies given to them in their schools.

This study reveals that there is no significant difference with regard to higher secondary student's stream, which may be due to the fact that they have strong will and motivation. Also the technological changes give more opportunities in various jobs. The society also gives equal importance to these subjects.

This study reveals that there is significant difference between Educational Aspiration of higher secondary student's in terms of their parents' educational qualification is below SSLC has high Educational Aspiration and Academic Achievement than the students whose parents Educational qualification is above SSLC. It seems that the low qualified parents motivate their wards towards education. They are bothered very much about their lack in education. So they wanted to make their children to achieve their greatest goal to a higher level.

Educational Implications

In the modernized society both boys and girls are provided with equal opportunities to pursue their education. Universalisation of education provided equal opportunities and has made education affordable to all. This motivated, created an urge and eagerness for the students to go for higher education.

Government has provided with huge amount of incentives and facilities for both Government and Aided schools. Teachers are trained by the government in various mythologies of teaching. Thus teachers of both Government and Aided Schools are equally competent in motivating the students.

Since most of the students possess moderate level of educational aspiration. A strong and effective stimulus must be given to the students before they go for the Higher secondary level of education, which will help them to choose the right stream and also through which they can

achieve a lot in their life. Parents and teachers should play a vital role in bringing up the Educational Aspiration of the children by using interesting and effective techniques.

Conclusion

Education is a part of human life; it cannot help the pursuers unless they have the required amount of Educational Aspiration. So the Educational Aspiration helps students to acquire the required educational status which decides his professional position and socio economic status. We need to recognize that every student starts going to school with the dream of achieving something big. If only we pay closer attention to the needs of these students and find ways of helping and supporting them, surely we can increase their achievement and bring out their dreams.

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CRITERIA FOR QUALITY IN HIGHER EDUCATION

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Abstract
In current decades, the commercialization of education has been converted into more clearly and they require for using promotion tools is greater than before. An excellence education is one that focuses on the whole child—the social, emotional, mental, physical, and cognitive expansion of each student despite of gender, race, customs, socioeconomic condition, or geographic location. It prepares the child for life, not just for testing. A quality education provides the outcomes required for personnel, communities, and societies to prosper. A quality education is supported by three key pillars: ensuring right to use to quality teachers; providing use of quality erudition paraphernalia and professional growth; and the establishment of safe and compassionate quality learning environments. In reviewing the delve into literature related to quality in education, UNICEF takes a broader perception and demonstrates by this scrutiny that programs must include a broader definition concerning learners, content, processes, environments and outcomes. Children have a right to an education, a quality education. Instructional headship, teacher quality, parent and community development, efficient instructional programmes, logical learning environment are the quality indicators (criteria). This paper discusses about the quality of higher education and criteria for quality in higher education.
Keywords: *Quality education, key pillars, UNICEF, higher education, criteria for quality education.*

Introduction

In contemporary decades, the commercialization of education has been changed into more evidently and they need for using support tools is greater than before. *A quality education is one that focuses on the whole child – the societal, poignant, psychological, substantial, and cognitive expansion of each student despite of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing.* A quality education provides possessions and directs policy to make certain that each child enters school well-built and learns about and practices a well-built lifestyle; learns in an atmosphere that is physically and psychologically safe for students and adults; is enthusiastically engaged in learning and is connected to the school and broader community; has contact to bespoke learning and is supported by capable, caring adults; and is challenged rationally and prepared for success in college or further study and for employment and participation in a global milieu. A quality education provides the outcomes needed for individuals, communities, and societies to prosper. It allows schools to align and amalgamate fully with their communities and access a range of services across sectors designed to support the educational development of their students.

Meaning of Quality Education

Quality A good = effectiveness or efficiency. ... Definition by VVOB's quality edification is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. (Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (vzw) Flemish Association for Development Cooperation and Technical Assistance) VVOB is also a learning organisation and, internally, we exchange experiences from around the globe. Currently, VVOB implements national programmes in five African countries: Rwanda, Zambia, Zimbabwe, Kenya, DRCongo

Definition of Quality Education

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993).

UNICEF

UNICEF takes a broader perspective and demonstrates by this analysis that programmes must encompass a broader definition involving learners, content, processes, environments and outcomes. Children have a right to an education, a quality education. Defining Quality in Education recognizes five dimensions of quality: learners, environments, content, processes and outcomes, founded on 'the rights of the whole child, and all children, to survival, protection, development and participation' (UNICEF, 2000)

Quality Criteria in Higher Education

Action plans have been evolved for each state covering quality sustenance measures, university-college interaction, role of government and national agencies in enhancing quality of higher education, and quality enhancement according to the seven criteria.

Criterion 1: Curricular Aspects

Curriculum is in the core of education. It is important to have a relevant, well structured curriculum that answers all the questions about the future and equips the student with all the necessary skills and knowledge. This criterion consists of a weightage of

- 100 (- for affiliated colleges)
- 150 (- for Autonomous institutions and Universities).

The key aspects to consider while complying with this criterion are:

- Curriculum design and development,
- Curriculum planning and implementation,
- Academic flexibility,
- Curriculum enrichment,
- Feedback system.

Criterion 2: Teaching-Learning and Evaluation

The teaching-learning processes, students' results, desired outcomes etc comes under this criterion. As the first criteria deals with a "**WHAT**" in learning, this one assesses the "**HOW**" the learning happens. This criterion contributes a weightage of

- 350 (- for affiliated college)
- 300 (-for Autonomous institutions)
- 200 (-for Universities)

Some important areas to focus on to improve this criterion.

- Student enrollment and profile,

- Catering student diversity,
- Teaching-Learning process,
- Teacher quality,
- Evaluation process and reforms,
- Student performance and learning outcomes.

Criterion 3: Research, Consultancy and Extension

This criterion, as the name suggests, is about the **academic research**, extended **consultancy** services from the side of institution towards the industry and the field of study, and **extension** which is the outreach of institution towards the society, addressing various real-life problems, finding solutions, and other extra-curricular activities to improve the overall quality of the institution.

It holds a weightage of:

- 150- for both Affiliated and autonomous institutions)
- 250 (- or universities).

The key aspects of this criterion are:

- Promotion of research,
- Resource mobilization for research,
- Research facilities,
- Research publications and awards,
- Consultancy,
- Extension activities and institutional social responsibility, Collaborations.

Criterion 4: Infrastructure and Learning Resources

Having a good learning environment and necessary facilities are important while working towards the quality of education. Classrooms, labs, technology, facilities for physical fitness and medical purposes, proper and sufficient reference materials are all vital for assuring higher educational quality of the institution.

This criterion has a weightage of:

- 100 (- for Universities, Affiliated institutions and autonomous institutions)

The major factors to consider while improving this criterion are:

- Physical facilities including hostel, playgrounds, internet wifi, medical emergency addressal etc,
- Library as a learning resource,
- IT infrastructure,
- Maintenance of campus facilities

Criterion 5: Student Support and Progression

Mentoring and providing guidance for the students in various aspects of education and their field of study also matters. Helping and guiding students in their education contributes into the

overall quality of education. How the institution facilitate the progression of students to higher level of education and/or towards employment is also an important factor while working on this criterion.

Criterion 5 has a weightage of:

The key aspects of this criterion are:

- 100 (- for Universities, Affiliated institutions and autonomous institutions)
- Student mentoring and support,
- Student progression,
- Student participation and activities.

Criterion 6: Governance, leadership and management

Governance and management are the back of the institution. Having a well-structured governing body and a management helps to find and address gaps in practices, and efficiently implement proper counter mechanisms on time. The quality and future of the institution depends on it. Internal quality assurance, faculty empowerment, financial resource management, strategy development, all comes down to this criterion.

- 100 (- for Universities, Affiliated institutions and autonomous institutions).

The key aspects of this criterion are:

- Institutional vision and leadership,
- Strategy development and deployment,
- Faculty empowerment strategies,
- Financial management and resource mobilization,
- Internal quality assurance system.

Criterion 7: Innovations and best practices

This criterion is to assess factors like

- The approach of institution towards a greener, eco-friendly campus,
- Energy conservation in the institution,
- Innovative ideas implemented in the institution, and
- Practices towards a common, better future. Etc.

Criterion 7 has a weightage of

- 100 (- for Universities, Affiliated institutions and autonomous institutions)

The key aspects of this criterion are:

- Environment consciousness of management, staff and students,
- Innovations and their implementation, and its results.
- Best practices.

Issues and Hurdles in Access of Quality in Higher Education

- Lack of resources
- Accountability

- Less budget
- Untrained faculties
- Poverty
- Extremely low level of public investment

Improving the Quality of Education

- Increase pedagogical support for instructors
- Students should be educated about educational best practices
- Students can improve learning by designing the course and materials

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HIGHER EDUCATION STUDENTS' AWARENESS TOWARDS E-GOVERNANCE IN LEARNING MANAGEMENT

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Abstract

India's higher education system is the world's third largest in terms of students, next to China and the United States. Higher education is of vital importance for the country, as it is a powerful tool to construct Knowledge-based society of the 21st Century.Also,e-Governance is understood as a set of activities incorporating the effective contribution of information and communication technology(ICT) for strengthening administration and management in higher education system. The use of information technology based system in education will lead in increase of the contribution of students and also will increase the development and effectiveness of the learning methods. The potential of e-Governance would bring positive impacts to teaching and learning by providing students and teachers with flexibility, accessibility, more prospects for participation and more outcomes. This paper attempts to find out the higher education students' awareness towards e-Governance in Learning Management. Survey method was adopted in this study. The sample consists of 160 students at different level from 10 Arts and Science colleges affiliated to Bharathidasan University. A tool on questionnaire was used to collect data. Findings reveal that the awareness towards e-Governance by higher education students was found average besides Science students have better awareness than the Arts students. On the other hand, the demographic variables Gender and Locale did not have a major impact on the Awareness towards e-Governance among the higher education students.

Keywords: *e-Governance, awareness, Higher education and Learning Management*

Introduction

The Indian higher education system is facing an unprecedented transformation in the coming era. A lot of pressure has been employed on the higher education system at two stages. First, to accommodate the increasing numbers of student population and secondly, to maintain the quality of education imparted through the system. These two aspects are always linked with effective and efficient management system. Furthermore, e-Governance is understood as a set of activities involving the effective contribution of information and communication technology (ICT) for strengthening administration and management in higher education system. According to the World Bank(2005), "E-Government refers to the use by government agencies of information technologies (such as Wide Area Networks, the Internet, and mobile computing) that have the ability to transform relations with citizens, businesses, and other arms of government". Alam(2016) stated that ICT integration in higher education brings a change in student and teacher learning behavior and develops higher order skills such as collaborating across time and place and solving complex real world problems. Kapoor & Kelkar(2013)pointed out e-Governance in teaching and learning enable more effective education and offer significant advantages over traditional teaching methods. This has been possible by technological implementation based environments such as bulletin boards, virtual lectures , e - Libraries and video conferencing. Also, e-Learning environment can support communication with classmates

and lecturers. e-Governance solutions in educational sector incorporates the latest technology to bring a system that combines administrative and university management functions that are necessary for successful handling of all issues relating to the academic affairs and the challenges for smooth functioning of an educational institution.

Rationale of the Study

A good higher education system is necessary for inclusive development of a nation. Ramganesh .et al., (2015) perceived the Globalization and technological changes have triggered the transformation in higher education to sustain in the global competitive environment and to withstand the prolific growth of higher education sector a good technology based administration is very much needed. Kumar (2012)specified that the implementation of information technology may increase the broad contribution of the students in the process of achieving good education goals at all levels by providing the opportunity of online discussion groups and by enhancing the fast development and effectiveness of the learning methods. Singh(2014) viewed that now teacher has to perform various roles like encouraging, supporting and facilitating in teaching-learning situations. For effective implementation of certain student-centric systems such as project-based learning which puts the students in the role of dynamic researches and technology becomes the appropriate tool. Volman & Van Eck, 2001stated the use of ICT offers powerful learning environments and can transform the learning and teaching process so that students can deal with knowledge in an active, self-directed and constructive way. Shah(2013) found that the Management Information Systems (MIS) are being used by colleges to support a range of administrative activities beginning from the students' admission process to publishing of results and performance analysis. Higher educational institutions may have various requirements that include computerization and management of processes such as registration, admission, student information, classes, time table, transport, attendance, library, salary, examinations, performance, grades, hostels, security and reports. Tiwari .et al., (2013) noticed e-Governance in education provides new methods of communicating to the students, new ways of imparting education and new ways of organizing and delivering information and services. The advancements in the information technologies, internet and the mobile communication provide opportunities to transform the relationship between administration and students in a new way. In that way, the present study makes its attempt to ascertain the awareness towards e-Governance among higher education students.

Objectives of the Study

- To ascertain the level of Higher education students' awareness towards e-Governance in Learning Management
- To find the difference, if any in the awareness towards e-Governance among Higher education students with respect to Gender, Locale and Subject

Hypotheses of the Study

To accomplish the objectives the following hypotheses were formulated for testing:

- Higher education students' awareness towards e-Governance in Learning Management is average.
- There is no statistically significant difference between Male and Female Higher education students with regard to awareness towards e-Governance in Learning Management
- There is no statistically significant difference between Rural and Urban Higher education students with regard to awareness towards e-Governance in Learning Management
- There is no statistically significant difference between Arts and Science Higher education students with regard to awareness towards e-Governance in Learning Management

Methodology

The investigator adopted descriptive method with a survey technique. Stratified random sampling technique was used to collect the data. Data was collected from 160Higher education students of 10 Arts and Science Colleges in Tiruchirappalli district. The collected data were analyzed for further understanding. Percentage analysis and t- test were used to analyse the data using SPSS Package.

Tool

The 'e-Governance Awareness Scale'(eGAS) was developed by the investigators. The questionnaire consists of 40 items representing all the four dimensions such as Knowledge about e-Governance, Interest in learning e-Governance, Usage of e-Governance and Attitude related to e-Governance. The responses for the questionnaire received from Higher education students consisted of a four point Likert type scale with four options such as Never, Sometimes, Often and Always. For establishing face validity and content validity, the tool was subjected to the advice of a panel of experts. Based on their expertise, the tool was fine - tuned with necessary modification. Cronbach's Alpha test was adopted was adopted to measure the reliability of the tool. The reliability coefficient for the tool is 0.891.

Scoring Procedure

A score of 4 was given for Always, 3 for Often, 2 for Sometimes and 1 for Never. Since there were no negative items, all the items were scored in the same manner as stated above.

Results and Discussion

Analysis and interpretation of the results are the most important steps after the data collection. The collected data were analyzed by use of appropriate statistical techniques for the present study.

Descriptive Analysis

Descriptive analysis summarizes the data meaningfully. It is used to measure the central tendency and the variability of the research. Here this was done awareness towards e-Governance in Learning Management among Higher education students.

Table 1 Percentage Analysis of awareness towards e-Governance

Variable name	N	Low		Average		High	
		N	%	N	%	N	%
Awareness towards e-Governance	160	19	11.88	118	73.75*	23	14.38

* indicates the level of Awareness towards e-Governance

From the above Table-1 inferred that 11.88 % of the higher education students were low, 73.75 % for Average and 14.38 % for high. This finding is supported by the previous research conducted by Krishnanet al. (2017).

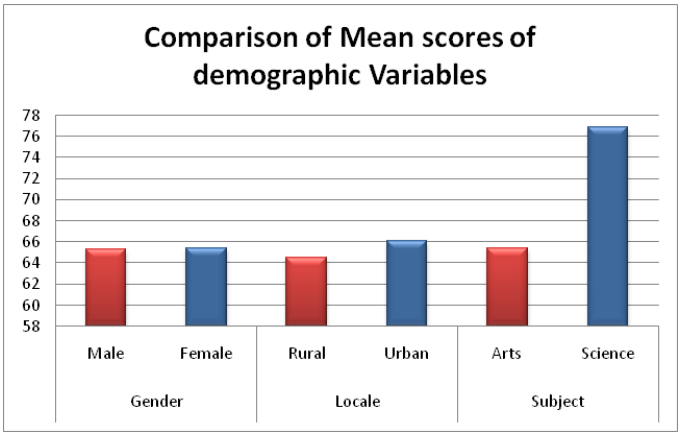
Differential Analysis

Table 2 Differential analysis of Awareness towards e-Governance

Variables		N	Mean	S.D	P - value	Result
Gender	Male	76	65.34	15.45	0.858	Not significant
	Female	84	65.40	16.25		
Locale	Rural	73	64.48	15.86	0.761	Not significant
	Urban	87	66.13	15.85		
Subject	Arts	64	65.42	16.19	0.000	significant
	Science	96	76.89	27.61		

SD=Standard Deviation

Figure 1



It can be seen from the table -2 that there is no significant gender difference in awareness towards e-Governance in Learning Management. The p value 0.858 for the variable gender is not found significant at 0.05 level. The above obtained result Contrary the previous findings of study conducted by Tabusum.et al. (2014).

From, the above table-2 indicates that there is no significant difference in the locality of the students. The p value 0.761 is greater at 0.05 level. Therefore, locale did not have its influence in awareness towards e-Governance in Learning Management. Krishnan et al. (2017) was of the opinion that the locale did not have any influence in the awareness towards e-Governance.

Also, the above table-2 indicates that there is significant difference in Awareness towards e-Governance among the Arts and Science higher education students. The p value 0.00 is less than 0.05 levels of significance. It means that as compared to arts students, science students have

more awareness towards e-governance. This finding is supported by the previous research conducted by Wong & Cheung (2011).

Recommendations and Suggestions

- Workshops can be organized to update the technological knowledge of the higher education students.
- Government should ensure adequate funding of academic institutions to develop their e-resources.
- The practicum on ICT integration in teaching and learning may be included in higher education curriculum at all levels.

Conclusion and Discussion

e-Governance is one much mechanism that can help societies, governments and institutions to become more efficient in the delivery of services. It will be help in the betterment of the higher education in the country and increase the number of employable students. Thus, the present study has identified 73.75% of higher education students fall under the average category of Awareness towards e-Governance. Also, Arts students were low comparing with Science students. The demographic variables Gender and Locale did not have any influence on the Awareness towards e-Governance among the Higher education students. There is no doubt that allocation of adequate financial resources, qualified and trained human recourses and supporting educational policies are some of the important prerequisites to have outcome based integrated higher education programmes.

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'CURRICULUM' A CRITERIA FOR QUALITY EDUCATION

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Introduction

Curriculum from the view point of the recipients of school education means different things to different people. It has been seen by some as all the learning experiences that the learner acquired under the guidance of schools directed towards acquiring some skills or competences. People who favour this conception of curriculum attribute the advantage of this definition to its focus on the learner and learning rather than teaching and its inclusion of all experiences of the learners both planned and unplanned. Having a consistent value of teaching is always important for a good education system. Therefore, curriculum can always be found in both eastern and western education system. However, with different interpretations towards the term "curriculum", attitudes and values towards pedagogical approach may vary which in turn affects how students learn in schools.

Quality Education

Quality education is not an easy concept to qualify. At a time when we are discussing a quality education for all our learners it is important to take time to understand this concept.

According to the Education for all Global Monitoring Report 2005 The Quality Imperative (EFA: GMR) two principles characterize most attempts to define quality in education the first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasises education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

Quality Curriculum

A principal objective of a quality curriculum is in a fair and inclusive manner to enable students to acquire and develop the knowledge, skills and values and the associated capabilities and competencies, to lead meaningful and productive lives. Key indicators of curriculum success include the quality of the learning achieved by students and how effectively students use that learning for their personal, social, physical, cognitive, moral, psychological and emotional development. A quality curriculum maximizes the potential for the effective enhancement of learning. Underlying this paper is the premise that educational quality should be understood primarily in terms of the quality of student learning which in turn depends to a great extent on the quality of teaching. Of prime importance in this is the fact that good teaching and learning are greatly enhanced by the quality relevance and effectiveness of the curriculum.

Definition

According to **K.P. Du Preez,** The developmental process of constructing knowledge and experience in such a way that it will increase the ability of the student to grow in spiritual and emotional maturity as well as in academic excellence.

Need of Curriculum

- National development
- Developing democratic life
- Raising standard of living
- National integration
- Modernizing the society
- Personal development
- Education of whole man

Nature of Curriculum

Kelly (1999) identifies three kinds of the nature of curriculum: planned curriculum, received curriculum and hidden curriculum. Planned curriculum means what is laid down in the syllabus. Received curriculum refers to the reality of students' experiences. Hidden curriculum is knowledge that implicit knowledge students learn in school. Regarding classification Morris and Adamson (2010) raise the idea of null curriculum and outside curriculum on top of the three concepts stated by Kelly (1999) above. Null curriculum means topic excluded in the curriculum. Outside curriculum means knowledge students learn outside classroom and school.

Purposeful Aims and Objectives

The aims and objectives must be clearly and precisely stated bearing in mind the societal values and the needs of the child. In selecting and stating the aims and objectives, consideration should be given to the learner's age level of development needs and interests. The economic attainment, religion, philosophy and norms of the people should also be put into consideration.

Functionality

The curriculum planned must be workable practicable and feasible. For a curriculum planned to be called functional it must be stated in clear and understandable terms. Practicability is another criteria for judging the functionality of a curriculum. The curriculum should be able to succeed given the human and economic resources available. It should also be acceptable by the people in a given society. It should strike a balance between theory and practice. Issues in the curriculum should be attainable.

Flexibility

The curriculum must be capable of adapting to the needs of the changing learner and the society. Since education is not static it should change with the society. It must be flexible and be

able to create an avenue for growth and development to attain the predetermined objectives. In order words it should be sufficiently flexible to enhance its adaptation to the changing condition and needs of the people.

Relevance

It should emphasize those aspects that will be of benefit to the learner and the society. The curriculum should assist in helping to ease contact between the learner and his studies socialize him and facilitate the transfer of knowledge and developmental skills to the entire populace.

Evaluation

It should be subjected to evaluation to ensure that there is progress and that such a progress is in the desired direction. Evaluation as a characteristic could facilitate learning and teaching. It could produce records appropriate to the purpose for which records are essential and provide feedback for curriculum planners and teachers.

Characteristics of Curriculum

A curriculum is an educational experience offered to the learner in a school setting including the time tabled subjects and all those aspects of its life certain changes in their behaviour. The functions of curriculum according to Onwuka(1996).

- It determines educational direction including the decision of the type of society people want to live and serve in
- It determines the principles and procedures which will help educators in selecting and arranging instructional programmes
- It concerns itself with the application of the chosen principles
- It determines and assesses what changes have been brought about
- It determines the next steps to be taken

Curriculum Development Process

Curriculum development leads to the creation of resource units, unit plans, course outline, and other curriculum guides that teachers and learners may use to facilitate the learning process. Experts in the field express that of all curriculum planning activities, curriculum development are often regarded as the most crucial since it basically defines the nature of the learner's day to day life in the school. **(Beane, Toebfer & Alessi, 1986).** There are four major stages which are interdependent and interrelating in the process of curriculum development

- The selection of aims, goals and objectives
- The selection of appropriate learning experiences and content for the achievement of the aims, goals and objectives
- Organisation of learning experiences
- Evaluation of the extent to which the objectives identified in step 1, have been achieved

Implication on Classroom Practice

In describing the nature of curriculum it inspires me in thinking about what kind of teacher I would like to be in the future as well as the meaning of teaching in classroom. I as a student teacher think teachers should not view themselves as transmitter instead of solely conveying subject knowledge to students in lessons they should teach what it is worth teaching inside and outside classrooms. The concept of null curriculum reminds me that some topics are excluded due to political consideration but it does not mean that part of knowledge is unworthy learning. For instance Hong Kong textbook takes a short elaboration on the June Fourth Incident in the subject of Chinese History. Being a Chinese History teacher he or she could choose to follow the curriculum set by the government but as a teacher who takes full responsibility on the holistic development of students they should know the truth and justify by themselves.

From the past experiences gained in authentic teaching field I understand that time available for teaching in school is very limited. To further facilitate students' learning teachers could encourage students grabbing learning opportunity by themselves. It is impossible to have a deep discussion on each topic under a curriculum. Teachers could have collaborative teaching session teaching students how they can carry out self learning outside classroom. During school attachment which was a kind of past experience gained in authentic teaching field I had a chance to observe collaborative teaching lessons and I was even granted an opportunity to teach in one of the sessions. In the observation part, I noticed that English teacher jointly cooperated with computer teachers teaching students how to check the pronunciation of unknown words online. Students had the chance to practice the skills they learnt in that session.

Conclusion

Curriculum is the sum of total of all experiences to be provided to the learners and transacted by teachers. It can also define as the planned & guided learning experiences formulated through a systematic reconstruction of knowledge. The developed curriculum should be filtered through evaluation techniques. For this different models are to be employees and ultimately finalized. A good curriculum is the important one for the development of a child system, Quality Education and finally for national development.

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IDENTIFYING EXEMPLARY TEACHERS AND TEACHING: MODERN METHODS OF EVALUATION

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Abstract

In most educational programs, a substantial proportion of teacher and student time is devoted to activities which involve evaluation for the teacher by peer group and student products. This paper deals to shows various evaluation process of exacting attention is given to outcomes concerning learning and teaching strategies, motivation, and achievement. Where possible, mechanisms are suggested that could account for the reported effects. The conclusions derived from the teaching fields are then merged to produce an incorporated summing up with clear implications for effective didactic academic perform. The evaluation of teacher's has powerful direct and indirect impacts, which may be positive or negative, and thus be worthy of very attentive forecast and implementation of quality education.

Keyword: *Teachers, Teaching. Evaluation, Assessment, Modern Methods*

Introduction

Formal or systematic evaluation by students of their teachers has long been used to help students in their choice of courses, to provide feedback to teachers about their teaching, and to supply in sequence for administrators and personnel committees in their deliberations on the promotion and tenure of individual faculty members. Moreover, with the increasing emphasis that many colleges and universities are currently putting on good teaching and on designating, honoring, and rewarding good teachers, the use of student evaluation is, if anything, likely to increase. Yet, for all their use, student evaluation of instructors and instruction are hardly universally accepted. It is no secret, for example, that some college teachers have little regard for them. For these faculties, student evaluations of teachers whether sponsored by the university administration, faculty development institution, individual educational departments, or student run organizations are not reliable, valid, or useful, and may even be harmful. Others, of course, believe more or less the opposite; and still others fall somewhere in between these two poles of opinion. Moreover, the several studies are report to shows how teachers applying active methods assess the effectiveness of their work and how students respond to this way of teaching.

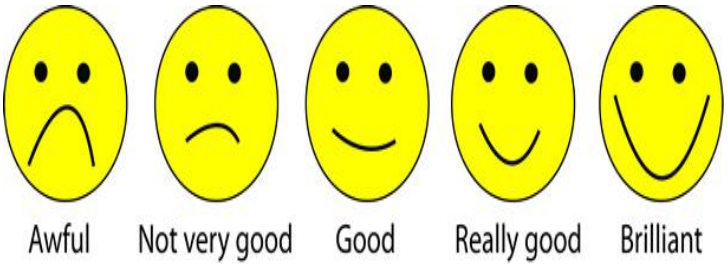
Questionnaire

The questionnaire is a research instrument consisting of a series of questions or other types of prompts adapted for the purpose of gathering information from respondents, opinions, which guarantees students' anonymity.

Mood Barometer

It is one of evaluation techniques used for assessing the mood of the group, and can be applied at the end of the lesson or at any stage of the lesson. On the poster with pictograms individual students dot their mood and at the end of this activity a final discussion takes place.

Smiley Chart - A poster with a lesson assessment diagram is prepared (specific criteria are provided). Students choose and dot with a felt-tip pen a place (one for each criterion), which is a response to a question asked by the teacher, e.g. 1. Was the subject of today's lesson attractive? 2. Was the new content presented in an understandable way? 3. Was the atmosphere in class good? at the end of the lesson the results are discussed. In this way you can evaluate the last three lessons by asking the question: Which of the last three lessons was in your opinion the most interesting one?



Graffiti Board

Students (individually or in groups) complete written by the teacher sentences and displayed on the classroom posters, e.g. 1.I have liked…/I haven't liked….. 2. I hope that by the end of the lesson..... Personally, 3. I can contribute to lessons in such a way that ... or …is what I like about this hero… is what I don't like about this hero / If I were him, I would….Posters should be used for discussion or conversation.

Feedback

It is an attitude or a matter of culture rather than a strategy; each person's statement evokes the reaction of the person. In turn these reactions affect the behaviour of the first speaker and other members of the group. Feedback may be positive or negative. It is also a form of communication, not always a verbal one. Gestures, body language, voice or even silence can be a form of expression.

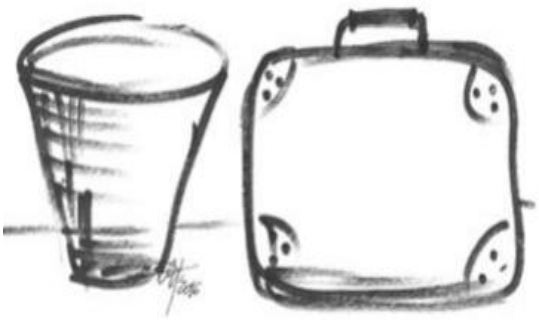
Information backpack - Some students have a document sleeve attached to their backs. The other students write down on the slips of paper answers to questions (e.g. Have you enjoyed working with me? Why? What did you like about me most?, What didn't you like about me?, How would you like to work with me?) And put them into the backpacks of the people, who are expected to answer their questions. Each person goes through the answers and provides a brief feedback on them.

Packing suitcases - Students receive cards, which symbolize a suitcase, and write down their names on them. One by one the students come out of the room. In the meantime, other students prepare feedback and write it on suitcases. Having returned, the "owners" of the suitcases read silently the feedback given by the class and may respond briefly to that information.

Class Atmosphere

This method is used for providing feedback on the atmosphere in the classroom and fosters introducing changes. Students fill in a questionnaire prepared by the teacher and prepare a summary report in groups. Then they form a group of experts to prepare a collaborative summary concerning a particular issue. The results of the work are recorded on the poster. Each group presents its poster by formulating a proposal, which results from the previous analysis. Conclusions are written on the board. Everyone looks for solutions that will improve learning atmosphere.

Basket and Briefcase



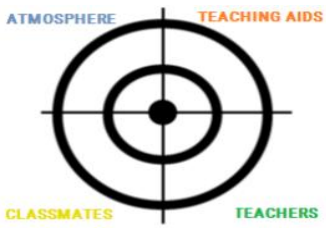
This method is part of a SWOT analysis (S - strengths W - weaknesses O – opportunities/ chances T - threats). The teacher prepares two posters, one with a basket and one with a suitcase. Students receive cards in two colours. On one of them they write e.g. positive character traits of a literary hero and on the other the negative ones. They stick the cards onto the posters: the ones with positive characteristics are placed on the poster with a suitcase and the ones with negative characteristics on the poster with a basket. One of the students reads out information from notes, and then all the students express their opinions and discuss the results of the work.

Sky Map

The teacher prepares the picture of a sky map and informs students that the map symbolizes their class or group. Students task is to mark on the scheme their place in the classroom or in a group, and possibly also the place of other group members or a particular classmate. Students can also highlight places where they would feel best. The results should be discussed. All the students should explain why they have chosen a given position and who is the nearest to them, who is the farthest and for what reasons.

Cooperation Assessment

Students fill in a questionnaire, which can be used to assess class work. The appointed group prepares a questionnaire at home and presents the results at the beginning of the next lesson.



Dartboard Evaluation

The teacher draws a dartboard on the board or a poster, taking into account some aspects of the lesson that are to be assessed by students, e.g. class atmosphere, teachers, classmates

or teaching aids. Each student is given four darts (small self-adhesive notes, so-called price labels) and is asked to stick them on the dartboard. The teacher may leave a classroom for a while. Results can be discussed with the class, but it is not necessary, unless students want to comment on them.

Conclusion

A paradigm shift in pedagogy, student-centre teaching and the rising reputation of constructivism as a starting point of planning a teaching process has produces an interest in modern methods of teaching. The modern methods of evaluation derived from the teaching fields are then merged to produce an incorporated summing up with clear implications for effective didactic academic perform. The evaluation of teacher's has powerful direct and indirect impacts, which may be positive or negative, and thus be worthy of very attentive forecast and implementation of quality education.

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STUDIO TEACHING: PERSPECTIVE AND PRIORITIES AS A TOOL FOR TEACHING CHEMISTRY

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Abstract

Technology plays a vital role in modern life. It opens access to many pieces of information whether available Internet connection. Since Information Technology has been developed in advance stage beyond our imagination, all our traditional pedagogical methods do need changes accordingly. The class room may be converted to smart and equipped with Computers, Accessories and broad band internet connection. Studio teaching is an approach of flexible and more resourceful learning method. It converges lecture and practice into a single period which makes the lab and discussion more effective. It requires more time for interactive engagement for which it helps the intellectual development of students. Having supplied adequate educational environment help the students as life-long learners that may lead them collaborative study. Creativity and critical thinking would be generated by the effect of studio teaching. Chemistry is basically an experimental science as in both Theory and Practice. It deals with composite structure and properties of matter. In order to teach chemistry a full-fledged Laboratory is essential. Reasoning is the pivot of science subjects. In order to develop the reasoning skills and chemical understanding the general chemistry classes are to be changed into studio classes. Traditional Chemistry teaching can be transferred to constructive through setting up of virtual class room. Studio teaching is thus, more resourceful, resilient, reflective and inspire. It goes abreast with the current and modern life style. And keeps the students always open their eyes and ready to receive new ideas that would transfer the societal order. It transform both student and teacher from the orthodox and traditional order to the zenith of new system or walk of life.

Technology plays a vital role in modern life. It opens access to many pieces of information whether available Internet connection. Since Information Technology has been developed in advanced stage beyond our imagination, all our traditional pedagogical methods do need changes accordingly. The class room may be converted to smart and equipped with Computers, Accessories and broad band internet connection. The High-Teched classrooms are indeed would be highly attracted by the students. Students as well the teachers are blessed to have all information on the tip of their fingers with one click of the mouse.

It is true that none can be taught but felicitate to learn. Learning is a continuous process that begins with birth. There are many traditional methods which deals with learning process. Learning by doing is one among them. Modern approach to this method with sound pedagogical tenets may be called 'Studio Teaching'. We have been practising the Lecture method in class rooms for decades which helps the teachers make their jobs much easier. The students' participation in this method is less than that of studio teaching method. Student wants to be a passive listener in lecture method whereas in Studio teaching his engagement is much higher. Students get ample opportunities to involve in activities related to learning Studio Teaching. Thus, it improves the students' attainment, develop the kind of learning habits and wider the skills which characterize their future life.

Studio teaching is an approach of flexible and more resourceful learning method. It converges lecture and practice into a single period which makes the lab and discussion more effective. It requires more time for interactive engagement for which it helps the intellectual

development of students. Having supplied adequate educational environment help the students as life-long learners and that may lead them to the wider range of knowledge. Collaborative study, creativity and critical thinking will be generated by the effect of studio teaching.

Studio Teaching would also be benefited to teachers in such a way that it provides continuous professional development which would be able to learn from 'Develop with' rather than' Done to 'approach to learning. The reciprocal understanding with teacher and student and vice versa may be meaningful and provides more creativeness for instructor to attain their objectives. At the same time it gives opportunity to students to express themselves associating with the democratized society.

Studies have proven that studio teaching increases engagement, motivation and retention of the students. The traditional forms of curriculum pedagogies have been rejected by the developed countries declaring that they do not represent the current needs of the younger generation or do not help to build up the countries advanced. That kind of education is required which would be equipped the students with skill and ideas capable to carry out the mission of future. The pedagogical methods should be associated with the practical demands of the community or nation. That sort of education may be tuned in line with the personal life and needs of individuals in the modern world or rather with the demands of higher education.

It can be possible to create a model studio for effective teaching in any subjects if will and wish persists. Take it an example to arrange the classroom as a 'News Paper Office' and make the students perform different roles of workers or staff to bring out the newspaper. They have to collect News and stories for the paper. Language could be taught in different forms of discourses through this way. History class may be converted to a research group, and likewise. Science class can be converted to a research laboratory, etc.

This type of teaching may be provided more dynamics of studio learning experience and it can be materialized in the classrooms in any subjects those who have insight, imagination and determination. Physical crafting and practical problem solving create habits of thinking and learning which suits to the new world order that gives more transferrable benefits than the traditional approach of learning.

Projects in Studio Teaching may be multifaceted and take more than one class sessions and that included discussions, debates, paper and pencil work, computer assignment and research with many other sample things. Teachers may provide information by way of short lectures when needed or on demand but full length lectures may be avoided. Persuade the students to do with complex and demanding projects. Having kept the students more active, energetic and enthusiastic they are supposed to involve in group activities provided. This may take away their fatigue and boredom. The best learning occurs when students solve problems together or discuss matters to find out suitable solutions.

Chemistry both Theory and Practice is basically an experimental science. It deals with composite structure and properties of matter. In order to teach chemistry a full-fledged Laboratory is essential. Reasoning is the pivot of science subjects. To develop reasoning skills

and chemical understanding the general chemistry classes are preferably to be changed into studio classes. Labs must be ecofriendly by setting up Virtual. Costly as well as concentrated chemicals are being used daily in our laboratories. Most of them are harmful or dangerous .our college labs are facing lack of facilities to conduct or handle such chemicals safely. There are neither preventive measures to avoid accidents nor equipped with first aid facilities if any mishap occurs.

The modus operandi of students in our labs are mechanically controlled by sheer practice of years' experience. Since they have got limited time in a stipulated period to conduct the experiments, they have to finish it in hush and haste. There are many other problems that students face in school/ college laboratories such as scarcity of chemicals and apparatus and sufficient quantity of water. Students are compelled to carry over experiments with high concentrated acids and dangerous chemicals which may affect their health if handled carelessly. It cannot be supposed that all students must be vigilant while performing experiments with such harmful chemicals. As almost all the chemicals are carcinogenic, it is required to arrange safe preventive measures like using masks, coats, gloves and glasses. The unreacted residues like carbylamine, phenol and the reagent wastage are affected seriously the health of students. Besides, these reagents are often flown through the sink to the ground that create acute pollution on earth, air and water. This is a burning issue that we face and wants to eradicate as possible. Scarcity of water make students to break up the experiments in the middle and leave the lab with unwashed hands especially in summer season.

On the other hand whether the experiments are done in a virtual laboratories/class rooms these problems are met in accessible manner. All the issues can be solved safer to some extent in a virtual lab than that of traditional Lab/Class. Students find themselves relaxed and carry over the experiments with much ease and resilient. Students do not come across the dubious situation and action while doing experiments if they had been familiar with such experiment earlier in Studio classes.

Anyhow, bear in mind, that "Hands on experience" is much more important than that of any other method. The sensational feeling while performing" hands on experiments "is deeper and wider. That is why it is suggested that after giving enough orientation virtual classes, students are to be allowed to conduct experiments manually in a full-fledged lab.

Now we can switch over to how Chemistry be taught using the Studio teaching methods. Traditional Chemistry teaching can be transformed to constructive through studio classrooms.

Figure 1

Traditional Science Classroom	→	Lecture & Project methods
Studio Teaching	→	Virtual Classroom

By setting Virtual class in teaching chemistry the following are to be materialized.

- Wastage of chemicals can be reduced
- Accidents can be eliminated to some extent
- Economical & affordable

- Environmental friendly
- Activities involved
- Creative learning
- Constructive classroom
- T-shaped students
- More interesting
- Information technology
- Round table

The following Figures show the various aspects of Studio Teaching.

Figure 2

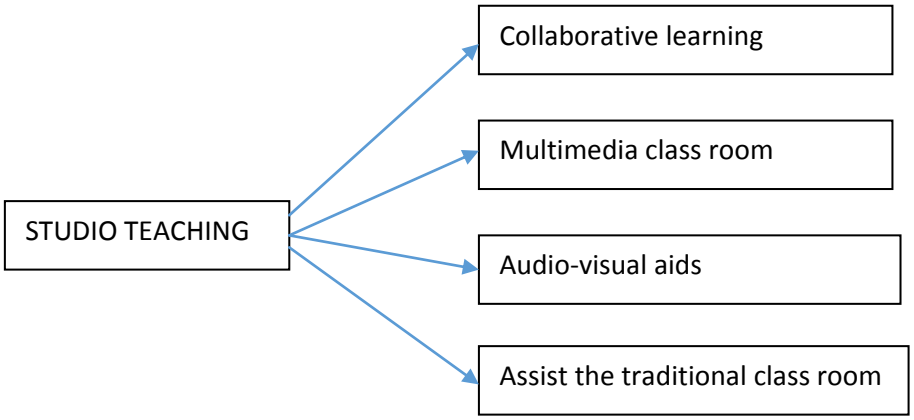
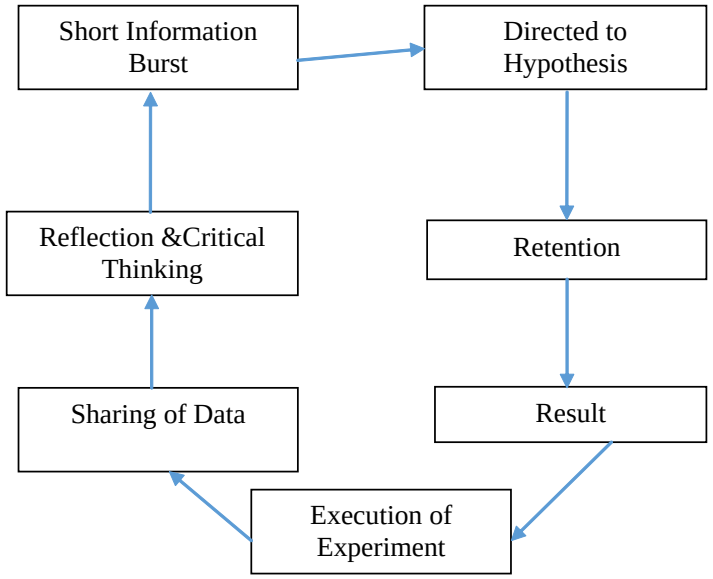


Figure 3



Students are expected to carry out various experiments. She/he must have share the data given, then explore the data by critical thinking and reaches to short information burst. She/he may be directed to form hypothesis and forward to retention. Finally finds out the result.

He/she will be able to execute the new experiment or carry out the continuation of the former one. It is a fact that the students find studio class exciting , feel enjoyment and appreciate fun, get involved, work hard, come to class regularly and do all the work assigned to them.

Chemistry cannot be taught isolated but associated with the cultural and physical context. Students of Science especially Chemistry may be made familiar with the specific body of knowledge by employing the multi-disciplinary tools of philosophy, history, and even geography of Science.

Computational Chemistry is considered to be the modern Branch of Chemistry. It is to be identified as the fourth leg of modern science. It is also described as Molecular Chemistry and it is regarded as the most important application of Computational Science. It is to be taught by arranging a well-furnished and equipped computer laboratory. Students find more interest in computer than traditional lab.

It is a word that often discussing today is Environmental chemistry or Green chemistry. Environmental pollution is a big hazard the humane face today. The wastage expelling from factories as solid, liquid and gas pollute the earth and atmosphere at large scale. Due to the high rate of CO_2 in atmosphere the temperature increases and spoils Ozone layer. It is no doubt a colossal calamity to the world. The importance of Green chemistry is doubled in this juncture. How can our students be inculcated the importance of Green chemistry is one our main task. Green Chemistry leads to sustainable development.

Set up the class room a Pollution Control Board Office. Make the students collect samples, analyze. Hypothesis, then find conclusion and remedial measures.

Figure 4

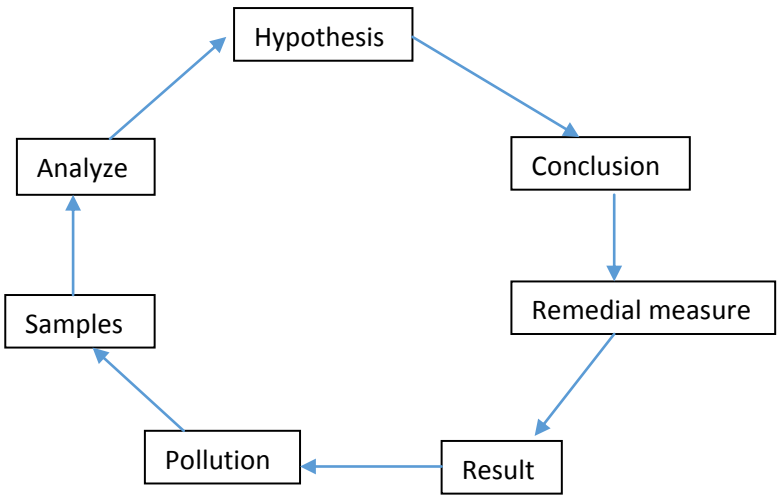


Figure 5

Environmental → Learning →project based →Team based→ Flexibility →Co-operative →Creativity

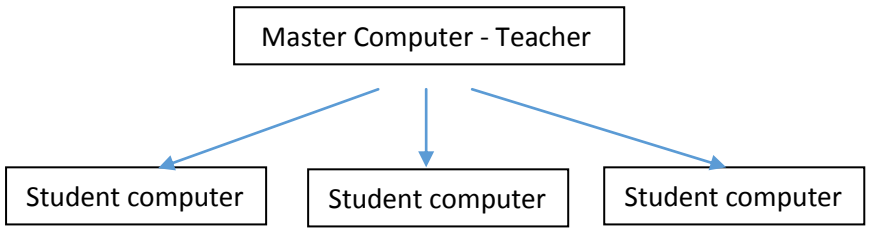
Information & Communication Technology is said 'a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information' (Quote). Using ICT in teaching Chemistry make students more active and interesting in learning chemistry. Multimedia class room provides computers, laptops, tablets, projectors, amplifiers, and internet connection. Searching servers help students to find out most complicated facts in detail. Teachers are benefited with "power point" to introduce lessons.

Even though using the modern technology the learning process is not yet changed but still it is 'Teacher Centred'. It is to be transformed to 'Student centred'without delay. Studio teaching is the best alternative to achieve that goal. IT@ school, which is an agency to install, govern, and control IT Education in Kerala ,has been transforming traditional classrooms in to hi-tech with the aid of Government fund and public assistance as well. Almost all the traditional classrooms have been transformed into smart rooms equipped with basic amenities needed for such classrooms. Science laboratories especially Chemistry labs have been given priority in setting up virtual labs.

The "Traditional Learning Strategy" has been replaced by "student Centred and activity oriented curriculum". Each class room should be converted to virtual providing each student separate computer and accessories controlled with 'Master computer' by the teacher. The teacher is able to supply adequate information and suggestions to each student without hindering others' activities. It helps to create a bond between student and teacher and the teacher can pay individual attention to each one and adopt remedial measures accordingly. Continuous evaluation can also be done during this process.

The complicated experiment which cannot generally be conducted in the traditional lab can be viewed live through the multimedia and good hold of it in virtual lab.

Figure 6



If the experiments are done in a virtual lab the cost of the chemicals can be reduced at a remarkable low rate. It is safer to perform experiments in virtual lab than in a traditional lab. Whenever doubts occur during the process of experiment students are capable to search in appropriate search engines. Hence, they may be able to carry out the task without difficulty.

Students are prepared to engage in collecting samples or data and analyze them in detail, after that they generate hypothesis then reach in conclusion. Lastly find out solution of the problem. It is more helpful to students to conduct experiments in virtual classroom than a traditional classroom.

The main benefit of virtual lab is that the quantity of chemicals can be minimized considerably and the cost of chemicals also be reduced. The first hand experiment with virtual lab make the students avoid trial error methods. They can straight away conduct the experiment following the steps and procedure they have already seen or done in virtual lab.

Conclusion

Studio teaching is thus more resourceful, resilient, and reflective and inspire. It goes abreast with the current modern life style. And keep the students always open their eyes and ready to receive new ideas that would help to transfer the societal order. The enigmatic labs would become enactive. It transforms both student and teacher and to some extent the parents too from the orthodox and traditional views to the zenith of rational thinking and leads to scientific attitudes which would lead them to sustainable development of our nation. So it is high time to abandon the traditional pedagogies and adopt such methods like studio teaching in curriculum so as to attain our goal.

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QUALITY EDUCATION- A THIRST OF THE INDIAN LEARNERS

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Abstract
*Education should produce able citizens who can effectively play their role in satisfying national responsibilities. The problem in this scenario is "treating education just for gaining knowledge and for receiving content matters". But the real theme to be noted is "education means discovering the innate qualities of a person, getting a strong platform for living, enlighten the spirit of equality, promoting values, discipline and fraternity by which they "educate their mind and soul" of the learner. This is possible and achievable only by means of a quality education. Only because of quality education, we can feel the feeling of sustainable development of our country in economic as well as producing an individual with the identification of their innate qualities. We can expect that quality education can change people's behaviour in a better fashion. It is good to have civilized citizens as they can put our country a developed nation in the nearby future within a short span of time. In short, "**Education will help the student to get knowledge; only quality education will help students to gain wisdom**".*
Keywords: *innate, quality education, knowledge, wisdom.*

Introduction

Education should produce able citizens who can effectively play their role in satisfying national responsibilities. The problem in this scenario is treating education just for gaining knowledge and for receiving content matters. But the real theme to be noted is "education means discovering the innate qualities of a person, getting a strong platform for living, enlighten the spirit of equality, promoting values, discipline and fraternity by which they "educate their mind and soul" of the learner. This is possible and achievable only by means of a quality education.

Quality Education

Quality education catalyse economic growth of a country widely. The best way to reach the sustainable quality education can be viz implementing ICT. As quoted in FakhtehMahini et al., ICT is a powerful tool that upgrade the quality and efficiency of education. Besides the incorporation of ICT in education has an additional benefit like flexibility, exploration of individual innovativeness and enthusiastic interactions etc. Ozgur Yilmaz et al., if individual innovativeness level is high then the innovativeness process will proceed more efficiently and successful results can be obtained at the end of the process. Therefore, individual innovativeness must be given importance in all the possible multi directional approach. As Juliet Joseph et al., mentioned the UCLA report, educational technology can lead to active learners who master their learning content and increases learner modesof critical thought ensuring students' progress at their own level.

Need for Quality Education

A discussion on the comparison of the higher education systems of India and China stated by Vidya Rajiv Veravdekar et al., shows a starkest difference in the budgetary allotments for higher education for china is $250billion and for India it is $37.13 billion.

Only because of quality education, we can feel the feeling of sustainable development of our country in economic as well as producing an individual with the identification of their innate qualities. We can expect that quality education can change people's behaviour in a better fashion. It is good to have civilized citizens as they can put our country a developed nation in the nearby future within a short span of time.

Basic Problems

The actual problem in India is in the initiative mode. It seems late in initiating new plans for implementing in the view of fruitful results. Being nested with the developmental challenges we are denied with implementing issues. In the deeper aspects there are certain problems which are the actual barriers of attaining quality education such as uneven spread of education, defective curriculum, uninspiring ways of teaching, lack of awareness among people, financial outlay, lack of administrative efficacy, lack of knowledge updating, lack of qualified teachers etc. besides there are many other problems like inequality between district to district or between state to state in India. Also the inequality between upper class, middle and lower class or between economically forward vs economically backward classes etc. India is a land of having people with different socio-economic, political background. Richer groups undoubtedly will give a high grade education to their children. But the problem to be noted in economically backward people is the "financial demand for better living". They can't afford their children to get admitted in a luxurious or private institutions. Only way to give education for their child is by public school's/government schools. If the standard of education is not up to the level or if they lack in scientific/ technological knowledge, then there is no use of them to get degrees. There will be no sort of meaning for their hard work and sufferings in crossing the borders like family issues, cultural restrictions etc. Thus the provision of quality education is a very important issues to be concerned in this modern world.

Role of Teachers

It is a well-known fact that the quality of nation depends on the quality of citizens and the quality of citizens depends on the quality of education which in turn depends on the quality of teachers. Teachers, the nation builder cascade knowledge, values, morals and principles to the younger generation in an appreciable manner.

From the light of the findings of Ozgur Yilmaz et al., almost 47.1%of the study group consists of young individuals who are below the age of 30. One might expect that younger teachers will be using ICT in an effective manner which leads to the improvement of individual innovativeness. These professional practitioners can give quality education to the students if they are properly tuned with a progressive training. Thus in one way or other pre-service programme is playing an important role. Thus the integrated components of quality education such as development of human resources, developing human values and virtues with qualitative and quantitative improvement can be achieved.

Steps to be Performed

In order to put forward our country with a quality education, the following steps can be implemented and followed such as developing a broad national outlook of education, hindering a spirit of excellence, strengthening of resource mobilisation, raise the status of teachers, equality in education with the international standard, giving professional freedom for teachers, increasing the intensity of existing educational programmes, redefining the old curriculum, implementing constructivist approach in education, strong building of public-private partnership, peer based collaboration among teachers for sharing their thoughts, ideas and views.

Also there should be a proper planning committee for implementing quality education. The committee members must be educational experts from all over country, professional and experienced candidates, educational experts and educational psychologists etc. Like planning committee there should be monitoring committee set under fruitful administration head. These committees must be re-planned often and monitored systematically. Local bodies, volunteers from various disciplines can render their best in these kinds of emerging committees.

Conclusion

"***Education will help the student to get knowledge; only quality education will help students to gain wisdom***". Thus quality education should be given to all the citizens without any discrimination and centralisation in educational institutions. The state is accountable for violation or deprivations of right to education for any individual in its locality. Also people should be aware of their duties, responsibilities, rights and obligations. Only then they will be demanding quality education as well as equalisation of educational opportunities by which harmonious development of the individual personality will be enhanced.

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DEEP ECOLOGY: IMPLICATIONS FOR TEACHER EDUCATION

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Abstract
Environment is everything that surrounds us. It includes living organisms, non-living things and physical, chemical and other natural forces. There are interactions between animals, plants, soil, water, and other living and non-living things in the environment. ***Deep ecology*** *considers humankind as an integral part of environment. It underlines the interdependent value of human and non-human life as well as the importance of the ecosystem and natural processes. It provides a foundation for the environmental and green movements. Deep ecology* ***being a holistic approach,*** *environmental philosophy and social movement calls for human beings to fundamentally change their relationship to nature from one that values nature solely for its usefulness to human beings to one that recognizes that nature has an inherent value. Arne Naess, a Norwegian philosopher and mountaineer introduced the term "deep ecology" to environmental literature in 1973. B.Ed. student-teachers as future teachers, have high stakes in developing awareness and commitment towards deep ecology among adolescent students, who are future citizens of the Nation. However, this is possible only when they themselves have experience of deep ecology. The present paper attempts to decipher the concept of deep ecology and suggests some of the deep ecology based activities and programmes at B.Ed. Colleges for student-teachers.*
Keywords: *Environment, Deep Ecology and B.Ed. Student-teachers*

Introduction

Environment is everything that surrounds us. There is nothing beyond environment, behind environment and other than environment. It includes living organisms, non-living things and physical, chemical and other natural forces. There are interactions between animals, plants, soil, water, and other living and non-living things in the environment. It is from the environment that we get food to eat, water to drink, air to breathe, clothing, medicines, shelter, and all necessities of day to day life.

Ecology and Deep Ecology

Ecology is the scientific analysis and study of interactions among organisms and their environment. It is an interdisciplinary field that includes biology, geography, and Earth science. Ecology includes the study of interactions that organisms have with each other, other organisms, and with abiotic components of their environment.

Deep ecology considers humankind as an integral part of environment. It underlines the interdependent value of human and non-human life as well as the importance of the ecosystem and natural processes. It provides a foundation for the environmental and green movements. Deep ecology **being a holistic approach,** environmental philosophy and social movement calls for human beings to fundamentally change their relationship to nature from one that values nature solely for its usefulness to human beings to one that recognizes that nature has an inherent value.

Emergence of the Phrase "Deep Ecology"

Arne Naess, a Norwegian philosopher and mountaineer introduced the term "deep ecology" to environmental literature in 1973. Naess made a presentation in Bucharest, Romania at the Third World Future Research Conference In 1972. In his talk, he discussed the longer-range background of the ecology movement and its concern with an ethic respecting nature and the inherent worth of other beings. As a mountaineer who had climbed all over the world, Naess had enjoyed the opportunity to observe political and social activism in diverse cultures. He saw two different forms of environmentalism. One he called the "long-range deep ecology movement" and the other, the "shallow ecology movement." The "deep" movement involves deep questioning, right down to fundamental root causes. The short-term, shallow approach stops before the ultimate level of fundamental change, often promoting technological fixes (e.g. recycling, increased automotive efficiency, export-driven monocultural organic agriculture) based on the same consumption-oriented values and methods of the industrial economy. The long-range deep approach involves redesigning our whole systems based on values and methods that truly preserve the ecological and cultural diversity of natural systems.

Deciphering the Concept of Deep Ecology

Deep ecology movement is not anti-human. Naess's platform principle number 1 begins with recognizing the inherent worth of all beings, including humans. Non-violence, proposed by Mahatma Gandhi is a tenet of deep ecology activism in word and deed. Supporters of the deep ecology movement deplore anti-human statements and actions.

Accepting the Deep Ecology Platform principles involves a commitment to respecting the intrinsic values of richness and diversity of ecology. This, in turn, leads one to criticize industrial culture, which construe the planet Earth only as raw materials to be used to satisfy consumption and production to meet not only vital needs but extravagant desires whose satisfaction requires more and more consumption. Endorsing the Deep Ecology Platform principles enables human beings to work with civility toward harmony with other creatures and beings.

George Sessions and Arne Naess summarized 15 years of thinking on the principles of deep ecology in April 1984 while camping in Death Valley, California. They articulated these principles in a literal, somewhat neutral way, hoping that they would be understood and accepted by persons coming from different philosophical and religious positions.

1. The well-being and flourishing of human and nonhuman life on Earth have value in themselves (synonyms: intrinsic value, inherent value). These values are independent of the usefulness of the nonhuman world for human purposes.
2. Richness and diversity of life forms contribute to the realization of these values and are also values in themselves.
3. Humans have no right to reduce this richness and diversity except to satisfy essential needs.

4. Present human interference with the nonhuman world is excessive, and the situation is rapidly worsening.
5. The flourishing of human life and cultures is compatible with a substantial decrease of the human population. The flourishing of nonhuman life requires such a decrease.
6. Policies must therefore be changed. The changes in policies affect basic economic, technological, and ideological structures. The resulting state of affairs will be deeply different from the present.
7. The ideological change is mainly that of appreciating life quality (dwelling in situations of inherent worth) rather than adhering to an increasingly higher standard of living. There will be a profound awareness of the difference between big and great.
8. Those who subscribe to the foregoing points have an obligation directly or indirectly to participate in the attempt to implement the necessary changes.

Deep Ecology Based Activities and Programmes at B.Ed. Colleges

B.Ed. student-teachers as future teachers, have high stakes in developing awareness and commitment towards deep ecology among adolescent students, who are future citizens of the Nation. However, this is possible only when they themselves have the experience of deep ecology. B.Ed. Colleges should take more initiatives in organizing deep ecology based activities and programmes for student-teachers:

Curricular Initiatives

Now B.Ed. Programme in India being two years programme, has ample scope for developing awareness and commitment towards deep ecology in moderate spirit.

Participation in Extension Activities: The educational excursion and activities of community living camp should be organized with the due focus on environment among other issues which gives practical exposure to student-teachers in valuing and taking initiatives to protect the various components of environment. Student-teachers can be taken to hills, rivers, forests, sea, pond etc. wherein they can have firsthand experience about ecosystem, diversity of flora and fauna etc.

Action Research Projects: The student-teachers should be guided to take up projects like survey of utilization of energy resources in local community, attitude towards resources of nature, eco-friendly practices etc. Finally student-teachers are asked to give a summative report on the project.

Environmental Education: There is either a separate unit or subject on Environmental Education in B.Ed. curriculum. Teacher Educators can take up more spirited efforts in giving due importance to deep ecology while discussing about other topics like environment; environmental pollution; meaning, importance, objectives and strategies for teaching environmental education at secondary school. Beside lecture method, discussion method, other strategies and techniques of teaching like project method, problem solving method, brainstorming etc. can be taken up while teaching about environmental education. Student-

teachers should be guided in preparing and presentation of seminars on various issues of environment including deep ecology.

Eco Club

B.Ed. Colleges should have Eco-club which can take more initiatives in organizing deep ecology based activities and programmes for student-teachers in a way in which the constraints of the classroom and curriculum will not allow. It provides the great opportunities to create awareness, build attitudes and empowers them for eco-friendly life style. Eco-club can be the hub for most of the deep ecology based activities.

Quiz

Quiz contest can be used by teacher educators to examine the knowledge of the student-teachers on ecology and allied issues. Quiz enables the student-teachers to get involved in correct information collection and encourages them to be initiative. It helps them to retain and recall correct information. It helps them to be precise in their information.

Seminars

Seminars are theoretical in nature which mainly involves the presentation and discussion on the various aspects of a topic and problems by the participants and experts. They provide a formal platform for an exchange of ideas. B.Ed. Teacher Educators can organize seminar for student-teachers on varying issues of deep ecology like inter-relationship between living and non-living things; Human beings and animals; importance of the ecosystem and natural processes etc. At the end of the seminar questioning session can be arranged. This activity builds the confidence of the students, strengthens their communication ability and promotes tolerance to divergent perceptions.

Debate

Debate is a method of interactive and broader representational argument. It is a technique of persuasion that includes logical consistency, factual accuracy and emotional appeal to the audience. Thus in debating, one side often prevails over the other side by presenting a superior "context" of the issue. Debate can enable the student-teachers to understand and develop the tolerance to the divergent perceptions. Teacher educators can organize debate on the topics like 'Life style of the modern human beings is the main cause of deterioration of environment' etc.

Workshops

Workshops combine theory and practice. They adopt practical approach for formulating solutions for the environmental protection by experts and participants. Teacher educators can invite the experts to give demonstration and guidance to the students on the following topics in the context of deep ecology: framing of slogans, preparing of nature songs, preparation of

posters, rainwater harvesting, making decorative items from waste, conservation of natural resources etc.

Campaigns

Campaigns can be organized to create awareness among the public about the issues of environment. The students can raise slogans on animal rights; interdependent value of human and non-human life, conservation of natural resources etc.

Dramatization

Teacher Educators can guide the student-teachers in preparation of script and enacting roles through drama on the themes like pollution of natural sources like water, soil and air; deforestation; destruction of environment by man etc. After this the discussion can be arranged.

Street Play

Street play is a form of theatrical performance and presentation in outdoor public spaces like shopping centers, car parks, recreational reserves and street corners. Doing of street play need simple costumes and props, and often there is little or no amplification of sound, with actors depending on their natural vocal and physical ability. The performances need to be highly visible, loud and simple to follow in order to attract a crowd. Street play can be organized on the importance of natural resources, inter-dependence of living and non-living things. Teacher educator can prepare scripts and select student-teachers to perform various roles. The play should be ended with a question and answer sessions. The usefulness of the play should be judged by giving a questionnaire to the local community. It builds more confidence among student-teachers to take up more initiatives towards deep ecology in collaboration with local community.

Role Play

Role play is a literary piece consisting of dialogues between various roles. It is simple when compared to drama as it won't require all the facilities. It needs less time and little preparation. It can be organized in the class. Teacher Educators can use it to create awareness on deep ecology. They can ask the student-teachers to play it on the relationship between our life style and environmental degradation. Discussion can be arranged at the end of role play. The student-teachers can be made to understand that environmental degradation is a big problem caused as a result of the activities we perform every day. Thus the solutions for it are also rooted in our actions; if we perform our everyday actions like shopping, moving, eating, drinking, working etc. carefully, we can contribute to the wellbeing of our planet earth.

Case Studies

Case study describes a situation or a problem that the group has to solve. These are designated to give people information, help them to consider their attitudes and values and

discuss the skills they might need to deal with the problem. Teacher Educators can provide case studies on eco-friendly life style of nations, effects of industrialization on environment etc. to the student-teachers by means of multimedia. Then during the discussion, student-teachers can be asked to analyze and come up with solutions. Teacher Educators should summarize the discussion by clarifying the misconceptions.

Articles and Essay Competition

Writing of articles and essay competition accelerate creative expression among students. It helps them to reflect on various aspects of issue like deep ecology. Teacher educators can motivate the students to write articles on environment and allied topics which can be displayed on bulletin board. The best articles can be published in the newspapers, magazines etc. Essay competition on the topics like climate change, eco-friendly life style, sustainable development etc. can also be conducted. A panel of judges can assess the essays. The best essays can be read out by students in the classroom and they can be published in the school magazine.

Screening of Documentaries

Documentaries are a potential audio-visual mass media that document reality. They enormously impact on awareness, attitude, values, decision making and practices among the student-teachers towards ecology. Documentaries on nature, environmental pollution, eco-friendly life style etc. can be screened to the student-teachers and later discussion can be arranged.

Celebration of Environmental Days

Celebration of days of environmental importance helps to expand and strengthen the worldwide effort to address the challenges of environmental degradation. Eco-club can organize days of environmental importance like World Forestry Day (March 21), World Water Day (March 22), World Meteorological Day (March 23), Earth Hour (March 28), International Mother Earth Day (April 22), World Environmental Day (June 5), World Ocean Day (June 8), World Day to Combat Desertification (June 17), World Population Day (July 11), World Nature Conservation Day (July 28), International Day for the Preservation of the Ozone Layer (September 16), International Day of Climate Action (October 24) etc.

Guest Lecturing

Environmentalists, experts on environment, social workers, government and NGOs etc. Can be invited by B.Ed. Colleges to give talk on the topics of environmental importance. The talk can be ended with question and answer session.

Taking up of Projects

Projects help the student-teachers to get exposure to the realities of environment and help them to apply knowledge from different subjects. The student-teachers should be guided to take up projects like rain water harvesting, solar heating, preparation of best out of waste etc.

Conclusion

B.Ed. colleges and teacher educators have more responsibility in educating their student-teachers who are set to become future teachers in developing understanding and abilities in push forwarding the spirit of deep ecology. It is because they have a vital influence on the adolescent students (who are future citizens of the country) learning, shaping their attitude and developing desirable behaviour towards protection of earth. Thus beside curricular initiatives, efforts should be made by B.Ed. colleges and teacher educators in planning and organizing various activities and programmes on "deep ecology" for their student-teachers who in fact can be called as the builders of eco-friendly generation.

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A CRITICAL OVERVIEW OF THE ENVIRONMENTAL AWARENESS OF THE TEACHERS OF HIGHER EDUCATION

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Abstract
The environmental resources are being exploited more and more. The earth is the only planet for human beings to live. All the people, especially the teachers are responsible for creating environmental consciousness and awareness among the children, who are the future citizens of India. So, the present study tries to find out the status of Environmental Awareness of the teachers of higher education which is essential to impart environmental education to the students apart from their subjects. All the subject teachers are expected to be aware of the environmental concepts, environmental problems and environmental management aspects. In this regard, an Environmental Awareness Questionnaire (EAQ) was administered among the University and College teachers to find out the extent of their awareness in Environmental Concepts (EC) and Environmental Problems (EP) at Global, National and local levels. The sample comprised of 160 College and University teachers. The sample population was selected through Convenience sampling, from Tamil Nadu and Kerala who attended the Orientation Programmes conducted by the UGC-Academic Staff College, Madurai Kamaraj University. The environmental awareness of the teachers of higher education was analyzed using 't' test. The outcome of the study shows the status of Environmental Awareness of the teachers of Higher Education.
Keywords: *Environmental Awareness (EA), Environmental Concepts (EC), Environmental Problems (EP)*

Introduction

Sweden was the first country which gave suggestion to the Economic and Social Council (ECOSOC)[1] of the UN Council in 1968 to conduct a conference focusing on the issues of human interactions with the environment. The UN Council passed a resolution (Resolution 1346) in 1968 to support that idea. In 1969, UN passed another General Assembly Resolution (Resolution 2398) to convene a Conference in 1972 to focus on " stimulating and providing guidelines for action by national government and international organizations" facing environmental issues. The United Nations Conference on '*Human Environment*' was conducted at Stockholm from 5 to 16 June 1972 (http://en.wikipedia.org, 2017)[2]. In that conference, the need for creating a common outlook and common environmental principles to motivate and guide the people of the world in preserving human environment was observed and urged. One of the important issues addressed in that conference was 'the recognition for poverty alleviation for protecting the environment'. Our former Prime Minister, Mrs. Indra Gandhi, who was the only other speaker in the conference other than the hosting country's Prime Minister, in her seminal speech, put forth the connection between ecological management and poverty alleviation. In that conference, the 'Stockholm Declaration' with 26 resolutions was announced. The 19th resolution (Environmental Education is essential) and the 20th resolutions (Environmental research must be promoted) are very essential. Still we are having environmental problems. The Government, people and NGOs are striving hard to tackle the environmental problems.

Shobeir (2013) quoted a paragraph from the writing of Sarala Rajput (2004) which runs as, "Environment is one of the key areas of current human concern. Ironically and probably unknowingly, it is human beings themselves who are responsible for degrading, destroying and

polluting it. The future generations shall have to reap the harvest of unplanned and insensitive approach that has irreparably damaged the relationship and harmony of human beings with nature. The ill-effect is evident and future potentialities of destruction are immense. As is always the case, education is supposed to provide the solution"(www.sid.ir/en, 2013)[3]. Anandhavalli Mahadeven (1995)[4] stressed the need for multidisciplinary approach in environmental education. Chhatwal (1998)[5] rightly pointed out that the problems in imparting EE in India are: lack of resource materials, teacher training programmes, evaluations and co-operation with the State governments, illiteracy and ignorance of people. Prasiddha et al., (2014)[6] also noted that 'teachers have an affective predisposition towards using environmental contents and strategies in their classes'. In this context, environmental awareness of the teachers of higher education who are supposed to impart environmental awareness to the students is a currently needed topic to be evaluated.

Objectives

The objectives of the present study are:

- To find out the level of environmental awareness of the teachers of higher education
- To analyze the variation in the level of awareness between
  a) Male & Female teachers b) Humanities & Science teachers

Materials and methods

Sample and Data Source: The sample comprises of 157 (90 females and 67 males) college teachers from Tamil Nadu who attended the Orientation Programmes and Refresher Courses conducted by the Academic Staff College, Madurai Kamaraj University during the year 2011-2012. Primary data was collected from them by administering the questionnaire.

Technique used: Likert Rating Scale (Likert,1970 (en.wikipedia.org/wiki/RensisLikert, 2017)[7] is used to measure the level of environmental awareness among the teachers. A five point rating scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) was used. The number of questions was 24 pertaining to Environmental Concepts (12) and Environmental Problems (12). Maximum score is 120 (60 for Environmental Concepts and 60 for Environmental Problems questions) and minimum score is 24 (12 each). Questionnaire contains positive statements only.

Tools of Analysis: An Environmental Awareness Questionnaire (EAQ) was developed and tested with 50 college teachers. Using Split – Half method, the Discriminative Index value (which was 0.56 for all the questions) was identified. The statements of the questionnaire are based on the model of United Nations Environmental Protection (UNESCO-UNEP, 1985)[8] agency. The questions focus on the general awareness of the environmental concepts such as water management, energy sources etc., which are known to the teachers and awareness of the local, regional, national and global level environmental problems. Since the teachers of higher education are expected to know the environmental concepts and problems, awareness about these two factors are analyzed in this study.

Hypotheses formulated for the study are:

1a. Research Hypothesis (H_R): There is significant difference between the environmental awareness in terms of Environmental Concepts (EC), Environmental Problems (EP) of male and female teachers of higher Education in Humanities and Sciences.

1b. Null Hypothesis (H_O): There is no significant difference between the environmental awareness in terms of Environmental Concepts (EC), Environmental Problems (EP) of male and female teachers of higher Education in Humanities and Sciences.

Results

The results of the differential analysis of the Environmental Awareness (EA) of the teachers of higher education are given in the following tables. Table 1 gives the particulars about the difference between EA scores of the male and female teachers.

Table 1 Environmental Awareness

*p<0.05

S.No	Variables	Mean	S.D.	't' Value
1	MEnTot	93.84	5.014	
2	FEnTot	72.56	3.641	42.135*
3	MHum	82.30	11.713	
4	MSci	83.23	12.331	0.321
5	FHum	84.53	7.676	
6	FSci	84.23	10.371	0.164

MEnTot-Male Environmental Awareness Score	**FEnTot -Female Environmental Awareness Score**
MHum-Humanities Males	**FHum-Humanities Females**
MSci-Science Males	**FSci- Science Females**

Table 1 reveals that there is significant difference between male and female teachers in the environmental awareness at 0.05 level of significance. Regarding the male teachers of Humanities and Science, there is no significant difference in their environmental awareness scores. There is no significant difference between the female teachers of Humilities and Science in their environmental awareness which is revealed by their scores.

Table 2 Awareness of Environmental Concepts and Problems

(Male Vs Female Teachers -Total Sample)

*p<0.05

S.No	Variables	Mean	S.D.	't' Value
1	MEC	37.72	4.485	1.314
2	FEC	38.72	6.780	
3	MEP	42.48	5.832	2.288*
4	FEP	43.93	6.856	

MEC- Male-Environmental Concepts Score	**FEC- Female-Environmental Concepts Score**
MEP-Male-Environmental Problems Score	**FEP-Female-Environmental Problems Score**

From Table 2, it is inferred that there is no significant difference between male and female teachers in the awareness of environmental concepts and the Null Hypothesis (H_{O1}) is accepted and the Research Hypothesis (H_{R1}) is rejected. There is significant difference in the scores of environmental problems at 0.05 level in favour of female teachers. Here the Null Hypothesis (H_{O1}) is rejected and the Research Hypothesis (H_{R1}) is accepted.

Table 3 Environmental Awareness
(Humanities Vs Science Teachers -Total Sample)

*p<0.05

S.No.	Variables	Mean	S.D.	't' Value
1	HuEC	37.68	4.980	2.836*
2	SciEC	39.93	6.672	
3	HuEP	43.78	6.653	0.132
4	SciEP	43.89	6.523	

HuEC- Humanities-Environmental Concepts Score	**SciEC- Science-Environmental Concepts Score**
HuEP- Humanities -Environmental Problems Score	**SciEP- Science -Environmental Problems Score**

From Table 3, it is inferred that there is difference between Humanities and Science teachers in the awareness of environmental concepts at 0.05 level in favour of Science teachers. Here, the Null Hypothesis (H_{O1}) is rejected and the Research Hypothesis (H_{R1}) is accepted. There is no significant difference between the Humanities and Science teachers in the scores of environmental concepts and environmental problems. For these categories, the Null Hypothesis (H_{O1}) is accepted and the Research Hypothesis (H_{R1}) is rejected.

Table 4 Environmental Awareness
(Male Vs Female Teachers -Humanities)

S.No	Variables	Mean	S.D.	't' Value
1.	MEC	38.81	4.589	1.166
2.	FEC	40.19	6.099	
3.	MEP	45.72	6.239	1.191
4.	FEP	44.05	6.484	

Table 5 Environmental Awareness
(Male Vs Female Teachers -Science)

S.No.	Variables	Mean	S.D.	't' Value
1.	MEC	41.17	5.688	0.829
2.	FEC	39.57	7.509	
3.	MEP	44.63	6.718	0.516
4.	FEP	43.67	6.682	

MEC-Male- Environmental Concepts Score	**FEC- Female-Environmental Concepts Score**
MEP-Male-Environmental Problems Score	**FEP-Female-Environmental Problems Score**

Table 4 and Table 5 show that there is no significant difference between male and female teachers of Humanities and Science subjects in the scores of environmental concepts and environmental problems. In these categories, the Null Hypothesis (H_{O1}) is accepted and the Research Hypothesis (H_{R1}) is rejected. Table 6 shows the percentage of respondents who gained scores below and above average.

Table 6 Environmental Test Scores and Percentage of Respondents who gained scores below and above Average

Sub- groups	Average Score			Percentage of Respondents - Environmental Concepts (%)		Percentage of Respondents - Environmental Problems (%)		Percentage of Respondents - Environmental Test Total	
	EnCon*	EnProb*	EnTotal*	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average
1. Total	39.11/60	44.34/60	83.45/120	54.10	45.86	49.04	50.96	46.49	53.50
Sample	44.56/60	49.28/60	93.84/120	48.00	52.00	56.00	44.00	52.00	48.00
Male	39.40/60	44.64/60	84.04/120	54.40	45.60	44.44	55.56	47.80	52.20
Female									
2.	38.39/60	44.73/60	83.12/120	48.81	51.19	45.24	54.76	44.04	55.96
Humanities	38.03/60	44.14/60	82.16/120	45.95	54.05	45.95	54.05	48.65	51.35
(Global)	38.68/60	45.19/60	83.87/120	57.45	42.55	42.55	57.45	34.04	65.96
Male									
Female									
3. Science	39.93/60	43.89/60	83.82/120	56.16	43.84	41.09	58.91	46.58	53.42
(Global)	39.57/60	43.67/60	83.23/120	50.00	50.00	56.67	43.33	43.33	56.67
Male	40.19/60	44.05/60	84.23/120	55.81	44.19	44.19	55.81	48.84	51.16
Female									

EnCon* = Environmental Concepts; EnProb* = Environmental Problems;
EnTotal*= Environmental Test Total

From Table 6, the following results can be inferred.

Total Sample

Percentage of respondents who gained below average (54.1%) scores in the environmental concepts is higher than the percentage of respondents who gained above average (45.86%) scores in the environmental concepts. Regarding the scores in the environmental problems and in the total environmental awareness test scores, the percentage of respondents who gained above average is higher than the below average scorers. It is evident from the Table 6 that above half of the sample population is not having sufficient knowledge about the inclusion of environmental concepts. We can identify that the gap between the percentages of below (49%) and above average (51%) scorers in the environmental problem is very narrow. The total scores show that 54 percentage of the teachers obtained scores above average and 46 percentage scored below average. 45-50 percentage of male teachers and 54-57 percentage of the female teachers scored below average in environmental concepts in all the sub-groups. 45-56 percentage of male teachers and 42-44 percentage of female teachers scored below average in environmental problems in all the sub-groups. 43-52 percentage of male teachers and 34-48 percentage of female teachers scored below average in total environmental awareness in all the sub-groups.

Humanities (Global)

Percentage of respondents who gained above average scores in the environmental concepts, environmental problems and environmental total is higher than the percentage of respondents who gained below average scores.

Science (Global)

Percentage of respondents who gained below average (56.16%) scores in the environmental concepts is higher than the percentage of respondents who gained above average (43.84%) scores in the environmental concepts. Regarding the scores in the environmental problems and in the total environmental awareness test scores, the percentage of respondents who gained above average is higher than the below average scorers. It is evident from the Table 6 that nearly 44% of the sample population is not having sufficient knowledge about the environmental concepts and it is to be enhanced.

Humanities (Male Vs Female)

Percentage of female respondents who gained below average (nearly 57%) scores in the environmental concepts is higher than the percentage of male respondents (45%). This shows that female teachers are to be made aware of the environmental concepts. Regarding the scores in the environmental problems and in the total environmental awareness test scores, the percentage of both male and female respondents who gained above average is higher than the percentage of below average scorers. Percentage of female teachers is more in environmental problems and total environmental scores.

Science (Male Vs Female)

Percentage of male respondents gained below average and above average scores in the environmental concepts is 50% each. Regarding the scores in the environmental problems, percentage of male teachers of below average scores (nearly 57%) is higher than the percentage of above average scorers (nearly 43%). Percentage of female respondents (56%) gained below average score is higher than the percentage (44%) of above average scorers.

Discussion

When comparing the male and female teachers of the total sample, it is evident that the female teachers are having more awareness of environmental problems than the male teachers. Regarding the environmental concepts, both the male and female teachers gained more or less the same scores which reveal that the awareness pattern is the same for them. The comparison of teachers according to their subjects (Humanities Vs Science) reveals that the Science teachers have more awareness in environmental concepts. Awareness about the environmental problems is the same for the Humanities and Science teachers. Both the male and female teachers of Humanities and Science subjects are having the same awareness in the environmental concepts and environmental problems. At this juncture, one important point is to be noted. All the teachers gained only 39 to 44 marks out of 60 in environmental concepts and 43-49 marks out of 60 in environmental problems. They gained 82-93 marks out of 120 in the total environmental awareness. This analysis shows that the environmental awareness of both male and female teachers of Humanities and Science faculties has to be enhanced.

Conclusion

Creating awareness of the environment related concepts and environmental problems among the teachers of higher education and the in-service training programmes are the means to upgrade the environmental awareness among the teachers and these activities will raise the consciousness about the degradation of environmental safety and balance which are rapidly devastating the earth, the only planet to live. Teachers have to impart the students how to get sustainable development using the available resources, how to face the environmental problems including sudden disasters and how to preserve and conserve our natural resources in order to achieve sustainable development. For this, teachers should aware of the environmental issues in the global, regional and local area. So, environmental awareness of teachers is very much needed for achieving sustainable development.

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A STUDY ON EFFECTIVENESS OF TEACHING ENGLISH GRAMMAR TO VIII STANDARD STUDENTS

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Introduction

"Our future growth relies on competitiveness and innovation, skills and productivity…. And these in turn rely on the education of our people" says Julia Gillard. As she rightly states innovation and education go hand in hand. Education which is generally regarded as acquisition of knowledge is interlinked with innovations and best practices. The quality of education is improved by adopting innovative methods of teaching. The word innovation refers to a new thing or new method of doing something. Innovation and invention are related yet different terms. Innovation is the practical implementation of an invention which is the improved method of teaching that has meaningful impact in students.

Innovation in Education

"Changes call for innovation and innovation leads to progress"

-LI KEQIANG

The innovative changes find place in each and every discipline of human life. Education which is also susceptive to change has undergone many positive changes. Innovations and best practices occupy an essential place in teaching and learning. Innovation in education is nothing but teaching the old concept in a novel way. Similarly using best practices means identifying and applying the best and effective method to increase the learning outcome. These innovative practices are always needed because they bring interest and motivation in learners which eventually lead to learning.

Innovation in education begins with empathy (i.e.) when the teacher understands the difficulties of students; he/she can develop and adopt suitable innovative practices that enhance learning. An innovative educator will constantly formulate new ways and approaches to teaching and learning to maximize the output.

No longer can the old conventional methods satisfy the present day children's quest for acquiring knowledge. The children nowadays are advanced and techno savvy. To cope with the changing trends in education, the teacher must incorporate modern innovative techniques in teaching. Gone are the days when learning was monotonous and teacher-centered. Many new methods are available nowadays to make learning exciting and fun filled. The students are tired of chalk and talk approach to teaching and learning. They opt more for innovative and best practices in education. These innovative practices enable students to think deeply and logically. They don't stop with simply following the given set of rules but starts to think and question. In the process of innovative teaching and learning the paramount importance is given to student

unlike the conventional method. The teacher takes the role of the facilitator who facilitates the students to discover their fullest potential. These effective innovations affect education positively by raising the quality of education which in turn benefits the society. The innovative and best practice benefits not only the learner but also the teacher and the wider society.

Need for the Study

The grammar is the part and parcel of any language learning. But it is the most averred part of study in schools. Because students generally dislike to learn grammar. They are least interested in learning the vague grammatical concepts which results in poor performance. So the investigators being student teachers are very much interested to know the effectiveness of using innovative techniques. Hence the present study was undertaken.

Objectives

- To study the effectiveness of using innovative method to teach grammar

Hypothesis

There is no significant difference between the learning achievement of pupils in English grammar taught through conventional method and innovative method

Sample

The sample consisted of 30 matriculation school students fromVIII standard. The plan was to teach grammar in that particularly under the topic of direct and indirect speech. In order to diagnose the student's knowledge about direct and indirect speech the investigator conducted a pre test. After that, student teacher divided the students into two groups. The classification of students was based on their academic performance. The toppers, mediocre and late bloomers were equally distributed in both the groups. For one group it was decided to teach in traditional method and for another group in innovative method.

Tools

The topic taught was reported speech in which different kinds of sentences like statement, interrogative, imperative and exclamatory sentences were transformed from direct to indirect speech.

Experimental Procedure

The experiment was conducted in three phases:

- Pre testing (assessment of learning achievement)
- Experimental treatment
- Post testing

Pre Test

Pre testing the respondents occupies an important place in a research. So a pre test was conducted to the students before teaching them. It aimed at checking the pupil's knowledge in

that topic. The pre test questionnaire had a set of questions that tested the student's basic knowledge in reported speech. The results gave a clear understanding of the student's level of knowledge regarding the topic.

Experimental Treatment

The control group was taught through conventional method of teaching which is teacher centered. The experimental group was taught through innovative method of teaching which is student centered and consisted of many activities like role play, share and care, reflective emojies etc.

Post Test

The research aimed at checking the effectiveness of these two different methods of teaching. In order to do so, a post test was conducted to the students after teaching them. The post test questions were framed in such a way to measure the level of understanding of students in the topic. The questions were that based on what was taught by the student-teachers. Though two different methods were used to teach, a common post test was conducted for both samples.

Statistical Analysis

Mean (M), standard deviation (S.D) and 't' value with regard to achievement of students in English grammar was calculated.

Table1 Details of pretest results

S- Significant

NS-Not significant

Group	N	M	S.D	t-value	S/NS
Control	15	26.13	11.01	0.319	NS
Experimental	15	28.33	13.37		

From the above table, the obtained t-value is 0.319 which is less than the table value of 1.7 at 0.05 levels and thus it is not significant. The mean values of the control group and experimental group are 26.13 and 28.33 respectively.

Table 2 Details of post test results

Group	N	M	S.D	t-value	S/NS
Control	15	44.2	4.79	2.32	S
Experimental	15	76.26	15.48		

From the above table, the obtained t-value is 2.32 which is greater than the table value of 1.7 at 0.05 level and thus it is significant. The mean value of experimental group is higher than the control group which indicates that there is significant difference between traditional and innovative methods.

Major Findings

To compare the effectiveness of traditional and innovative methods of teaching, pre and post tests were conducted. The results of those tests were compared and analyzed which

showed that the achievement of innovative group is greater than the traditional group in post test.

Conclusion

"Education is not learning of facts, but the training of the mind to think" - EINSTEIN. The study reveals that the pupils of the experimental group achieved more than the pupils of the control group in English grammar. This shows the effectiveness of innovative method over traditional method. Learning does not stop within the classrooms; it is a lifelong process which should be made effective using innovative techniques. These innovative and best practices can be employed to make pupils enjoy learning. So many more novel methods and practices must be incorporated in education.

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STUDENT TEACHERS' PERCEPTION ON EFFECTIVE TEACHING

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Education is a powerful weapon for a societal change. Everybody needs education without it we can't lead a meaningful life. Through this instrument everyone faces the challenges in this highly competitive world. To meet the future challenges, everyone needs quality education. Effective teaching assures quality education. Teachers are main key elements in education and effective teaching is one of the key propellers for the improvement. Normally effective teaching is based on the outcome of the students' performance or results. Effective teaching needs effective teachers. . An **effective teacher** is one who engages all students and provides a learning environment where all students can learn. So effective teaching requires certain criteria. Effectiveness may be evaluated by self, peers, experts and the stakeholders etc. The investigator being a teacher educator is very much interested to know the perception of student teachers in evaluating effective teaching.

Objective of the study

- To analyse the student teachers' perception on effective teaching.
- To find out the relationship between the dimensions namely Commitment to teaching, Concern for student progress, Effective communication, Motivation and Responsibility.

Hypothesis

There is no significant relationship between the dimensions namely Commitment to teaching, Concern for student progress, Effective communication Motivation and Responsibility.

Instrumentation

The investigator used the tool "Rating scale for student Evaluation of Teaching Effectiveness" constructed by Ethel S.Balachandran and E.S.Vedahayagam.

Tool Description

The tool consists of 35 statements with 5 point scale. There were 5 dimensions covering Responsiveness, Motivation, Commitment to teaching, Effective communication, Impartiality and Punctuality.

Scoring Procedure

Strongly Agree	5
Agree	4

Undecided 3
Strongly Disagree 2
Disagree 1

Sample and Sampling Technique

120 students from 5 B.Ed. colleges were the samples for the study. Random sampling technique was adopted for the study.

Statistical Technique used for this Study

Percentage analysis was used as a statistical technique for the study.

Data Collection

After getting proper permission from the heads the investigator collected the data from the samples.

Findings

Effective Communication

All colleges used bilingualism in giving instructions. So all the samples strongly agreed in all statements related to effective communication

Responsiveness, Motivation and Punctuality

43 percent samples strongly agreed and 57 percent samples agreed that the teacher educators have responsiveness Give motivation and Punctual

Partiality

95 percent samples strongly agreed that they are partial. All the samples opined that the teacher educators are not much interested when the students argue on matters related to study.

Concern for Student Progress

The staff members have no patience in understanding the thoughts and difficulties of students. No useful explanations were given while in returning the answer scripts and assignments. No encouragement in asking questions.

Hypothesis Testing

There is no significant relationship between the dimensions namely Commitment to teaching, Concern for student progress, Effective communication Motivation and Responsibility

Correlation Matrix

Dimensions of Teaching Effectiveness

	Commitment to Teaching	Concern for Student Progress	Effective Communication	Motivation	Responsibility
Commitment to teaching	1.0	.01	.03	.19	.04
Concern for student progress	.01	1.0	.10	.04	.06
Effective communication	.03	.03	1.0	-0.003	0.07
Motivation	.19	0.04	-0.003	1.0	-0.021
Responsibility	0.04	0.07	0.05	-0.02	1.0

The result shows that there is positive correlation between commitment to teaching and Motivation and Negative correlation between effective communication and responsibility. The other variables have no significant relationship at 5% level with degrees of freedom 118.

Conclusions

Teaching is a two way process. Interaction between the teacher and student is very important in active learning process. Active learning is possible only when they are more interactive without hesitation. More student participation the effective teaching learning process has taken place. If the teachers will give encouragement to ask questions and give explanations in returning the paper and also they have patience to understand their thoughts and difficulties of students which definitely leads to effectiveness in teaching and which environment moulds the future teachers leads to effective teachers.

WRITING A FOREIGN LANGUAGE VERSUS CREATIVE WRITING:

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Abstract
Writing is one of the two productive skills that a learner is expected to achieve in order to ensure his communicative competence. The communicative competence of the learner should be tested in respect of both the productive skills viz. speaking and writing. The role of a language learner in the case of the receptive skills is passive, where it becomes very active in the case of productive skills. In writing and speaking the language learner is engaged in communicating his ideas and feelings. In the case of speaking a kind of give and take situation between the speaker and listener exists. In other words there is a possibility of discussion or exchange of thoughts and ideas between the speaker and the listener. But in the case of writing, the message communicated has a higher degree of fitness and this skill requires real proficiency if the communication has to be effective. Before a learner attains a stage of being able to effectively communicate in the target language, he should have acquired sufficient mastery in its vocabulary and grammar. The initial stages of writing begins from the formulation of characters of the script of the target language; if the script system of the target language is different from that of the source language. The testing of writing skill in the context of second/foreign language learning should begin from the formation of characters to the testing of the learners' proficiency in expression, use of appropriate styles, vocabulary and accurate use of the structure of the target language.
Keywords: *communication, writing skill, vocabulary, structure, foreign language.*

Introduction

The ability to write a worthwhile composition is not possessed by all the speakers of a language; the ability to write creatively requires special talent and special training. A person can write his native language without being able tot create anything beautiful or of intrinsic value for its content. We cannot then use this creative power as a sign that a student knows how to write a foreign language. Writing a foreign languageas the ability to use the language and its graphic representation productively in ordinary writing situations. More specifically we mean by writing a foreign language the ability to use the structures, the lexical items, and their conventional representation, in ordinary matter-of-fact writing. We then recognize two major elements in writing a foreign language: the language elements and the graphic representation of the language.

With this kind of analysis it is obvious that the problem of writing will be different for each native language group, because the language burden differs according to the native language and because the graphic representation burden is different according to the experience of each group with the writing system of the native language. The problem is also a special one for those whose native language has never been written or who never learned to write it. To be thorough and efficient we need to prepare a list of the language matters, and their graphic representation that will constitute problems for the particular linguistic background we wish to test. We can say that when a student has mastered these problems he knows how to write the foreign language. With such a list we will be able to prepare better tests of writing and achieve more objective scoring.

How to Test Writing a Foreign Language?

General Technique:

Techniques used to test writing in the native language can often be used in the foreign language as well; the difference lies in the problems to be tested. These techniques vary

according to whether they deal with the integrated process of writing or with separate factors such as punctuation, spelling, structure or vocabulary. In every case, however, we set up a stimulus to obtain a controlled response containing the problems we wish to test.

The Written Composition as a Testing Instrument

A single picture, or a single composition topic given in the goal language or in the native language of the students is widely used a s a writing test especially when the student's ability to produce a connected piece of writing is the chief skill being tested. The virtues claimed for this kind of approach are the realistic nature of the response and the fact that it can show how well a student can think in the language. The shortcomings are the difficulty of scoring the responses objectively and the inadequacy of the sample contained in most compositions. A single composition is probably not the best means to test writing a foreign language. Scoring, however, still remains a complex process that requires time and can be done with precision only by highly trained personnel.

Approach through the elements of writing:

When we abandon the attempt to elicit complete written samples to test writing, we are better able to cover the entire range of difficulties in the language and in its writing or any representative sample of these problems. We are able to secure a wider sample by this approach and the scoring can be made either more objective or completely objective depending on the technique. An eclectic design using both the synthetic approach for wider sampling and easy scoring and the composition approach with its more readily acceptable validity, does not of itself guarantee a good test since the total test will be only as good as the sum of its parts and any part that is unsatisfactory will weaken the test accordingly.

Completion Technique

A technique that can be used tot test punctuation, spelling, vocabulary and grammatical structure objectively consists of providing an incomplete piece of writing and asking the student to complete it. To test punctuation we eleaveot some of the punctuation, to test spelling we leave out a letter or letters, to test vocabulary we leave out a word or words, and a test grammatical structure we omit some structure signal.

Punctuation: to test punctuation we can use parentheses or brackets at the point where the student has difficulty: **Ex:** "( ) Do you plan to come tomorrow ( )" "Yes, I do."

The student is asked to supply the punctuation needed if any. The Spanish literate speakers might place an upside down question mark at the beginning as well as the right one at the end, for that is their practice in Spanish.

Spelling: to test spelling we omit the problem letters and define the word by context**. Ex:** "Pro-e-or Smith teaches history in college." The student is asked to supply the missing letters. This technique is superior to dictation as a test of spelling because it does not require any more writing than the crucial in a relatively short time. In addition it does not mix spelling problems with pronunciation ones as may be the case in dictation.

Grammatical structure: The following item would test an irregular plural in English. Ex: "How many child-do you have?"

It is not always easy to write items such as this to test structure, pictures, more detailed linguistic context, or the native language of the students are helpful in such cases.

Vocabulary: Best-known among these completion-type techniques are those that omit vocabulary items in a self-defining context. Ex: " My nephew's sister is my _____."

Limitations of the completion techniques: completion items are more difficult to answer than ordinary multiple-choice items for the same problems and are sometimes preferred because they force the student to produce the answer. Since writing is a production activity, production items requiring completion are assumed to be more valid in testing writing than multiple-choice recognition items.

One **weakness of the completion item**, however, is the difficulty in preparing a context that will allow only one possible answer.

i. **Ex:** "A vehicle of transportation," for example may be a ship, a plane, a car.
ii. **Ex:** "A vehicle of transportation used on roads" may still be a truck, a car, a bicycle.
iii. **Ex:** "A passenger vehicle of transportation used on roads and having foul wheels" may be a car or a bus.
iv. **Ex**: "A private passenger vehicle of transportation used on roads and having four wheels" may still be a car or a bus.

Providing additional context to limit the number of possible answers in not always easy. And in this process of adding context to remove ambiguity, we may easily make the context more difficult to understand than the very problem of recalling the word we set out to test.

Another **weakness of the completion item** is the time required for scoring. For classroom review and assignment texting the completion item is a useful and handy tool. But for large-scale testing, even five minutes' scoring tie per text can become a major consideration. In terms of masses of papers, three-thousand tests at five minutes each would require the work of a person for a month and a half at forty hours per week.

Objective, partial production techniques: Partial production techniques approximate the process involved in answering the completion items and at the same time are easier to score. The problem of supplying unambiguous context is considerably lightened by the incomplete, multiple-choice clues supplied in such items.

Test Design

A test of writing should consist of several parts with different types of items and problems to sample the elements of writing:

Part I: Objective, partial production, multiple-choice items. Fifty to eighty items dealing with specific problems of spelling, punctuation, grammatical structure and vocabulary.

Part II: Objective items based on one long passage. Twenty to thirty items of the objective, partial production type on a single connected passage testing chiefly matters of sequence and transition signals.

Part III: Three pictures with instructions to write a paragraph about each. Written context should force the student to use other than simple preterit constructions, grade mechanics only, number of errors per 100 words.

Part IV: Two short compositions on assigned topics. Thirty minutes each. Style and content are graded as well as mechanics.

Improving the Objectivity of Scoring Composition Tests

In scoring short or long compositions without dealing separately with the language and graphic problems, it is possible to improve the consistency of the grades by providing the examiner with sample compositions at each level or grade. The examiner is thus able to compare his own judgement with the grades suggested by the test maker.

Evaluating Content and Style

Content: content much beyond the general knowledge and experience expected of any literate speaker of a language lies outside the range of foreign language lies outside the range of forign language tests as such. Composition tests are therefore usually confined to matters of common experience or topics for which the students are given the content.

Composition topics such as the following are frequently used:

"Describe your home town to a friend from France."

"Tell about your recent trip to……"

"Describe your home."

"What would you do if you had a million dollars?"

If a picture is used as the stimulus for a composition, the subject of the picture is usually one of common experience.

Given a valid topic for a composition, there are at least three things that can be measured in connection with content:

i. The points of information to be brought out;
ii. The organization and sequence in which these points are presented;
iii. The formal signals given the reader to guide him in understanding the topic fully;

i. **The points of information to be brought out:** There is no limit to what can be said about almost any topic, yet the examiner can judge what points are relevant and he can list them. The test maker edits the list on the basis of what he or a group of competent judges deem relevant. Points of information mentioned by the weaker students can be compared with the list from the superior students to show critical differences for scoring purposes. We would thus have students of the same intelligence in the advanced group and in the beginning group, and the differences in content between the compositions of the two groups could not be said to reflect intelligence. This refinement is recommended for the preparation of a standardized test and not for an ordinary classroom test.

ii. **The organization and sequence in which these points of information are presented:**The points of information that are relevant for a particular topic can be organized in a limited number of ways. Depending on the nature of the information the points or constituents may be organized on some logical basis, on a time sequence, on a special arrangement of some

kind, on the basis of some movement or itinerary, on some arbitrary conventional system such as according to the letters of the alphabet tor the decimal system of numbering, on the basis of what the writer considers favourable and unfavourable, or on some combination of these and other criteria.

iii. **The formal signals given the reader to guide him in understanding the topic fully**: It is interesting that in writing we tend to use a larger stock of words to indicate the constituent points of a composition. This may be due to the fact that intonation and contextual stress are not marked in ordinary writing, although they play an important part in speaking and have to be replaced by sequence words in writing to avoid ambiguity. Their more extensive use in writing especially formal writing, accounts for the fact that they appear to be overly formal when used in ordinary conversation.

Style: The marks of literary style that set a part of great works of art are not the responsibility of foreign language tests to discover. Literary criticism, the favour of discriminating readers and survival over the years are part of the test of great works of art. But such matters of style as appropriateness or inappropriateness of the use of certain contractions in a friendly letter, the use of the first person pronoun, the use of colloquial language, etc., can be part of a test of writing at the advanced level.

Conclusion

Difference in writing direct conversation, quoted conversation or indirect speech are in part matters of style that can be tested. Differences between the style of a factual report, a friendly letter, a defence of something etc., might be legitimately included in an advanced test of writing a foreign language. Differences between the style of poetry, as distinguished from prose, may be more properly considered in the teaching of creative writing than in the teaching and testing of the ability to write foreign language.

The ultimate aim of training in composition is to enable the individual to express his thoughts and emotions, feelings and attitudes in chaste and lucid language. But, it cannot be denied that majority teacher teach and most students learn writing especially in a course in English as a foreign language to become just functional. Only a few teachers go beyond this aim and make effort to let children expose their personality in creative writing. While most teachers tend to emphasize accuracy at the cost of fluency, only a few provide incentive to children to write creatively-for the sake of genuine pleasure.

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ROLE OF EDUCATION IN DYSLEXIA

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Introduction

The term "learning disability" is used to describe a specific group of children, adolescents and adults who have problems in learning. These problems are generally in areas of reading, writing, spelling and mathematics. Specific learning disabilities such as Auditory Processing Disorder, Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia etc. Dyslexia is also known as reading disorder. In this paper we have deal with Dyslexia.

Dyslexia

Reading is an integral part of education and everyday life. Dyslexia the most widely used term to describe a child who is unable to read. A research section on developmental dyslexia of the world federation of neurology defined dyslexia in two ways:

1. Dyslexia is a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and socio-cultural opportunity; it is dependent upon fundamental cognitive disabilities which are frequently of constitutional origin.
2. Dyslexia is a disorder in children who, despite convention classroom experience fail to attain the language skills of reading, writing and spelling commensurate with their intellectual abilities.
    - Primary dyslexia- caused by some neurological dysfunction
    - Secondary dyslexia- caused by environmental factors.

Signs and Symptoms

- In early childhood, symptoms that correlate with a later diagnosis include delayed onset of speech, difficulty distinguishing left from right, difficulty with direction, and a lack of phonological awareness, as well as being easily distracted by background noise.
- Their major problem associates dyslexia with mirror writing and reading letters or words backwards.
- School age children with dyslexia may exhibit difficulty in identifying or generating rhyming words or counting the number of syllables in words both depend on phonological awareness. People with dyslexia are commonly poor spellers, a feature sometimes called dysorthographia or dysgraphia, which depends on orthographic coding.

Types of Dyslexia

1. Visual dyslexia
2. Auditory dyslexia

3. Sound blending
4. Memory skills
5. Letter and word reversals

Characteristics of Dyslexic Readers

1. The dyslexic reader more often a boy than a girl. Males outnumber females approximately 4:1.
2. The dyslexic reader has average or above average intelligence. However verbal IQ tends to be significantly below performance IQ.
3. Severely disabled readers often have comprehension difficulties and cannot understand the meaning for a given passage.
4. Members within the family may show similar reading problems.
5. Speech difficulties are also a typical characteristic of the dyslexic reader. Stuttering, lisping, cluttering are quite common. Slowness in learning to talk is often indicate of later problems in reading.
6. There is a tendency to be hyperactive, impulsive and distracted.
7. Dyslexic readers cannot recall the sequence of letters in a word and this prevents their reading from becoming automatic.

Causes

1. Trouble rhyming words
2. Problems memorizing number, letter, and word sequences
3. Mis-sequencing of sounds or syllables in a word
4. Perceives letter and number sequences correctly but remembers and recalls them in a different order
5. Misreads and skips words
6. Trouble sounding out words
7. Problems spelling
8. Word finding difficulties
9. Difficulties with rote memorization
10. Repetitions, transpositions, additions, substitutions, and omissions of letters, numbers and/or words
11. Difficulty understanding idioms, inferences, and jokes
12. Problems tracking from left to right across a page
13. Dizziness, headaches, or stomach aches reported while reading
14. Problems discriminating the difference between similar sounding letters and words
15. Trouble understanding word problems

Role of Education for Dyslexic Children

Today's children are the citizens of tomorrow. In today's educational system, children are valued only with the marks scored by them. This is a wrong attitude. Especially, as we are

getting to know about reading disabilities, we should understand this concept well and help the children.

Training Method Generally Followed for Dyslexic Children

Oral reading strategies were a good way to involve students in reading .These strategies helped the child to develop good listening skills and were effective when done in small groups with children sitting in a circle facing each other.

Choral Reading

- Everyone in the group read together at the same time. This was effective when the teacher had to repeat in unison, pointing to the words.
- Teacher read the passage leaving out the key words. The students filled in the missing words.
- Students were assigned characters and they read those parts.
- Students read orally taking turns. The group was questioned, discussed read contents and summarized.

Word cognition was increased by

- Spending time on listening to tape recording of the books while visually tracking the words.
- Phonetic awareness letter rounds and letter sound blends to form meaningful words were taught vowel sounds and associations to recall or identify these sounds in word beginnings and endings [ch, th, sh, etc.] were learnt.
- Identifying words as a whole unit [sight words].High frequency words and no phonetic words are taught this way.
- Reading skills through regular reading time of 15-20 minutes in the daily schedule was enhanced. Children worked on reading material of their choice and level.

Reading comprehension skills was increased by

- The student was helped to determine the purpose of reading, draw on personal experience and access prior knowledge and build-up background knowledge of the subject.
- Pointing out key information [illustration, captions, headings, chapter questions] in the text before reading through was pointed out.
- Children were made to read a page or passage and formulate questions on the same.
- Paraphrasing a passage was done explaining, the passage in their own words, the main idea and significant details.
- The student's language processing was helped to visualize the read passages as pictures and images. Students were provided with pad or self-stick notes to jot down notes, words to clarify and text those they do not understand. The self-stick notes were stuck on key points to facilitate learning.

Teaching to Write

Care should be taken by the teacher that the seating arrangements are made comfortable for the children. Especially the lighting should be sufficient in the classroom and home.

- For left handers the light should come from right side and for right handers the light should come from left side.
- The child should be provided with an adequate height chair and table. The table should neither very high nor very low. The child should be able to place his/her forearm on the table parallel to the floor.
- The child should sit straight with the body slightly inclined for proper handwriting.
- The note book of the child should be placed in the right side of the body for the right handers and left sided of the body for the left handers.
- The child should be given crayons first for scribbling then pencils for writing the alphabets. They can be given colour pencils for colouring and by the time they are nine they can be given good ink pen for writing.

Conclusion

Unawareness brings uneasiness, a sense of being lost, and one has the tendency to focus on the negative side of the story. In order to teach, as far as possible, according to each child's educational needs, it is essential to him /her as a complete with individual strengths and weaknesses. There must be an understanding from all who teach them, that they may have many talents and skills. Their abilities must not measure purely on the basis of their difficulties in acquiring literacy skills. Dyslexic children, like all children, thrive on challenges and success.

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A STUDY OF PROCESS OF GROWING UP AND REPRODUCTIVE HEALTH KNOWLEDGE AMONG ADOLESCENTS

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Abstract

Research studies indicates that majority of adolescents are unaware of the scientific knowledge about human reproduction. Hence there is an urgent need to study the knowledge level of young adolescence towards adolescence education. Young adolescents need reliable knowledge about the human reproductive health and also techniques of preventing health hazards such as STD and HIV/AIDS. It must be taken cognizance of the fact that today's youth are living in societies which are fast evolving under the impact of modernization, often have little access to reliable information and even less to adult counsel. As a result, parents and educators are often confronted with young people's question and expectations, which tend to challenge the established norms and principles and reveal inadequate preparation for coping with various demographic pre-occupations. It is considered appropriate for the school to bridge this gap. Just as the school prepares the young for the responsibilities of adult citizenship and wage earning capabilities, it should also being to share with the family the task of preparing them for the responsibilities of parenthood, sexuality and family life. The content of sex or adolescence education would remain unchanged but its utilization and integration would be culture specific. In a discussion on adolescents, quite often, the development of primary and secondary sex characteristics receive major attention. However, biological development of human beings is always paralleled by sociological development.

Keywords: *Process of growing up, reproductive health, adolescents.*

Introduction

Adolescence typically describes the years between ages 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "teen" years (ages 9 through 12). Adolescence can be a time of both disorientation and discovery. This transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding schoolwork, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood

Need and importance of the study

Today's youth are living in societies which are fast evolving under the impact of modernization, often have little access to reliable information and even less to adult counsel. As a result, parents and educators are often confronted with young people's question and expectations, which tend to challenge the established norms and principles and reveal inadequate preparation for coping with various demographic pre-occupations. It is considered appropriate for the school to bridge this gap. Just as the school prepares the young for the responsibilities of adult citizenship and wage earning capabilities, it should also being to share with the family the task of preparing them for the responsibilities of parenthood, sexuality and family life. The content of sex or adolescence education would remain unchanged but its utilization and integration would be culture specific.

Objectives of the Study

1. To study the process of growing up and reproductive health knowledge among male and female adolescents
2. To study the process of growing up and reproductive health knowledge among adolescents studying in different courses.
3. To study the process of growing up and reproductive health knowledge among adolescents from urban and rural.

Hypotheses

H1. There is no significant difference in the process of growing up and reproductive health knowledge among male and female adolescents

H2.There is no significant difference in the process of growing up and reproductive health knowledge among adolescents studying in different courses.

H3. There is no significant difference in the process of growing up and reproductive health knowledge among adolescents from urban and rural.

Variable of the Study

In the present study assessment of knowledge (process of growing up and reproductive health) as a dependent variables, adolescents gender, course and area were background variables.

Sample for the Experimental Study

The sample population for the study was taken a sample 880 adolescents were selected using stratified random sampling technique by giving importance to factors such as rural and urban, Government and Private, Arts, Science and Commerce students.

Tools Used for the Study

The tools for the data collection were selected after making in depth study of available tools to measure knowledge and attitudes of teenagers. The following tools were used to measure knowledge and attitude of pre-university students. These tools were selected keeping in view of the characteristics of the age factors and the requirements of the present study. To collect data on the level of knowledge and attitude towards adolescence education, the questionnaire had the following sections.

a. Personal data sheet.
b. Multiple choice test on Knowledge.

Table 1 Tool used for the study

S. No.	Title	Purpose	Source/Tools used
1.	Knowledge test (consisting of multiple types, matching type, completion items.)	To measure awareness level on the following areas. 1. Process of growing up 2. Reproductive health	Knowledge test scale developed by Dr.Sudha Rao Population Cell NCERT, New Delhi.

Statistical Analysis and Interpretation

Influence of gender

Hypothesis-1: There is no significant difference in the process of growing up and reproductive health knowledge among male and female adolescents knowledge.

Table 2 Mean values of Male and Female students on Knowledge about process of growing component and results of independent samples't' test

Gender	Mean	Std Deviation	't' value	P value
Male	9.64	2.88	4.392	.000 (Significant)
Female	10.48	2.67		

Table No.3 reveals that male and female students differed significantly in their mean scores on knowledge scores on process of growing up. The obtained 't' value of 4.392 was found to be significant at .000 level. From the mean value is evident that female students (mean 10.48) had significantly higher knowledge compared to male students (mean 9.64).

Table 3 Mean values of Male and Female students on Knowledge about reproductive health component and results of independent samples't' test

Gender	Mean	Std Deviation	't' value	P value
Male	9.89	3.67	6.074	.000
Female	11.53	4.32		

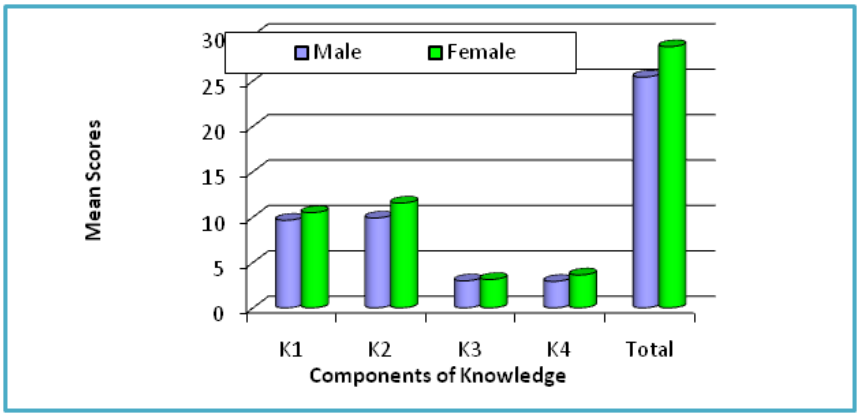
In reproductive health concept also, male and female students differed significantly in their mean scores. The obtained 't' value of 6.074 was found to be significant at .000 level. From the mean value is evident that female students (mean 11.53) had significantly higher knowledge compared to male students (mean 9.89).

Table 4 Mean values of Male and Female students on total Knowledge scores and results of independent samples 't' test

Gender	Mean	Std Deviation	't' value	P value
Male	25.40	5.95	8.030	0.000
Female	28.75	6.26		

In total knowledge scores on adolescence education, male and female students differed significantly in their mean scores. The obtained't' value of 8.030 was found to be significant at .000 level. From the mean value is evident that female students (mean 28.75) had significantly higher knowledge compared to male students (mean 25.40).

Graph 1 Mean values on various components of Knowledge Scores of Male and Female students on Adolescence Education



Influence of course

Hypothesis-2: There is no significant difference in the process of growing up and reproductive health knowledge among adolescents studying in different courses.

Table 5 Mean values of students studying arts, science and commerce on process of growing up component and results of One-way ANOVA

Course	Mean	Std. Deviation	F value	P value
Arts	10.16	2.76	1.46	.233
Science	10.09	2.83		
Commerce	9.76	2.87		
Total	10.2	2.82		

A non-significant difference was observed in the mean process of growing up component of students studying in different courses. One-way ANOVA revealed a non-significant (F=1.46; P=.233) value between mean scores of students studying arts, science and commerce courses. The mean process of growing up scores for students studying arts (Mean 10.16), Science (Mean 10.09) and Commerce (Mean 9.76) were same statistically.

Table 6 Mean values of students studying arts, science and commerce on reproductive health component and results of One-way ANOVA

Course	Mean	Std. Deviation	F value	P value
Arts	10.31	3.89	9.286	0.000
Science	11.39	4.61		
Commerce	10.03	3.22		
Total	10.63	4.05		

Table No.9 reveals that arts, science and commerce students differed significantly in their scores on reproductive health component. The obtained 'F' value 9.286 was found to be significant at 0.000 level. From the mean values is evident that Science students (Mean 11.39) had significantly higher knowledge scores on reproductive health component compared to Arts (Mean 10.31) and

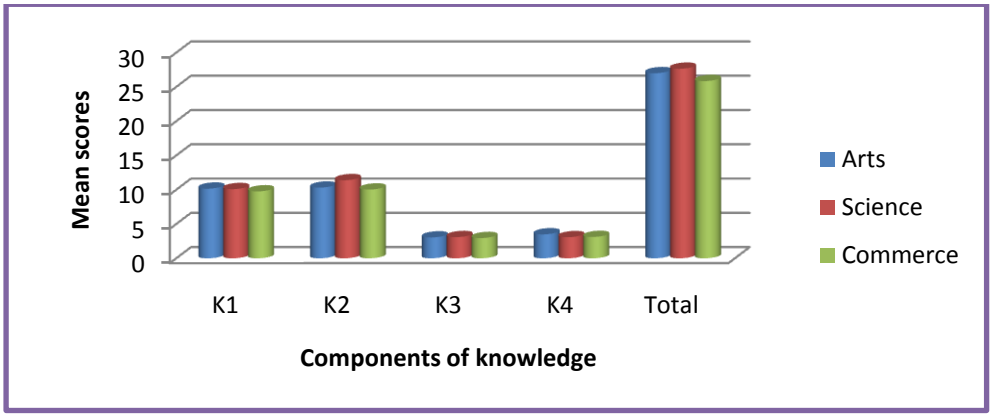
Commerce (Mean 10.03) students, which was further confirmed by Duncan's Multiple Range Test (DMRT).

Table 7 Mean values of students studying arts, science and commerce on total knowledge scores and results of One-way ANOVA

Course	Mean	Std. Deviation	F value	P value
Arts	27.00	6.16	5.61	.004
Science	27.65	6.98		
Commerce	25.85	5.39		
Total	26.92	6.32		

As far as the total knowledge scores are considered, we find a significant difference between scores as the obtained F value of 5.61 was found to be significant at .004 level. From the mean value is evident that Science students (Mean 27.65) and Arts (mean 27.00) had significantly higher knowledge scores compared to Commerce (Mean 25.85) students, which is further confirmed by DMRT.

Graph 2 Mean values on various components of Knowledge Scores of students studying in different courses.



Influence of Area

Hypothesis-3: There is no significant difference in the process of growing up and reproductive health knowledge among adolescents from urban and rural.

Table 8 The Mean scores on process of growing up for students studying in Urban and Rural areas and results of independent samples 't' test

Area	Mean	Std Deviation	't' value	P value
Urban	9.80	2.77	3.122	.002
Rural	10.41	2.86		

Table No.13 reveals that students from urban and rural areas differed significantly in their mean scores on knowledge scores on process of growing up. The obtained 't' value of 3.122 was found to be significant at

.002 level. From the mean value is evident that rural students (mean 9.80) had significantly higher knowledge compared to urban students (mean 9.80).

Table 9 The Mean scores on reproductive health for students studying in Urban and Rural areas and results of independent samples 't' test

Area	Mean	Std Deviation	't' value	P value
Urban	10.11	4.07	5.093	.000
Rural	11.54	3.85		

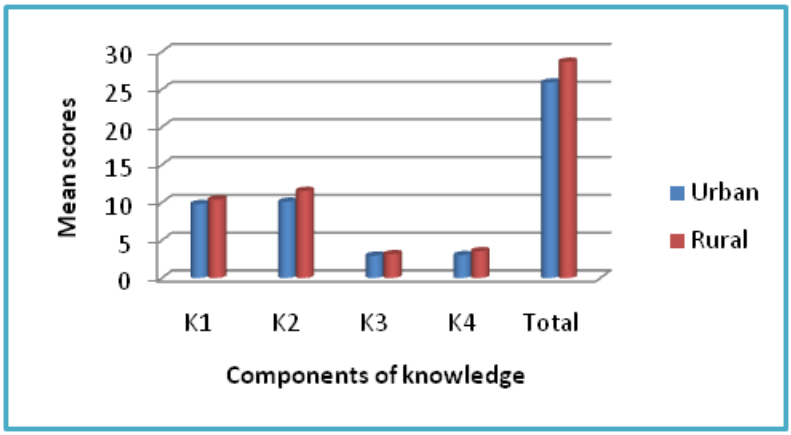
In reproductive health concept also, urban and rural area students differed significantly in their mean scores. The obtained 't' value of 5.093 was found to be significant at .000 level. From the mean value is evident that students from rural area (mean 11.54) had significantly higher knowledge compared to students from urban area (mean 10.11).

Table 10 The Mean scores on total knowledge score for students studying in Urban and Rural areas and results of independent samples 't' test

Area	Mean	Std Deviation	't' value	P value
Urban	25.91	6.37	6.351	.000
Rural	28.68	5.84		

In total knowledge scores on adolescence education, students from urban and rural areas differed significantly in their mean scores. The obtained't' value of 6.351 was found to be significant at .000 level. From the mean value is evident that students from rural areas (mean 28.68) had significantly higher knowledge compared to students from urban area (mean 25.91).

Graph 3 Mean values on various components of Knowledge scores of Urban and Rural students on Adolescence Education



Verification of the hypotheses with findings
Influence of Gender

Hypotheses-1: There is no significant difference in the mean knowledge scores of male and female students.

Findings: Female students had significantly higher mean knowledge score compared to male students in the process of growing up, reproductive health and total knowledge scores.

The hypothesis is rejected, since the female students had significantly higher knowledge compared to male students on process of growing up, reproductive health component and total knowledge.

Influence of course

Hypothesis-2: There is no significant difference in the mean knowledge scores of students in different courses.

Finding: There is no significant difference in the influence of course on the students studying arts, science, and commerce pertaining to the process of growing up.

This hypothesis is acceptable since the mean values were found to be the same statistically. Hence, there was no significant difference. The science students had significantly higher mean knowledge scores on reproductive health component compared to arts and commerce students. This hypothesis is rejected as the 'F' value obtained showed significant difference in their knowledge score on reproductive health. The science and arts students had significantly higher mean knowledge scores compared to commerce students. According to the findings, this hypothesis is rejected as the 'F' value obtained showed significant difference in their mean knowledge scores on total knowledge.

Influence of rural/urban background

Hypothesis-3: Students from urban and rural areas do not differ significantly in their mean knowledge scores.

Findings : Rural students had significantly higher mean knowledge scores compared to urban students in the process of growing up, Reproductive health and total knowledge.

The hypothesis is rejected since the mean knowledge scores differed significantly in their knowledge towards adolescence education. In fact, the rural students had significantly higher mean knowledge scores compared to urban students.

Conclusion

Therefore, an effective curriculum is a pivotal element in a reproductive health education programme. Beyond all the abstract controversy and rhetorical argument, it is the human factor, personal interaction, that can make or break a programme and it is the human factor that is most strongly personified in the teacher. It would be unfair to expect an educator require teaching adolescence education to instantly imbibe emotional adjustment and develop inter-personal communication. Yet these qualities are pre-requisite to teaching adolescence education effectively.

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A STUDY ON TEACHER EFFECTIVENESS OF PROSPECTIVE TEACHERS

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Abstract
This study has been conducted to examine the teacher effectiveness of prospective teachers. Totally 72 teacher trainees has been taken from District Institute of Education and Training in Madurai district. The random sampling technique was used in this study. Teacher effectiveness questionnaire prepared by the investigator was used in this study. Survey method was employed in this study. The data was analyzed statistically by using mean, standard deviation,'t' test. This study revealed that "most of the students in District Institute of Education and Training have moderate level of teacher effectiveness. Also this study revealed that there is no significant difference in the mean scores of teacher effectiveness of prospective teachers with respect to gender, age, locality, marital status, staying, parents educational qualification, parents annual income and newspaper reading. From the findings of this research, researchers concluded that it is necessary to develop teacher effectiveness of prospective teachers. Also, it is the duty of our teacher educators nurtures the teacher trainees to improve their teacher effectiveness for quality education.
Keywords: *Teacher effectiveness, prospective teachers, quality education, demographic variables.*

Introduction

Education is a process of human enlighten and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in unfolding of the learner's potentialities, enlargement of their interests, attitudes and values. A remarkable area of higher education system of the present day is teacher education. It is a hard fact that the progress of a country depends on the quality of the education which in turn depends on the quality of its teachers at all levels of school education. The ultimate aim of teacher education is to prepare effective teachers who are capable of bringing about the desired behavioural changes in pupils. The quality of teaching is determined by the quality of teaching learning process made in the classroom situations. To improve the quality of school education, there is an emergent need to improve teacher effectiveness. Teacher's training is necessary for all prospective teachers to make teaching effectiveness. Prospective teachers can develop their knowledge, application, skills and behavior by teachers training in the field of teacher education. Teacher effectiveness means the collection of characteristics, competencies and behavior of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically work collaboratively and become effective citizens.

Significance of the Study

A teacher's ability to create an effective environment, including cultivating a sense of mutual respect with students, is an important indicator of success in the classroom and is something to look for in a prospective teacher. They should have the ability to make students feel valued in the classroom and comfortable enough to take intellectual risks, which can impact student performance and behaviour. It is important that a prospective teacher is open to and adjustment in an effort to provide the best learning experience. There should be a sense of strategy and organization to manage the change or new direction while keeping students

engaged. Through the present study an attempt has been made by the investigators to study the level of teacher effectiveness of prospective teachers.

Review literature

Anderson H.M. (1969) studied the relationship between the socio-economic status and teaching ability. He reported a positive correlation between the teacher's effectiveness and the socio-economic status of the teachers

Padmanabhaiah. S (1986) observed that religion, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness.

Bhargava .S (2000) revealed that females are more efficient teachers than males and also found that there is no significant difference in the effectiveness of married and unmarried pupil-teachers.

Jain .R (2013) also revealed that chi-square value of male and female teachers in teaching profession was found to be significant at 0.05 level that is female teachers have favourable attitude towards teaching profession as compared to their male counterparts.

Objectives of the Study

1. To find out the level of teacher effectiveness of prospective teachers.
2. To find out the difference in the mean scores of teacher effectiveness of prospective teachers with respect to gender, age, locale, marital status, staying, parents educational qualification, parents annual income and newspaper reading.

Hypothesis

1. The level of teacher effectiveness of prospective teachers is high.
2. There is no significant difference in the mean scores of teacher effectiveness of prospective teachers with respect to gender, age, locale, marital status, staying, parents educational qualification, parents annual income and newspaper reading.

Methodology

The investigator has adopted random sampling. Survey method was used to study teacher effectiveness of prospective teachers in District Institute of Education and training.

Sample

Totally 72 teacher trainees were selected from District Institute of Education and training in Madurai district.

Tool: Teacher effectiveness questionnaire was prepared by the investigator.

Data interpretation

Data were collected using the questionnaire of teacher effectiveness and analysis done by using SPSS.

Data Analysis

The collected data were analyzed using mean, standard deviation, significance test.

Hypothesis

Table 1 Level of teacher effectiveness of prospective teachers in District Institute of Education and training

S. No	Variables	Low		Moderate		High	
		No	%	No	%	No	%
1	Teacher effectiveness	8	11.11	60	83.33	4	5.55

From the above table, the teacher effectiveness of prospective teachers (72) were categorized under three levels such as low, moderate and high. Out of 72 teacher trainees 8 (11.11%) falls under low teacher effectiveness level, 60 (83.33%) of them are in moderate and 4 (5.55%) teacher trainees exhibited high level of teacher effectiveness. The result showed that, 8 teacher trainees demonstrated low level of teacher effectiveness. The teachers who demonstrated low level was undertaken for the study and their teacher effectiveness was enhanced by the implementation of teacher's effectiveness based self instructional module.

Table 2 Significant difference in the mean scores of teacher effectiveness of prospective teachers with respect to demographic variables

S. No	Category	Group	N	Mean	S.D.	't' value	Level of Significance at 5% level
1	Gender	Male Female	17 55	188 189	0.332 0.315	0.097	NS
2	Age	17 - 19 19 & above	45 26	191 185	0.288 0.368	0.826	NS
3	Locale	Rural Urban	54 18	191 183	0.293 0.383	0.858	NS
4	Marital Status	Married Unmarried	11 61	191 189	0.302 0.321	0.228	NS
5	Residence	Hostel Day's scholar	30 42	187 190	0.346 0.297	0.501	NS
6	Father's qualification	Illiterate Educated	23 49	187 190	0.344 0.306	0.353	NS
7	Mother's qualification	Illiterate Educated	33 39	182 195	0.392 0.223	1.695	NS
8	Annual income	Below 25000 Above 25000	51 21	190 186	0.300 0.359	0.543	NS
9	Newspaper reading	Regularly Rarely	33 39	188 190	0.331 0.307	0.247	NS

NS - Non significant, S - Significant

From the above table shows that the calculated 't' values (0.097, 0.826, 0.858, 0.228, 0.501, 0.353, 1.695, 0.543, 0.247) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of teacher effectiveness of prospective teachers

with respect to gender, age, locality, marital status, staying, father's educational qualification, mother's educational qualification, parents annual income and newspaper reading" are accepted.

Findings and Discussion

- The level of teacher effectiveness of prospective teachers is moderate.
- There is no significant difference in the mean scores of teacher effectiveness of prospective teachers with respect to gender, age, locale, marital status, staying, parents educational qualification, parents annual income and newspaper reading.

The mean scores of teacher effectiveness of prospective teachers with respect to Gender, Age, Locality, Marital status, Staying, Father's educational qualification and Mother's educational qualification are not significant. This is because all the students always want to enrich their knowledge to develop themselves. Further, they may like to become effective teachers and they may attempt to empower themselves with proper knowledge and methodology methods in their subject for promoting the status. Further they may be spend much time in strengthen their level of teaching ability through wider participation in individual practice.

Educational Implications

Based on these findings, the investigator gives the following educational implications. The present investigation has clearly indicated and thrown much light on teacher effectiveness of prospective teachers of DIET, Madurai district. The following educational implications if implemented will go a long way in the development of teacher effectiveness for quality education. All the teacher educators want to improve the level of teacher effectiveness through self instructional module. Teacher trainees must develop their teaching skills, develop their level of teacher effectiveness because this is required for all the students' placement in teaching profession.

Conclusion

In the present system the teacher's role is now as a facilitator. She/he has to give information or instructions and coordinate tasks assigned for students or group. Teachers must possess subject knowledge, attitude, skills, psychological principles and other teacher characteristics. Subject knowledge may help a teacher to be competent but not always. Even if the students are adult, we need motivation and all other psychological principles. So it is necessary to develop teacher effectiveness which influences quality education among prospective teachers. Pre-Service programme help in improving teacher effectiveness by providing a series of experience incorporated in their curriculum.

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RIGHT TO EDUCATION ACT: PERCEPTION OF PRIMARY TEACHERS IN MADURAI DISTRICT

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Need for the Study

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21A. The right to education act seeks to give effect to this amendment The government schools shall provide free education to all the children and the schools will be managed by school management committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

RTE has been a part of the directive principles of the State Policy under Article 45 of the Constitution, which is part of Chapter 4 of the Constitution. And rights in Chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right.

The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marks a historic moment for the children of India. This Act serves as a building block to ensure that every child has his or her right (as an entitlement) to get a quality elementary education, and that the State, with the help of families and communities, fulfils this obligation. Few countries in the world have such a national provision to ensure both free and child-centred, child-friendly education.

There is no direct (school fees) or indirect cost (uniforms, textbooks, mid-day meals, transportation) to be borne by the child or the parents to obtain elementary education. The government will provide schooling free-of-cost until a child's elementary education is completed.

The landmark passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marks a historic moment for the children of India. For the first time in India's history, children will be guaranteed their right to quality elementary education by the state with the help of families and communities.

Schools shall constitute School Management Committees (SMCs) comprising local authority officials, parents, guardians and teachers. The SMCs shall form School Development Plans and monitor the utilization of government grants and the whole school environment.

RTE also mandates the inclusion of 50 per cent women and parents of children from disadvantaged groups in SMCs. Such community participation will be crucial to ensuring a

child friendly "whole school" environment through separate toilet facilities for girls and boys and adequate attention to health, water, sanitation and hygiene issues.

The present investigator wants to know the perception about Right to Education Act hence, the researcher has chosen the title "**Right to Education (RTE) Act as Perceived by Primary Teachers in Madurai District**" as a valuable study.

Terms and Definitions

Right to Education Act - refers to free and compulsory education.

Perception of Primary teachers - refer to the organization, identification and interpretation about Right to Education Act of the teachers who are handling classes from I through V in Government, Aided and Unaided Schools in Madurai district.

Madurai District - refers to one of the districts in the State of Tamil Nadu.

Variables of the Study: The variables involved in this study are as follows:

Dependent Variable: Perception on Right to Education

Independent Variables

1. Gender	:	Male / Female
2. Age	:	Up to 40 / 41 and above
3. Marital status	:	Married / Not Married
4. Class Teachership	:	Yes / No
5. Teaching experience	:	0- 10 years / 11 years and above
6. School Management	:	Government / Self Financing
7. School type	:	Unisex / Co-education
8. School locality	:	Rural / Urban

Objectives of the Study

1. To measure the level of Perception on Right to Education of the Primary school teachers.
2. To find out, whether there is a significant difference among Primary school teachers in terms of select independent variables in their Perception on Right to Education.

Hypotheses of the Study

The following hypotheses are formulated for the present study:

1. Primary school teachers have above the average level of Perception on Right to Education.
2. Select independent variables exert a significant influence on Perception on Right to Education among Primary school teachers.

Methodology- in -Brief

Sample

A sample of 240 primary teachers working in the schools in Madurai District served as the subjects of the study.

Tools used

A) Personal Information Schedule

B) Scale on Perception on Right to Education Act Constructed and Standardized by Muthupandi**, P. at Madurai Kamaraj University (2013)**

Statistical treatment

"T" test between the large independent samples was used

Perception on Right to Education among Primary Teachers

The empirical average score of Perception on Right to Education among Primary school teachers is found to be 75.13, while the theoretical average is 64 only. This shows that the Perception on Right to Education among the primary school teachers is above the average level. In other words, Perception on Right to Education is found to be higher among the Primary teachers.

Perception on Right to Education and Independent Variables

The statistical measures and the results of test of significance of difference between the mean scores of Perception on Right to Education among Primary teachers in terms of Independent variables are presented in Table.

Table Statistical Measures and Results of Test of Significance of Difference between the Means of Perception on Right to Education: Independent Variables– Wise

Sl. No.	Variable	Sub-variables	N	M	SD	't' - value	Significance At 0.05 level
1	Gender	Male	82	73.743	15.818	1.340	**Not significant**
		Female	158	76.531	14.201		
2	Age	Upto 40	125	75.984	17.695	0.441	**Not significant**
		41 and above	115	75.139	10.873		
3	Marital status	Married	205	75.943	14.842	1.547	**Not significant**
		Unmarried	35	75.314	15.734		
4	Class teachership	Yes	199	77.532	14.017	4.494	**Significant**
		No	41	66.097	14.999		
5	Teaching experience	Upto 10 years	123	78.495	13.123	3.175	**Significant**
		11 and above years	117	72.512	15.863		
6	School management	Govt.	198	75.580	14.650	0.004	**Not significant**
		Self-finance	42	75.571	15.669		
7	School type	Unisex	74	67.500	12.788	6.307	**Significant**
		Co-education	166	79.180	14.233		
8	School locality	Rural	159	73.748	16.437	3.160	**Significant**
		Urban	81	79.172	10.050		

Hypotheses Verification

1. Primary teachers have above the average level of Perception on Right to Education- **Accepted**

2. Select independent variables exert a significant influence on Perception on Right to Education among Primary school teachers. Out of eight independent variables four variables exert a significant influence on Perception on Right to Education among Primary school teachers. Hence the **Hypothesis is Partially accepted.**

Conclusions

1. Perception of Primary teachers towards Right to Education is found to be high.
2. Perception of Primary teachers towards Right to Education is found dependent upon
   - Class teachership
   - Teaching experience
   - School type
   - School locality
3. Perception of Primary teachers towards Right to Education is found independent upon
   - Gender
   - Age
   - Marital status
   - School management

Educational Implications

This study reveals that the teacher who do not have class teachership, the teachers who are having more than 10 years of experience, the teachers who are working in unisex schools and the teachers who are working in urban schools have less Perception on Right to Education than their respective counterparts Hence they should be facilitated through proper orientation for developing their Perception on Right to Education. The school administrators should arrange symposium, seminar and workshop regarding RTE-2009. There by teachers may get knowledge about it. Steps should be taken to broadcast RTE-2009, by using the most important mass media such as Radio and Television. It reaches the teachers and public to enrich awareness about RTE-2009.Film-shows, drama and folk song connected with RTE-2009, should be developed and the same should be telecast through mass media frequently. This is a good way of conveying the information for large number of teachers and people quickly, especially villagers.

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VIRTUAL LEARNING ENVIRONMENT (VLE): AN INNOVATIVE LEARNING PLACE

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Abstract
Education is a most powerful weapon to change the universe and the teachers are the key to mould the students in a desirable way. Teaching is for teacher and learning is for learners. Evolution of technology occupies prominent place in teaching-learning process and it minimizes the manual tasks of the teacher. In education, the teaching as well as learning is much complex task. In digital era, they are many of innovations are available in the society to emphasize the students learning. Virtual learning is one of its which allows autonomy of leaning to the students and minimizes the need for the teacher. Even though, no such innovation or technology will not be replace the teacher. Because of all teaching-learning innovations and module are made by the teachers. Virtual Learning Environment is a place of internet interlinked computers and it allows the students to receive the instruction from the remote teacher at anytime, anywhere of the universe. It is more useful tom the students in which they interestedly view the visual pictures and animation of the subject concept. This paper discus the Virtual Learning Environment and how it can be considered as social space for Teaching-Learning Process.
Keywords: *Virtual Learning, Electronic Community, Blended Learning, Virtual Campus, Social Space*

Introduction

`We are living in the digitalized universe in which we are immigrant from traditional universe to the digitalized universe. Education is a man making process. In education, especially in teaching and learning process, the teacher teaches to the students and it is also a communication. Technological developments allow communicating ideas the mass easily. India has been made a step ahead to the implementation of innovations in all its educational processes. Nowadays, there are much and more digital conversation devices are available in the society due to the boom of science and technology. The developed country like USA and UA are using lot of communicative devices in their teaching–learning process. The teacher of traditional classroom had been used oral communication for teaching concepts. The main drawbacks of oral communication are that no teacher can orally transfer the subject concepts to students whatever he/she had without change. There is less possibility to receive visual communication due to insufficient visual communication devices. At present, there are more technological devices to imparting the education to the students. Compute is the greatest invention of human endevours. It simplifies the teaching task.

Virtualizing the concepts or ideas is most effective to the learners because it enhance the understanding of the learners. Students are likely to adopt new and innovative things in their learning. With this advantage, we are shifting the virtual teaching or learning. The following passages most helpful to how it is acted a social space to get instruction of the online teachers.

Virtual Learning (VL) – The Misconception:

Virtual Learning makes an effective learning environment which includes the collection of software to academic teaching - learning process and research through internet. It is one of the modes of e-learning. But it does not mean the followings.

- ***Educational Website:*** It simply having static web pages and linked to the details whenever clicked the link topics against to the information needed.
- ***Virtual Reality Technology:*** It produces sophisticated environments which are only linked to the text-based interfaces.
- ***Virtual Campus:*** It is sub-category of Virtual Learning Environment but it having a smaller e-learning task about the course which have been conducted by the educational institution for educating particular course regarding.

With the previous passages, it's evident that Virtual Learning is an e-learning mode of academic learning which includes software for educating or getting information about the topics detailed. It makes a visual and 3D learning environment to all types of information in a single environment.

Virtual Learning (VL) – The Conception:

In the mid of 1990s the VL is emerged. VL has unique characteristics than other e-learning modes. It is a set of teaching as well as learning tools designed to enhance the students learning with the assistance of Internet. It allows as Independent or autonomous learning the students. In the year of 2001, VL makes learning environment which means computer –mediated dynamic world models that create sense of place. VL produces individual or personal learning environments to the learners.

VL permits the learning environment from any location, at any time through a range of possible devices to the large students' extent. It allows the students independent learning as well as making the 3D learning environment. VL creates computer based atmosphere that supports the online learning and facilitates online collaboration between the teacher and the students. It also called as an educational tool to manage the online learning of the electronic community.

Varieties of VL:

VL minimizes the need for the teacher to the student learning. It is type of individual learning method. VL available in different modes and they are

- ***Computer Based:*** In this mode, the instruction is delivered by the computer by using software instead of teacher. The software may be customized by the teacher based on the learners' need and interest. This type of learning environment is only available in the computer in which the software is installed.
- ***Internet Based:*** It is same as computer based instruction but the instruction module is stored in the server and it is accessible in anywhere of the universe by connecting internet.
- ***Remote Teacher Online:*** In this case of VL, the teacher is not physically present and but the teacher instruction is only present on online passively. The learner may interact with the teacher through the internet such as online videos, online forum, e-mail etc.

- ***Blended Learning:*** It is combination of traditional and online learning. It has face to face interaction between the remote teacher and the learner on internet which is directed by the teacher on the spot classroom.
- ***Facilitated VL:*** It provides internet or remote teacher instruction to the learners which is supplementing by the facilitators. The facilitator does not direct the learners but rather they assist to receive the instruction through internet.

VL: The Advantages

Following are the merits of VL with compare to other teaching methodologies.

- VL has a Social Space to share ideas
- Delivery of materials is easy
- Teaching and learning process are simplified and individualized
- The access of materials or resources are in on or off campus easily
- Large number of students may access the resources within a second
- It allows active and independent students' learning
- It minimizes the need of the teacher and it insists the teacher as facilitators
- Universally Accessible instruction and learning
- Flexible in learning

Virtual Learning Environment (VLE) is an Innovative Learning Space: The Rationale:

VL allows the learner's to individual and autonomous learning environment. In traditional classrooms, the teacher teaches actively and the learner learning passively because the traditional teacher does not consider the students factor during teaching. But, the teaching reaches the number of students available in the classroom or a learning place as a whole. The traditional classroom does not make any possibility to imagine the abstract concept in the real manner by using the effective technological aids instead of oral conversation. Computer is the greatest innovation of human endeavor because it simplifies the entire task easily. Today, we are travelling in the era of technology and the pupils are also moving towards the technologies. Students are well known with the technologies and so the teacher should shift to the technological enhanced teaching – learning process. Traditional classroom environment only allows the oral knowledge creation and it fails to more visual conversations of the learners.

VL is the tool to allow the students to receive a visual and auditory learning task. Most of the student is alike with traditional teaching due to surplus of oral communication. The students are '***Digital Born***' and the teachers are '***Digital Immigrants***'. The digital born students are mostly likes to learn in the technological enhanced classroom. VL allows the technological enhanced learning environment to the students and it provides the 3D animation of the content wants to be learned. It manages the drawbacks of the traditional learning. It is a tool to instruct a large number of learners than the traditional classroom by the way of

autonomous and self paced learning. It has a special feature that the learner may receive the teacher's instruction at anywhere of the universe as well as at any time by using internet.

VL software and internet permits the students' autonomous learning. The student may interact with the remote teacher by online chat, email etc. It is one of the technological innovations that a single teacher may give instruction to a large student community. And the student may wish to learn a content instruction which is given by different teacher through online. Every one known that the internet is social space to access the task easily by the internet users (electronic community). VL is also operated through the internet. With the supportive words of preceding passage, the author of the article concluded that "***VLE is a an Innovative Learning Place***".

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ROLE OF ASSISTIVE TECHNOLOGY IN PROMOTING QUALITY INCLUSIVE EDUCATION

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Abstract

The SDG4 goal of the UN "ensures inclusive and equitable quality education and promotes lifelong opportunities for all". An inclusive classroom is a room with diverse learning needs. Based on the recent survey conducted, there are 21 million children with various disabilities in India. The quality education for CWSN remains a dream in spite of the several policies brought forth by the government. Assistive technology plays a significant role in promoting quality education, as they help the CWSN to cope up with their disability. They are useful in creating new abilities for children as they assist the children with their sensory, cognitive, learning and physical disability. Assistive Technology varies from mobility devices to hardwares,softwares and other information technologies(anything that helps the person with disabilities). Based on the findings of Balasundaram A,2014 in his paper"Attitude,role performance and problems faced by teachers teaching children with special needs in inclusive school", the lack of assistive technology in the inclusive school and the teacher's ignorance on handling the assistive devices has been one of the major drawback in promoting quality education to the CWSN. Thus this paper analyses the need for assistive technology in inclusive education and it's role in promoting equitable quality education for CWSN . This paper also sets forth to study the barriers in using Assistive Technology and suggests the successful way of implementing it and thereby attaining quality equitable inclusive education.

Introduction

"For most people, technology makes things easier. For people with dis ability technology makes things possible"

– Mary Pat Radabaugh

Children with special needs are among the most stigmatized and excluded group of children in the world. According to the UNO survey, the disabled children are likely to have poor health; poor education and less economic opportunity which make them face greater inequality. The cause of inequality also includes other compound factors such as gender and ethnicity. Lack of assistive stands as major barrier in restricting the CWSN to attain education and live a equitable quality life in the society. Assistive technology helps in the enhancement of quality life for themselves and their surroundings.

The UN convention of the rights of persons with disabilities is adopted on 2006, where India also has signed. The UNCRPD is a comprehensive policy that promotes the equal rights and full participation of CWSN within the society, where they are living. It includes 50 articles that are highly beneficial for children with disability Accession are one of the eight principles of the convention and accessibility includes ICT as an integral part of human life.

- Article 9 defines ICT as an integral part of accessible rights.
- Article 21 includes the right to full participation of disabled person in the society with the accessibility of ICT.
- Article 24 stresses on providing inclusive, quality and free primary education, secondary education, vocational education and lifelong education without discrimination on equal basis as others

- Article 2, par 5 states that the Universal design " shall not exclude assistive devices for particular group of persons with disabilities where there is needed"

Thus these articles ensure that Assistive technology has a greater significance in developing and promoting equal and quality inclusive education.

Objectives

- To identify the role of assistive technology in inclusion classroom.
- To analyse the barriers of embedding assistive technology in inclusion class room
- To bring out few suggestions based on the findings in bringing equitable and quality inclusive education

Role of Assistive Technology

The British Assistive technology Association (BATA) has defined Assistive technology as " Assistive Technology is any equipment, hardware, software, product or service which maintains, increases or improves the functional capabilities of individuals of any age, especially those with disabilities and enable them more easily to commune, to learn, to enjoy and live better independent lives (BATA, 2011)

Assistive technology helps people with various ranges of disabilities of both physical and cognitive and it can be used at any place and any time. It helps people to be more self dependent and confident, productive and enablethem live a quality life. It helps the student in improving the speed and accuracy work that has been done

The digital Assistive technology varies from high tech devices to low tech devices. The low tech Assistive Technology includes pencil grips, highlight pens, Audio books, calculators and so on. The mid to High tech devices includes mobile technology, soft wares, GPS (Global Positioning System) and so on. These Assistive devices are chosen based on the effectiveness, affordability, Operability and dependability.

The role of Assistive technology varies on the basis of the disability. Few disabilities and the role of Assistive technology are discussed below

1. Visual Impairment

Visual impairment is a condition where the people suffer from total loss of sight or partial. The Assistive devices used for the visually impairment are

- *Screen Magnifier glass*: This functions like a magnifying glass, where the student can enlarge the content to his visible form
- *Screen Reader:* It is a software that reads out the content in the form of electronic speech
- *Braille Embossers:* It is a hardware that is used for printing computer generated text in the Braille form

2. Hearing Impairment

Hearing impairment is a condition where the person cannot hear at all or can only hear loud sounds. The Assistive devices used for hearing impairment are:

- *Individual FM system*: It is a listening device that improves the sound ratio for the individual using microphone placed in the mouth
- *Computerized speech recognition:* This allows the spoken message to be displayed as a readable text
- *Closed Captioned TV:* It allows the text display of spoken dialogue and sounds

3. Speech Impairment

Speech impairment is a condition, where the students do not have perfect co-ordination in what they speak. The Assistive devices used for speech impairment are:

- *First words*: It is a software that has a number of applications in developing the required language functions
- *Augmentative or Alternative communication*: It is the use of symbols, aids, strategies and techniques to enhance the communication process

4. Learning Disability

Learning disability is a neurological dysfunction that interfere's with the individual's ability. The main forms of learning disability are Dyslexia, dysgraphia, dyscalculia and Attention deficit disorder. The Assistive devices used are:

- *Free form database software*: This helps the user to jot down the notes in an electronic form
- *Electronic math Work sheet:* It is a software program that helps the user to organize and work the math problems in the computer screen
- *Paper based computer pen:* This technology records the audio along with what the person writes using the pen in special paper

Barriers for Use of Technology

In spite of the several policies that has been made and several initiatives that has been taken, inclusive education remains as a mirage for person with disabilities as there is a lack in the use of assistive technology for persons with disabilities.

- *Lack of awareness:* The family of disabled and the teachers in school has a very limited awareness on the Assistive technology that is available
- *Legislations*: Of the global survey taken on " The government action on the implementation of the standard rules of equalization of opportunities for person with disabilities" has found that 50% of countries has not passed in passing relevant legislation, which states that assistive technology has been given low priority(UNICEF, 2016)
- *Lack of products*: In many places in India, Assistive technology or other devices has not reached the remote areas.
- *Inaccessibility*: Every individual person of disability and their needs differ from one person to the other, which makes the AT less accessible
- *Financial barriers*: Assistive technologies available are not cost effective, which people from poverty cannot afford

- *Pre service and In service training*: There were no proper hands on training were given to trainees on the use of Assistive devices in Inclusive classroom

These barriers has the direct effect on the lives of CWSN in giving them equitable and quality living in the inclusive society

Suggestions

The barriers discussed above hinders the development of inclusive education and the equal participation of children in the main stream society, thus analysing the need of Assistive technology at global level, UNICEF has come up with few suggestions or rather actions

- Estimate the need and map resources
- Adopt legislations, policies and strategies
- Provide funding and increase affordability
- Set up assistive technology service provisions
- Supply products
- Train personnel
- Establish partnerships (UNICEF, 2016)

Other Suggestions

- Raise awareness AMONG the students, teachers and parents on the use of Assistive devices and technology available and can be used for CWSN.
- Include practical training on the use of assistive devices in the curriculum.
- Appointing a special educator for every school who assess the constant improvement and help the disabled children in getting quality education.
- Conduct more research on the use and need of more universally designed assistive devices.
- Provide scholarships and free basic Assistive devices or technologies.
- Transform the available technology to cater the pedagogical need

Findings

- Liman, Adebisi and Adewale in their paper Efficacy of Assistive technology on the *Educational programme of the children with learning disabilities in Inclusive Classroom* has conducted a research with a sample of 40 respondents in an inclusive school and has found that the success of educational programme of students with learning disabilities was dependent on the use of Assistive technology
- Anita M Bruisma in her paper titled *Implementation of Assistive technology in classroom* has conducted research on the training of teachers from different inclusive schools and has found that many teachers were not given in hand training which she claimed would be beneficial for teachers in inclusive classroom
- Balasundaram A, in his paper titled *Attitude, role, performance and problems faced by the teachers teaching with special needs in inclusive school*has found out that the lack of Assistive

technology in the inclusive school and the teacher's ignorance of handling the devices has been a major drawback in promoting quality education.

Conclusion

Using an appropriate Assistive technology is the only powerful means of integrating equity and quality in inclusive education. It gives freedom to children to participate equally with the other children in the society. It supports the children in enjoying the things they value and it 'bridges the gap between people with and without disability'.

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A COMPARITIVE STUDY OF PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS WORKING IN MADURAI

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Abstract

Teachers are the architect of the society. He should be a role model to his students. In all over the world teachers are ranked in a respectable position not only by their wealth of knowledge but also by their ethics. Ethics plays a vital role in every profession especially in teaching profession it is an inevitable one. The teachers should possess good values; it should be clear, precise and ethical which leads to the academic achievement of their students. Hence the investigator being a teacher educator as well as an administrator wants to know the level of professional ethics of secondary school teachers. The sample constitutes 120 teachers working in various schools in Madurai. Simple Random sampling technique is used to collect the data. The tools is constructed and standardized by the investigator. t –test and correlation will be used as a statistical technique for this study. The data will be analyzed for the study.

Introduction

Teaching is a complicated process which involves skills, competencies and professional development of teachers which is based on their attitude, belief and experiences. Their selection of teaching activity which is based on their attitudes experiences beliefs responsibility in their school definitely leads to effective teaching. Besides all their responsibilities, they're required to serve as strong role models and demonstrate ethical behaviors as they interact with students, colleagues, parents and others. Developing and following a professional code of ethics helps make sure teachers act in a professional and ethical manner at all times. Their perception of their profession is very important. If it is positive it definitely leads to improve the performance of students. So the professional ethics of teachers is highly related to the classroom activities which will influence the outcome of the students. The investigator being an administrator working in college of education has very much interested to know the level of professional ethics of teachers working in schools. Hence the present study was undertaken.

Objectives

- To know the level of Professional ethics of School teachers working in Madurai.
- To find out the significant difference in their professional ethics with the variables namely Gender, type of institution, level of school, Subject and Age.
- To find out the relationship between the dimensions of professional ethics.

Hypotheses

- There is no significant difference in professional Ethics between the variables namely Gender, Type of Institutions, Level of school, Subject and Age.
- There is no relationship between the dimensions of professional ethics.

Instrumentation

The investigator constructed and validated the tool. The tool consists of 24 statements with 5 point scale. In 24 statements 20 statements were positive and 4 statements were negative. There are five dimensions namely working with students, student's safety, Professional practices, working with colleague and interacting with stakeholders.

Scoring Procedure: Always -5, Often- 4, Sometimes -3, Seldom -2, Never-1

Statistical Technique: Percentage analysis, 't' test and Correlation were used in this study.

Sample and Sampling Technique

Sample consists of 120 teachers from various schools in Madurai Sample Random sampling technique was adopted for the study.

Data Collection: After getting proper permission from the heads the tool was administered.

Data Analysis and Interpretation

Percentage Analysis

Level of Professional Ethics: 97 percentage of the respondent having higher level of Professional Ethics.

Table.2 (Dimension wise Analysis for Professional Ethics)

S.No.	Dimension	%
1.	Working with students	18
2	Students safety	17
3	Professional practices	27
4	Working with colleague	15
5.	Interacting with stakeholders	23

Figure.1 Percentage

Based on the percentage analysis, Professional practices placed first and followed by interacting with the stakeholders, working with students, Student's safety and Working with colleague. On the whole the teachers have high level in professional practices but low level in working with colleague and students safety. It may be the reason that there is a lack of understanding among the teachers. It directly affects the students learning .To maintain a cordial relationship among the staff members the Institution may provide Inter personal relationship development programmes to the teachers.

Safety is one of the basic need of a student. In addition to teaching the students, it is also responsible for a teacher to keep the students with safety. Teachers must abide by all school and classroom safety procedures to ensure student safety. Necessary steps to be taken by the authorities for student safety.

Differential Analysis

Hypothesis Testing

There is no significant difference in professional Ethics between the variables namely Gender, Type of Institutions, Level of school, Subject and Age

Table 1

S. No	Variables	Category	Mean	SD	't'	L.S
1.	**Gender**	Female	90.12	8.26	0.85	NS
		Male	90.16	8.28		
2.	**Type of Institutions**	Government	90.23	7.9	0.2	NS
		Govt. .Aided	89.18	8.7		
		Government	90.23	7.9	0.27	NS
		Matriculation(SF)	90.12	8.26		
		Govt. Aided	89.18	8.7	0.7	NS
		Matriculation(SF)	90.12	8.26		
3.	**Level of School**	High school	91.8	7.2	0.7	NS
		Middle school	91.7	6.9		
4.	**Subject**	Arts	55.8	7.46	0.2	NS
		Science	36.8	6.07		
5.	**Age**	20-40	75.45	5.84	0.60	NS
		40-60	74.77	7.81		

The obtained 't' value is less than the table value for all the variables. It is inferred that there is no significant difference between the variables namely Gender, Type of institutions, Level of school, Subject and Age. The reason may be that the teachers have self regulation and inner urge to follow the ethical principles.

Correlation Matrix

There is no significant relationship between the dimensions namely working with students, Students safety, Professional Practice, Working with colleagues and Interacting with Stakeholders.

Dimension	Working with students	Students Safety	Professional Practice	Working with Colleagues	Interacting with Stakeholders
Working with students	1.0	-0.05	0.30	0.37	0.28
Students Safety	-0.05	1.0	-0.016	0.12	-0.09
Professional Practice	0.30	-0.016	1.0	-0.008	0.15
Working with Colleagues	0.37	0.12	-0.09	1.0	0.04
Interacting with Stakeholders	0.28	-0.09	0.15	0.04	1.0

Working with students has positive relationship with Dimensions, Professional practice, working with colleagues, Interacting with stakeholders and negatively correlated with students safety. Student safety has a negligible relationship with Working with colleges and negatively correlated with professional practice and Interacting with stakeholders. Professional Practice has negligible relationship with Interacting with stakeholders. . The other dimensions were not significantly correlated at 0.05% level with d.f 118.

Conclusion

Professional ethics refers to a set of moral principle related to the profession. The teachers are the shapers of the future nation. So they have more responsibility than any other profession. In teaching learning process they not only impart the curricular aspects but also inculcate values and ethical principles. The personal development of a teacher is based on professionalization and professional ethics. Every teacher needs this Ethics. In my study it has proved. I conclude

with the words of Rabindranath Tagore, "In our ideal life we must touch all men at all times through the manifestation of a truth which is eternal and universal".

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ASSERTIVENESS AND ACADEMIC ACHIEVEMENT OF STUDENTS OF ENGINEERING COLLEGES STUDYING IN MADURAI DISTRICT

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Introduction

According to Lizarage et al. (2003) 'assertiveness' refers to one's ability to express and advocate ideas, interests and feeling easy appropriately and appropriately and without anxiety. According to Alberti.R.E (1977), assertiveness is viewed as a skill and capacity interpersonal communications. In our educational system achieving the goal of developing the personality of students is very big question mark. Our education mainly focuses on only academic achievement measured in the terms of mark. For the bright future of society the students with high scorer are not enough, and certain psychological features need to be develop. The aspect namely assertiveness is very important. Assertiveness is the ability to communicate opinions, thought, needs and feelings in a direct, honest, and appropriate manner. Assertiveness involves standing up for ones rights in a manner that it does not offend others. When one is assertive he will have total control of his life. Without assertiveness students may not understand real situation of the class room. Assertive behaviour can help the students to improve their communication skill, courage, etc.,. Assertiveness is closely associated with Self confidence, self esteem and anxiety. If the level of assertiveness is poor, then their confident level also will be poor. It will affect their academic performance and the whole future.

Objective of the Study

The study entitled "ASSERTIVENESS AND ACHIEVEMENT OF ENGINEERING STUDENTS IN MADURAI DISTRICT" was taken up to the assess Assertiveness of the students studying in Engineering college Madurai District. To find out the relationship between assertiveness and achievement.

Hypothesis of the Study

- There is no significant difference between low achiever and High achiever in their assertiveness.
- There is no significant difference between students from Nuclear family and from Joint family in their assertiveness.
- There is no significant difference in the assertiveness behaviour of students of rural and urban areas.
- There is no significant difference in the assertiveness behaviour of the English and Tamil medium students.

Population

The population for the present study is the students of Engineering colleges studying at Second year situated in Madurai District. In this study population means the students of Engineering colleges studying in Government and self finance college in Madurai. 140 samples were selected for the present study.

Statistical Analysis

Hypothesis 1

- There is no significant difference between low mark scorer and High mark scorer in their assertiveness behaviour.

	Sample Size	Mean	S.D	't' Value	Significant / Not Significant
High mark scorer	70	64.32	18.21	2.358	N
Low mark scorer	70	56.46	21.12		

Since the Calculated 't' value is greater than the table value 1.96 at 5% level. The null hypothesis is not accepted. So there is significant difference between high achiever and low achiever in assertiveness. Therefore the assertiveness of High mark scorer is high than the low mark scorer.

Hypothesis 2

- There is no significant difference between Nuclear family student and Joint family student in their assertiveness Behaviour.

	Sample Size	Mean	S.D	't' Value	Significant / Not Significant
Joint family	70	32.12	12.01	5.427	Significant
Nuclear Family	70	20.47	13.24		

Since the Calculated 't' value is greater than the table value 1.96 at 5% level. So the null hypothesis is not accepted. So there is significant difference between Joint family and Nuclear family. Therefore the assertiveness of joint family student is high than the nuclear family students.

Hypothesis 3

- There is no significant difference in the assertiveness behaviour of the rural and urban students.

	Sample Size	Mean	S.D	't' Value	Significant / Not Significant
Rural	90	61.02	14.03	4.822	Significant
Urban	50	74.65	19.12		

Since the Calculated 't' value is greater than the table value 1.96 at 5% level. So the null hypothesis is not accepted. So there is significant difference between Joint Rual and Urban students. Therefore the assertiveness among Rural and urban students are significantly vary. The Urban students mean value is high than the rural students. From this we know that the assertiveness behaviour for Urban students is high than Rural students.

Hypothesis 4

- There is no significant difference in the assertiveness of the English and Tamil medium studied students.

	Sample Size	Mean	S.D	't' Value	Significant / Not Significant
Tamil Medium studied	48	41.71	11.21	2.825	Significant
English Medium studied	92	49.27	16.66		

Since the Calculated 't' value is greater than the table value 1.96 at 5% level. So the null hypothesis is not accepted. So there is significant difference between Tamil medium and English medium students. Therefore the assertiveness among Tamil medium studied students and English medium studied students are significantly vary. The English medium students mean value is high than the Tamil medium students. From this we know that the assertiveness behaviour for English medium students is high than Tamil medium students.

Findings of the Study

- There is Significant difference in the assertiveness of the high mark scorer and low mark scorer. The mean value of the assertiveness of High mark scorer is high than the low mark scorer.
- There is significant difference between Nuclear family student and Joint family student in their assertiveness Behaviour. Joint family students have more mean value than the nuclear family students.
- There is a significant difference in the assertiveness of the rural and urban students. Urban students have more assertiveness than the Rural students.
- There is a significant difference in the assertiveness of the English and Tamil medium studied students. English medium studied students have more assertiveness behaviour than Tamil medium students.

Conclusion

Assertiveness behaviour plays important role in the students achievement. The students those who have more assertiveness behaviour sore more marks in the exams. Training may be given to low scorer in assertiveness behaviour it can enhance their score. Joint family students have more assertiveness behaviour, because they discuss and enquire about anything with their elder family members. So, joint family system is better for the students behaviour. Urban students and English medium studied students have more assertiveness due to their high confident level. We can arrange training to the Rural students and Tamil medium students for increase their confident level.

A RESEARCH STUDY ON QUALITY MAINTAINANCE IN COLLEGES OF EDUCATION IN MADURAI DISTRICT

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Introduction

"Quality education has the power to transform societies in a single generation, provide children with the protection they need from the hazards of poverty, labor exploitation and disease and give them the knowledge, skills and confidence to reach their full potential". Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy given needs. India needs multi-dimensional and broad based quality education to maintain its leader ship in the 21st century. Therefore India should show the concern over the quality in education as the education in India is not competitive in terms of the quality with other countries. The preparation of teachers for all levels of school education should be the responsibility of institution of higher education. There it is also necessary to enhance the Quality of Teacher education.

Quality in Teacher Education

The quality of Teacher education is a multi factored process. The Government, The Management of Institution, The Teachers, The Students and The external Quality Assurance Agencies, each of these interest groups have an important role to play in the provision of Quality in Teacher Education. It is the competence and commitment of teacher educators which are hallmark of the Quality in teacher education .A good education model is the need of the hour to ensure the students be versatile in generic skills which cut across different discipliner and be liberate in areas of knowledge which form the basis for various professional skills for example in new technologies. The entire above attribute can be the parameters and benchmarks to assess the quality of teacher education. The essential element of a quality of a Quality Teacher Education is motivated students, Competent and committed staff, Relevant programmes and appropriate teaching-learning and evaluation methods, sufficient learning infrastructure, efficient governance and Internal and external Quality assessment

Significance of the Study

This study is undertaken to find out the quality of colleges of education in and around Madurai. This study gave them the clear knowledge about the Quality maintained in the educational field especially in the teacher education colleges. The Globalization of all sectors especially educational colleges have impart all the needed things to the student teachers and equip them to fit for the global arena.

Background of the Study

This study was done in Madurai city and nearby places. The need of today is quality of teacher education. When we liberally speak of Quality we have to think of government policies, teaching, learning, evaluation, faculty, Infrastructure, research work and management process. If the quality is maintained in all the above we can produce professionally skillful teachers who are going to the meet the 21st century kids or the future global citizens. So it is necessary to maintain standard in imparting knowledge, skill to the student teachers. This can be done by the Colleges which are having very good teacher educators with high content specialization, good infrastructure, ICT education quality management, learning resource centers, placement cells, carrier guidance cell Internal Quality Assessment cell and extension activities. So it is necessary for each and every student teacher to be aware of Quality maintaince or Total Quality management in their colleges. The Investigator wanted to know whether there is Quality maintained in all areas of educational colleges in and around Madurai.

Objectives of the Study

- To measure and find out whether there is Quality maintained in colleges of education.
- To enable the student teachers to sensitize the today's need in maintaining TQM in teaching, learning, evaluating and etc.

Hypotheses

- The Quality of educational colleges is maintained in high level.
- There is difference in the Quality maintenance of educational colleges with regard to the type of institution.

[Govt Aided, Self Finance]

Methodology Used

The survey method was taken and target population study is the student teachers who are studying in various institutions such as Govt aided and self finance educational colleges and around Madurai. The size of the samples of the present study is 80 student teachers. The Investigators aimed at finding the Quality of educational colleges.

Tool Construction

The self made Quality –check list was used to find out the Quality of the educational colleges .The checklist had 25 items distributed under teaching, learning, infrastructure, faculty, technology usage and various activities.

Administration of the Tool

The photocopies of the Quality check-list were distributed to the student's teachers of four educational colleges in and around Madurai. The filled in questionnaires were corrected analyzed and interpreted

Statistical Technique Used

Calculating mean value

Table Showing the Mean Value

Colleges	No of Students	Sex		Type of Institution	Over All Mean
		Female	Male		
1	20	20	0	Govt aided	20.16
2	20	10	10	Govt aided	19.74
3	20	20	0	Self finance	18.31
4	20	10	10	Self finance	17.91

It is inferred from the above table that there is quality in all four educational colleges in Madurai area .All the mean scores indicated that they are above than the theoretical mean (12.5). Still the Govt aided overpowered the self finance educational colleges in and around Madurai. This may be due to the experienced staff, active internal Quality assessment cells, NAAC accreditation or ISO certification, Quality management and reputed Institutions. After our university gave importance to the NAAC accreditation for each and every college of education the self finance colleges of education also give importance to the Quality maintenance in their colleges and also get better grading.

Hypotheses Verification

- There is Quality maintenance in all the four colleges of education taken in this study because the calculated mean is 19.3 which is more than the theoretical mean (12.5). So the hypothesis is accepted.
- There is difference in the Quality of educational colleges with regard to the type of institutions are also accepted.

Delimitation

The samples are taken from only four educational colleges in and around Madurai area and also restricted to single variable that is type of institution alone. In this study the Investigators use only mean as the statistical treatment, this also delimitation.

Scope of the Study

This study highlighted the need for the Quality maintenance in the educational colleges. The student teachers also can know about the various dimensions or areas in upgrading the Quality of the colleges. This study acts as the appraisal given by the student teachers about their colleges Total Quality maintenance in teaching, learning, evaluation, faculty, infrastructure, various cells, extension, research and other areas. The Quality Assessment must be important for each every institution to withstand the global competition and maintained their name in the society. If the educational colleges produce professional talented, skilled teachers we can achieve the dream of our former Indian president **A.P.J ABDULKALAM** before 2020

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A STUDY ON TEACHER'S ATTITUDE TOWARDS INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN MADURAI

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Abstract

Education is the fundamental right to all. In this present scenario to educate the children with special needs is a challenging task. Though the Government of India has drawn many policies towards Inclusive education from the year 1950 to 2009, the implementation of such policies in schools is not up to the mark. Generally teachers have different feelings about the inclusion of children with special needs in their normal classroom. Attitude of the teachers is the main criteria for the successful implementation of these policies. Teacher's Positive attitude unites and integrates the children. Teacher's Negative attitude divides and disintegrates the children. The Investigator being a Teacher educator wants to find out the level of attitude of teachers towards Inclusion of students with special needs. The sample of the study is 70 teachers working in Matric, Government, Government aided and Corporation Schools in Madurai. Simple Random Sampling technique is used to collect the data. The tool used for this study is Impact of Inclusion Questionnaire (IIQ) constructed by Richard P. Hastings & Suzanna Oakford, Department of Psychology, University of Southampton, UK. The data to be analysed by percentage analysis and t-test. The findings of the data will be interpreted.

Introduction

"Inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination." UNESCO(2008). As per the Right of Children to free and Compulsory Education Act(2009), free and compulsory Education should be given to the children in the group of age 6-14 is mandatory. The Government of India implemented this Act through the hands of SSA (Sarva Shiksha Abiyan). The most important component of SSA is Inclusive Education. It insists the equality and equity should be given to the children with special needs not only in education, and all the activities within the school. The effects of All the Educational Acts and implications drawn by the Government depends upon the Attitude of the Teachers. Teachers are the laison between the government and the students. So the positive attitude of Teachers towards the Inclusion of children with special needs may create a conducive atmosphere for their development.

Need and Significance

Inclusion of children with special needs are deprived by their parents, friends, teachers and the society. Heredity causes some ill effects in their overall development of the child but it could be supplemented by providing suitable learning environment. Special schools are providing special care to the children with special need. But they are not getting a chance to interact with normal peers. It affects their confidence level. The Inclusion of children with special needs in the normal stream may increase their self confidence and behavior modification. Normal children also feel their peer difficulties and know the value of the life. Caring and Helping attitude may

develop among the normal children. To handle both the children is depends upon the attitude of the teachers. As a teacher Educator wants to know the attitude of the teachers towards the Inclusion of children with special needs.

Objectives

- To find out the level of impact on teacher, environment, other children and target child in their attitude towards inclusion of students with special needs.
- To find out the difference between the Male and Female Teachers level in their attitude towards inclusion of students with special needs.
- To find out the difference between the Teachers of Elementary and High school level in their attitude towards inclusion of students with special needs.
- To find out the difference between the UG and PG teachers in their attitude towards inclusion of students with special needs.
- To find out the difference between the teachers age of below 40 and above 40 in their attitude towards inclusion of students with special needs.
- To find out the difference between the teachers having experience below10 years and above 10 years in their attitude towards inclusion of students with special needs.

Hypotheses

- There is a significant difference between the Male and Female Teachers level in their attitude towards inclusion of students with special needs.
- There is a significant difference between the Teachers of Elementary and High school level in their attitude towards inclusion of students with special needs.
- There is a significant difference between the teachers having qualification UG and the teachers having qualification PG in their attitude towards inclusion of students with special needs.
- There is a significant difference between teachers age of below40 and above 40 in their attitude towards inclusion of students with special needs.
- There is a significant difference between the teachers having experience below 10 years and above 10 years in their attitude towards inclusion of students with special needs.

Methodology

Research Design

The investigator adopted simple random sampling techniques to select the sample and survey method to study the Teachers attitude towards inclusion of students with special needs.

Sample

The sample selected for the present study consists of 70 teachers of various schools in Madurai district, in a random manner.

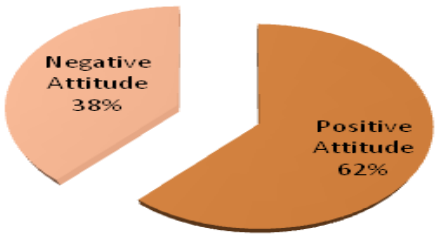
Tools Used

The tool used for this study is Impact of Inclusion Questionnaire (IIQ) constructed and standardized by Richard P. Hastings & Suzanna Oak ford, Department of Psychology, University of Southampton, UK. It consists of both positive and negative statements. Seven point scale scoring has been adopted for each type of responses. The Responses are, VSD – Very strongly disagree SD – strongly disagree, D – Disagree, U- Undecided, A – Agree, SA –Strongly agree, VSA – Very strongly agree. It has four dimensions of Impact on teacher, impact on environment, impact on other children, impact on the target child. For the positive statement scoring is 1,2,3,….7. For the Negative statement scoring is 7,6,5,…1.

Major Findings*: I. Percentage Analysis.*

1. Percentage level of Attitude

Figure 1. Percentage Level of Attitude



From the figure1. ***It reveals that 62% of the teachers having Positive attitude and 38% of the teachers having negative attitude towards the Inclusion of children with special needs.***

2. Percentage level of Impact

Table 1 (Percentage level of Impact towards Teachers Attitude)

Sl. No	Dimensions	Percentage
1	Impact on Teachers	24
2	Impact on Environment	26
3	Impact on Other children	26
4	Impact on Target child	24

From the table.1 and figure 2, *It is inferred that Impact on Environment and Impact on other children is higher than the impact on teachers and the target child in the level of attitude towards the Inclusion of children with special needs.*

II. Testing the Hypotheses.

Figure 2. Percentage Level of Impact

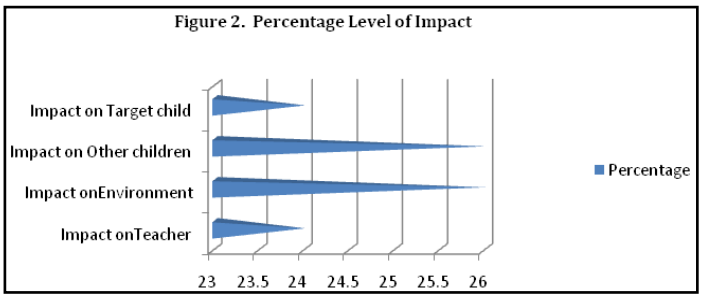


Table 2

S.No.	Variable	Category	Mean	S.D	't' value	L.S
1	Gender	Male	62.67	5.88	0.48	NS
		Female	60.12	7.16		
2.	Level of Teaching	Elementary	64.05	7.03	0.04	NS
		High	61.1	4.36		
3.	Qualification	UG	64.36	6.09	0.02	NS
		PG	61.77	5.92		
4.	Age	20-40	63.4	6.78	0.27	NS
		40-60	61.82	6.09		
5.	Experience	1-15	63.59	6.99	0.22	NS
		15-30	61.82	6.01		

From the table 2 The following findings were interpreted

- There is no significant difference between the Male and Female Teachers in their attitude towards inclusion of students with special needs.
- There is no significant difference between the Teachers of Elementary and High school level in their attitude towards inclusion of students with special needs.
- There is no significant difference between the teachers having qualification UG and the teachers having qualification PG in their attitude towards inclusion of students with special needs.
- There is no significant difference between teachers age of below 40 and above 40 in their attitude towards inclusion of students with special needs.
- There is no difference between the teachers having experience below 10 years and above 10 years in their attitude towards inclusion of students with special needs.

Suggestions

- The Government should give adequate in-service training programme to the school teachers to handle the Children with special needs in a positive manner.
- Matriculation and self finance Management schools should change the attitude to admit the children with special needs. Steps to be taken by Government and NGOs for the zero exclusion of CWSN.
- All the teachers should give their contribution for the development of the CWSN along with the Resource teachers appointed by SSA.
- Awareness of Government Laws and policies about the Educational right of CWSN should be given to all. General awareness programme also necessary for all the parents for accepting the CWSN along with their normal children.
- Print and Mass Media should focus the needs and importance of educating CWSN.
- In the B.Ed., curriculum it is included as a theory paper for the II year B.Ed., students. But practical training is not available during the internship programme. They need special training programme to handle the CWSN. More over present teacher educators also to be trained in inclusive education. Then only we can bring desirable changes in the community.

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TREATING AND EDUCATING THE CHILDREN WITH AUTISM

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Introduction

"We have no special children.
Just children... With special needs."

-Uwe Maurer

The children with special needs are also termed as specially abled children. Disability is an impairment that may be cognitive, intellectual, mental, physical, and sensory or some combination of these. It affects a person's life activity. There are four major types of special needs children- physical, developmental, behavior/emotional, sensory impairment. Physical disabilities include muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy etc. Developmental includes Down syndrome, Autism. In this paper we deal with Autism as one of the type of special children.

Autism

Autism is a complex neurobehavioral condition that includes impairments in social interaction and developmental language and communicative skills combined with rigid, repetitive behavior. Because of the range of symptoms, this condition is called Autism Spectrum Disorder (ASD). It is a condition related to brain development that impacts how a person perceives and socialize with others, causing problem in social interaction and communication...

Symptoms

- Does not babble point or make meaningful gestures by 1year of age.
- Does not speak one word by 16 months.
- Does not combine two words by 2 years.
- Does not respond to name.
- Loses language or social skills.
- Poor eye contact.
- Doesn't seem to know how to play with toys.
- Excessively lines up toys or other objects.
- Attached to one particular toy or object.
- Doesn't smile.
- At times seems to be hearing impaired.

Causes

- Changes in certain Genes.

- Heredity.
- Babies born before 26 weeks of gestation.
- Environmental factors.
- Older parents.
- Multiple pregnancy (twins, triples…)
- Pregnancies spaced less than one year.
- Stress during pregnancy.
- Prenatal vitamins containing folic acid, before and at conception and through pregnancy.
- Viral infections, medications or complications during pregnancy..

Complications

Problems with social interactions, communication and behavior can lead to:

- Problems in school and with successful learning
- Employment problems
- Inability to live independently
- Social isolation
- Stress within the family

Unique abilities of Autism children

- Ability to understand concrete concepts, rules and sequences
- Strong long term memory skills
- Math skills.
- Computer skills.
- Musical ability.
- Artistic ability
- Ability to think in a visual way
- Ability to decode written language at an early age.
- Honesty – sometimes to a fault
- Ability to be extremely focused – if they are working on a preferred activity
- Excellent sense of direction.
- Three-dimensional thinking.
- The ability to intensely focus on an interest.
- Reading fluently at a very young age though not necessarily comprehending the text well.
- Memorizing huge chunks of facts about favorite subjects.
- Dismantling and reassembling complex machines, such as radios.
- Working with computers.

Treatment for Autism

There's no 'cure' for autism spectrum disorder (ASD), but there are a range of specialist interventions that aim to improve communication skills and help with educational and social

development. It can be difficult to know which intervention will work best for your child, because each person with ASD is affected differently. Any intervention should focus on important aspects of your child's development. These are:

- **Communication skills –** such as using pictures to help communicate (as speech and language skills are usually significantly delayed)
- **Social interaction skills –** such as the ability to understand other people's feelings and respond to them
- **Imaginative play skills –** such as encouraging pretend play
- **Academic skills –** the "traditional" skills a child needs to progress with their education, such as reading, writing and maths.

Education for Autism children

Good education for the Autism children depends upon the needs of individual child, because every individual has a unique ability in a specific area. Teacher has to frame the curriculum and teaching method according to the ability of a child.

"If they can't learn the way we teach,
We teach the way, they learn."

Dr. O. Ivar Lovaas

- Several children with Autism are visual thinkers. They picturize their thoughts than language. Their thoughts may be running like videotape in their imagination. Pictures are their first language and words are second language. So, teacher has to pictures everything they learn.
- Many Autistic children have motor control problems in their hands so the child gets a poor handwriting. This may frustrate the child. Teacher has to help the child to enjoy writing. Let child type on the computer. Typing is often much easier.
- Some child feels difficult to read. If the teacher teaches the child with phonetics (sounds of the words), the child will learn to read easily. It is important to have the picture and the printed word on the same side of the card. When teaching nouns the child must hear you speak the word and view the picture and printed word simultaneously.
- Use concrete visual methods to teach number concepts. Give them a math toy which helps them to learn numbers. It consisted of a set of blocks which had a different length and a different color for the numbers one through ten. With this they able to learn how to add and subtract. To learn fractions teacher has a wooden apple that was cut up into four pieces and a wooden pear that was cut in half. From this they can learn the concept of quarters and halves.
- Many autistic children get fixated on one subject such as trains or maps. The best way to deal with fixations is to use them to motivate school work. If the child likes trains, then use trains to teach reading and math. Read a book about a train and do math problems with trains.

- Non verbal children and adults' feels easy for them to feel. Letters can be taught by letting them to feel the letters. They feel it easier to associated words with pictures. So teacher has to work with the objects and pictures.
- Some autistic individuals do not know that speech is used for communication. Language learning can be facilitated if language exercises promote communication. The individual needs to learn that when he says words, concrete things happen. Autism children have a problem with remembering the sequence. They unable to remember sequences. So they have to write the instructions on a piece of paper.
- Many children with autism are good at drawing, art and computer programming. These talent areas should be encouraged. I think there needs to be much more emphasis on developing the child's talents. Some hyperactive autistic children who fidget all the time will often be calmer if they are given a padded weighted vest to wear.
- Some children and adults with autism will learn more easily if the computer key-board is placed close to the screen. This enables the individual to simultaneously see the keyboard and screen. Some individuals have difficulty remembering if they have to look up after they have hit a key on the keyboard.
- Children and adults with visual processing problems can see flicker on TV type computer monitors. They can sometimes see better on laptops and flat panel displays which have less flicker.
- Children and adults who fear escalators often have visual processing problems. They fear the escalator because they cannot determine when to get on or off. These individuals may also not be able to tolerate fluorescent lights. The Irlen colored glasses may be helpful for them.
- Sequencing is very difficult for individuals with severe autism. Sometimes they do not understand when a task is presented as a series of steps. An occupational therapist successfully taught a nonverbal autistic child to use a playground slide by walking his body through climbing the ladder and going down the slide. It must be taught by touch and motor rather than showing him visually.

Conclusion

'It's not a word to feared
It is the word to be loved '

Perception of autism has evolved. Over time sixty years ago Autism was nothing more than an unrecognized developmental delay generally lumped in with mental retardation. Today it's recognized as an independent neurologically based disorder of sign finance. Numerous treatments have been developed that help children with Autism to maximize their potential to learn and become socially fluent no matter how impaired they may be though to break through appear likely to occur any time soon, there is cause for hope.

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IMPACT OF GLOBALISATION IN EDUCATION

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Introduction

Globalization is the free movement of goods, services and people across the world in a seamless and integrated manner. The concept of globalization is a very recent term, only establishing its current meaning in the 1970's, which 'emerged from the intersection of four interrelated sets of communities of practice"; academics, journalists, publishers/editors, and librarians.In 2000, the International Monetary Fund (IMF) identified four basic aspects of globalization; trade and transactions, capital and investment movements, migration and movement of people, and the dissemination of knowledge.

Effects of Globalization

Globalization has both positive and negative effects on an individual level, globalization affects both the standard of life and the quality of life. Globalizing processes affect and are affected by business and work organization, economics, socio-cultural resources, and the natural environment. Economic "globalization" is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economics around the world, particularly through the movement of goods, services and capital across borders. The term globalization also affects how governments throughout the world create policies affecting areas such as monetary regulation and trade.

Impact of Globalization

Globalization has its impact on India which is a developing country. The entry of foreign universities in India is another important development which has lead to commercialization of education. It is a fact that the world is moving fast in technological developments and subsequently there is much advancement and reforms in teaching methodology and the contest of courses in developed countries. It is time in our country have to achieve at par that excellence in our teaching programs. Globalization has drastically, improved the access to technology. Internet facility has enabled India to gain access to knowledge and services from around the world. Use of mobile, telephone has revolution used communication with other countries. Tariff barriers have been removed which has resulted in the growth of trade among nations. Global trade has been facilitated by GATT, WTO etc. globalization has resulted in increased in the production of a variety of goods. MNCs have established manufacturing plants all over the world. Establishment of MNCs have resulted in the increase of employment opportunities. Globalization has encouraged free flow of capital which has improved the economy of developing countries to some extent. It has increased the capital formation.

1. **Economic Growth:** In the first part of its report the commission seeks to identify the main trends influencing education; bearing in mind economic growth and the aim of sustainable development; the transition from individual membership of a society to democratic participation; the relationship between the grass-roots community and world society.
2. **Imperative of Quality in Education:** The second part of the report lays emphasis on the imperative of quality in education and the concurrent need to satisfy the immense demand for education throughout the world. Resting on four main pillars-learning to know, learning do to, learning to be and learning to live together-the learning process should be designed so as to enable every individual to develop by making the very most of his or her abilities.
3. **Learning Throughout the Life:** In the third part of its report the commission draws conclusion for educational processes from both the overall analysis and the central of learning throughout life which is the key for equality of opportunity; the first teachers of a child, normally, are its parents; throughout youth and adulthood, learning takes place in a variety of forms; at school, in community life, the family, leisure pursuits, associations and civic life. This increasingly complex reality must be taken into account by all the actors in society in building on the four pillars of the learning process. There is needless to say, growing influence of information technologies that must be considered. But it is within the education system-defined on traditional lines-that the central message is forged concerning the type of citizens a society wishes to educate, and that the continuity and progress of knowledge should be ensured.

Challenges in Globalisation

1. **Poverty:** Poverty as a multidimensional phenomenon. Attributing (increases in) poverty to globalization has become a dominant factor in producing a new kind of poverty.
2. **Inequality:** There is ample evidence that the gap between the richest and poorest countries, and between the richest and poorest groups of individuals in the world, has increased. But inequality may increase without an increase in poverty rates, for example if globalization increases opportunities for the wealthy more rapidly than for the poor. Since increasing wealth may be due to many causes, showing that the rich get richer because the poor get poorer is trickier than recording and lamenting the fact of inequality as such.
3. **Political Influence**
   - The awareness to lead the nation's progress towards the development must be inculcated in the political leaders.
   - Political will power of one's nation is a direction for the development of education. Ex: Sarvashikshna Abhiyana (SSA)
   - If the educational system changes due to the political will power then the society, community, everything affects completely on the entire community.
   - According to the international level it is essential to take the entire nation's system towards the logical awareness.
   - This has a capacity to inculcate the political awareness at the stage of school and college level.

Conclusion

Education has played a vital role in an individual's life from the early days to the present days. Education will give knowledge and it has an ability through which is develops the personality of an individual. Because of globalization knowledge is at a stage where it is being shared with all and distributing to all. Special changes in learning are being achieved through globalization the possibility of higher level of knowledge sharing. It promotes versatility in their personality which definitely leads to success in all their feature endovers.

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ROLE OF EDUCATION FOR VISUAL IMPAIRMENT

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Introduction

"Alone we can do so little together we can do so much"

Special education is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. The education is specially framed for the needs of the disabled under which visually impaired also benefitted. Visual impairment is considered as the most severe and traumatic physical handicap. Since more impressions are conveyed to the brain through the eyes, the visual anomalies may influence the life of the individual in physical, mental, social, vocational and educational aspects.

Visual Impairment

Visual impairment [Blindness] is a lack of vision. It may also refer to a loss of vision that cannot be corrected with glasses or contact lenses. There are three types of blindness such as complete blindness, colour blindness and night blindness. Complete blindness means cannot see anything and do not see light.

Blindness is defined as the state of being sightless. In a strict sense the word "blindness" denotes the inability of a person to distinguish darkness from bright light in either eye. The terms blind and blindness have been modified in our society to include a wide range of visual impairment. Blindness is frequently used today to describe severe visual decline in one or both eyes with maintenance of some residual vision. The American medical association proposed this definition in 1934. " A legally blind person is said to be one who has visual acquity of 20/200 or less in the better eye even with correction, 20degree or less in the better eye after correction".

Causes of Blindness

a. Glaucoma refers to four different eye conditions that can damage your optic nerve, which carries visual information from eyes to brain.
b. Macular degeneration destroys the part of eye which help see light. It mostly affects older adults.
c. Cataracts cause cloudy vision.
d. Optic neuritis is inflammation that can cause temporary or permanent vision loss.
e. Retinitis pigmentosa refers to damage of the retina. It leads to blindness only in rare cases.
f. Tumors that affect retina or optic nerve can also cause blindness.

Education for visually impaired children

"Education makes a door to bright future"

The visually impaired children constitute a heterogeneous group. Some are totally blind, some are partially sighted, some low vision and some one eyed. The care and training of such children must therefore match with the nature of their loss of vision. Care, training and education of such children must be the joint responsibility of parents, teachers and community members. Most experts agree that, for that, for the most part, the visually impaired should be educated in the same general way as the sighted following the same general principles. Visually impaired children do their primary education at sighted school along with normal children but with modified teaching methods. One of that methods is Braille which is thought for classes 6-9. The completely blind student's are aided by their parents for their projects but children with low vision do it by themselves. In order to make visually impaired children read and write like other children, Braille books and slates are used. There Braille books and slates help them to improve their reading and writing skills. They also attend spoken English classes to improve their language. Role play and audio tapes are used to develop their speaking skills. They use tailor board and Pecs to learn mathematics.

Braille

Braille is a basic system of reading and writing for the blind. It consists of a six-dot cell that provide for sixty three different characters. 26 combinations of dots are used for 26 letters of the alphabet. The remaining 37 combinations represent punctuation signs and contractions that allow for shortening or abbreviating words. In some ways, Braille is a system of shorthand since each word is not spelled out letter for letter. As a result blind children have difficulty with spelling because of the frequent abbreviations used in the Braille system. In addition to Braille code for reading and writing there are codes for music, mathematics, computer sciences and chemistry. Braille has many disadvantages. Books and periodicals printed in Braille are very bulky, expensive and take up a great deal of storage space. Moreover, Braille materials are not always available for all subjects and in all languages.

Talking Calculator

The blind profit from a talking calculator. In the talking calculator numerical entries are read aloud to the student through an earplug. Blind children may profit more from the talking calculator in learning mathematics. At the student's level of thinking while beyond his /her arithmetic skill level will encourage curiosity and persistence in mathematics. The calculator enables students to solve problems which are challenging and interesting.

Tape Recordings

Reading materials from both standard texts and books for leading can be transcribed by the teacher and presented to the blind that usually profit from audio – aural cues more than visual cues. The use of tape recording is gaining in popularity as a method of teaching language,

history, geography, science etc. Blind can learn the same material much more quickly because of the usage of tape recordings. Sighted children have an edge over blind children in the acquisition of knowledge through experience. Sighted children acquire rich experiences in a natural way. They learn the experience as a whole but the learning of blind children is in pieces of information. There is thus a need for different approaches to the curriculum for blind children.

Integrated Education for Disabled Children (IEDC)

IEDC is one of the major initiatives from the government of India to promote "integrated education" in 1974 by the ministry of welfare. Integrated education is not simply placing a child in a regular classroom. The child needs assistance. Blind children can easily assimilate more than 80%of teaching and experience in the regular classroom if they are provided with the correct material in the correct form at the correct time. Therefore, development of the right educational environment will make integration of blind children a reality.

Conclusion

Students with limited vision need a multisensory approach to learning. In addition to using their vision when it is effective and efficient, they should be encouraged to develop both listening skills and tactile skills. To develop full literacy skills that will last throughout life, students with low vision should be taught to read and write both print and Braille. They must also develop the ability to determine which medium would be most appropriate for the task at hand. Instruction in Braille must be thorough. Only if the student gains sufficient speed and fluency can braille be a realistic and efficient choice for a given task.

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LEADERSHIP STYLE AMONG HIGH SCHOOL TEACHERS IN MADURAI DISTRICT

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Abstract

Leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are many different leadership styles that can be exhibited by leaders in the political, business or other fields. A teacher is also a leader and a role model for his/her students. The present investigation has been carried-out with a view to assess the Leadership style among the High school teachers in the Madurai District. The Leadership Style Inventory was constructed and standardized by Arul Lawrence, A.S (2009). Data were collected from 218 teachers. The collected data was subjected to analysis in terms of the objectives of the study. The hypothesis formulated were verified using't' test between the means of large independent samples. Meaningful conclusions were drawn and also suggestion for further research was noted down.

Keywords: *Leadership style, High school teachers, Madurai District*

Introduction

In many companies, people are promoted into leadership positions because they were top-notch performers in their previous role. Similarly, in the start-up world, many people become founders because they want to solve a problem and because they love creating products, not because they are great managers and leaders. Teachers, though, are unique, the demands and experience of teaching, and the skills and knowledge necessary to become a great teacher, make great teachers particularly great leaders. Leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are many different leadership styles that can be exhibited by leaders in the political, business or other fields. A teacher is also a leader and a role model for his/her students. Therefore there must be an optimum utilization of the different talents and a suitable blend of desirable leadership style among teachers and hence arises the need for the present study.

Objective of the Study

The specific objective of the study is as follows:-

- To measure and find out whether there is significant difference in Leadership Style among High School Teachers in terms of the select population variables.

Hypotheses of the Study

- Each of the population variables exert a significant influence on High School Teachers' Leadership style.

Methodology-in-Brief

Design: Descriptive
Method: Normative
Technique: Survey
Tool: Leadership Style Inventory constructed and standardized by Arul Lawrence, A.S (2009).

Sample: 218

Statistical Treatment

- 't'-test of significance of difference between the means of large independent samples.

Analysis and Interpretation of Data

Leadership Style among Teachers

The average score of leadership style among teachers is found to be 2.169, while theoretical average is 11. Hence leadership style among teachers is found to be below the average level.

Differential Studies in Friendliness

The statistical measures and the results of test of significance of difference between the mean scores of leadership style among teachers in terms of select population variables is presented in Table –1.

Table 1 Results of Test of Significance of Difference between Mean Scores of Leadership Style of Teachers: Population Variables –Wise

S.No	Variables	Sub-variables	No. of teachers	Mean	Standard deviation	't' value	Significance At 0.05 level
1	Gender	Male	80	2.24	0.971	0.833	*
		Female	138	2.13	0.809		
2	Age	Below 35	59	2.20	0.996	0.419	*
		35 to 50	128	2.14	0.849		
		Below 35	59	2.20	0.996	-0.123	*
		Above 50	31	2.23	0.717		
		35 to 50	128	2.14	0.849	-0.572	*
		Above 50	31	2.23	0.717		
3	Birth order	First	55	2.20	0.848	1.752	*
		Second	76	1.93	0.869		
		First	55	2.20	0.848	-0.161	*
		Third	44	2.41	0.923		
		First	55	2.20	0.843	-0.623	*
		Four & others	43	2.30	0.773		
		Second	76	1.93	0.869	-2.774	**S**
		Third	44	2.41	0.923		
		Second	76	1.93	0.869	-2.385	**S**
		Four & others	43	2.30	0.773		
		Third	44	2.41	0.923	0.586	*
		Four & others	43	2.30	0.773		
4	Nativity	Rural	131	2.21	0.909	0.773	*
		Urban	87	2.11	0.813		
5	School locality	Rural	127	2.22	0.863	1.012	*
		Urban	91	2.10	0.883		
6	Type of management	Govt	170	2.19	0.831	0.698	*
		Private	48	2.08	1.007		
7	Subject handling	Arts	107	2.22	0.850	0.908	*
		Science	111	2.12	0.892		

8	Years of teaching experience	Below 10	97	2.09	0.830	-1.072	*
		11 to 20	89	2.24	0.977		
		Below 10	97	2.09	0.830	-0.876	*
		Above 20	32	2.22	0.659		
		11 to 20	89	2.24	0.977	0.110	*
		Above 20	32	2.22	0.659		
9	Professional qualification	B.ed	171	2.18	0.877	0.186	*
		M.ed	47	2.15	0.859		

S denotes significant at 0.05 level *denotes not significant at 0.05 level

Hypothesis Verification

Each of the population variables exerts a significant influence on High School Teachers' Leadership style. The variable birth order alone is found influencing leadership style of teachers. Hence the hypothesis is minimally accepted.

Conclusion

The major conclusions emerged out of the present study are follows

1. The leadership style is found to be below average among the teachers.
2. The leadership style among the teachers is found dependent upon Birth Order.
3. The leadership style among the teachers is found independent of their
   - Gender
   - Age
   - Nativity
   - School Locality
   - Type of Management
   - Subject Handling
   - Years of Teaching Experience
   - Professional qualification.

Educational Implications

The finding reveals that the leadership style among teachers is found to be below the average level. Being an individual performer, however, is very different from being a leader and requires a different skill set that too often has not been deliberately cultivated. Different innovative trainings, personality development camps, strategies for culling out leadership styles must be periodically organised and opportunities must be given to different teachers to lead them dynamically. Keeping aside from any remedial or supplementary training, it will give them the chance to be conscious of their strengths and weaknesses for the sake of not only personal improvement but also a source for identifying and carving the students entrusted to them in the right direction.

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HOW TO STANDARDIZE THE RESEARCH TOOL CORRECTLY? – THE ANSWER

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Abstract

Research is a systematic process which gives a possible and relevant way to identify the solution of a problem. Research should be maintained in a proper way for attaining developments of any fields otherwise it would not be useless. The research process could not be done by single step. It involves more steps and procedures. For measuring psychological factors, the tool or instrument is essential. Tool is placed as main of conducting research. Nothing can be measured without valid and consistent/stabled tool. So the standardized tool is essential in social science researches. Some of the researchers facing lot of problems when standardization of their tools. Because the standardization process totally based on their nature of items that is measuring scales. Misunderstanding of scales pushed the researcher into wrong way of research. The researcher should know the standardization process with regard to their measurement scales. Thus the authors of this paper trusted that this paper might give right direction to standardization of the tools.
Keywords: *Normalize, Norms, Standard Scores, Random Error, Reliability*

Beginning

Research is a process which includes much more complex principles and procedures. Every researcher should know the nature of research and follow precise procedures to attain precise solution of the problem. The tool is essential in all type of social science researches for measuring the variable. If the measuring tool is wrong in the research, the research works will be entirely erroneous. The tool occupies a main place in social science researches. Unfortunately, a tool measures something, but the measurement could not be valid. Sometimes the tool measures one thing in one place and it measures other thing in another place. This type of tool will be rejected the research followers. For example, the meter scale measures the length in one place and it is used to measure the length in another place; the measurement is valid. If it is not measure the length differently someway on in measurement, the scale will rejected by the users. So the measuring tools must have the characteristics of measurement such as validity, reliably, objectivity, easy to administration, easy to scoring and cost effective. The following paragraphs will help the reader to know the basics of standardization process.

Need to Standardize

Standardization produces the real worth of the tool. It is evidence to precise measurement what the tool is intent to measures and it could be guaranteed to the consistency. Standardization process is a complex task to the researcher. But it is essential to measure the task accurately. Generally in social science researches, the psychological factors are mostly measuring by using questionnaires/inventories. The questions of the tool should measure the task in both one place and the other place of pupils in same group. Sometimes the question may measures different thing in different place. For relevance in measurement and stability in measures, the standardization process is essential.

Steps in Standardization Process

There are so many steps one could follow to standardize their tools. The steps are explained below briefly. The follower carefully follows the steps.

Item Selection

Item selection procedures include some processes. They are given briefly in the succeeding paragraphs.

Validity: First and essential step in standardization is finding validity of the tool. Validity means that the stage of tools items is intent to measure the task. According to Lind Quist " the validity of the test may be defined as the accuracy with which it measures that what it is intended to measure" (Goswami, 2014). The items are sending to the panel of subject expert and the suggestive recommendation will be made in the tool by the item setter. The panel of experts may include the population dependent. For example, if we construct a tool for mental health of the students, the teacher may be placed in subject expert list. Because, they well-known with students factors. Now it has face validity. The all the question should based on dimensions and its definitions. The question setter may find out the other type of validity like content validity, concurrent validity, construct validity, predictive validity, criterion validity, internal validity and so on.

Item analysis: item analysis is the vital part to plan in item selection. A good item should discriminate the pupils as high performing and low performing pupils. This is the main characteristics of the good item. In here the measuring scale is most important to select the appropriate formula for item selection. There are few formula are available to item selection and are explained below.

- Difficult index and Discrimination Power - it is mostly used for achievement test. Normally used for interval scale.
- T- test – it is essential in other than achievement tests. The tool scores are in interval this statistics are used to select items. According Edward (1965), the t-value should be in 1.75 and greater for item retaining. Some researcher used this statistics for rating scales. But the rating scores are in interval scale.
- X^2 –test – it is used to item selection when the item scores are in nominal scale. Otherwise it will go for t-statistics. This is the non parametric statics which is used to verifying the item data is fitted to normal probability curve. If the item X^2 value is less than the critical or table value with respect to the degrees of freedom.
- Correlation – it is used to identify the item through correlation of items with another standardized tool. The correlation value must be higher with 0.45 are to be selected. The scale should be continuous.

Reliability analysis: Reliability analysis used to find the stability and consistency of the tool. It means that the tool is applicable to measure the same task in other places without changes. There are many types of methods are available to find reliability. According to

Cronbach, "consistency throughout a series of measurements" (Goswami, 2014). Reliability analysis may be done by the correlation. There are several methods are used to find reliability. They are,

- Test-Retest Method – It is used to measure the stability of the tool. The tool is administered in two different periods and calculates the correlation. It may be one month duration.
- Alternate form - it is used to measure the equivalence of the tool. Giving two forms in two groups of sample with negligible time. It advanced correction form of test-retest method.
- Parallel form- it is used to measure the stability and equivalence of the tool. It includes both test-retest and alternate methods are used with two forms.
- Internal Consistency - it is used to measure the internal consistency of the tool. The items are split with all possible ways and to find the variances produces internal consistency of tool in sing administration. Note that Cronbach's Alpha internal consistency test is only used for Likert type rating scales not with continuous and dichotomy.
- Split-Half Method – it is also used measure the internal consistency. The items are split into two halves and find the reliability value.

  The reliability values are listed below. The reliability of the tool proposes the following.

  0.9 – 1 Extreme Reliability

  0.8 – 0.89 High Reliability

  07. – 0.79 substantial Reliability

  0.6 – 0.69 – acceptable Reliability

For example the value 0.8 explains the random error occurs in the sample is 0.36. For obtaining random error of sample square the reliability value and subtract it from 1. 0.8^2 is 0.64 and it is subtracted from 1 is 0.36. It is random error occurs in sample.

Norms Creation: It is essential step to categories the group by using Normal probability. Norms are derived from normal. According Throndike and Hagen (1970) Norms of reference for the interpretation of test scores (Goswami, 2014). There are different types of norms are available.

- Age Norms – the norms are fixed by the average age of the respondents.
- Grade Norms – It is used to put grade to the group of respondents.
- Percentile Norms – this is the Norms that how many respondents are below in the percentile value.
- Standard Scores - it is used to distribute the score in equal parts. Eg: Z-Scores
- Normalized Standard Scores (T-Scores, Stanine Scores and C-Scale) – Standard scores are may be in negative. These scores are used to fix norms in positives. Eg: T-score.

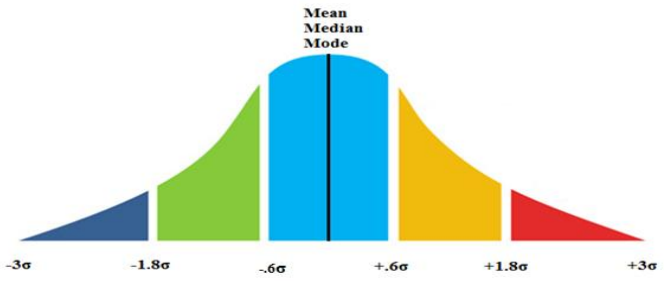
These are very essential in standardization process. If the researcher data is distributed normally, the researcher might go the standard scores and normalized standard scores otherwise the researcher must go to the percentile norms. The age and grade norms are used additionally in above said norms cross-sectionally. In addition to the followings are to be considered for standardization. In any type of Norm's creation it must be based on the normal

probability curve. For example, one want fix the norms with Z-scores. Researcher should consider the NPC to categorize the group of People. He/she wants to categorize the sample by 5. Then,

Total area of NPC = 6σ/5 = 1.2σ

Then the NPC will be separated by 1.2σ gap with 5 Groups. The following figure shows the five category distribution.

Figure 1.1 NPC area divide by five categories



The Z Norms are fixed with given formula and it is shown in the table

$$Z = \frac{X - \bar{X}}{\sigma}$$

From the NPC, Generally +0.6σ is termed as X and raw value of +0.6σ is X□+0.6σ, then the formula is derived as,

$$Z = \frac{X\square + 0.6\sigma - \bar{X}}{\sigma} = 0.6$$

And the all values are computed and the norm is given in the table 1.1.

Table 1.1 Norms for XXX Scale

Norms	Z-Score
Excellent	1.81 & above
Good	0.61 to 1.80
Moderate	-0.60 to 0.60
Fair	-1.80 to -0.61
Poor	-1.81 & below

Objectivity – objectivity is essential in measuring task. If the vales are not changing with the evaluator is called objectivity. The objective type questions have high objectivity with compare to other type questions. So the item of the tool should be in objective type of questions.

Easy administration – the questionnaire administration should be easy to administrate. It includes detailed instruction to the respondent.

Easy to Scoring – Scoring procedure of tool must easy. The items are given in the form of objectives which makes the scoring as easy.

Time and Cost effective - The objective type question makes the appropriate time usage to answer and reduce the paper cost. Due to the time and cost objective questions is most effective to construct the tool.

Conclusion

In any type of research in social sciences, the tool is essential to measure the task and it plays a vital role in it. The tool standardization process is complex. This paper briefly describes about the standardization process of the tool. The illustration makes the reader to understand the procedures easily. Finally, the scrutator of the paper emphasized that this paper may satisfy partially the thirst of knowledge about tool standardization.

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RESEARCH PARK IN EDUCATIONAL INSTITUTIONS - WHY?

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Abstract

Today success in the global market place means creativity and applying new knowledge – which is to say new technology-faster than ones competitors. World winners will be those who develop talent, technologies, techniques and tools so advanced that there id no competition. The paper prescribes "dream big" for universities and colleges. They should aim at technology generation, technology diffusion, which is achieving his significance in enabling a nation to win. This paper emphasizes adoption of new organizational inventions like Research Park-technology work, which when implemented will contribute to India's international competitiveness.

Keywords: *Research Park, Teaching, Profit Center, Meeting Minds, Global Competitiveness*

Introduction

Good teaching in classrooms and labs is necessary but not enough. It has to be supplemented with learning innovation, creativity and research skills for which a research park is necessary. Institutes and industry are interdependent. One without the support of other cannot stand high. Research Park is a project to be established in partnership preferably with the alumni entrepreneurs and industry. All the partners, namely colleges, alumni and industry could share development and its management besides the cost and benefits. Research, innovation and testing of materials labs which are costly could be established as common facility centre. It generates wealth and employment. Research Park is a source of income. It is not a financial liability. As is fees from students so Research Park an income source for college. It increases rate of return from investment in college. Besides, it is a mechanism to build synergy between industry and institutes. Establishment of Research Park in universities and autonomous college is recommended by Anil Kakodkar committee in its report to government of Maharashtra. The report says China in the recent past has installed more than 300 Research Parks. It is more an account of them that the institutions have become innovative in character. This paper explains how to go about.

Research Park – The Meaning

Research Park is a joint effort between an academic institution and industry. It provides a common platform of both industry and academic personnel for innovation, creativity, technology generation and product/process development. It binds together the two namely industry and institutes for mutual growth and prosperity. It is a place where innovative minds of students and professors and one hand are matched with innovative minds in industry on the other. Research Parks are play driver's role in development of China. Research Park found to be a means of convert intellectual capital of both the university and industry into usable goods and services.

Research Parks in Educational Institutions – Why?

Knowledge is power. It changes lives of people. It converts a liability into asset. The world due to rapid advances in science and technologies in changing fast. Change is accelerating by globalization and liberalization. The changes are essential to make a need of the Research Park as follows;

Research Park as Profit Centre

It generates wealth and employment. Research Park is a source of income. It is not a financial liability. As is fees from students so is Research Park an income source for college. It increases the rate of return from investment in college. Besides, it is a mechanism to build synergy between industry and institutes. In addition it enables university to upgrade quality of UG, PG and Ph.D programmes. It converts research output into patents and IPR and makes their commercial exploitation. It generates surplus after meeting all the expenses and plough it back in continuing basis to further research. It enables university to be the 'Light House' for industry.

Research Park as a Place of Innovative Meeting Minds

Research Park is a common platform, where innovative minds for industry and innovative minds from academics meet. Professors of university and colleges along with scholar students meet industry personnel to exchange each others progressive ideas and stretch imagination to bring them to reality. It is a place meant for cross fertilization of ideas in addition to giving feedback for making education more relevant and purposeful. Research Park is meant more for giving birth to new technology based firms.

Research Park Increase Institutions out Reach Far and Wide

Institutions world over with Research Park are observed to be enriching them and augmenting new ideas besides budget support for future growth. They are getting well integrated with society and industry. Universities by virtue of Research Park and knowledge in it have moved to the center of development, they have become drivers of economic and social prosperity. The vision and mission of the universities then become dynamic, adaptive based on sharing off the shelf irrelevant prescriptions. Progerammes and events in the park are consciously designed to encourage networking among innovators, entrepreneurs and investors.

Incubating Talent for Global Competitiveness

Universities abroad essentially have Research Parks, Science Parks, incubators, patent and IPR centers, entrepreneurship centers which get majority of universities in India do not have. In the absence of which innovation talent remains idle and under developed. Returns from investment in university and colleges are less. We are importing technology and foreignness are exporting. Bright students are migrating to greenest pastures. Knowledge IPR has become more important than resources. Indian universities may like now to be more innovative in character

and become enterprising. It should enable the talent to grow to the level it is capable for. Research Park is a magnet to attract and retain talent. It has the potential to arrest brain drain and bring back provisionally gone, to convert it in brain grain.

Research Park Organizations – The Organization

Public private participation model consisting of some or all of the following is recommended.

- Local industry association,
- State industrial corporation,
- Leading banks,
- Leading industrialist,
- Leading persons from IIT incubators, STEP IIT, UKT as advisor,
- Organizational head and professors,
- Municipal cooperation.

Developing Research Park – The Steps

The following steps should follow to develop Research Park in any type of educational institution.

- Develop awareness among industry and academic personnel,
- Prepare a project proposal,
- Discuss and make critical analysis of the proposal,
- Obtain approval from government, obtain grant,
- Appointed head,
- Collaborate nationally and internationally,
- Appoint expert advisors,
- Appoint a separate governing board,
- Depute people to attend international conferences of Association of Science/Research Park.

Research Parks – The Steps

It is mostly used to make the individual effort and skills on researches on industries. The list of purpose of Research Park is given below,

- To provide an organizational base.
- To transfer technology through start-UPS in Hi-tech.
- To attract and stimulate research, innovation patent and IPR and centre of excellence in close collaboration with industrial world.
- To develop entrepreneurship culture, research and innovation culture.
- To enable students to reach out to industry at global level.
- To reduce time gap between invention and its applications.
- To conduct strategic research in conjunctions with industry.
- To make both the university and industry more enterprising.

- Top develop bond between institute and industry.
- To apply findings of research done in industry.
- To create knowledge based society that is to say technological society.
- To enable university graduates to start companies.

Conclusion

India dreams to become a technology power in the world which could be made possible by adopting world best policies and practices and not without them. The sermons of national knowledge commission must forthwith be heard and implemented. Institution must be governed, managed and maintained by following world proven academic principles. Permitting mobility; of professors and establishing transactional collaborations between the institutions is essential. Professors should be enabled to rise to international standards for which suitable schemes must be designed. "The success in international competition depends now on turning intellectual strength into marketable commodities for which Research Park is the mechanism".

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AN IMPACT OF DEMONETISATION ON COMMON MAN

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Abstract

Demonetisation *is an economic term which is used to mean the 'scrapping' of old currency notes and stripping them off their status of legal tender, usually when a new currency note or currency is being introduced in the economy of the country . The main problem is due to sudden announcement of the demonetisation without any prior notice to the public. Due to this the people were struggled to face their day to day life due to lack of cash. There were so many The researcher has got only short period to collect the data so only 75 people are taken in this study.*

Keywords: *Primary and secondary data, gender of the respondent , age of the respondent***,** *educational qualification of the respondent*

Introduction

Demonetisation refers to discontinuing of current currency units and replacing those currency units with new currency units. It is a major decision and it impacts all the citizens of the country because overnight all the money you have become a piece of paper which has no value if you do not exchange it with new currency units or deposit it in the banks.

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Statement of the Problem

An Impact of Demonetisation on Common Man

The main problem is due to sudden announcement of the demonetisation without any prior notice to the public. Due to this the people were struggled to face their day to day life due to lack of cash. There were so many arguments were going on around for and against of demonetisation. This study made an attempt to know what people thinks about the sudden announcement of demonetisation.

Objectives of Study

1. To study about the present status and impact of black money in India.
2. To know the merits and demerits of demonetisation in India.
3. To study about the public opinion on the implementation of demonetisation.

Methodology

Depending upon the sources of information, available data can be classified as

- Primary data

Primary Data

Primary data refers to the data, which is collected for the first time. The primary data collection was done with the help of questionnaire.

Sample

A sample is a part of the target population, randomly selected to represent that population. It refers to the number of items to be selected from the universe to constitute a sample. Researcher has selected 75 people as respondents to this study.

Tool Used

For analysing the data, the appropriate tools used

- Percentage Analysis

Need of Currency

In the modern era, the notes replaced the coins as the means of transactions. But in the contemporary world, there is absolutely no need of cash at all as even a single rupee could be transferred securely, reliably and quickly through digital means.

Crimes and Terrorism

The characteristics of cash like anonymity, portability, liquidity, and wide acceptance makes it the enabler of crime and provides the fertile ground for it. Black economy directly or indirectly promotes riots, kidnappings, petty crimes, smuggling, poverty, reduced wages, separatists movements, conversions, bandhs, terrorism, espionage, propaganda, colour revolutions, weakening of state, emboldening of foreign powers, hawala operations, corruption, drug trade, tax evasion, human trafficking, informal employment, weak law and order, extortion, naxalism, fake currency and many such trends.

Political Effects

Many people feel that with demonetisation, the Prime Minister has gone against the very community that is their permanent vote bank i.e. trader and business community. But that community was anyways going to oppose GST implementation as that was going to completely make the whole trading transparent and thus checking tax evasion.Demonetisation would also make the political funding difficult for the parties.

Economy and GDP Growth

Some agencies have estimated that there would be decrease in GDP growth but it seems that the factors that would push growth are stronger. First, by increased productivity and economic

activity through cheaper loans, which is possible with more money deposited with banks right now and thus boosting trade and business. Second, investment in infrastructure from recovered black money and significantly better tax collection post GST, which will create jobs and give push to more investments. Third, the digitisation of currency would increase money supply through fractional reserve system by increasing the money multiplier, which is dependent on three factors viz., monetary base, CRR and cash-deposit ratio.

Advantages of Demonetisation

- People can deposit old notes of ₹500 and ₹1,000 in their bank or post office accounts till December 31, 2016. For exchanging old notes with new ones, the bank requires you to fill up a small form and present a valid ID Proof.
- You can exchange up to ₹2000/-* in cash while exchanging your old currency.
- If you are unable to exchange your old currency notes on or before December 30, 2016. You can do so at Reserve Bank of India (RBI) designated locations till March 31, 2016, along with the required documents, as may be specified by RBI.
- Old currency notes ₹500 and ₹1,000, can be used till midnight of November 24, 2016 for utility bill payments, fuel stations, government hospitals, metro stations, flight/ train tickets.

Disadvantages of Demonetisation

- The biggest disadvantage of demonetisation has been the chaos and frenzy it created among common people initially.
- Another disadvantage is that destruction of old currency units and printing of new currency units involve costs which has to be borne by the government and if the costs are higher than benefits then there is no use of demonetisation.
- Another problem is that this move was targeted towards black money but many people who had not kept cash as their black money and rotated or used that money in other asset classes like real estate, gold and so on were not affected by demonetisation.

Analysis and Interpretation: The data collected through questionnaire and analysed the data.
Gender of the Respondent: The below table consists of gender of the respondents.

Table 1 Gender of the Respondent

Gender	No of Respondent	Percentage
Male	42	56
Female	33	44
Total	**75**	**100**

(Source: Primary Data)

The above table represent the gender of the respondent. In that 42 respondents are male and 33 respondents are female.

Age of the Respondent

The following table consists of different age category of the respondents collected by the researcher.

Table 2 Age of the Respondent

Age	No of Respondent	Percentage
20 to 30	71	94.67
30 and above	4	5.33
Total	**75**	**100**

(Source: primary data**)**

The above table represents the age of the respondents. In this the highest percentage of data were collected from the respondents belongs to age 20 and 30 i.e. 94.667% the lowest percentage of response 5.33% were collected from age of 30 and above. The majority of data collected from the age of 20 to 30.

Educational Qualification of the Respondent

The below table consists the educational qualification of the respondents collected by the researcher.

Table 3 Educational Qualification of the Respondent

Educational Qualification	No of Respondent	%
Under graduate	25	33.33
Post graduate	50	66.667
Total	**75**	**100**

(Source: primary data**)**

From the above table it is analysed that the higher percentage 66.67% of response from the post graduate persons. From this we can analyse that most of the respondents are well educated. The other 33% of data were from the under graduate people. The majority of respondents 66.67% are post graduate.

Suggestions of the Study

1. The government had given prior announcement before implementing the new rule. At least people had given some awareness regarding demonetisation so that people may plan something to tackle this problem.
2. There are many ways to control the black money. This is right decision but still some people are not able to adopt this rule immediately.
3. This rule had effected the Indian life severely even the people are not able to lead their routine life. Common man faced many difficulties to manage their daily needs and wants.
4. Common man were felt difficulties in exchanging the currencies with bank. Government must extent some time to exchange the currency and the limit of exchanging currency was too limited. At least the limit of currency had been extended.

Conclusion

To sum up, a little patience will go a long way in making this Demonetisation drive a success. The inconveniences or difficulties of time-consuming currency exchange and reduced withdrawal limits at ATMs and banks will gradually pave the way for a more resilient economy. And this in turn, will not only benefit us as individuals, but as a nation marching towards a more promising future.

Central government's recent decision to demonetise the high value currency is one of the major step towards the eradication of black money in India. The demonetization drive will affect some extent to the common man. All people faced so many problems to lead their day to day life. But some people mentioned in their statement that this amendment will have many positive impacts only in future not now, it will take few years to show its benefits. From the above study it is concluded that the announcement was a sudden show to people but anyway the people have accepted the rules and regulations.

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ROLES OF TEACHERS IN MULTICULTURAL CLASSROOMS

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Introduction

The relationship between culture and education has been an undeniable one, since the culture of teachers and students affect education processes in the classroom. Culture includes everything that makes one group or community within a society distinctive from another: language, values, literature, worldview, food, religion, clothing, holidays, beliefs, and behavior that construct a specific group's lifestyle (Perso, 2012) The Fifth Dimension on the Language Classroom, author Louise Damen defines culture as the "learned and shared human patterns or models for living; day-to-day living patterns that pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism.", and education encompasses practices and theories that support equitable opportunities and academic achievement for all students (Barndt, 2007). To provide equitable opportunities of achievement to all the students, we are in need to consider about the multicultural aspects of the students in a classroom. Multiculture can be understood in many perspectives, the oxford dictionary defines it as "relating to or containing several cultural or ethnic groups within a society". The Multicultural education aims at approaching education with the awareness inclusive of the cultural aspects of the learners. "It is the present and future of education," according to Shilpa Bhouraskar, who runs a business offering online courses to students worldwide. "Multicultural classrooms are a melting pot of learning," she says. "Rather than a passive, one-way flow of learning from teacher to student, there is a brainstorming of ideas, stories, and experiences that enrich the educational experience in ways that are impossible in monoculture classes." In the contemporary context many classrooms are a heterogeneous one, which encompasses the individuals from varied races, ethnicities and nationalities who present forth the cultural traditions to their interactions, and it's up to teachers to recognize, celebrate and share these different perspectives.

Traditionally, students attending multicultural classrooms are at shortfall as they are in a thrust to learn about coping and maneuvering unfamiliar people, their cultures, and language. Eventually, the teachers who teach them have the added responsibility of leading students through this unfamiliar territory towards fruition. This demands specialized learning techniques, practice, and education to effectively accomplish the role of the teachers. Teachers who unite classrooms with activities both inside and outside of the classroom stand a better chance at boosting student achievement and rectifying the negative effects that have been observed in multicultural classrooms in the past.

Literary Review

Preparing Culturally Responsive Teachers

The successful progress in the field of teacher education beyond the poorly constructed and superficial treatment of diversity that is currently present, teacher educators must build a vision learning and teaching in a multicultural classroom and use that vision to skillfully guide the mosaic of multicultural issues throughout the pre-service curriculum. In the book, a vision is offered of culturally responsive teachers that initiates the conversations among teacher educators in this process. In the vision mentioned in the book for culturally responsive teachers, the teachers are conscious socioculturally and have affirming views of students from diverse backgrounds, see themselves as responsible for and capable of bringing about change to make schools more equitable, understand how learners construct knowledge and are capable of promoting knowledge construction, know about the lives of their students, and design instruction that builds on what their students already know while stretching them beyond the familiar.

Problems with Self as Well as the New Culture

Trust problems with self as well as the new culture are issues in the intercultural classroom. Another study found that an emotional relationship, especially confidence between teachers and their students in the intercultural classroom, is important in establishing trust between students and the teacher. This study also suggested that the teaching material and approaches of teachers should be modified to recognize the students' cultures and to gain students' trust. Therefore, students will feel respected and safe with their teachers and classmates (Multicultural education & curriculum, 2012).

Being Sensitive to Each Student

Talking about children who have EAL (English as an Additional Language); these are the students who are considered to be the likely minorities in the schools in the United Kingdom. Several teachers from various places of UK like, Peterborough, Hounslow, London, etc feel it interesting to teach the multicultural classes. Ms. Rachel Coombe, subject leader beliefs, philosophy and ethics (BPE) at The Voyager Academy, Peterborough says, " We feel that they will learn English best if they are immersed in the language; however, we are aware of possible issues (such as war trauma) so we are sensitive about how we deal with each student." It is important to deal with each student sensitively, as they would find something disturbing their cultural beliefs and aspects. Nevertheless, classrooms with different backgrounds, nationalities and faiths can lead to great topics and discussions based on tolerance and respect, thus boosting the interests of the learners.

Analysis

This paper is based on the mushrooming issues related to the multicultural classrooms around the globe. The principle of educational equity is the key focus which spot lights the

issues related to multicultural classrooms. The educational equity has three standards, which are access, participation, and outcomes. Every teacher in a multicultural classroom should strive to achieve these three standards, in order to gain the expected achievements out of the learners. This can be done in two levels, In the classroom and outside the classroom. Many may wonder that the teacher has the authority to operate only inside a classroom, but this notion is a fallacy. A teacher has the potential to act and affect the lives of learners even outside the classroom. American historian, Henry Adams said "A teacher affects eternity; he can never tell where his influence stops." Thus, a teacher would influence, inspire and affect the lives of the multicultural learners of his/ her class. The following are the areas where culture can be out-rightly traced in a learners' life.

- **Inside the Classroom**
  - Classroom Participation: If major language used in the classroom was a foreign language or even a second language to the learner, the learner wouldn't be very comfortable in the classroom participation.
  - Academic Accomplishment: If the classroom atmosphere seemed to continuously glorifying another culture or giving least consideration to one's culture, eventually, the performance of the learner would recede.
  - Problem Solving Ability: The culture from which the learner hails would have different types of problem solving skills, imposing only certain type of problem solving skill to these learners would prove detrimental.
  - Student Teacher Relationship: The student teacher relationship should be aced in the area of interactional- relationship, the teacher should know about the culture and ethnicity to which each of the learner in his/ her class belong to, and should be sensitive to their cultural interests and beliefs.
  - Combating Conflict: Different cultures teach to combat with conflicts differently, some cultures consider combating conflicts as an experience or achievement, whereas, some cultures would teach to run away from it.
- **Outside the Classroom**
  - Language: The language used by the learner should not be belittled, whereas it should be used to learn the common language.
  - Disabilities: In addition to cultural differences, the disabilities of the children (physical/ mental) affect the education of the learner. Students with family members who have disabilities may have different perspectives of education or less assistance with homework.
  - Religion: The faith to which the learner belongs would also have an influence on the needs and interests of the learner.
  - Socio-economic Status: The children with various economic backgrounds would find it difficult to cope with others in their class, for example, some children may not be able to

afford proper school supplies, causing them to struggle with homework assignments because they don't have the right tools.

- Food: The food and diet patterns of the learner would also affect the education of the learner. As the timing and the diet which they yield to are different.
- Race/Ethnicity: The race and the ethnicity of the learner often becomes the most conspicuous identity. This can have positive or negative effects on the learner.
- Family values and structure: The family structure and the values form the basic concepts of faith, morality and self-esteem in a learner, and if there are clashed in the classrooms there would be no root for the learner to hold on.

The training to prepare culturally responsive teachers, is very important to link the inside and outside (all places other than classrooms) activities and aspects of the multicultural concepts. The most challenging aspect of the multicultural teacher is that they have to disown their own self identity of culture to fit into the multicultural classroom which they handle. The teachers should have the knowledge about the various cultures and the aspects which unite them.

Educational Implications

We consider this research in the assumption that we mostly deal with 'learner based curriculum', because this would be most fruitful in the learner based curriculum system, where we consider the needs and interests of the learners. The teachers who are supposed to handle the multicultural classes should be very updated and knowledgeable. They should be aware of the practices and beliefs of the cultures of their students, because they have to deal with the learners from various cultural backgrounds. As the learners cultural background differs so would their needs, interests and expectations would differ too. The teachers should be a person who is empathetic, to understand the perspective of the learner in their class. The teacher should be culture sensitive, so that they don't hurt any learner's feelings. The teacher should be flexible in thought and should have an open (broad) mind. The teacher should embrace the glistening positivity of each culture and rarely mind the negatives. The teacher should teach secularism and equality, through equity. Above all the teacher should be a role-model, in respecting and embracing the multicultural aspects. The teacher should be a person of integrity and truthful to their words, eventually they'll gain the trust of the learner, which is one of the highest virtues of a teacher. No learner would like to follow a hypocritical person. If a teacher succeeds in this, he/she can act as a bridge to connect all the learners who are culturally different.

Conclusion

A teacher plays a pivotal role in the performance of each learner in the classroom, and this responsibility ascends to the peak with the multicultural classrooms. A teacher with utmost empathy, high sensitivity towards culture, broad minded attitude, intense integrity and living the life of a person whom the learners can consider as a role model. The role of a teacher in the

multicultural classroom is to be a facilitator and a bridge to connect the culturally diverse people to promote them learning experience through educational equity.

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ISSUES AND CHALLENGES IN HIGHER EDUCATION

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Introduction

The role of teacher has changed to the expectation of society now-a-days without considering the pre service or in-service education they have. Teacher education has played a vital role in the education system. Teachers are the shapers of future pillars of the nation and the teacher educators are shaping the shapers. School is a miniature society so they are facing societal problems. Teacher education is considered as higher education that is why they have taken as national problem. In this paper I have deal with the issues and remedies for teacher education.

Issues in Teacher Education

Economical

- Major problems are
- Poverty
- Unemployment
- Low Rate of growth
- Productivity

Social

- Casteism
- Communalism
- Regionalism
- Population Explosition
- Delinquency
- Violence
- Terrorism

Political

Commitment to

- The self
- The family
- The community
- The nation
- Man kind

Cultural

- Stability
- Tradition
- Modernity
- Unity
- Diversity

Education

- Drop outs
- Child Labour
- Women Education
- Minorities

Overcoming the Issues

Economical

Introduction of work education and vocationalization of education given to schools. So the teacher education institutions concentrate on socially useful productive work to enhance knowledge of trainees in hands on training to achieve these shortfalls.

Social

- Give awareness to prejudice, superstition and ignorance
- Raising critical awareness of realities about Indian citizen
- The role of teacher educators here is to generate awareness programmers like community development programmers, Environmental awareness programmers, health awareness programmers, etc.

Political

- To be aware of the duties and responsibilities of citizen
- Proper using of voting rights
- Basic Rights to the act must be known

The Education colleges have a responsibility to educate the trainees in such a way.

Cultural

- Maintains a balance between
- Unity and diversity
- Change and stability
- Tradition and Modernity

The role of teacher education has to concentrate on composite culture

- While modernization
- Preserve tradition

- Not deviating from Values

Institutions have to celebrate all national and regional festivals.

Conclusions

In the words of John Kennedy,

"Let us not seek the Republican answer or the Democratic answer, but the right answer. Let us not seek to fix the blame for the past. Let us accept our own responsibility for the future." So the responsibility is lies with every student teacher to overcome the issues through their dedication and commitment to fulfill the challenges. Teaching job is a part of the holy job because god made man but we make them civilized. The teacher educational institutions should have this in mind and serve their cause.

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VISUALIZATION TECHNIQUES: A BOON FOR 21st CENTURY LEARNING TO PROVOKE QUALITY EDUCATION

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Abstract

This article presents the visualization can play in an educational setting and to draw attention to issues that must be addressed when designing such visualizations. Also presents the visualization technology can be used to graphically to illustrate various concepts in various disciplines. In this article, key studies in education that show that visualizations are effective to the extent that they meet relevant instructional goals and objectives and the students have the necessary background knowledge and skills to understand and interpret the information represented in them.

Introduction

Education can be viewed as the externally facilitated development of knowledge. This external influence can take many forms such as teacher, textbook, article, movie, TV show, and computer program. The purpose of any visualization to be used in an educational context is to facilitate the learning of some knowledge viz., idea, concept, fact, algorithm, relationship. In order to accomplish this, visualization must make connections between knowledge the learner has and the knowledge being taught. Visualization is any technique for creating images, diagrams, or animations to communicate a message. Visualization through visual imagery has been an effective way to communicate both abstract and concrete ideas since the dawn of humanity.

Visualization and its need in education

In short *Visualization* is the graphical representation of information. The purpose of this graphical display is to provide the viewer a visual means of processing the information.

Visualization can be a powerful tool in modeling various problems, writing approaches, activities, and so on. It can also be useful in helping pupils to reason and engage in higher order thinking such as problem solving, by using a variety of tools, for example concept mapping, brain storming, mind mapping, diagramming and mathematical modeling writing frames, visual narratives and many more provide excellent ways to use visualization to support high quality reasoning which can be shared collaboratively.

Memory hooks

Memory hooks is a technique which involves stimulating imagination and enhances better memorization of numbers, size, relations and constructing association systems. It uses a natural ability to create in the mind images of different states of affairs. The teacher introduces students into the situation, asks them to imagine certain things and stimulates their imagination by means of asking questions. (Imagine the journey to the Land of Inventors. What can you see? Describe your experience). Students can also work with work cards, prepared by the teacher.

Practical methods
Film-based activities
Project work
Guided instruction method
Film-based activities

Students watch a film. Either they are given tasks to perform during the presentation or they are asked to focus only on watching a film. Having watched the film, they receive worksheets to work individually or in groups.

Creating the End of a Film

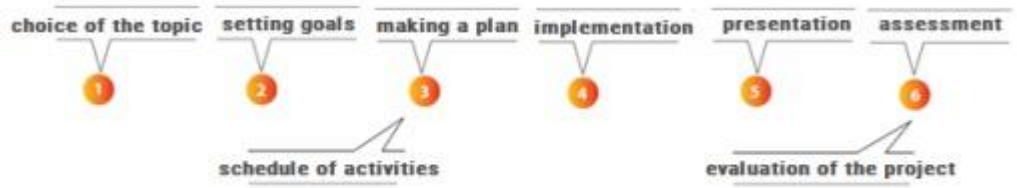
Students are shown the film, when it reaches the climax, the teacher stops it and the students speculate about the end of the film. They present their ideas in groups, choose the best ending and work on it. Then they compare a fictional film ending with the real one.

Project work

Project work is a strategy which lets students learn, observe, measure and predict changes in a natural world and human activity. It allows for gathering information and drawing conclusions, as well as puts into practice mathematical and natural sciences knowledge. Students work more intensively and independently, which fosters a long-term retention of knowledge and skills. The project is an active method; it is a cognitive and practical activity at the same time. Thanks to pre-planned activities, the full mobilization of students takes place. They solve real problems, existing in the surrounding environment.

Project work has the following stages:

1. Choosing the topic.
2. Preliminary preparation i.e. formulating instructions, distributing tasks, setting up a project contract with students and establishing deadlines for consultations.
3. Implementation, which involves collecting and organizing information, tasks implementation and writing a report.



Stages of the project

4. Presentation, which requires following instructions and all the members of the group participate in it. 5. Evaluation, which combines group work assessment, personal evaluation as well as the evaluation of the implementation of project stages and the end-products in accordance with the instruction criteria. Students' self-assessment should be part of evaluation.

Guided instruction method

`It is a variation of a project work. Students perform tasks that are premeditated and prearranged by an educator. It is a form of problem-solving teaching. Learners receive a practical task. They have access to all the data. They are also provided with information concerning the solution of analogous problems. Students work independently referring to so called „guiding texts" i.e. "guiding questions". Instead of using instructions, including all the information necessary for fulfilling a task, learners plan their work independently using source materials. Questions prepared by the teacher beforehand help students find solutions.

Conclusion

Various visualization techniques as discussed in this paper can be valuable aids not only in teaching design principles in the class room but also an effective self directed tool for open learning via visual technique. The visual based teaching and learning has potential advantages compared to traditional education since it is less expensive, easy-to-access, easy-to-update and platform independent. The benefits of the proposed courseware with concept visualization modules as discussed in this paper are its flexibility of usage in design education. The visualization techniques provide virtual experiential learning. All the techniques as discussed in this paper is discipline independent and can be adapted to any other similar domain, which will certainly promote and enhance students' understanding.

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QUALITY OF TEACHING AND LEARNING IN EDUCATION

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Abstract

The government has found that too many of the children were still not gaining the basic skills of functional literacy; there had been slow progress towards equity in education, therefore the governments producing citizens who would make a knowledge-based economy as set out in Vision 2030 may not be realized. The attempts to look into the major education sector goals and into the ways needed to meet and improve the challenges of achieving the quality of teaching and learning. Learning requires opportunities for practice and exploration space for thinking or reflecting in your head and for interaction with others and learning from other peers and experts. These imperatives coupled with those of our discipline should affect our view of how we teach and design courses in our particular higher education. Academic staff is not all technology experts and in many cases, they have not received any form of pedagogical training at all. They need specific training, guidance and support if they are to deliver quality teaching. This is especially true as the integration of these new modes of teaching is resulting in a changing role for teachers from knowledge transmitters and experts in a particular subject to mentors and facilitators of critical thinking. In our last report we called for certified pedagogical training for all teaching staff and the introduction of mandatory continuous professional development.

Introduction

Planning teaching and learning is a fundamental aspect of the role of academic staff. The activities involved are not carried out in a vacuum, but rather in accordance with the nature of the institution. Academic staff might reasonably be expected to have an understanding of the culture of the institution in which they operate the mission and vision of the organization, the aspirations, the ethos and values. The culture and the ethos of the institution inevitably influence the curriculum. How we conceptualize the curriculum and curriculum design is important because of the impact of these conceptions on the way we consider, think and talk about teaching and learning. This in turn influences how we plan the learning experiences we make available to our students.

Our knowledge and understanding of student learning gleaned from the indicates that the attention given to curriculum design and development, the planning of learning experiences and assessment of student learning all have a significant impact on students approaches to learning. This is not surprising given that academics conceptions of the curriculum range from a focus on content or subject matter through to more sophisticated interpretations which encompass learning, teaching and assessment processes. When we interpret 'the curriculum' in a manner that includes the processes by which we facilitate student learning not only are we taking a more scholarly approach to planning teaching and learning; we are also making more explicit to ourselves and to our students our respective roles and responsibilities in the teaching and learning contract.

The education system is faced with many challenges in realising its goal of providing quality education to all its learners. These challenges as stated by the Government are frightening. The government has found that too many of the children were still not gaining the basic skills of functional literacy; there had been slow progress towards equity in education, therefore the governments ideal of producing citizens who would make a knowledge-based

economy as set out in Vision 2030 may not be realized. The attempts to look into the major education sector goals and into the ways needed to meet and improve the challenges of achieving the quality of teaching and learning.

According to the Ministry of Education and Culture (MEC) (2003) the apartheid education system was clearly outlined along racially diverse cultures and ethnic lines with vast inequalities in the way resources were allocated and the kind of education that was offered. Since independence, the government has remained highly committed to a uniformed structure of education administration and to achieve its education sector goals. These goals are: ensuring access to education; ensuring equity in terms of fair allocation of educational resources; ensuring quality by providing good education; ensuring democracy by involving all stakeholders in the education process and ensuring efficiency by reducing wastage and increasing efficient use of financial, human and physical resources (Ministry of Education and Culture, 2003).

The change within the classrooms was another area that underwent transformation. The Academy for Educational Development (2008) found that prior to independence. Independence changed this and brought a structure that welcomed all children into classrooms that were integrated. During the apartheid education system, according to the authors, learners who were fortunate to have access to schools were taught in traditional methods where the class sat quietly and listened to the teacher lecturing and when questions were asked, the entire class responded as a whole.

Teaching for Learning

It is important to remember that what the student does is actually more important in determining what is learned than what the teacher does (Sheull, cited in Biggs, 1993). This statement is congruent with a constructivist view and also reminds us that students in higher education must engage with and take considerable responsibility for their learning. It is important that learners structure information and are able to use it (Biggs, 1999). The teacher cannot do all the work if learning is to be the outcome; congruently, the teacher must ensure that course design, selection of teaching and learning opportunities and assessment help the learner to learn. As designers of courses and as teachers, we want to 'produce' graduates of higher education capable of critical thought, able to be creative and innovate at a relatively high level. Learning requires opportunities for practice and exploration, space for thinking or reflecting in your head and for interaction with others and learning from and with peers and experts. These imperatives, coupled with those of our discipline, should affect our view of how we teach and design courses in our particular higher education.

Quality of Teaching and Learning

Felder and Brent (1999) refers to good quality teaching as instructions that will lead to effective learning; acquisition of knowledge, skills and values that is thorough and lasting.

Through quality in teaching, the learners will be motivated to learn and the knowledge imparted by the teachers will be lasting.

Teaching and Learning (2008) shows that the quality of instruction which a student receives from his/her teacher, reflects how the student will learn and that the quality of the teacher is the most important determining factor of learning. The occurrence of high-quality teaching is brought to the classroom by a teacher who has rich knowledge and skills and who can effectively put this knowledge and skills into practice. This will lead to continuous learning on the part of the students.

Strategies to Improve Quality of Teaching and Learning

The quality of teachers is linked to the quality of teaching and learning that would ensure quality in the education system. These and some of the ways in which teachers influence the outcome of quality teaching and learning.

Learning Outcomes

- Demonstrate a professional standard of drawing skills in a number of set tasks;
- Understand and apply key drawing principles and methods;
- Communicate confidence in their ability to be creative through the medium of drawing;
- show understanding of drawing not only as a creative art but also as a technical skill, a tool for experimentation and research and a tool for presentation and communication of ideas; evaluate the quality of drawings used as informational tools within their own discipline;
- Show understanding of drawing as a method for initiating, recording and developing ideas around which to build and manage a studio practice.

Teaching as outcomes

- The curriculum we teach;
- The teaching methods and strategies we use to facilitate student learning;
- The assessment processes we use and the methods of reporting results;
- The climate we create in our interactions with students;
- The institutional climate, the rules and procedures we are required to follow.

Digital skills for learning and teaching

Ensuring all staff in higher education institutions have the skills and attributes necessary to successfully use these new technologies an incorporate them into course delivery will be essential to the successful mainstreaming of new modes of learning and teaching into conventional provision and the expansion of online learning opportunities. The wide ranging selection of tools, programmes, technologies and information sources can make it difficult for teachers to know where to start. New technologies and associated pedagogies require a very different skill-set from more conventional teaching, and this can place additional pressures on teaching staff. Academic staff is not all technology experts and in many cases, they have not

received any form of pedagogical training at all. They need specific training, guidance and support if they are to deliver quality teaching. This is especially true as the integration of these new modes of teaching is resulting in a changing role for teachers from knowledge transmitters and experts in a particular subject to mentors and facilitators of critical thinking. In our last report we called for certified pedagogical training for all teaching staff and the introduction of mandatory continuous professional development.

Inclusive learning and teaching

The experience of institutional teams and a group of experts from across the sector, we have been considering what inclusive learning and teaching is. We identified four dimensions that need to be considered in relation to developing and implementing inclusive learning and teaching:

- Institutional commitment to and management of inclusive learning and teaching;
- Curriculum design and contents;
- Pedagogy and curriculum delivery;
- Student assessment and feedback.

Institutional approaches to improving inclusive learning and teaching

The teams addressed the challenge of embedding more inclusive learning and teaching across their institutions, and to draw out guidance for others in the sector. These were not explicitly prescribed by the programme, but rather emerged as common approaches, which it is hoped will be of value to others. In summary, the following approaches or methods of making learning inclusive were identified:

- define inclusive learning and teaching;
- review the current situation;
- develop the institutional strategic framework;
- secure senior management engagement;
- engage and develop academic staff;
- engage students;
- use data, evaluation and research to underpin the process.

Teaching at the system-wide level

Alongside expanded and more diverse systems of higher education have come moves towards seeking ways of differentiating systems and establishing hierarchies within them. As Calhoun (2006) commented it is a striking characteristic of universities that their excellence is often measured in terms of their exclusivity. Furthermore from it is evident that the term 'excellence' is used not only in the sense of claiming a position within a hierarchy but also as a way of giving prominence to particular initiatives geared towards enhancing international competitiveness. The term is also used to reinforce the worth and merit of aspects of higher education not traditionally linked to excellence. In this sense it could be argued that the term 'excellent' has kept only the loosest connection with notions of 'excelling' rather it is used to position an institution or an initiative in some real or imaginary.

Student learning at the system-wide level

It is not for us to offer institutions a compendium of learning strategies to enable them to achieve excellence in a world in which it is unrealistic to expect a return to former staff to student ratios. But it seems plain that an effective strategy will involve guiding and enabling students to be effective learners to understand their own learning styles and to manage their own learning. We see this as not only directly relevant to enhancing the quality of their learning while in higher education but also to equipping them to be effective lifelong learners. Staff will increasingly be engaged in the management of students learning using a range of appropriate strategies. Further the reference to equipping students to be effective lifelong learners clearly engages with contemporary concerns about the need for continuing personal and professional development outside formal learning situations.

Principles of Teaching, Learning

Excellence in teaching and learning is central to both the colleges vision to be the organsiation of choice for learning for young people, adults and employers through their recognition of our excellent and distinctive experiences in vocational education and training" and its mission statement to make significant contributions to the local and regional economies and beyond, by providing high quality vocational education and training for individuals, employers and the wider community.

We Will

- Recognise, value and reward all those who teach and support learning;
- Enhance the teaching skills of all academic staff through a carefully considered and evaluated programme of continuous professional development;
- remote teaching and learning through scholarship-informed, and where appropriate, research-informed activities;
- Promote and share pedagogic innovations both within, and outside the college;
- Engage students in the mechanisms, processes and procedures developed by the college to enhance their learning opportunities;
- Ensure that all staff, not just those directly involved in teaching, learning and assessment, are trained and supported in ways which will guarantee the effective delivery of this strategy.

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ATTITUDE TOWARDS PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS

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Introduction

In education, the term **professional development** may be used in reference to a wide variety of specialized training, formal education, or advanced **professional** learning intended to help administrators, **teachers**, and other educators improve their **professional** knowledge, competence, skill, and effectiveness. "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Need and Significance of the Study

In recent years, state and national policies have focused more attention on the issue of "teacher quality"—i.e., the ability of individual teachers or a teaching faculty to improve student learning and meet expected standards for performance. The No Child Left Behind Act, for example, provides a formal definition of what constitutes high-quality professional development and requires schools to report the percentage of their teaching faculty that meet the law's definition of a "highly qualified teacher." When quality in education is the most needed requisite in education, professional development of teachers must also be taken into consideration. It is the teacher who is also a part in transferring education to the learners. Transformation of a learner depends completely on the input given by the teacher. In the current scenario of education, teachers should be ready to go on a spree to learn new advancements in the field of education, Educational technology, Educational Psychology, Guidance and Counselling are aspects in which the teacher has to concentrate to enhance professional development. But this development completely relies on the attitude of the teacher towards learning and getting enhanced with worthy assets. Hence the researcher had decided to carry out this study on professional development of teachers.

Statement of the Problem

The statement of the problem is as follows, "Attitude towards Professional Development of School Teachers"

Objectives of the Study

Objectives of the study are as follows,

- To find out the attitude level of teachers towards professional development
- To measure the attitude of teachers towards professional development

Hypotheses of the Study

1. Attitude of school teachers towards professional development is not high.
2. There is no significant difference in the attitude of school teachers towards professional development based on gender, Qualification and Experience.
3. There is no significant difference in the attitude of school teachers towards professional development based on type of school

Methodology

- **Method of Research:** Normative survey method was used as the method of research for the present study.
- **Tool Description:** A self constructed tool was used by the researcher to collect the data. The tool was validated through a pilot study and the final tool consists of 43 items in a five point rating scale.
- **Population and Sample:** School teachers were considered as the population of the study. A sample of 300 school teachers was selected for the study.
- **Sampling Technique:** Stratified sampling technique was used as the sampling technique in this study.
- **Statistical Technique:** Mean, standard deviation, t test and f test were used as the statistical techniques in this study.

Data Analysis and Interpretation

Ho 1 - Attitude of school teachers towards professional development is not good

Table 1 Professional Development of School Teachers Maximum Marks - 215

Sample	No. of teachers	Theoretical Mean	Calculated Mean
School teachers	300	107.5	184.86

From the above table, it is inferred that the calculated mean of professional status of school teachers 184.86 is higher that the theoretical mean 107.5, which is the frame of reference. Hence, the null hypothesis- ***"Attitude of school teachers towards professional development is not good"*** is rejected. From the result it can be inferred that school teachers have professional development. Professional development is very important in every field. Hence it is very important for a school teacher as well. School teachers are now very much concerned about their professional development and hence they concentrate in the ways that would yield them good professional development.

Ho 2 - There is no significant difference in the attitude of school teachers towards professional development based on gender, Qualification and Experience

Table 2 Significance of difference of the mean values of Professional Development

Variable	Sub-Variable	N	Mean	SD	't' Value	Level of Significance
Gender	Male	150	184.88	15.943	0.017	Not Significant
	Female	150	184.85	17.294		
Qualification	UG	121	183.95	15.914	0.782	Not Significant
	PG	179	185.48	17.072		
Experience	Below 5	121	186.05	15.736	1.017	Not Significant
	Above 5	179	184.06	17.164		

* *Significant t*able value is 1.96 at 0.05 level of significance.

It is evident from the above table, that the obtained 't' values 0.017, 0.782, 1.017 are less than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference in Professional development among School Teachers based on gender, qualification and experience respectively. Hence the null hypothesis ***"There is no significant difference in Professional development among School Teachers based on gender, qualification and experience" is accepted***.

Ho 3 - There is no significant difference in the attitude of school teachers towards professional development based on type of school

Table 3 Significance of difference the mean value of Professional development based on type of school

	Sum of Squares	Df	Mean Square	F	Significance
Between Groups	13.621	38	.358	0.477	Not Significant
Within Groups	196.166	261	.752		
Total	209.787	299			

*** *Significant t*able value is 2.99 at 0.05 level of significance**

It is evident from the above table, that the obtained 'f' value 0.477 is less than the table value 2.99 at 0.05 level of significance. This shows that there is no significant difference in Professional Status among School Teachers based on type of school. **Hence the null hypothesis "*There is no significant difference in Professional Status among School Teachers based on type of school*" is accepted.**

Findings & Suggestions

1. Attitude of school teachers towards professional development is high.
2. There is no significant difference in the attitude of school teachers towards professional status based on gender, Qualification and Experience.
3. There is no significant difference in the attitude of school teachers towards professional status based on type of school

The findings of the study revealed that school teachers have high professional development. Similarly, it was also found that school teachers had no significant difference in the professional development. Professional development is more essential for every teacher to equip themselves with the latest and updated knowledge. Teachers are respected when they are with high

professional development. Similarly, teachers are more respected by the students when they find the teachers updated and are able to learn and teach along with them. Hence, there is an awareness among the teachers to develop themselves professionally and the attitude towards professional development has grown strong among the teachers.

Conclusion

Professional development is considered to be the primary mechanism that schools can use to help teachers continuously learn and improve their skills over time. And in recent decades, the topic has been extensively researched and many strategies and initiatives have been developed to improve the quality and effectiveness of professional development for educators. While theories about professional development abound, a degree of consensus has emerged on some of the major features of effective professional development. As education is a never-ending process, It doesn't stop after earning a degree and starting a career. Through continuing education, profession-minded teachers can constantly improve their skills and become more proficient at their jobs with their professional development.

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PSYCHOLOGICAL PRINCIPLES: A TOOL FOR ENHANCING TEACHING AND LEARNING

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Abstract
Today's educational system is highly complex. There is no single learning approach or style that works for everyone. That's why psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information. Educational Psychology is an important aspect of teacher education. Educational psychology is one of the branches of applied Psychology which is an attempt to apply the knowledge of Psychology to the field of education. It is the application of psychological principles and techniques to human behaviour in educational situations. These principles were vetted over many years based on major documents related to the science of teaching and learning and these principles are helpful for the instructor but can also be incorporated into the psychology curriculum as examples of how applied psychology can be used to solve real-world problems. At the same time, these principles will help students develop skills to learn more effectively in all walks of his/her life.
Keywords: *Psychological Principles, Teaching and Learning, Principles of learning.*

Introduction

Teaching is a skilled job and a complex task. By all means, it is done for the benefit of the pupils, i.e. to bring desirable changes or improvement in their behaviour. Success of this operation depends upon a good planning and masterly execution of the same. The educationists, psychologists, research workers and the teachers working in the fields have tried to establish some general principles, psychological principles and maxims of teaching which may prove quit helpful in making the task of teaching quit effective and purposeful.

Psychological Principles of Teaching

Psychological principles of teaching are different than the general ones, which have resulted through the experiments and researches of the field in psychology of learning. Directly or indirectly they stimulate and influence the teaching process and make it more effective. Some of the important psychological principles are summarized as follows:

Principle of Motivation and Interest

Motivation and interest are the two central factors in any process of teaching and learning. The theories of motivation, interest and laws of learning, like law of readiness, have established the validity of these two factors. Motives are the potent forces that energize or activate all behaviours of an individual. The objective of bringing desirable changes in the behaviour can only be achieved if one is motivated to try or accept that change in his behaviour. Similarly, interest provides key to the learning and desired changes. The saying that "you can take a horse to water but you can't make him drink" fits equally well with a child who is made to learn something for bringing desirable changes in his behaviour.

Attention capturing and attention giving, the essential elements of a teaching or learning act, can only be accomplished through a well-planned scheme involving arousal of motivation and interest of the pupils in the teaching-learning process. Therefore, a teacher should always take care of the factors of motivation and interest for seeking the child's readiness and involvement in the teaching-learning act.

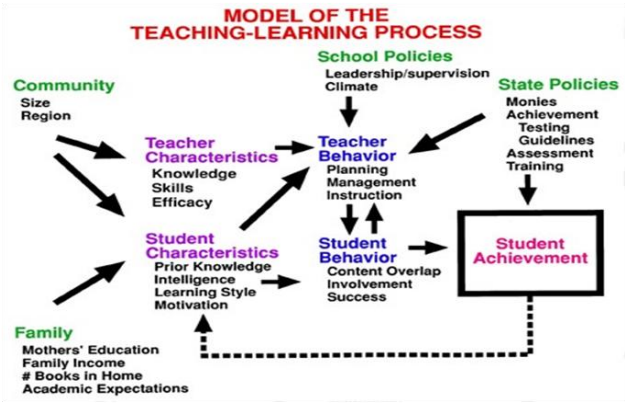
Principle of Repetition and Exercise

It was Thorndike who tried to put experimental evidences in favour of the utility of repetition and exercise in the process of teaching-learning. It has now been clearly established the desired changes in behaviour may occur frequently and effectively through the use of the principle of repetition and exercise. The saying that "Practice makes a man perfect" applies well in the acquisition of knowledge, skills, attitudes and interests. The teacher who believes in providing practice, revision, recapitulation and application of what has been taught by him may successfully achieve the objectives of his teaching.

Principle of Change, Rest and Recreation

Psychological experiments in learning have demonstrated the ill effects of monotony, fatigue and lack of attention in any learning task. The remedy in the form of stimulus variation and other types of changes in the contents, methods and teaching-learning environment and provision of appropriate rest and recreation had also been proceed quite effective .Therefore, a wise teacher should essentially plan and implement the provision of change, rest and recreation in his teaching act.

Principle of Feedback and reinforcement



Learning theories have well established the role of reinforcement and feedback devices in any task of teaching and learning. The immediate knowledge of the results and positive reinforce in the form of praise, grade, certificates, token economy and other incentives may play wonder in making the task of learning a joy, a thing to do again and an experience that is retained long. The behaviour modification, a major goal of the teaching-learning process, may be properly achieved through the observation of the principle of feedback and reinforcement. The schematic representation of models of teaching learning process is given below.

Principle of Sympathy and Cooperation

A good teacher is a friend, philosopher and guide. He is not to dictate or direct the students but walk along with them on the track of learning. He is to provide adequate encouragement

and guidance by seeking their sympathy and cooperation. The task of teaching can never accomplish its objectives, if a teacher does not try and secure active participation of the students. The classroom environment becomes live and fruitful when the teacher and students work on the same platform, sympathizing and helping each other in the major task of teaching and learning.

Principle of Providing Training to Senses

Senses are said to be the gateway of knowledge. Research results in the field of learning are more encouraging when an experience is acquired through the use of a combination of senses-sense of hearing, sight, taste and touch. For this purpose, one has to train and use one's sense organs in an effective way. Defective sensation may lead to disastrous results. The power of observation, discrimination, identification generalization and application may only be made appropriate through the effective functioning of senses.

Principle of Encouraging Self-Learning

A good teacher should be able to inculcate the habit of self-study, independent work and self-learning among the students. There is no end of knowledge in this world and one cannot even get a fragment of this vast ocean through spoon feeding or direct instruction from a teacher. He has to learn this way of acquitting the knowledge and seek the path of self-learning in order to learn essentials of life for his adequate adjustment. Therefore, a teacher should always work for creating the environment of self-learning by providing suitable opportunities and training to his students for this purpose.

Principle for Fostering Creativity and Self-Expression

Good teaching does not result in unintelligent learning, cramming or exact reproduction of the facts. By all means it should be able to develop the creative aspects of one's personality. It should work as an effective medium for self-expression so that students may be able to develop their hidden talents and abilities. It should call upon the originality, novelty, inventiveness of the students for the self-expression and creation. Students should be made to learn exploration of the things, events and find cause-effect relationship in the happening, and thus set their energies for creating and doing something new for the development of the society and humanity.

Principle of Remedial Teaching

A teaching act aims to bring some stipulated behaviour changes in the students. The task is not as simple as it seems to be. There are many intervening variable and obstructions. It may be realized soon by the teacher that when he has not been able to achieve his objectives, definitely there has been something wrong with his objectives, contents, and methods or his interaction with the students. A particular student may not be able to learn on account of his specific limitations. The teacher has to find out where the fault lies and then think for the possible remedy. He may arrange for the remedial education to any particular student or a group of

students for removing their specific difficulties and providing them adequate opportunities for proper growth and development.

Maxims of Teaching

Experience is said to be a good teacher and a trusted guide. Educationists and teacher s engaged in the task of actual classroom teaching have evolved certain simple notion and working ways based on their own experiences which may prove quite helpful in the task of teaching. These are known as maxims of teaching. Some of the important ones of maxims of teaching are as follows.

From Known to Unknown

A known friend or an individual may work as a source for acquaintance with other people. Similarly, previous knowledge of a particular subject or topic may help us to collect new information and explore the unknown. After acquiring knowledge and skills in solving the problems on addition and subtraction, one can learn easily the essentials of multiplication and division. A wise teacher should always plan his teaching on the principle of proceeding from the known to the unknown. He should first try to acquaint himself with the entry behaviour, previous experience and all that is known by the pupil and then proceed on his task of teaching new things or deriving some changed form of behaviour from his pupil.

From Definite to Indefinite

Feedback	providing information regarding the student's performance to the student him or herself.
Giving hints	providing clues or suggestions but deliberately does not include the full solution
Instructing	the teacher tells the students what to do or explanation of how something must be done and why
Explaining	provision of more detailed information or clarification by the teacher
Modeling	offering behavior for imitation, including demonstrations of particular skills
Questioning	asking students questions that require an active linguistic and cognitive answer.

A good teaching should always lead from definite to indefinite. One can always trust the tested or definite, and therefore definite things, concepts, events or knowledge may be easily approached for catching the indefinite ones. Definiteness of the known facts in a multiplication table may help a student to acquire the knowledge or skills concerning thousands of odd combinations related to multiplication, division, square or cube roots. Similarly, definite rules of the grammar may help a student learn the concerned language effectively. The effective psychological principles in teaching are listed below:

From simple to complex

It is always to begin with the relatively simple things than to fight with the unnecessary difficult and complex ones. Proceeding from simple to complex or easy to difficult always

provides an appropriate learning order or sequence. Such properly graded sequence may work as the schedules of automatic reinforcement as the grasp and understanding of simple ones not only motivates on individual to aspire more and little difficult but also equip him with the understanding and mastery of the difficult and complex.

From concrete to abstract

Abstract is confusing, difficult to understand and subjective. One may be easily bored, fatigued, perplexed and lose one's patience while attending to an abstract phenomenon. It is difficult to be remembered and applied in practical situations. In contrast, concrete is relatively simple, understandable or objective. Acquisition of a new knowledge or skill may become a simpler task when it is supported with concrete examples, objects and events. A good teaching should lead from concrete to abstract. The concrete material is to be shown, living examples are to be given and the children should be given maximum opportunities for acquiring direct experiences in order to make them able to learn the abstract concepts and experiences at the later stage.

From actual to representative

Actual or real objects, a piece of knowledge, principle and theorem are always better than their replica or representative in any process of teaching and learning. An on-the-spot experience of the thrills and life of a mountain lake, lonely desert, whistling trees and chattering birds is unmatchable in terms of direct influence and educative value. Visit to an airport is going to have lasting impression and clarity in thoughts and concepts in comparison to mere talking about aeroplanes and aerodrome verbally or through illustrative aids.

From particular to general

Generalized facts, principles, concepts and phenomena are quit abstract in nature and, therefore, should not be presented in the beginning of a teaching. A teacher who begins by saying that matter has weight and then presents particular examples or provides demonstrations related with particular solids, liquids or gases is placing horse before the cart. One cannot generalize without facing or acquainting oneself with the particular instances leading to the generalization of the fact or behaviour. Therefore, a teacher should always begin with the learning or experiencing of the particular cases, facts or instances and then persuade his students to generalize or conclude.

From whole to parts

Whole is always not only greater than the parts but also more understandable, motivating and effective. Therefore, beginning should always be made with the whole, and then step-by-step it's various parts or constituents should be presented before the students. For example, in teaching the topic "Part of the flower", the beginning should be made with the actual presentation of the whole flowering plant and then gradually the knowledge of the elements

and functioning of the different parts should be presented. Similarly, a model of the water pump and the actual working of this pump should be demonstrated as a whole and then the study and working of its different parts should be taken step-by-step.

From induction to deduction

Induction is a way of providing a thing or statement by arguing if it is try for a particular case, and then it should be true for the next similar case, and so on. While employing it in teaching, a teacher is required to place particular instances, examples facts or experiences before the students. Here the beginning is made by placing the generalized fact, principle, formula or rule before the students and then they are asked to verify the truth of the generalization by applying it in particular instances or examples. It is needless to say that all good teaching begins with induction is a way of discovering the knowledge.

From analysis to synthesis

Analysis refers to a process of breaking or separating out a thing into the simpler parts, elements or constituents in order to understand its structure or composition. For example, to understand its structure and working of a machine, the structure may be disassembled in terms of its various components or parts and then one can gather knowledge for these components. To know the composition of salt (compound or mixture) it may be analyzed into its elements and then knowledge about the composition or properties of various elements may be acquired. It refers to a process of combining the different elements or parts of a thing in totality. It is a formative approach quite applicable to the beginning of a learning or teaching act.

From empirical to rational

In a teaching-learning process, it is always safe to begin with what we see, feel and experience than with what we agree, generalize or explain. The former approach is empirical while the latter is rational. A teacher has to place facts, evidences, direct or indirect experiences, examples and instances full of objectivity and validity to arrive at some conclusion or develop a rational point of view in understanding the nature and concepts of the objects, people, events and phenomena.

From psychological to logical

Psychological point of view emphasizes the importance of psychological principles of learning and teaching in the process of education. Here, the child is the centre of education; his needs, interests, abilities and capacities are the deciding factors for the planning and organization of the teaching activities. The instructional goals are made to serve the cause of the child. The curriculum, teaching strategies, aid material and teaching-learning environment, all are set in view of the psychology of the child and teaching-learning. The proper organization and sequencing of teaching activities in terms of the organization of learning experiences,

teaching strategies, evaluation activities and feedback devices are very much essential for the effectiveness of a teaching act.

Teaching - A Noble profession

There are many professions which man has adopted according to his knowledge and ability. All professions are equally important for the human development. But teaching is the profession which has lead people on the high way of progress and prosperity. No development has been possible if there has been no teacher. All the sciences all the arts and crafts and all the civilizations and cultures are due to teaching. Teaching as a profession requires a great courage and moral strength, because it is not sound so far as financial side is considered as noble and respected profession. The teacher is the source of knowledge and guidance for human begins. All the secrets of nature have been revealed by the teacher to humanity.

- Teaching aims at enlightening and contentment of mind in men.
- Teaching broadens and illuminates the dark corners of human heart and mind.
- Teaching tries to show the humanity the road of progress and prosperity.
- Teaching does the work of character building. It refines the personality of man and raises in him the thirst of knowledge.
- Teaching tells man what is truth, beauty and goodness. It is a profession of teaching which enables man to be scientist, doctor, philosophers, lawyers, etc. With help of teacher a person leads a successful life.
- Teaching is not only trains a person for material benefits but it also arranges moral, spiritual and religious, training for man. So teaching is considered to be a noble profession.

Conclusion

The learner-centred psychological principles provide an essential framework to be incorporated in new designs for curriculum and instruction, assessment systems for evaluating educational goal attainments, as well as for the systemic redesign of professional development programs and educational system structures. The learner-centred psychological principles, which are consistent with more than a century of research on teaching and learning, are widely shared and implicitly recognized in many excellent programs found in today's schools. They also integrate research and practice in various areas of psychology, including developmental, educational, experimental, social, clinical, organizational, community, and school psychology. In addition, these principles reflect conventional and scientific wisdom. They comprise not only systematically researched and evolving learner-centred principles that can lead to effective schooling, but also principles that can lead to positive mental health and productivity of our nation's children, their teachers, and the systems that serve them.

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ATTITUDE OF SCHOOL TEACHERS TOWARDS PROFESSIONAL STATUS

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Abstract

Quality in Education is the need of the hour. Attaining quality is the challenge in each and every segment of education. There are a number of conflict situations and scenarios in education at this moment of time. Quality in education can be attained through a number of strategies. Teachers also play an important role in attaining quality in education. This paper attempts to study the attitude of teachers towards professional status. Normative survey method was employed as the method of research. 300 teachers from various schools of Madurai district are selected as the sample for the study. The tool used by the researcher was self-constructed and statistical techniques such as mean, standard deviation and t test were used to analyze the collected data. Findings of the study revealed that there is no significant difference in the attitude of teachers towards professional status based on gender, type of school, qualification and experience.

Introduction

Very generally, the term "profession" is employed as referring to a calling in which one professes to have acquired some special knowledge, used by way of instructing, guiding, or advising others or of serving them. The word 'status', which is derived from the Latin for 'standing', refers to one's standing in society. Over the centuries, various struggles have taken place in order to replace ascribed status by achieved status, extending the focus of status to lifestyle and the ways in which individuals develop cultural styles to distinguish themselves from others. Status is a complex concept. The New Shorter Oxford English Dictionary defines it as: 'Position or standing in society; rank, profession; relative importance' and 'Condition or position of a thing with regard to importance.' The expression 'status' as used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.

Need and Significance of the Study

Teachers around the world decide to enter the profession for different reasons, but they all share the need for appreciation, autonomy, and affiliation during their professional careers. In countries where the teaching profession is highly valued in society, students seem to learn more effectively. Moreover, teachers' positive sense of their status is closely linked to other aspects of quality education, including continuous professional development, engagement in research, collaboration and exchange with other teachers, and involvement in decision-making. Hence the researcher had decided to carry out this study on professional status of teachers.

Statement of the Problem

The statement of the problem is as follows, "Attitude of School Teachers towards Professional Status"

Objectives of the Study

Objectives of the study are framed as follows,

- to construct and standardize a tool for professional status
- to find out the attitude level of teachers towards professional status
- to measure the attitude of teachers towards professional status

Hypotheses of the Study

1. Attitude of school teachers towards professional status is not high.
2. There is no significant difference in the attitude of school teachers towards professional status based on gender, Qualification and Experience.
3. There is no significant difference in the attitude of school teachers towards professional status based on type of school

Methodology

- Method of Research – The researcher has selected normative survey method as the method of research for the present study.
- Tool Description – A self constructed tool was used by the researcher to collect the data. The tool was validated through a pilot study and the final tool consists of 50 items in a five point rating scale.
- Population and Sample – School teachers were considered as the population of the study from which a count of 300 school teachers was selected as the sample.
- Sampling Technique – Sampling technique used in this study was stratified sampling technique
- Statistical Technique – The statistical techniques used in this study are mean, standard deviation, t test and f test.

Data Analysis and Interpretation

Ho 1 - Attitude of school teachers towards professional status is not good

Table 4.1 Professional Status of School Teachers

Maximum Marks - 250

Sample	No. of teachers	Theoretical Mean	Calculated Mean
School teachers	300	125	194.82

From the above table, it is inferred that the calculated mean of professional status of school teachers 194.82 is higher that the theoretical mean 125, which is the frame of reference. Hence, the null hypothesis- ***"Attitude of school teachers towards professional status is not good" is rejected***. From the result it can be inferred that school teachers have good professional status. Being a teacher is prestigious in the society and teachers are the most respected people in the society. And hence there is high professional status for the school teachers.

Ho 2 - There is no significant difference in the attitude of school teachers towards professional status based on gender, Qualification and Experience

Table 2 Significance of difference of the mean values of Professional Status

Variable	Sub-Variable	N	Mean	SD	't' Value	Level of Significance
Gender	Male	150	195.95	21.81	0.94	Not Significant
	Female	150	193.69	19.95		
Qualification	UG	121	196.29	19.81	1.02	Not Significant
	PG	179	193.83	21.60		
Experience	Below 5	121	194.63	21.40	1.31	Not Significant
	Above 5	179	194.95	20.611		

* *Significant t*able value is 1.96 at 0.05 level of significance.

It is evident from the above table, that the obtained 't' values 0.94, 1.02, 1.31 are less than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference in Professional Status among School Teachers based on gender, qualification and experience respectively. Hence the null hypothesis ***"There is no significant difference in Professional Status among School Teachers based on gender, qualification and experience" is accepted***.

Ho 3 - There is no significant difference in the attitude of school teachers towards professional status based on type of school

Table 3 Significance of difference the mean value of Professional Status based on type of school

	Sum of Squares	Df	Mean Square	F	Level of Significance
Between Groups	13.621	38	.358	0.477	Not Significant
Within Groups	196.166	261	.752		
Total	209.787	299			

* *Significant t*able value is 2.99 at 0.05 level of significance.

It is evident from the above table, that the obtained 'f' value 0.477 is less than the table value 2.99 at 0.05 level of significance. This shows that there is no significant difference in Professional Status among School Teachers based on type of school. Hence the null hypothesis ***"There is no significant difference in Professional Status among School Teachers based on type of school" is accepted***.

Findings & Suggestions

1. Attitude of school teachers towards professional status is high.
2. There is no significant difference in the attitude of school teachers towards professional status based on gender, Qualification and Experience.
3. There is no significant difference in the attitude of school teachers towards professional status based on type of school

The findings of the study revealed that school teachers have high professional status. Similarly, it was also found that school teachers had no significant difference in the professional status. It can also be said that school teachers have developed a positive attitude towards their profession which has helped them to develop their attitude towards professional status. Further, as suggestions, it can also be said that, in achieving quality education, teachers should be supported by education support staff who enjoy equal status to and receive similar salaries and working conditions to other education employees with comparable qualifications. Entry into the

profession and career progression must not discriminate on the basis of gender, race, sexual orientation, disability, political, cultural, or religious beliefs, union membership or activism.

Conclusion

Status was not a word that teachers used comfortably or frequently. For them their sense of vocation, deep commitment and being able to help their pupils sustained them even in situations where their sense of status was under threat. That said, being trusted as professionals, being challenged and given responsibility, through democratic and distributed school leadership and collegial support enhanced their sense of status. In particular, the investment of time and funds to extend their professionalism through continuing professional development, and developing collaborative partnerships with parents and community were powerful factors in enhancing their perceptions of their status. Being encouraged to use their creativity and be flexible in their teaching also engendered a positive sense of status, as did high quality facilities and resources, which they felt enhanced their status in the eyes of parents, visitors and public onlookers.

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EMERGING KNOWLEDGE SOCIETY'S SEARCH FOR IDENTITY

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Abstract

Identity refers the essential aspects of who a person is. Major aspects of Identity are gender, race (caste in Indian context), ethnicity, language, religion etc.. Each and every individual possess these multiple aspects of identity. Some aspects of identities are static and others are dynamic. The search for understanding the meaning of identity began at the early stage of human civilization. Philosophers and scientists have raised a lot of question related to the identity. Identity is defined as the fact of being whom a person in a society. Scientific attitude or temperament is required for understanding the emerging identities. In sociology identity is a person's expression of own and conception of others individuality and affiliation. Genealogy of identity could be understand through observing the hierarchical structure and relationship pattern when a social interaction occurring among the social groups. Knowledge about identity is very much needed for the creation egalitarian and just society. This paper is all about identity questions which are observed in the current Indian society as well as all over the world. Newly educated society or so called knowledge society are more alert about their identity.

Keywords: *Identity, scientific temperament, knowledge society, social interaction.*

Introduction

Identity refers the "essential aspects of who a person is" (Oxford Dictionary, 2016) Major aspects of Identity are gender, race (caste in Indian context), ethnicity, language, religion etc.. Each and every individual possess these multiple aspects of identity. Some aspects of identities are static and others are dynamic. The search for understanding the meaning of identity began at the early stage of human civilization. Philosophers and scientists have raised a lot of question related to the identity. Identity is defined as the fact of being whom a person in a society. Scientific attitude or temperament is required for understanding the emerging identities. Science has introduced new way of thinking and hypothesizing facts. It inculcates the power of reasoning and understanding and pursuits in sharpening the intellectual capacity.

In sociology identity is a person's expression of own and conception of others individuality and affiliation. The notion of identity has a long history that manifests itself everywhere as the relation between 'we' 'and 'others'. Each social group has its own identity, and identities tie people together and define their worldview to a large extent. "Identity has a genealogy and knowing it would help us to understand why it came into existence".(Thapar, 2014) Genealogy of identity could be understand through observing the hierarchical structure and relationship pattern when a social interaction occurring among the social groups. Sociologist perceived the power differences in gender as a result of socialization. Race or caste is cultural phenomenon than a biological. While ethnicity decides social position and status, language is considered as the symbol of civilization and religion provides social approval. Knowledge about identity is very much needed for the creation egalitarian and just society.

Knowledge Society

The entire world is leaping towards a knowledge society. Even in rigid societies knowledge acquisition became an emerging trend. This tendency shows that new generation realized the value of knowledge. This is an indication of new enlightenment and a sign of knowledge revolution. In contemporary society knowledge is considered as the most valuable resource and

the most useful social capital. Knowledge explosion occurred in the society became a reason for making gradual change in the mindset of new generation. "The new generation is marching toward rationality and reasoning things." (Banerjee, 2015) A new emerged educated class is rejecting moral policing and the violence perpetrated in the name of religion. This shows that education provide empowerment and courage to react in case of offence. Dynamics of knowledge society in Indian context was not free from the influence of pre-existing identities. Globalization, liberalization and privatization brought a new phase to these identities in the society by providing new occupational positions. Commoditization of knowledge as following the privatization of education denies the accessibility to the poor class. Commoditization of knowledge changed the entire meaning of education and the education system became job oriented. "In Marxian ideology a thing becomes commodity when it becomes a pure exchange value for its seller, not a use value any longer." (Patnaik, 2013) In job market education became a commodity whose imbibing increases access to other commodities. The above description about the concepts of knowledge discloses the power of knowledge in the society and it's relevant in the modern time. For making a better knowledge society a balanced approach on traditional and modern wisdom is required.

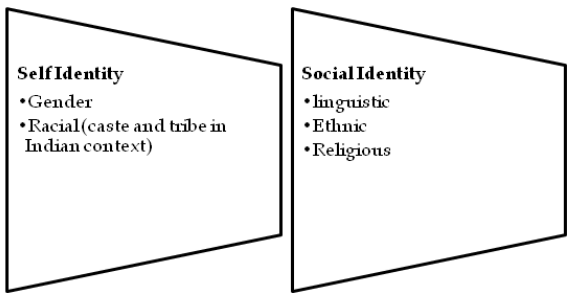
Identity and Knowledge Society

This paper is all about identity questions which are observed in the current Indian society as well as all over the world. Newly educated society or so called emerging knowledge society are more alert about their identity.

Aspects of Identity

Identity can be classified to self-identity and social identity. Self-Identity is the fact or state of living or having objective reality which is static. Social Identity is the fact of being whom a person within a social order which is dynamic. The figure 1 show the components come under the each aspects of identity.

Figure 1 Aspects of Identity



Social Theories and Identity

Theories of Evolution of Human Society help to understand about the formation of human identities. Every human possess multiple identities and passes though various stages evolution as well. The table 1 shows how the human society took evolution as per the major sociological theories.

Table 1 Evolution of Human Society

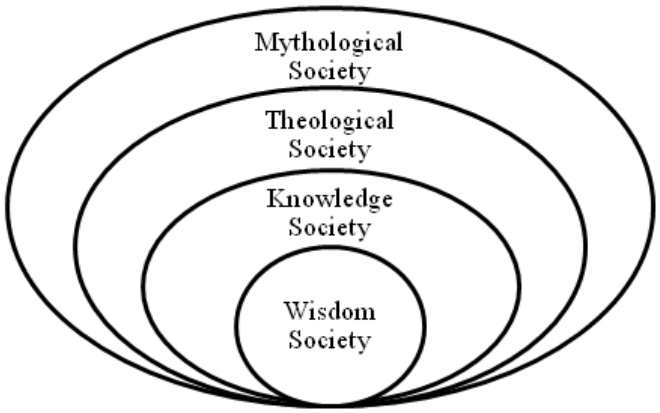
Sociologist	(1)	(2)	(3)
Comte	Theological	Metaphysical	Positive
Morgan	Savage	Barbarian	Civilized
Spencer	-	Militant	Industrial
Lenski	Horticultural (hunting and gathering/ nomadic)	Agricultural	Industrial

Marx	Primitive (ancient)	Slavery/ feudalist (colonialist)	Capitalist/ socialist
Parson	Primitive/Archaic	Intermediate (medieval)	Modern
Weber	Traditional	Pre-industrial	Rational /capitalist

Most of the sociologists agree that there are three kind societies exist or the human society goes though the three stages. Comte explains three kind of society that theological, metaphysical and positive society. Morgan named it as savage, barbarian and civilized societies. Similarly Lenski, Marx, Parson and Weber explain human society. Comparing the characteristics of these three categories we can say that the first category is monistic and rigid in nature. The middle category is an example of dualist society and the last one is more liberal society. In the first and second category identity clashes might be seen than the third category. In the beginning of human society's evolution people keep rigid mentality about identity and for it. Violences are very common in that kind of society. When human society moves to rational scientific stage it may disappear.

The figure 2 shows how the human society goes through different stages and reaches to the knowledge society. This wave might not be appearing in entire world same time or similar way; however the entire society passes through all theses waves. Within a society also there will be different kind of groups. For example in Indian society some people attained the level of knowledge society but some people still remain in mythological and theological level.

Figure 2Waves of Human Society



Historically human society crosses the mythological and theological stage and reached to the modern knowledge and scientific society. But the process not happens in every part of the world at a time. The table 2 explains characteristics and the knowledge sources of different form of societies.

Types of Society

The entire human society classified into three; ie 1) Mythological Society, 2) Theological Society and 3) Knowledge Society. Mythological Society believes in epics, myths and superstitions. Theological Society believes in tradition, texts and customs. Knowledge Societybelieves in rational and scientific knowledge. These three societies represent the development of human society and its process of modernization.

Table 2 Types of Society

Mythological Society	Theological Society	Knowledge Society
Pre historic/ Ancient	Historic/ Medieval	Modern society
Priori knowledge (deductive reasoning) -Kant	Posteriori knowledge (inductive reasoning) - Kant	Propositional knowledge (descriptive and detective)

Oral tradition and pictography as testimony	Verbal/ Textual Tradition	Photo, audio and video-graphies
Hunting and gathering	Agricultural	Industrial
Anarchy	Monarchy	Democracy
Superstitious, animism	Religious, monism	Secular, pluralist, rational
Nomadic	Civilized	Networked
Thesis	Antithesis	Synthesis

In modern society human find solutions through synthesizing knowledge using scientific method.

Conclusion

Advancement in education is an indicator to measure the competence or well-being of an individual and the welfare of a society. Utility of knowledge in the developed nations is high compared to others. Socio-cultural conditions and low economic stability pull back the developing and less-developed nations. Outdated technology and over dependency keeps them under developed. The position of Indian society in various human development indices is low. India did not achieve self-sufficiency in education, science and technology. One of the Millennium Development Goals (MDG) forwarded by United Nation is the achievement of universal elementary educational. Developed nations already achieved the target but the other nations including India are struggling. Poverty is the biggest problem in India to achieve the dream of education for all. Radicalism is the threat widely seen in some part of world.

It is the responsibility of the educated or learned to provide opportunity for the rest. The Indian Constitution declared education as a fundamental right for each citizen of the country. The Government of India offers free education to all the children in the country. Still many children in the central as well as the remote parts of the country are not reaching to the school corridor. Corruption in the policy implication and the lack of proper awareness about various governmental programs are reasons for this stance. Educational policies cannot be formulated without knowing the social, cultural and historical context of the nation. Knowledge revolution in the East was a follow-up of Western enlightenment and industrial revolutions occurred in West. The geo-political incidents in the different part of the world were unique. Knowledge society is in search for new identity beyond race, gender, religion, language, and ethnicity. The new identity formulates two classes these are "educated" and "un-educated."

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CRITERIA FOR QUALITY EDUCATION

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Introduction

Quality in education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. Quality has become the key word in the higher education. Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. This problem can be solved by making available more and more professional skills. Higher education requires special emphasis and has major role to play in determining the quality of life and the pace of development of a nation and the world as a whole. It is the responsibility of the higher education system to ensure that the skills, understanding and output of the students are equal to the best in the world.

Quality education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and finds solutions to challenges confronting mankind. In changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Quality education can never be a neutral process, it will always be value based. It must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these situations, when they find that necessary.

Definition of Quality Education

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities
- Outcomes that encompass knowledge, skills and attitudes, and are linked to National goals for education and positive participation in society.

Principles of Quality Education

The following sets of principles and claims are at the core of what the European Youth Forum stands for when striving for quality education. They are relevant for both formal and non-formal education systems and aimed at serving as a core reference in any process of (re) formulating quality education.

Accessibility: any kind of access barriers (including hidden costs) or fees linked to each stage of education and training should be abolished, and free and equal access to education for all must be guaranteed free from discrimination on any ground. The learner must have the right to choose and have access to any educational path that best fits their individual needs, personal talents and aspirations.

Equity & Inclusion: to ensure effective access to quality education for all young people, educational policies must provide equal opportunities for all from the earliest years. They must ensure that neither personal nor social circumstances such as gender, sexual orientation, gender identity, disabilities, ethnic origin or family socio-economic background are obstacles to achieving educational potential and that all individuals reach a level of competences that will allow them to become autonomous, motivated and responsible active citizens. 15 This requires inclusive and norm-critical educational policies, using intersectional approaches that respond to the diverse needs and circumstances of the learner. Adequate, timely support and guidance to those at higher risk of exclusion are essential.

Community Impact: education should respond to the specific needs of the learner and have a sustainable impact on the development of the community. This requires education to be an active part of the community and sensitive to its needs, while acknowledging the learners' socio-cultural circumstances and the environmental and economic context.

Parity and Reciprocity in the Educator/Learner Relationship: participation of the learner in the educational process requires considering the learners as partners in the learning process, identifying their different roles, responsibilities and competences. This principle calls for symmetrical learning relations characterized by cooperation, respect, trust, appreciation and parity between the educator and the learner. It also strengthens the reciprocity of the learning process: educators are also learners, and the learner can also be a source of learning for the educator.

Cooperation & Complementarity: the relationship among educational institutions/providers (formal and non-formal) should be built upon the firm belief that cooperation maximizes their resources and enhances their capacities to achieve the desired goal. The underlying principle of this is that the different educational systems (within a country and internationally) are complementary and bring a particular added value to the overall educational development of the young person. Such cooperation should also be the guiding principle in the relationship among educators, including links across borders. Cooperation among the different actors involved in the educational process is key to translate these principles into action.

Support: quality education is resource intensive and that should not be seen as a problem. Education should be publicly supported, as it is a public responsibility and public good. Resources should be allocated, managed and used to keep a balance between the achievement of the goals set and the availability of such resources.

The Contribution of Youth Organizations

Youth organizations are key educational providers. They provide quality-learning opportunities to millions of young people. Through an organized educational process, young people get a chance to develop their personal and social competences through co-operative and experiential learning, often engaging with the community. They also acquire a wealth of key competences (particularly the transversal ones, which are not sufficiently covered by formal curricula) that enhance their employability while building their social capital.

Youth organizations take their educational mission very seriously. They are aware of the essential role young people can play in bringing about progress in society, and work to their best to prepare them to contribute in an active and responsible manner. Citizenship, intercultural and global education are key integral components of youth organisations' educational practices.

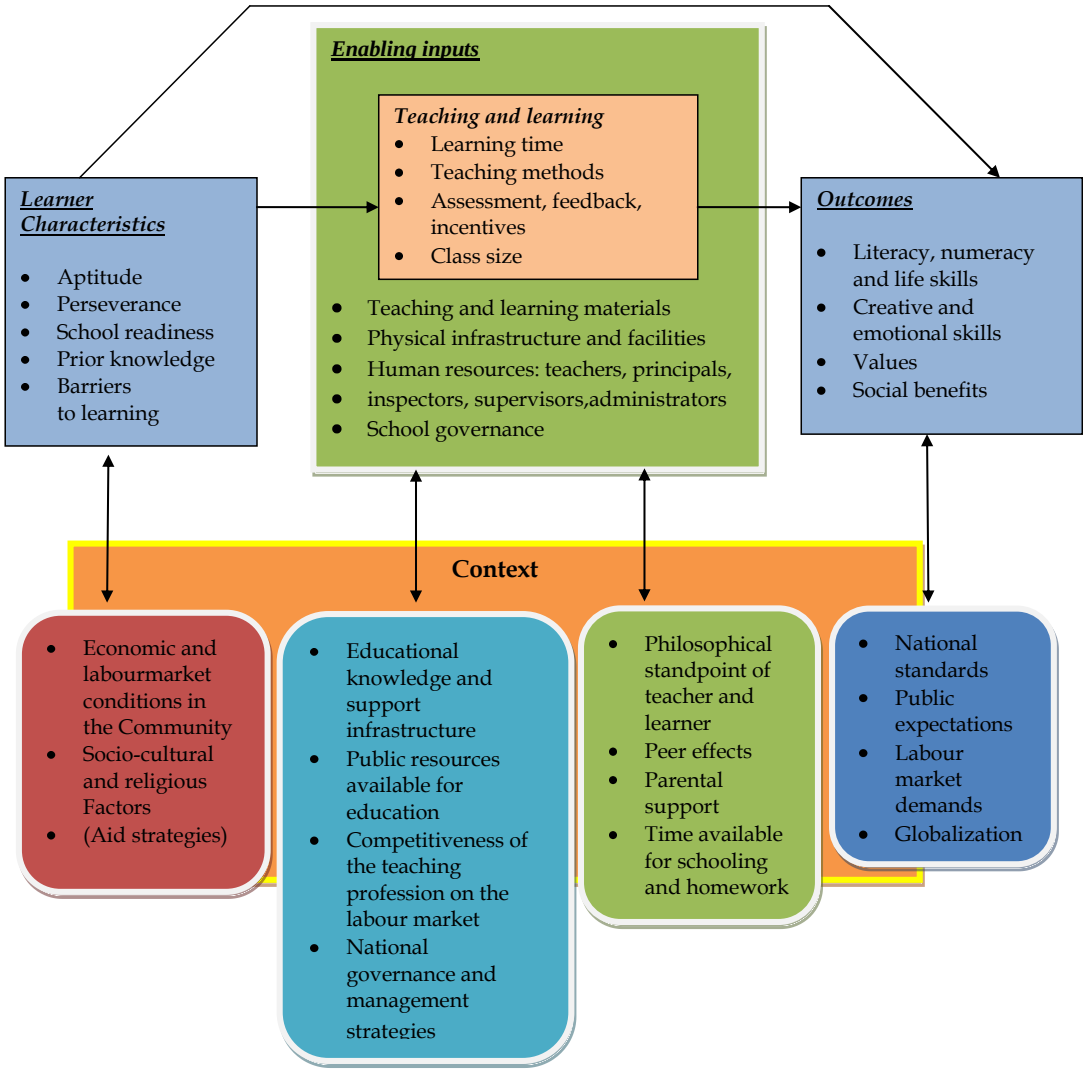
Using the Framework

This framework provides a means of organizing and understanding the different variables of education quality. The framework is comprehensive, in that the quality of education is seen as encompassing access, teaching and learning processes and outcomes in ways that are influenced both by context and by the ranged and quality of inputs available. It should be remembered that agreement about the objectives and aims of education will frame any discussion of quality and that such agreement embodies moral, political and epistemological issues that are frequently invisible or ignored.

Teaching and Learning

The teaching and learning process is closely nested within the support system of inputs and other contextual factors. Teaching and learning is the key arena for human development and change. It is here that the impact of curricula is felt, that teacher methods work well or not and that learners are motivated to participate and learn how to learn. While the indirect enabling inputs discussed above are closely related to this dimension, the actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and class room organization strategies. The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense, resources are important for education quality – although how and to what extent this is so has not yet been fully determined

A Framework FOR Understanding Education Quality



Context

Education can help change society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity), personal prosperity and freedom. In the short term, however, education usually reflects society rather strongly: the values and attitudes that inform it are those of society at large. Equally important is whether education takes place in the context of an affluent society or one where poverty is widespread. In the latter case, opportunities to increase resources for education are likely to be constrained.

More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an important potential influence upon education quality. International aid strategies are also influential in most developing countries.

Outcomes

The outcomes of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement (sometimes as test grades, but more usually and popularly in terms of examination performance), though ways of assessing creative and emotional development as well as changes in values, attitudes and behaviour have also been devised. Other proxies for learner achievement and for broader social or economic gains can be used; an example is labour market success. It is useful to distinguish between achievement, attainment and other outcome measures – which can include broader benefits to society.

Conclusion

Higher education is the fast growing service industry exposed to the 'liberalization, privatization and globalization' processes in the recent times. In order to attract students and to cater to their and needs aspirations higher education providers have been actively involved in the process of understanding students' expectations and their perceptions about quality in the system. They are expected to adopt techniques of measuring quality of the inputs and process of education just like any other business sector. Measuring quality of the services is, therefore, an important task to provide feedback on the dimensions of quality that needs to be taken care of, in the future.

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RESOLVING THE PROBLEM OF UNDERSTANDING PHYSICAL LANDFORMS AMONG VIII STANDARD STUDENTS THROUGH OVERLAPPING TECHNIQUE

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Abstract

Geography concerns itself with the Earth's atmosphere and physical surface, including how humans affect those things and, in turn, are affected by them, Physical geography is the scientific study of the natural features of the Earth's surface, especially in its current aspects, including land formation, climate, currents, and distribution of flora and fauna. Landforms are naturally formed feature on the Earth's surface. The objectives of the study is to create better learning Environment in classroom situation through OHP overlapping technique. To assess the level of achievement of competence in terms of drawing on various landforms on OHP sheets, use of OHP Projector and overlapping technique.

The researcher selected Panchayatt Union Middle School, Kannamangalam in Sivagangai District for this research study. The Researcher adopted Pre-test, Post-test and Experimental design for the research. The collected pre-test and post-test scores were computed for analysis. The obtained test scores were analyzed with Mean, Standard deviation and suitable parametric techniques and statistical techniques. The mean value of the learners in post-test (20.3) was found to be greater than pre-test (7.65). The't' value 33.8 is higher than the tabulated theoretical value 2.786 at 0.001 of significance. The students and teacher gain knowledge of drawing physical maps and different landforms found in the mountains, rivers, coastal regions, arid regions and also glaciated regions in different parts of the world. Drawing skills were developed among the VIII standard students through these demo-classes the floor has to believe that the VIII standard students are enable in the knowledge of overlapping technique and drawing skill for certainly. Competence of cartographic technique and matter in learning of geographic and geomorphic concepts and global understanding will enhance every students to maximize the level of attainment in social science.

Keywords: Geography, physical Geography, overlapping technique

Introduction

Geography concerns itself with the Earth's atmosphere and physical surface, including how humans affect those things and, in turn, are affected by them. So, humans are right there in the definition, being part of the landscape. In modern times, humans impact the landscape more than any other force on earth. Therefore, understanding how and why humans affect this, as well as the way the landscape affects our lives, is valuable and important.

Physical geography is the scientific study of the natural **features** of the Earth's surface, especially in its current aspects, including land formation, climate, currents, and distribution of flora and fauna. Also called physiography.

Landforms are naturally formed feature on the Earth's surface. **Landforms** have a characteristic shape and can include such large **features** as plains, plateaus, mountains, and valleys, as well as smaller **features** such as hills, eskers, and canyons.

Objectives of the Study

1. To develop interest in OHP overlapping technique.
2. To develop the knowledge which make geography learning in more interesting.
3. To create interest in learning geomorphic concepts through effective and innovative play-way method and inspiring teaching –learning materials through OHP (Over Head Projector) overlapping technique.
4. To create better learning Environment in classroom situation through OHP overlapping technique.

5. To assess the level of achievement of competence in terms of drawing on various landforms on OHP sheets, use of OHP Projector and overlapping technique.

Hypothesis

1. The students are unable to understand the basic concepts in Physical Geography.
2. Most of the social science teachers are not using this OHP overlapping technique in geography teaching.
3. There is significant difference between pre-test and post-test scores of the students.
4. There will be slightly improvement to the pre-test score.

Methodology

Sample No.	Pre-test Score(25Marks)	Post-test Score (25Marks)
1.	09	18
2.	07	20
3.	06	21
4.	08	19
5.	07	18
6.	08	22
7.	09	21
8.	10	22
9.	06	19
10.	07	22
11.	08	21
12.	06	20
13.	08	22
14.	09	21
15.	10	22
16.	07	19
17.	06	18
18.	08	20
19.	07	21
20.	09	19
21.	08	21
22.	07	20
23.	06	21
24.	09	18
25.	07	20
26.	06	21
27.	08	19
28.	07	18
29.	08	22
30.	09	21

a) Population: The researcher selected Panchayatt Union Middle School, Kannamangalam in Sivagangai District for this research study

b) Sample: 30 students of Male and Female studying in VIII standard of Panchayatt Union Middle School, Kannamangalam, Ilayangudi Union in Sivagangai were taken as sample for analysis.

c) Tools: The Researcher adopted Pre-test, Post-test and Experimental design for the research.

Analysis and Interpretation of Data

Data collection and tabulation

The collected pre-test and post-test scores were computed for analysis. The obtained test scores were analyzed with Mean, Standard deviation and suitable parametric techniques and statistical techniques.

Table – 1 Distribution of Pre-test and Post-test scores of VIII standard students

The table -1 revealed that the scores of pre-test ranges from (6-10) and the score an post-test ranges from (18 to 22) pre-achievement score of the learners in post-test in better than that of pre-test which is due to the better understanding of drawing physical maps on the OHP sheets and drawing various physical features created by rivers, waves, wind and glaciers through

overlapping techniques and using OHP projector. Mean and Standard deviation of learners in achievement test were calculated for both pre-test and post-test were were tabulated below.

Table 2 Distribution of Mean and Standard deviation

Sl.No.	Name of the Test	N	Mean	SD	't'Value
1.	Pre-test	30	7.65	1.26	33.8
2.	Post-test	30	20.3	1.36	

Table 3 Distribution of Value test of Significance

Sl.No.	Name of the Test	Mean	SD	't' Value	Significance Value
1.	Pre-test	7.65	1.26	33.8	0.001
2.	Post-test	20.3	1.36		

The mean value of the learners in post-test (20.3) was found to be greater than pre-test (7.65). It shows that the development of drawing skills and improve the level of understanding various landforms in terms of achievement has been increased by the drawing of physical maps and various new landforms created by running water, waves and glaciers by using OHP overlapping techniques. The 't' value 33.8 is higher than the tabulated theoretical value 2.786 at 0.001 of significance. It shows that the students differ significantly is developing the drawing of Physical maps, various landforms created by running water, waves and glaciers by using OHP overlapping techniques and using OHP sheets of the achievement on Pre-test and Post-test.

Educational Implications

The students and teacher gain knowledge of drawing physical maps and different landforms found in the mountains, rivers, coastal regions, arid regions and also glaciated regions in different parts of the world. Drawing skills were developed among the VIII standard students through these demo-classes the floor has to believe that the VIII standard students are enable in the knowledge of overlapping technique and drawing skill for certainly. Competence of cartographic technique and matter in learning of geographic and geomorphic concepts and global understanding will enhance every students to maximize the level of attainment in social science.

Conclusion

This OHP (Over Head Projector) overlapping technique will be useful to the students for their higher studies and also in the military personals, urban study, town planning, teaching profession which also useful for the better understanding of geomorphic process like Erotion, transportation and deposition of various landforms in different regions of the world.

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A STUDY ON EMOTIONAL INTELLIGENCE (EI) AND JOB SATISFACTION (JS) AMONG PRIMARY SCHOOL TEACHERS IN THANJAVUR DISTRICT

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Abstract

In the present study the investigator has attempted to study the relationship between emotional intelligence and job satisfaction and primary school teachers. The present studies consist of 200 primary school teachers working in Thanjavur district. The investigator adopted the normative survey method. The findings reveal that there is significant relationship between emotional intelligence and job satisfaction and primary school teachers in respect in background variables.
Keywords: *Emotional Intelligence, Job Satisfaction*

Introduction

The two main roles a teacher has to play may be stated at those of a theorist and a practitioner. As a theorist, he has to play the role of an educational philosopher, an educational psychologist and an educational sociologist. Knowledge a pedagogical and theoretical foundation enables him to play these roles effectively. As a practitioner, he has to play the role of an instructor, a director, a motivator, an adviser, a counselor a career master and so on. More than this, he has to take up a number of responsibilities such as a diagnosis and remediation, evaluation of scholastic attainments, attending to health care of pupils, acting as a liaison between the school and the home and conducting action research required for solving problems in a scientific manner. The concept of education has been rapidly changing these days. As a result, the role of the teacher is also changing. Education has ceased to be teacher-centered process. It has become life-centered and child centered. Actively has taken up the place of subject content. The process of learning is considered more important than what is learned. He is compelled to take up a variety of roles and that too with a different style of action.

Definitions of Emotional Intelligence

Emotional intelligence enables one to learn to knowledge and understand feelings in ourselves and in others so that we appropriately respond to them, effectively applying the information and energies emotions in our daily life and work, Cooper and Sawafdefine (1997) emotional intelligence as the ability to sense, understand effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Definitions of Job Satisfaction

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and a attitude that job works (2002). Job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect emotion, beliefs and behavior's'. This definition suggests that we form attitudes towards our job by taking into account our feelings our beliefs and our behaviors'.

Need and Importance of the Problem

High quality teaching staff is the corner stone of a successful educational system. Teachers are both the largest cost and the largest human capital resource of an education system. Attracting and retaining high quality teachers is thus a primary necessity for educational institutions. However good teachers are difficult to be recruited and almost impossible to retain if the rewards of teaching do not out weight the possible frustration and human capital. Satisfaction with teaching as a career is not merely as a job is an important policy issue since it is associated with teacher qualities and surroundings and facilities. Therefore understating the various factors that contribute to teacher satisfaction is essential to improving the information case needed to support a successful educational system resource. The role of the teacher as an agent of change is increasingly recognized the people of the land are the enlarged if their teacher. Today teacher are expended to nature in their students, in addition to values, high level intellectual skills and the atelicity to learn independently tool.

Objectives of the study

The objectives listed below were framed for the present study.

- To assess the primary school teachers' emotional intelligence.
- To assess the primary school teachers' job satisfaction.
- To find out whether there is any significant difference between male and female teachers with respect to their emotional intelligence.
- To find out whether there is any significant difference between male and female teachers with respect to their job satisfaction.

Hypotheses of the study

- Primary school teachers' emotional intelligence is average.
- Primary school teachers have average job satisfaction.
- There is no significant difference between male and female teachers with respect to their emotional intelligence.
- There is no significant difference between male and female teachers with respect to their job satisfaction.

Methodology of the Study: Normative survey method has been used in the present study.

Tools Used in this Study

The following tools were administered for collecting the required data.

1. Emotional intelligence test developed by Dr.Dalip Singh (2002).
2. Job satisfaction scale developed by jayalakshmi Indiresan (1987).

Sample

The present studies consist of 200 primary school teachers working in Thanjavur District. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Statistical Techniques used

In the present investigation the following Statistical technique will be used.

a. Descriptive Analysis

Measures of central tendency (Mean)

Measures of variability (Standard deviation)

b. Differential Analysis

Independent sample 't' and 'f' test

Analysis and Findings

Hypotheses 1: Primary school teachers' emotional intelligence is average.

Table 1 The mean and standard deviation of emotional intelligence of Primary school teachers

Variables	Sub-sample	N	Mean	S.D
Gender	Male	100	143.78	13.73
	Female	100	138.32	11.37
Entire		200	141.05	12.55

Entire Sample

It is evident from the Table 1 the calculated mean score of entire sample was 141.05 and the standard deviation value is 12.55. The mean score fall above 85, which and indicates that the emotional intelligence of primary school teachers is high.

Hypotheses 2

Primary school teachers have average job satisfaction

Table 2 The mean and standard deviation of job satisfaction of primary school teachers

Variables	Sub-sample	N	Mean	S.D
Gender	Male	100	94.75	10.56
	Female	100	94.13	10.70
Entire		200	94.44	10.63

Entire Sample

It is evident from the table 2 the calculated mean score of entire sample was 94.44 and the standard deviation value is 10.63. The mean score fall above 94 which indicates that the job satisfaction of primary school teachers is high.

Hypotheses 3

There is no significant difference between male and female teachers with respect to their emotional intelligence.

Table 3 The mean and standard deviation of emotional intelligence scores based on Gender

Gender	N	Mean	SD	't' value	Level of significance
Male	100	143.78	13.73	3.06	0.01
Female	100	138.32	11.35		

It is evident from the table-3; the calculated 't' value is 3.06, which is significant at 0.01 level. Hence, the framed hypothesis no: 3 are rejected and research hypothesis is retained. It is inferred that there is a significant difference between male and female teachers with respect to their emotional intelligence.

Hypotheses 4

There is no significant difference between male and female school teachers with respect to their job satisfaction.

Table 4 The mean and standard deviation of job satisfaction scores based on Gender

Gender	N	Mean	SD	't' value	Level of significance
Male	100	94.75	10.56	0.412	Significant
Female	100	94.13	10.70		

It evident for the table-4; the calculated 't' value is 0.421, which is not significant at 0.01 level. Hence, the framed hypothesis no.11 is retained. It is inferred that there is no significant difference between male and female teachers' with respect to their job satisfaction.

Suggestion for Further Research

The following are the some of the suggested research problems for future researcher and for healthy research outcomes on this present theme.

- Replica of the present study could be undertaken at various levels of school teachers.
- The present study could be undertaken at various states in India.
- A comparative study could be undertaken between Tamil Nadu and Kerala state.

Recommendations

- The present study gives a clear-cut view about the job satisfaction of the primary school teachers. Based on the important findings stated earlier the following recommendations have been made for the betterment school and society.
- The primary school teachers have high job satisfaction. Government should consider the present situation of teachers and provide incentives and training programs to enhance the satisfaction in their job.
- The findings of the present study reveal that government primary school teachers have high level of emotional intelligence. Therefore guidance and counseling and meditation practices can present better emotional intelligence.

Conclusion

The present study is made on the emotional intelligence and job satisfaction of the primary school teachers. The findings of the present study reveal that the primary school teachers have high level of emotional intelligence and job satisfaction. However, the school and government should find suitable measures to provide job satisfaction among of primary school teachers.

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LEARNING STYLES AMONG XI STANDARD HISTORY STUDENTS IN SALEM DISTRICT

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Learning styles are personal ways in which individual process in the course of learning new concept, principles etc. A learning style is a student's consistent way of responding to and using stimuli in the context of learning. Learning styles differ from individual to individual. For the same individual, they differ from subject to subject.

Kemp, Morrison, Ross, (1998) defines learning style achieved by a learner is one of the most important factors which indicate the success of learning environment. It is important to take account of characteristics, abilities and experience of learners as individual or as a group when beginning to plan a learning environment.

Kneef (1979) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment"

Learners are central to the teaching-learning process. Every student follows its own unique way to learn and process information. They learn material in different ways. The learning style of individual facilitates learning of certain subjects and debilitates learning of certain other subjects. Knowledge of learning styles of individuals could help the teacher to identify the styles, which could facilitate learning of different subjects. A study of learning styles could help to find out the influence of prominent learning styles on the learning of the individuals. Hence the need for the study.

Terms and Definitions

"Learning Style" refers to habitual patterns of perceiving, processing, or reacting to information..

"XI Standard Students" refers to the learners who are studying in XI standard under Tamil Nadu State Board Syllabus in Salem District.

"History" refers to the provide knowledge about history subject.

Variables of the Study

Dependent Variable

Learning styles

Independent variables

1. Gender : Male/Female
2. Residence : Day scholar / Hosteller

3. Nativity : Rural / Urban
4. Medium : Tamil / English
5. Study mode : Independent / Group

Objectives of the Study

1. To measure the level of learning styles among XI standard history students and to find out whether there is any significant difference among XI standard history students in terms of select independent variables in their classroom climate.

Hypothesis of the Study

Each of the independent variables involved in this study exerts a significant influence on learning styles among XI standard history students.

Methodology- in -Brief

Sample

The present study is concerned with selected XI standard history Students in Salem district. The random sampling technique is adopted in the present study. The size of the sample is 400.

Tools used

1. General information schedule
2. 'Learning Style Inventory' developed by Bhuvaneswari.K.(2013).

Statistical Treatment

1. "t" test between the large independent samples.
2. Pearson's Product Moment Correlation

Results and Discussions

Learning styles among XI standard history students

The empirical average of learning styles among XI standard history students in Madurai district is found to be 46.54, while the theoretical average is 35 only. This shows that learning styles among XI standard history students is found to be above the average level.

Table 1 Results of test of significance of difference between the mean scores of learning styles among XI standard history students: Independent Variables – Wise.

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	287	26.87	1.51	**-2.441**	Significant
		Female	113	28.00	2.795		
2.	Residence	Dayscholar	363	27.93	2.504	**2.083**	Significant
		Hosteller	37	27.08	2.350		
3.	Nativity	Rural	351	28.26	2.370	**-0.103**	Not Significant
		Urban	49	27.81	2.512		
4.	Medium	Tamil	315	27.76	2.470	**2.967**	Significant
		English	85	28.09	2.571		
5.	Study mode	Independent	245	27.84	2.506	**3.701**	Significant
		Group	155	27.86	2.497		

Learning Styles and Gender

The calculated 't' value (-2.441) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between male and female XI standard students in possession of learning styles.

Learning Styles and Residence

The calculated 't' value (2.083) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between dayschloar and hostel XI standard students in possession of learning styles.

Learning Styles and Nativity

The calculated 't' value (-0.103) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between rural and ueban XI standard students in possession of learning styles.

Learning Styles and Medium

The calculated 't' value (2.967) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between Tamil and English medium of XI standard students in possession of learning styles.

Learning Styles and Study mode

The calculated 't' value (3.701) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between independent and group study mode of XI standard students in possession of learning styles.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Learning styles among XI standard history students is found high.
2. Learning styles among XI standard history students is dependent upon-Gender, Residence, Medium and Study mode.
3. Learning styles among XI standard history students is independent upon- Nativity

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CLASSROOM CLIMATE AMONG HIGHER SECONDARY STUDENTS

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Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. The study classroom environment has been widespread across nearly all sub specializations of educational psychology. Researchers are interested in relationships between environment constructs and multiple outcomes, including learning, engagement, motivation, social relationships and group dynamics. Early researchers recognized that behavior is a function of people's personal characteristics and their environment. Classroom environment refers to the general and overall climate and atmosphere of a classroom. Teachers create, provide, or facilitate the classroom environment for learning. Effective classroom environments of the 21st-century will ultimately be substantially different from those of the industrial era. The range of attributes constituting classroom-environmental contextual factors and variables can be characterized as physical, material, personal / interpersonal, school / institutional and social / psychosocial. The instructional variables of a classroom environment refer to all of the features that influence the nature of teacher and student performance. A positive classroom environment provides advantageous conditions for effective student learning, whereas a negative classroom environment results in disadvantageous conditions that may cause students not to succeed. Research has found that teachers who have established orderly and enabling classroom environments are those who are most likely to teach for understanding and meaning.

Variables of the Study: The study has been designed with the following variables:

Dependent Variables

1. Classroom climate
2. Academic Achievement in Mathematics

Independent Variables

1. Gender : Male / Female
2. Domicile : Rural / Urban
3. Family type : Joint / Nuclear
4. Number of intimate friends : Up to 3 / 4&above
5. Standard studying : XI /XII

Operational Definitions of the Terms

Classroom Climate - refers to the impact of students' learning activities and class related behaviours.

Higher Secondary Students – refers to those who are studying XI and XII standard First group under Tamil Nadu state board syllabus in Madurai district.

Objectives of the Study

1. To measure the level of classroom climate among higher secondary school students and to find out whether there is any significant difference among higher secondary school students in terms of select independent variables in their classroom climate.
2. To measure the level of academic achievement in mathematics among higher secondary school students and to find out whether there is any significant difference among higher secondary school students in terms of select independent variables in their academic achievement in mathematics.
3. To find out the relationship between class room climate and academic achievement in mathematics among the higher secondary school students.

Hypotheses of the Study

1. Each of the independent variables involved in this study exerts a significant influence on classroom climate among higher secondary school students.
2. Each of the independent variables involved in this study exerts a significant influence on academic achievement in mathematics among higher secondary school students.
3. Classroom climate and academic achievement are significantly correlated.

Methodology- in -Brief

Sample

The present study is concerned with selected Higher Secondary Students in Madurai district. The random sampling technique is adopted in the present study. The size of the sample is 320.

Tools used

1. General information schedule
2. Classroom climate Scale constructed and standardized by vijibabu, V.(2014)

Statistical treatment

1. "t" test between the large independent samples.
2. Pearson's Product Moment Correlation

Results and Discussions

Classroom climate among Higher Secondary School students

The empirical average of Classroom climate among Higher Secondary School students in Madurai district is found to be 36.89, while the theoretical average is 30 only. This shows that Classroom climate among Higher Secondary School students is found to be above the average level.

Table 1: Results of test of significance of difference between the mean scores of Classroom climate among Higher Secondary School students: Independent Variables – Wise.

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	**113**	**59.97**	**6.32**	**-1.441**	Not Significant
		Female	**207**	**61.02**	**6.08**		
2.	Residence	Rural	**210**	**61.19**	**6.43**	**2.385**	Significant
		Urban	**110**	**59.19**	**6.45**		
3.	Family Type	Joint	**63**	**60.75**	**6.64**	**-0.103**	Not Significant
		Nuclear	**257**	**60.83**	**4.77**		
4.	Number of intimate friends	Upto 3	**224**	**61.47**	**5.95**	**2.967**	Significant
		4&above	**96**	**59.36**	**6.33**		
5.	Standard Studying	XI	**122**	**62.20**	**5.59**	**3.701**	Significant
		XII	**198**	**59.69**	**6.34**		

Classroom Climate and Gender

The calculated 't' value (-1.441) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between male and female higher secondary school students in possession of classroom climate.

Classroom Climate and Domicile

The calculated 't' value (2.385) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between rural and urban higher secondary school students in possession of classroom climate.

Classroom Climate and Family Type

The calculated 't' value (-0.103) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between joint and nuclear family higher secondary school students in possession of classroom climate.

Classroom Climate and Number of intimate friends

The calculated 't' value (2.967) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between up to 3 and 4& above intimate friends having higher secondary school students in possession of classroom climate.

Classroom Climate and Standard studying

The calculated 't' value (3.701) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between XI and XII standard studying higher secondary school students in possession of classroom climate.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Classroom climate among higher secondary school students is found high.
2. Classroom climate among higher secondary school is dependent upon-Domicile, Number of intimate friends and Standard studying.
3. Classroom climate among higher secondary school is independent upon- Gender and Family type.

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ASSOCIATION BETWEEN ACADEMIC ACHIEVEMENT AND SELECT VALUES AMONG X STANDARD PUPILS IN MADURAI DISTRICT

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Need for the Study

Where is life? Lost in wisdom!
Where is wisdom? Lost in knowledge!
Where is knowledge? Lost in information!

- **Unknown Poet.**

Values are very broader in nature. There are a number of them being practiced in daily life. Sometimes referred to as morals and these help in shaping a person's character from childhood. Values are picked up everywhere – from home, school, temple, even the park. It is manifested in various ways – a living testimony through actions. It normally refers to a person's perception of right and wrong. It defines the things that are most important and purposeful to a person in his day to day affairs of life.

The Kothari Commission Report (1966) has laid the highest stress on the need for Values Education at school level. Education in the only vital medium to imbibe, foster and perpetuate values in the younger generation. It is the value education that plays a predominant role in developing the child learners a fearlessness of mind, strength of consciousness and integrity of the purpose in life. Though Values Education is being imparted in all schools by name shake, it has also made an impact on the learners. Hence it is a vital need to know how this is being operated among the school learners, especially the x standard pupils.

Background of the Problem

Now – a-days the educationists as well as the educational institutions are experiencing a crisis in value development and sustenance. Moreover, due to enormous changes in the style of living that warrants a different pattern of value adoption. The adolescent learners are confused on whatnot to practice.. The parents offer one set of values where as the school projects a different set of values and the various social institutions like religion, politics, economics etc. proposes yet another set of values. The modern education system at times direct and instruct the educational institutions to follow a set of values which are impracticable and incompatible to the realities of the society. Yet the learners in schools imbibe and a assimilate a set of values. What are they? This study attempts to explore them.

Terms and Definitions

Values - refers to the principles or standards of living which are valuable or important in daily life activities.

Academic Achievement – refers to the score obtained by the X standard pupils in the half-yearly examinations.

X Standard Pupils- refers to those who are studying in x standard under Tamil Nadu Government syllabus in Madurai District.

Variables of the Study

Dependent Variable

Academic Achievement

Independent Variables

The following select values were involved in the study

1. Academic Values
2. Aesthetic Values
3. Career Values
4. Gender Equity values
5. Health values
6. Manual Labour values
7. Moral values
8. Recreation values
9. Scientific Temper values
10. Social values
11. Religious Tolerance values
12. Sports values
13. Patriotism values
14. National Integration values
15. Sensitivity values
16. Punctuality / Time management values

Objectives of the Study

1. To identity the magnitude of association between the select values and academic achievement among X standard pupils in Madurai district.

Hypothesis of the Study

Each of the select values involved in this study exerts a significant relationship with academic achievement among X standard pupils.

Methodology in Brief

Design: Descriptive, **Method**: Normative ,

Technique: Survey

Area: Madurai district in the southern part of Tamilnadu.

Sample: A random sample of 268 X standard pupils from schools in Madurai district constitutes the sample for the study.

Tools Used

1. Academic Achievement Test (Half-yearly Examination conducted by the Secondary Schools).
2. Value Preference and Practice Inventory structured by Ramakrishnan,G.(2013).

Statistical Treatments

Product Moment Correlation Coefficient (r) for analysis of association between Academic Achievement and Select values.

The raw score method formula used in this study.

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

ΣX - sum of the X scores (academic achievement)

ΣY - sum of the Y scores(select values)

ΣX^2 - sum of the squared X scores

ΣY^2 - sum of the squared Y scores

ΣXY – sum of the products of paired X and Y scores

N - number of paired scores

Criterion for Evaluating the Magnitute of Correlation

The 'r' values obtained in the study have been categorized as follows:

Coefficient(r)	Relationship
.00 to .20	Negligible
.21 to .40	Low
.41 to .60	Moderate
.61 to .80	Substantial
.81 to 1.00	High

Table 1: Results of Tests of Association (Correlation) Between the Academic Achievement and select values among x standard Pupils

Sl.No.	Variables	N	'r'-value	Magnitude of Correlation
1	Achievement	268	0.59	Moderate
	Academic values	268		
2	Achievement	268	0.19	Negligible
	Aesthetic values	268		
3	Achievement	268	0.51	Moderate
	Gender values	268		
4	Achievement	268	0.20	Low
	Gender equity values	268		
5	Achievement	268	0.54	Moderate
	Health values	268		
6	Achievement	268	0.33	Low
	Dignity of Labour values	268		
7	Achievement	268	0.38	Low
	Moral values	268		
8	Achievement	268	0.63	Substantial
	Recreation values	268		

9	Achievement	268	0.57	Moderate
	Scientific values	268		
10	Achievement	268	0.55	Moderate
	Social values	268		
11	Achievement	268	0.35	Low
	Religious Tolerance values	268		
12	Achievement	268	0.56	Moderate
	Sports values	268		
13	Achievement	268	0.29	Low
	Patriotism values	268		
14	Achievement	268	0.36	Low
	National Integration values	268		
15	Achievement	268	0.30	Low
	Sensitivity values	268		
16	Achievement	268	0.58	Moderate
	Time management values	268		

The magnitude of correlation between the academic achievement and the select values are categorized as Negligible, Low, Moderate and Substantial.

(i). Negligible (1)

Achievement and Aesthetic values

(ii). Low (8)

a) Achievement and Aesthetic values
b) Achievement and Gender Equity values
c) Achievement and Dignity of Labour values
d) Achievement and Moral values
e) Achievement and Religious Tolerance values
f) Achievement and Patriotism values
g) Achievement and National Integration values
h) Achievement and Sensitivity values

(iii). Moderate (7)

a) Achievement and Academic values
b) Achievement and Career values
c) Achievement and Health values
d) Achievement and Scientific values
e) Achievement and Social values
f) Achievement and Sports values
g) Achievement and Time management values

(iv). Substantial (1)

a) Achievement and Recreation values

Educational Implications

The study reveals a great demand for value orientation systematically for the development of correct understanding on aesthetic, gender equity, dignity of labour, moral, religious

tolerance, patriotism, national integration and sensitivity in all the secondary schools. On the other hand the other values involved in this study except recreation need further consideration for progressive practice among the x standard pupils.

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OCCUPATIONAL CHOICE OF HIGHER SECONDARY SCHOOL STUDENTS IN MADURAI DISTRICT

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Abstract

This paper focuses on the occupational choice of higher secondary school students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular occupation fields. The issue of poverty has played an important determining role in the opportunities available to all. Occupation selection is one of many important choices students will make in determining future plans. This decision will impact them throughout their lives. The objective of the study was to find out the occupational choice of higher secondary school students with regard to gender and type of school. Survey method was used for the investigation. 120 higher secondary school students of Madurai district were used as sample for the study. The investigator has adopted the occupational choice scale which was developed and standardized by Sampath Kumar, A and Lakshmi, N (2010).

***Keywords**: Occupational Choice, Higher Secondary School Students*

Introduction

Occupation choice is one important decision that every human being makes sometimes in one's life, it is a decision that nobody should make a mistake about since what a person does for a living affects him in the present, as well as for the rest of his life. One's occupation determines the kind of friends one keeps, where one stays, how one spends his spare time, where one works and other related variables.

The difficulty in occupation decision making among the youths coupled with the confusion and helpless unreleased on the young ones faced with such responsibilities has necessitated the formalized occupation counselling practices as introduced by the educational system (Denga 2001). Occupation counselling is aimed at equipping individual students with adequate and vital information about the world of work that can lead them into making appropriate occupation decision.

Need and Significance of the Study

The first factor in occupation choice, environment may influence the occupation students choose. Parents' educational background may influence student views on whether or not to continue their education. Someone they saw on television may have influenced the student, or parents may have demanded that they assume a family business. These are various environmental factors that would lead a student to a chosen occupation.

How students have seen themselves in a role in which personality is a determining factor may influence a chosen occupation. Some occupations demand individual's personality to match the qualities of the occupation. For example, sales people have to be outgoing. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular occupation fields. The issue of poverty has played an important determining role in the opportunities available to all. The type of school may determine what occupation a student chooses during a specific time in the student's life; choices that will determine a large part of that student's future. Some students will have to budget education according to their personal income. In this background the investigator has

decided to study the occupational choice of higher secondary school students with regard to gender and type of school.

Objectives of the Study

1. To find out the significant difference in the occupation choice of the higher secondary students with regard to gender.
2. To find out the significant difference in the occupation choice of the higher secondary students with regard to type of school.

Hypotheses of the Study

1. There is no significant difference in their occupational choice among the higher secondary school students in terms of gender.
2. There is no significant difference in their occupational choice among the higher secondary school students in terms of type of school.

Delimitations of the Study

1. The study is limited to higher secondary school students of Madurai district only.
2. The investigator has proposed to choose only 120 higher secondary students as sample for the study.

Method Used

The investigator has adopted survey method in this study.

Population and Sample

The population of the present study consists of higher secondary students those who are studying in higher secondary schools of Madurai district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 120 high secondary students.

Tool Used

This study aims to evaluate the gender and type of school wise analysis of occupational choice of higher secondary school students in Madurai district. Occupational choice scale was employed for the measurement of occupational choice among the higher secondary school students which was developed and standardized by Sampath Kumar, A and Lakshmi, N (2010).

Statistical Techniques Used: Mean, SD and 't' test was used in this study.

Analysis of Data

Table 1 Difference in the occupational choice of higher secondary school Students with regard to gender

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Gender	Male	56	29.88	4.39	2.716	S
	Female	64	25.53	5.15		

(At 5% level of significance the table value of 't' is 1.96, S-Significant, NS-Not Significant)

Table 2 Difference in the occupational choice of higher secondary school students with regard to type of school

Variable	Type of School	N	Mean	S.D	Calculated 't' value	Remarks
Type of School	Government	74	28.28	4.89	0.055	NS
	Private	46	26.39	5.68		

(At 5% level of significance the table value of 't' is 1.96, S-Significant, NS-Not Significant)

Results and Discussion

1. Table 1 reveals that the calculated 't' value (2.716) is greater than the table value (1.96) at 5% level of significance in the occupation choice of higher secondary school students with regard to gender. There is significant difference between male and female higher secondary school students in their occupational choice. While comparing the mean scores of male (mean=29.88) and female (mean=25.53) higher secondary students. It is inferred that the male students have better in the occupational choice. This may due to the fact that they are much exposed to have more occupational situational background and are aware on various opportunities available to them.
2. Table 2 reveals that the calculated 't' value (0.055) is less than the table value (1.96) at 5% level of significance in the occupation choice of higher secondary school students with regard to type of school. While comparing the mean scores of government school (mean=28.28) and private school (mean=26.39). There is no significant difference between Government and private school of higher secondary students in their occupational choice.

Recommendations

1. Motivate the students with hope and ambition in life.
2. School may be arranged for vocational programmes for higher secondary school students.
3. The school may be given better opportunity to develop awareness on occupation.

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ENHANCING ENGLISH LANGUAGE SPELLING SKILLS AMONG PRIMARY LEVEL STUDENTS THROUGH LANGUAGE GAMES

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Abstract
This study aims to Enhancing English Language Spelling Skills among Primary Level Students Through Language Games. "Spelling knowledge is the engine that drives efficient reading as well as efficient writing". Good spelling knowledge is important for effective word recognition. Good spelling improves the writer's choice of words and it motivate the students in writing. Objectives of the study is to identify the low achievers in English language spelling skill, to facilitate learning task in English language Spelling Skill through language games, and to find out the effectiveness of language games in enhancing the English language spelling skill among the primary level students . The present study is based on parallel group experimental design. The investigator included pre test for both control group and experimental group and assessed the English language spelling skill among the students. The sample was drawn by purposive and random sampling technique. The investigator prepared language games for enhancing English language spelling skill among primary level students . Language games useful for the teachers to enhance English language spelling skills among primary level students. It is helpful for the students to make more number of words without mistakes. Language games reduces the difficulties in English language spelling skills. Students able to find out the differences between different sounds. The conception that spelling in writing is the forming of words from letters according to accepted usage.
Keywords: *spelling skill, Language games, writing*

Introduction

The English Language has become the world's Lingua Franca. It is the main language for international communication in different fields including commerce, industry, politics and education. Students at all levels want to improve their English language proficiency. English language has four skills namely Listening, Speaking, Reading and Writing. All the four language skills in English, Writing skill is very essential for improving English language proficiency. One of the important factor for writing skill is spelling. Spelling describes 'the way in which the symbols or letters are arranged in a conventional way to represent the orders of a language'. In English language, Spelling seems irregular because words have been affected by a variety of different influences over the centuries. Good spelling helps the students to develop vocabulary, and develop automaticity in reading and writing words. Good spelling is regarded as a sign of good education. Poor spelling can have drastic effects in reading and writing.

As Share Templeton and Darnel Morris put it "Spelling knowledge is the engine that drives efficient reading as well as efficient writing". Good spelling knowledge is important for effective word recognition. Good spelling improves the writer's choice of words and it motivate the students in writing.

Improving Spelling Skills among the Students –Some of the Innovative Ideas

Some specialists suggest learning strategies to favour the acquisition of spelling skills, drawn from a combination of educational studies and interviews with spelling experts. As it might be expected, there is not a single approach or method on how to teach spelling that is best for all students and all teachers. However, there are some general guidelines the authoress found over her practicum and research that can be applied to almost every English class to improve spelling skills while dealing with vocabulary, as well as with oral, and written exercises.

Some authors establish that to become a good speller there are four ways to achieve spelling goals and improve it as well; they call them 'forms of spelling knowledge'.
These are: phonological knowledge: how words sound, visual knowledge: how words look, morphemic knowledge: how words change form, and etymological knowledge: where words come from. These forms of knowledge will make the student understand and use a correct spelling of words, depending on which they feel more comfortable and enabled to write and to spell.

Integrating the Four Forms of Spelling Knowledge

Students do not necessarily draw on just one of the four forms of spelling knowledge to spell a word. In order to become proficient spellers, they need to be able to draw on and integrate several forms of knowledge to spell. For example, in order to write the word "their", a student may rely on phonological knowledge to write down the initial sounds the, then use visual knowledge to recall the ending -eir, and confirm this by syntactic knowledge as to which form of the word is needed in writing. In working out how to spell hydroelectricity, a student may use etymological knowledge to write hydro -, phonological knowledge to write –electri-, and visual knowledge to write -city. Other authors agree in the visual and hearing method to learn how to spell; this is the case of the multisensory methodology used in the book named above and the one described -in the book: "All About Spelling Level 1 Teacher's Manual"- as an approach that reinforces and ensures student's spelling improvement combined with systemic and guided activities. The multisensory learning activities help the student master important spelling strategies.
Some of these activities are:

- Flashcards provide a visual and hands-on way to help him/her learn and review phonograms, words, and spelling rules.
- Segmenting Words activity helps the student identify the individual sounds in a word so that he can spell more easily and accurately.
- Concept-oriented spelling lists that are grouped by similar phonograms and spelling rules accelerate learning by organizing ideas in the student's mind and allowing the student to concentrate on and master one or two main concepts before moving
- Key Cards, these clearly present key ideas, concepts, and spelling rules that help kids thoroughly understand why a word is spelled the way it is and how to apply that knowledge to many other words.
- More Words and Dictate Phrases, this reinforces current and previously learned concepts, increase the student's repertoire of words, and allow the student to apply his knowledge in practical situations.
- Progress Charts give students a visual reminder of how far he has come and motivates him to master the next step.

Perception of the Problem

- Primary level Students find difficulty in spelling
- Lack of knowledge in English
- Lack of attitude towards English
- Lack of interest in English Subject

Objectives of the Study

- To identify the low achievers in English language spelling skill.
- To facilitate learning task in English language Spelling Skill through language games.
- To find out the effectiveness of language games in enhancing the English language spelling skill among the primary level students .
- To find out the significant improvement in the achievement score between pre-test and post-test among the primary level students in English Language spelling skill.

Hypothesis

- There will be a significant improvement between pre-test and post- test scores in English language spelling skill among primary level students.
- There will be a significant improvement in English language spelling skill among primary level students.

Methodology

The present study is based on parallel group experimental design. The investigator included pre test for both control group and experimental group and assessed the English language spelling skill among the students.

Sample

The sample was drawn by purposive and random sampling technique. The sample selected from PUPS, Maravamangalam 30 students for control group, and 30 students for experimental group totally 60 students from V std were included for the study.

Tool

`The investigator used achievement test question to assessed English language spelling skill among primary level students.

Language Games

The investigator prepared language games for enhancing English language spelling skill among primary level students

- Spelling Bee
- Word making game
- Passing the letter
- Word wall
- Picture card game
- Frame and name
- Now I know game
- Spelling Cricket
- Puzzle Card

She implemented language games to the V std experimental group students. Then she finds out the difference between the control group and experimental group students.

Findings

- Descriptive analysis to find out the enhancement of English language spelling skill through language games among V std students were analysed with descriptive statistics. Mean and standard deviation were attempted.
- The pre test mean score and Standard Deviations of Experimental group students in English language spelling skills is 15.36 and 3.46 and post test mean score and standard deviation is 36.72and 5.22.
- The pre test mean score and standard deviation of control group students is 9.64 and 1.75. The post test Mean and Standard Deviation is 9.12 and 1.45. This proved that there is no more improvement in English language skills among control group students.
- The post test Mean Score and Standard Deviation of control group students is 9.12 and 1.45. The post test Mean Score and Standard deviation of experimental group student is 36.72 and 5.22. It showed that language games enhance English language Spelling Skills among experimental group students.

Implication of the Study

- Language games useful for the teachers to enhance English language spelling skills among the V std students.
- It is helpful for the students to make more number of words without mistakes.
- Language games reduces the difficulties in English language spelling skills.
- Students able to find out the differences between different sounds
- Students create more number of words in English.
- Students write simple sentences using words.
- Able to know differences among words and its meanings.
- Improved their morphological knowledge in English.

Conclusion

From the theoretical and methodological point of view the development of spelling skills is supported by The conception of the communicative approach in language teaching,the conception that spelling should be approached, not only generalizing spelling rules, but making the students' being aware of their own spelling needs, listing frequency words, and using multisensory activities. The conception of the morphophonemic character of English spelling. The conception that spelling in writing is the forming of words from letters according to accepted usage.

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PROFESSIONAL ASPIRATIONS AMONG B.ED.STUDENTS IN MADURAI DISTRICT

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Every individual aims at reaching a definite good or excellence in performance and in doing so, he sets desire for distinction which has an inner structure known as level of aspiration. Aspiration has been a prominent topic within education and sociology for many years. Aspiration as defined by Merriam-Webster dictionary is " A strong desire to achieve something" when put in an educational sense , aspiration can be defined as " A strong desire to achieve academically. Aspiration involves the estimation of his ability for his future performance on the strength of his past experience, his ability and capacity and the effort that he can make towards attaining goals thus set by him.

Professional aspiration of the student teacher is the need of the hour to create a bright and knowledgeable society. Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted and significantly associated with the quality of education in general and students' learning outcomes in particular. Hence, student teacher must concentrate on the various skills essential to maintain them with balanced emotional as well as to excel in their duty for the sake of future generation and improve their aspiration towards teaching profession.

Terms and Definitions

Professional Aspiration

Professional aspiration is the level of performance in a succession of learning tasks with established possibilities for improvement which an individual sets for himself/herself and aspire towards a next trail.

B.Ed. Students

It refers to those who are studying undergraduate teacher education programme under Tamil Nadu Teachers' Education syllabus in Madurai district.

Dependent Variables

Professional Aspirations

Independent Variables

1. Gender : Male/Female
2. Residence : Dayscholar / Hosteller
3. Nativity : Rural / Urban
4. Marital status : Married / Unmarried
5. Family Type : Nuclear / Joint

Objectives of the Study

To measure the level of professional aspiration among B.Ed. students and to find out whether there is any significant difference among B.Ed. students in terms of select independent variables in their professional aspirations.

Hypotheses of the Study

Each of the independent variables involved in this study exerts a significant influence on professional aspiration among B.Ed. students.

Methodology- in -Brief

Sample

A random sample of 350 student teachers in Madurai district with due representation to the variables viz. Gender, Residence, Nativity, Marital status.

Tools used

1. General information schedule
2. Professional aspirations scale constructed and standardized by Manivannan, V. (2012).

Statistical treatment

1. "t" test between the large independent samples.
2. Pearson's Product Moment Correlation

Results and Discussions

Professional aspiration among B.Ed. students

The empirical average of professional aspiration among B.Ed. students in Madurai district is found to be 38.92, while the theoretical average is 30 only. This shows that professional aspiration among B.Ed. students is found to be above the average level.

Table 1: Results of test of significance of difference between the mean scores of professional aspiration among B.Ed. students: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	**120**	**58.99**	**6.32**	**-2.441**	Significant
		Female	**230**	**62.12**	**6.08**		
2.	Residence	Rural	**245**	**60.19**	**6.43**	**2.157**	Significant
		Urban	**105**	**58.19**	**6.45**		
3.	Nativity	Rural	**218**	**62.69**	**6.64**	**-2.223**	Significant
		Urban	**132**	**63.63**	**4.77**		
4.	Marital Status	Married	**75**	**61.47**	**5.95**	**1.067**	Not Significant
		Unmarried	**275**	**58.58**	**6.33**		
5.	Family type	Nuclear	**185**	**63.96**	**5.59**	**1.701**	Not Significant
		Joint	**165**	**58.69**	**6.34**		

Professional aspirations and Gender

The calculated 't' value (-2.441) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between male and female B.Ed. students in possession of professional aspirations.

Professional aspirations and Residence

The calculated 't' value (2.157) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between dayscholar and hostel B.Ed. students in possession of professional aspirations.

Professional aspirations and Nativity

The calculated 't' value (-2.223) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between rural and urban B.Ed. students in possession of professional aspirations.

Professional aspirations and Marital status

The calculated 't' value (1.067) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between married and unmarried B.Ed. students in possession of professional aspirations.

Professional aspirations and Family type

The calculated 't' value (1.071) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between nuclear and joint families B.Ed. students in possession of professional aspirations.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Professional aspiration among B.Ed. students is found high.
2. Professional aspiration among B.Ed. students is dependent upon-Gender, Residence and Nativity.
3. Professional aspiration among B.Ed. students is independent upon- Marital status and Family type.

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TYPE AND NATURE WISE ANALYSIS OF CLASSROOM MANAGEMENT OF HIGH SCHOOL TEACHERS

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Abstract

The present study is entitled as "Type and Nature wise analysis of Classroom Management of High School Teachers". Effective classroom management should be the primary responsibility of the teachers in their classrooms where the inappropriate behavior of students may be effectively modified as appropriate just by acceptance and approval. The planned activities may make the classroom management trouble-free and fascinating. The core purpose of classroom management is to establish and maintain a learning environment that fosters both effective and efficient instruction while maintaining a positive social culture for students. This paper aims to find out the type and nature wise analysis of classroom management of high school teachers. The research is a survey type, which consists of random sampling of 800 high school teachers in Dindigul and Madurai districts. The investigator has constructed and validated the classroom management scale. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test.

Keywords: *Classroom Management, High School Teachers*

Introduction

Classroom of today is different from the classroom of yesterday. In the past, classroom was simple with ordinary arrangements. Now classrooms of good schools are well equipped with modern furniture and other necessaries. But the problems in the classrooms are being added up with the passage of time. In the past, teaching was a simple affair with simple type of classrooms with easily accessible aims and objectives. Now things are getting complicated. A classroom of today is with full of problems. Those problems are of varied in nature. They also differ from place to place, from one institution to another institution, one classroom to another classroom. Here are some of the problems found in the classroom in India.

Significance of the Study

Classroom management is commonly mentioned as the most intricate aspect of teaching. Doyle (1980) states that maintaining order in a classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently (Freiberg, 1999). To be effective, teachers must be aware of the numerous variables that affect classroom environment and support the teaching-learning process. The teachers' primary responsibility is to promote behavioral competence and facilitate learning for all students in a classroom. Managing the classroom is a critical element in successful instruction and requires good organizational ability and consistency. Classroom management is important to the whole education process because it offers students an ideal learning environment, prevents teachers burnout and make students and teachers feel safer and happier. By this study the investigator wants to find out the type and nature wise analysis classroom management of high school teachers.

Objectives

1. To find out whether there is any significant difference among classroom management of high school teachers with respect to type of school.
2. To find out whether there is any significant difference among classroom management of high school teachers with respect to nature of school.

Hypothesis

H_o1: There is no significant difference between government, aided and matriculation high school teachers in their classroom management.

H_o2: There is no significant difference between boys, girls and co education school high school teachers in their classroom management.

Method Used

The investigator has adopted survey method in this study to measure the Type and Nature Wise Analysis of Classroom Management of High School Teachers.

Population and Sample

The population of the present study consists of teachers those who are working in high schools of Dindigul and Madurai districts, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 800 high school teachers. Among them 250 were male and 550 were female high school teachers.

Tool Used

This study aims to study the Type and Nature wise analysis of Classroom Management of High School Teachers. The investigator has constructed and validated the Classroom Management Scale of his own.

Statistical Techniques Used

Mean, SD, Percentage analysis and 't' test were used in this study.

Delimitations of the Study

1. The study is limited to high school teachers in Dindigul and Madurai districts only.
2. The investigator has proposed to choose only 800 high teachers as sample for the study.

Analysis of Data

Table 1 Difference among High School Teachers from Government, Aided and Matriculation Schools in their Classroom Management and Its Dimensions

Dimensions	Sources of variation	df = 2, 797		Calculated F Value	'P' value	Remarks
		Sum of squares	Mean square			
Management of Planning	Between	652.676	326.338	3.282	0.038	**S**
	Within	79255.866	99.443			
Management of Teaching Learning Resources	Between	752.997	376.498	3.791	0.023	**S**
	Within	79148.085	99.308			

Management of Self-Discipline	Between	554.330	277.165	2.779	0.063	**NS**
	Within	79496.929	99.745			
Management of Student Behaviour	Between	33.085	16.542	0.165	0.848	**NS**
	Within	79855.458	100.195			
Management of Learning Atmosphere	Between	586.302	293.151	2.945	0.053	**NS**
	Within	79324.792	99.529			
Management of Classroom Instruction	Between	448.282	224.141	2.945	0.106	**NS**
	Within	79447.214	99.683			
Management of Evaluation	Between	377.242	188.621	1.891	0.152	**NS**
	Within	79516.287	99.769			
Classroom Management	Between	720.359	360.179	3.626	0.027	**S**
	Within	79177.065	99.344			

Table 2 Difference among high school teachers from boys, girls and co-education schools in their classroom management

Dimensions	Sources of variation	df = 2, 797		Calculated F Value	'P' Value	Remarks
		Sum of squares	Mean square			
Management of Planning	Between	666.390	333.195	3.351	0.036	**S**
	Within	79242.152	99.426			
Management of Teaching Learning Resources	Between	267.757	133.878	1.340	0.262	**NS**
	Within	79633.325	99.916			
Management of Self-Discipline	Between	439.686	219.843	2.201	0.111	**NS**
	Within	79611.573	99.889			
Management of Student Behaviour	Between	387.342	193.671	1.942	0.144	**NS**
	Within	79501.201	99.751			
Management of Learning Atmosphere	Between	1868.197	934.099	9.539	0.000	**S**
	Within	78042.897	97.921			
Management of Classroom Instruction	Between	464.831	232.415	2.332	0.098	**NS**
	Within	79430.665	99.662			
Management of Evaluation	Between	143.562	71.781	0.717	0.488	**NS**
	Within	79749.967	100.063			
Classroom Management	Between	651.378	325.689	3.276	0.038	**S**
	Within	79246.046	99.430			

Results and Discussion

- Table 1 reveals that statistically significant difference is observed among high school teachers from government, aided and matriculation schools in their management of planning, management of teaching learning resources and classroom management. But no statistically significant difference is observed among high school teachers from government, aided and matriculation schools in their management of self-discipline, management of learning atmosphere, management of student behavior, management of classroom instruction and management of evaluation. The result reveals that high school teachers from aided schools are better than government and matriculation schools in their management of planning, management of teaching learning resources and classroom management. This

may be due to the fact that aided school teachers are efficiently trained to use the resources in school itself. Aided school management may monitor their teachers properly how they plan in advance their teaching. Aided school teachers have no transfer to other schools, so they have to compulsorily adjust themselves within their school itself. So they may plan, monitor and evaluate their work in a proper manner.

- Table 2 reveals that statistically significant difference is observed among high school teachers from boys, girls and co-education schools in their management of planning, management of learning atmosphere and classroom management. But no statistically significant difference is found among high school teachers from boys, girls and co-education schools in their management of self-discipline, management of teaching learning resources, management of student behavior, management of classroom instruction and management of evaluation. The result reveals that high school teachers from girls schools are better than high school teachers from boys and co-education schools in their management of planning, management of learning atmosphere and classroom management. This may be due to the fact that teachers working in girls' school atmosphere learn to adjust themselves with their working condition and also girl students are soft in their nature. They easily co-operate with their classroom rules and regulations. It may help the teachers to implement the classroom management techniques without much effort.

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SELF DIRECTED LEARNING: THE ULTIMATE LEARNING STYLE

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Introduction

The learning style or styles of individuals in a training and management education environment should be an important consideration for trainers, not only in the development and design of any programme, but also in the subsequent delivery of that programme. An awareness of the learning preferences or learning style of trainees will facilitate in the development of an appropriate frame work within which training should be carried out to optimize effectiveness. The two most widely used inventories of learning styles have been those developed by Kolb –the learning style inventory [1], and Honey and Mumford – the learning styles questionnaire [2].

While the use of both the inventories mentioned above can be a useful aid in training programme development and delivery, there has been some criticism relating to their validity[3]. It is also unclear whether, once having identified an individual's learning style, it is then more effective to match the training style used to that particular learning style, or to aim for a deliberate mismatch between training style and learning style. By selecting an approach to training that it is known will not be readily accessible and amenable to an individual's preferred learning style, it could be argued that the learner will be *forced* to increase his or her learning versatility through the required use of unfamiliar learning approaches.

There is a danger that in such a situation, where there is lack of congruence between the preferred learning style or styles of individuals and the approach adopted by the trainer, the trainee may mentally opt out of the programme, while still physically attending. This possibility must be countered with the recognition that continually directing training activities to a single learning style may promote the adoption of a narrow learning focus by a particular individual. Certainly, in the initial stages of a training programme, matching instructional formats to trainees' learning style would be appropriate, while individuals seek to overcome initial unfamiliarity with the new material being presented. However, as an individual's proficiency

Increases, the use by the trainer of systematic *mismatches* between instructional approach and learning style, will encourage the development of a wider learning style base. Indeed it is possible that individuals can develop their learning capability to the point where they may consciously choose a learning style through which they find harder to learn, on the grounds that it is the most appropriate learning style for a particular learning task.

At a more fundamental level, however, it is questionable whether the *style* approach to learning, i.e. slotting people into pre-ordained categories, is actually appropriate. While this learning stereotyping will subsequently allow a degree of tailoring of programmes to meet the needs of small groups within a large group, there is an inherent danger in encouraging individuals to adopt a particular learning style, in the belief that it constitutes a "good" style.

Individuals may become intellectually shortsighted and tend, either consciously or subconsciously, to avoid learning situations that do not fall within their personal learning range.

In addition to this criticism, it is arguable that a truly proficient learner is not someone who demonstrates capability within a narrow band of activities, as defined by a particular learning style, but rather someone who demonstrates the ability to select an appropriate learning style from a range of styles, according to the demands of the situation, and their own learning capability. This will be particularly true in a work environment, where the inherent flexibility to be able to respond to the specific needs of different situations is clearly a desirable personal attribute.

This ability of an individual to select actively from a personal style or skills portfolio is part of what can be termed self-directed learning. In a training and education setting, a self-directed learner no longer operates as a passive receiver of information, but takes responsibility for the achievement, and ultimately the setting of learning outcomes. In essence, the traditional trainer trainee divide becomes increasingly blurred, as the learner begins to structure the programme proactively to match his or her own learning attributes. The trainer's role, therefore, shifts from being that of an instructor to that of a facilitator, and finally to that of a resource to be tapped, as required by the learner.

Ultimately it is feasible that during the course of a programme, the trainer will become increasingly redundant, as the learner becomes capable of identifying not only what resources and skills are needed to achieve objectives, but also how to acquire those resources and skills. Under such an approach, training as a development activity ceases to be simply something that is done to people, and becomes a platform from which individuals can go on, in effect, to train themselves.

The Role of the Trainer

This would seem to raise questions as to the exact nature of the role of the trainer in training. Often the trainer will have developed a highly professional and comprehensive training programme into which people are then fitted. Under such conditions, the trainer adopts the role of an instructor, rather than that of a "causer of learning"[4]. This approach will tend to create *learned helplessness* in people, where the individual relies on the input of another external person: a person who normally has little awareness of that individual's learning needs and learning preferences, and who may therefore use wholly inappropriate training methods.

The trainer also inadvertently risks being perceived by the trainee as a significant barrier to learning, as he or she is seen by the learner as being the expert. This may result in an increase in the mystique surrounding the trainer, leading to him or her being held in unnecessarily high regard by the trainee, because of this relative discrepancy in levels of both knowledge and expertise held by the two parties. The learner may then naturally become dependent on the trainer to provide resources, identify appropriate learning strategies, and evaluate progress made. It is up to the trainer to resolve this apparent role conflict by displaying sufficient expertise to ensure credibility among the training group, while at the same time not overpowering already anxious people.

In addition, the trainer needs to avoid developing skills in learners that will only emerge and be practised within the contrived artificial setting of a training course. When the individual returns to the working environment without that guiding influence and structure provided by both the course and the trainer, learning may well cease. Training should be concerned with not only enhancing performance in a specific situation, but should also constitute a catalyst for further self-initiated development by the individual, above and beyond the contents and aims of a particular training course. This can be achieved by considering the development not only of specific skills applicable to defined situations, but also of more fundamental skills such as how individuals learn, how to improve that process, and how to achieve self-directed learning.

The Role of the Individual

Although it may be stating the obvious, the key person in self-directed learning is the individual concerned. The implication of this is that the trainer must avoid removing traditional barriers to self-direction, such as a rigid programme structure, only to erect new barriers through the use of prescriptive self-direction strategies imposed on the trainee. The trainer must be prepared to stand back and allow the individual the freedom to define and devise learning strategies, and to make mistakes. To a large extent, it is up to the learner to decide that a particular learning approach or learning strategy is inappropriate. The role of the trainer must be essentially non-interventionist, unless the trainee seeks guidance. In attempting to initiate the process that will enable people to be self-directing in their learning, trainers will need to take into consideration:

- what motivates individuals to self-direct their learning;
- what are the processes through which individuals become self-aware;
- what are the key processes that self-directing individuals already use to attain goals;
- what is the effect of the social and physical environment on learning.

Trainers should also be aware that knowledge of the above factors is not in itself sufficient to achieve self direction, as people may still not choose to direct their own learning because of:

- a lack of belief in their own ability;
- a failure by them to recognize that self-direction is needed or preferable;
- the setting of an inappropriate learning goal(s) that fails to act as a motivator;
- previous learning and education experiences.

This last point can be extremely important as the majority of trainees will have been through an extensive period of formal education. That educational system primarily tends to concentrate on didactic approaches that often view learning as being of secondary importance to memory, where information acquisition and subsequent information regurgitation predominate. However, what is of fundamental importance is that learners become "learning self-aware", i.e. they have an appreciation and understanding of how they learn, their own learning capabilities, and the outcomes they wish to achieve. This is an awareness that exhibits itself not only during a particular training programme, but also, and perhaps more importantly, in the longer term.

The Right Learning Environment

It is possible to attempt to create what is viewed as an appropriate environment for learning through the design of a training course structure. In practice, however, this theoretical ideal may

become subsumed beneath a learning environment which subsequently develops during the course of a training programme, as a result of the composition of a particular group of trainees. Each group of trainees will produce a unique pattern of circumstances, values, learning styles, pressures and opinions that will interact in complex ways to generate a new and unique learning climate[5]. The role of the trainer in this situation is not then to attempt to overcome this climate in favour of his or her own ideal-type environment, but to adapt the programme to meet the needs of that particular group.

A rigid training structure that is imposed on individuals may satisfy the course requirements, but it may also act as a development block for people whose learning attributes do not match that structure. It is likely that a programme that does not have as a pre-requisite that participants will be required to self-direct their learning will be unsuccessful in achieving greater learner control. The achievement of greater self-direction requires the development of a co-operative learning environment, which the learner perceives as being democratic, flexible, challenging, and, most importantly, non-threatening. This will require that the trainer breaks down barriers to learning and self-direction that may be present. This covers;

- those barriers created by the trainee during the course (wrong choice of learning approach, poor motivation, lack of confidence);
- those barriers that the training programme itself may indirectly create (lack of flexibility, lack of direction and guidance, poor structure);
- those barriers that the trainee brings to the course (reason for attending the course, poor learning skills, previous bad learning experiences).

It is also important that this process of breaking down barriers is not perceived by participants and trainers as a one-off activity. The learning environment is dynamic in nature, and new barriers to effective learning may subsequently develop during the running of a programme, independently and also arising from the three areas identified above.

In the initial stages of a training programme, the trainer will need to ensure the existence of an appropriate control structure, as trainees undergo the transition from being other-directed in their learning by external influences, to being self-directed. This transition is achieved by providing a scaffold structure that allows trainees to take control of their learning progressively, but that also offers sufficient guidance and direction in the early stages to prevent individuals from becoming lost. This structure revolves around providing clearly communicated and understood aims and objectives for the trainees at regular intervals. These aims and objectives should also be accompanied in the beginning with evaluation exercises, to ensure that individuals are progressing, and to identify at the earliest opportunity current and potential problems.

The difficulty for the trainer arises in achieving a balance between allowing sufficient flexibility for the individual to determine what is an appropriate structure, and providing enough support to keep the programme and the trainees on track. This situation will be further complicated where there is conflict between such an open, flexible philosophy, and the desire for a more prescriptive and dogmatic approach, that may be demanded by organizational requirements to meet specific targets.

The Path to Self-Direction

The first step in attempting to develop in individuals the ability to self-direct, is to assess the current level of selfdirection that an individual is able to exhibit. It is possible to quantify this quality using the self-directed learning readiness scale [6]. This is a questionnaire developed by Dr Lucy Guglielmino, that measures a person's willingness and ability to engage in self-directed learning, when the opportunity to do so presents itself. In completing the questionnaire, individuals respond to a range of statements concerning how they approach learning tasks, indicating how often that particular statement could be said to be true of themselves. The final score indicates their current level of readiness to self direct their learning.

It is also important that at an early stage participants are encouraged to think about their learning. This process of reflection can be initiated by asking individuals to recall previous learning experiences, and to identify events during those experiences that either helped or hindered the effectiveness of their own learning. Trainees should be guided to recall experiences where they have taken control and responsibility for their learning. It is quite usual to find that the number of such self-directed learning experiences previously encountered by individuals is surprisingly high.

Having established at what stage individuals within a group are currently operating in terms of self-direction, the trainer is then better able to address the problem of enhancing that level of performance. Self-directed learners will exhibit some or all of the following characteristics:

- ability to identify their own learning needs;
- a positive view of their own learning capability based on past experience;
- ability to set appropriate goals;
- expertise in selecting learning strategies, or even devising new strategies for a particular situation;
- ability to be self-motivated and to be selfdisciplined;
- flexibility in setting objectives and choosing learning strategies;
- awareness of how they learn, and their own learning strengths and weaknesses;
- knowledge and skill in learning.

It is important to realize that achieving a greater degree of self-direction should not be solely concerned with the teaching of learning or study skills. While the acquisition of such skills can clearly be of value in improving overall learning ability, instruction concerned with these skills can only improve the process of self-direction. Effective self-direction also requires an internal change in consciousness within the learner. As mentioned earlier, learners must be self-aware, that is, aware of how they learn, and also how they can improve that learning capability.

Implication for Trainers

As indicated previously, the role of the trainer in self directed learning is a flexible one that may require a degree of spontaneous adaptation in the trainer. As the trainees begin to assimilate and apply new skills and knowledge associated with self-direction, their training needs will alter as they gradually shift from one end of a control continuum at which the trainer dominates, towards self-control. To be effective in this role, the trainer will need to cross and re-cross the divide between education and training.

The primary question, however, is to what extent trainers are capable of fulfilling this role. The traditional position occupied by many involved in training and development, where pedagogical delivery to an audience of essentially passive recipients is the key function, may not be effective. This ineffectiveness will be particularly evident in situations where the trainer has opted for a mismatch between the training style used, and the learning style or styles of a particular group. Within this scenario, the trainer should adopt the role of group facilitator.

But, as the level at which trainees are able to self-direct their own learning rises, the position of group facilitator may become inappropriate, as individuals progress at different rates. by definition, those individuals who are approaching self-directing status require a facilitator, or indeed any formal external intervention, to an increasingly reduced extent.Whether trainers who have typically conducted structured training programmes from a trainer-controlled perspective will be able to operate effectively under such conditions remains unclear. There is also an implication that to be able to progress others along the path to self-direction requires that the trainer him or herself should also be an adept self-directed learner.

These points raise two important questions. First, the training of trainers, as it is currently carried out, certainly below Masters' level, relies on developing the skills, knowledge and abilities necessary to deliver traditional structured programmes. Such an approach would be inappropriate in attempting to develop self-directed learners: the implication being that trainers would not normally have the skills necessary to facilitate selfdirection. Second, as responsibility for the development of employees is increasingly devolved out to line managers, rather than training specialists, this apparent skills deficit could be even more acute.

Conclusion

This article began by arguing that in order for training to be effective in achieving desired outcomes, trainers need to have an awareness and understanding of individuals' learning styles. Although it is possible to identify the learning styles of individuals, it is questionable whether such an approach is valid. Using existing inventories of learning styles, individuals are simply allocated to a narrow range of categories, containing a limited number of learning activities to which they are, in theory, best suited. The suggestion here is that this a fundamentally flawed approach.

Training should seek to move beyond the enhancement of performance within a narrow spectrum of activities, and consider the development of foundations skills, such as self-directed learning. Able self-directed learners may still choose to use a particular learning style that is relatively narrow in nature, but they are consciously taking that decision, in view of their perception of the needs of a particular situation.

As organizations operate in increasingly unstable environments that require greater levels of flexibility and adaptability from their employees, then self-direction would appear to be an increasingly desirable attribute. What is unclear is whether traditional trainers will be able to meet this need.

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ATTITUDE OF B.ED TRAINEES TOWARDS FLIPPED LEARNING

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Abstract

Flipped learning brings traditional physical classes with elements of virtual education together. This form of learning which combines face- to- face teaching with some technological aids has been widely used in teaching and learning. Flipped learning has been defined as "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, and pace. The present study "Attitude of B.Ed trainees towards Flipped learning" was attempted to assess the attitude towards Flipped learning among B.Ed trainees. The finding of the study reveals that, the level of B.Ed trainees' attitude towards Flipped learning is high but the percentage level (High, Medium, and Low) is differed among them. Also there is no difference in the attitude flipped learning among B.Ed trainees in terms of attribute variables.

Keywords: *Attitude, Flipped learning, B.Ed trainees*

Introduction

Flipped learning is a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. Flipped learning environment integrates the advantages of e-learning method with some advantageous aspects of traditional method, such as face-to-face interaction. Computer-Based Training (CBT) and Web-Based Training (WBT) are a great way to cater to different learning styles blended learning and results for continuing education.

Statement of the Problem

The investigator has selected the present study with the aim of knowing the attitude of B.Ed trainees towards Flipped learning. Therefore it has been entitled as "Attitude of B.Ed Trainees towards Flipped Learning".

Objectives

- To find out the level of attitude of B.Ed trainees towards Flipped learning.
- To find out the percentage of B.Ed trainees lying in the three levels of attitude towards Flipped learning.
- To find out the significant difference in attitude of B.Ed trainees towards flipped learning in terms of the following attribute variables:
  a) Gender
  b) Medium of instruction

Hypothesis

- The level of attitude towards flipped learning among B.Ed trainees is not high.
- There is no differences in the percentage of B.Ed trainees found in the three levels of attitude towards flipped learning.

- There is no significant difference in attitude towards flipped learning among B.Ed trainees in terms of the following attribute variables:
  a) Gender
  b) Medium of instruction

Sample

The researcher adopted survey method and the size of the sample is 200 B.Ed trainees from three colleges in Sivagangai district with the representation given to the variables namely gender, medium of instruction. **Simple random sampling technique** is used for sample selection.

Tool used

Attitude scale towards the flipped learning was constructed by the investigator and was used in this study. The tool consists of 20 statements in the form of three point training scale and comprising of 17 positive items and 3 negative items. In scoring procedure, each item has 3 marks as high score and 1 mark as low score. Thus the maximum score in the test would be 60.

Reliability of the tool (Test & Retest)

The rating scale was administered among 120 B.Ed trainees and re-administered among the same after a gap of 15 days. The correlation found between the two administrations was 0.78. It is a high level of correlation. Thus the reliability was ensured.

Validity of the Tool

The investigator has consulted experts for the preliminary form of rating scale on attitude of B.Ed trainees. The consultation had with subject expert s ensures face and content validity of the tool.

Statistical Techniques

The collected data was analysed statistically by using the percentage analysis, arithmetic mean, standard deviation and the t-test.

The Level of Attitude toward the Flipped Learning among B.Ed Trainees

Sample	Number	Theoretical Mean	Obtained mean
B.Ed trainees	200	40	45

From table no.1, it is inferred that the obtained mean value 45 is higher than that of the theoretical mean value 40, which is the frame of reference. Hence the framed null hypothesis "The level of attitude towards flipped learning among B.Ed trainees is not high" is rejected.

Percentage of B.Ed trainees in three level of Flipped learning

Level of human awareness	Frequency	Percentage
High level(41-60)	78	39%
Moderate level(21-40)	82	41%
Low level (Below 21)	40	20%

From table No.2, it is inferred that 39% of B.Ed trainees possess high level of attitude towards flipped learning, 41% of B.Ed trainees posses moderate level of attitude towards flipped learning, and 20% of B.Ed trainees posses low level of attitude towards flipped learning. This shows that there is difference in the percentage of B.Ed trainees found in the three levels of attitude towards flipped learning. Hence the framed null hypothesis "There is no difference in the percentage of B.Ed trainees found in the three levels of attitude towards flipped learning" is rejected.

Difference in the Flipped learning among the variables

Background variable		N	Mean	SD	Calculated 't' value	Table value	Remarks at 5% level
Gender	Male	80	163.44	28.11	0.643	1.96	**NS**
	Female	120	166.12	29.98			
Locality	Rural	148	48.64	10.662	3.214	1.96	**S**
	Urban	52	89.94	35.75			
Medium of instruction	Tamil	110	169.31	29.12	0.404	1.96	**NS**
	English	90	171.02	30.28			

From table no.3, it is inferred that the obtained 't' values of gender, and medium of instruction are smaller than that of the table value 1.96 at 0.05 level of significance. This shows that there is no difference in attitude on flipped learning among B.Ed trainees in terms of attributive variables. Hence the framed hypothesis "There is no significant difference in attitude towards flipped learning among B.Ed trainees in terms of gender and medium of instruction" is accepted.

Suggestions

- Institution should arrange seminars and workshop on flipped learning for their teaching staff.
- Educational institution should develop the infrastructure with modern educational technology.

Recommendations for Implementing a Flipped Classroom

1. Use instructional designers to determine what content should be offloaded and how in-class learning activities should be designed. Provide numerous individual and group-based faculty development opportunities to assist faculty members in the paradigm change.
2. Recognize that the increased nature of classroom dynamics may result in the need for additional personnel (e.g., faculty members, graduate assistants, residents) in the classroom
3. Recognize that "changing the rules" will cause angst among many students who may themselves need to be re-educated on how one is successful in flipped classrooms.
4. Link all pre class and in-class activities so it is necessary for students to complete both to be successful.
5. Provide guidance to students so they understand exactly what they need to know or be able to do when they come to class.
6. Provide an opportunity for students to ask questions and/or clarify information contained in off-loaded course materials.

Conclusion

Teaching and learning is one of the areas in education which has been influenced by the rapid rate of innovation in technology, Particularly, Flipped learning can be used to support collaborative inquiry among students who are in different locations and are often not available at the same time. So in educational field all the instructors including trainees should develop their knowledge towards flipped learning techniques.

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ROLE OF METACOGNITIVE STRATEGIES IN DEVELOPING CREATIVE THINKING

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Introduction

The world is spinning round and round. In this competitive world each individual strives for excellence in one field or the other. Cognitive abilities are those which are unique to each individual. Every human being is blessed with a specific mental faculty. In the present scenario, the concept of understanding is lagging behind when compared to rote memory. Students are suppressed and confined to abstract matters, without understanding of the real concepts. Memory is the retention of the information over time. Thus the new emerging concept metacognition is highly imperative for the teacher as well as taught. Meta cognition helps people to perform many cognitive tasks more effectively. It has recently become a popular topic for the theorizing and empirical research and is of interest because it implies that models of teaching might be divided leading to more creative thinking and effective learning.

Metacognition and Creative Thinking

Metacognition refers to a cognitive system's intelligence about itself and its ability to regulate and control its own operation. So, knowing about one's own cognition forms the basis for most metacognitive abilities. These abilities include knowledge about how we perceive, remember, think, and act i.e. what we know about what we know (Flavell, 1979; Shimamura, 1994). Metacognition is considered an important component of learning, and empirical studies show that metacognitively aware students perform better than unaware ones (Garner & Alexander, 1989; Schoenfeld, 1987). Theories of metacognition emphasize the influence of reflection on the learning processes, enabling better use of prior knowledge, improving the ability both to monitor and self-direct the learning processes and to evaluate learning performance. Meta cognition helps people to perform many cognitive tasks more effectively. Metacognition refers to a level of thinking that involves active control over the process of thinking that is used in learning situations. Metacognitive-like processes are especially ubiquitous when it comes to the discussion of self-regulated learning. Being engaged in metacognition is a salient feature of good self-regulated learners. Groups reinforcing collective discussion of metacognition are a salient feature of self-critical and self-regulating social groups. The activities of strategy selection and application include those concerned with an ongoing attempt to plan, check, monitor, select, revise, evaluate, etc.

Behaviour as we know is expressed through its cognitive, co-native and effective components and creative behavior is no exception. Consequently, an individual is creative to the extent to which he can demonstrate creative potential in his thinking. Creativity is the main source of emergence and developing of human culture. The present day scientific and technological progress has been made possible through creativity.

Creativity is the key to education, and the solution of mankind's problems. It is also a basic necessity that our education system should provide for inculcation of values.

Getzel (1972) held the view that creativity consisted of two important components:

- **Convergent thinking**
- **Divergent thinking.**

Convergent thinking

It is referred to intellectual ability. It generally means the ability to give the "correct" answer to standard questions that do not require significant creativity, for instance in most task in school and on standardized multiple-choice tests for intelligence.

Divergent thinking

It is referred to the method adopted by the individuals to attain their goals and objectives. Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions.

Creative thinking is a powerful force for lifting man to higher levels of intellectual functioning, human dignity and achievement. According to research evidence (Torrance, 1962), it became clear that creative thinking is important for mental health, educational achievement, vocational success and many other important areas of life. As studied by(Torrance, 1962), creative behavior among both and adults, it became increasingly clear that perhaps nothing could contribute more to the general welfare of our nation and the satisfaction and mental health of its people than a general rising of the level of creative behavior. Teacher educators must have a better understanding of the creative process and the influence of the personality pattern on the creativity of the individual. A creative teacher very well understands the lows of learning and keeping in view these laws, he makes appropriate and desirable changes in his method of teaching. In creative teaching, rote memory and blind imitation are not encouraged, where as a special emphasis is laid on independent thinking A quality teaching is effective in realizing the goals of education. If he is creative, many more innovative learning activities will be created by him to make the success rate of learner at the peak.

Creative Thinking and Learning Process in a Metacognitive Perspective

There is increasing evidence in teacher education research, that creativity may be closely linked with plasticity in mobilizing diverse motor and cognitive representations of experience in memory, including a capacity to switch flexibly among a variety of sensory and motor representations of experience when analyzing information. Some current data using neuro imaging methods indicate that creative thoughts and the generation of original ideas are associated with synchronization of activity in frontal brain regions accompanied by a diffuse and widespread pattern of synchronization over parietal cortical regions. Such synchronized widespread activity may potentiate efficient transitions across different representational modalities and mediate plasticity in mobilizing rich and varied forms of cognitive representations during a creative task. Thus, for example, the several frames of mind proposed by Gardner (1985) as instances of multiple intelligences, may become seamlessly integrated in the highest forms of creative thinking, especially those that promote major innovations in

education science. Hence, students should be encouraged to mobilize and integrate various forms of cognitive representations viz. visual, psychomotor, semantic, logical and quantitative, and perhaps even musical etc. during inquiry learning experiences to promote more creative scientific thinking.

Conclusion

In the creation of metacognition environment teachers should monitor and apply their knowledge deliberately, in modeling cognitive behavior to assist students in becoming aware of their own thinking. Creative thinking is a powerful force for lifting man to higher levels of intellectual functioning, human dignity and achievement. It stimulates student's self-motivation and self-learning to take part in the learning process actively. It is clear from the metacognitive strategies is going to change in the tremendously developing quality of education and creative thinking of students.

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THE LEVEL OF MENTAL HEALTH AMONG B.ED STUDENTS IN MADURAI

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Abstract

The study is to find out if there were significant difference and relation between Arts and Science students among student teachers in Madurai District. The size of the sample was 200 students of B. Ed colleges in Madurai. Simple random sampling technique was used to collect the data. The tools were constructed and standardized by the investigator. The data were analyzed by 't' test and person product moment correlation. The findings of the study reveals that there is no significant difference between Arts and Science students[B. Ed] in total and its dimension except in its components free from nervous symptom.

Introduction

Mental health is created in individual's interactions with the world around them and is determined by individual's sense of control in dealing with their circumstances and by the support (CMHA-NL, 2001). An individual who has good mental health is able to realize his own abilities. Cope with the stress of everyday life, work productively and contribute to the community (WHO,-2001). The dimensions of health include emotional stability, adjustment autonomy, self-concept, intelligence (Arun Kumar Singh and Alphana Sen Gupta, 2005). According to WHO Expert Committee mental health implies the capacity in an individual to form harmonious relations with others and to participate constructively to changes in his social and physical environment.

Problem

Is there differences between Arts and Science student teachers in their mental health?

Objectives

- To find the difference between the Arts and Science students of B. Ed colleges in Mental Health.
- To find out the level of Mental Health among B. Ed students in Madurai.

Hypothesis

- There is a significant difference between the Arts and Science students of B. Ed colleges in mental health.
- There is a significant relationship between the Arts and Science students of B. Ed colleges in mental health.

Methodology

The survey method was found suitable for this investigation.

Sample Design

The investigator randomly selected six B. Ed colleges in Madurai district. From these college, student teachers are selected with the help of random sampling technique. The sample consists of 200 student teachers (Arts and Science students)

Tools Used

Mental health scale is prepared and standardized by the investigator herself and supervise by her guide. It consists of 90 statements grouped into 10 sub test; Personal happiness, Emotional, perception of self, perception of others, mastery of environment, recreational pursuits, self motivation. Personal relation, mission in life and from nervous symptom.

Data Analysis

Hypothesis Tested (B. Ed Arts Vs Science)

The following table furnish the particulars of the Personal Happiness, Emotional Maturity, Perception of Self, Perception of others, Mastery of Environment, Recreational Pursuits, Self Motivation, Interpersonal Relationship, Mission in Life, Free from Nervous Symptom of B.Ed. Arts Vs Science students.

Hypothesis Tested

Research Hypotheses (H_R)

There is significant difference between the Men Vs Women (B.Ed.) in Personal Happiness, Emotional Maturity, Perception of Self, Perception of Others, Mastery of Environment, Recreational Pursuits, Self Motivation, Interpersonal Relationship, Mission in Life, Free from Nervous Symptom towards Mental Health.

Null Hypotheses (H_O)

There is no significant difference between the Men Vs Women (B.Ed.) in Personal Happiness, Emotional Maturity, Perception of Self, Perception of others, Mastery of Environment, Recreational Pursuits, Self Motivation, Interpersonal Relationship, Mission in Life, Free from Nervous Symptom towards Mental Health.

Based on analysis of relevant data – the following inference are drawn

S. No.	Variables	Men Vs Women		
		H_O	H_R	Superior
1.	Personal Happiness	R	A	W
2.	Emotional Maturity	R	A	M
3.	Perception of Self	R	A	W
4.	Perception of Others	R	A	W
5.	Mastery of Environment	A	R	-
6.	Recreational Pursuits	R	A	W
7.	Self Motivation	R	A	W
8.	Interpersonal Relationship	R	A	W
9.	Mission in Life	R	A	W
10.	Free from Nervous Symptom	A	R	-

Note: H_R – Research Hypotheses H_O – Null Hypotheses A – Accepted R – Rejected W – Women M - Men

Hypothesis Tested (B. Ed Arts Vs Science)

The following table 4.6 furnish the particulars of the Personal Happiness, Emotional Maturity, Perception of Self, Perception of others, Mastery of Environment, Recreational

Pursuits, Self Motivation, Interpersonal Relationship, Mission in Life, Free from Nervous Symptom of B.Ed. Arts Vs Science students.

Table 4.6 Mental Health B. Ed Arts Vs Science

S .No	Variables	Group	Mean	Std. Deviation	't' Test Value	Level of Significance
1	Personal Happiness	Arts	34.59	3.78	0.93	NS
		Science	34.94	3.83		
2	Emotional Maturity	Arts	28.90	4.05	0.39	NS
		Science	28.74	4.38		
3	Perception of Self	Arts	35.93	3.83	1.23	NS
		Science	35.45	3.81		
4	Perception of Others	Arts	33.23	5.28	0.73	NS
		Science	32.87	5.27		
5	Mastery of Environment	Arts	34.37	4.75	0.36	NS
		Science	34.20	4.66		
6	Recreational Pursuits	Arts	31.20	5.05	0.45	NS
		Science	30.98	5.08		
7	Self Motivation	Arts	34.76	4.21	0.37	NS
		Science	34.91	4.28		
8	Interpersonal Relationship	Arts	35.80	5.65	0.84	NS
		Science	35.35	5.22		
9	Mission in Life	Arts	36.56	5.59	0.59	NS
		Science	36.22	5.68		
10	Free from Nervous System	Arts	24.28	5.81	1.97	0.05
		Science	25.50	6.06		
11	Total	Arts	329.63	26.35	0.16	NS
		Science	329.19	28.25		

From this table, it is inferred that there is no significance between Arts and Science students (B.Ed.) in total and its dimension, Personal happiness, Emotional maturity, Perception of self, Perception of others, Mastery of environment, Recreational pursuits, Self motivation, Interpersonal relationship and Mission in life towards Mental health. But there is significant difference between Men and Women in Free from nervous symptom at 0.05 level of significance towards Mental health. From the mean value, it is found that Men and Women are in the same level in personal happiness, Emotional maturity, Perception of self, Perception of others, Mastery of environment, Recreational pursuits, Self motivation, Interpersonal relationship and Mission in life towards Mental health.

Results and Discussion

Differential Studies

This section furnishes the details about the difference between Arts Vs Science (B. Ed) college students in mental health.

There is no significant difference between Arts and Science students (B. Ed) in all the components of mental health. From the table, it is revealed that there is significant difference between Arts and Science (B. Ed) in its dimension free from nervous symptom at 0.05 level of

significance. From the Table, it is inferred that there is no significant difference between Arts and Science students (B.Ed.) in total and its dimension Personal happiness, emotional maturity, recreational pursuits, self motivation, inter personal relationship and mission in life towards mental health. Science students are better than the Arts in the components of mental health.

Conclusion

In Mental health, there is no significant difference between Arts and Science student teachers in all the dimensions of mental health, except free from nervous symptom. It is found that Arts and Science students are in the same level in personal happiness, perception of others, Mastery of environment, Recreational pursuits, self motivation, Inter personal relationship and mission in life towards mental health. Most of the students are gaining the same level degree (B. Ed) in Arts and Science. This may be the reason which makes no difference in their mental health components. Over the study investigated, the level of mental health are as same as Arts and Science students . Science students are better than the other in the component Free from nervous symptom.

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INNOVATIONS RELATED TO TEACHER EDUCATION IN ICT

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Abstract

Teacher Education is Program related with teacher Proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. We also need to train teachers with new perspective as the outer world is in the classroom and schools are opening to the world. The main purpose of this paper is to indicate man changes that has incurred in teacher education in India and also provide an over view of trends, reforms and innovations.

Introduction

The advancement of science & technology is facing a rapid change and the generation of today's world seen to know more than those by-gone years. Technological development always warrants transition to newer technologies by exposing the cost effectiveness of any mode of education programme. A lot of advancement in science and technology due to the industrial revolution, it develops all sphere of human kind and education is not an exception of that. Education is highly affected by those development and innovations, new issues and trends emerged education like mass media approach, use of ICT individualized learning group dynamics and e-learning have changed nature and dimensions of the education.

Emerging Trends and Innovations

Innovation is usually understood as the introduction of some-thing new and useful, like introducing new methods, techniques, or Practices or new or altered products and services. Schools or teacher education institution can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problem and difficulties, they face in day to day functioning. Teacher education is now becoming more you to the emerging demands from the school system. Because the changing education needs of the student and advancement in technology has widen the area of responsibilities of the teacher.

Meaning

E-Learning refers to the use of internet, intranet and extranet audio video tape, satellite broadcast, interactive TV programme and CD-Rom, not only for the content delivery but also for interaction among participants. The term E-Learning is technology oriented tool to facilitate learning environment which covers a wide set of computer application based learning, web based learning, virtual class room and digital collaboration.

Definition

"Instructional content or learning experiences delivered or enable by electronic technologies" – **Ong and Wang**. "E-Learning as the use of any of the new Technologies or applications in the services of learning or learner support". – **Laurillare**

Strategies for E-Learning

E- Lectureing

E- lecturering as learning environment provides crucial concept and techniques to fulfil learners need so as to solve the problems through lecturers and discussion. It uses learning management system (blackboard, webs etc.,) as awe bases platform for distributing and facilitating the e-learning curricula.

E-tutorial

It is an instrument in the hand of modern educator to provide education to the learner to bridge the gaps of face to face interaction and to provide expertise to master the content of a particular course.

Mobile Learning

Mobile Learning is an advance tool which is considered as the next progressive step from e-learning M-learning can be defined as 'any educational provision where the sole or dominant technologies are handheld or palmtop devices'. Godden S.J. says m-learning means acquisitions of any knowledge and skill through using mobile technology anytime, anywhere that results in alteration of behaviour. According to Zaheer Polsani m-learning is the form of education whose site of production, circulation, and consumption is the network. Mobile learning using handheld computers is obviously relatively immature in terms of both its technologies and its pedagogies, but is developing rapidly.

Advantages of M-**Learning**

- **Accessibility:** One can access lessons, video clips and audio libraries from anywhere, including public places and moving buses and trains. It can be useful as add-on tool for learners with special needs.
- **Affordable Price:** It is a fact that most mobile devices are more affordably priced than larger systems like desktop and laptop computers.
- **Flexibility:** The ability to customize learning schedules is a key advantage to m-learning. Flexible hours of learning are indeed a great boon as students can access the system anytime.
- **Freedom**, **power**, **and choice:** In m-learning students exam choose where, when, and how they will study. The new range of options includes online synchronized, online self-paced, downloaded courseware, and computer-based training. M-learning offers new levels of freedom with the ability to exercise control over learning patterns.
- **Increased mobility:** Learning is not restricted to a specific physical environment or locations anymore. Mobile devices allow learns to access learning content and learning interactions anywhere, such as factories, museums, hospitals, shopping malls, cafes and outdoor areas.
- **Interactive:** Mobile technology enables students to closely link with their peers, teachers. Distant partners and even interest groups worldwide.
- **Portability:** It is a very big plus of mobile devices that it is compact and very lightweight, and enables a student to take notes or enter all types of data directly and easily into the device.

- **Seamless access to learning resources:** With mobile learning, we can learn and study anywhere - from the classroom to desktop or laptop to our [pocket. A true m-learning system allows users to take a course on ay device.
- **Self-pacing:** Each student can learn at his or her own pace and they pick up things fast and need not waste time going repeatedly through basic lessons.
- **Time-saving:** People can now study when they are commuting and travelling.

ICT in Teaching-Learning Process-the Role

In the Digital India, we are transferring information from our domicile to other side of this universe within fraction of seconds with the help of boom of Technology. Technology assists in simplifying the human tasks. The pupils are more interested to utilize the development of innovations. There are much interested in learning while the teacher utilizes the ICT in teaching. Information communication technology (ICT) has been made a revolution in information processing. The communication between the teacher and the student re simple because of development of ICT. The teacher or the student my get information at any time and any place by the use of information technology. The ICT plays a vital role in communication information especially in education. The use of ICT is unbeatable in teaching-learning process. It assist teacher to deliver their communication easily and it has the following advantages.

- It is used to identify and bring the concise subject concepts to the students.
- It is used to select appropriate medium for teaching subject concepts to the students.
- The learning performance can be increased by using effective ICT equipments.
- It is used to the teacher who wants to modify their teaching or communicating methods.
- It assists to know the level of information communication and judging its status.
- It provides a way to teacher for indentifying an exact ICT

Evaluation Process-The Role of ICT

Evaluation is a umbrella term and no one can define it simply and concisely. Because it is a complex one and it includes the process of Assessment, Measurement and Tests. It may be simply defined as "it is a process to make decisions about the results. Generally, Test is an instrument or a device to measure traits of the human kinds and some extend to non human kinds. Examination is a serious of tests to examine the attainment of successfulness of the learners. In the ancient time, the teacher who wants to evaluate their students, first of all they should prepare a blue print, then write question based on it, after preparation of question paper execute it and correct it then come to conclusion whether the learner is succeed or not in their lessons. It runs a long term of journey to the teacher. But this process is so simplified with the help of ICT. ICT allows the teacher to simplify the task of evaluation. Traditional examination makes the teacher to take lot copies of question paper and it makes cost expenses. ICT assist to answer the question to the large extent of learners buy using single software without the stable destination and the learners are allowed to answer the question at anywhere at any tie. The following are the simple examples that how ICT eliminates the evaluation process.

ICT in Achievement Test

There are so many difficulties are occurs while conducting achievement test. Normally, a tradition achievement test emphasizes a lot of assigned work to the teachers like preparation of

blue print, item preparation, conducting test and evaluating a test. It is a time consuming and expensive process. We are living, in the age of technology. The ICT has been growing up day to day. In the present, ICT occupies most of places through its enormous usages of applications. It simplifies all works of information processing. In Evaluation, the ICT assist to measure students learning easily. Sansawal and Lulla (2007) have developed a computer based diagnostic test (CBDT)in mathematics. These types of tests provide opportunities to the learners to respond in their own pace and own time. Computer based achievement test reduces time consumptions and cost expensive. This test has individuality in preparation that it is a centime investment on preparation of the test. The test many conduct to a large cloud of learner while if it is uploaded in the internet. It highly reduces the paper wastages a simple example for ICT in evaluation is California Achievement Test which is easily accessed from its websites. The success of the testee can get 525 as reward, there are many university provides online courses and they are conducting all process through internet like, teaching, communication, examination and evaluation etc, from the background of this passage, the ICT makes simple in conducting achievement tests.

Conclusion

Since the teacher is the pivot of the entire educational system and is the main calactic agent for introducing desirable changes in the teaching Learning Process, all attempts need be mode for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, the only teacher can help in national development.

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ATTITUDE OF SCHOOL TEACHERS TOWARDS PROFESSIONAL STATUS

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Abstract

The present study examined enslavement of whatsapp instant messaging among college students in Madurai. The sample consists of 130 college students in Madurai district. The normative survey method has been used in the present study. The investigator has used simple random sampling technique for selecting the sample form the population. The Enslavement of whatsapp instant messaging scale constructed and validated by investigator and it was used for study. The mean, standard deviation, 't' test were the statistical technique used in this study. The find of reveals that Level of enslavement of whatsapp instant messaging among college students with respect to background variables is moderate. There is significant difference in the enslavement of whatsapp instant messaging of college students with respect to background variables age, locality and department respectively.

Keywords: *whatsapp, instant messaging, college students*

Introduction

WhatsApp was established by Brian Anton and Ian Koom in 2009. It is a text messaging mobile application for smart phones. Users can exchange text-based chats, images, videos and audio media messages through Internet. It mostly depends on the active Wi-Fi network system to provide online users the ability to send and receive different social applications. Today, WhatsApp hits 800 million monthly active users. WhatsApp is a unified messaging app which is connected directly to one's phone number without any password or login. It has developed become more intimate interpersonal network. WhatsApp offers several benefits to its users. It is free and easy to use. WhatsApp has been reported as a tool for information sharing and knowledge construction. WhatsApp is used to share learning resources, leave comments, texting as well as messaging. Apart from that, students use WhatsApp to create class publications by publishing their work in the group. Students and instructors engage in meaningful social interaction. WhatsApp facilitates online collaboration and communication and promotes students' school performance.

Background of the Study

As institutions of higher education integrate technology into classroom curriculum to improve the efficiency of academic standard, university students have generally been quick to adopt new instructional technology tools in their learning to construct knowledge. They use various educational mobile learning technologies, computer gadgets, electronic devices and ICT tools to support their campus learning. The transmission of text-based messages and general information through use of mobile social applications such as WhatsApp, Facebook, Twitter, YouTube and other application devices are more and more frequent at universities and all tertiary education institutions. Higher education students have conducted online discussion activities using WhatsApp within peer groups and online instructors for information sharing. Meaningful student participation in academic is encouraged as WhatsApp helps in fostering knowledge sharing, enhancing peer support on educational affairs and nurturing knowledge

communities. Students imagine WhatsApp as a lever for crossing over access to cooperatively-created resources, heightening on assignment conduct and promoting important context-free learning. Hence the investigator decided to study the problem.

Statement of the Problem

The problem selected for the present study is entitled as "A **study on enslavement of whatsapp instant messaging among College students in Madurai district"**

Operational Definitions

Whatapp

WhatsApp Messenger is a cross-platform instant messaging application that allows iPhone, BlackBerry, Android, Windows Phone and Nokia Smartphone users to exchange text, image, video and audio messages for free.

College Students

Students who take up a 3 years of degree course after schoolings are called as college students. There are many types of colleges and degrees. By this term the investigator means the Arts & Science college students of Madurai District.

Madurai District

Madurai is a major city in the Indian state of Tamil Nadu. It is the administrative headquarters of Madurai District. Madurai is the third largest city in Tamil Nadu, and is the 25th populated city in India. Located on the banks of River Vaigai, Madurai has been a major settlement for two millennia. Madurai has been selected as one of the hundred Indian cities to be developed as **a** smart city under Prime Minister Narendra Modi's flagship Smart Cities Mission.

Objective

1. To find out the level of enslavement of whatsapp instant messaging among college students with respect to background variables.
2. To find out whether there is no significant difference in the enslavement of whatsapp instant messaging of college students with respect to background variables.

Hypothesis

1. Level of enslavement of whatsapp instant messaging among college students with respect to background variables is moderate.
2. There is no significant difference in the Enslavement of whatsapp instant messaging of college students with respect to background variables.

Research Methodology

Researcher has employed normative survey method for this study in which the researcher wishes to get precise information and generalize conclusive research results. A survey research design collects information by administering a questionnaire to a sample of population.

Population for the Study

The population for the present study consisted of all the students studying in College students in Madurai District.

Sample for the Study

The investigator used random sampling techniques and 130 college students are randomly selected from the Madurai district.

Tools Used for the Study

Enslavement of Whatsapp Instant Messaging scale constructed and validated by investigator

Description of Enslavement of Whatsapp Instant Messaging Scale

This tool has been developed by investigator for enslavement of Whatsapp Instant Messaging scale and it consists of 20 items. Each item has to be answered by choosing anyone of the five alternatives such as strongly agree, agree, undecided, disagree and strongly disagree.

Scoring Procedure

The items are to be answered by choosing strongly agree, agree, undecided, disagree, and strongly disagree 5 point scale. Strongly agree, agree, undecided, disagree, and strongly disagree correspondingly and the scoring the mark allotment is 5, 4, 3, 2 and 1 respectively.

Statistical Techniques Used

Depending upon the nature of the hypothesis of the study, the investigator used the following statistical techniques for analyzing and interpreting the data. For the present study the investigator used the following statistical techniques Mean, standard deviation, 't' test and Percentage analysis.

Hypothesis 1

Level of enslavement of whatsapp instant messaging among college students with respect to background variables is moderate.

Table 1 Level of Enslavement of Whatsapp Instant Messaging among College Students with Respect to Background Variables

Enslavement of whatsapp instant messaging	Category	Low		Average		High	
		Count	%	Count	%	Count	%
Gender	Male	8	14.0	37	64.9	12	21.1
	Female	21	28.8	38	52.1	14	19.2
Locality	Rural	15	25.4	31	52.5	13	22.0
	Urban	14	19.7	44	62.0	13	18.3
Department	Arts	12	18.8	38	59.4	14	21.9
	Science	17	25.8	37	56.1	12	18.2

It is inferred from the above table that, 14%, 64.9%, 21.1% of male college students have low, average and high level of enslavement of whatsapp instant messaging respectively. 28.8%, 52.1%, 19.2% of female college students have low, average and high level of Enslavement of whatsapp instant messaging respectively. 25.4%, 52.5%, 22.0% of rural college students have low, average and high level of enslavement of whatsapp instant messaging respectively. 18.8%, 59.4%, 21.9% of urban college students have low, average and high level of Enslavement of whatsapp instant messaging respectively.

18.8%, 59.4%, 21.9% of Arts college students have low, average and high level of Enslavement of whatsapp instant messaging respectively. 25.8%, 56.1%, 18.2% of Science college students have low, average and high level of enslavement of whatsapp instant messaging respectively.

Hypothesis 2

There is no significant difference in the enslavement of whatsapp instant messaging of college students with respect to background variables.

Table: 2 Difference in the Enslavement of Whatsapp Instant Messaging of College Students with Respect to Background Variables

Enslavement of whatsapp instant messaging	Category	Count	Mean	SD	Calculated t-value	Remark at 5% level of significance
Gender	Male	57	76.88	10.85	3.40	**S**
	Female	73	69.85	12.69		
Locality	Rural	59	67.19	10.20	3.421	**S**
	Urban	71	77.70	11.63		
Department	Arts	64	71.42	13.1	1.98	**S**
	Science	66	75.39	11.08		

(At 5% level of significance the table t-value is 1.96).

The calculated 't' value (3.40) is greater than the table value (1.96) at 5% level of significance.

Hence the null hypothesis, "There is no significant difference between male and female college students in their enslavement of whatsapp instant messaging of college students with respect to gender" is rejected. Hence there is no significant difference between male and female college students in their enslavement of whatsapp instant messaging of college students with respect to gender. While comparing the mean scores of male and female college students, male students (M=76.88) are better than female college students (M=69.85) in their enslavement of whatsapp instant messaging of college students.

The calculated 't' value (3.421) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between rural and urban of college students in their enslavement of whatsapp instant messaging with respect to locality." is rejected. There is no significant difference between rural and urban of college students in their enslavement of whatsapp instant messaging with respect to locality. While

comparing the mean scores of rural and urban students, Urban students (M=77.70) are better than rural students (M=67.19) in their enslavement of whatsapp instant messaging of college students. The calculated 't' value (1.98) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between Arts and Science students in their enslavement of whatsapp instant messaging of college students with respect to department" is rejected. There is no significant difference between Arts and Science students in their enslavement of whatsapp instant messaging of college students with respect to department. While comparing the mean scores of Arts and Science students, urban (M=101.10) are better than rural (M=83.88) in their enslavement of whatsapp instant messaging of college students with respect to department.

Findings

Level of enslavement of whatsapp instant messaging of male and female college with respect to gender.

a. 53.8% of the male students have high level of enslavement of whatsapp instant messaging.
b. 46.2% of the female students have high level of enslavement of whatsapp instant messaging.

Level of enslavement of whatsapp instant messaging of rural and urban college with respect to locality.

a. 50.0 % of the rural students have high level of enslavement of whatsapp instant messaging.
b. 50.0% of the urban students have high level of enslavement of whatsapp instant messaging.

Level of enslavement of whatsapp instant messaging of rural and urban college with respect to locality.

a. 53.8% of the Arts students have high level of enslavement of whatsapp instant messaging.
b. 46.2% of the Science students have high level of enslavement of whatsapp instant messaging.

There is significant difference between male and female college students in their enslavement of whatsapp instant messaging of college students with respect to gender. This is may be due to fact that male may be exposed to various activities such as whatspp, twitter face book, games, sports, swimming, etc. They spent a lot of time in entertainment purpose, such as plans of outside. Therefore male students may have more time spent whatapp instant messaging than girls.

There is significant difference between rural and urban of college students in their enslavement of whatsapp instant messaging with respect to locality. Urban students have better than rural in their enslavement of whatsapp instant messaging. This is may be due to fact. This may be due to the fact that urban students are very eager to know about ICT Skills and they are getting opportunity to utilize the social media effectively and properly. There is

significant difference between Arts and Science students in their enslavement of whatsapp instant messaging of college students with respect to department. Science are better than arts students in their enslavement of whatsapp instant messaging. So they have the curiosity and interest to be in par with other students.

Implications of the Study

The findings of this study have implications on students, educators and policy makers. Social networking sites are viewed as sources of information. Students can share learning resources and interact with peers easily. This study motivates learners to adopt advanced social media tools such as Internet, YouTube and Facebook. Most important, WhatsApp mobile device has assisted students' learning and expanded their self-confidence. They become active participants in online group discussion and satisfied with the enjoyment WhatsApp brought to them.

With the rise of technology education, educators are more concerned with their competencies of ICT use. They must be able to use ICT applications effectively and well equip themselves in order to be on par with students. This study has reflected teachers' knowledge and skills in using certain computing applications such as using Excel to record students' marks, prepare Power Point slides for class presentations and browse Internet for teaching resources. Teachers should possess positive attitudes towards ICT learning and upgrade the relevant skills. Policy makers should formulate appropriate national ICT policy that responsive to the demand of knowledge-based society. They must be aware of the latest trends of social media use in education in order to train teachers on new ICT skills and enhance students' learning outcomes. This study informs the local researchers and academic experts about the use of WhatsApp in higher education institutions. It provides a platform for sharing and exchanging ideas relating to ICT pedagogy.

Recommendations

Based on the findings drawn from this study, researcher has made the following recommendations

1. The government should enact a new law that would guide the users of the social network sites with the do's and don'ts. The enactment of social media use act is necessary to prevent students from engaging in cyber crimes.
2. University councils and senate should enforce the prohibition of the use of phones during lectures. It is advisable that students should stop accessing social networking sites during lectures as it would disturb others.
3. Higher education institutions should organize more seminars and conferences to enlighten students on the negative impacts of using social networking sites since most of the students get addicted with the Internet use and thus neglected their studies.
4. An assessment that addresses teachers' inadequacies in ICT should be carried out to ensure teachers' effective use of computers.

   5. Senior or elder teachers require more ICT training as they are incompetent in ICT affairs.
6. Parents should possess positive attitudes towards the Enslavement of ICT by preparing their children in ICT competence.

7. Parents should improve the limited ICT facilities and resources at home in order for their children to adopt ICT learning.
8. Students who are heavy users of Internet should moderate the use of social networking sites to avoid addiction.\
9. Students should realize the benefits and dangers associated with the use of social media sites and create a balance between their online and offline lives.

Conclusion

Conclusions are made based on the findings of the study. Overall, study outlines an introduction for the topic discussed. It then follows by the implications of the study which explains the contribution of this study to the students, educators as well as policy makers. Finally, recommendations to the local policy makers, university authorities, educators, parents and students are made.

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"சிறுவர் இல்ல மாணவர்களின் தற்கருத்து" ஓர் ஆய்வு

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சிறுவர் இல்ல மாணவர்களின் தற்கருத்து

இன்றைய காலக்கட்டத்தில் பல்வகையான துறைகளைப் பற்றி ஆய்வுகள் மேற்கொள்ளப்படுகின்றன. அவை ஒவ்வொன்றும் ஒவ்வொரு விதமான பிரச்சனைகளை பற்றி ஆய்வு செய்து தீர்வு காணுகிறது. நாட்டின் முன்னேற்றம் இன்றைய மாணவர்களின் கையில் தான் உள்ளது. ஒவ்வொரு மாணவனுக்கும் தன்னுடைய வளர்ச்சி மட்டும் அல்லாமல், நம் நாட்டின் வளர்ச்சிக்கும் உதவும் வகையில் அவனுடைய கல்வி அமைய வேண்டும்.

இன்று பல குழந்தைகள் சமூகத்தால் நிராகரிக்கப்பட்டு பெற்றோரை இழந்தும், பிரிந்தும் திக்கற்றவர்களாக இருக்கும் நிலையில் அவர்கள் சிறுவர் இல்லங்களில் வளரும் சூழ்நிலையில் உருவாகியுள்ளது.

கல்வி ஒருவனை முழமையடையச் செய்கிறது. ஒவ்வொரு மனிதனுக்கும் ஒரு கனவு இருக்கும் தன் எதிர்காலம் பற்றியும், தான் எதை சாதிக்க வேண்டும் என்பதைப் பற்றியும், அதற்கான முயற்சி என்ன என்பதைப் பற்றிய சிந்தனை பெரியவர்களை விட சிறுவர்களிடம் அதிகமாக இருக்கம். அதிலும் பள்ளி மாணவர்களுக்கு அத்தகைய ஆசை அதிகமாக இருக்கும்.

ஒவ்வொரு குழந்தையும் தன்னைப் பற்றிக் கொண்டுள்ள தற்கருத்து என்ன என்பதை பெற்றோர்கள் புரிந்து கொண்டு அவர்களை வழிநடத்துகிறார்கள். ஆனால் பெற்றோரை இழந்து, பெற்றோர்களை பிரிந்து நிறுவனங்களில் வளரும் குழந்தைகளுக்கு அவர்களுடைய தன்னம்பிக்கை வளரும் வகையில் அவர்களுடைய தற்கருத்து எவ்வாறு உள்ளது என்பதை ஆராய வேண்டிய கட்டாயத்தில் அம்மாணவர்களின் நிலையுள்ளது. இவ்வாய்வின் நோக்கமும் சிறுவர் இல்ல மாணவர்களின் தற்கருத்தை ஆராய்வதாகும்.

தற்கருத்து

ஆளுமையின் அடிப்படையில் தற்கருத்து வளர்ச்சி பெருகிறது. தற்கருத்து தன்மையுடன் ஆளமைப் பண்புகள் இணைந்தவை. சமூக ஒழுக்க வளர்ச்சியுடன் ஒரு குழந்தை தற்கருத்தையும் வளர்த்துக்கொள்கிறது. ஊளவியலறிஞ்க்களான மாஸ்லோ ரோஜர்ஸ் போன்றோரின் ஆய்வுகளுக்குப் பின்னர் தற்கருத்தைப் பற்றி ஆசிரியர்கள் அதிக கவளம் செலுத்தத் தொடங்கியுள்ளனர்.

குழந்தையின் இயல்பையும் அதன் ஊக்கிகளையும் நடத்தையையும் அறிவதற்கு குழந்தையின் தற்கருத்து சிறப்பிடம் பெறுகிறது . ஓரவன தன்னைப் பற்றி அறிந்து கொண்டவை, தன்னைப் பற்றிய உணர்ச்சிகள்,மனப்பான்மைகள் ஆகிய அனைத்தும் இணைந்ததே "தான்" என்பதாகும். ஓரவனுடைய நடத்தையை நெறிப்படுத்துவதில் அனைத்து மனப்பான்மைகளும் முக்கியமானவையாகும்.

"தன்னைப்பற்றி ஒருவன் கொண்டுள்ள உணர்வே தற்கருத்தின் மையமாகும்". குழந்தையின் தற்கருத்து சிறிது சிறிதாக வளர்ச்சி பெறுகின்றது. மற்றவர்களோடு தொடர்பு கொள்ளும் போது மற்றவர்கள் அவர்களைப் பற்றிக் கூறுவதன் மூலம் தற்கருத்து வளர்ச்சி பெறுகின்றது.

வரையறை

"தற்கருத்து என்பது தனியாளுடைய விழிப்புணர்வு பண்புகள் மனப்பான்மை மற்றும் அவனுடைய விருப்பங்கள் சார்ந்தது.- எம். சி. கேன்லஸ் - 1997. தான் என்பது ஒருவனுடைய சிந்தனை ,உணர்வுகள் ,விருப்பங்கள் ,எதிர்பார்ப்புகள் ,பயம் மற்றும் மகிழ்வுத்தன்மை அடங்கிய கலவை. அவன் பார்வையில் அவன் யார்? அவனுடைய இன்றைய எதிர்கால நிலை மற்றும் அவனுடைய மனப்பான்மையை குறிப்பதாகும் -ஜெர்சில்ட் 1951.

தற்கருத்து வளர்ச்சி

குடும்பத்தின் செல்வாக்கும் சமூகச் சூழ்நிலையுமே தற்கருத்து ஏற்படுவதற்கு உரிய முக்கிய காரணிகள் ஆகும்.

குழந்தை தன்னைப் பற்றியோ, உலகைப் பற்றியோ ஒருவிதமான விழிப்புணர்வு இன்றி வாழ்க்கையைத் தொடங்குகிறது. சாப்பிடுதல், குடித்தல் போன்ற உடல் தொடர்பான செயல்களைச் செய்து ஓரளவு திறமை பெற்றதும் எனக்கு, எனக்கு இல்லை என வேறுபடுத்தியறியத் தொடங்குகிறது. இரண்டு வயது நிறைவாகும் போது எனக்கு, என்னுடைய என்னும் சொற்களின் பொருளறியத் தொடங்குகிறது. துன் பெயருக்குப் பதில் நான் என்பதை பயன்படுத்துகிறது. மூன்று வயதளவில் தன்னைப் பற்றிய உணர்வு மிகுதியாகிறது. இதனால் தற்கருத்து உருவாகிறது.

நேர்மறையான தற்கருத்தை வளர்க்கும் முறைகள்

- தற்கருத்தை வளர்ப்பதற்கான ஒரு வழிமுறையை அளித்தல் வேண்டும்.
- குழந்தைகளின் ஆர்வத்தை அதிகப்படுத்த வேண்டும் .
- அவர்களுடைய தோல்விகளில் உள்ள சிறிய பிரச்சனைகளை பெரிதாக்காமல்,அவனுடைய நேர்மறையான உண்மைக்கு மதிப்பு கொடுத்தல் வேண்டும் .
- ஊக்கம் அளித்தல் வேண்டும்.
- தோல்வி வருமோ என்ற பயத்தை போக்க வேண்டும்.
- அவர்களுடைய நல்ல பண்புகளை மதித்தல் வேண்டும்.
- குழந்தைகளை பொறுப்பாக உருவாக்குதல் வேண்டும்.
- நல்லெண்ணமாக போட்டி மனப்பான்மையை உருவாக்குதல் வேண்டும் .
- அவர்களுடைய எதார்த்தமான குறிக்கோளை அடையும் வகையில் கற்பித்தல் அமைய வேண்டும்.
- தன்னைத்தானே மதிப்பிட கற்றுத்தருதல் வேண்டும்.
- தன்னை முழுவதும் ஆராய உதவுதல் மற்றும் தீய குணங்களை விலக்குதல்.
- தீயகுணங்களை மட்டும் எதிர்த்தல் வேண்டும். அவர்களை நிராகரிக்கக் கூடாது.
- அவனுடைய மனப்பான்மையோட கலவையே தற்கருத்தாகும்.

ஆய்வின் நோக்கங்கள

சிறுவர் இல்லங்களில் வளரும் குழந்தைகளின் தற்கருத்து – ஓர் ஆய்வு என்னும் இத்தலைப்பில் பெற்றோரை இழந்த மற்றும் பெற்றோரை பிரிந்திருக்கும் மாணவர்களின் தற்கருத்தினை அறிதல். தன்னைப் பற்றிய முழுமையான நம்பிக்கை அவர்களிடம் இருக்கிறதா? என அறிதல்.

கருதுகோள்

1. சிறுவர் இல்லத்தில் வளரும் சிறுவர் மற்றம் சிறுமியர் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.
2. நகரத்தில் உள்ள சிறுவர் இல்லத்தில் வளரும் மாணவர்களின் தற்கருத்திற்கும் கிராமத்தில் உள்ள சிறுவர் இல்லத்தில் வளரும் மாணவர்களின் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.
3. பெற்றோரை இழந்த மாணவர்களின் தற்கருத்திற்கும் பெற்றோரை பிரிந்து இருக்கும் மாணவர்களின் தற்கருத்திற்கம் இடையே வேறுபாடு இல்லை.
4. தாயை மட்டும் இழந்த மாணவர்களின் தற்கருத்திற்கும் தந்தையை மட்டும் இழந்த மாணவர்களின் தற்கருத்திற்கம் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.

ஆய்வு நெறிமுறை

சமூக ஆய்வுகளில் அதிகமாக பயன்படுத்தப்படும் முறை பொதுவிவர ஆய்வு முறையாகும். இம்முறையைப் பயன்படுத்தி பெற்றோரை இழந்தும் மற்றும் பெற்றோரை பிரிந்தும் சிறுவர் இல்லங்களில் வளரும் மாணவர்களின் தற்கருத்தினை பற்றி ஆராயப்படுகிறது.

மாதிரிகள் -165 நோக்குடைய மாதிரிக்கூறு

கருவிகள்

வினா நிரல்

ஆய்வுக்குஎடுத்துக் கொள்ளப்பட்ட நேரடி வினாநிரலில் உள்ள வினாக்கள் அனைத்தும் ஏற்புடைமை மற்றும் நம்பகத்தன்மை ஆராயப்பட்டு வல்லுநர்களிடம் கொடுத்து சரிபார்த்த பின்னரே நேரடி வினாநிரல் ஆய்வுக்கு எடுத்துக் கொள்ளப்பட்டது. இந்த வினாநிரல் ஆம் இல்லை என்ற முறையில் கொடுக்கப்பட்டுள்ளது. அவர்களுடைய தன்னம்பிக்கை, சுயமாக முடிவெடுக்கும் ஆற்றல், தலைமை தாங்கும் பண்பு, பிறரைப் புரிந்து கொள்ளும் தன்மை போன்றவற்றை ஆராயும் விதமாக 20 வினாக்கள் கொடுக்கப்பட்டுள்ளன. இவ்வினா நிரலின் அதிகபட்ச மதிப்பெண்கள் 20 குறைந்தபட்ச மதிப்பெண் 0. பெற்றோரைப் பிரிந்திருக்கும் மாணவர்கள் 53, பெற்றோரை இழந்த மாணவர்கள் 25, தந்தையை இழந்த மாணவர்கள் 42, தாயை இழந்த மாணவர்கள் 27.

உருப்படிப் பகுப்பாய்வு

ஒரு சோதனையின் தரமும், சிறப்பும் அதில் அடங்கியுள்ள உருப்படிகளையே சார்ந்துள்ளது. ஏனவே ஒரு சோதனையை தரப்படுத்துகையில் ஒவ்வொரு உருப்படியையும் நுட்பமாக ஆராய்ந்து அவற்றின் கடினத் தன்மை பிரித்துணர் ஆற்றல் ஆகியவற்றை கண்டறிய வேண்டும். உச்சநிலையில் உள்ள மூன்று வினாக்களும் கீழ்மட்ட நிலையில் உள்ள மூன்று வினாக்களும் உருப்படிப் பகுப்பாய்வு செய்யப்பட்டுள்ளது.

ஆய்வு எல்லை

ஆறாம் வகுப்பிற்கு மேல் உள்ள மாணவர்கள் ஆய்வுக்கு எடுத்துக் கொள்ளப்பட்டுள்ளது. இவ்வாய்வானது கால எல்லைக்கு உட்பட்டது. 6 சிறுவர் இல்லங்கள் மட்டும் ஆய்வுக்கு எடுத்துக் கொள்ளப்பட்டுள்ளது.

கருதுகோள்: 1

சிறுவர் இல்லத்தில் வளரும் சிறுவர் தற்கருத்திற்கும், சிறுமியர் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.

அட்டவணை

சிறுவர் தற்கருத்திற்கும், சிறுமியர் தற்கருத்திற்கும் இடையே வேறுபாடு.

மாதிரிகள்	மாதிரிக்கூறு	சராசரி	திட்ட விலக்கம்	"t"	அட்டவணை மதிப்பு	குறிப்புச் சொல் அளவு 5 சதவீதம்
சிறுவர்	77	14.14	2.46	2.85	1.97	குறிப்பிடத்தக்க
சிறுமியர்	88	13.03	2.54			

மேற்கண்ட அட்டவணையின் படி "t" மதிப்பானது அட்டவணை மதிப்பை விட அதிகமாக உள்ளது. எனவே சிறுவர் இல்லத்தில் வளரும் சிறுவர் தற்கருத்திற்கும் சிறுமியர் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் நிராகரிக்கப்படுகிறது. சிறுவர் தற்கருத்திற்கும், சிறுமியர் தற்கருத்திற்கும் இடையே வேறுபாடு காணப்படுகிறது. சிறுமியர் சராசரியை விட சிறுவர் சராசரி அதிகமாக காணப்படுகிறது.

கருதுகோள்: 2

நகரம் மற்றும் கிராமத்தில் உள்ள சிறுவர் இல்ல மாணவர்களின் தற்கருத்தில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

அட்டவணை

நகரம் மற்றும் கிராமத்தில் உள்ள சிறுவர் இல்ல மாணவர்களின் தற்கருத்தில் வேறுபாடு.

மாதிரிகள்	மாதிரிக்கூறு	சராசரி	திட்ட விலக்கம்	"t"	அட்டவணை மதிப்பு	குறிப்புச் சொல் அளவு 5 சதவீதம்
நகரம்	78	14.371	2.528	0.18	1.97	குறிப்பிடத்தக்க
கிராமம்	87	12.816	2.359			தல்ல

மேற்கண்ட அட்டவணையின் படி "t" மதிப்பானது அட்டவணை மதிப்பை விட குறைவாகவே உள்ளது. எனவே நகரத்தில் உள்ள சிறுவர் இல்ல மாணவர்களின் தற்கருத்தில் கிராமத்தில் உள்ள சிறுவர் இல்ல

மாணவர்களின் தற்கருத்திற்கம் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. இவர்களிடம் வேறுபாடு எதுவும் இல்லை.

அட்டவணை: 3

பெற்றோரை இழந்த மற்றம் பெற்றோரை பிரிந்திருக்கம் மாணவர்களின் தற்கருத்தில் வேறுபாடு.

மாதிரிகள்	மாதிரிக்கூறு	சராசரி	திட்ட விலக்கம்	"t"	அட்டவணை மதிப்பு	குறிப்புச் சொல் அளவு 5 சதவீதம்
பெற்றோரை இழந்தமாணவர்கள்	25	14.2	2.12	1.98	1.99	குறிப்பிடத்தக்க தல்ல
பெற்றோரை பிரிந்திருக்கம் மாணவர்கள்	53	13.15	2.33			

மேற்கண்ட அட்டவணையின் படி "t" மதிப்பானது அட்டவணை மதிப்பை விட குறைவாகவே உள்ளது. எனவே பெற்றோரை இழந்த மாணவர்களின் தற்கருத்திற்கும், பெற்றோரை பிரிந்திருக்கும் மாணவர்களின் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. இவர்களிடம் வேறுபாடு எதுவும் இல்லை.

அட்டவணை: 4

தாயை இழந்த மற்றம் தந்தையை இழந்த மாணவர்களின் தற்கருத்தில் வேறுபாடு.

மாதிரிகள்	மாதிரிக்கூறு	சராசரி	திட்ட விலக்கம்	"t"	அட்டவணை மதிப்பு	குறிப்புச் சொல் அளவு 5 சதவீதம்
தாயை இழந்த மாணவர்கள்	27	13.07	3.185	0.70	2.00	குறிப்பிடத்தக்க தல்ல
தந்தையை இழந்த மாணவர்கள்	42	13.57	2.307			

மேற்கண்ட அட்டவணையின் படி "t" மதிப்பானது அட்டவணை மதிப்பை விட குறைவாகவே உள்ளது. எனவே தாயை இழந்த மாணவர்களின் தற்கருத்திற்கும், தந்தையை இழந்த மாணவர்களின் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. இவர்களிடம் வேறுபாடு எதுவும் இல்லை.

ஆய்வு முடிவு

சிறுவர் இல்லத்தில் வளரும் சிறுவர் தற்கருத்திற்கும் சிறுமியர் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் நிராகரிக்கப்படுகிறது. சிறுமியர் சராசரியை விட சிறுவர் சராசரி அதிகமாக காணப்படுகிறது. சிறுமியரின் தற்கருத்து அளவு மிகக் குறைவாக உள்ளது. நகரம் மற்றும் கிராம சிறுவர் இல்ல மாணவர்களின் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. பெற்றோரை இழந்த மாணவர்களின் தற்கருத்திற்கும், பெற்றோரை பிரிந்திருக்கும் மாணவர்களின் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. தாயை இழந்த மாணவர்களின் தற்கருத்திற்கும், தந்தையை இழந்த மாணவர்களின் தற்கருத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது.

ஆய்வு பரிந்துரைகள்

சிறுவர் இல்ல மாணவர்களிடையே உள்ள தாழ்வு மனப்பான்மையினை அகற்ற பயிற்சிகள் கொடுக்க வேண்டும். அவர்களிடம் உள்ள தனித்திறமைகளை வெளிக்கொணரும் வகையில் போட்டிகள் நடத்த வேண்டும். வெளிவட்டார தொடர்பு ஏற்படும் வகையில் களப்பயணம் மேற்கொள்ள வழிவகை செய்ய வேண்டும். இருபாலருக்கும் தங்களுடைய பிரச்சனைகளை களைவதற்கு வழிகாட்டி மையங்கள் அமைத்துக் கொடுக்க வேண்டும்.