

**Two Day National Conference on
Quality Education for All – A Search for Identity**

December 20th & 21st 2017



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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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Education For All In Globalization Teaching In Chemistry

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Abstract

*Globalization in India(LPG)was to make the India economy of the fastest growing economies in the world an array of reforms was initiated with regard to industrial ,trade and social sector to make the 85*Indian economy starting from the present stage of liberation privatization globalization. Indian economy momentum during 90's when a drastic changes has taken place in industrial policy, financial policy, public sector, capital market, trade policy, an improvement in Indian industry. Particularly the manufacturing sectors. The challenge for higher paper the individual to work. Economy live in a global produce global citizens.*

Introduction

Globalization in Indian (LPG) was to make the Indian economy. One of the fast growing economies in the world. Initiated with regard to industrial, trade and social sector the economy complete. The economic change initiated had a dramatic effect on the overall growth of the economy.

The Indian economy was in major crisis in 1991. The following measures taken to liberalize and globalize the economy. the trade barriers have been lower worldwide resulting in expansion of trade. direct investment exchange of technology . greater movement of people across borders. it should be clear that the increasing importance of it.

1. Economic globalization.
2. political issues on globalization.
3. conflict and consensus perspective on the role of education.
4. globalization and impact on education.

What is Globalization

The term globalization in many contexts and repeated frequently as a concept. foreign companies and even the economic crisis. Globalization is a process of interaction and integration among the people, companies, and governments of different nations. a process driven by international trade and investment and aided by information technology. This process effect of the environment, culture, political systems, on economic development.

1. Globalization is not new though.
2. Globalization for thousands of years people and later, corporations.
3. The term globalization means integration.
4. New multilateral agreements for services intellectual properties, communications and more previous agreements.

What are These Need Reforms of Education

1. content of education.
2. The fall out of globalization.

The live and experiences of youth growing up today will be linked.

- a. Economic relatives.
 - b. Social process.
 - c. Technological.
 - d. Media innovations.
 - e. Cultural flows.
- Education will be need both rethinking and restructuring. if schooling is to best c The economic change initiated had a dramatic effect on the overall growth of the economy. The Indian economy was in major crisis in 1991. The following measures taken to liberalize and Prepare the children and youth of the world.
 - Globalizations new challenges, opportunities and costs.

Economic Impact of Globalization in India

- Multilateral agreements in trade, taking on such new agendas as environmental and social conditions.
- New multilateral agreements for services, intellectual properties, communications and more binding on nation governments than any previous agreements.
- Market economic policies spreading around the world. With greater privatization and liberalization than in earlier decade.
- Growing global markets in services. people can now execute markets in services globally from medical advice to software writing to data processing that could never really traded before.

Impact of Globalization on Business in India

- India is a 3rd largest global telecom market. The mobile subscribe base has grown from 0.3 million in 1996 to over 20 million currently.
- India is likely to add over 200 shopping malls by 2010 and 715 malls by 2015.
- India is the worlds
2nd largest two-wheeler market,
4th largest commercial vehicle market
11th largest passenger car market.
- Expected to be the 7th largest automobile market by 20.

Technological and cultural impact of globalization in India

- Access to television grew from 20% of the urban population (1991) to 90% of the urban population (2009).
- Even in the rural areas satellites television has a grown up market.
- The cities interest facility in everywhere extension of interest facilities. Even to rural areas.
- Global food chain/restaurants has already found a huge market in the urban areas in India.
- Lavish multiplex movie halls, big shopping malls and high rise residential are seen in every cities.
- Telecommunication and software industries are booming in India.

Impact of globalization on agricultural in India

1. Agriculture acquired 17% of India's GDP in 2008.
2. 60% of population still depends on agricultural for their livelihood.
3. Occupied 43% of Indians geographical areas.
4. Agricultural scientists are applying new technologies and instruments in growing crops.
5. Different state government of India are taking initiative to literate the farmers.

Globalization and Education

The principle of education has been the development of the whole individual.

The minimum level of education that was basic or primary and in the industrial age secondary.

Present borderless information society, education needs to be able to respond to addition demands.

Globalization world by raising awareness of environment, peace, culture and social diversity, increased competitiveness and the concept of a global village.

Knowledge or information society was to an industrial economy.

Criteria of Learning and Teaching Process In SATL

1. Learning in an active process:

SATL based learning is an active process where learners are encouraged to discover principles, concepts, and facts and arrange them systematic relationship.

2. Role teacher in SATL environment:

The teachers role is not only to observe and assess students, but also completing their systemic diagrams.

Teachers also facilitates the students resolution discuss and their self-regulation.

3.Role of learner in an SATL Environment:

In SATL, significant learning interaction occur between learners, and teachers and between learners and context.

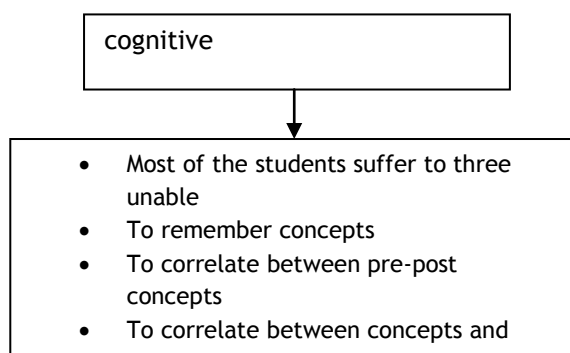
4. Short coming of the current education system:

Our educational system surfer from the following:

Low performance of the current curriculum system. due to the linearity of each component of the curriculum system. In order to get a maximum.

Performance of the systemic system:

Current Education Domains



The evolution of a completed closed chemistry concept cluster from a starting point

The pre request are simple bi-directional relationships between the concepts. there are four unknown(to the student)relationships in the cluster concepts is added and developed.

This process clearly illustrates the systemic constructivist nature of systemic arrangement of the course content materials.

We are created unites on general, analytical, aliphatic, aromatic, and heterocyclic chemistry.

They are created unites physical chemistry and cardellini create unites in general school chemistry.

The result of experimentation indicated that a greater fraction of students exposed to the systemic techniques, the student success in the final examination in student in least 50% final examination.

Conculsions

SATLC improved the students ability to view. The chemistry from a more global perspective.

SATLC helps the students to develop their own frame work at higher level cognitive process such as application, analysis, and synthesis

SATLC increase students ability to learn subject matter in great context.

SATLC in Egypt could be used a successful model of teaching and learning chemistry in the countries.

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A Study On The Learning Style Among Secondary School Students In Madurai South

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Abstract

Research is to see what everybody else has seen and to think what nobody else has thought. Obeying to the statement here is a study that elucidates the level of learning style which is preferred by majority of pupils. Questionnaire was used as a tool and samples were collected. Additionally institution and gender is taken as variables regarding to the hypotheses. The investigator used percentage analysis. Followed by calculations and findings the results are stated clearly. Poking and prying with a purpose the study deals with learning style inventory and derives effective outcome.

Introduction

Learning style-“If a child cannot learn the way we teach, maybe we should teach the way they learn” said Ignacio Estrada. The term “Learning style” points out the platform which the pupils choose to attain their academic content. Technically, an individual’s learning style refers to the preferential way in which the student observes processes, comprehends and retains information. The notion of individual learning style has gained widespread recognition in Education theory and classroom strategies. Identically the learners as Visual/ Auditory/ Kinesthetic are aligning overall curriculum. With these learning styles the pupil acquires information effectively.

Operational Definition

- **LEARNING STYLE** - An individual’s unique approach to learning based on strengths, weaknesses and preferences (Lexicon dictionary)

Significance of The Study

While poking into the significance of the study, it is simple to derive that allowing the students to access information in terms of what they are comfortable with will surely increase their academic confidence. By understanding what kind of learners they are (we are), one can gain a better perspective on how to implement these learning styles in the lesson plans and study techniques. Being student- teachers it is our responsibility to find out the learning style of every individual.

Background of the Study

Sinking down the past, the historical background of learning became to grow chronologically. In 1700s, schools, tutorials were started. Virginia sent her children to learn. Late 1700s, Williams admitted that students were unable to attend academics for financial inconvenience. In 1830, the organization and administration of learning program was updated. Later, high school curriculum was delivered by University of Michigan. First Learning Assistant Association of New England was started. Slowly learning reached high rank through upgrading technology. Personally analyzing, learning has been started from our initial stage of life.

Objectives

This study lays on the following objectives

- To find the level of learning style of the pupils.
- To find the difference among gender in learning style.
- To find out the difference between State board and Matriculation school students.

Hypotheses

The hypothetical phenomena of the study considers that

- There is no significant difference among the level of learning styles.

- There is no significant difference in learning style between State board and Matriculation students.
- There is no significant difference in leaning style of students with respect to gender.

Methodology

After the search of relevant methodology, a survey questionnaire was framed for the school students of state board and matriculation. This was fixed as the population of the study. The consideration of the questionnaire is adapted from Jonelle Beatrice, author of “Learning to study through critical thinking” Richard D. Irwin /McGraw Hill publisher 1996.

Tool

A list of fourteen objective type questions regarding to the topic and the survey is taken. Adapted from, Learning to Study Through Critical Thinking, by J. A. Beatrice 1996.

Sample

A random sample of hundred and fifty secondary class boys and girls from State board and Matriculation schools was selected in Madurai south.

Procedure

With the answers of respondents, the gathered data were analyzed and calculated using Percentages (%) through the SPSS 16.0 (Statistical Package for Social Science) method. The important detail along with analysis presented in the form of tables.

Table 1 Level of learning styles

S. No	Learning styles	No. of students	Percentage
1	Visual	73	48.6%
2	Auditory	52	34.6%
3	Kinesthetic	25	16.6%

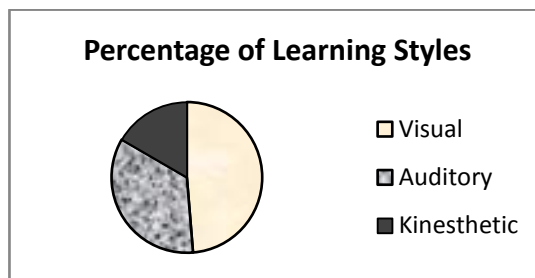


Table 2 Difference between State board and Matriculation in learning style.

S .No	Type of school	Visual	Auditory	Kinesthetic
1	State Board	33.3%	53.3%	13.3%
2	Matriculation	64%	16%	20%

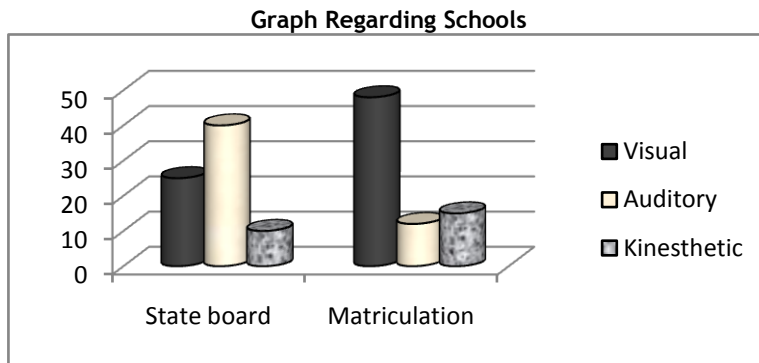
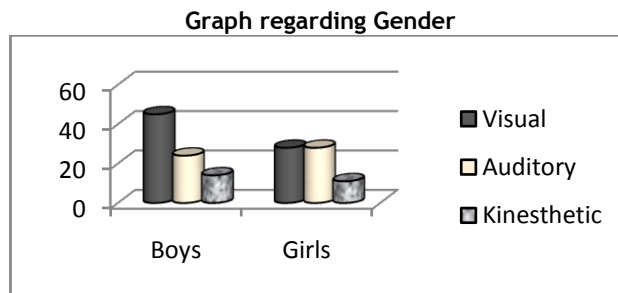


Table 3 Gender difference in learning style

S. no	Gender	Visual	Auditory	Kinesthetic
1	Boys	54.2%	28.9%	16.8%
2	Girls	41.7%	41.7%	16.4%



Findings

The calculations and graphs derive the following findings

- More number of learners prefers the Visual style of learning. 48.6%
- Visual style learning is preferred more by Matriculation school students 64% than State board school students 33.3%
- Auditory style learning is preferred more by State board students 53.3% than Matriculation students 16%
- Boys prefer Visual style learning 54.2% while girls prefer 41.7%.
- Girls prefer Auditory style learning 41.7% while boys prefer 28.9%

Result

Surrounded by the finding, the final results are

- VISUAL style learning reaches high among students than auditory and kinesthetic. This DISPROVES HYPOTHESIS 1.
- There is a significant difference between State board and Matriculation in learning style. This DISPROVES HYPOTHESIS 2.
- There is a significant difference between Genders in learning style. This DISPROVES HYPOTHESIS 3

Suggestion

Pupil follows various learning styles. To get effective outcome through learning styles various strategies are used by teachers. SWOT (Study WithOut Tears) is one of the best strategies where learners get chance to know their own style. This SWOT method is given for Visual, Auditory and Kinesthetic styles suggested by Fleming.

Conclusion

In the light of leaving an impression the study propels to the conclusion that VISUAL STYLE OF LEARNING is followed high by the students. Moreover, State board pupils score more in Auditory and Matriculation pupil scores more in Visual way of learning. Simultaneously boys prefer Visual way of learning and Girls equally prefers Visual and Auditory way of learning. Conclusively, whatever style may one follows but effective outcome of learning is mandatory because “All students are created equally and differently”.

“Never stop learning because School and Life never stops teaching”

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Usage of Internet in Learning Among B.Ed. Trainees

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Abstract

This present study was focused Usage of Internet in learning among B.Ed. trainees. The sample consists of 100 B.Ed trainees form Thiagarajar College of Preceptors 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 usage of internet in learning 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 result is expected to be high, but the survey result was moderate.

Keywords: Internet Usage, B.Ed trainees, learning

Introduction

The internet is a global system of connection between millions of computers that allows almost instant access to information. The use of internet as an instructional tool in higher education is rapidly increasing.

Today, there is an increasing in development of academic course. Websites with huge amount of learning materials imbedded within them. The internet ability is to provide quick access of valuable information. The integration of the internet as a teaching tool in academic courses has grown rapidly. The use of information technology has shown a very rapid growth during the last decade in almost every country in the world. Increasing computer ownership an access to the internet have changed the lives of the people.

Significance

The study could be beneficial for student as well as for institution. The valuable feedback from 100 B.Ed trainees should help them to realize the benefits of internet in their education. Institutes an invest more in internet facilities to enhance the performance of their students and produce better research.

Statement of Problem

Usage of Internet in learning among B.Ed. trainees.

Operational Definition

Internet Usage

It is the measurement (expressed in bytes, kilobytes, megabytes, or gigabytes) of the amount of data following through your computer and the internet network for define period.

B.Ed., Trainees

Students who are studying in College of Education. By this term the investigator means the B.Ed., students in Thiagarajar College of Preceptors .

Objectives

1. Identity attitude of students towards IT.
2. Determine the purpose of internet usage for students.
3. Find out the intensity of internet usage by students.
4. Evaluate that internet use improves the academic performance of student or not.

Determination of the Study

1. The current study is undertaken only in Madurai district.
2. The investigation is restricted to B.Ed first year trainees.

Methodology

The researcher was used descriptive type of research because of the intention to describe the problem as it exists. Among different techniques of descriptive type of research, the researcher was used survey method for its appropriateness for large population and gives a chance to use sampling.

Population for the Study

The source of data was used the researcher to conduct this study by using primary data sources. The primary data source was the sample group selected from student-teachers of first year, Bachelor of Education (B.Ed.) only.

Samples for the Study

There are 200 student teachers in the first year B.Ed. in Thiagarajar College of Preceptors. Out of students, 100 student teachers were selected by simple purposive sampling techniques.

Table 1: Sample Distribution of the Study

Basic variables	Factors	Number of students
Gender	Male	22
	Female	78
Area	Rural	40
	Urban	60
Group	Arts	33
	Science	67
Using smart phone	Yes	92
	No	8
Book reading habit	Yes	69
	No	31

Data Analysis

1. To find out the level of internet usage in learning among B.Ed. trainees.

Table 2: Level of Internet Usage

Levels	Counts	Percentage
Low	14	14
Moderate	68	68
High	18	18
Total	100	100

From table 2, it is found that the level of internet among B.Ed. trainees is moderate (68%).

2. To find out the mean scores of internet usage among B.Ed. trainees with refer to background variables.

Table 3: Mean Scores of Internet Usage Among B.Ed. Trainees with Refer to Background Variables

S.no.	Basic variables	Factors	No. of students	Mean
1	Gender	Male	22	145.58
		Female	78	144.77
2	Area	Rural	40	144.77
		Urban	60	146.21
3	Group	Arts	33	145.58
		Science	67	144.77
4	Using smart phone	Yes	92	144.77
		No	8	144.47
5	Book reading habit	Yes	69	144.77
		No	31	145.57

From table 3, it is found that male students(145.55), urban students(146.21), arts group students(145.58), smartphones using students(144.77), books reading habitual students(145.57) are better in using internet in learning than their counterparts.

Interpretation

- ❖ The level of internet usage in learning among B.Ed. trainees is moderate.
- ❖ Male student-teachers, urban students, arts group students, smartphones using students, student having book reading habits are better in using internet in learning than their counterparts.

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Influence Of Select Factors Affecting Performance Of Female Student-Teachers In Bachelors Education

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Abstract

Education is a universally recognized fundamental human role in eradicating poverty and promoting socio economic development in any society. The aim of this study is to assess factors affecting the performance of female students' in Bachelor of Education in Thiagarajar College of Preceptors. . 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. For this study, 100 students were selected as sample and they were administrated with self prepared tool. The mean, standard deviation, 't' test were the statistical technique used in this study The data was collected and subjected to statistical analysis. The result revealed that the influence of factors affecting the performance of female student-teachers is moderate.

Keywords: Factors, Bachelors Education.

Introduction

Education is the harmonious development of the physical, mental, moral (spiritual), and social faculties of individuals, for a life of dedicated service. It is a tool that enables citizens to make all rounded participation in the development process. The participation of females in socio economic development programs also depends on their educational backgrounds. Educating girls and women is critical not merely to achieve personal benefits but also for the improvement in the areas of human resource development of the society. The natural environment does not distinguish males and females. However, whenever the exposure of human beings to the natural environment occurred, both sexes started to differ in the

National conference on "Quality Education for all-A Search for identity "conducted by , Thiagarajar College of Preceptors, Madurai on December 20&21, 2017. Page 1 nature and depth of their experiences. Later, the gender disparity that began in a small way, get widened by political, economic, cultural and other factors.

Education is one of the social factors where by gender disparity is reflected. In the field of education, the number of educated females is very low. As the grade level in school increases the number of female students starts to decline because of lots of factors. Consequently, higher education remains an area of learning from which women are less represented. The very few women that are fortunate enough to join higher institutions are characterized by lower academic performance and higher forced withdrawal. As a result, such inequity in higher education representation has a serious lifelong impact on their opportunities to participate in the country's political power sharing, economic privileges as well as social representations. This is because, currently, joining higher education has become a path to upward social mobility status, political power, economic privilege and social prestige.

Female students' performance is lower as compared with male students at higher education. However, their participation is increasing time to time due to several factors affecting their academic performance. The purpose of this study was used to assess socioeconomic factors affecting female students academic performance at higher education particularly Thiagrajar College of Preceptors. In addition, the study points out possible valuable recommendation that would contribute to promote female students academic performance.

Title of the Paper

Influence of select factors affecting the performance of female student -teachers in Bachelor's Education.

Delimitations of the Study

The current study is under taken only in Thiagarajar College of Preceptors. The investigation is selected Bachelors Education.

Significance of the Study

The study planned to assess factors that affect the performance of Female Students in Bachelor Education in TCP. Therefore, this study helps to bring some empirical data about factors that affect the participation of these students in Bachelor Education in TCP. With this connection, all the educational stakeholders can understand the status of female students in Bachelor Education.

Moreover, since the finding of this study create pave way for further research; the educational stakeholders use it as an input to take any possible remedial action in order to improve the enrolment of female students in Bachelor Education in TCP. Similarly, since the findings of this research provide empirical evidence, it enables to avoid the current mistrust among stakeholders and help them to work, galvanize, maximize, and utilize their effort and in advance their contribution at a maximum level. Furthermore, the findings of this research help to cope up the major challenges that affect the participation of female students in Bachelor Education.

Operational Definition

A Bachelor of Education (B.Ed.) is an undergraduate professional degree which prepares students for work as a teacher in schools. In India, Bachelor of Education (B.Ed.) is a postgraduate course offered for those interested in pursuing a career in teaching. The B.Ed. degree is mandatory for teaching at the secondary (classes 9 and 10) and higher secondary (10+2 or classes 11 and 12).

Objectives of the Study

To observe the factors that affect the performance of female student in Bachelor of Education
To identify the major problems that hinder the performance of female students

To indicate the possible solution that help to increase the performance of female students

Hypothesis

The socio-economic factors influence the performance of female students in Bachelors Education.

Methodology

The researcher was used descriptive type of research because of the intention to describe the problem as it exists. Among different techniques of descriptive type of research, the researcher was used survey method for its appropriateness for large population and gives a chance to use sampling.

Population for the Study

The source of data was used the researcher to conduct this study by using primary data sources. The primary data source was the sample group selected from student-teachers of first year, Bachelor of Education (B.Ed).

Samples for the Study

There are student teachers in the first year B.Ed in Thiagarajar College of Preceptors. Out of students, 100 female student teachers were selected by simple purposive sampling techniques.

Table 1: Sample Distribution of the Study

S.No	Basic variables	Factors		No.of students
1.	Age	Upto 21		69
		22 to	25	26
		26 and above		5
2.	Educational	UG		78
	Qualification	PG		16
		Professional Course		6
3.	Location of the students	Urban		63
		Rural		37
4.	Parent's Education	Upto	10 th	45
		12 th	to degree	43

		PG and above		12
5.	Parent's Occupation	Coolie		39
		Business		13
		Private		26
		Government		22
6.	Parent's Income	Upto	1 lakh	83
		2	to 3 lakhs	17
		5	lakhs and above	0

Tools used for this Study

The instrument employed in gathering data for the study was questionnaires. The questionnaires paper was prepared based on the objective and it have close question items.

Analysis of the Data and Interpretation

1. To find out the levels of the influence of select factors affecting the performance of female student-teachers in Bachelor Education.

Table 2: Level of the Analyzing Data

S.No	Level	Count	Percentage
1.	High	15	15
2.	Moderate	68	68
3.	Low	17	17

From table2, it is found that the level of influence of select factors affecting the female student-teacher is moderate(68%).

2 . To find out the mean scores of the influence of select factors affecting the performance of female student-teachers in Bachelors Education.

Table 3:Mean scores of female student-teachers in basic variables.

S.NO	BASIC VARIABLES	FACTORS	NO.OF STUDENTS	MEAN
1.	Age	Upto 21	69	45.18
		22 to 25	26	45.21
		26 and above	5	46
		UG	78	45.21
		PG	16	45.12
2.	Educational Qualification	Professional Course	6	45.10
		Urban	63	45.21
3.	Location of the students	Rural	37	45.18
		Upto 10 th	45	45.21
		12 th to degree	43	45.22
4.	Parent's Education			

		PG and above	12	45.12
		Coolie	39	45.21
		Business	13	44.93
5.	Parent's Occupation	Private	26	45.22
		Government	22	45.18
		Upto 1 lakh	83	45.21
6.	Parent's Income	2 to 3 lakhs	17	45.22
		5 lakhs and above	0	0

From table3, is found that UG female students (M=45.21), literate of parent upto10th (45.21) & 12th to degree (M=45.22) , the age above 26years (M=46), urban area (M=45.21), the occupation in coolie(M=45.21) & private(M=45.22), the parents income upto to 1 lakh (M=45.21) & 2 to 3 lakhs (M=45.22)

Findings

The influence of select factors affecting the performance of female student-teacher in Bachelors Education is moderate.

All the factors affect the performance of female student-teacher are equally at all the level.

Recommendations

Society should take responsible to improve the performance of female student-teacher. The family should try to solve problems of the female student-teacher.

The institution should develop innovate practices and value innovate thinking.

Conclusion

This research would be comprehensive enough if it investigates factors that affect the performance of students in Bachelor of Education TCP, Madurai at macro level. However, the constraint of time and finance will not allow this comprehensive investigation to be done. Therefore, the study was done only with female students of TCP. In other word, the scope of the study was focusing only on female students at micro level. It is obvious that, as the kind of research that cover wide range of variables brought more applicable and inclusive finding. Thus, this research was not surrounding the impact of such phenomena up on the entire stakeholders due to lack of skilled human power. To this end, this study was delimited to focus on the factors rather than even on its impact or implication in TCP. The respondents of this study were expecting to identify factors that affect the participation of female students in Bachelor of Education in TCP. Therefore, the result of the research work was highly depending only on the opinion and view of these respondents.

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Attitude Of Student Teachers Towards Innovative Education Through Hologram

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Abstract

The overall purpose of the research paper is to promote the field of education into next level. The samples of the research paper are student teachers. The basic design of the research paper is to analyze the interest of the student teachers towards innovative education, investigates the awareness of them towards innovative method of education called Hologram and also collected their positive and negative perspective towards Hologram. The result of the study it is proven that majority of the sample accept the method and are ready to handle classes with Hologram.

Keywords:Hologram, Innovative education, Student teachers.

Introduction

Living in a world where technology plays a crucial role, three dimensional hologram is rapidly growing technology that influences all fields of our life including education. This technique has great potential to harness children full potential in education. Holograms could mimic real life scenarios that may be too dangerous, expansive or difficult to perform in the classroom. The 3D hologram provides a life like experience. Student will also be able to experience the learning. This technology makes the student to feel the mixed reality in the classroom. Learning will become fun through hologram.

Statement of the Problem

Attitude of student teachers towards innovative education through holograms.

Obejectives of the study

- To find the level of attitude of student teachers towards innovative education through hologram.
- To find the percentage level of attitude of student teachers towards innovative education through hologram.
- To find the attitude of student teachers towards innovative education through hologram with respect to background variables.

Need and Significance

- Hologram will make learning easy, fun and less challenging.
- Hologram provides easy answers to education materials.
- Hologram is looking revolutionize education by bringing mixed reality into classrooms.

Hypothesis of the Study

- The attitude of student teacher towards innovative education through holograms is moderate.
- There is significance difference in the percentage of student teachers between male and female.
- There is significance difference in the percentage of student teachers between rural and urban
- There is significance difference in the percentage of student teachers between UG and PG qualification.

Methodology

Research method

Online survey method is used for this research paper.

Tool description

A questionnaire which is made through Google forms served as a tool for this research paper.

Population and samples

The population for the present study comprises of the student teachers. A sample of 160 student teachers was selected by random sampling method. The distribution of the sample is given in table

Table:1 sample distribution of this study

Background variables	Factors	No. of student teachers	Total
Gender	Male	62	160
	Female	98	
Qualification	UG	112	
	PG	48	
Locality	Urban	84	
	Rural	76	

Statistical Techniques

Percentage analysis, mean and standard deviation are the statistical techniques used in this research paper.

Data Analysis

The following data analysis were carried out

- To find out the attitude level of the student teachers towards innovative education through hologram

Table: 2 level of the student teachers

Levels	Count	Percentage
Low	21	13.125
Moderate	119	74.375
High	20	12.5
Total	160	100

- To find out the percentage of the student teachers towards innovative education through hologram

Table: 3 Percentage of the student teachers towards innovative education through hologram

Background variables	Factors	No. of student	Level	Percentage
Gender	Male	62	Low	3.125
			Moderate	30.625
			High	5
	Female	98	Low	10
			Moderate	43.75
			High	7.5
Qualification	UG	112	Low	10
			Moderate	51.875
			High	8.125
	PG	48	Low	3.125
			Moderate	22.5
			High	4.375
Locality	Urban	84	Low	8.125
			Moderate	38.125
			High	6.25
	Rural	76	Low	5
			Moderate	36.25
			High	6.25

From table: 3 it is found that student teachers, male student teachers ($M=30.625$), female student teachers ($M=43.75$), urban student teachers ($M=38.125$), rural student teachers ($M=36.25$), UG student teachers ($M=51.875$), PG student teachers ($M=22.5$).

Finding

The level of attitude of student teachers towards innovative education through hologram is moderate.

- Attitude of male and female student teachers towards innovative education through hologram is moderate.
- Attitude of urban and rural student teachers towards innovative education through hologram is moderate.
- Attitude of UG and PG student teachers towards innovative education through hologram is moderate.

Suggestion

- First of all awareness must be created among the students, teachers and educational institutions about hologram.
- Government must come up to help education financially to develop the educational fields.

Conclusion

The main barriers to integrating the technology into learning environments are the high costs of setting it up. It is possible if our government take step towards developing educational field. Hologram will create revolution in educational field and make the students experience the learning.

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Awareness and Uses of Social Media Among Student Teachers

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Abstract

The topic “ social media: as an educational tool” was undertaken to study the relevance and importance of social media which is an in-thing among the educational sector and social media is also influencing human behavior in various domains including healthy living, environmental sustainability, collective active, and other areas such as education/ learning and consumer behavior. . Social media or “social networking” has almost become part of our daily lives and being tossed around over the past few years. It is like any other media such as newspaper, radio and television but it is far more than just about sharing information and ideas. Social networking tools like Twitter, Facebook, Youtube and Blogs have facilitated creation and exchange of ideas so quickly and widely than the conventional media. This paper shows the choices, communication, feeling comfort, time saving and effects of social media among the people. For this study, 100 student teachers were selected by random method from Thiagarajar College of Preceptors in Madurai district were selected as sample. They were administered with social media quality scale. The data was collected and subjected to statistical analysis. The result revealed that the usage of social media among student teachers was moderate.

Keywords: Social media, Social learning, Student teachers, Educational tool.

Introduction

Through the use of social media, people can exchange photos and videos, share news stories, post their thoughts on blogs, and participate in online discussions. Social media also allow individuals, companies, organizations, governments, and parliamentarians to interact with large numbers of people. The convergence of the media has expanded the usage of internet that gave birth to social media. Social media, a concept that has given people a common platform for sharing their news, views and opinions regarding the happenings around them. Not only this, social media is also being used by the advertisers and companies for their promotions, professionals for searching and recruiting, students for internships, amateurs for professional work, parents and educators as social learning tools, etc. “Social Learning” tools is a phrase that reflects main goal of using Social Networking functionality in the education setting. As educators look for ways to engage and motivate students, social media technologies are becoming a viable supplement to the traditional learning environment. Also, educators are examining the combination of distance education delivery with instructional social media, thus, providing new approaches to teaching and learning that blend pedagogy and technology.

Use Of Social Medi As An Educationl Tool

- **Social media is not going away:** Social media is the latest in-thing that is being used in the innovative way for education purpose. Students should be taught to use this tool in a better way in the educational classes that just being used for messaging or texting rather they should learn to use media for good.
- **When kids are engaged they learn better:** Students just don” t learn while writing on a piece of paper but it is also important to involve them into more practical work like blogging where they just not write for the teacher but for themselves to enhance their skills. When they are engaged better, they tend to learn more in practical classes by implementing their theory rules.
- **Replace online procrastination by social education:** It is generally seen that social media these days is being used for making their individuality felt on the virtual world. Therefore, it is important for students and youth to understand that this entertainment mode can also be used for Creating social awareness and connecting them to more professional and knowledgeable world.

- **Safe social media tools are available:** Kidblog.org is one of many free tools that allow teachers to control an online environment while still benefitting from social media. The teachers or the mentors should educate the students to how to use the social media for better purposes.
- **Social Media encourages collaboration instead of cliques:** Traditional education tactics often involve teacher-given lectures, students with their eyes on their own papers, and not talking to their neighbour. Social media as a teaching tool has a natural collaborative element. Students
- critique and comment on each other's assignments work in teams to create content and can easily access each other and the teacher with questions or to start a discussion.

Cell phones aren't the enemy: The latest stage of ICT has made us so technologically dependant that the cell phones has become the necessity these days. The cell phone is a parent-sponsored, parent-funded communication channel and schools need to wrap their mind around it to reach and engage the kids. Rather the students should be taught to make the best utilization of the technology towards their education as it can provide information available anywhere anytime.

Significance of the Study

- Social media has a natural collaborative element.
- Social media is increasing in popularity that is focused on building relations outside of the classroom.
- Social media are computer mediated tools that allow people to create, share and exchange information, ideas in virtual communities and network.
- Social media can be used for various educational purposes.
- Educators are using social media as a classroom tool to engage students and parents.

Operational Definition

Social Media

The term "social media" refers to the wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities. The kinds of Internet services commonly associated with social media.

Students Teachers

A student who is studying to be a teacher and who, as a part of the training, observes classroom instructions or does closely supervised teaching in an elementary or secondary school.

Awareness

Awareness is the state of being conscious or the quality of being perceptually knowledgeable. It is also the ability to perceive, feel, know or be cognizant of events.

Uses

Student teachers use of social media like Face book, Whatsapp. Etc.....

Objectives of the Study

- To find out the level of awareness on social media among student teachers.
- To find out the mean difference of awareness on social media among student teachers in relation to their gender, locality, educational qualification, Marital status, communication media choice, Usage of social media.

Limitations of the Study

- The College student nowadays is not aware of its educational use.
- The current study is undertaken only in Thiagarajar college of Preceptors Madurai district.
- The investigation is restricted to student teachers.

Population and Sample

The population for the present study comprises of the student teachers studying in Thiagarajar College of Preceptors in Madurai district. A sample of 100 students was selected by random sampling method from Thiagarajar College of Preceptors. The distribution of the sample is given in table 1.

Background variables	Factors	No. of Student- teachers
Gender	Male	25
	Female	75
Locality	Rural	38
	Urban	62
Educational Qualification	UG	70
	PG	30
Marital status	Married	14
	Unmarried	86
Communication media choice	Facebook	27
	Twitter	4
	Youtube	8
	E-mail	15
	Whatsapp	46
Usage of social media	Daily	81
	Weekly	13
	Monthly	6

Statistical Analysis Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

- To find out the usage of Social Media among Student teacher **Table 2:** Usage of Social Media

Levels	Counts	Percentage (%)
Low	7	7
Moderate	74	74
High	19	19
Total	100	100

From table 2, it is found that the usage of Social Media among student teachers is moderate (74%).

2. To find out the mean scores of Social Media scale for Student teachers with reference to background variables.

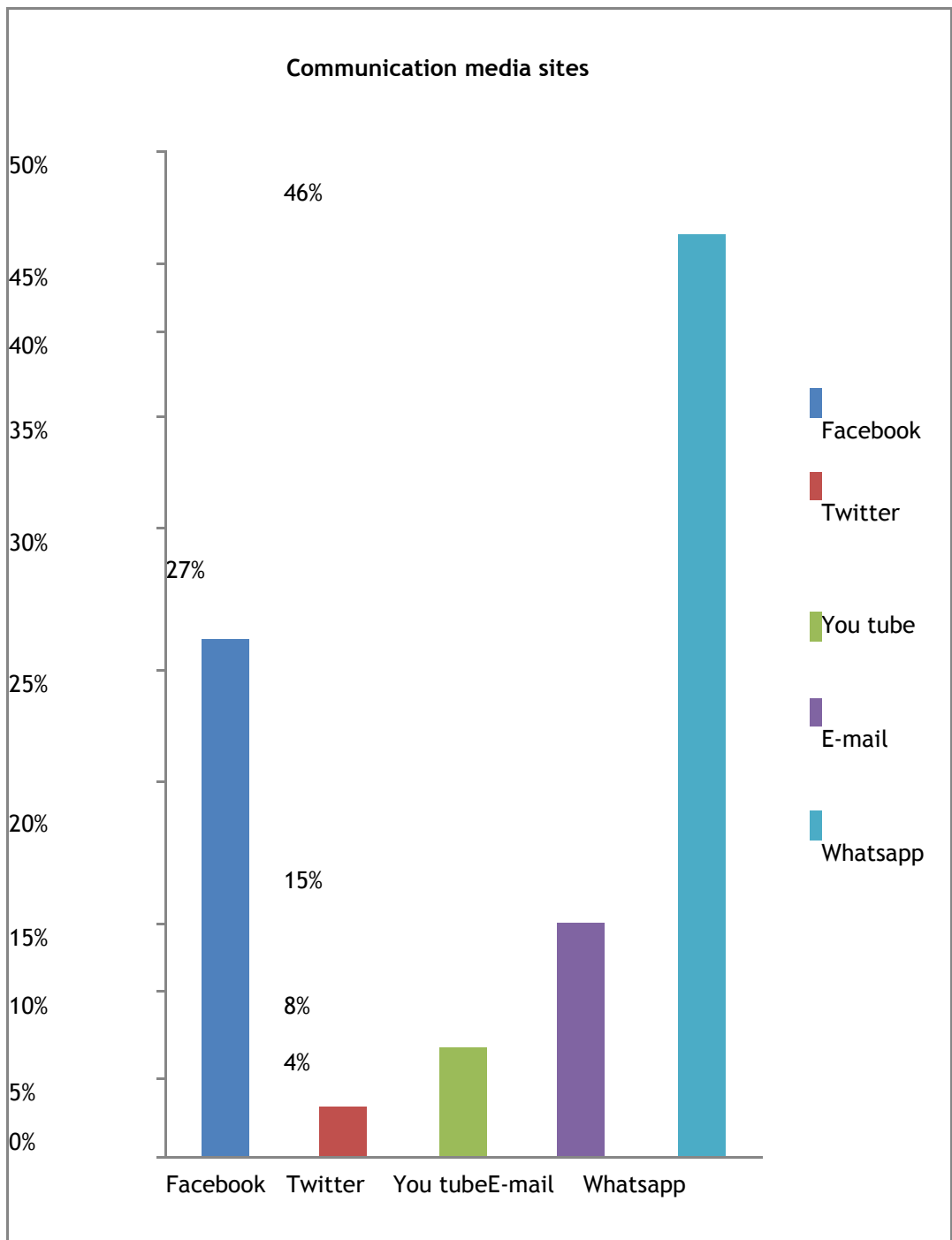
Table 3: Mean scores of high school students in Leadership quality with reference to the background variables.

Background variables	Factors	No. of Student-teachers	Usage of Social Media (Mean)
Gender	Male	25	39.6
	Female	75	40.74
Locality	Rural	38	40.57
	Urban	62	40.38
Educational Qualification	UG	70	40.6
	PG	30	40.13
Marital status	Married	14	41.71
	Unmarried	86	40.25
	Facebook	27	40.40
	Twitter	4	40.5
	Youtube	8	42.25
Communication media choice	E-mail	15	37.8
	Whatsapp	46	41
Usage of social media	Daily	81	40.90
	Weekly	13	40.15
	Monthly	6	35.16

From table 3 it is found that, Female student ($M=40.74$), Rural student teachers ($M=40.57$), PG student teachers ($M=40.13$), Married students teachers ($M=41.71$), Youtube-communication media ($M=42.25$) and daily usage of social media ($M= 40.90$) are better in usage of social media are than their counterparts.

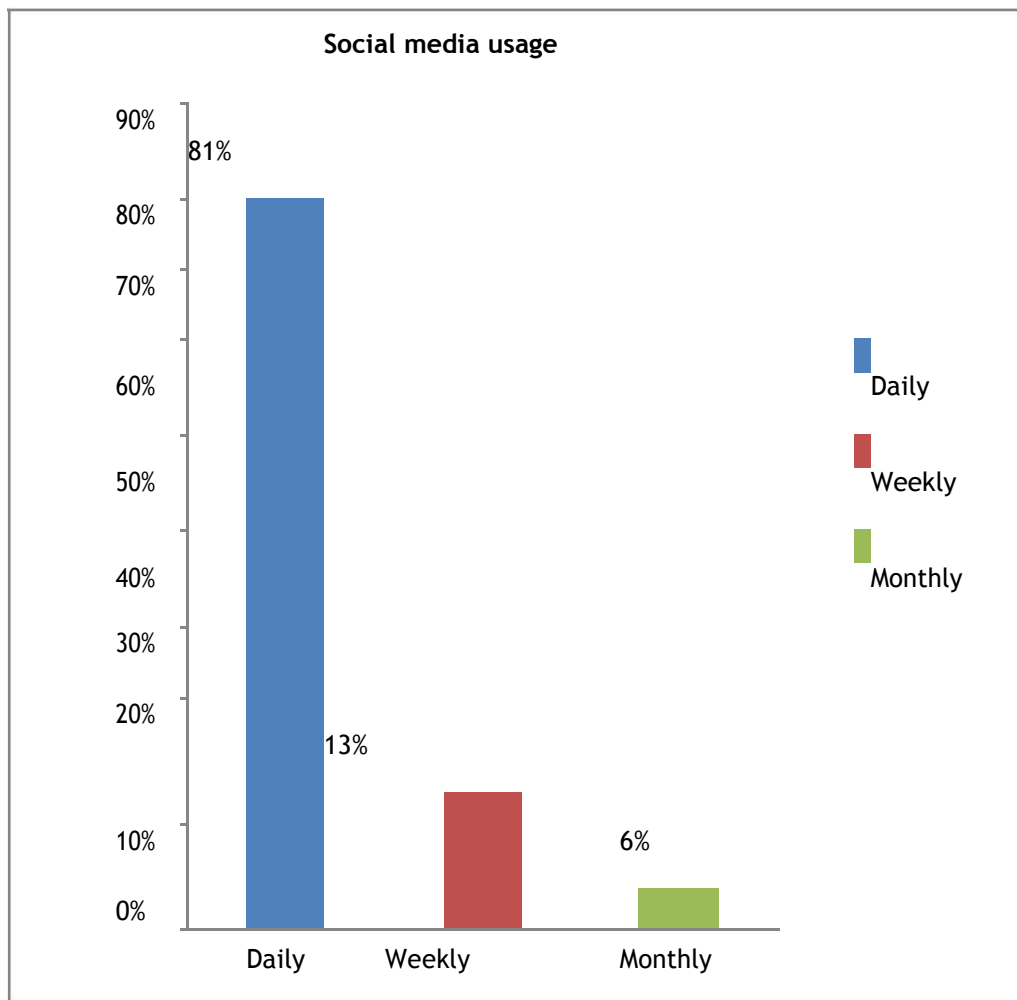
Results

The data collected from the survey has been graphically represented below. Results can be summarized in terms of answers to the following questions: In the question “**Rate the use of various social Medias**” asked to the representatives the following data has been collected which is shown graphically in Graph No.1



Graph No.1

In the question “How long have you been using social networking sites” asked to the representatives the following data has been collected which is shown graphically in Graph No.2



Graph No.2

Findings

- The level of social media usage among student teachers is moderate.
- Female student teacher, rural student teachers, PG student teachers, Married student teachers, Youtube-communication media and daily usage of social media are better in usage of social media than their counterparts.
- From graph no.1, it shows that 46% of student teachers use Whatsapp, 27% of student teachers use Facebook, 15% of student teachers use Youtube, 8% of student teachers use E-mail and 4% of the student teachers use Twitter as a communication media.
- Graph no.2 shows that most of the student teachers (81%) use social media daily

Suggestion

- Student teachers should learn to use the innovative way of using social media like twitter Facebook and Youtube.
- Student teachers should try to use social media for making presentations innovatively.
- Student teachers can utilize the social media for the transfer of information through files, documents, pdf and for their educational purpose.
- Social media can be beneficial when it comes to academics, such as discussion boards amongst classmates, Facebook pages for college programs.

- Social media can also be beneficial for social adjustment amongst student teachers.
- Social media like Facebook is useful in maintaining social connections, leading them to spend more time using the site, which contributed to better social adjustment in college.

Conclusion

The social media is now with lots of services and resources. These services and resources can make use by the users of social media. This paper is used to study on awareness on social media as an useful tool and it is used for educational purposes and beyond. Students can make use of the interaction services, blogging services, group services in their studies and also use Social Media effectively for search for colleges and career opportunities.

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Quality of Education in Public and Private Schools

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Abstract

This paper attempts to measure the quality of education in both government and private schools. Nowadays, most of the parents send their children to go to private schools, because they feel the government schools not provide proper facilities to improve the quality of education. This paper illustrates how the quality of education in private school is differed from the government school. I have taken the sample of 50 students from public school and 50 students from private school to evaluate the quality of education.

Introduction

Education is the very vital tool that is used in the contemporary world of the succeed. The knowledge that is attained through the education in helps in open doors to a lot of opportunities for better prospects in career growth. India has primarily four boards of school education namely CBSE, ICSE, State board and IB. The quality of education is varied for each of board. In this paper I have analysed the quality of education in both public and private schools.

Operational Definitions

1. Quality: The standard of something as measured against other things of a similar kind, the degree of excellence of something.
2. Education: The process of receiving or giving system as instructions, especially at school or university.
3. Private school: An elementary or secondary school runs and supported by private sectors rather than by a government of public agency.
4. Public school: An elementary or secondary school in the united state supported by public funds and providing free education to the children of a community or district.

Objectives of the Study

1. To find out the quality of education in both public and private schools.
2. To improve the quality of education in public schools.
3. To provide proper facilities in public schools.

Hypothesis

1. H1- Both the public schools use library resources weekly once.
2. H2- The public school teachers not used ICT tools for teaching lesson.
3. H3- Both the public and private school have proper classroom environment.
4. H4- The public and private schools conduct monthly test and unit test.
5. H5- Teacher to pupil ratio in the public school is not sufficient.
6. H6- The public and private school conduct co-curricular activities for the students.
7. H7-The public and private schools have the proper water and electricity facilities.

Design of the Study

The present research follows the survey research design. It tries to evaluate the quality of education in public and private schools.

Population

The population of the study consists of the students studying from 6th to 12th standard in both public and private schools.

Sample

The sample consists of 50 students from public higher secondary school and 50 students from private school of Madurai city. The samples were selected from the students between 6th and 12th standard.

Research Tool

The tool for the present study was self constructed by the researcher. There are 7 items in the tool. A set of questionnaire (yes/ no types) was used to evaluate the quality of education in public and private schools.

Data Collection

The necessary data was collected from the present day students in the public schools and private schools at Maduarai.

Findings

Detail of questionnaire	% value of Yes (Positive) response from public school	%value of Yes (Positive) response from private school
1. Do you use library resources in your school weekly once?	24	76
2. Your teacher uses ICT tools for teaching lesson?	18	82
3. Do you have sufficient classroom environment?	31	69
4. Is your school conduct unit test and monthly test?	35	65
5. The teacher to pupil ratio in your classroom is sufficient?	30	70
6. Is your school conduct co-curricular activities (sports, music, dance, abacus etc)for the students?	32	68
7. Is your school has proper water and electricity facilities?	25	75

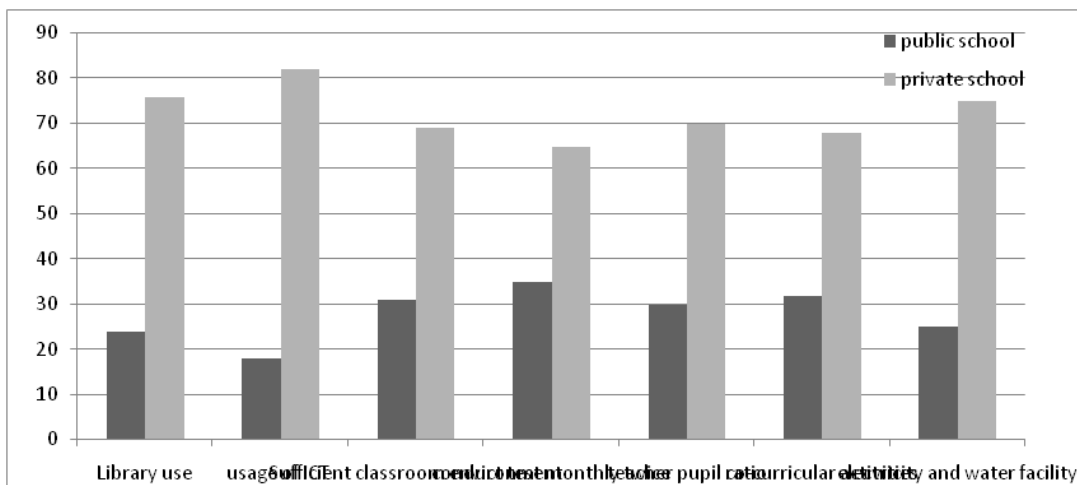


Figure showing the percentage value of positive responses from public and private schools

It is clear from the above seen table,

1. 24% of students use library resources at public schools.
(H1-unsatisfactory-Null hypothesis)
2. 18% of teachers in public school use ICT tools for teaching.
(H2-satisfactory)

3. 31% of public school students have sufficient classroom environment.
(H3-unsatisfactory-Null hypothesis)
4. 35% of public school conduct unit test and monthly test.
(H4-unsatisfactory-Null hypothesis)
5. 30% of teacher to pupil ratio in classroom is sufficient.
(H5-satisfactory)
6. 32% of public school conduct co-curricular activities.
(H6-unsatisfactory-Null hypothesis)
7. 25% of public school electricity and water facility.
(H7-unsatisfactory-Null hypothesis)

Remedies for Improving the Quality of Education in Public Schools

- The teachers in public schools should use ICT tools to teach the abstract concepts in easy and simple manner.
- Teachers in the public schools should motivate the students to use the technologies to improve student's good understanding.
- Projects and activities should be given to the students and also verified periodically.
- Public school should have 1:30 teacher to pupil ratio.
- The teachers should train the students to improve their communication skills.
- To provide proper classroom environment.

Conclusion

In rural areas, most of the parents get poor income so they join their children to the public school only so the students who were studied from rural areas facing lots of problems such as (lack of communication skills, lack of practical knowledge etc). From this study, I concluded with the help of government funds we must improve the facilities and qualities in public schools. We are the student teachers should improve the quality of education by adopting various innovative techniques in teaching and learning process.

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Quality Teacher Education in 21 st Century

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Introduction

The UNESCO World Conference on Higher Education (1998) rightly declares, “Education is a fundamental pillar of human rights, democracy, sustainable development and peace”. So education is a catalyst for all round devolvement. It empowers the individual to meet the emerging needs; especially teacher education is of vital importance in the educational ladder of our country. In the educational system of a country, teacher education is a stage on which research and development flourish, being the ultimate guarantee of national self - reliance.

Quality is not merely a measure of efficiency: It also has a value dimension. The attempt to improve the quality of education will succeed only if it goes hand -in -hand with steps to promote equality and social justice. In early times, teachers were the medium of instruction and communication for the learners. But, in the present scenario, a teacher's role in the classroom is more than a medium of instruction for teaching transactions.

In recent years, technology has spread into all facets like scientific, communication, space and education.

Vision for Teacher Education

Teacher education must become more sensitive to the emerging demands from the social system. For this it must prepare the teacher for the roles of being an:

- encouraging, supportive and humane facilitator in teaching learning situation to enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to functions as responsible citizens.
- active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and personal needs of learners.

Need of Quality Teacher Education

Teacher education has changed considerably. Globalization has impacted the nature of agencies that relate to school children, young people and adults. There are some direct impacts on the governance of national educational system of trans-national agencies such as IMF and World Bank. Due to globalization and privatization, the quality aspect of teacher education is a matter concern. It has also given chances for the growth of teacher-education institutions in private sector. Instead of values, competitiveness has become a criterion for teacher education.

Because of interlinking of subjects and Information and organizational connections across higher education and the schools, it has become almost impossible in recent years to isolate teacher education as a distinct and separate phenomenon.

Teacher education has become a responsible activity in terms of what is needed and desired in elementary, middle and secondary school. Due to commercialization of education and marketing of services of teachers due to globalization, teacher educators and teaching require a radical transformation.

Focus for Quality Teacher Education

- To include and experiment innovative ideas and practices.
- To make education broad based
- To produce performance and competence-oriented teachers and teacher-educators.
- To adopt interdisciplinary approach in the preparation of teacher and teacher-educators.
- To prepare all kinds of teachers under a single roof.
- To orient teachers for handling challenged children in integrated settings or in inclusive environment.
- To empower teacher and educators to integrate physical education, art education, computer education, value education and yogic education etc.

- To prepare teachers for transacting the curriculum content etc.

Major Challenges

- Pedagogical obligation, Globalization
- Professionalizing Teacher education

Pedagogical Obligation

It encompasses curriculum design, instructional strategies, assessment techniques and classroom management strategies.

a) Curriculum design

Multicultural incorporation throughout the teacher education curriculum can have its culminating experience on the successful completion of student teaching contingent upon acceptable performance appraisal criteria and procedure.

b) Instructional strategies

The main focus of the instructional strategies has shifted to the four pillars of learning - learning to know, learning to do, learning to live together, and learning to be an essential progression. An interactive discussion among the students and faculty builds trust and enhances communication and helps in sharing values, attitudes and experiences.

c) Assessment technique

Technology is greatly increasing students' ability to understand and learn complex materials. In fact, it is a revolutionary change in classroom, schools and the entire school system. If students are shown to have increased skills, abilities, performance or thought process associated with future success, the innovative educational practices will be judged successful.

c) Management

It includes mastery of educational goals, management of time and resources both in the school and community effectively. The best way to classroom management is by enriching the teachers to provide activities that incorporate all types of learning styles - complete awareness of the context, culture, value system and the democratic goals.

Globalization

The realities of global interdependence require understanding increasingly important and diverse global connections among world societies. Emerging global issues such as healthcare, economic development, economic interdependence, environmental quality, universal human rights, ethnic enmities, political and military alliances are a few of them. Technologies that define globalization such as computerization, satellite communication and Internet should be effectively used in teacher education. The wide range of technology applications include using the Internet to look up the meaning of words to complex application as virtual simulations.

Professionalizing Teacher Education

Confidence in nobility of teaching as a profession, and that teaching as a task that prepares individual learners for nation building could provide tremendous professional motivation and satisfaction. Internalization of professional ethics among teachers could bring about a major development in the personality of a teacher.

Integrated Approach in Teacher Education

The need of today is teachers who can ensure quality education with professional perfection; this can be attained through an integrated approach. The basic concern of integrated teacher education is to enable teachers to develop and realize their own potential. Integrated teacher education aims at helping the pupil-teacher in all aspects. Teacher education with integrated perspective is concerned with the all-round development of teachers.

Integrated teacher education imbibes

- Knowledge, trust
- Comprehension, openness, Skill, responsibility
- Craftsmanship, honesty, self-learning
- Sincerity, collaborative learning

- Politeness, autonomy, physical development
- Leadership, mental development
- social development, aesthetic development, spiritual development

Features of Integrated Teacher Education

- Learner and learning situation centered, Autonomy of learning
- Learning through life situation, Autonomy of Learning
- Peer Collaboration, Sharing of ideas and experience
- Emphasis on experience, Integrated approach to teaching and learning
- Practical rather than theoretical, All round development, Reflecting learning

Strategies for Quality Teacher Education in 21st Century

The teacher plays an important role in the education process. He is the key figure and most important element in the educative process. His personality has vital influence on the pupils learning, manners, and behavior and above all his character and personality.

Certain key aspects must be taken into consideration for quality development in teacher education.

- Flexibility in place of round and uniform system of educational management because of regional variation and diversity of Indian Society.
- Institutional autonomy for experimentation in teacher education.
- Centralized policy planning with decentralized implementation will be more productive.
- Transparency in administration
- Improvement of public and private enterprises for growth and sustainability
- Administration and management should be more dynamic and forward looking
- Select excellent teachers considering their experience, research and development as administrative heads in place of bureaucrats.
- Encourage teacher educator research, innovation, development etc.
- Create a separate cadre of teacher educators
- Encourage a professional growth of teacher-educators
- Assure and ensure professional ethics, values and accountability of teacher-educators
- Make teacher and teacher educators aware of new changes and dynamism stimulating progress.
- Have a separate budget for teacher education and research
- Link teacher education with manpower planning, resource development and economic growth of the country
- Ensure maximum utilization of local, regional and national resources
- Improve the quality of teacher education by revamping the curricula, textbook, methods and aids of teaching
- Promote international collaboration by exchange of teachers, students and ideas and with necessary faculty improvement progress.

Conclusion

To develop quality teacher education in 21st century, quality improvement and quality assurance is necessary and it depends upon better management. A good management aims at deriving maximum benefits from minimum inputs; challenges in teacher education for quality development must be made simpler by strong willpower, teacher determination and national planning.

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Mathematics Anxiety of High School Students In Madurai

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Abstract

The present study examined mathematics anxiety of high school students in Madurai. The sample consists of 86 high school 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 from the population. The Mathematic Anxiety 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 mathematic anxiety among high school students with respect to background variables is moderate. There is mean difference in the mathematic anxiety of high school students with respect to background.

Keywords: Mathematics anxiety, high school, Madurai district.

Introduction

The construct of math anxiety typically refers to the emotional and mental distress that occurs in some students while attempting to understand mathematics. Though in practice it is somewhat ill defined. Beginning in 1972, the Mathematics Anxiety Rating Scale (MARS) was developed by Dr. Suinn Richard. While an improvement in understanding anxiety in practice, it is unclear how the authors conceptualize math anxiety and the intended use of the test. The content specific aspects are geared toward arithmetic and algebra, whereas other subjects are poorly represented. It is also unclear how the MARS scale would differentiate between or be influenced by factors such as dislike of math, clinical anxiety, social anxiety, and math competency. (McMorris, 1988) Since that time, a variety of other methods of measurement have been developed, including Revised Mathematics Anxiety Survey (R-Manx), the Fennema-Sherman Mathematics Attitudes Scales, and surveys designed to measure attributes the relate to anxiety .

Significance of the Study

Mathematics anxiety is a feeling of tension and anxiety that interfere with the manipulation of number and the solving of mathematical problems in a wide variety of ordinary life and academic situations. Mathematics anxiety can cause one to forget and lose one's self-confidence. Three practices that are a regular part of the traditional mathematics classroom and cause great anxiety in many students are imposed authority, public exposure and time deadlines. Mathematics anxiety is very real and occurs among thousands of people. Much of this anxiety happens in the classroom due to the lack of consideration of different learning styles of students. Today the needs of society require a greater need for mathematics. Mathematics must be looked upon in a positive light to reduce mathematics anxiety.

Therefore teachers must re-examine traditional teaching methods which often do not match students' learning styles and skills needed in the society. Lessons must be presented in a variety of ways. For instance, a new concept can be taught through play acting, cooperative groups, visual aids, hands on activities and technology. As a result young children see math as fun and they will enjoy it, and the joy of mathematics could remain with them throughout the rest of their lives. The mathematical anxiety decreases and then the ability of problem solving will increases. The problem selected for the present study is entitled as “MATHEMATICS ANXIETY OF HIGH SCHOOL STUDENTS”.

Statement of Other Problems

The problem selected for the present study is entitled as “MATHEMATICS ANXIETY OF HIGH SCHOOL STUDENTS IN MADURAI”.

Definition of the Terms

Mathematics

Mathematics in the real sense is a science of space and quantity that helps us in solving the problems of life needing numeration and calculations. It is an exact science and involves high cognitive abilities and powers.

Mathematics Anxiety

Mathematics anxiety is stress, feeling of tension and strain brought onto one's body and mind. It refers to way of using the mind to form the different thoughts like, test anxiety, numerical anxiety, negative affect towards mathematics, worrying about mathematics, positive affect towards mathematics, mathematics course anxiety.

High school students

By this term the investigator means that the schools where 9th and 10th system is followed. The students studying in high school, i.e.) 9th and 10th standard are called high school students.

Objectives of the Study

- To find the level of math anxiety of high school students
- To find the level of math anxiety of high school students with respect to background variables.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students.

Population and Sample

The population for the present study comprises of the students of IX standard students studying in Government and Government Aided schools in Madurai district.

A sample of 86 students was selected by random sampling method from two Government and two Government Aided schools. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variables	Factors	No.of Students
Gender	Male	55
	Female	31
Locality of the school	Rural	30
	Urban	56
Type of school	Government	30
	Government Aided	50
	Self-finance	6
Nature of school	Boys	50
	Girls	30
	Co-Education	6

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A Standardized Mathematics Anxiety Rating Scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Math anxiety of high school students.

Table 2: Level of Math Anxiety

Levels	Count	Percentage
Low	39	45.3
Moderate	34	39.5
High	13	13
Total	100	100

From table 2, it is found that the level of Math anxiety of high school students is moderate (39.5 %)

2. To find out the mean scores of Math anxiety rating scale for high school students with reference to background variables

Table 3: Mean Scores of High School Students in Math Anxiety with Reference to the Background Variables

Background variables	Factors	No.of Students	Mathematics Anxiety Mean A
Gender	Male	55	108.30
	Female	31	94.70
Locality of the school	Rural	30	94.70
	Urban	56	108.48
Type of school	Government	30	94.70
	Government Aided	50	108.30
	Self-finance	6	110.00
Nature of school	Boys	50	94.70
	Girls	30	108.30
	Co-Education	6	110.00

From table 3 it is found that, male students ($M=108.30$), urban students ($M=108.48$), self-finance students ($M=110$) and students studies in co-education ($M=110$) are better in math anxiety than their counterparts.

Findings

- The level of Math anxiety of high school students is moderate.
- Male students, urban students, self-finance students and students studies in co-education are better in math anxiety than their counterparts.

Recommendations to Educational Administrators

- To improve problem solving ability, students should be asked to spend more time in solving problem.
- The teacher can give more attention to the students having fewer problems solving ability.
- Demonstration is to be preferred for verbal explanation.
- Computational skill can be improved.
- Thinking skill can be improved.
- Teacher should allow the students to express their views freely.
- Teacher should more care and motivate the students to solve the problems.
- Students central method of teaching must be followed.
- Computer based method may be followed for teaching mathematics
- Students must be trained to solve puzzles in mathematics.

Suggestions for Further Researchers

On the basis of the findings, the following suggestions are offered for the further researchers

- Relationship between intelligence and achievement in mathematics of higher secondary students.
- Relationship between the difficulties faced in learning mathematics and intelligence of higher secondary students.
- Problem solving ability in algebra and academic achievement of higher secondary students.
- A study of relationship between mathematics anxiety and academic achievement of high school students.
- Difficulties faced by students in solving problem in mathematics can be studied.
- Impact of multiple intelligence based teaching on development of problem solving ability in mathematics of higher secondary students.

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Opinion of Student Teachers about Learning Outcome of Rural Students

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Abstract

Education is a key wipe out darkness and ignorance. It is not restricted to a specified group or area of the people. Generally we have an idea that urban people are more privilege than rural once, these people easily grasp opportunity than the rural once. Rural people are nothing but village people and they used to do work or expose their skills in the restricted fields that is agriculture, house hold, cattle forming etc., Educating them in a proper way makes them to excel their potentials and will create them meet their essential needs. In this study a sample 150 student teachers are taken for the research purpose. The paper focuses about the opinion about the learning outcome of the rural students among the student teachers. The result shows that there is no significant difference with respect to gender, stream and location of the student teachers.

Key words: rural students, opportunity, restricted.

Introduction

Education is the process by which a society transmits its accumulated knowledge skills and values from one generation to another. Education gives knowledge about the world around us. Gaining knowledge of the students depends upon the environment. The locality divides into two parts (Rural and Urban). When we talk about education in India, we can't just talk about how education is in urban cities of India, without going deep into rural education that constitutes almost 90% of the schools being located in rural areas. Recent studies have shown how the face of education in rural parts of the country have developed to a great extent, but some remote areas still do need a serious checkup with children failing to receive basic quality education. Urban students have all kinds of facilities they want. But the scenario of rural students is different. In this study focuses the difficulties of the rural students.

Significance of the Study

Every village is not provided with school which means that students have to go to another village to get education. Owing to this parents usually do not send their daughters to school, leading to a failure in achieving rural education in India. Poverty is another setback. Government schools are not as good and private schools are expensive. This results in a very low number of students actually clearing their secondary education and taking admission in colleges for further studies. So the drop-out-rate at the secondary level is extremely high in villages. Only parents who can afford college education send their wards for higher education then all their previous efforts get wasted as completing just secondary education means a low paying job and the person is again struck in the same never ending cycle of money, life and poverty.

Most textbooks are in English and since people in rural areas either speaks their native language or Hindi, but not English that defeats the purpose. This results in lack of their interest in studies. Though some of the students from villages are really brilliant, as they have a wealth of practical knowledge and know how to survive even in very harsh conditions of life, difficulty in understanding their textbooks, lack of facilities and their poverty is a hurdle in their education.

Objectives of the Study

This study was taken up with the following objectives:

- To study the learning outcome level of rural students
- To find out the significant difference in the mean values of learning outcome of rural students based on gender, locality, and stream.

Statement of the Problem***“Opinion about the Learning Outcome of Rural Students among Student Teachers”*****Ethod Used for the Study**

The investigator has adopted the survey method of research to find out the learning outcome of rural area students among student teachers.

Population

The population selected for the study is student teachers studying in B.Ed. colleges in Madurai.

Sample

The sample consisted of 150 student teachers belonging to Thiagarajar College of Preceptor, Madurai.

Tool Used for the Study

The researchers used a Self- Constructed tool in this study.

Hypothesis

- The learning outcome of rural students is lies in the moderate level.
- There is no significant difference in the opinion of student teachers about learning outcome of rural students based on gender, locality, and stream

Data Analysis**Table 1: Level of Learning Outcome of Rural Students**

Level	No. of Students	Percentage (%)
Low	13	13
Moderate	99	99
High	38	38

Total: 150

Since the table 1 shows that the learning outcome of rural students is in the moderate level (99%).

Table2: Mean, SD and T- Value of Learning Outcome of Rural Area Students

Background	Sub	N	Mean	S.D	T-value	Remark
Variables	Variables	26	36.8077	3.17514		Not Significant
Gender	Male					
	Female	124	36.8790	3.11198	0.1055	
Stream	Science	101	36.8911	2.91514		Not Significant
	Arts	49	36.8163	3.51588	0.1335	
Location	Rural	92	36.8913	2.52224	0.1165	Not Significant
	Urban	58	36.8276	3.89394		

Since the calculated' values are less than the table't' value 1.96. It can be inferred that there is no significant difference in the opinion of student teachers towards learning outcome of rural students. Hence, the hypothesis “There is no significant difference in the opinion of student teachers towards learning outcome of rural students” is accepted.

Findings

Findings of the present study is listed below,

- The learning outcome of rural students lies in the moderate level.
- There is no significant difference in the opinion of student teachers about learning outcome of rural students based on Gender, Stream, and Location.

Conclusion

The present study shows that the awareness of student teachers on rural area student's education is not different in any aspect. Thus in olden days education is achieved for only 50% but in present world the education for people in rural areas has improved for about 75%. Thus still the improvement is needed for greater extent so that 100% education will be achieved through conduction of awareness for both children and people in rural areas explaining the importance of education through awareness programs, by adopting villages and providing free education. Thus the teachers in the schools of those areas should teach education by relating it to the day to day life and by explaining there by making the students to think in a critical manner. And the education should also improve their language skill. Extra care should be given for the rural area students so that their academic performance will improve a lot.

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Scientific Attitude among High School Students

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Abstract

Science is a systematic enterprise that builds and organises knowledge in the form of testable explanations and predictions about the universe. Some of the high school students are not having scientific attitude in science subject. Because the students are not interested in learning science. The main purpose of the research is to create the positive approach in learning science based on their level of scientific attitude among the high school students. The objective of the study was to find out the scientific attitude of high school students with regard to gender, residence and type of school. Survey method was used for the investigation. 120 high school students of Madurai district were used as sample for the study. The investigator has adopted the attitude scale which was developed and standardized by SAS tool constructed by Dr.S.C.Gakhar & Dr. Amandeep Kaur.

Keywords: Science, High school students, Scientific attitude.

Introduction

Science is valued by society because the application of scientific knowledge helps to satisfy many basic human needs and improve living standards. A scientific attitude is a disposition to act in a certain way or a demonstration of feelings and thoughts. The high school students are focus only their marks. The students are not showing interest in comprehending science concepts.

Operational Definitions

Scientific attitude: It is an important aspect of a personality of someone who wants to be successful in the field of science.

School: An institution for educating children

Students: A person who studies investigates or examines thoughtfully and formally engaged in learning.

Objectives of the Study

- To find out the significant difference in the scientific attitude of the high school students with regard to gender.
- To find out the significant difference in the scientific attitude of the high school students with regard to residence.
- To find out the significant difference in the scientific attitude of the high school students with regard to type of school.

Hypothesis of the Study

- There is no significant difference between the male and female high school students in learning science.
- There is no significant difference between rural and urban high school students in learning science.
- There is no significant difference between the matriculation and aided high school students in learning science.

Design of the Study

The present study adopts a survey research design. It attempts to investigate the scientific attitude of the high school students from 9th and 10th standard.

Population and Sample of the Study

Population of the study consists of the students studying in IX and X standard in matriculation and government aided schools.

Sampling

In this study the sample consisted of students from Sri Prasanna Venkateshwara Matriculation higher secondary school and Thiagarajar model school of Madurai city. For this research we have collected 120 high school students for sample. The samples were selected from the standard of 9th and 10th. Simple random sampling technique was adopted.

Research Tool

In this present study the investigator used the Standardized tool to collect the relevant data. SAS tool constructed by Dr.S.C.Gakhar & Dr. Amandeep Kaur.

Statistical Technique Used

The investigator employed mean test, standard deviation & “t” test

Analysis of Data

Table 1 Difference in the Scientific Attitude among High School Students with Regard to Gender

Variable	Gender	N	Mean	S.D	Calculated ‘t’ value	Remarks
Gender	Male	60	50.5	6.75	1.74	NS
	Female	60	57.5	7.99		

(At 5% level of significance the table value of “t” is 1.96, S-Significant, NS-Not Significant)

Table 2 Difference In The Scientific Attitude Among High School Students With Regard To Residence

Variable	Type of School	N	Mean	S.D	Calculated ‘t’ value	Remarks
Residence	Rural	60	49.2	3.95	1.766	NS
	Urban	60	60.67	7.08		

(At 5% level of significance the table value of “t” is 1.96, S-Significant, NS-Not Significant)

Table 3 Difference in the Scientific Attitude among High School Students with Regard to Type of School

Variable	Type of School	N	Mean	S.D	Calculated ‘t’ value	Remarks
Type of School	Matriculation	55	60.09	4.5	4.47	S
	Aided	65	49.3	6.94		

(At 5% level of significance the table value of “t” is 1.96, S-Significant, NS-Not Significant)

Results and Discussion

- Table 1 reveals that the calculated “t” value (1.74) is smaller than the table value (1.96) at 5% level of significance in the scientific attitude of high school students with regard to gender. There is no significant difference between male and female high school students in their scientific attitude. While comparing the mean scores of male (mean=50.5) and female (mean=57.5) high school students.
- Table 2 reveals that the calculated “t” value (1.76) is smaller than the table value (1.96) at 5% level of significance in the scientific attitude of high school students with regard to residence. There is no significant difference between rural and urban high school students in their scientific attitude. While comparing the mean scores of rural (mean=49.2) and urban (mean=60.67) high school students.
- Table 3 reveals that the calculated “t” value (4.47) is greater than the table value (1.96) at
- 5% level of significance in the scientific attitude of high school students with regard to type of school. While comparing the mean scores of aided school (mean=49.3) and matriculation school (mean=60.09). There is significant difference between aided and matriculation school of high students in their scientific attitude, because the school management has provided lot of opportunities to the students to participate in science oriented programmes.

Recommendations

- Every science teachers can adopt technological based way of teaching science.
- School management can arrange science exhibition to the students.
- Conduct science club for the students every week.
- Field trip for the students to science research places.
- Organise science oriented games for students.
- The reseach can be extended with large sample.

Conclusion

Students are found to be more curious to know about various things they observe around themselves in their daily life. To ignore the traditional beleif in the society, at the earlier stage itself the teachers have to develop the scientific attitude among the students. By following the above remedies we can able to increase the scientific attitude level of the students. From this study we concluded that the scientific attitude level of male & female, urban & rural students are equal, but the matriculation have more scientific attitude when compared to aided school students.

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Criteria for Quality Education

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Education gets quality when it provides the learners with capabilities they require to become economically productive, develop sustainable live hoods, contribute to peaceful and democratic societies and enhance individual well-being.

It is believed that quality education leads to Empowerment. And the quality is based on six dimensions

- Equity
- Contextualization and relevance
- Child-friendly teaching & learning
- Sustainability
- Balanced Approach
- Learning outcomes

I have chosen to present on “*criteria for CONTEXTUALISATION AND REVELANCE IN QUALITY EDUCATION*”

Relevance in Education Material

Make the material relevant to the student in any way possible that is the message, and it is typically implied that a topic worth learning can be made relevant to the average student if the teacher simple tries hard enough. The emphasis is on the effort of the teacher as the key to success. An endpoint of this and other educational tricks is never discussed, rather it is implied that what works is grade school should continue years.

Benefits of Context and Relevance in Education

- Students get self-motivated
- The world requires independent work and achievement and it gets impressed.
- Able to solve the problems in life
- Understands the purpose of learning about a particular subject.

Relevance of School to Career

Student will have between three to six careers in their life time and need to understand the impact of reengineering, employability skills and life learning and retraining.

Career awareness and exposure has become more critical become of changing needs of employers with respect to understanding and using high-tech skills and equipment needed in today’s global manufacturing and business. Career development historically has not received the focus needed from communities and educational institutions. Thus, it has related in the majority if the student concentrating their energies only on academic preparation.

School Based Learning

Classroom strategies that had been successful in creating awareness of careers in the lower grades, exploration in the middle grade and exposure and experience at the high school level. By the way we should accept that quality of the education starts from the school itself.

Teacher Involvement in Quality Education

Teacher training has been weak or non-existent, except for traditional vocational instructors or counsellors, especially as it related to STC and career development. Florera McKenzie, former superintendent of Washington said “ we need to invest in our teachers need more professional development and more experience to bring quality in education. When the education is qualified, then it will lead to successful life of every individual.

Conclusion

However, the six dimensions namely

- Equity
- Contextualization and relevance
- Child-friendly teaching & learning
- Sustainability
- Balanced Approach
- Learning outcomes

It should be fulfilled and satisfied. Only then the education will become qualified. The quality education is the only thing which can improve the life style, develop the attitude , express the best in the world.

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Concern about the Public Exam among 11th Standard Students

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Abstract

The purpose of this study is to find out the necessity of board exams for the XI standard students from 2018. The sample consists of 100 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 from the population. A questionnaire has used as a tool and it was designed by the investigator of this study. The mean, standard deviation, 't' test were the statistical technique used in this study.

Keywords: Board exam, Eleventh standard students.

Introduction

Tamil Nadu government has issued orders for conducting public exams or students of class 11th and proposed to revise the school education syllabus on par with CBSE standard in the coming years. School education minister K.A.Sengottaiyan said that in order to ensure the students did not feel the burden of appearing for three consecutive public examinations between classes X and XII, changes had been made in the pattern of marks and the duration. Further, the 1,200 total marks for which students write the class XII exams now will be split. Students write for 600 marks in class XI and another 600 marks in class XII and will be provided with a consolidated mark sheet after class XII exams. The public exam duration has been brought down from three hours to two and half hours.

A student failing in one or more subjects in class XI will proceed to go to class XII and will be allowed to re-appear for those subjects in June / July or along with XII exams like the arrear system in college.

Needs and Significance of the Study

In a major reform in school education Tamil Nadu since 1979, the state government has also decided to issue a consolidated mark sheet based on mark sheet in classes XI and XII for students passing out in 2019. Tamil Nadu school educational minister K.A. Sengottaiyan announced that this decision is being taken to improve the performance exam especially NEET. Merely holding public exam is not enough unless the question paper pattern in the public exam in 10th, 11, and 12 is changed to move students away from rote learning. And also be towards thinking, applying and problem solving, especially in mathematics and science so there should be a good awareness to the students about the public exam. Because this is the first time that 11th standard class having public exam with a different blue print. Students should concentrate on the 11th class public examination seriously as like in 12th examination. A student needs to download previous year question paper with answers and prepare for their plus one public exam to get good marks. Thus this study helps to find out the necessity of board exams for 11th standard students.

Statement of Problem

“CONCERN ABOUT THE PUBLIC EXAM AMONG 11TH STANDARD STUDENTS” DEFINITION OF Operational Terms

Public Examination

The oral exam of a person on oath in open court is the definition of a public examination. It is set by a central examining board.

XI Standard

Students who take up a 1 years of course after high schoolings are called as XI standard

Objectives of the Study

- To find out level of concern about the public exam among 11th standard students with respect to background variables.
- To find whether there is no significant difference in the concern about the public exam among 11th standard students.

Delimitations of the Study

- The current study is undertaken only in Thiagarajar model school
- The investigation is restricted to 11th standard school students

Methodology

- The nominated survey method is used in the research

Tool Description

- The questionnaire has been used as a tool

Population and Sample

- The population for the present study comprised of the students of XI standard students studying in Government Aided school in Madurai
- A sample of 100 students was selected by random sampling method from government aided school. The distribution of the sample is given in table

Table 1: Sample Distribution of the Study

Background variables	Factors	No.of Students	Total
Type of Management	Government aided	100	100
Locality of the school	Rural	65	100
	Urban	35	
Medium of instruction	Tamil	37	100
	English	63	
Gender	Male	100	100

Administration of the Tool

- The investigator got the permission from the head of the school and the concerned teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 20 minutes to complete the tool.

Tool Description

- A Questionnaire has been used as a tool

Statistics Used

- Percentage analysis, mean and standard deviation are the statistical techniques used in the study

Data Analyses

The following data analyses were carried out.

1. To find out the level of concern about the public exam among 11th standard students.

Table 2: Level of Student's Intensity about Board Exam

Levels	Count	Percentage
Low	14	14
Moderate	73	73
High	13	13

From table 2, it is found that the level of student's intensity about the board exam is moderate

2. To find out the mean scores of students intensity about board exam with reference to background variables

Table 3: Mean Scores of Students Intensity about Board Exam with Reference to Background Variables

Background variables	Factors	No.of Students	Mean
Type of Management	Government aided	100	22.94
Locality of the school	Rural	65	23.02
	Urban	35	22.8
Medium of instruction	Tamil	37	23.43
	English	63	22.65
Gender	Male	100	22.94

From table 3 it is found that government aided school students ($M=22.94$), rural students ($M=23.02$), urban students ($M=22.8$), Tamil medium students ($M=23.43$), English medium students ($M=22.65$) are better in their counterparts.

Findings

- The level of student's intensity of board exam is moderate
- In government aided school, urban students, English medium students are supporting board exam than their counterparts.

Conclusion

In all over India, Tamil Nadu is the first state to have a board exam in eleventh standard. This decision is for make the quality education in Tamil Nadu. As per the government order to conduct a board exam to the eleventh standard will be useful for their future

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Perceptions of Multilingual Education among B.Ed Trainees

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Abstract

Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. For this study, hundred students of B.Ed Trainees from Thiagarajar College of Preceptors in Madurai District were selected as sample. They were administered with standardized Multilingualism scale. The data was collected and subjected to statistical analysis. The result revealed that the Multilingual Education of B.Ed Trainees was moderate.

Keywords: Multilingual Education, B.Ed Trainees.

Introduction

The term multilingualism is a broad concept which covers a wide range of linguistic habits, talents, and measures, from individual bilingualism to diglossia and official language policies. The most general definition is that a multilingual person is a person who can speak and use several languages. Teaching in a multicultural environment is becoming very important in the 21st century due to a large numbers of emigrants in different countries of the world. These unfamiliar groups, cultures, and traditions can produce anxieties, hostilities, prejudices, and racist behaviours among those who do not understand newcomers. These issues have profound implications for developing instructional programs and practices at all levels of education that respond positively and constructively to diversity.

Many studies have shown that multicultural education has a great impact on the student achievement and teaching techniques that teachers employ. The present study will try to investigate students teachers perceptions of teaching in multilingual classes at the educational level because it is our belief that perception is very important in teaching.

Title of the Study

Perceptions of Multilingual Education among B.Ed Trainees.

Operational Definition

Multilingual Education

Multilingual education typically refers to “first-language-first” education, that is, schooling which begins in the mother tongue and transitions to additional languages.

B.Ed Trainees

B.Ed Trainees of Thiagarajar College of Preceptors in Madurai District.

Statement of Problem

Do B.Ed Trainees possess Multilingual Education?

Objectives of the Study

- To find the Perceptions of Multilingual Education of B.Ed Trainees.
- To find the Perceptions of Multilingual Education of B.Ed Trainees with respect to background variables.

Significance of the Study

Language is a bridge between culture as much as it is a tool for communication. The complex role of language has led to controversy over whether it is better to provide education in a minority language or simply educating students in the dominant language of a given region. A multilingual education would prepare students for future professions, enrich their connection with their cultural heritage, and enhance their social experiences. Implementing multilingual programs may be a challenge, but it is challenge worth pursuing.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to B.Ed Trainees.

Population and Sample

The population for the present study comprises of the students of B.Ed studying in Thiagarajar college of preceptors in Madurai district.

A sample of 100 B.Ed Trainees was selected from Thiagarajar college of preceptors. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variables	Factors	No:of Students
Students Age	Up to 21	79
	22 to 25	18
	26 and above	03
Locality of the Student	Urban	61
	Rural	39
Students Educational Qualification	UG	69
	PG	27
	Professional Course	04
Parent's Education	Up to 10 th	41
	12 th to degree	54
	PG degree and above	05
Parent's Occupation	Coolie	33
	Business	20
	Private	37
	Government	10
Parent's Income	Upto 1 lakh	81
	2 to 3 lakhs	17
	5 lakhs and above	02

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A standardized Multilingual Education scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Perceptions of Multilingual Education among B.Ed Trainees.

Table 2: Level of Multilingual Education

Levels	Count	Percentage
Low	10	10
Moderate	77	77
High	13	13
Total	100	100

From table 2, it is found that the level of Multilingual Education among B.Ed Trainees is moderate(77%).

1. To find out the mean scores of multilingual education scale for B.Ed Trainees with reference to background variables.

Table 3: Mean Scores of B.Ed Trainees in Multilingual Education with References to the Background Variables

Background variables	Factors	No of Students	Multilingual Education (Mean)
Students Age	Up to 21	79	50.45
	22 to 25	18	51.44
	26 and above	03	50.33
Locality of the Student	Urban	61	50.00
	Rural	39	51.00
Student Educational Qualification	UG	69	50.47
	PG	27	51.22
	Professional Course	04	49.25
Parent's Education	Up to 10 th	41	50.90
	12 th to degree	54	50.40
	PG degree and above	05	50.80
Parent's Occupation	Coolie	33	50.69
	Business	20	50.80
	Private	37	50.32
	Government	10	51.20
Parent's Income	Upto 1 lakh	81	50.34
	2 to 3 lakhs	17	51.76
	5 lakhs and above	02	52.50

From table 3 it is found that, Student Age from 22 to 25 ($M=51.44$), Rural students ($M=51.00$), Students Educational Qualification PG ($M=51.22$), Parent's Education Up to 10th ($M=50.90$), Parent's Occupation Government ($M=51.20$), Parent's Income 5 lakhs and above ($M=52.50$) are better in Multilingual Education than their counterparts.

Findings

- The level of Multilingual Education of B.Ed Trainees is moderate.
- Student Age from 22 to 25, Rural students, Students Educational Qualification PG, Parent's Education Up to 10th, Parent's Occupation Government, Parent's Income 5 lakhs and above are better in Multilingual Education than their counterparts.

Recommendations

- The students need to take the mother tongue of every child into account.
- The students should support the development of the children's individual multilingualism as a means of fostering their competences in the main language of instructions along with the development of other cognitive skills.

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Attitude Towards ICT Among Student Teachers

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Abstract

Understanding student teacher's attitudes and beliefs about ICT is essential in designing effective teacher education courses. This study examined the attitude of student teachers towards ICT teaching. For this study, hundred student teachers from Thiagarajar college of Preceptors in Madurai has been selected as sample. They were administered with standardized ICT scale. The data has been collected and subject to statistical analysis. The result revealed that the Attitude towards ICT among student teachers is moderate.

Keywords: Attitude, ICT, Student Teachers.

Introduction

Effective use of ICT in education increases teacher's training and professional development needs. For that adequate time must be allowed for student teachers to develop new skills, to explore their integration into their existing teaching practices and curriculum and undertake necessary additional lesson planning. However, ICTs are important tools to meet such increased needs, to provide access to more and better educational content, to aid in routine administrative tasks, provide models and simulations of effective teaching practices, and enable learner support networks, both in face to face and distance learning environments, and in real time or asynchronously.

ICT enabling student teachers have to access multimedia learning resources, which support constructive concept development, that will allow the student teachers to focus more on being a facilitator to a learner by providing personal attention. ICT teaching is suggested for successful implementation of ICT needs to change the student teacher's attitude towards ICT in teaching.

Title of the Study

"Attitude Towards ICT Among Student Teachers".

Problem of the Study

The investigator has selected the present study with the aim of knowing "Attitude towards ICT among student teachers". Therefore it has been entitled as "Attitude towards ICT among student teachers".

Need and Significance of the Study

ICT plays a vital role in the holistic development of an individual. The use of ICT is an important component of the new "information economy" and "information society". ICT will opened new avenues for increased number of learners and areas of research focusing on the role of pedagogical processes when using new technologies. The development of information and communication technology (ICT) and its application to education and training has increasingly allowed institutions to deliver learning in a variety of venues. Institutions using ICT as the delivery platform for learning can be defined as virtual institutions. This stage focuses on the issue of access to virtual education.

Objective of this study

The study entitled "Attitude towards ICT among student teachers" was taken up with the following objectives.

- To find the level of attitude towards ICT among student teachers.
- To find out the significant difference in attitude towards ICT among student teachers with respect to their demographic variable such as Gender (Male/ Female) Stream (Art/Science) Qualification (UG/PG) Locality (Rural/Urban) Medium of Instruction (Tamil/English)
- And also find the percentage level of attitude towards ICT among student teachers.

Hypothesis

- There is no difference in the percentage of student teachers found in the three level of attitude towards ICT.
- There is significant difference in attitude towards ICT among student teachers in terms of the following attributive variables.

Gender Stream

Qualification Locality

Medium of Instruction

Methodology

Sample

The population for the present study comprises of the student teachers of B.Ed studying in Thiagarajar college of Preceptors in Madurai. A sample of 100 student teachers was selected from Thiagarajar College of Preceptors. The distribution of the sample is given in table.

Method

Normative survey method was adopted for the study.

Tool used

A standardized tool for Attitude towards ICT among student teachers Scale.

Statistical Technique

Percentage, Mean, Standard deviation, 't' test were statistical technique used in the study.

Data Analyses and Interpretation

The following data analyses were carried out, the hypotheses are tested to find out whether they are significant or not at 5% level. For this purpose with the collected data mean and standard deviation are calculated.

Percentage of Attitude Towards ICT among Student Teachers

Attitude towards ICT	Frequency	Percentage
High level	17	17%
Moderate level	71	71%
Low level	12	12%

From table no 1, it is inferred that 17% of student teachers possess high level of attitude towards ICT, 71% of student teachers possess moderate level of attitude towards ICT, 12% of student teachers possess low level of attitude towards ICT. This shows that there is difference in the percentage of student teachers found in the three levels of attitude towards ICT. Hence framed the null hypothesis, "There is no difference to the percentage student teachers found in the three levels of attitude towards ICT".

Data Analysis

- There is significant difference among Male/Female students in the attitude towards ICT among student teachers.
- There is no significant difference in the attitudes of student teachers towards ICT based on Stream, Qualification, Locality, Medium of Instruction.

S.No	Variables	Sub variable	Sample	Mean	Standard deviation	't' value	Remark at 5% level
1.	Gender	Male	19	46.4737	5.09213	2.411	S
		Female	81	49.4321	4.74852	2.308	
2.	Stream	Arts	31	48.4194	5.05156	0.611	NS
		Science	69	49.0725	4.89693	0.604	
3.	Qualification	UG	70	48.6714	5.14351	0.613	NS
		PG	30	49.3333	4.43601	0.651	
4.	Locality	Rural	13	47.0000	5.56776	1.475	NS
		Urban	87	49.1494	4.79954	1.321	

5.	Medium of Instruction	Tamil	47	48.9574	4.07515	0.166	
		English	53	48.7925	5.61714	0.169	NS

- From the above table it can be inferred that the calculated 't' value, 2.3595 based on gender which is greater than the table 't' value 1.96 at 0.05 level of significance. Hence there is a hypothesis. Attitude of student teachers towards on ICT is not accepted.
- 0.6075, 0.632, 1.398 and 0.1675 based on stream, qualification, locality and medium of instruction respectively is lower than the table 't' value 1.96 at 0.05 level of significance. Hence there is a null hypothesis. Attitude of student teachers towards on ICT is accepted.

Findings

- There is significant difference in attitude of student teachers towards on ICT on the basis of gender.
- The significant difference in gender indicates that female students are very much interested in ICT compared to male student. Because the Female students are generally focussed in their studies than the Male students.
- There is no significant difference in attitude of student teachers based on ICT on the basis of stream, qualification, locality, medium of instructions.

Suggestion

From the research we have concluded that ICT supported teaching and learning enhances student teachers achievement. Also ICT has significant effects among student teachers achievement in reading, literacy, mathematics and science. ICT increases access to education, virtual communities and expertise.

Conclusion

The result revealed that the Attitude towards ICT of student teachers was moderate. The results of this study indicated that still some of the student teachers are not awareness about the usage of ICT.

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Frastrations among Teachers Working in Madurai Distrriict

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Abstract

Teaching is becoming more challenging as a profession and it is one of the most significant and visible profession in the world. Schools are as important as any other organization in the world. These are tough times to be a teacher. The nature and organization of the job make teaching inherently difficult. Teachers face new challenges and opportunities from increasingly diverse and needy student populations. Frustration among teacher educators has the potential to impact their own performance, achievement level of the student's teachers, and even the education system. The present study aims at finding out the level of frustrations among the teacher educators in relation to gender, subject streams, and nature of job. Professional, social and domestic norms was used to collect data from a random sample of 85 teacher educators of various management such as government schools, government aided schools and private schools. Statistical techniques such as mean, standard deviation were employed for the analysis of data.

This paper reviews research on the sources and manifestations of frustrations among high school teachers in Madurai district. Many possible sources of teacher frustration have been identified, and some manifestations of frustrations are described. However, there are still many aspects of teacher stress that require investigation before a full understanding is possible.

Introduction

Teaching is actually one of the hardest (and sometimes also most underrated) jobs. Naturally, teachers are supposed to teach, but they very often perform a whole bunch of other roles such as psychologist, adviser, policeman, therapist, detective, paramedic, judge, assessor, planner, curriculum developer, information provider, role model, facilitator, and resource generator. The responsibilities may include planning lessons, effective teaching, class supervision, maintenance of discipline, evaluation, assessment and accountability of student performance or achievements, conducting co-curricular activities, etc. On almost a daily basis, teachers have to deal with rude students, arrogant parents, and ruthless bosses, knowing they will get paid a ridiculously low salary for all their hard work and efforts. Moreover, with all the latest lifestyle changes and modern technologies, the challenges and problems that today's teachers encounter differ greatly from those that teachers faced in the past.

They often hear that teaching is an easy job. Yes, teachers usually work until about 3 pm, but how about all the countless hours spent on their home preparation? As a result, it leads to disinterest, negligence, bitterness, and absenteeism among teachers, the learning environment of the teacher gets affected and thus, prevents achievement of educational goals. Ultimately, the teacher is left with no other alternative than leaving the profession thus, creating shortage of qualified and talented teachers. Keeping a balance in all these situations often leads to increase in stress thus, affecting their physical and mental health. We cannot eliminate stress but can try to manage or cope with it to an optimal level. Even after reviewing the related literature it was felt that although numerous studies had been conducted at the international level in the area of teacher stress (middle school levels, high school levels) but at the national level the stress related studies and that tool focusing upon teacher educators are very rare.

Operational Definitions

Frustrations among School Teachers

Frustrations is the feeling of being annoyed or less confident because teachers cannot achieve what they want, that makes them feel sad or stressed.

Objectives

The following are the objective of the study

- to find out the level of frustrations among school teachers in Madurai District.

- to find out the significant difference if any between the frustration among the Government schools, Government aided schools and private schools in Madurai District with regard to selected population variables.

Hypothesis

The purpose of the study is to analyze the frustrations among school teachers teaching at middle school level and high school level of Madurai District in relation to gender (male/ female), subject stream (science /arts) and school (government/govt. aided/ private), locality (rural/urban), qualification (D.ted/B.ed/M.ed). Based on this objective, following hypotheses has been formulated for testing:

- There will not be a high level of frustrations among teachers teaching middle school level and high school level.
- There will be a significant difference in frustrations of government, government aided and private school teachers.

Materials and Methods

Population

The population of the study consisted of randomly selected school teachers of government schools, government aided schools and private schools teaching middle level and high level classes of Madurai District. There are 6 schools were randomly selected in this district and the total number of teacher educators in 6 schools is approximately 170.

Sample

A random sample of 85 teacher educators was selected from these schools that constituted about 50% of the total population. While selecting the sample due consideration was given to factors such as school, gender, subject stream and locality, qualification.

Tools

Frustrations among teachers in Madurai district was measured by using Occupational Stress Index developed by Srivastava & Singh (1981). This standardized tool consisted of 20 items each to be rated on five point scale. The scoring of the keyed items was done as 5 for always, 4 for often, 3 for sometimes, 2 for rarely and 1 for never.

Statistical Analysis

Depending upon the nature of the hypothesis of the study here used the following statistical techniques for analyzing and interpreting the data. For the present study here used the following statistical techniques Mean, Standard deviation , ' t ' test and percentage analysis.

Hypothesis 1

Level of frustrations among school teachers with respect to their background of working management variables is differed.

Level of Frustrations Among School Teachers Level of Significance

Table: 1.1: Percentage Analysis Of Frustration Level among School Teachers in Madurai District

S. No	Level of Frustrations	Percentage of Samples
1	High	68%
2	Moderate	56%
3	Low	38%

From the above table, it is found that 68% of the sample possesses high level of frustrations, 56% of the sample possesses moderate level of frustrations and 38% of the sample possesses low level of frustrations. Hence the framed hypothesis is accepted.

Hypothesis 2

There is no significant difference in the frustration level among teachers in Madurai district with regard to their gender, locality of the school, stream, class handling, experience, qualifications of the school teachers handling middle level and high level classes.

Table: 1.2: Mean, Standard Deviation and T-Values of Teachers Frustration Had Been Analysed With Selected Population Variables

Category		N	Mean	SD	t' value	Level of Significance
Gender	Male	27	45.0741	15.30441	0.045	Not Significant
	Female	58	44.8966	11.58446		
Locality	Rural	37	45.4324	13.30318	0.032	Not Significant
	Urban	48	44.5833	12.50844		
Stream	Science	44	45.6364	12.97420	0.508	Not Significant
	Others	41	44.2195	12.70731		
Class handling	6-8	43	43.7442	11.15495	0.880	Not Significant
	9-10	42	46.1905	14.30203		
Experience	Upto 5	24	44.1250	12.65018	0.372	Not Significant
	5 & above	61	45.2787	12.93333		
Kind of School	Govt.	31	43.0968	13.09543	0.353	Not Significant
	Govt. aided	23	41.8261	13.09286		
	Govt. aided	23	41.8261	13.09286	2.178	Significant
	Private	31	49.1290	11.47676		
	Private	31	49.1290	11.47676	1.929	Not Significant
	Govt.	31	43.0968	13.09543		
Qualification	UG	22	42.0455	11.47036	1.328	Not Significant
	PG	63	45.9683	13.15291		
Prof. qualification	D.T. ed	7	42.7143	9.60407	0.481	Not Significant
	B.Ed.,	78	45.1538	13.06734		
Marital status	Married	72	45.8056	13.06715	1.717	Not Significant
	Unmarried	13	40.2308	10.30497		

Since the calculated value is higher than the table value so there is a significant difference found between the government, government aided schools and private school teachers.

Findings

1. There is significant difference in the level of frustration between the govt. schools and private schools. Hence the framed hypothesis is accepted.
2. There is significant difference in the level of frustration between the govt. aided schools and private schools. Hence the framed hypothesis is accepted.
3. There is no significant difference in the level of frustration between the male and female teachers. Hence the framed hypothesis is accepted.
4. There is no significant difference in the level of frustration between the schools residing Rural and Urban area. Hence the framed hypothesis is accepted.
5. There is no significant difference in the level of frustration between the class handling at middle school level (6-8th) and high school level (9th & 10th). Hence the framed hypothesis is accepted.
6. There is no significant difference in the level of frustration between the experiences of the teachers. Hence the framed hypothesis is accepted.
7. There is no significant difference in the level of frustration between the qualifications of the teachers. Hence the framed hypothesis is accepted.

Interppertation

The findings describes that 57.73 of the samples lies in the high level in their frustration level, 48 of the samples lies in the moderate level in their frustration level, 32.17 of the samples lies in their low level of frustration. This may be due to the work pressure given to the teachers.

This study reveals that there is a significant difference between government, government aided and private school teachers. As a result, from this study it is found that private school teachers have more frustrations than the government and government aided schools teachers. This is due to the pressure given to the private school teachers by the management.

This study reveals that there is no significant difference between government school teachers and government aided school teachers. This may be due to the free management of the government and no effective undue frustration is given to the govt. school teachers.

This study reveals that there is no significant difference between schools residing in the urban and rural areas in their frustration level. This may be due to the availability of better coaching, better training, and better teaching aids provided to them by the private and government management to the welfare of the students which reduces the frustration level of the teachers.

The study reveals that there is no significant difference between with regard to middle school level and high school level, which may be due to the strong will and motivation.

Educational Implications

In the modernized society both male and female teachers are provided with equal opportunities to pursue the educational frustrations. Universalisation of education provided equal opportunities and has made education affordable for all. This motivated, created an urge and eagerness for the teachers to learn the new technologies and teach the students with more enthusiasm.

Government has provided with huge amount of incentives and facilities for all Government, Government aided and Private schools. Government teachers are trained by the government in various methodologies of teaching. Private teachers are trained by the private schools for their own benefit of students result.

Since most of the government school teachers possess moderate and low level of frustrations while the private school teachers have high level of frustrations. A strong stimulus must be given to all the school teachers before they go for the classes to teach. It means the B.ED qualification itself should well train the pre-service teachers to become a great teacher.

Teachers always been frustrated to bring up the students in the life which will help them to choose the right stream and achieve a lot in their life.

Conclusion

Suggestions

1. This frustration can be reduced by giving counseling to the school teachers once in a month.
2. The B.ED trainees can be trained more psychologically.
3. The job pressure, needs and occupational frustrations apart from the domestic norms should be oriented clearly before entering the teaching profession.
4. Because due to this frustrations teacher is left with no other alternative than leaving the profession thus, creating shortage of qualified and talented teachers.
5. This is also one of the reason that teacher can't be friendly with their students.

A Study on Scientific Temper among High School Student

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Abstract

The present study examined scientific temper among the high school students in Madurai. The sample consists of 100 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 from the population. The scientific term scale constructed and validated by the investigator and it was used for study. The mean, standard deviation, test were the statistical technique used in this study. The find of reveals that level of scientific temper among high school students with respect to background variables is moderate. There is significant difference in the scientific temper among high school students with respect to background variables , gender, locality respectively.

Keywords: scientific temper, school students

Introduction

Scientific temper is an attitude of logical thinking. If a person uses the scientific method in his/her daily life decision making process knowingly or unknowingly that we can say that can he/she has scientific temper. The scientific temper is important in our life because this kind of attitude enable general public for making their decision rational. Science not only inculcates the spirit of curiosity among the students but helps in developing scientific temper. It is characterized by the traits like a, open mindedness and humility, willingness to suspend judgment without sufficient evidence, rationality, perseverance and positive approach to failure. Normally, a person having scientific attitude, uses the method of science in daily life decision making process, knowingly or unknowingly. Our first prime minister Jawaharlal Nehru was very fond of using the term scientific temper and he was keen that we should not learn science superficially that is just the facts of biology, chemistry and physics and he wanted people to possess scientific temper so that they could be better scientist, better citizens and capable of governing their personal thoughts and actions in a scientific manner.

Background of the Study

Science education occupies a very eminent place in curriculum both at school and university stages of education in India. Science education is supposed to perform a two-fold task. The prime objective, in individualistic perspective, is the cultivation of a scientific temper and creativity, which includes a spirit of enquiry, a disposition to reason logically and dispassionately, a habit of judging beliefs and opinions on available evidence, readiness to reject unfounded theories and principles, the courage to admit facts, how so ever, unsettling or disagreeable they might be, and, finally recognizing the limits of reasoning power itself. It is also expected of science education that it would give individuals a firm grasp of the concepts and processes of science and impart to them the ability to use scientific method of problem solving and the techniques of observation and experimentation in handling problem of comprehension or life.

Statement of the Problem

The problem selected for the present study is entitled as “A Study on scientific temper among high school students in Madurai district”.

Operational Definitions

Scientific Temper

Scientific temper is a personality of a person associated with his/her basic derives to think or work in a systematic and scientific way.

High School Students

An investigation to the scientific temper for the students studying in IX and X standard in Madurai district.

Madurai District

Madurai is a major city in the Indian state of Tamil Nadu. It is 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 the hundred Indian cities to be developed as smart city under Prime Minister Narendra Modi's flagship smart cities mission.

Objectives

1. Identify the strategies for developing scientific temper among student at various level of school education.
2. Apply the scientific method to all aspects of everyday life including spiritual pursuits

Hypothesis

1. There is a significant difference between boys and girls on curiosity dimension of scientific temper.
2. There is a significant difference between boys and girls on aversion to superstitions dimension of scientific temper.

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 of the Study

The population for the present study consisted of all the students studying in X standard in Madurai district.

Sample for the Study

The investigator used random sampling techniques and 100 students are randomly selected from Madurai district.

Tools Used for the Study

Scientific temper scale and validated by investigator

Description of Scientific Temper Scale

This tool has been developed by investigator for scientific temper scale and it consists of 25 items. Each item has to be answered by choosing anyone of the options such as A, B and C.

Scoring Procedure

The items are to be answered by choosing A, B and C and scoring the mark allotment is 3, 2, 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 day the investigator used the following statistical techniques Mean, standard deviation, 't' test and percentage analysis.

Hypothesis 1

Level of scientific temper among the high school students with respect to background variables is moderate.

Table: 1 Level of Scientific Temper among High School Students with Respect to Background Variables

Scientific temper	category	Low Count %		Average Count %		High Count %	
Gender	Male	11	20.75	33	62.26	9	16.98
	Female	3	6.38	37	78.72	7	14.89
Locality	Rural	0	0	9	81.81	2	18.18
	Urban	14	15.73	61	68.53	14	15.73
Reading newspaper	Always	10	15.15	46	69.69	10	15.15
	Often	4	11.76	24	70.58	6	17.64

It is inferred from the about table that , 20.75, 62.26, 16.98 of male students have low, average and high level of scientific temper respectively. 6.38%, 78.72%, 14.89% of female students have low, average and high level of scientific temper respectively.

9%, 2% of rural students have low, average and high level of scientific temper respectively.

15.73%, 68.53%, 15.73% of urban students have low, average and high level of scientific temper respectively.

15.15%, 69.69%, 15.15% of students are always reading newspapers have low, average and high level of scientific temper respectively. 11.76%, 70.58%, 17.64% of students are often reading newspapers have low, average and high level of scientific temper respectively.

Table: 2

Scientific temper	Category	Count	Mean	SD
Gender	Male	53	42.96	4.91
	Female	47	43.44	4.94
Locality	Rural	11	45.09	4.30
	Urban	89	42.69	4.89
Reading newspaper	Always	66	42.69	4.89
	Often	34	43.47	4.96

Findings

1. The level of scientific temper is moderate.
2. It exhibit that boys students are higher on scientific temper.

Implications of the Study

The study may be said to have implication for science education in a particular and other disciplines in general recording the relevant aspects of issues; for teacher, teacher educator, administrators, researcher workers, curriculum developers and not the least, the students. It will be worthwhile to present some such implications here Scientific temper is a refine human nature and a major outcome of the science teaching and learning. Researcher, in the present study has developed a standardized test for measuring the scientific temper of the students. This test may be useful in measuring students scientific temper and used in science talent search programme.

Recommendations

Based on the findings drawn from this study, researcher has made the following recommendations.

1. A study should be conducted on the student of middle school.
2. A study should be conducted on creativity and intelligence of students.
3. A study of scientific temper in relation to social awareness and modernization should be conducted.
4. A study should be conducted on creativity and mental health of students.

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 the study to the students, educators, as well as policy makers. Finally, recommendations to the local policy makers, educators, parents and students are made.

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Professional Ethics As Perceived By Student Teachers

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Abstract

Ethics is a branch of philosophy dealing with values related to profession with respect to the good and bad. Encouraging, motivating, recognizing and achieving their unique talents of student should be a moral ethics for the professional teacher. The survey method has been used in the present study. The investigator has used random sampling technique for selecting the sample from the population. For this study, 100 students of first year student teachers in Thiagarajar College of preceptors in Madurai district were selected as sample. Professional Ethics scale was constructed and validated by investigator. The data was collected and subjected to statistical analysis. The mean, percentage, standard deviation were the statistical technique used in this study. The result revealed that Professional ethics of the students was moderate.

Key words: Professional, Ethics, Perceived, Student teachers, philosophy.

Introduction

Good Professional ethics is a fundamental requirement of any profession. Ethics is set of moral principles followed by the institution or group of peoples. As a teacher must follow the professional ethics is very important. Teaching profession is the noblest profession and cannot be equalized for any other profession. Such a teacher professional ethics impartial to all irrespective of caste, creed, status, sex. The teacher should always be punctual and guide the students in their physical, mental, moral and emotional development. The teacher should be loyal to the institution, school, state and nation. Participate in programs of professional growth like in-service education and training, seminars, workshops, conferences, self -study etc., The student Teachers should cooperate with the head of the institution in both curricular and co-curricular activities.

Title of the Study

Professional ethics as perceived by student teachers

Operational Definition

Professional ethics

“Professional ethics is defined as personal and corporate rules that govern behavior within the context of a particular profession”. An example of profession ethics is the American Bar association’s set of ethical rules that govern an attorney’s moral obligations.

Perceived

To become aware of through the senses

Student teachers

A student who is studying to be a teacher and who, as part of training, observes classroom instruction or does closely supervised teaching in an elementary or secondary school. Also called intern, practice teacher.

Statement of Problem

Do student teacher possess professional ethics?

Objectives of the Study

- To find the Professional Ethics of the student teachers
- To find the professional ethics of Student teachers with respect to background variables.

Hypotheses of the study

1. The level of professional ethics of the student teachers is moderate.
2. To find out the mean scores of professional ethics quality scale for student teachers with reference to background variables.

Significance of the study

Professional ethics is the certain pattern of the behavior followed by the certain groups or occupation members. It is called the professional ethics. As the teacher have maintain some values. A successful teacher influences the behavior of students. He/she enhances the level of involvement of their students in their work. The teacher creates self-confidence within the students sustains their enthusiasm and involvement in their work enhances. The investigator wanted to study the professional ethics of student teachers and hence the study.

Delimitations of the study

- The current study is undertaken only in Madurai District.
- The investigation is restricted to First year student teachers.

Population and sample

The population for the present study comprises of the students of first year students teachers studying in Thiagarajar College of preceptors in Madurai District.

A sample of 100 students was selected by random sampling method. The distribution of the sample is given in table.

Table: 1 Sample distribution of the study

Background variable	Factors	NO. OF. STUDENTS
Gender	Male	24
	Female	76
Locality of students	Rural	36
	Urban	64
Family type	Joint	26
	Nuclear	74
Marital status	Married	16
	Unmarried	84
Subject	Arts	33
	Science	67
Residence	Day scholar	85
	Hostler	15

Administration of the Tool

The investigator got the permission from the head of the college and the concerned subject professor and administered the tool to the student teachers. The student teachers were brief about the objectives of the study and informed that the data gathered from them will be kept confidential. The student teachers took around 30 minutes to complete the tool.

Tool Used

Professional Ethics scale was constructed and validated by investigator.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in this study.

Data Analysis

The following data analyses were carried out.

1. To find the level of the professional ethics of the student teachers

Table 2: Professional ethics

Levels	Count	Percentage
Low	22	22
Moderate	55	55
High	23	23
TOTAL	100	100

From table 2, It is found that level of Professional ethics of the student teachers is moderate (55%)

2. To find out the mean scores of professional ethics scale for student teachers with reference background variables.

Table: 3 Mean scores of student teachers in professional ethics with reference of background variables.

Background variables	Factors	No. of Students	Professional ethics (mean)
Gender	Male	24	79.67
	Female	76	76.35
Locality of the student	Rural	36	79.33
	Urban	64	75.92
Family Type of the student	Joint	26	81.26
	Nuclear	74	75.70
Marital status	Married	16	81.31
	Unmarried	84	76.36
Subject	Arts	33	72.73
	Science	67	79.32
Residence of the students	Day scholar	85	76.8
	Hostler	15	79.13

From table 3 it is found that, Male student teachers ($M=79.67$), Rural area student teachers ($M=79.33$), Joint family type student teachers ($M=81.26$), Married student teachers ($M=81.31$), Science stream student teachers ($M=79.32$), Hostel student teachers ($M=79.13$) are better in Professional ethics than their counterparts.

Findings

- The level of professional ethics of student teacher is moderate.
- Male student teachers, rural student teachers, joint family type student teachers, married student teachers, science student teachers, hostel student teachers are better in professional ethics than their counterparts.

Recommendations

- Student teachers should take responsibility for their own objectives and set priorities.
- Student teacher should develop the moral and ethical values towards teaching profession.
- Student teachers should try to solve problems on their own and will pass them on to students.
- Student teacher should be the proper guide for the welfare of the students.

Conclusion

Professional ethics is important for the teacher. The teacher should improve the professional ethics towards their teaching profession is necessary. In this research paper the level of the professional ethics of the student teachers is moderate.

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A Study on Learning Process With the Assistance of Smart Board among Seventh Standard Students

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Abstract

The purpose of this study is to find out learning process with the assistance of Smart board among seventh standard students and for which, thenormative survey method is used as a method of study. The 100 students from seventh standard were considered as a sample of the study and they were administered the tool that correlate their learning process with the aid of Smart board. The results have shown that the learning process with the assistance of Smart Board revealed a positive result.

Keywords: Assistance, learning process, Smart Board

Introduction

In this modern era students want to learn their subject through new technology. They consider skills in computer, Smart board as their identity. Technology plays a vital role in their learning process. Especially, now-a-days Smart board is used as a tool to improve the liveliness of the classroom. The smart board is made up of a computer, smart board software, an interactive whiteboard, and a projector. The Smart board or interactive whiteboard system is made up of a computer with the Smart board software, a projector and the Smart board interactive whiteboard itself. The entire premise of this technology is built upon active engagement. Touch-sensitive screens are mounted on the wall of the classroom and a projector shows information that can be manipulated and displayed with unlimited capabilities.

The advantage of smart board technology is its design for use in a spacious work area with group interaction. The enlarged visuals are easily seen due to the size of the interactive whiteboard. Students become both visually and physically engaged as they connect with electric content and multimedia in a collaborative learning environment. Students are also interested to learn from the Smart board.

Problem of the Study

Learning method has been brought into most advantageous level through the innovative technological tools. Students also interested to learn through information and communication technology. Students need an assistance to learn their subjects in effective manner. Thus, the title refers to the learning process of the students with the help of interactive whiteboard.

Need and Significance of the Study

The world of technology includes all of the modification that humans make to the natural world to satisfy their needs and wants. Smartphones, Smartcards, Smart refrigerators much of our technology is smart and getting smarter all the time. One of the most innovative ideas to come to the classroom is the Smart board. It is an interactive whiteboard that can do everything your computer does. Smart board plays a central role to make the learning easier. It gives visual treat to the students in their studies. Smart boards are very important to the teachers to make the class livelier. Hence, this study attempts to find out the learning process with the assistance of Smart board among school students.

Objectives of the Study

- To study the impact of learning process with the assistance of Smart board among Seventh standard students.
- To study the significant difference between the learning process with the assistance of Smart board among Seventh standard students with respect to the selected variables such as Locality, Medium of instruction and Father's education.

Hypotheses

- There exists no significant difference between Rural and Urban students in their learning process with the assistance of Smart board.
- There exists no significant difference between Tamil and English medium students in their learning process with the assistance of Smart board.
- There exists significant relationship between Degree holder and Non-degree holder with respect to Father's education of students in their learning process with the assistance of Smart board.

Methodology

The researchers have adapted the normative Survey Method for this investigation.

Tool

A Questionnaire that measures the learning process with the assistance of Smart board among Seventh Standard students who attend their Smart board class for studies.

Sample

Data were collected from 100 seventh standard students who are studying in Thiagarajar Model Higher Secondary School. For this study, investigators have used the simple survey method.

Analysis of Data

Hypothesis 1

There exists no significant difference between Rural and Urban students in their learning process with the assistance of Smart board.

Table 1

Difference between Rural and Urban students in their learning process with the assistance of Smart board

Variable	Locality	N	Mean	Std.Deviation	't' value	Level of significance
Learning process	Rural	23	16.43	2.019	0.553	NS
	Urban	77	17.75	2.530		

It is inferred from the above table that the calculated 't' value 0.553 which is lesser than table value 1.96. Hence, null hypothesis is accepted.

From the above table 1, shows that there exists no significant difference between Rural and Urban students in their learning process with the assistance of Smart board. The mean of rural students is (M=16.43) and urban students is (M=17.75). So, urban students are better than rural students in their learning process with the assistance of Smart Board.

Hypothesis 2

There exists no significant difference between Tamil and English medium students in their learning process with the assistance of Smart board.

Table 2 Difference between Tamil and English medium students in their learning process with the assistance of Smart board

Variable	Medium	N	Mean	Std.Deviation	't' value	Level of significance
Learning process	Tamil	50	16.46	2.150	1.685	NS
	English	50	17.26	2.578		

It is inferred from the above table that the calculated 't' value 1.685 which is lesser than table value 1.96. Hence, null hypothesis is accepted.

From the above table, it is understood that there exists no significant difference between Tamil and English medium students in their learning process with the assistance of Smart board. The mean of Tamil medium students is (M=16.46) and English students is (M=17.26). So,

English medium students are better than Tamil medium students in their learning process with the assistance of Smart Board.

Hypothesis 3

There existssignificant relationship between Degree holder and Non-degree holder with respect to Father's education of students in their learning process with the assistance of Smart Board.

Table 3 Difference between degree holder and non-degree holder with respect to Father's education of students in their learning process with the assistance of Smart board

Variable	Father's Education	N	Mean	Std.Deviation	't' value	Level of significance
Learning process	Non-Degree holder	22	15.82	2.538	2.363	S
	Degree holder	78	17.15	2.285		

It is inferred from the above table that the calculated 't' value 2.363 which is greater than table value 1.96 . Hence, hypothesis is rejected.

From the above table, it is understood that there existssignificant relationship between Non-Degree holder and Degree holder with respect to Father's education of students in their learning process with the assistance of Smart board.The mean of Non degree holders' sons is (M=15.82) and Degree holders' sons is (M=17.15). So, Degree holders' sons are better than Non-Degree holders' sons in their learning process with the assistance of Smartboard.

Educational Implications

The findings reveal there is no significant difference with respect to the Locality, Medium of instruction and there is a significant relationship between degree holder and non-degree holder with respect to Father's education of students in the learning process with the assistance of Smart boardamong seventh standard students. This isevidence that variables are not affecting the learning process of the students. Smart board enables students to learn and explore new concepts using technology to create a more dynamic. This paper presents a conceptual framework about the learning process with the use of Smart board among students.

Recommendations

In light of the study results, the following recommendations are proposed:

- Encouraging the educational administration to provide all governmental schools with Smart Boards, and provide the teachers with the needed training to use the smart board in theClassroom.
- Doing more researches to reveal the effect of using smart board on achievement and retention such as :the ability ofproblem solving, critical thinking and attitudes towards learning.
- Doing more researches to reveal the effect of using smart board in teaching subjects and for different grades.
- Doing more researches on the achievement and retention in learning process such as:
- Developing learning methods and assessment techniques to enhance the students'achievement and retention.

Suggestions for Further Research

Following are few areas of research related to the present investigation which deserve explorations.

- Studies need to be conducted on the best innovative methods in learning.
- The contents and illustrations in the text books promoting interactive whiteboards.
- The ways to co-ordinate the textbook contents and make space available for the inclusion

of the technology in the curriculum.

- An extensive study could be conducted to assess the knowledge, attitude of students about information technology.
- The effective implementation of internally assessed subjects in the primary, secondary and tertiary level of school education could be conducted.

Conclusion

The use of technology is both beneficial for the students and the teachers. More than the black board this Smart board will add colors to the learning atmosphere. One source of technologies that has proved to be beneficial in the classroom is a Smart board. Smart board is very interactive than the blackboard. Smart boards provide new ways for teachers to teach and students to learn. This tool supports a wide variety of learning styles.

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HIV/AIDS Awareness Among Higher Secondary School Students

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Abstract

According to the modern concept of curriculum it means to develop not only the traditional subjects but also develop co curricular activities, extracurricular activities and also having awareness about traffic rules, first aid awareness HIV/AIDS awareness etc. As a student one must have the awareness on HIV/AIDS. In this research, the investigator has made an attempt to study the first aid awareness of students at secondary level students. For this research 188 students were taken as sample through simple random sampling technique.

Keywords: HIV/AIDS, awareness and knowledge.

Introduction

HIV/AIDS was first recognized as a new disease about twenty-three years ago. Since then disease became a pandemic" and illness that is spreading quickly across the world. India is one of the largest and most populated countries in the world. It is estimated that around 2.5 million people out of over one billion people are currently living with HIV. When an individual acknowledges risk, but feels powerless to do anything about it, then the person may cope by denial of the risk. Therefore, people do not need to know what to do, they need to know "how" to do and to have the opportunity to practice and feel they are capable of changing. Many young people lack basic information about HIV and AIDS, and are unaware of the ways in which HIV infection can occur, and of the ways in which HIV Infection can be prevented. Schools are an excellent point of contact for young people- almost all people attend school for some part of their childhood, and while they are there, they expect to learn new information, and are more receptive to it than they might be in another environment.

Need of the Study

Each year there is more and more new HIV infection, which shows that people either aren't learning the message about the danger of HIV, or are unable or unwilling to act on it. Many people are dangerously ignorant about the virus -a survey found recently that a third of teens thought there was a 'cure' for AIDS. Education is an important component of awareness the spread of HIV.

Objectives

1. To find out the level of HIV/AIDS awareness among higher secondary school students
2. To find out percentage analysis variable of student such as gender, subject group.

Methodology

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

The Researcher has selected 188 students as respondents to this study.

Tool Used

For analyzing data, the appropriate tools used were under:

- 1) Percentage Analysis

Analysis And Interpretation

The researcher had collected the data through questionnaire and analyzed the collected data. The detailed analysis and interpretation of collected data is presented here.

Distribution of percentage score indicating the level of HIV/AIDS awareness of higher secondary students



Figure 1: Aware and unaware

Data from the Fig, 1 shows that there were 163 Aware and, 25 unaware students

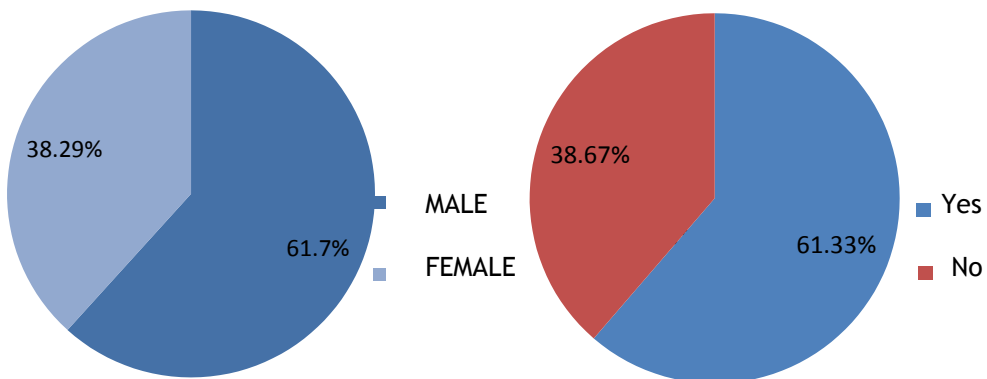


Figure 2: Gender of student

Figure 3: Students view on importance of teaching HIV/AIDS topic in class

Data from the Fig,2 shows that there were 61.7 % male and, 38.29 % female . It may be the coincidence due to the criteria use for selection of the samples.

Fig.3 reveals 61.3% students accepted that it is important to teach about HIV/AIDS, whereas, 38.7% respondents did not see this as an important topic. It is a clear sign of negligence on the part of adolescents who are failing to understand the importance of this topic. Students who accepted the importance of the topic gave reason that it was important to know for personal safety and general awareness. It can be inferred that schools are trying to increase students awareness about the issues that can affect their health and one of them is HIV/AIDS.

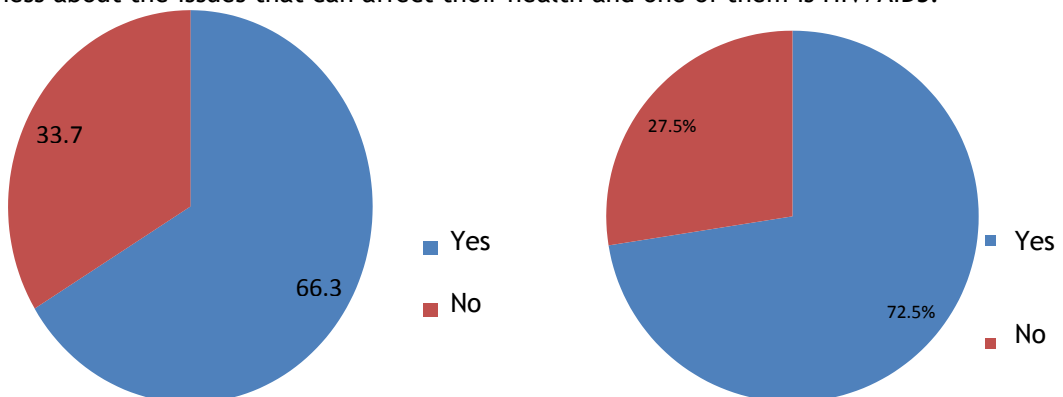


Figure 4: Teaching of HIV topics In the class room

Figure 5: Other places of information in school besides class room

Fig. 4 illustrates 66.3% of the respondents informed that HIV/AIDS is a part of their curriculum whereas rest denied. It is important to inform here that although 33.8% students have indicated that the topic is not taught in the class, it was not possible to single out any place in India where one can say that HIV/AIDS related topic is not discussed. The negative answer may be due to ignorance towards HIV/AIDS since it is still considered as restrictive subject to discuss in some families.

According to the Fig. 5, 72.5% respondents indicated that there were places in school other than class room where the information on HIV/AIDS was displayed. The places named were: library (52.5%), school clubs (7.5%), assembly (11.3%), guidance & counseling (32.5%), and notice board (20%). It clearly showed that schools were trying to make sure to provide information to the students within the school about HIV/AIDS besides classroom. It can be inferred that India is trying to provide good basic foundation on HIV/AIDS related issues at secondary students.

Recommendations

- It is important to inform here that although 33.8% students have indicated that the topic is not taught in the class, it was not possible to single out any place in India where one can say that HIV/AIDS related topic is not discussed.
- A same research study can be taken on a larger sample including those from urban, rural and tribal areas to increase the generalization of the results.
- A research study can be conducted to see the effectiveness of the teaching aids used in imparting knowledge on HIV/AIDS issues at different school levels.

Conclusion

HIV/AIDS is still a disease of concern. After so many years, education sector is not fully equipped with the resources (human & non-human) and to some people, it is still a stigma. Basic information on HIV/AIDS is given in schools but need to put more efforts in secondary schools. Library was identified as a place of information besides classroom. Topic does not need to be stand alone but can be taught in conjunction with other subjects. Teachers need to be positive while delivering lecture on HIV related issues.

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The Impacts of Teachers Behavior and Educational Laws among The Parents and Student Studying in Schools and Colleges

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Abstract

Lack of interest for obeying rules and discipline in schools and colleges could cause many different problems for the students in the field of education, society and family. Such a lack of interest toward self-regulation sets the basis for staying away from obeying rules and laws, lack of self esteem, and more law breaking even in students who do not have serious and abnormal behavior and problems. Teachers who possess knowledge and skills in recognizing problems and creating positive relation and rapport with students are regarded to be one of the most important sources in structuring students personality development. This study attempts the impacts of teachers behavior and educational laws among the parents and student studying schools and colleges

key Words: Educational laws, Teachers behavior, Discipline, Self regulation.

Introduction

The teachers being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their student. The teacher must recognize individual difference must act according to it. Examination is to examine students individual difference. If the students misbehave in class room or outside, the teachers have all the rights to correct their mistake.

Need of the Study

Considering discipline in educational environments is one of the important educational goals, which the schools administers give special attention and priority. As a result of this, the students educational conduct and activity is determined to a high extent based on this phenomenon. Because when discipline company student activity and exists in their daily life, it can be source of success and joy and will result in flourishing in students' lives. Student spend numerous hours in school during a schools year and their high interaction with their teachers can have an influential impact on shaping good manner and behavior in them and can be source of their educational advancement.

- Clearly identify the student's behavior;
- Identify the psychological problems based by the students;
- Realizing the goals and motives for a student's misbehavior;

Objectives

The study entitled "The Impact of Teacher's Behavior and Educational Laws among the Parents and Students Studying in Schools and Colleges".

- To construct a tool on "The impact of teacher's behavior and educational laws among the parents and student studying in schools and colleges".
- To find out the significant difference in the impact of parents and students studying in schools and colleges towards teacher's behavior and educational laws the following population variable like Gender, Locality and Qualification.

Statement of Hypothesis

There is no significant difference in the impact of teachers behavior and educational laws among the parents and students studying in schools and colleges based on Gender, Locality, and Qualification.

Methodology

A normative survey method was adopted by the researcher for the study.

Sample and Sampling Technique

In this study random sampling method is used. Random sampling method is the purest form of random sampling. In the present study the sample size is 150. This includes 50 parents of first year student teachers in Thiagarajar college of preceptors, 50 students of Yadava college and 50 students of Thiagarajar model higher secondary school.

Tool Description

The tool used for the study was self constructed by the researcher and it is consist of 21 statements in a three point rating scale. There are 13 positive and 8 negative statements in the tool.

Data Analysis and Interpretations

Statistical techniques are very essential for any research. It will help the invigilator to analyze and interpret the data. In the present investigation the following statistical measures used where mean, standard deviation and 't' test.

Table1: Mean, SD and t- value of impact of teachers behavior and educational laws among parents and students studying in schools and colleges

Background Variables	Sub Variables	N	Mean	S.D	t-value	Remark
Gender	Male	61	49.31	4.867	2.334	significant
	Female	89	51.26	5.118		
Location	Rural	92	49.75	4.991	2.199	significant
	Urban	58	51.60	5.085		
Qualification	Below 12 th	83	50.60	5.273	0.362	Not significant
	Above 12 th std	67	50.30	4.893		

Since the calculated 't' values 2.334 and 2.199 are greater than the table 't' value 1.96 at 0.05 level of significance. It can be inferred that there is significant difference in the impact of teachers behavior and educational laws among parents and students studying in school and colleges. Hence, the null hypothesis "there is significant difference in the impact of teachers behavior and educational laws among parents and students studying in school and college based on gender and locality" is rejected.

Similarly, the calculated 't' value 0.362 is less than the table 't' value 1.96 at 0.05 level of significance. It can be inferred that there is no significant difference in the impact of teachers behavior and educational laws among parents and students studying in school and colleges. Hence, the null hypothesis "there is no significant difference in the impact of teachers behavior and educational laws among parents and students studying in school and college based on qualification" is accepted.

Findings of the Study

- There is significant difference in the impact of teachers behavior and educational laws among parents and students studying in school and colleges
- There is no significant difference in the impact of teachers behavior and educational laws among parents and students studying in school and colleges

Suggestions

The certain rules should be regulated in the school for maintaining the students discipline and the teachers should maintain be a mentor and guide the students when they are emotionally unstable.

Conclusion

The outcomes of this study show that the teachers friendly manner towards the students is an effective source in encouraging the students towards self regulation. The present educational system and laws of our society is sufficient for our students. But in future our educational laws should be advanced for the future generations.

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Quality Education For All

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If Americans are to continue to prosper and to exercise leadership in this new global context, it is imperative that we understand the new global forces that we have both shaped and had thrust upon us. The alternative is to be at their mercy. —Edward Fiske

The World Transformed

We used to think that people who thought the Earth was flat were uneducated. But Thomas Friedman's best-selling book, *The World Is Flat* (2005), helped us to understand that if the world is not exactly flat, then it is deeply interconnected as never before. Friedman's book described how technology and the fall of trade barriers have led to the integration of markets and nations, and enabled individuals, companies, and nation-states to reach around the world faster and cheaper than ever before. We see evidence of this interconnectedness in our lives every day—from the food we eat to the coffee we drink to the clothes we wear. Sports teams recruit talent from around the globe, and the iPhones we use to communicate are manufactured in more than 19 different countries.

This transformation of the world has happened relatively recently and in a short period of time. The economic liberalization of China beginning in the 1980s, the development of democracy in South Korea in 1987, and the fall of the Soviet Union and the development of free trade treaties in the early 1990s introduced 3 billion people, previously locked into their own national economies, into the global economy. Harvard economist Richard Freeman calls this the "great doubling" of the global labor force (National Governors Association, Council of Chief State School Officers, and Achieve, Inc., 2008, p. 9). In the late 1990s, the wiring of the world in preparation for the "millennium bug" unleashed another set of sweeping changes, as did the 2001 accession of China to the World Trade Organization and the 2003 economic liberalization of India, which jump-started that country's tremendous growth. The results have been staggering. Twenty years ago, bicycles were China's primary method of transportation, the G7 group represented the most powerful nations on earth, and the World Wide Web was just a proposal (McKinsey, 2011). Who at that time would have imagined the dramatic skyline of Shanghai today, that the G7 would become the G20, and that mobile web use would be growing exponentially around the world?

The effects of globalization have been far-reaching. While the living standards of the world are still highly uneven, 400 million people have moved out of extreme poverty since 1980—more than at any other time in human history. The growth and urbanization of a global middle class is creating huge new markets for goods and services of all kinds. Since 2000, despite frequent political and economic crises that cause it to dip temporarily, the global economy has been expanding (Zakaria, 2008). The world's economic center of gravity is also shifting: 50 percent of growth in gross domestic product (GDP) occurs outside the developed world, a fact that is fundamentally changing business models. Already, one in five U.S. jobs is tied to exports, and that proportion will increase (U.S. Census Bureau, 2004).

Globalization is often viewed as a zero-sum game in which one nation's economic growth comes at the expense of another. But the reality is more complicated than that. While manufacturing has largely moved out of the developed world into countries with lower labor costs, the exponential growth of the economies of India and China and the smaller-scale growth of other economies such as Russia and Brazil, have also created enormous demand for U.S. products—high-end industrial goods, cars, luxury items, agricultural products, and so on—and have increased the numbers of tourists coming to the United States and the numbers of undergraduate and graduate students flocking to American universities. Large multinational companies from other countries are building plants and providing jobs in the United States, and the lower prices of consumer goods from abroad benefit the American consumer. Still, while the global integration of economies has created complex webs of capital, trade, information, currencies, services, supply chains, capital markets, information technology grids, and technology platforms that form a more

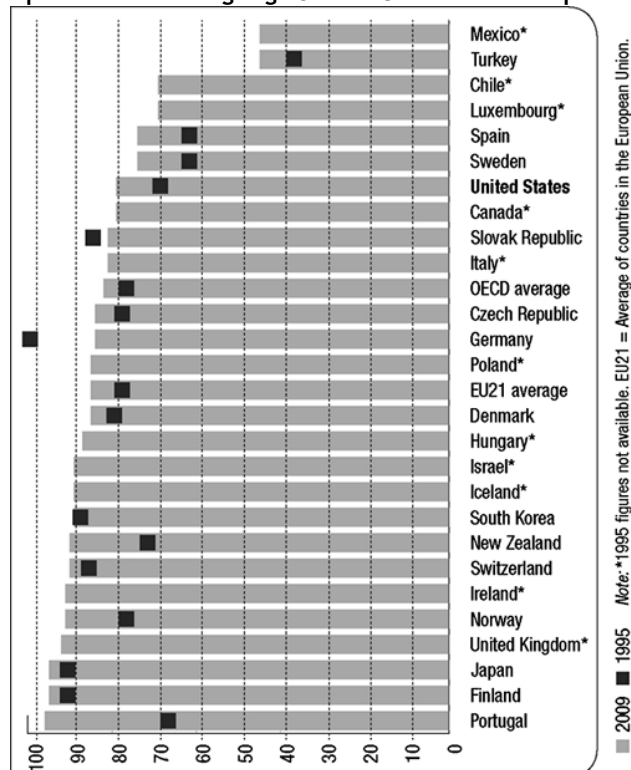
intricate, multifaceted system than a model of simple economic competition among nations, the competition for industries and for high-skill, high-wage jobs has undoubtedly become more intense.

The Growing Global Talent Pool

In the second half of the 20th century, the United States was indeed the global leader in education. It was the first country to achieve mass secondary education. And while European countries stuck to their elite higher education systems, the United States dramatically expanded higher education opportunities through measures like the G.I. Bill after World War II. As a result, the United States has had the largest supply of highly qualified people in its adult labor force of any country in the world. This tremendous stock of highly educated human capital helped the United States to become the dominant economy in the world and to take advantage of the globalization and expansion of markets.

Because of dramatic global educational gains, high school graduation has now become the norm in most industrialized countries. The Organisation for Economic Co-operation and Development (OECD) reports that by 2009, the United States had fallen from 1st in the world to 8th in the proportion of young adults (ages 18 to 24) receiving a high school diploma within the calendar year. This lower position does not indicate a drop in U.S. graduation levels; rather, it testifies to the success other nations have had ambitiously expanding their secondary school systems and raising their graduation rates. Although the United States actually showed a modest increase in secondary school graduation from 1995 to 2009, this achievement is dwarfed by the striking gains of a number of countries (see Figure 1). Among the 28 OECD countries with comparable data for 2009, the United States ranked 12th in the percent of the overall population (including adults over the age of 24) achieving secondary school graduation, which is 15 or more percentage points behind countries such as Portugal, Slovenia, Finland, Japan, Ireland, and Norway (OECD, 2011).

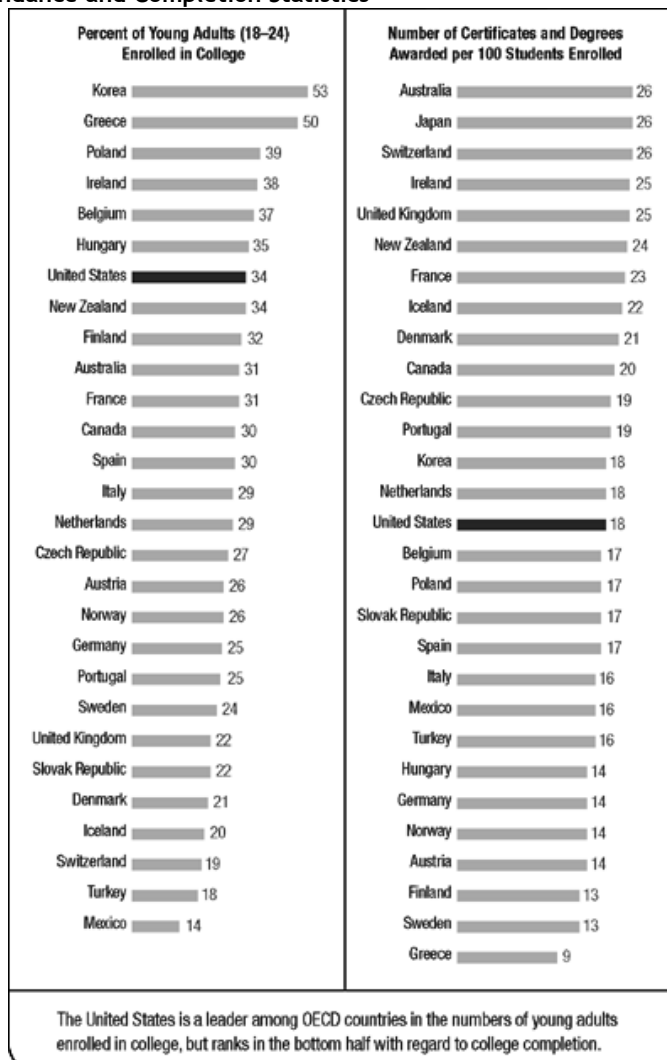
Figure 1. Percentage of Population Achieving High School Graduation or Equivalent



Source: Data from Table A2.1 (Upper secondary graduation rates [2009] and Table A2.2 (Trends in graduate rates at upper secondary level [1995-2009]. OECD. (2011). *Education at a Glance 2011: OECD Indicators*. Paris: OECD Publishing.

As recently as 1995, the United States tied for first in university and college graduation rates. But by 2008, it ranked 15th among 29 countries with comparable data, behind countries such as Australia, New Zealand, Japan, United Kingdom, Switzerland, and France. In the 1990s, when the importance of a highly educated workforce in the global economy was becoming ever clearer, other countries began to dramatically expand their higher education systems, as the United States had done in earlier decades. But during that period, there was almost no increase in the college-going rate in the United States. In addition, U.S. college dropout rates are high: only 54 percent of those who enter American colleges and universities complete a degree, compared with the OECD average of 71 percent. In Japan, the completion rate is 91 percent (National Center for Public Policy and Higher Education, 2008). Overall, the United States has lost ground in such international comparisons as the pace of higher education expansion has accelerated around the globe. While *older* generations of Americans are better educated than their international peers, many other countries have a higher proportion of *younger* workers with completed college degrees (National Center for Public Policy and Higher Education, 2008; see Figure 2).

Figure 2. College Attendance and Completion Statistics



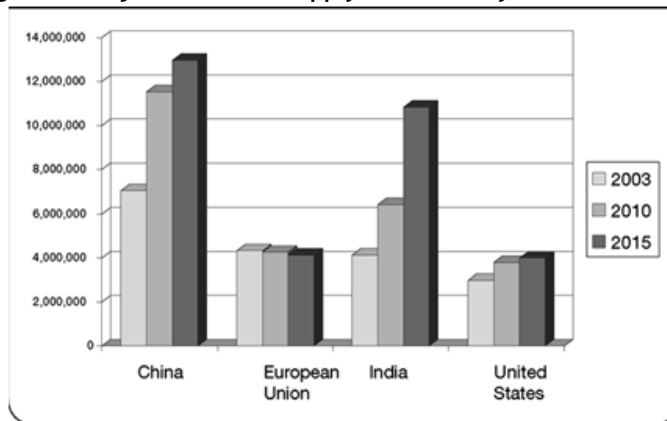
Source: From *Measuring Up 2008: The National Report Card on Higher Education* (p. 8), by the National Center for Public Policy and Higher Education, 2008, San Jose, CA: Author. Available: <http://measuringup2008.highereducation.org/print/NCPPEMUNationalRpt.pdf>

This development of educated talent around the globe means that, going forward, the United States will not have the most educated workforce in the world as it has had in the past. Nowhere is this expansion of education more dramatic than in Asia.

The Challenge from Asia

In terms of scale, the challenge to the United States has only just begun. A fundamental shift in the global talent pool is under way. Looking ahead to 2020, the U.S. proportion of that global talent pool will shrink even further as China and India, with their enormous populations, rapidly expand their secondary and higher education systems (see Figure 3). In the Cultural Revolution of the 1960s in China, there were almost no students in school. Today, nine years of basic education are universal in all but the most remote areas, and China's goal is to have 90 percent of students in upper secondary school by 2020. If the U.S. high school graduation rate remains flat and China continues on its current path, China will be graduating a higher proportion of students from high school within a decade. And China has 200 million students in elementary and secondary education, compared with our about 66 million.

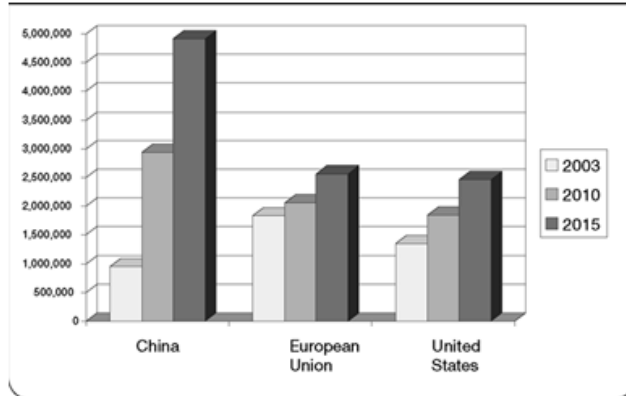
Figure 3. Projected Future Supply of Secondary School Graduates



Source: From "Seeing U.S. Education Through the Prism of International Comparison" (slide 13). Presentation by A. Schleicher at a meeting of the Alliance for Excellence in Education, Washington, DC, October 4, 2007. Adapted with permission.

At the college level, according to the Chinese Ministry of Education, China has more than 82 million people who have received higher education, a small proportion of the population but still a number greater than America's 31 million college graduates. China expanded the number of students in higher education from 6 million in 1998 to 31 million in 2010, going from almost 10 percent to about 24 percent of the age cohort (Chinese Ministry of Education, 2010; see Figure 4). And many of these students are studying science and engineering. Harold Varmus, Nobel laureate, head of the National Cancer Institute, and cochair of the President's Council of Advisors on Science and Technology, observed, "In the 20th century, U.K. observers saw U.S. education as overtaking the United Kingdom. In the 21st century, arguably, China may soon be exceeding the United States in education" (Varmus, 2009).

Figure 4. Projected Future Supply of College Graduates



Source: From "Seeing U.S. Education Through the Prism of International Comparison" (slide 14). Presentation by A. Schleicher at a meeting of the Alliance for Excellence in Education, Washington, DC, October 4, 2007. Adapted with permission.

What Can We Learn from International Comparisons?

How valid are these international assessments? Can we really use them to compare U.S. educational performance with that in other countries? Those who challenge the validity of using international assessments to compare educational systems do so based on a number of assumptions, all of which have largely turned out to be wrong:

1. *Other countries test a more select group of students than the United States does.* This was true for the early TIMSS assessments in the 1980s but is not, by and large, true today. According to Jim Hull, who examined international assessments for the National School Boards Association, "Since the 1990s, due to better sampling techniques and a move by more countries to universal education, the results represent the performance of the whole student population, including students who attend public, private, and vocational schools; students with special needs; and students who are not native speakers of their nation's language" (NGA et al., 2008, p. 20).
2. *Other countries are less diverse than the United States.* The United States is a diverse country, but so are most industrialized countries these days due to greatly increased international migration. While some countries that outperform the United States are culturally homogeneous, like Finland, many are not. In 2006, of the 11 other OECD countries that, like the United States, had a student population that was 10 percent immigrant, all performed higher than the United States in math and 9 performed higher in science. In addition, a lack of diversity is not a guarantee of educational success. Finland used to have relatively low-quality schools despite its cultural homogeneity. Its high performance today can be traced to education policies put in place over the past 20 years.
3. *The assessments favor test-oriented cultures like those in Asia.* The highest-performing countries or regions—Finland, Canada, Japan, Shanghai, Hong Kong, Singapore, Australia, and New Zealand—exist on four continents with different cultural backgrounds.
4. *Wealthier countries spend more on education than the United States does.* The United States is wealthier and spends more on education than most other countries. Among the 30 OECD countries, the United States has the highest GDP per capita and the second-highest educational expenditures. Only Luxembourg spends more per student.
5. *The United States' poor performance is due to high levels of poverty, not low levels of school quality.* In every country, students from higher-income backgrounds achieve at higher levels than lower-income students. As the United States has a highly unequal income distribution, this is certainly a factor in U.S. performance. However, even America's most affluent students do not do as well as affluent students in other

industrialized nations. Also, while the United States does not have a higher proportion of disadvantaged students than many other countries, the socioeconomic differences translate more strongly into student performance. In other words, the educational policies and practices of other countries do a more effective job of supporting lower-income students and equalizing educational opportunities.

What can we learn from international comparisons? Parents, teachers, and education policymakers are looking for information on how well schools are preparing their students for life. Most countries have national data and reports, such as the National Assessment of Educational Progress (NAEP), which allow states, for example, to compare the performance of their schools with other states. But international comparisons enable us to look at educational performance in a much broader context. In the past, such comparisons were largely of interest to academics, but the advent of a global knowledge economy has given us a critical "need to know." Today, PISA results show what is possible in education: that countries can achieve both excellence and equity.

The repeated administration of these tests and the development of large-scale databases over time also allow us to see that significant change is possible and enable countries to gauge their progress against the most successful education systems in the world. Finally, they enable us to consider a wider range of policy options against a broader base of evidence as to "what works."

The High Cost of Low Educational Outcomes

How much impact does the educational quality of a nation's schools have on economic prosperity? This is a key question. Some people argue that the relationship is not that important, pointing out that despite the United States' mediocre performance on international tests since *A Nation at Risk* was published in the early 1980s (National Commission on Excellence in Education, 1983), the nation has still prospered economically. Although true in some respects, what this argument doesn't take into account is the time lag between the population's education levels and the country's economic output. In other words, America still enjoys a higher proportion of older adult workers with high school and college diplomas than its international counterparts. We have not yet seen the impact of a U.S. workforce that is less well educated than that of many other countries. Certainly, a nation's economic growth is influenced by more than its educational level, and the United States has a favorable economic climate in many other areas. Despite the excessive risk taking of American banks that led to the financial crisis of 2008, the United States' legal and financial systems, large supply of capital, research and technologies companies, and culture of entrepreneurialism are second to none and can, to some extent, compensate for a weaker K-12 education system. The United States is ranked fourth in the World Economic Forum's 2010-2011 Global Competitiveness Index precisely because of these factors (Schwab, 2010). However, the global competitiveness report also notes that America's costly but unproductive education and health systems constitute threats to its competitiveness and a reason for companies not to locate here. And despite the fact that the U.S. economy has grown overall in the last two decades, large sectors of the economy have moved to other parts of the world, where companies find not only cheaper labor but increasingly highly educated knowledge workers.

High school graduates also contribute more to the society through their increased purchasing power and taxes. They are less likely to become teen parents, they raise healthier children, and they are less likely to be in prison or rely on government food or housing programs. Dropouts not only earn less but also are more likely to be unemployed. In the 2009 recession, the rate of unemployment for dropouts was 15.4 percent, compared with 9.4 percent for high school graduates and 4.7 percent for college graduates (U.S. Bureau of Labor Statistics, 2009). Princeton University researcher Cecelia Rouse calculated that each dropout costs society \$260,000 (Rouse, 2005). If you multiply the number of dropouts by that amount over a 10-year period, the cost to society is on the order of \$3 trillion (Alliance for Excellent Education, 2009). That is one measure of the economic cost of the United States' low global ranking in high school graduation rates.

The Need to Become World-Class

For most of the second half of the 20th century, Americans believed—and rightly so—that ours was the best education system in the world. But the concern that the United States is losing its edge has been growing steadily more urgent. The warning salvo fired by *A Nation at Risk*, with its famous threat of the "rising tide of mediocrity," has grown to a barrage of unease in reports like *Rising Above the Gathering Storm* (National Academy of Sciences, 2005), which argues that the United States is losing its lead in science, and *Tough Choices or Tough Times* (National Center on Education and the Economy, 2007), which argues that the U.S. standard of living will fall without radical reforms to increase educational performance and innovation; books by individual scholars like Linda Darling-Hammond (2010a), which make the case that America must seriously commit to equity to succeed in the "flat" world; and films like *2 Million Minutes*, written by software entrepreneur Bob Compton, which focuses on the ambition and hard work of Indian and Chinese high school students. This issue weighs heavily on the minds of parents, too, who wonder if the United States can maintain an educational system and economy that will allow their children to have a good standard of living in a world that is completely transformed from the world in which they grew up.

Reflecting this escalating concern about the need for dramatic improvement in U.S. education, President Barack Obama said, "In a 21st century world, where jobs can be shipped wherever there's an Internet connection, where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know, education is no longer just a pathway to success; it's a prerequisite for success" (Obama, 2009). Arguing that the No Child Left Behind legislation, with its emphasis on closing achievement gaps in basic skills, was not ambitious enough, he went on to call for the development of a "world-class education system," reducing the high school dropout rate, and once again making the United States first in the world in college graduation rates.

Opinion Of Student-Teachers Towards Caste and Economic Status in Education

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Abstract

The ultimate objective of the present study is to find out the opinion of student teachers towards caste and economic status in education. Totally 100 samples were collected from the student teachers of Madurai, Perambalur and salem district. The tool Caste and Economic status Opinoinnaire is constructed by the Researchers. The Results report that there is no significant mean difference of the sub variable with respect to gender, locality and medium of instruction.

Keywords: Caste and economic status in education.

Introduction

The caste system is a system of social stratification in India that goes back as far as 1500-500 BCE. The caste system is comprised of four hierarchical classes or varnas, the Brahmins, Kshatriyas, Vaishyas, and Shudras. Certain population groups, known today as Dalits, were historically excluded from the varna system and were regarded as untouchables. Within each varna are thousands of castes or jatis, which are believed to have crystallized later and were originally organized as occupational guilds. A key feature of the caste system is that individuals are only permitted to marry within their jati.

The origins of the caste system and the initial purpose it served are controversial. The view among scholars of the British colonial era, as articulated by Dumont (1970), was that the caste hierarchy was largely symbolic, determined by differences in ritual purity maintained by upper and lower castes. More recent research contests this view, emphasizing the material exploitation that has historical been, and continues to be, associated with vertical stratifications (Dirks 2001, Gupta 2000). The origins of the castes or jatis are similarly contentious. Gupta traces their emergence to the feudal period (7th to 12th century), whereas other scholars have claimed that caste identity and the rigid boundaries between castes that exist today were a creation of the British colonial government (De Zwart 2000, Dirks 2001).

It is also true that the British used this classification to assign government jobs to particular groups, possibly creating a new caste identity. However, recent genetic evidence indicates that marriage within castes, the lynch-pin of the caste system, was rigidly adhered to long before the colonial period. This evidence indicates that while there was free mixing in the Indian population in ancient times, there was an abrupt change 1,900-4,200 years ago, after which strict endogamy within narrowly defined population groups became the norm.

Title of the Study

Opinion of Student Teachers towards Caste and Economic Status in Education

Statement of Problem

Do student teachers are possess high level opinion on caste and economic status on education?

Need and Significance of the Study

The student teachers should avoid the caste and economic race. Every teacher compulsory never see the partiality in their future class room. This study may help the student teachers to aware on caste and economic race of the school students.

Objectives of the Study

- To find the Opinion of student-teachers towards caste and economic status in education.
- To find the Opinion of student-teachers towards caste and economic status in education with respect to background variables.

Delimitations of the Study

- The current study is undertaken only in Madurai, Perambalur and salem district student-teachers.
- The investigation is restricted to 100 student-teachers.

Population and Sample

A sample of 100 student teachers was selected by random sampling method, the population for the present study comprises of the student teachers from Madurai, Salem and perambalur district.

Table 1: Sample distribution of the study

Background variables	Factors	No.of	Total
Gender	Male	27	100
	Female	73	
Locality	Rural	43	100
	Urban	57	
Medium of instruction	Tamil	11	100
	English	89	

Administration of the Tool

The investigator got the permission from the principal of the College and the concerned subject teacher and administered the tool to the student teachers. The student teachers were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 20 minutes to complete the tool.

Tools Used

The tool caste and economic status opinionnaire is constructed by the researchers.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

Table 2: The level of Opinion of student-teachers towards caste and economic status in education

Level	Count	Percentage (%)
Low	44	44
Moderate	5	5
High	51	51

Table 2 presents information on the percentage of the total variation in educational participation, from the above table 2 is found that the level of Opinion of student-teachers towards role of caste and economic status in education high level 51%, moderate level is 5% and low level is 44%.

Table 3: Mean Cores of Opinion of Student-Teachers Towards Caste and Economic Status in Education with Reference to The Background Variables

Background variables	Factors	No of Students	Mean
Gender	Male	27	47.4343340
	Female	73	47.4329897
Locality	Rural	43	47.4400000
	Urban	57	47.4270833
Medium of instruction	Tamil	11	47.4395604
	English	89	47.4400000

From the above table 3 is reveals that's the mean value is not differing with respect to the gender, locality and medium of instruction.

Findings

- The level of Opinion of student-teachers towards caste and economic status in education high level 51%, moderate level is 5% and low level is 44%.
- The mean value is not differing with respect to the gender, locality and medium of instruction.

Recommendations

- Student teachers should take responsibility for their own objectives and set priorities.
- Student teachers should try to know caste and economic status of the students of the classroom.
- The common school must be opened to all children irrespective of caste, creed, community and economic or social status.
- It should charge no tuition fee.
- It should maintain a good standard of education in order to meet the needs of average parents so that they may not ordinarily feel the need of sending their children to other expensive schools.

Conclusion

The caste system is associated with terrible prejudice and exploitation and is, for many Indians, their collective shame. While we may want to wish it away, this system continues to exist in modern India. Both from a research and from a policy perspective, it is therefore important to understand the causes of this persistence, some of which go beyond prejudice. For example, we have seen that caste networks continue to play a role across a wide range of sectors in the Indian economy. Affirmative action in higher education and in India's representative democracy has, if anything, made caste more salient in society and in the public discourse. the findings of the study The level of Opinion of student-teachers towards role of caste and economic status in education high level 51%, moderate level is 5% and low level is 44%.The mean value is not differing with respect to the gender, locality and medium of instruction. Student teachers should take responsibility for their own objectives and set priorities. Student teachers should try to know caste and economic status of the students of the classroom. Above the concepts will help to student teachers to create incredible India in their future class room.

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Attitude Towards Science Subject Among High School Students

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Abstract

This paper aimed to investigate the attitude towards science subject among high school students. Science education is an important issue in education because it improves science and technology education and increase the scientific development in school education and other related fields. One of the fields to achieving the desired curriculum is attitudes of students towards science. Knowing and awareness of these areas would enable science curriculum planners to develop better and appropriate curriculum. A questionnaire was administered in the form of normative survey to 31 high school students and the sample was selected randomly from high and higher secondary schools in Dindigul district to collect their attitude towards Science Subject. The investigator has adopted the Attitude towards Science Subject Scale by Raj, M. & Raj, S. (1999). The results revealed that there is a significant difference based on the locality of the school.

Key words: Attitude, Science Subject and High School Students.

Introduction

Education enlarges the personality of an individual in all fields and features making us intellectual, learned, brave and courageous and possessing strong superior character, on the other hand it contributes to growth and development of the society. It is only through education that moral ideas and spiritual values, as aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievements. Science is a methodical and devised knowledge. Science of education has a systematic body of knowledge on principles of education. It is a branch of knowledge or an organized body of the knowledge that has been accumulated through scientific methods.

Need and Significance of the Study

The future of every country depends on scientific and technological development. The study of the subject is very important as the knowledge of science is essential in our day to day life especially in the present era.

Generally the quality of science teaching in our schools has been found unsatisfactory. Often what is taught in the classroom in the name of physical and life sciences is actually divorced from the actual needs and necessities of life. The students after having graduations and post-graduation degrees in science related subjects are hardly able to use the knowledge and skills acquired in meeting their day to day problems. The way science is taught, both at the high schools also plays a major role in shaping students' attitudes toward science. Thus the investigator wants to conduct a study on attitude towards science subject among high school students.

Objectives

1. To find out the level of attitude towards science subject of high school students.
2. To find out the level of attitude towards science subject of high school students with regard to locality of school.
3. To find out the level of attitude towards science subject of high school students with regard to locality of student.
4. To find out whether there is any significant difference in attitude towards science subject of high school students with regard to locality of school.
5. To find out whether there is any significant difference in attitude towards science subject of high school students with regard to locality of student.

Hypotheses

H₀1: There is no significant difference between rural and urban school high school students in their attitude towards science subject.

H₀2: There is no significant difference between rural and urban high school students in their attitude towards science subject.

Delimitation

1. The study is limited to high school students in Dindigul district only.
2. The investigator has proposed to choose only 31 high school students as sample for the study.

Method Used

The investigator has adopted survey method to do “Attitude towards Science Subject among High School Students”.

Population and Sample

The population of the present study consists of students in high schools of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 31 high school students.

Tool Used

This study aims to evaluate the Attitude towards Science Subject among high school students.

The investigator has used the Attitude towards Science Subject inventory constructed and standardized by Raj, M. and Raj, S. (1999). Out of 40 items, 20 items are positively and remaining 20 are negatively oriented. It is a five point scale. The respondent has to choose any one from the given five responses namely, i) Strongly Agree, ii) Agree, iii) Undecided, iv) Disagree and v) Strongly Disagree.

Statistics Techniques Used

Mean, SD and ‘t’ test were used in this study.

Analysis of Data

Table 1: To find out the Level of Attitude towards Science Subject of High School Students

Attitude towards Science Subject	Low		Moderate		High	
	N	%	N	%	N	%
	3	9.7	24	77.4	4	12.9

Table 2: To Find Out the Level of Attitude Towards Science Subject of High School students with Regards to Locality of School

Attitude towards Science Subject	Locality of School	Low		Moderate		High	
		N	%	N	%	N	%
	Rural	2	12.5	11	68.8	3	18.8
	Urban	1	6.7	13	86.7	1	6.7

Table 3: To find out the Level of Attitude towards Science Subject of High School Students with Regards to Locality of Student

Attitude towards Science Subject	Locality of Student	Low		Moderate		High	
		N	%	N	%	N	%
	Rural	2	10.5	14	73.7	3	15.8
	Urban	1	8.3	10	83.3	1	8.3

Table 4: To find out the significant difference between Rural and Urban School High School Students in their Attitude towards Science Subject

Attitude towards Science Subject	Location of School	Count	Mean	S.D	Calculated ‘t’ value	Remarks
	Rural	16	133.06	17.384	2.31	S
	Urban	15	127.73	10.727		

(At 5% level of significance the table value of ‘t’ is 1.96, S-Significant)

Table 5: To find out the significant difference between Rural and Urban High School Students in their Attitude towards Science Subject

Attitude towards Science Subject	Location of Student	Count	Mean	S.D	Calculated 't' value	Remarks
	Rural	19	131.95	16.112	0.462	NS
	Urban	12	128.17	12.006		

(At 5% level of significance the table value of 't' is 1.96, NS-Not Significant)

Results and Discussion

- Table 1 reveals that 9.7% of high school students have low in attitude towards science subject, 77.4% high school students have moderate in attitude towards science subject and 12.9% of high school students have high in attitude towards science subject.
- Table 2 reveals that 12.5% of rural and 6.7% of urban school high school students have low in attitude towards science subject, 68.8% of rural and 86.7% of urban school high school students have moderate in attitude towards science subject and 18.8% of rural and 6.7% of urban school high school students have high in attitude towards science subject.
- Table 3 reveals that 10.5% of rural and 8.3% of urban high school students have low in attitude towards science subject, 73.7% of rural and 83.3% of urban high school students have moderate in attitude towards science subject and 15.8% of rural and 8.3% of urban high school students have high in attitude towards science subject.
- Table 4 revealed that there is significant difference between rural and urban schools high school students in their attitude towards science subject. While comparing the mean scores rural (133.06) and urban (127.73) schools. The rural schools may better in their attitude towards science subject. This may due to the fact that rural area schools relates to the area that are surrounding by many Medias, internet and entertaining activities. These may deviate the urban area students from their studies. They have many disadvantages and facilities in their environment compared to rural schools.
- Table 5 revealed that there is no significant difference between rural and urban students high school students in their attitude towards science subject.

Conclusion

Education is proving to be effective instrument that can raise students' interest, attitude and attention. The study revealed that students in urban areas are much less likely to have attitude towards science subject than students of rural areas. So from these, we can clarify that, there is a gap of performance between students that live in rural and urban areas. Students that lives in urban area must try to attain the best education for them and do not make their living environment as one of the factors that be a barrier in their success. The government should take initiative to develop urban area schools. The school counseling service should offer guidance to the parents of the children about the ways in which they can encourage their children to develop a more positive attitude towards science.

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A Study On Critical Thinking Among B.Ed. Trainees

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Abstract

Critical thinking is significant in academics due to being significant in learning process of internalization, in the construction of basic ideas and principles. Critical thinking is the ability to think clearly and rationally about what to do or what to believe. For this study, 100 student teachers of Thiagarajar College of preceptors were selected as sample. They were administrated with self prepared questionnaire.

Key Words: Critical thinking, B.Ed Trainees

Introduction

Critical thinking has been defined as “the process of actively and skillfully conceptualizing, applying, synthesizing and evaluating information to reach an answer or conclusion”. critical thinking is significant in the learning process of application, where those ideas, principles are effectively implemented as they become relevant learners. Each discipline adapts its uses of critical thinking concepts and principles for the students to learn content, intellectual engagement is crucial.

All students must do their own thinking, their own construction of knowledge. Good teachers recognize this and therefore focus on the question, readings, activities that’ stimulate the mind to take ownership of key concepts and principle of the subject. Critical thinking is an important issue in the schools. It is the responsibility of the teachers to elevate their mental work flow beyond just memorization. It is our jobs as educators to equip our students with the strategies and skills they need to think critically in order to cope up with the present world. The skills of critical thinking includes analysis, interpretation, inference, evaluation and explanation.

Title of the Study

A Study on Critical Thinking among B.Ed Trainees

Operational Definition

Critical Thinking

Critical thinking is self- guided; self- disciplined thinking which attempts to reason at the highest level of quality in fair -minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They use the intellectual tools that critical thinking offers- concepts and principles that enable them to analyze, assess and improve thinking. Critical thinking is important element of all professional fields and academic disciplines.

B.Ed Trainees

The students who study Bachelor of education in a college of education are called B.Ed. trainees

Statement of Problem

The critical thinking among B.Ed Trainees

Objectives of the Study

- To find the level of critical thinking of B.Ed students
- To find the level of critical thinking of I year student teachers with respect to background variables such as gender, age, family type, locality and subject.

Hypothesis

The level of critical thinking among the B.Ed students is high

Significance of the Study

Critical thinking is the ability to the clearly and rationally is important whatever we choose to do. It enhances language and presentation skills. It also promotes creativity. Good critical thinking is the foundation of science and democracy. Thus the critical thinking skill is important for both teachers and students. This study reveals the level of the critical thinking among the I year B.Ed Trainees in order to make them aware of their own critical thinking .which is very significant for their profession in the future.

Delimitations of the Study

- The current study is under taken only in Thiagarajar college of preceptors
- The investigation is restricted to 'I' year B.Ed Trainees

Population and Sample

The population for the present study comprises of the I year Student Teachers studying in Thiagarajar college of preceptors, Madurai.

A sample of 100 students was selected. The distribution of the sample is given in the table

Table 1: Sample Distribution of the Study

Background variables	Factors	No.of Students
Gender	Male	21
	Female	79
Age	Up to25	94
	Above25	6
Locality	Rural	37
	Urban	63
Family Type	Joint	21
	Nuclear	79
Subject	Arts	27
	Science	73

Administration of the Tool

The investigators got permission from the principal, Thiagarajar college of preceptors and administrated the tool to the students Teachers .The trainees were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential The students took around 15 minutes to complete the tool.

Tools Used

- The self prepared questionnaire tool is used by the investigators.

Statistics Used

- Percentage analysis, mean and standard deviation are the statistical techniques used in the present study.

Data Analysis

The following data analyses were carried out.

1. To find out the level of critical thinking of B.Ed Trainees

Table 2: Level of Critical Thinking

Levels	Count	Percentage
Low	10	10
Moderate	6	6
High	84	84
Total	100	100

From table 2, it is found that the level of critical thinking of B.Ed Trainees is High (84%)

- To find out the mean score of critical thinking of the student Teacher with reference to background variables

Table 3: Mean Score of Student Teachers in Critical Thinking with Reference to the Background Variables

Background variable	Factors	No. of student Teacher	Critical Thinking(mean)
Gender	Male	21	43.55
	Female	79	44.30
Age	Up to 25	94	43.258
	Above 25	6	44.33
Locality	Rural	37	44.24
	Urban	63	42.77
Family Type	Joint	21	44
	Nuclear	79	43.14
Subject	Arts	27	43.69
	Science	23	43.191

From table3 it is found that ,female trainees (44.30),trainees above the age of 25(44.33),rural Students(44.24),trainees of joint family(44),and Arts students trainees have critical thinking than their counterparts.

Findings

- The level of critical thinking of B.Ed Trainees is high
- The female trainees, students of age above 25, rural students, trainees of joint family and arts students trainees have high critical thinking than their counterparts.

Recommendations

- The student teachers must take responsibility to improve critical thinking and impact their students with high level of critical thinking.
- Trainees must be able to solve their problem on their own.
- All student teachers must develop innovative practice and value innovative thinking
- A work shop for the trainees can be conducted by the college in order to improve their thinking skills and they can be given guidance for the effective usage of the skills of critical thinking
- A camp can be organized for the trainees by the Tamilnadu teacher's education university to enable the trainees for the better implementation of thinking skills in the classrooms

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Innovations and Best Practices Related to Education in Present Scenario

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Abstract

The present study of the paper is about “INNOVATIONS AND BEST PRACTICES RELATED TO EDUCATION IN PRESENT SCENARIO”. We have characterized eight innovative methods which may lead to effective education, they are brainstorming, case study, community resources, computers, co-operative learning, cross word puzzles and simulation games. Brainstorming is the superior technique for generating ideas. A case study is an inquiry into individual people, places, or events. Community resources enhance learning by providing students with relevant, concrete experiences in their own community. Computers have found their way into the classroom faster than most of us would be thought. Co-operative learning is described as small groups of students organized for the study. A cross word puzzle is a puzzle with sets of squares to be filled in with words/numbers/letters to each square. A simulation game is a simplified version of equality that is replica of real situation on whereby the students live vicariously. “TO TEACH SUCCESSFULLY ONE MUST PLAN SUCCESSFULLY” and successful planning means knowing how to facilitate a positive learning experience for all students. Innovative methods related to education provide such positive learning experiences for both effective learning and teaching.

Key words: Brainstorming , co-operative learning, innovative methods, simulation games.

Introduction

Education in present scenario being a social institution serving the needs of society, is indispensable for society to survive and thrive. It should be not only comprehensive, sustainable and superb, but most continuously evolve to meet the challenges of fast changing and unpredictable globalised world. The need for educational innovation has become acute. Innovative method of education is to be regarded as an instrument of necessary and positive change in present scenario. Any human activity needs constant innovation to remain sustainable. Innovations in education are of particular importance because education in present scenario plays a crucial role in creating a sustainable future. Here we present some of the educational innovative methods which suits for the present scenario.

Brainstorming

Brainstorming is a superior technique for generating ideas. This technique is used for generating any and all possible solutions to a problem, encouraging students to come up with creative, exciting and radical ideas without fear of criticism, generating spontaneous reactions to an issue(s) and /or finding solution to specific problem related to education..

Merits of Brainstorming

- Many ideas can be generated in a short time.
- Requires few material resources.
- The concept of brainstorming is easy to understand.

Case Study

A case study is an inquiry into individual people, places and / or events. Focus is usually on a single occurrence rather than extended events. Students are required to study such limited occurrence and it is hoped that they will draw conclusions which can be applied to similar but more general events. Students begin to substantiate generalization with relevant examples. They come in form of stories, vignettes, journalistic narratives, research data, documents, textbooks, and essays related to education in present scenario.

Merits of Case Study

- It is a comprehensive method of data collection of educational materials.

- It compares different types of facts about the study of unity.
- It gives analytical power of a person to increase knowledge.

Community Resources

Community resources enhance learning by providing students with relevant, concrete experiences in their own community. Depending on the purpose, objectives and topic of the lesson or a unit a community resource may be a family member, a person in neighborhood, a laborer in the community such as the letter carrier or clerk or an entire establishment such as the post office or grocery store. Community resources give us insight into the personal, commercial, government, industrial, cultural and / or personal working interactions in community.

Merits of Community Resources

- Critical and creative thinking skills are enhanced.
- Understanding is very developed among the students.
- Healthy life styles are encouraged.

Computers

In the age of information and computer literacy, computers have found their way into the classroom faster than most of us thought would be possible. Computers provide more freedom to teachers and students. Computers have the potential of revitalizing education. In short, when used effectively, computers function as excellent tool which support the acquisition of skills, and the learning of content. Thus, it is a significant tool to move educational practice in present and future scenario.

Merits of Computers

- Instant access of knowledge.
- The ability to provide more engaging activities for students.
- Allows creation of wider variety of knowledge.

Co-operative Learning

Co-operative learning is described as small groups of students organized for study. The members of the group work co-operatively together to find solutions to the problems. The purpose of co-operative learning are to accomplish the goals/objectives of the group and to improve the students ability to work in groups. One of the most important characteristics of co-operative learning is that students plan their own learning through open ended tasks rather than the teacher's assignments. It places learning responsibility on students and makes learning more fun.

Merits of Co-operative Learning

- Sharing a common goal.
- Development of leadership skills among the students.
- Emergence of communication and decision making skills among the students.

Cross Word Puzzles

A cross word puzzle is a puzzle with sets of squares to be filled in with words/ numbers/letters to each square. Synonyms or definition of words are given with numbers corresponding to numbers in the squares. Letters /words are fitted into a pattern of numbered squares in answer to clues. To the student, cross word puzzle spell fun, and to the teacher it means a motivational set for students to learn. Cross word puzzles are useful at all levels and for all subjects related to education in present scenario.

Merits of Cross Word Puzzles

- Enhances sharper thinking skills.
- Improves the students trivia knowledge.

- Improves the students vocabulary.

Simulation Games

A simulation game is a simplified version of reality, that is replica of real situation whereby the student lives vicariously. When such a situation is established, the teacher is able to manipulate actions and consequences related to education in present scenario.

Merits of Simulation Games

- It simplifies the difficult concepts.
- Enhances motivation among the students.
- Tends to impossible experiences.

Conclusion

Innovation is the processes of making changes to something established by introducing something new. Providing education in innovative way can meet the challenges of improved efficiencies, where costs, increasing accessibility and greater success in achieving development goals through education. Creating a innovative environment is vital for the education in present scenario. Innovative methods may develops greater awareness of individual differences. Consequently, it is hoped that the above innovative techniques can serve a greater variety of students in the challenging and promising educational milieu of the present and future scenario.

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Stress Management of Higher Secondary Students

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Abstract

Every person has a unique response to stress, so there is no fixed solution to managing it. Stress is a fact of everyday life, we've all felt it. Sometimes it acts like a positive force and sometimes as a negative force. The purpose of this study was to determine the stress management of higher secondary student. For this study, survey method has been adopted in these investigation. Totally 110 students of 11th standard from four schools which has three types, samples were selected at random. The students from Government, Government aided, and private schools in Madurai (districts) and Sivagangai (districts) TamilNadu India. The data was collected and subjected to statistical analysis. The result reveals that the stress management of higher secondary student was moderate.

Key words: Stress management, Higher secondary student

Introduction

Stress is a reaction your body experiences as a result of demanding circumstance or event that requires immediate action and attention. Specifically, this reaction causes your *nervous system* to produce hormones (adrenaline and cortisol) and results in quickened breathing, a faster heartbeat, *tightening muscles* and even a sudden burst of energy.

Stress management is the process for controlling an individual's level of stress. Stress management may include practicing daily meditation, identifying relaxing activity (which may be different for every individual). Stress management is important because chronic stress can wreak havoc on your body's immune system and contribute to health problems such as tension, headaches, migraine headaches, insomnia, weight gain, depression, anxiety, digestive problems, and even heart disease. Both acute and chronic stress impact memory and concentration, making effective stress management crucial for optimal day-to-day functioning.

Personal Problems that can Causes Stress

Your health, especially if you have a chronic illness such as *heart diseases, diabetes, or arthritis*

Emotional problems, such as anger you can't express depression grief guilt or low self-esteem

Your relationships, such as having problems with your relationship or feelings a lack of friendship or support in your life

Major life changes, such as dealing with the death of a parent or spouse, losing your job, getting married, or moving to a new city.

Stress in your family, such as having a child teen, or other family member who is under stress, being a caregiver to a family member who is elderly or who has health problems

Conflicts with your beliefs and values, for examples, you may value family life, but you may not be able to spend as much time with your family as you want.

Significance of the Study

The researcher tried to study about the level of stress among Higher Secondary School students. Stress is something which is common for all higher secondary school students. The major significant of this study is to identify the level of stress among the students.

Based on this study we can know their level of stress in different fields such as academics, personal life, etc. Necessary steps can be taken to minimize the stress level so that the students may lead a balanced and happy life.

Statement of the Problem

The problem under taken by the investigator is started as "**Stress Management of Higher Secondary Student**".

Operational Definition

Stress Management

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of *stress*, especially chronic stress, usually for the purpose of improving everyday functioning. In this study, stress management of higher secondary school student is measure of the score obtained from the stress management questionnaire.

Higher Secondary School Students

Students are studying in 11th standard in higher secondary school in Madurai and Sivagangai district.

Objectives of the Study

The investigator of the present study framed the following objectives:

1. To find out the level of stress management of the higher secondary student
2. To find out whether there is significant difference between the following sub samples with respect to stress Management.
 - Gender [Male/Female]
 - Locality [Rural/Urban]
 - Management [Government/Government aided/Private]
 - Medium of institution [English/ Tamil]

Hypothesis of the study

The investigator of the present study framed the following hypothesis:

1. To find out the level of stress management of the higher secondary student
2. There is mean difference with respect to background variables with respect to stress Management.
 - Gender [Male/Female]
 - Locality [Rural/Urban]
 - Management [Government/Government aided/Private]
 - Medium of institution [English/ Tamil]

Delimination of the Study

- The current study is under taken in Madurai and Sivagangai (District).
- The investigation is restricted to high school students.

Population and Sample

The population for the present for the present study comprises of the student of XI standard students studying in Government, Government Aided, and Private in Madurai and Sivagangai (District).

A sample of 100 students was selected by random sampling method from one Government, two Government Aided and Private school. The distribution of the sample is given in table.

Table1: Sample Distribution of the Study

Background variables	Factors	No. of Students
Gender	Boys	20
	Girls	90
Medium of institution	Tamil	62
	English	48
Type of school	Government	26
	Government Aided	56
	Private	26
Locality of school	Rural	54
	Urban	56

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the student. The student were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 20 minutes to complete the tool.

Tools Used

A standardized *stress management* scale is developed by the researcher.

Statistical Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of stress management of higher secondary school students.

Table2: Stress Management

Levels	Count	Percentage
Low	20	18.18
Moderate	70	63.63
High	20	18.18
Total	110	100

From table2, it is found that the level of Stress Management of higher secondary students is moderate (63.63%)

2. To find out the mean scores of Stress management scale of for higher secondary students with reference to background variables

Table3: Mean Score of Higher Secondary Students in Stress Management with Reference to the Background Variables

Background variables	Factors	No .of students	Stress management (Mean)
Gender	Male	20	176.05
	Female	90	169.84
Type of school	Government	26	176.53
	Government Aided	56	169.08
	Private	28	169.57
Medium of institution	English	48	176.83
	Tamil	62	166.43
Locality of the school	Rural	54	172.92
	Urban	56	169.08

From table3 it is found that, Government school student ($M=176.53$), Government Aided school student ($M=169.08$), Private school student ($M=169.57$). Male student ($M=176.05$) and Female student ($M=169.84$). English medium ($M=176.83$) Tamil medium ($M=166.43$). Rural ($M=172.92$) and Urban ($M=169.08$).

Findings

- The Level of Stress management of higher secondary students is Moderate.
- Government aided school students and Private school student has more stressed then Government school student.
- Urban people have more stress than Rural in their stress management.
- Girls have more stress than Boys in their stress management.
- Tamil medium student has more stress than English medium student in their stress management.

The present study reveals that the higher secondary students are having moderate level stress management. The Government school students stress management is more than Government Aided School Student and Private School Student.

Education Implications

The result of the study shows that the level of higher secondary students about stress management, being in touch with daily lessons is good idea. Try to be regular in attending and concentrating in lecture. Last minute studying school be avoided and remember that a regular seven hours of sleep is mandatory for the body to function well. One should identify the best and place for studying and this varies with each individual. The students are aware of the exact topics that are going to come for the exams and previous year's question papers should give you're an idea about the exam pattern.

Taking regular short breaks while working helps one relax and concentrate for longer. One should always set 'realistic' goals in life and never let negative thoughts get into one's mind. On the day of the exams one should remain calm and stop being nervous.

Conclusion

As a higher secondary student, They undeniably having a lot going on. Schoolwork and Study take up time, especially for challenging academic classes. Their after-school hours are likely packed with extracurricular activities. Add in a part-time job, a social life, and spending time with their family, and you're potentially face a very busy schedule.

Stress can often be part of the experience of growth, and it's not something you can or should totally avoid. When stress become a problem is when it being to affect you in negative ways, which can manifest in different forms for different people. Some might experience physical effects like headaches or stomach troubles.

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Attitude Towards Two Year B.Ed., Programme of Student Teachers

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Abstract

This paper focus on the attitude towards two year B.Ed., programme of student teachers. Attitude of teachers towards their profession has been a prominent area of research from the past itself. Success of teaching depends on teachers' attitude towards teaching profession, his liking towards learners' interest in teaching. Teacher education is a lifelong endeavor, growth in knowledge and skills continues throughout a teacher's career. Practicing teachers learn informally through their daily experiences in the classroom and their work with other teachers, formally through staff development activities and graduate study. Teacher education, begins when the prospective teacher enters a teacher preparation program, usually in the last two years of undergraduate study or in an intensive year or more of post-baccalaureate study. The preparation program extends prior experiences and sometimes contradicts them. The objective of the study was to find out the attitude towards two year B.Ed., programme of student teachers. Survey method was used for the investigation. 30 student teachers of Dindigul district were used as sample for the study. The investigators have adopted the Attitude scale towards two year B.Ed., programme developed and validated by V. Rajeswari and P. Shanmugavadivu (2015). The results showed that the level of attitude towards two year B.Ed., programme of student teachers is moderate.

Key Words: Attitude, Two Year B.Ed., Programme and Student Teachers

Introduction

Teaching is a very noble and challenging profession and teachers are the kingpins of any educational system. Kothari Commission (1964-66) reported that the destiny of the nation is shaped by the teachers in classrooms. Teachers need to be professionals in their roles and responsibilities to meet the changing needs of the society as teaching unfolds the world of knowledge and provides variety of experiences to learners for their better growth and development.

The personality of the teacher is also a very significant factor and is said that teachers affects eternity. Nobody can tell where their influence stops. Teacher education courses focus on the knowledge base of the behavioral sciences but also include analyses of the nuances of learners' behavior, study of strategies and tactics for accelerating and enhancing learning, examining curriculum, testing one's ability to teach, receiving feedback and learning to become a more effective teacher (Aggarwal, 1985).

Significance of the Study

It is quite evident that teacher education programme should be built upon a strong foundation. There is need to equip our teachers with the ideas of change. Only a competent teacher can bring desirable changes in the students and in the community and such teachers are called as Nation builder. After the National policy on education came in to being, the NCTE which stressed the need of a qualitative teacher education programme. There is feeling that mushrooming of B.Ed., colleges offering teacher education programme in our country make student teachers within 10 months programme duration qualified to become teachers at secondary level. Out of 10 months, two months they are spent for practice teaching or internship in teaching without adequate preparation in teaching methodology. Teaching skills and competence on one hand and lack of understanding of theoretical knowledge, these student teachers get teaching jobs.

One of the most effective ways to make quality teacher preparation at secondary strong may be increasing the duration of the course, course contents, instructional time and transactional strategies. One year B.Ed., curriculum is debated on the ground as it lacks in developing teaching skills required to grow as a good teacher. There are many tasks which must be performed by a

teacher in real life teaching situation. It also aims at a complete development of the student teachers, particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. It develops sound knowledge base for student teachers in content areas, develops skills of trainee teachers to be competent enough regard doing how to transact the content material to the students of the schools meaningfully. All the colleges of education in the country are anxious to know the impact of longer duration on teacher preparation (Jayasree and Sharma, 2007). Whether the two year B.Ed., programme is essential for enhancement of professionalism and preparation of quality of teachers.

The investigator being a student teacher as decided to explore the attitude of two year B.Ed., programme among student trainees.

Objectives

1. To find out the level of attitude towards two year B.Ed., programme among student teachers.
2. To find out the level of attitude towards two year B.Ed., programme among student teachers with regard to gender.
3. To find out the significant difference in the attitude towards two year B.Ed., programme of student teachers with regard to gender.

Hypothesis

H_0 : There is no significant difference in the attitude towards two year B.Ed., programme of student teachers with regard to gender.

Delimitations of the Study

1. The study is limited to student teachers of Dindigul district only.
2. The investigator has proposed to choose only 30 student teachers as sample for the study.

Method Used

The investigator has adopted survey method in this study for attitude towards two year B.Ed., programme.

Population and Sample

The population of the present study consists of student teachers those who are studying in B.Ed., college of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 30 student teachers. Among them 8 were male and 22 were female student teachers.

Tool Used

This study aims to evaluate the attitude towards two year B.Ed., programme. The investigator has used the Attitude scale towards two year B.Ed., programme developed and validated by V. Rajeswari and P. Shanmugavadivu (2015).

Statistics Techniques Used

Percentage analysis and 't' test were used in this study.

Analysis of Data

Table 1 Level of Attitude towards two year B.Ed., Programme among Student Teachers

Dimensions	Least Favorable		Moderate Favorable		Most Favorable	
	N	%	N	%	N	%
Teaching Learning Process	5	16.7	21	70.0	4	13.3
Micro & Mini Teaching Skills	4	13.3	19	63.3	7	23.3

						3
ICT & Macro Teaching Skills	4	13.3	19	63.3	7	23.3
Observation of a Person	5	16.7	21	70.0	4	13.3
Overall attitude towards two year B.Ed., programme	5	16.7	20	66.7	5	16.7

Table 2 Level of Attitude towards two year B.Ed., Programme among Student Teachers with Regard to Gender

Dimensions	Gender	Least favorable		Moderate favorable		Most Favorable	
		N	%	N	%	N	%
Teaching Learning Process	Male	2	25.0	4	50.0	2	25.0
	Female	3	13.6	17	77.3	2	9.1
Micro & Mini Teaching Skills	Male	0	0.0	7	87.5	6	27.3
	Female	4	18.2	12	54.5	6	27.3
ICT & Macro Teaching Skills	Male	2	25.0	5	62.5	1	12.5
	Female	2	9.1	14	63.6	6	27.3
Observation of a Person	Male	1	12.5	6	75.0	1	12.5
	Female	4	18.2	15	68.2	3	13.6
Overall attitude towards two year B.Ed., programme	Male	1	12.5	6	75.0	1	12.5
	Female	4	18.2	14	63.6	4	18.2

Table 3 Difference in the Attitude towards two year B.Ed., Programme of Student Teachers with Regard to Gender

Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Teaching Learning Process	Male	8	31.12	2.800	0.965	NS
	Female	22	29.95	3.287		
Micro & Mini Teaching Skills	Male	8	23.00	2.828	0.106	NS
	Female	22	23.14	3.796		
ICT & Macro Teaching Skills	Male	8	25.75	2.605	1.978	S
	Female	22	27.64	2.629		
Observation of a Person	Male	8	17.25	2.315	0.489	NS
	Female	22	16.77	2.487		
Overall attitude towards two year B.Ed., programme	Male	8	97.12	7.827	0.102	NS
	Female	22	97.50	11.228		

(At 5% level of significance the table value of 't' is 1.96, S-Significant, NS- Not Significant)

Results and Discussion

- Table 1 reveals that 13.3% of student teachers have most favorable of teaching learning process, 23.3% of student teachers have most favorable of micro teaching skills, 23.3% of student teachers have most favorable of ICT & macro teaching skills, 13.3% of student teachers have most favorable of observation of a person and 16.7% of student teachers have most favorable of overall attitude towards two year B.Ed., programme.
- Table 2 reveals that the level of attitude towards two year B.Ed., programme and its dimensions of student teachers with regard to gender in terms of overall sample is moderate. 25.0% of male and 9.1% of female student teachers have most favorable of teaching learning process, 12.5% of male and 27.3% female student teachers have most favorable of micro teaching skills, 12.5% of male and 27.3% of female student teachers have most favorable of ICT & macro teaching skills, 12.5% of male and 13.6% of female

student teachers have most favorable of observation of a person and 12.5% of male and 18.2% of female student teachers have most favorable of overall attitude towards two year B.Ed., programme.

3. Table 3 reveals that the calculated 't' value is less than the table value (1.96) for df 28, at 5% level of significance in the dimensions of micro teaching skills, observation of a person, teaching learning process and overall attitude towards two year B.Ed., programme. But there is significant difference between male and female student teachers in the dimension of ICT & macro teaching skills. While comparing the mean scores of female (mean=27.64) and male (mean=25.75) student teachers. It is inferred that the female student teachers have better in the dimension of ICT & macro teaching skills of student teachers. This may due to the fact that female graduates are more likely to chosen B.Ed., after their graduation. So they wish to choose this course in their own attitude. Men students in practice do not opt for teaching professions. Teacher education is not prime for them.

Conclusion

Two year B.Ed., programme is very essential to become an effective teacher. So teacher education programme needs to be focused the development of overall personality among the B.Ed. trainees. In this study the Investigator attempted to explore the relative influence of variables like teaching learning process, micro and mini teaching skills, ICT & macro teaching skills, observation of a person on various dimensions of two year B.Ed., programme.

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7. rt breaks while working helps one relax and concentrate for longer. One should always set 'realistic' goals in life and never let negative thoughts get into one's mind. On the day of the exams one should remain calm and stop being nervous.

Lateral Thinking of IX Standard Students in Madurai District

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Abstract

The present study examined adoption of lateral thinking level of IX standard students in Madurai. The sample consists of 100 school 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 from the population. The adoption of lateral thinking 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 lateral thinking Level of IX standard students with respect to background variables is moderate. There is significant difference in the adoption of lateral thinking level of IX standard students with respect to background variables of gender, kinds of family and kinds of schools respectively.

Keywords: Lateral thinking, School students, IX students

Introduction

Lateral thinking is a problem solving technique that was developed by Edward de Bono. It can be defined as methods which are used to alter the perception of a problem. Dr. Edward de Bono divides thinking into two methods. He calls one vertical thinking, which uses the processes of logic-the traditional, historical method. He calls the other lateral thinking, which involves disrupting an apparent thinking sequence and arriving at the solution from another angle. Bono's proven *Lateral Thinking* methods provide a deliberate, systematic process that will result in innovative thinking or creative thinking. It is a skill that can be learned. It empowers people by adding strength to their natural abilities, which improves creativity and innovation, which leads to increased productivity and profit.

Lateral Thinking

Lateral thinking is a technique that requires large amount of reasoning and it is a good technique to use in situations where pure logic may not be useful. The goal of using lateral thinking is to move your mind away from thinking which is pragmatic and orthodoxed. People who use lateral thinking tend to come up with unorthodoxed solution to problems, and they may also be able to make discoveries which were not previously considered.

Definition - Lateral Thinking

***"The Lateral Thinking is a program that provides one with a number of proven and concrete ways to learn the power of creativity and innovation."* - Edward de Bono**

Edward de Bono describes lateral thinking as a special kind of thinking that is distinct from ordinary logic - which he terms 'vertical thinking'.

Lateral Thinking teach a person how to think creatively, turn problems into opportunities, find alternative solutions and dramatically increase a person's number of new and practical ideas using unconventional thinking techniques normally untapped by one's usual ways of thinking.

Significance of the Study

Thinking is essentially a cognitive activity. It is always directed to achieve some end or purpose. In this sense, thinking differs from the aimless cognitive acts like day dreaming and imagination. In genuine thinking, we cannot let our thoughts wander without any definite end in mind. Thinking is described as a problem solving behaviour. From the beginning till end, there is some problem around which the whole process of thinking resolves. Problems are said to arise when a fixed pattern of behaviour cannot satisfy one's felt needs. These problems give birth to thinking and thinking helps in finding out their solutions. Thinking is only related to the inner cognitive behaviour. When a person try to solve a problem by merely doing something in the situation, he is not thinking. Thinking demands the immediate suspension of one's overt or motor

activities. It is an implicit activity that proceeds inside the person. It's objective observation is not possible.

Thinking refers to the process of creating a structured series of connective transactions between items of perceived information. Lateral thinking is a problem solving technique that requires large amount of reasoning. Virtually any one can think, but it is more difficult to create something unique that did not exist before. Mathematics is the subject which makes the student to score high or low marks. Lateral thinking is a powerful tool and its helps the students to solve critical and tough problems in mathematics. It is a good technique to be used in mathematical problem solving where pure logic may not be useful. The goal of using lateral thinking is to move the students mind away from thinking which is pragmatic and orthodoxed. Since the lateral thinking of a students influences his potentialities specifically achievement in mathematics the investigator has chosen the present study lateral thinking and achievement mathematics of IX standard students.

Statement of the Problem

“LATERAL THINKING OF IX STANDARD STUENTS IN MADURAI DISTRICT”

Operational Definition of the Terms

The investigator adopts the following definitions for the terms used in the title of the present study.

Lateral Thinking

Lateral Thinking is thinking creatively, turning problems into opportunities, finding alternative solutions and dramatically increasing number of new and practical ideas using unconventional thinking techniques normally untapped by usual ways of thinking. Here, the investigator means, the exploring of multiple possibilities and approaches instead of pursuing a single approach to solve a problem.

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 lateral thinking of IX standard students with respect to background variables.
2. To find out whether there is no significant difference in lateral thinking of IX standard students with respect to background variables.

Hypothesis

1. Level lateral thinking of IX standard students with respect to background variables are moderate.
2. There is no significant difference in lateral thinking of IX standard 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 IX standard students in Madurai District.

Sample for the Study

The investigator used random sampling techniques and IX standard students are randomly selected from the Madurai district.

Tools Used for the Study

Lateral thinking scale constructed and validated by investigator

Description of Adoption of Whatsapp Instant Messaging Scale

This tool has been developed by investigator for Lateral thinking scale consists 20 items. Each item has to be answered by students in their lateral thinking .

Scoring Procedure

Lateral thinking scale consisting of 20 items .Each items carries two marks .

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 lateral thinking of IX standard students with respect to background variables is moderate.

Table: 1 Lateral Thinking of IX Standard Students with Respect to Background Variables is Moderate

Lateral Thinking	Category	Low		Average		High	
		Count	%	Count	%	Count	%
Gender	Male	15	26.8	36	64.3	5	8.9
	Female	2	4.5	28	63.6	14	31.8
Kind of family	Joint	5	17.2	22	75.9	2	6.9
	Nuclear	12	16.9	42	59.2	17	23.9
Kind of school	Govt.	0	0	13	72.2	5	27.8
	Govt.Aide	17	21	50	61.7	14	17.3
	Self-finance	0	0	1	100	0	0

- It is inferred from the above table that, 26.8%, 64.3%, 8.9% of male school students have low, average and high level of lateral thinking respectively. 4.5%, 63.6%, 31.8% of female school students have low, average and high level of lateral thinking respectively.
- It is inferred from the above table that, 17.2%, 75.9%, 6.9% of joint family students have low, average and high level of lateral thinking respectively. 16.9%, 59.2%, 23.9% of nuclear family students have low, average and high level of lateral thinking respectively.
- It is inferred from the above table that, 0%, 72.2%, 27.8% of Govt. school students have low, average and high level of lateral thinking respectively. 21%, 61.7%, 17.3% of Govt. aided school students have low, average and high level of lateral thinking respectively. 0%, 100%, 0% of self-finance school students have low, average and high level of lateral thinking respectively.

Hypothesis 2

There is no significant difference in lateral thinking of IX standard students with respect to background variables.

Table: 2 Significant Difference in Lateral Thinking of IX Standard Students with Respect to Background Variables.

Lateral thinking	Category	Count	Mean	SD	Calculated t-value	Remark at 5% level of significance
Gender	Male	56	11.05	4.19	3.73	S

	Female	44	13.98	3.46		
Kind of Family	Joint	29	11.62	4.03	1.113	NS
	Nuclear	71	12.63	4.17		

(At 5% level of significance the table t-value is 1.96).

The calculated 't' value (3.73) 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 school students in their lateral thinking of IX standard students with respect to gender" is rejected. Hence there is no significant difference between male and female students in their lateral thinking of IX standard students with respect to gender. While comparing the mean scores of male and female students, female students ($M=13.98$) are better than male students ($M=11.05$) in their lateral thinking of IX standard students.

The calculated 't' value (1.113) is lesser than the table value (1.96) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between joint and Nuclear of students in their in their lateral thinking of IX standard students with respect to kind of family." accepted There is no significant difference between joint and Nuclear of IX standard students in their in their lateral thinking of IX standard students with respect to kind of family.

Recommendations

- The students studying from high schools are in a need of some psychological support from their parents as well as teachers.
- The parents and teachers must give more guidance and supportive care to the students who are in their high school studies.
- The schools should not only give importance to high achievement of the students. But also give importance to their creative skills.
- The teacher should identify the individuality of each and every student and try to uplift their thinking ability.
- Teachers should motivate the students to increase their creativity in classroom activities by giving rewards and prizes.
- Some of the enrichment programmes like mind calculation, Sudoku's, puzzles may be given to improve the lateral thinking ability of the students.
- The schools must often conduct meetings with the parents of the students and make them to know about their child's academic status.
- Proper motivation should be given to the students to develop better study habits.
- Teacher should give home assignments to the students to improve their homework skills in mathematics.

Suggestions for Further Research

The researcher suggests the following topics for further research. It may stimulate the prospective research workers to do some useful researches in this area.

- Comparative study on lateral thinking and academic achievement of higher secondary and college students may be conducted.
- Influence of lateral thinking on academic achievement can be studied.
- Relationship between lateral thinking and academic achievement of special children may be investigated.
- Logical thinking and achievement in mathematics of higher secondary students may be studied.
- Critical thinking and academic achievement of higher secondary students can be conducted.
- Reflective thinking and achievement in mathematics of higher secondary students can be investigated.
- Comparative study on creativity, curricular and co-curricular activities of higher secondary students may be studied.

- Relationship between lateral thinking and risk-taking behaviour of B.Ed., college students can be studied.
- Relationship between lateral thinking and interpersonal relationship of college students can be investigated.
- Attitude towards lateral thinking among school and college teachers can be studied.

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உயர்நிலை வகுப்பு மாணவர்களின் வாசிப்புத் திறன் குறித்த ஆய்வு

டோ. சார்லஸ் பாபு & த.மங்கள ஜோதி

(தமிழ்த்துறை)

தியாகராசர் கல்வியியல் கல்லூரி

முன்னுரை

தகவல் பெறுவதற்கு மிக முக்கியமான ஒரு வழி வாசிப்பு ஆகும். அனைத்துக் கல்விசார் திறன்களுக்கும் அடிப்படையானது வாசிப்பு என்பதை நாம் அனைவரும் உணர வேண்டும். வாசிப்பு ஒரு மனிதனை அறிவு பெற்ற மனிதனாக உருவாக்கும். சிறந்த உளவிருத்திற்கு அவசியமாகும்.

ஆய்வின் நோக்கம்

வாசிப்பு என்பது பல முக்கியமான திறன்களைக் கொண்ட ஒரு செயல்முறையாகும். அதாவது சிந்தித்தல், ஆராய்தல், காரணம் கண்டறிதல், கற்பனை செய்தல் போன்றவற்றை உள்ளடக்கியதாகும். இத்தகு திறன்களை உயர்நிலை மாணவர்களிடம் வாசிப்புத் திறன் மூலம் உருவாக்க முயல்வதே ஆய்வின் நோக்கமாகும்.

ஆய்வுத் தேர்விற்கான காரணம்

தற்போது உயர்நிலை வகுப்பு மாணவர்களின் வாசிப்புத் திறனில் குறைபாடு காணப்படுகின்றது. இத்தகைய குறைபாட்டினை நீக்கவும், வாசித்தலை மேம்படுத்தவும் வேண்டும் என்பதே ஆய்வுத் தேர்வின் காரணமாகும். எனவே, வாசித்தலின் மூலம் மாணவர்களிடம் மொழித்திறன் வளர்ச்சி, கேட்டல் திறன் ஆகியவற்றை உருவாக்க வேண்டும் என்பதே நோக்கமாகும்.

கருதுகோள்

- வாசிப்பு முறையில் ஆண்களின் சராசரி விகிதத்திற்கும் பெண்களின் சராசரி விகிதத்திற்கும் பெண்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.
- வாசிப்பு முறையில் இருப்பிடத்தைப் பொறுத்த வரையில் ஆண்களின் சராசரி விகிதத்திற்கும், பெண்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.

ஆய்வு எல்லை

உயர்நிலை வகுப்பு மாணவர்களான ஒன்பதாம் வகுப்பு மற்றும் பத்தாம் வகுப்பு பயிலும் மாணவ.. மாணவிகளின் வாசிப்புத் திறன் குறித்த ஆய்வாகும்.

ஆய்வு மாதிரிகள்

ஆண்கள் - 81 பேர்

பெண்கள் - 69 பேர்

ஆய்வில் 81 மாணவர்கள், 69 மாணவிகள் கொண்ட 150 ஆய்வு மாதிரிகள் சேகரிக்கப்பட்டன.

பகுப்பாய்வு

அளவு	எண்ணிக்கை	சதவீதம்
உயர்நிலை	34	13.33
இடைநிலை	96	64
தாழ்நிலை	20	22.66

மேற்கண்ட அட்டவணையிலிருந்து வாசிப்புத் திறனின் உயர்வு நிலையானது 34, இடைநிலை 96 எனவும், தாழ்வு நிலையானது 20 எனவும் கணக்கிடப்பட்டுள்ளது.

இனம் மாதிரிக்கூறு சராசரி திட்டவிலக்கம் வ

ஆண்	81	38.64	2.69	3.83
பெண்	69	40.33	2.69	
கிராமம்	6	39.33	1.51	
நகரம்	144	39.42	2.86	0.08

மேற்கண்ட அட்டவணையின் படி வ-ன் மதிப்பானது அட்டவணை மதிப்பான 1.96 ஐ விட அதிகமாக இருப்பதால் நிராகரிக்கப்பட்டது.

இருப்பிடத்தைப் பொறுத்தவரையில் மேற்கண்ட அட்டவணையின்படி வ-ன் மதிப்பானது அட்டவணை மதிப்பிலான 1.96 ஐ விடக் குறைவாக இருப்பதால் கருதுகோள் ஏற்றுக் கொள்ளப்பட்டது.

முடிவுகள்

கருதுகோள்

- வாசிப்பு முறையில் பாலினத்தைப் பொறுத்தவரையில் கிராமத்தில் வசிப்பவர்களின் சராசரி விகிதத்திற்கும், நகரத்தில் வாசிப்பவர்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு ஏதும் இல்லை.

பரிந்துரைகள்

- பாலினத்தைப் பொறுத்தவரையில் ஆண்களின் வாசிப்புத்திறன் விகிதத்தை விட பெண்களின் வாசிப்புத்திறன் விகிதமானது அதிகமாக உள்ளது.
- ஆண்களை விட பெண்களே வாசிப்புத்திறன் விகிதத்தில் உயர்ந்து காணப்படுகின்றனர். இதற்கு காரணம் ஆண்களை விட பெண்களே அதிக கவனிக்கும் திறன், ஒருமுகப்படுத்தும் ஆற்றல் பெற்றுள்ளனர். ஆண்களின் வாசிப்புத் திறன் விகிதக் குறைவிற்கு காரணம் அவர்களின் விளையாட்டுப் போக்கும், கவனக்குறைவும் ஆகும். ஆசிரியரின் தொடர்புபயிற்சி மற்றும் ஊக்குவித்தல் ஆகியவற்றின் மூலம் வாசிப்புத்திறனை அதிகரிக்க இயலும்.

வீட்டுப்பள்ளிப் படிப்பில் மாணவ ஆசிரியரின் மனப்பான்மை-ஓர் ஆய்வு

அ.ம. அபினா
சிக்கந்தர் நஜீமா

முதலாம் ஆண்டு ஆசிரிய மாணவர்கள், தமிழ் துறை, தியாகராசர் கல்வியியல் கல்லூரி, மதுரை.

முன்னுரை

இன்றைய நவீன உலகத்தில் கல்வி என்பது மாணவர்களுக்கு மிக அவசியமான ஒன்றாகும். அக்கல்வியை பள்ளிக்குச் சென்று பயில்வதைக் காட்டிலும், வீட்டிலிருந்தே கற்பது இக்கால மாணவர்களுக்கு ஏற்றதாக உள்ளது. மேலும், வீட்டுப் பள்ளிப் படிப்பை பயில்வதன் மூலம் மாணவர்களின் நடத்தை மாற்றம் மற்றும் அறிவுதிறன் ஆகியவை எந்த அளவுக்கு வீட்டுப் பள்ளிப் படிப்பில் பெறும் என்பதை அடிப்படையாகக் கொண்டு மாணவ ஆசிரியரின் மனப்பான்மையை சோதிப்பதே இக்கட்டுரையின் நோக்கமாகும். எனவே வீட்டுப் பள்ளிப் படிப்பில் பற்றிய மாணவ ஆசிரியரின் மனப்பான்மையை ஓர் ஆய்வாக இக்கட்டுரையில் காண்போம்.

ஆய்வின் தலைப்பு

“வீட்டுப்பள்ளிப் படிப்பில் மாணவ ஆசிரியரின் மனப்பான்மை –ஓர் ஆய்வு.”

ஆய்வின் தேவை

இன்றைய காலகட்டத்தில் வீட்டுப் பள்ளிப் படிப்பு என்பது மாணவர்களிடையே பெரிதும் விரும்பக்கூடிய ஒன்றாக இருக்கிறது. மாணவர்கள் தங்கள் படிப்பை வீட்டிலேயே மேற்கொள்வதால், அவர்களுக்கு ஒரு விதமான தயக்கம், பயம் போன்றவை குறைய வாய்ப்புகள் அதிகமாக உள்ளது.

வீட்டிலேயே மாணவர்கள் தங்கள் படிப்பை பயில்வதன் மூலம் அவர்களுக்கு பாடச் சம்பந்தமான நூலறிவு மட்டுமின்றி, பழக்கவழக்கங்கள், சமுதாயத்தைப் பற்றிய விழிப்புணர்வு போன்ற அனுபவ அறிவும் ஏற்படுகிறது. மேலும் மாணவர்கள் பள்ளிக்குச் சென்று கல்வி கற்பதனால் அவர்கள் தங்கள் கலைத்திட்டத்தில் உள்ள பாடத்தை மட்டுமே கற்றுக்கொள்ள முடிகிறது. மேலும், மாணவர்கள் தங்களின் திறமைகளை வளர்த்துக் கொள்ள பள்ளி ஏதுவாக அமைவதில்லை. வீட்டிலிருந்தே மாணவர்கள் தங்கள் படிப்பை மேற்கொள்வதன் மூலம் தங்களின் தனித்திறமைகளை வளர்த்துக் கொள்ள முடிகிறது. பள்ளிக்கும் சென்று பயில்வதனால் மாணவர்கள் பள்ளியில் ஒதுக்கப்பட்டிருக்கும் பாட வேளையை மட்டும் பயன்படுத்த முடியும். வீட்டில் இருந்து படிப்பதன் மூலம் பாடங்களை மட்டுமின்றி மாணவர்கள் தங்கள் தனித்திறமைகளையும் வளர்த்துக் கொள்ள முடியும். எனவே தற்கால சூழலில் வீட்டுப் பள்ளிப் படிப்பானது மிகவும் தேவையாக கருதப்படுகிறது.

ஆய்வின் நோக்கம்

- மாணவ ஆசிரியரின் வீட்டுப் பள்ளிப் படிப்பை பற்றிய மனப்பான்மையை அளவிடுதல்.
- பொது விவரங்களின் வீட்டுப் பள்ளிப் படிப்பை பற்றிய சதவீதத்தை கண்டறிதல்.

ஆய்வு நெறிமுறை

ஆய்வு முறை, மாதிரி மற்றும் தொகுதி, கருதுகோள், புள்ளி விவரங்கள் ஆகியவற்றை கொண்டு அமைக்கப்படுகிறது.

ஆய்வு முறை

பொது விவரங்கள் அடிப்படையில் மாணவ ஆசிரியரின் மனப்பான்மையை சோதித்தல்.

மாதிரி மற்றும் தொகுதி

மாணவ ஆசிரியரை மாணவ ஆசிரியரை மாதிரியாகவும், 97 மாணவ ஆசிரியரின் மனப்பான்மை தொகுதியாகவும் கொண்டு ஆய்வு செய்தல்

கருதுக்கோள்

ஆய்வாளர் இந்த ஆய்வு முறைக்கு நாங்கள் கருதுகோளாக வினாததாளினை பயன்படுத்தி மாணவ ஆசிரியரின் மனப்பான்மையை ஆய்வு செய்துள்ளார்.

புள்ளி விவரங்கள்

மாதிரிகள்	மாதிரிக்கூறு	சராசரி
22-23 வயது	79	59.73௫
23- வயதிற்கு மேல்	18	57.66௫
ஆண்	17	58.85௫
பெண்	80	56.09௫
கிராமம்	50	60௫
நகரம்	47	54.9௫

பயிற்றுமொழி தமிழ்	28	60.175மூ
பயிற்று மொழி ஆங்கிலம்	69	54.6மூ
இளங்கலை	63	60.75மூ
முதுகலை	34	56.14மூ
திருமணம் ஆனவர்	8	56.25மூ
திருமணம் ஆகாதவர்	89	57.42மூ

அட்டவணை

மனப்பான்மை	எண்ணிக்கை	அடிப்படையில்	சதவீதம்
உயர்நிலை	18	19%	
நடுநிலை	64	66%	
கீழ்நிலை	15	15%	

பகுப்பாய்வு

- மாணவர்களின் மனப்பான்மையை ஆய்வு செய்ததில், 22 வயதிலிருந்து 23- வயதில் உள்ள மாணவ ஆசிரியரின் மனப்பான்மைக்கும், 23 வயதுக்கு மேல் உள்ள மாணவ ஆசிரியரின் எவ்வித வேறுபாடும் இல்லை. ஆண்களுக்கு மற்றும் பெண்களுக்கு இடையே உள்ள சராசரியில் எவ்வித வேறுபாடும் இல்லை.
- பயிற்றுமொழி தமிழ் மற்றும் ஆங்கில வழியில் கல்வி கற்கும் மாணவ ஆசிரியரின் மனப்பான்மைக்கும் உள்ள சராசரியில் எவ்வித வேறுபாடும் இல்லை.
- இளங்கலை மற்றும் முதுகலை பயின்ற மாணவ ஆசிரியரின் மனப்பான்மைக்கும் உள்ள சராசரியில் எவ்வித வேறுபாடும் இல்லை.
- திருமணமான மாணவ ஆசிரியருக்கும் மற்றும் திருமணமாகாத மாணவ ஆசிரியருக்கும் உள்ள மனப்பான்மையின் சராசரிக்கும் எவ்வித வேறுபாடும் இல்லை.

ஆய்வு முடிவு

மேற்கண்ட பொது விவரங்களை வைத்து பார்க்கும் போது வீட்டுப் பள்ளிப்படிப்பை 18மூ மாணவ ஆசிரியர்கள் ஏற்றுக்கொள்கின்றனர். ஆனால் இவ்வீட்டுப்பள்ளிப் படிப்பை 64மூ மாணவ ஆசிரியர்கள் மறுக்கின்றனர் மற்றும் 15.46மூ மாணவ ஆசிரியர்கள் சராசரி மதிப்பினை இந்த ஆய்விற்கு வழங்கியுள்ளனர்

பரிந்துரைகள்

வீட்டுப் பள்ளிப் படிப்பு என்பது இந்த ஆய்வினை வைத்துப் பார்க்கும் போது பெரும்பாலானோர். இதனை நிராகரிக்கின்றனர். ஏனெனில் இந்த வீட்டுப்பள்ளிப் படிப்பு என்பது இன்னும் மாணவர்களிடையே போய் சென்றடையவில்லை என்பது இதற்கு முக்கிய காரணமாகும். ஆனால், இந்த வீட்டுப் பள்ளிப் படிப்பினை மாணவர்கள் பயில் வேண்டுமெனில் விழிப்புணர்வு மிக அவசியம் என்பது இந்த ஆய்வின் மூலம் தெளிவாக அறியமுடிகிறது.

முடிவுரை

இந்த ஆய்வின் மூலம் மாணவர்களுக்கு இந்த காலகட்டத்தில் வீட்டுப் பள்ளிப் படிப்பானது அவசியம் என பொது விவரங்களின் அடிப்படையில் வைத்துப் பார்க்கும் போதும், மேலும், மாணவ ஆசிரியரின் மனப்பான்மையை வைத்து அளவிடும் போது இந்த வீட்டுப் பள்ளிப் படிப்பை பற்றிய விழிப்புணர்வு, தேவையும் மிக அவசியம் என இவ்வாய்வின் மூலம் அறிய முடிகிறது.

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Social Skill of High School Students

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Abstract

Social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated and changed in verbal and non-verbal way. Social skills build essential character traits like trustworthiness, respectfulness, responsibility, fairness, caring and citizenship. The investigator has used simple random sampling technique for selecting the sample from the population. For this study, 100 students of IX & X standard from five different schools in Madurai district were selected as sample. The mean and standard deviation are the statistical technique used in this study. They were administered with standardized Social Skills scale. The data was collected and subject to statistical analysis. The result revealed that the student was moderate.

Keywords: Social skill, High school students.

Introduction

Social skills are ways of dealing with others that create healthy and positive interactions.

Children who have social skills can communicate clearly, calmly, and respectfully. They show consideration for the feelings and interests of their peers. They take responsibility for their actions, are able to control themselves, and are able to assert themselves when needed. Children learn social skills through experiences with peers, examples and instructions from their parents, and time with adults.

It is vital for children to use social skills because they are the route to creating and developing relationships. They are needed for enriching social experiences, and they lessen the chance for negative interactions. Being the building blocks for friendships, social skills give children the chance to learn from their peers and learn how to be considerate with those they meet in the future. By having a positive impact on life experiences, social skills also give children a sense of confidence and mastery over their environment

Significance of the Study

The purpose of education is to develop the whole some personality of the individuals. The person with integrated personality shows better adjustment in the society. A well-adjusted person will always set realistic goals.

The students studying in IX & X standard are in the age group of 14 to 15 years. They are in the adolescence stage. These students experience conflicts in their minds regarding their bodily changes in this stage. They could not accept the sudden changes in their systems. They are also having a maximum mental development. They can experience sudden spurt in emotional, social, intellectual, and sexual development. In this stage students find it difficult to adjust with their parents and the teachers in their school. The investigator noticed the adjustment problems of the adolescent students in the schools. This has made the investigator choose the present study to analyze the social skills of high school students to study the Social Skills among high school students in Madurai District.

Background of the Problem

The complex structure and functioning of society proved to be too taxing for individual's adjusting capacities. Adjusting problems are increasing day-by-day and have challenged the parents, teachers as well as public. An individual is not born adjusted or maladjusted. So education helps people to adjust and to adopt himself to his own needs and demands of the society. If an individual could not adjust, he will have adverse effects on the learning and behavior this not only hinders him from doing whatever he is supposed to do at a particular moment but also sometimes leads to indiscipline and in some cases even to antisocial manifestation. Poor adjustment at home and school lead a student to perversion and juvenile delinquency. The IX & X standard students face different problems at home, school and society at large. Hence the investigator decided to study the problem.

Statement of the Problem

The problem selected for the present study is entitled as “***Social skill among high school students in Madurai district***”.

Operational Definition

Skill

A skill is the learned capacity or ability to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words the abilities that one possesses.

Social Skills

Social Skills can be defined as the set of skills people use to interact and communicate with one another. They are based on the social norms of our society and they tell us what attitudes and behaviors are considered to be normal, acceptable and expected in a particular social situation. Social Skills are important because they allow us to interact with each other with predictability, so that we can more readily understand each other and be understood.

High school student

Students studying in IX & X standard in high and higher secondary schools in Madurai district.

Objective of Study

- To find the social skills of high school students.
- To find the social skills of high school students with respect to background variables.

Tool Preparation

Social skill scale was constructed and validated by investigator. Each item has five alternative responses namely Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The respondents are required to select one of the five alternative responses for each item.

Score

Score of 5, 4, 3, 2, 1 is given to the responses strongly Agree, Agree, Undecided, Disagree, Strongly Disagree respectively for the positive items. The scoring is reversed for negative items. The social score of a student ranges between 30 and 150.

Delimitations of Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students.

Population and Sample

The population for the present study comprises of the students of IX & X standard students studying in Government, Government Aided and private schools in Madurai district.

A sample of 100 students was selected by random sampling method from one Government, two Government Aided and one private school. The distribution of the sample is given in table.

Table: 1 Sample Distribution of the Study

Background variables	Factors	No. of Students
Gender	Male	32
	Female	68
School type	Government	23
	Government Aided	61
	Private	16
School locality	Rural	35
	Urban	65

Administration of the Tool

The investigator got the permission from the head of the school and concerned subject teacher and admitted the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tool Used

A Standardized Social Skills Scale.

Statistics Used

Percentage analysis, mean and stand deviation are the statistical techniques used in the study.

Data Analysis

The following data analysis was carried out.

1. To find the level of Social Skills of high school students.

Table: 2 Level of Social Skills

Levels	Count	Percentage
Low	14	14
Moderate	76	76
High	11	11
Total	100	100

From table 2, It is found that the level of Social skills for high school students is moderate (76%).

2. To find out the mean scores of Social skills scale for high school student with reference to background variables.

Table3: Mean Scores of High School Students in Social Skills with Reference to the Background Variables

Background variables	Factors	No. of Students	Social skill (Mean)
Gender	Male	32	94.43
	Female	68	93.35
School type	Government	23	86.95
	Government Aided	61	95.49
	Private	16	96.33
School locality	Rural	35	88.80
	Urban	65	96.33
Study habit	Individual	56	92.48
	Group	49	95.25

From table3, It is found that, Male ($M=94.43$), Private ($M=96.33$), Urban ($M=96.33$), Group studying ($M=95.25$) are better in Social skill than their counterparts.

Finding

- The level of Social skill of high school students is moderate
- Male students, Private school students, urban students are better in Social skills than their counterparts.

Recommendations

- Students should take responsibility for their own objectives and set priorities.
- Students should try to solve problems on their own and will pass them on to other people.
- Students should develop innovative practices and value innovative thinking

Conclusion

Conclusions are made based on the feelings 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.

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Preception on Smart Classroom Among B.Ed Trainees in Madurai District

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Abstract

The smart learning approach provides learners of all ages and walks of life with a framework and a host of Smart Thinking Tools that motivate higher levels of understanding. It is a new vision in education. The use of education technology can bring a huge change in education. The purpose of the present study is to review the effectiveness of Smart classroom in learning situation. The normative survey method has been used in present study. The investigator has used simple random sampling technique for selecting the sample from the population. For this study, 90 students of B.ED trainees from Madurai District were selected as sample. They were administered with knowledge of smart classroom. The data was collected and subjected to statistical analysis. The result revealed that the knowledge of smart classroom of the trainees was moderate.

Keywords: Smart classroom, information and communication technology, interactive white board

Introduction

We know that nation is built in classroom. Formal education without classroom is unthinkable. In the ancient period classroom is “GURUKUL” room or under the “GURUKUL” tree. In the present days learning is learner oriented. Modern education system always gives priority to learner psychology like as need, capacity, I.Q, etc. and technology also help education system to make learning joyful, scientific, psychological, informative, opportunistic. The concept of classroom changes drastically in modern days. Now, the classroom is SMART CLASSROOM. Smart class was launched by EDUCOM in 2004. At the very initial stage of launch many Indian reputed schools like TAKSHILA, DPS PITAMPURA in Delhi and Cambridge. In the Smart Classroom every student has the opportunity to access world’s information very easily by the help of internet within the classroom. Smart Classroom also help teachers to deliver his valuable information with the help of interactive white board.

Background of the Study

Today’s students are rapidly becoming more and more technologically inclined. Students adapt quickly to new technologies, just as they will be expected to in the professional world. Cameras, remotes, and wireless devices are all common technologies that result in more engaging learning for students and adaptation to a variety of learning styles.

As time goes on, more and more classrooms should be converted and upgraded. Teachers will need to know how to use these features, and students will come to expect the same equipment in every classroom. The components of a smart classroom allow teachers more freedom, save time, and make some teaching aids possible that were not before. Classrooms will become more interactive. Teachers will be able to teach more efficiently and more effectively. Hence the investigator thought of conducting the present study entitled “**Perception on Smart Classroom among the B.Ed. trainees in Madurai District**”

Statement Of Problem

The problem was selected for the present study is entitled as “**PERCEPTION ON SMART CLASSROOM ON B.ED TRAINEES IN MADURAI DISTRICT**”

Operational Definition

Smart Classroom

Smart classroom are electronically enhanced lecture theatres and classrooms. These rooms create new opportunities in Teaching and learning by integrating computer, multimedia and network technology.

The smart classroom is highly technological concept where presentation of content is Optimal, interactive, convenient access of learning resources. It is also helpful for contextual awareness, classroom layout and management. It may be summarized as Showing, Manageable, Accessible, Real-time Interactive and Testing, which nicknames "S.M.A.R.T".

B.Ed Trainees

Students studying in B.Ed. 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

Objectives of the Study

- To help teachers to meet new challenges and developing students' abilities and performance
- To enables teachers to express their views and ensures that every child is understanding the undertaken concept which ultimately affects his achievement
- To make possible for the concepts to be understood clearly. To makes abstract concept real.

Hypothesis

- There is no significant difference in perception on smart classroom among B.ED trainees with respect to background variables.
- There is no significant difference in the perception on smart classroom of B.ED trainees with respect to background variables.

Research Methodology

Research has employed normative survey method for this study in which the researcher wishes to get precise information and generalize conclusion 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 B.ED trainees in Madurai District.

Sample for the Study

The investigator used random sampling techniques and 90 B.ED trainees are randomly selected from the Madurai District.

Tools Used for the Study

The Perception Scale on Smart Classrooms, developed and standardized by Manny-Ikan, Dagan (2007) was adopted in the present study.

Description of Perception on Smart Classroom

This tool has been developed by investigator for Perception on Smart Classroom scale and it consists of 30 items. Each item has to be answered by choosing anyone of the three alternatives such as agree, undecided and disagree.

Scoring Procedure

The items are to be answered by choosing agree, undecided and disagree 3 point scale. Agree, undecided and disagree correspondingly and the scoring the mark allotment is 3, 2 and 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 and Percentage analysis.

Delimitation of Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to B.ED Trainees only.

Population of Sample

The population for the present study comprises of the B.ED trainees studying in Government and Government Aided colleges in Madurai district. A sample of 90 students was selected by random sampling method from two Government and two Government Aided colleges. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variable	Factors	No of students
Gender	Male	20
	Female	70
Qualification	UG	82
	PG	8
Locality	Urban	59
	Rural	31
Computer Knowledge	Yes	83
	No	7

Administration of the Tool

The investigator got the permission from the head of the college and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Perception on Smart Classroom among B.ED Trainees

Table 2: Level of Perception on Smart Classroom

Levels	Counts	Percentage
Low	9	10
High	16	17
Moderate	65	73
Total	90	90

From table 2, it is found that the level of perception on smart classroom for B.ED trainees is moderate (72 %).

Table 3: Mean Scores of B.Ed Trainees in Perception on Smart Classroom with Reference to the Background Variables

Background Variables	Factors	No of Students	Perception on Smart Class (Mean)
Gender	Male	20	90
	Female	70	78
Qualification	UG	82	78
	PG	8	79
Locality	Urban	59	78
	Rural	31	79
Computer knowledge	Yes	83	79
	No	7	78

From table 3 it is found that, gender(M= 90), female(M=78), UG (M=78), PG(M=79), urban(M=78), rural (M=79) and computer knowledge yes (M= 79),no(M=78) are better in perception on smart classroom than their counterparts.

Findings

- The level of Perception on smart classroom is moderate.
- Government aided trainees, urban students, girl students, english medium
- students, female students, students of literate father and literate mother are better in perception on smart classroom than their counterparts

Educational Implications

It is inferred from the findings that the school teachers have high level of perception on smart classrooms. It reveals the standard of the present day school teachers that they are ready to accept and implement any innovations in the field of education. Hence it is the responsibility of the government to come forward with many innovative approaches in the field of education to sustain the standard and to develop further to the advanced level in the world arena.

Recommendations

- Students should take responsibility for their own objectives and set priorities.
- Students should try to solve problems on their own and will pass them on to other people.
- Students should develop innovative practices and value innovative thinking.

Conclusions

The structure and arrangement of traditional classroom space does not go with changes happened in educational agents, methodology and social context. Smart classrooms rethink learning space and learners' expectations about what this space, along with resources and methodologies, should be like. The Smart classroom is a one-stop resource for students needing research, technology, or writing help. The usage of this new technology must be encouraged in the current education system. The Smart classroom provide the students as well as teacher to learn through a new techniques and too in a different and interesting manner.

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Environmental Preservation Among Higher Secondary Students

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Abstract

Environmental preservation is the important technique that to be followed by human beings. Preserving the environment that help us to increase the resources that are available in the earth. Environment preservation includes both living (biotic) and non-living (abiotic) factors. This preservation will help to both current scenario and the future citizens of the world. That preservation may avoid both extinct and endangered species as well as lead to dangerous hazards (biological).

Introduction

Environmental preservation should be followed by all human beings. Preservation is the important method by which we can increase the sources and resources of all biological factors. Preservation should be followed from by all age groups. As a being teenagers, (Higher secondary students) should have more responsible to protect the environment. Many human problems are also due to mismanagement of environment created by man himself. There is a need for the sensible use of a earth natural resources in order to avoid excessive degradation and impoverishment of the environment.

Significance of the Study

- It is the challenging one in maintaining the health of human beings.
- The role of environment preservation assumes significance mainly in human beings when the information is to be spread through higher secondary students.

Operational Definition

Environmental Preservation

Environmental preservation is the strict setting aside of natural resources to prevent the use or contact by humans or by human intervention.

Higher Secondary Students

The students studying XII standard in higher secondary schools in Madurai District.

Objectives

The following are the objectives of the study:

- To measure the attitude of higher secondary students towards environmental preservation.
- To compare the attitude of higher secondary students towards preservation of the environment with the difference sample groups in terms of type of institution, sex, school locality, class, subject of the study & medium of instruction.

Hypothesis

- Environmental preservation among the higher secondary students is average.
- There is no significant difference in the environmental preservation 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 Environmental Preservation among higher secondary students. The reliability coefficient of the tools 1.973 which is significant. Hence the tool is a highly reliable one.

Sample of the Study

Samples of 100 students studying in higher secondary schools 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 for the level of significance.

Result and Discussion

Hypothesis-1

Environmental preservation among the higher secondary students is average.

Table-1.1: Percentage Analysis of Environmental Preservation among Higher Secondary Students

Category	Low		Moderate		High	
Environment Preservation	N	P	N	P	N	P
	5	5	87	87	8	8

From the above table it is found that 5% of the sample possesses low level of environmental preservation, 87% of the sample possesses moderate level of environmental preservation and 8% of the sample possesses high level of environmental preservation. Hence the framed hypothesis is accepted.

Hypothesis-2

There is no significant difference in the Environmental preservation among the higher secondary students in Madurai district with regard to 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 Student's Environmental Preservation with Regard to Selected Population Variables

Category		N	Mean	SD	t' value	Level of Significance
Gender	Male	50	42.1400	6.29872	1.026	Not Significant
	Female	50	41.0000	4.69042		
Locality of Students	Rural	45	42.3556	7.12280	1.283	Not Significant
	Urban	55	40.9273	3.78033		
Stream	Science	50	42.2200	6.83714	1.172	Not Significant
	Others	50	40.9200	3.83773		
No. of Siblings	One	36	41.5833	6.79653	0.018	Not Significant
	More than one	64	41.5625	4.77718		
Kind of Residence	Own	58	41.7586	4.78048	0.379	Not Significant
	Rental	42	41.3095	6.52757		
Kind of School	Govt.	50	41.0000	4.69042	1.026	Not Significant
	Govt aided	50	42.1400	6.29872		
Father's Education	Literate	61	41.1803	4.59169	0.876	Not Significant
	Illiterate	39	42.1795	6.81667		
Mother's Education	Literate	57	40.6316	4.16032	1.973	Significant
	Illiterate	43	42.8140	6.84612		

Since the calculated value is higher than the table value so there is a significant difference found between the environmental preservation 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 Environmental Preservation among the higher secondary students is moderate. Hence the framed research hypothesis is accepted.
2. There is no significant difference in the level of Environmental Preservation between the male and female students. Hence the framed research hypothesis is accepted.

3. There is no significant difference in the level of Environmental Preservation between Government and Aided school students. Hence the framed research hypothesis is accepted.
4. There is no significant difference in the level of Environmental Preservation 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 Environmental Preservation between Commerce and Science students. Hence the framed research hypothesis is accepted.
6. There is no significant difference in the level of Environmental Preservation of higher secondary students whose Father's Education. Hence the framed research hypothesis is accepted.
7. There is significant difference in the level of Environmental Preservation 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 8% of the sample lies in the high level in their environmental preservation, 88% of the sample lies in the moderate level of their environmental preservation and 5% of the sample lies in the low level in their environmental preservation. This may be due to motivational strategies used at home and at the school for the students who are lying in the low and moderate level of environmental preservation.

This study reveals that there is no significant difference between the gender, locality, medium of instruction, kind of school, kind of residence and number of siblings.

This study reveals that there is no significant difference between environmental preservation among higher secondary student's in terms of their father's educational qualification.

This study reveals that there is significant difference between environmental preservation among higher secondary student's in terms of their mother's educational qualification is below SSLC has high environmental preservation than the students whose mother's qualification is above SSLC. This seems that the low qualified mother's motivate the children to be aware about environmental preservation and making their children to be a responsible citizen.

Educational Implications

To protect and conserve the environment emphasis should be given to Environmental Education in both formal and non-formal system of education. In formal teachers play a very significant role in developing a greater awareness about environment among student's .This may bring radical changes among the students in the way of thinking, living and working.

Conclusions

The higher secondary school syllabus contains the environmental topics like natural resources, conservation organisms etc...But the topics are not presented in such a way to enhance the environmental preservation sustainability in environmental issues. The research reveals only the student has minimal level of thinking about environmental preservation, so the school should promote some measures and facilities like practical way of study to protect the environment. Make the student's to aware about the environment in detail.

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Acuity of Student Teachers Towards Quality Education

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Abstract

The scope of the work is related to the acuity among the student teachers towards the quality education. The current scenario shows that there was a lack of awareness among the teachers related to education. We are in need to rectify that particular crisis. So that we had done survey among the student teachers to get opinion and come to the solution and recommend the appropriate solution to the society. This work gives a proper and meaningful; thoughts towards quality education as well as the recommendations.

Keywords: *acuity, student teachers, quality education, recommend, appropriate.*

Introduction

Quality is at the heart of education and is neither an impartial thing nor a chronological element. Quality in education has implicit great significance throughout the word at the same time it continues to be an issue of great difficulty. Now days, There is a need of quality education for all. Because there are much developed and more developing countries throughout the world in that education for all in the same criteria was not followed. That's why the need of quality education is an important one.

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.
- Outcomes that encompass knowledge, skills, attitudes and are linked to national goals for education and positive participation in society.

Objectives

- to measure the acuity of student teachers towards quality education.
- and to suggest relevant recommendations and proper outcomes.

Significance of the Study

The problem in today's society with the educations system is endless. So many students are underprivileged of the quality of the education they be worthy of today. Many elementary and high schools are civilizing and deserve more attention with school supplies , smaller class rooms and need more highly qualified teachers. Schools today are in a bad need of change. Hence the significance of the study to did survey among the student teachers.

Hypothesis

- The study on acuity of student teachers towards quality education based on variables locality and stream has no significant difference.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to student teachers from I-year.

Tool Description

- The questionnaire has been used as a tool

Statistical Technique

- In the present study the following statistical measures used
 1. -Mean
 2. -Deviation

Population and Sample

The population considered for the study was student teachers from B.Ed colleges and sample was 100 student teachers stratified on the basis of locality and stream.

Table 1: Population and Sample

Background variable	Factors	Total
Type of Locality	Rural	41
	Urban	59
Types of stream	Arts	50
	Science	50

Table 2: Percentage Level of Different Variables

Level	Locality (Percentage)		Stream (Percentage)	
	Rural	Urban	Arts	Science
Low	9.75	18.64	18	20
Moderate	70.73	69.49	62	68
High	19.51	11.86	20	12
Total	100	100	100	100

Chart 1. Percentage Level of Different Variables

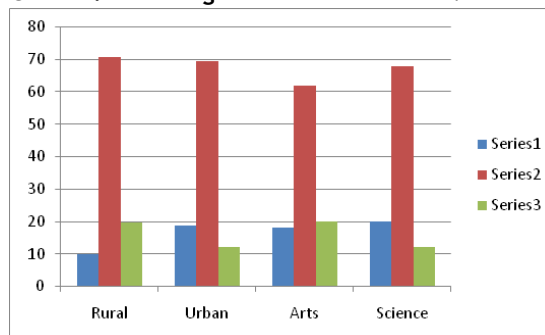


Chart.2. Levels of Acuity Mean

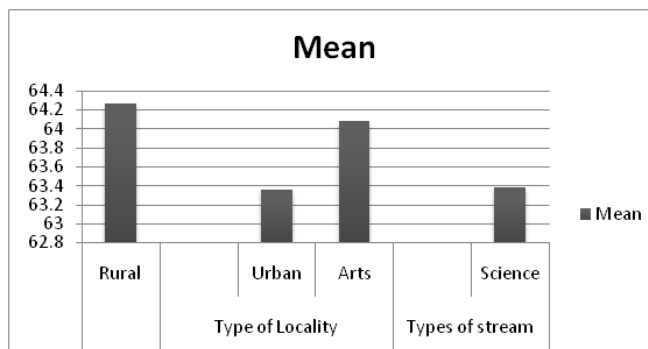


Table 3: Levels of Acuity Mean

Background variable	Factors	Mean
Type of Locality	Rural	64.27
	Urban	63.36
Types of stream	Arts	64.08
	Science	63.38

T-Test Analysis

The t-test were done based on the variables locality and stream on acuity among student teachers towards quality education.

Background variable	Factors	Number	t-Factor
Type of Locality	Rural	41	0.932
	Urban	59	0.936
Types of stream	Arts	50	0.726
	Science	50	0.726

The t-test value of variable locality rural and urban are 0.932, 0.936 respectively and the another variable stream arts and science are 0.727, 0.726 respectively.

Findings

Findings based on Rural and Urban

The student teachers from rural have high percentage level of acuity on quality education. The urban peoples who knows something better than rural peoples. But they have acuity on quality education below the rural peoples.

Findings based on Arts and Science Stream

The student teachers from science stream have high level percentage of acuity towards quality education.

Findings of Our Own

Quality education can be achieved by the student teachers. The level of acuity among student teachers gives positive results towards quality education.

Findings based on T-Value

The t-factor test shows no significant on the acuity among the student teachers towards quality education based on the variables locality and stream. Hence the null hypothesis accepted.

Recommendations

The quality education depends on not only the text book. It covers so many dimensions. In order to provide a quality education we have to be concern about all those dimensions. And also we suggest further research work needed for the study of quality education among the acuity of school students and the public too.

Also we have suggest that the curriculum revision. All over India should have the same curriculum then only the quality education for all can be achieved. For that particular a separate commission has to be set and work for that.

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A Study on the Level of Self-Esteem Among B.Ed Students in Madurai South

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Abstract

The aim of present research was studying the levels of self-esteem among the students of B. Ed colleges around the southern region of Madurai. Additionally it aimed to identify whether there were differences in the level of self-esteem between Arts and Science stream as well as gender. For this reason, 150 B. Ed college students (75 male and 75 female) from three different colleges were chosen and for data collection questionnaire was used. The results highlighted significant difference in the self-esteem based on gender and mild difference based on streams. The results suggested that high self-esteem was required among female students.

Introduction

Learning is growth-intellectual, physical, psychological, social, spiritual and combinations of those. In every aspect of this learning process there is a potential to damage, maintain or increase self-esteem. Self-esteem reflects a person's overall subjective emotional evaluation of his/her own worth. A number of researchers have conceptualized it as an influential predictor of academic achievements. In academic context self-esteem is associated with academic achievement, motivation and attitude towards educational institutions.

Operational Definition

- Self-esteem - self-esteem comes from a Greek word "Reverence for self". It is how we value and perceive ourselves.
- Academic achievement - Student's engagement in educationally purposeful activity and success in it.

Background of the Study

India has one of the world's highest suicide rates for youth aged 15 to 29, according to a 2012 lancet report. In 2015 the numbers of students' suicide were 8,934 and reported cases are much higher. Academic failures and lack of self-esteem plays a vital role in driving them to such an extent. Self-esteem affects academic achievements. So it is important to know the level of self-esteem to turn the tide.

Significance of the Study

Academic achievement is one of the most important indicators of learning and understanding in all educational system. Therefore identifying factors affecting students' performance and determining the size of the effects can be critically important in helping students improve their academic achievement. Self-esteem affects the thinking process and helps to gain positive or negative outlook. The potential to achieve what you most desire is directly related to self-esteem.

Objectives

- To find the level of self-esteem among B. Ed students
- To find the level of the self-esteem between arts and science.
- To find the level of self-esteem between boys and girls.

Hypothesis

- There is no significant relationship in the level of self-esteem between arts and science.
- There is a significant relationship in the level of self-esteem between arts and science.
- There is no significant difference in the level of self-esteem between boys and girls.
- There is a significant difference in the level of self-esteem between boys and girls.

Methodology

Survey method was conducted among B.Ed students through the distribution of questionnaire.

Tool

Tool used for data collection was a 25 item questionnaire prepared by the researchers under the guidance of the expert. The questionnaire included student teachers' personal information. The questionnaire was scored numerically using 1 to 5 numbers. 1 is the lowest indicator of self-esteem and 5 is the highest indicator.

Validity of the Tool

The researches established content validity of the tool. The content validity of the items used in this scale was based on the judgment of practitioners. In fact, the experts and teachers suggested the various aspect of the academic failure.

Reliability of the Tool

Reliability of the tool level of student teachers towards personal qualities of teacher scale was established by the researchers using data collection method.

Sample

Data for this research is drawn from 150 B.Ed students of three different colleges in Southern region of Madurai.

Procedure

The questionnaire was administered to 150 south students (75 male and 75 female) of three different B.Ed colleges in Madurai. The data collected were analyzed and calculated using Percentage (%) model through SPSS 16.0 (Statistical package for social science) method. In data analysis, we calculated the high level (above 90%) and low level (below 90%) of self-esteem based on two different categories- the gender and the academic stream.

The collected data is represented in the tabular form as follows:

Table 1 Self-Esteem Level in Male and Female

S.No	Gender	No. of students	Low self-esteem %	High self-esteem %
1	Female	75	44%	56%
2	Male	75	32%	68%

From this table, we can understand the males are higher than the female in the level of self-esteem.

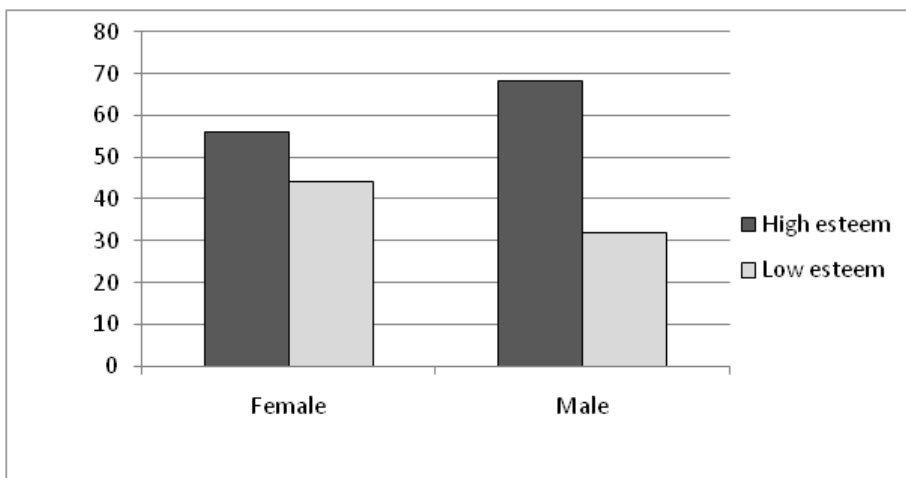
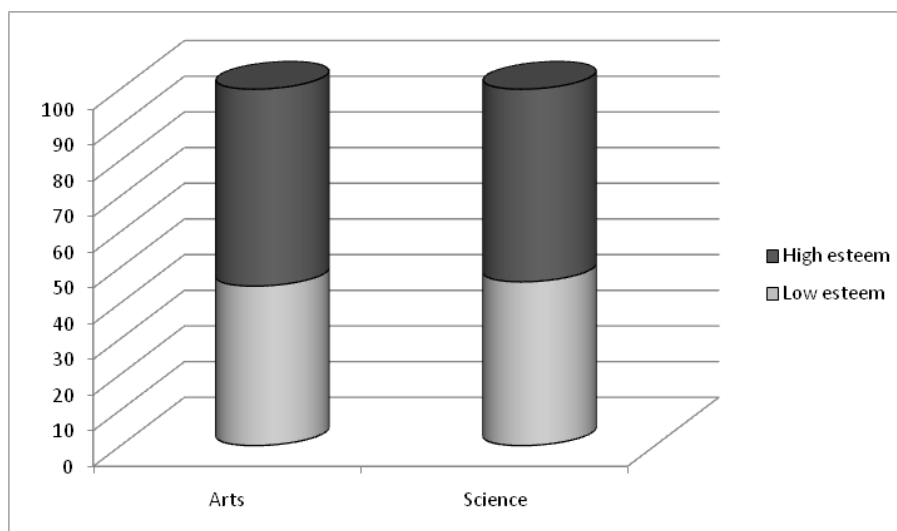


Table 2 Difference Between Arts and Science Students

S.No	Stream	No. of students	Low self-esteem%	High self-esteem %
1	Arts	76	44.7%	55.2%
2	Science	74	45.9%	54%

From the table 2, we can understand that arts students are higher than the science students in the level of self - esteem.

Bar graph showing difference between Arts and Science students in level of self-esteem



Findings

The calculation and the graphs reveal the following:

- Out of 75 girls only 56% have higher self-esteem while the remaining 44% have low self-esteem.
- In the case of boys 68% have high self esteem and 32% suffer from low self-esteem.
- Out of 76 arts students 55.2% have high self-esteem and 44.7% have low self-esteem.
- Out of 74 science students 45.9% have low self-esteem and 54% have high self-esteem.

Discussion

Male students have higher self-esteem in comparison to female students. The hypothesis stating there is difference in the level of self- esteem among female and male students is proved. Arts students have high self-esteem than Science students. The hypothesis stating there is a difference in the level of self-esteem among Arts and Science is proved at a low level. The reasons for higher esteem in males may be due to more exposure and freedom to make decisions on their own whereas girls enjoy less freedom reflecting low self esteem.

Suggestion

- Girls should become self dependent and learn to be independent.
- They should overcome sensitivity through self motivation.
- They can get proper guidance and counseling if required.
- They should try to enhance their competencies.
- Positive thinking and accept their self.

Conclusion

The purpose of the present study was to test the level of self-esteem among B. Ed college students varying in gender and stream. According to this purpose hypotheses were framed and examined. The objectives of the study have been successfully met as the above presented results

confirmed two of the hypotheses. Results described above reflect significant difference in the self-esteem of the students with respect to gender. Results displayed specifically that the male students have higher self-esteem than female students. There was a mild difference in the level of self-esteem between students belonging to different streams. The present study provides strong evidence for the usefulness and importance of self-esteem.

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Criteria for “Quality Education”

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Abstract

The purpose of quality education is not just imparting information. Quality education is the better class of education. Quality education means bringing education to a higher level education results is better learned individuals but quality education makes better educated individuals. Quality in literal sense means the measurement of something as compared to other thing of the same kind. The concept of quality education is limited to the vocational aim and infrastructure only. Our education system can develop a competent worker but it unable to develop a human being. This is mainly for the betterment of today's generation to succeed in life. We motivated by our experiences come across in our life especially in education. so we includes what are all the criteria which comes under the quality education. This study has briefly focuses on the criteria for quality education and its benefits too.

Introduction

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. Quality education has the power to transform society in a single generation; provide children with the protection they need from poverty, exploitation and disease; and give them the knowledge, skills and confidence to reach their full potential. Real quality in education is fundamental to the quality of the human resource of the nation which is responsible for delivering products and services to the community. All across the world, education has grown in stature as well as in its mass appeal. The scope of education is extremely wide and therefore students are constantly looking for trustworthy educational avenues. Their parents too keeping this in mind, branding of education has become necessary. An educational brand succeeds on the basis of the faith and trust and therefore quality of education imparted would be the foremost consideration for a stakeholder to choose an educational brand.

Responding to the call of the former president A.P.J. Abdul Kalam during the 10th anniversary celebrations of CII Institute of Quality (CII-IQ) for the creation of ‘Brand India through quality’ in all spheres, the education excellence vertical has organised this year’s National summit on education with the central theme of ‘Empowering India through quality educational institutions and schools covering topics related to Indian education as a brand’.

Six Basic Elements Influence the Quality of Education

- The teacher and teaching methods.
- Educational content.
- Learning environment.
- School management.
- Preconditions for pupils.
- Funding and organization.

The Teacher and Teaching Method

The teacher is foremost factor in quality education. Teacher alone cannot anything individually, with the inadequate curriculum and material. His\her teaching methods permit the pupils to participate eagerly inside the classroom.

Educational Content

Content played an important role in quality education. Curriculum and the teaching material must be relevant. Both basic literacy and numeracy skills are sufficiently emphasized.

Learning Environment

Learning environment must be healthy, secure, protective, inspiring, and adopted for both boys and girls. Inclusive learning environment also necessary for the minorities and pupils with disabilities. There must be a closer relationship between pupil-natural surroundings and teacher-sound learning environment, parent-surrounding community.

School Management

Each schools should adhere to national guidelines and well organized. Administration should be transparent to everyone in funding and other resources. Teacher must have clear parameters to teach and treat pupils.

Preconditions for Pupils

This includes experience bring out by the pupil with them to school like natural disasters, abuse, child labour, AIRS, good environment, language, hungry, any chronic diseases, long way etc.,

Funding and Organization

This requisites the key for all six keys. Granted adequate funding and clear guidelines leads to ensure quality education.

Six Necessary Components to Achieve Quality Education

- Assessment.
- Autonomy.
- Accountability.
- Attention to teachers.
- Attention to early childhood development.
- Attention to culture.

Assessment

Benchmarks and benchmark-based assessments are the cornerstone of education planning and reform aiming to improve quality. Countries that are unable to determine where their education system stands currently we find it difficult to make improvements or to reach their goals. One example of success in this area can be found in Jordan, where use of international tests for benchmarking and the use of feedback loops led to impressive gains.

Autonomy

Empowering schools will determine quality improvements. This includes giving them ownership, resources, and voice while enhancing school competitiveness. Example: Australia, Canada, Finland, Japan and Korea. Autonomy's potential for transforming education systems depends on whether increased autonomy is accompanied by enhanced accountability mechanisms.

Accountability

As mentioned, autonomy and accountability are closely related. Accountability increases time on task and academic achievement. As decision-making power is redistributed, local authorities, school principals, teachers and students are given new responsibilities for resources deployment and school activities. In an autonomy-based structure, school principals are held accountable to municipal authorities for use of principals are held accountable to both parents and local authorities for improving the learning environment and outcomes.

Attention to Teachers

Studies across the world show that a good teacher-one that adds value to the learning process-can be effective in helping students to improve their learning outcomes. The top-performing school systems recruit their teachers from the top third of each graduate cohort: top 5% in South Korea, top 10% in Finland, and top 30% in Singapore and Hong Kong SAR, China. This screening helps to ensure that teachers possess the skills and knowledge necessary to be effective educators. Additionally in service training helps teachers to maintain those skills.

Attention to Early Childhood Development

Early childhood development may be the most cost-effective educational investment empirical evidence demonstrates that quality ECD interventions increased educational success and adult productivity and decrease public expenditures later on. A study in Jamaica found that children in a treatment group, whose mothers were taught ways in which to promote cognitive, physical and emotional development during their child's early years, earned on average 42% more as young adults than children in the control group who did not receive these benefits.

Attention to Culture

Culture is important and often neglected. The use of the mother tongue as the language of instruction is one cultural area frequently disputed in many countries for some, the topic has political overtones, for others it can be associated with religious values and still for others costs are used as an excuse for opposition in many countries, a significant number of students do not speak the national language in the home, which has practical implications for education. We and others have found that schools using mother tongues as the language of instruction have higher attendance and promotion rates and lower repetition and dropout rates. This trend has specifically been noted in the case of indigenous people in Guatemala. Students also better learn their national language by the end of basic education.

Conclusion

"Education is not the learning of facts;

It's Rather the training of mind."-Albert Einstein.

Quality education makes us confident, makes us independent. It spreads awareness in society to be a good social being and removes blanket of ignorance and helps in imparting moral values which is missing in our youth and needs to be addressed carefully for creating a good society. Hence it's the most important that quality of education in India is improved for making a better and independent society. We the future teachers must have the awareness of quality education and succeed in life through our quality teaching.

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Social Adjustment Of Higher Secondary School Students

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Abstract

Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surrounding because a wholesome adjustment himself is an essential for leading a happy. The main motive of the study is to find out the social adjustment of higher secondary schools students. The normative survey method has been used in the present study. The investigator has used simple random sampling technique for selecting the sample from the population. . The social adjustment 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 result concluded from the study that The level of social adjustment of higher secondary school students is moderate.. There is difference in Mean scores of higher secondary school students in social adjustment with reference to the background variables

Keywords: social adjustment, higher secondary school students

Introduction

Social adjustment defined as the variation of an individual to the social adjustment may take play by fluctuating the surrounding. The main scope of the study is the students can be projected on base of the students social adjustment and feasible solution will be the finding analyzed. This student was conducted on a sample of 100 students only.

Significance of the Study

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment. Psychologists often make use of the term adjustment to describe various types of social and interpersonal relations in society. Therefore, adjustment can be referred to as the reaction to the demands and pressures of a social setting imposed upon the individual. Social adjustment is an attempt made by an individual to address the standards, values and desires of a society so as to be accepted. It is often referred as a psychological method. It involves dealing with new standards and values. In the scientific language used in psychology, ' getting along with the members of society as best as one can' is termed as adjustment. Social skills refers to specific set of abilities including cognition, verbal and non verbal behavior that are required for effective social performance. On the other hand, social competence is referred as overall ability of the patient to impact favorably on his/her social setting. Lastly, social adjustment is said to be the actual meeting of instrumental and affiliative desires that is regarded as the natural consequence of social competency of higher secondary students. They are also having a maximum mental development. They can experience sudden spurt in emotional, social, intellectual, and sexual development. In this stage students find it difficult to adjust with their parents and the teachers in their school. The investigator noticed the adjustment problems of the adolescent students in the schools. This has made the investigator choose the present study to analyze the social adjustment of higher secondary students. Hence the investigator decided to study the problem.

Statement of Problem

The problem selected for the present study is entitled as” **SOCIAL ADJUSTMENT OF HIGHER SECONDARY SCHOOL STUDENTS**”

Operational Definition

12 Operational Definitions of the Terms Used

Social Adjustment

Adjustment is a signal of harmonious relationship between a man and his environment. When we adjust ourselves by this means we are changing in some way to adopt or accommodate ourselves in order to get certain demands of our environment. The conditions in the environment are in a continuous realm of changes. We change our nature in order to get ourselves in the realm of nature. Thus, the process of adjustment is a continuous one.

An individual's social adjustment can be ascertained by his social development and adaptability to the social environment. Social adjustment requires the development of social activities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow humans, society and country.

Higher Secondary Students

"Secondary education covers the age groups of about 11 to 17 years and enable the school to give a thorough training in the course of study taken up by the students and also help him to attain a reasonable degree of maturity in knowledge, understanding and judgment which would stand him in good stand in life" (Agarwal, J.C., 1986, P.124). By Higher Secondary Students, the investigator means the students studying in XI and XII Standards in Madurai district, Tamil nadu.

Objectives of the Study

- To find the social adjustment of higher secondary school students.
- To find the social adjustment of higher secondary school students with respect to background variables.

Delimitation

- The current study is undertaken only in Madurai district.
- The investigation is restricted to higher secondary school students.

The Population and Sample

The population or the present study comprises of the students of 11th std studying in Government and government aided school in Madurai district.

A sample of 100 students as selected by random sampling method from two government and government aided schools. The distribution of the sample is given table.

Table: Sample Distribution of the Study

Background variables	Factors	No. of Students
Sex	Male	66
	Female	34
Location of school	Rural	15
	Urban	85
Nature of school	Boys	13
	Girls	17
	Co-education	70

Administration of the Tool

The investigator got the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 40 minutes to complete the tool.

Tools Used

A Standardized social adjustment scale

Statistics Used

Percentage analysis, mean and standard deviation are the statistics techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. The level of social adjustment of higher secondary school students is moderate.

Table 2: Level of Social Adjustment

Levels	Count	Percentage
Low	15	15
High	29	29
Moderate	56	56
Total	100	100

From table 2, it is found that level of social adjustment for higher secondary school students is moderate (56%)

2. There is no difference in Mean scores of higher secondary school students in social adjustment with reference to the background variables

Table 3: Mean Scores of Higher Secondary School Students in Social Adjustment with Reference to the Background Variables

Background Variables	Factors	Number of students	Social Adjustment (Mean)
Sex	Male	66	17.04
	Female	34	18.41
Location of school	Rural	15	14.2
	Urban	85	18.09
Nature of school	Boys	13	15.9
	Girls	17	17.88
	Co-education	70	17.14

From the table 3 it is found that, male students ($m=17.04$), female students($m=18.4$), boys($m=15.9$), girls($m=17.88$), co-education($m=17.04$), rural($m=14.2$), urban($m=18.09$) are better in the social adjustment than their counter parts

Findings

- The level of social adjustment of higher secondary school students is moderate.
- Female students, urban students, Girls school high value are better in the social adjustment than their counter parts

Recommendations

- a. Set up structured activity/prompt peers to invite target children to join
2. Awareness programme could be conducted for the higher secondary about of social adjustment.
3. Co-curricular and extra-curricular activities should be given importance in the school campus. So that we can develop balanced maturity of students.
4. Social clubs and other awareness programmes could be organized to develop social awareness among the students.
5. Competitions like debate, quiz, elocution and should be conducted in the school to develop their social maturity and achievement.
6. Group activities such as project works, group discussions, cultural programmes, sports and games may be conducted to improve their social maturity and achievement.

Suggestions For Further Research

In the light of the present study, the following studies may be taken up by the researchers.

1. Comprehensive studies may be taken up covering the entire sample of the state to find out the level of teaching aptitude, social adjustment or job satisfaction
2. Studies may be taken up to identify the relationship between the teaching aptitude, social adjustment and job satisfaction of the teachers and the academic excellence of the students.
3. Studies may be taken up to compare the teaching aptitude, social adjustment and job satisfaction of the teachers of primary and secondary schools in order to fill the gap between these two levels.
4. Studies may be taken up to identify the influence of intelligence, personality, attitude, etc., on the level of teaching aptitude, social adjustment and job satisfaction.
5. Studies may be taken up to find out the effect of various psychological aspects on teaching aptitude, social adjustment and job satisfaction.
6. Studies may be taken up to identify the influence of socio-economic status on teaching aptitude, social adjustment and job satisfaction.

Conclusion

Life presents a continuous chain of struggle for existence and survival, says Darwin. This observation is very correct as we find in our day-to-day life. Every one of us strives hard for the satisfaction of needs. In struggling to achieve something, if one finds that the results are not satisfactory, one either changes one's goal or the procedure. By resorting to such means one protects one's self from possible injury to one's ego failure or frustration. It is a sort of shifting to more defensive position in order to face the challenges or circumstances after failing in earlier attempt or attempts. This special factor of the living organism is termed as adjustment. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully.

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A Study on Mental Health of Higher Secondary School Students

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Abstract

Mental health is some people have a stable social network. Mental Health Education of school students is the basis for cultivating talents with overall qualities and a historic task of higher secondary education. This paper explore the concept of mental health and the significance of promoting of the school students, analyzes the current status of psychological problems, and explores the measures taken to promote the mental health of the school students. Mental health refers to the efficient, satisfactory and sustainable state of mind. In this state, people can make a good response, have vitality and fully demonstrate inner potentials. In a narrow sense, mental health is a basic human psychological process of content integrity and coherence. For this study, 119 students of XI standard from five different schools in Madurai district were selected as sample. They were administered with standardized Mental Health Quality Scale. The data was collected and subjected to statistical analysis. The result revealed that the MentalHealth of the students was moderate.

Keywords: Mental Health, higher secondary school students.

Introduction

Mental health is the capacity of an individual to form harmonious relations with others and to adjust to his social and physical environment. Mental health of the learner is very important for efficient learning and proper development of personality. For adolescents, school is the most important setting outside the family. Student's perceptions of the school environment are significantly associated with their wellbeing. Well-developed adolescents who were empowered with appropriate life skills have better chances of becoming healthy, responsible, and productive adults.

In recent years, health problems, particularly mental health of students is so interested. School is an important setting in which to evaluate and address mental health. Most mental disorders have first onset by adulthood and approximately half of young adults attend post-secondary education.

Mental health is usually defined into three general forms: first, means self-definition and many of them have accepted. The second definition of self-actualization and self-realization, that is, the actual capabilities inherent psychological and emotional changes. The third definition of mental health is that some people have a stable social network is integrated and many sociologists have adopted this definition.

Goldstein defines mental health as the balance between organs and environment in the progress towards self-actualization. School students belong to a special social group, to strengthen their mental health education, avoid or eliminate the psychological barriers from different psychological pressures to increase physical and mental health and adapt themselves to the current social environment and development in a positive state of mind, prevent mental disorders and psychosomatic diseases is a problem for all the school concern about. Therefore, it is of great significance to positively develop new ideas of mental health education and explore new ways to solve problems.

Significance of the Study

The educational psychologists have begun to realize the importance of mental health in the schools. Feeling of insecurity and feeling of inferiority are two great enemies of mental health. A psychological approach is very essential to deal with the issues of mental health in the school. It is important to provide suitable emotional, physical and intellectual environments in which a child will have the feeling of security, feeling of equality and feeling of acceptance. The adolescents studying in the schools are facing stress from every corner of student life; the reason may be severe competition at all academic levels, uncertainty in choosing the right option, mental health among secondary school adolescents constant comparison at the home in the school and within peer group. Lack of recreational activities at school and home, heavy loaded curriculum, home

work and defective examination system are some of the factors causing the stress in the students, as a result the mental health of adolescent children is greatly disturbed. By and large children try to escape from the academic stress by using different coping strategies.

Statement of Problem

“A STUDY ON MENTAL HEALTH OF HIGHER SECONDARYER SECONDARY STUDENTS”.
OPERATIONAL DEFINITION

Mental Health

“Mental health implies the capacity of an individual to form harmonious relations with others and to participate constructively to changes in his social and physical environment”

Secondary School Adolescents

“The students studying the classes 11th are considered as higher secondary school students”. These students are also labeled as Adolescents.

Higher Secondary School Students

Students studying in 11th standard in higher secondary schools in Madurai district.

Objectives of the Study

The Researcher has framed the following objectives for the present study:

- To study the mental health of the highersecondary school adolescents.
- To find out the mental health situation between government and government students studying in 11th classes.
- To find the mental health of the higher secondary school students.
- To find the mental health of the higher secondary school students with respect to background variables.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to higher secondary school students.
- The sample is restricted to four schools only.
- The study is restricted to the classes 11th only.

Population and Sample

The population for the present study comprises of the students of XI standard students studying in Government schools, Government Aided and Private schools in Madurai district. A sample of 119 students was selected by random sampling method from one Government, two Government Aided and one Private school. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background Variables	Factors	No.of Students
Gender	Male	59
	Female	60
School Type	Government	31
	Government Aided	58
	Private	30
Medium of Instructions	Tamil	68
	English	51
School Locality	Rural	26
	Urban	93
School Kind	Boys	46
	Girls	56

	Co-Ed	17
Parents Education	Up to 12 th	89
	UG	20
	PG	10

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A Standardized Mental Health Scale developed by Researcher, and it was modified by the researchers.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of mental health of higher secondary school students.

Table 2: Level of Mental Health

Levels	Count	Percentage
Low	23	19.32
Moderate	73	61.34
High	23	19.32
Total	119	100

From table 2, it is found that the level of Mental health for higher secondary school students is moderate (61.34%).

Table 3: Mean Scores of Higher Secondary School Students in Mentalhealth with Reference to the Background Variables.

Background Variables	Factors	No.of students	Mean
Gender	Male	59	59.98
	Female	60	63.4
School Type	Government	31	66.70
	Government Aided	58	58.29
	Private	30	63.13
Medium of Instructions	Tamil	68	61.38
	English	51	62.13
School Locality	Rural	26	59.5
	Urban	93	62.32
School Kind	Boys	46	58.95
	Girls	56	63.53
	Co-Ed	17	63.11
Parents Education	Up to 12 th	89	62.85
	UG	20	60.25
	PG	10	58.8

From table 3, it is found that, government school students (M= 66.70), urban students (M=62.32), girls (M=63.53), English medium students (M=62.13), female students (M=63.4), girls

school students ($M=63.53$) and parents education ($M=62.25$) are better in mental health than their counterparts.

Findings

- The level of mental health of higher secondary school students is moderate.
- Government school students, urban students, female students, English medium students, girl's school students and students of literate parents are better in mental health than their counterparts.
- Significant difference is seen between the mental health scores of boys and girls.
- There is a significant influence of type of the school on mental health of the student. Government school students perceiving more mental health when compared to the Government aided school students.

Suggestions and Educational Implications

- The school should play a major role in the preservation and promotion of positive mental health of the students.
- The school teacher and parents should play an important role in helping their children in the maintenance of proper mental health.
- School should give counseling and guidance for the mental health of the students.
- In the present study the Academic stress perceived by the students is found more especially in the case of the students studying in the Residential schools.
- As a result the mental health of the student is also found greatly disturbed. The coping strategies used by the students not that much encouraging to get rid of from stress.

Conclusion

Mental health of the students is very important; the students should feel secure and comfortable in the school. The result shows in the research is majority of the students have moderate mental health. To improve the mental health, the school should conduct counseling and guidance for the students so, it will improve the mental health of the students.

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The Study Influence on Power Point Presentation Among B.Ed Trainees

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Abstract

The present study is about study influence on power point presentation among B.Ed trainees have been examined. This study used to create interest and having awareness about power point presentation. We prepared twenty questions for taking a survey and the answers have filled by the B.Ed trainees. We allotted marks agree for three, undecided for two and disagree for one. Through this way we understood the difficulties, interest and borenness towards power point presentation among the trainees. The data has been analysing through the survey method. This did help us to know the variation upon the power point presentation. The female trainees is the greatest number than male for using power point.

Keywords: Power Point presentation, analysing the usefulness and unusefulness.

Introduction

Power point presentation is a communication technology. It is extensively using for higher education. Mostly it is very useful for B.Ed trainees. In this power point method we can know the main words (or) concepts easily. Meanwhile it is useful for colleges, schools offices, etc., Mainly power point presentation is highly useful to gather the students attention otherwise they can't listen when we read and explain the text from the books. The main purpose of the power point presentation is to understand the concept of the subject by the trainees. Teaching the text or concept in the book is not an effective method. Using power point is the best innovative method and gathers the interest from the students. Through this power point only we can explain the text with animated pictures which will create more interest to the trainees. For some of them it is too difficult to see the power point presentation those who are wearing spectacles. But it is an easy way for teaching. Some of the trainees are facing many difficulties from the power point, some of them are feeling good and some of them are feeling very bore and sleepy. In this generation most of the schools and colleges are using power point only. Without power point we cannot gather the attention of the students. It makes everyone interesting one and make them as creative one. Some of the students are learning the uses of power point presentation. Hence, a need was felt to study the study influence of power point presentation among the B.Ed trainees.

Significance of the Study

In the present world the technology plays a vital role in the education. Particularly in B.Ed training programme, the trainees are trained to learn how to teach the lessons by using technology as a teaching aid, mainly the power point presentation become a major part of the B.Ed training programme. All the trainees should be done their own power point presentation as a assignment. The professors take the lessons only through the power point presentation. It is very useful to the trainees to remain the main points which has used in the power point. So the present study which the level of interest or influence of power point presentation among B.Ed trainees is useful to found the level of usage of the power point presentation.

Objective of the Study

The objectives of the present study are

- Influence of the power point presentation among the B.Ed trainees.
- To know the various difficulties for using power point presentation.
- To know the interest and un interest of the students with variables like gender and locality.

Hypothesis

There is no significant difference between the male and female trainees towards influence of power point presentation.

There is no significant difference between the urban and rural trainees towards influence of power point presentation.

Methodology

The researchers used survey method for the data analyses.

Tools

Self prepared tool is used. The investigators collected the responses through the questionnaire from trainees about the study influence of power point presentation.

Sample

We collected responses from 80 trainees in Thiagarajar college of preceptors, Madurai. The researchers used the simple survey method for the research.

Analysis of Data

Hypothesis

The study influence of power point presentation among B.Ed trainees has evaluated in three levels. They are low, moderate and high.

Table 1

Study on Influence of Power Point Presentation among B.Ed Trainees	Frequency	Percent	Cumulative Percent
Low	35	43.8	43.8
Moderate	34	42.5	86.3
High	11	13.8	100
Total	80	100.0	

In the above table 1 we can the the cumulative percentage of low, moderate and high levels of study on influence of power point presentation among B.Ed trainees.

Hypothesis

There is no significance difference between the male and female trainees towards study influence on power point presentation.

Table2 Difference between Male and Female Trainees towards Study Influence of Power Point Presentation.

Variable	Gender	N	Mean	Std.Deviation	Std.Error Mean	Level of Significance
Power Point Presentation	Male	9	49.33	4.000	1.333	NS
	Female	71	51.93	3.758	.446	NS

From the above table 2 there is no any significant difference between male and female trainees towards study influence of power point presentation. The mean of male (M=49.33) is lower than the female (M=51.93). so the female trainees are better than male trainees in the study influence of power point presentation.

Hypothesis

There is no significant difference between rural and urban trainees towards study influence of power point presentation.

Table3

Variable	Locality	N	Mean	Std.deviation	Significance level
Power point presentation	Rural	23	50.17	4.407	NS
	Urban	57	52.23	3.469	NS

From the above table 2 there is no any significant difference between rural and urban trainees towards study influence of power point presentation. The mean of rural(M=50.17) is lower than the urban(M=52.23). so the urban trainees are better than rural trainees in the study influence of power point presentation.

Education Implication

We found that there is no any significant difference between female and male and also no signification in rural and urban trainees. Through this evidence the variables are not affecting the study influence of power point presentation among B.Ed trainees. The study is used in the field of education by knowing the level of interest among B.Ed trainees towards power point presentation. This will help to manage the usage of power point presentation during the teaching.

Suggestion For Upcoming Research

- Text must be clearly readable from the back of the room. Too much text or too small a font will be difficult to read.
- One common suggestion is to adhere to the 6×6 rule.
- No more than six words per line, and no more than six lines per slide.
- Light text on dark backgrounds will strain the eyes.
- Minimize this contrast, and opt instead for dark text on light backgrounds.
- Combinations to avoid, in case of partial colour blindness in the audience, include red-green, or blue-yellow.
- Translation and animations should be used sparingly and consistently to avoid distractions.
- Do not change the template often.
- The basic formats should be consistent and minimal.
- Use graphics and pictures to illustrate and enhance the message, not just for prettiness.

Conclusion

The power point presentation is very useful and gives equal influence to both the male and female trainees and also the urban and rural trainees. It cause equal influence among all the trainees. From this, we found that the power point presentation is a great teaching aid for the trainees for this upcoming teaching process.

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Innovations and Best Practices Related to Education

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Abstract

Conflict has been one of the greatest threats to mankind, since the down of civilization poorest communities, children, and educational sector are among these severally affected by it, especially in the developing countries.

Whether education creates conflict or conflict affect educational development is an inconclusive debate till today the present study is both the qualitative and qualitative analysis, tries to assess educational development status in the midst of conflict on Manipur, one of the north eastern most states of India.

An assessment is also made whether development of education resolves conflict or conflict restrains educational development in the states. With the help of primary and secondary data and by employing comparative growth analysis between the education and conflict in the state, the study found that the conflict does not affect.

Introduction

Education is generally considered as a cornerstone of social-economic and cultural development of a society/country.

In the early 1960s, seminal words of T. W. Schutz has started extensively an analyzing the important of education on human development and its impact an economic growth.

On the one hand, education plays a vital role In the present world, for not on raising the standard of living but also as a mechanism to prevent conflict situation in the society.

In 2007, Brendon omelly's work, 'Education under attack' published by united nation education scientific and cultural organization (UNESCO) is considered as the first ever detail study its kinds.

Conceptual Framework

- In this line, some of the writing have regarded conflict as a key catalyst for social change.
- According to Mitchell conflict is a necessary and inevitable dynamic in all human relationship.
- The relationship between educational development and conflict in a transitional stage of a society looks like an inverted v shape.
- Therefore, the conflict and violence that are being confronted by present world will definitely come down after a certain level educational of society's awareness level.
- In this context, number of study prepared by the UNESCO have recommended for peace and quality education of children.

Aims of Education

Academic excellence is encouraged, but not seen as the sole or main aim of schools. As J. Krishnamoorthy put it, the real issue in education is "to see that when the child leaves the school, he is well established in goodness -both outwardly and inwardly".

Aurobindo has said that that the "aim of education is to help being and his communal life and impulse out of his own temperament". The aim is 'integral the child develop his intellectual, aesthetic, emotional, moral, spiritual education', that is education that develops each faculty- physical, vital, mental, physyc and spiritual.

Admission Procedure

Getting admission into mirambika is not easy. The study is very clear that the ethos of the family and that of the school have to be similar.

Hence the aspiring parents are screened in two stages make sure that are truly ready for the "risk" inherent in the alternative format.

Leaving the atmosphere of this ‘dream’ school, the big question that inevitably arises, is about how this children eventually adjust would to the ‘real’ world.

Classes

There are no fixed classes for the children of the same age. In fact there are no typical classes from nursery to std. X but just 12 groups are called red, Blue, equality, aspiration and others.

Children are grouped:

Red group	:	3+years
Blue group	:	4+years
Green group	:	5+years
Yellow group	:	6+years
Orange group	:	7+years

Curriculum

There is no fixed curriculum for the school but it has multilevel learning system. During the actual causes of project work children do a lot of activities related to the project.

Children collect information; have group discussions, Quizzes, competitions and questioning on the topics.

Atmosphere

The atmosphere in the school is a predomination of this ideology. The splendid architecture, its symmetry, openness, its harmony with nature are over whelming.

This helps the child to think creatively and openly. Children are encouraged for deep law of nature walks, gardening and a beautiful ambience.

Learning System

Mirambika has had a different approach towards learning. Respect for the individual, harmony, in diversity, a freedom, which asks for, an inner discipline not based on fear or guilt, are components of the school culture.

When new ways are exposed and new activities developed, research and evaluation are a must.

It provides the necessary inputs for further development in the school, the teachers training and the resource center.

The process based learning is most important than product base learning.

Limitations

As the weaknesses that are explained in this review paper are purely the views and perceptions of the researchers and which could not be generalized. Even the modifications suggested might suffer from the limitation.

The researchers try to suggest some useful modifications which could be tried by teachers as innovative to get maximum results.

Conclusion

In education has been growing at a faster rate than the national level.

It implies that conflicts and violence disturbed educational environment in the state, but not the growth.

The same holdest true for India as well.

For which more emphasis is to be given to quality higher education and employment generation policies of the nation.

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Criteria for Quality Education

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Abstract

The vision of this research is to establish a detailed view on various criteria's to get a quality education & what are all the obstacles we have to overcome to get a quality education. This report includes the real meaning of education, major indicators of quality, Physical & well as psychological approaches to get a quality education, dimensions of quality education. Present research criteria for quality education, the tool developed by the researchers. The sample 174 were collected from students of government school. The result revealed that the criteria for quality education is moderate.

Keywords: criteria, quality education, school students.

Introduction

Good quality education, provided by trained and supported teachers, is the right of all children, youth and adults, not the privilege of the higher locality people alone. This chapter contains the way of teaching we have to follow, major factors in learning such as sustainability, equity, balanced approach etc. This report is also packed with what are the alternatives we have to follow to get a quality education in all areas such as learners who are healthy, well-nourished and ready to participate and learn, environment that are also want to be healthy, safe, protective and gender equality. And it's another significant role; that provide adequate resources and facilities. Curriculum content that is reflected in relevant curriculum and materials for the acquisition of basic skills especially in the area of skill for life; and also acquired more knowledge about gender biased; HIV/AIDS awareness; peace and the most important that student must know about the reason of study and significant of education in their own life. Process through which trained by the qualified teachers use child- centered teaching approaches in well-managed classrooms, schools and skillful assessment to facilitate for the learners. Student out comes will reflect on student's active participation in society. Not only teaching basic skills like reading and writing, but encouraging critical thinking. Along with the basics, they need to acquire skill like competencies for the growing employment opportunities also. Teachers are playing vital role for providing quality education of student learning. Their teachers, peers, communities must have a good bonding with student. And main criteria for quality education mean education possibility for all locality people. Hope the departure of this report will defiantly leads to a destination of quality education.

Title of the Study

Criteria for quality education

Operational Definition

Quality education

The right to education is not only the right to access education but also the right to receive an education of good quality education. Education must be available and accessible but also acceptable and adoptable. In the study, a criterion for quality education of school student is the measure of the score obtained from the quality education questionnaire.

High School Students

Students studying in 9th standard in high and higher secondary schools in Madurai district.

Statement of Problem

Do school students acquire quality education?

Objectives of the Study

- To find the level of education acquire by school students
- To find the quality education of school students with respect to background variables.

Significance of the Study

This study determines how much and how well children learn. Education plays a significant role in every student's life. In fact this, education only helps a particular person to compete in this competitive world .And through that education only student can able to survive .so it is considered as an important factor in every one's life .So totally half of the life occupies by the education only; for that it must be in desired level .It produces a very good outcome and must have some impact in everyone's life. It has greatest power to bring changes in better than the present. A good quality education is one that provides all learners with possibility they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well being. To achieve this, it is not enough to measure what learners learn; it is important to target the classroom experiences that fundamentally shape student learning and emphasize the range of skills required for lifelong well-being and social cohesion.

Limitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students.

Population and Sample

The population for the present study comprises of the students of 9th standard students studying in government schools in Madurai district.

A sample of 174 students was selected by random sampling method from two government school. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background Variables	Factors	Number of Students
Locality	Rural	79
	Urban	95
Gender	Male	82
	Female	92

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the students and information that the data gathered from them will be kept confidential. The student took around 30 minutes to complete the tool.

Tool Used

A standardized quality education scale

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analysis

The following data analyses were carried out.

1. To find out the level of criteria for quality education of school students.

Table 2: Level of Criteria for Quality Education

Levels	Count	Percentage
Low	24	13.79
Moderate	113	64.94
High	37	21.26
Total	174	99.99

From table 2, it is found that the level of criteria for quality education for school student is moderate (64%)

2. To find out the mean scores of criteria for quality education scale for school students with reference to background variables.

Table 3: Mean score of High School Student in Criteria for Quality Education with Reference to the Background Variables

Background variables	Factors	No. of students	Criteria for quality education(mean)
Locality	Rural	78	41.66
	Urban	96	50
Gender	Male	82	14.63
	Female	92	29.34

From table 3 it is found that, school students mean ($M=64.940$), urban students ($M=50$), rural students ($M=41.66$), male students ($M=14.63$), female students ($M= 29.34$) are better in criteria for quality education than their counter parts.

Findings

- The level of criteria for quality education of school student is moderate.
- Government school students, urban students, female students are better in criteria for quality education than their counter parts.

Recommendations

- Teachers should take responsibility for student's education specially helped to acquire quality education.
- Students should try to participate actively in their classrooms.
- Students should develop innovative practices and value innovative thinking.

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A Study on Numerical Skills of High School Students

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Abstract

Children start elementary school with variable mathematics skill. Some children understand the fundamentals of number and mathematics, while others struggle with basic counting, number recognition, understanding of sedition symbols and concept of addition and subtraction. Numerical skills can be categories as a speed test and it is used to determined you basic numeracy obviously you will not be allowed to use calculation. For this study 100 student of IX standard from Government -aided schools in Madurai were selected as sample. They were administered with standardized Numerical skills. The result revealed that the Numerical skill of the students was moderate.

Keywords: Numerical skills, Numerical ability, High school students.

Introduction

This study analyses the predictive role of several specific components of early numerical skills on the fluency calculation. The purpose of the present study is developing a test to measure the Numerical skills for students of education. The sample of the study consisted of 100 students from 2 Government- aided schools in Madurai. There are 50 boys and 50 girls participated in this study. The early Numerical skills were assessed by the end of High school education.

Numerical skills predicted fluency calculation, however, was not predicted by relational Math skill. The Numerical ability test can be used to measure the strength and weakness in Numerical skills for educational faculty students and the test can be used to classify students on level of Numerical ability.

Title of the Study

A Study on Numerical skills of Higher School Students

Operational Definition

Numerical Skills

Numerical skills refer to the way a person perceives, processes and calculates numbers and Numerical symbols. This skill reflects the person's general intelligence and its development ensures at a great extent the attainment of organizational goals.

High School Students

Students studying in 9th standard high school which is in Madurai District.

Statement of the Problem

Do high school students possess the numerical skills?

Objectives of the Study

- To find the numerical skills of high school students
- To find the level of concentration in solving problems.
- To find the critical thinking ability

Significance of the Study

Numerical skill is a process of finding the level of concentration when solving problems .This research is only to find the students level of concentration. The students starts to solve the problem with the level of concentration and level of speed to analyses .The numerical skill creates the critical thinking ability, self-confidence, involvement, etc....This skill reflects the person's general intelligence and its development ensures at a great extent the attainment of organizational goals. The investigator wanted to study the numerical skills of high school students and hence the study.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students.

Population and Sample

The population for the study comprises of the study of 9th standard students studying in Government-aided school in Madurai.

A Sample of 100 students was selected by random sampling method from two Government-aided School. The distribution of the sample is given in the table.

Table 1: Sample Distribution of the Study

Background variables	Factors	No of the students	Total
Type of Management	Government-aided	100	100
Locality of the school	Urban	100	
Type of the school	Boys	50	
	Girls	50	
Medium of instruction	English	100	
Gender	Male	50	
	Female	50	

Administration of the Tool

The Investigator got the permission from the head of the school and the concerned subject teacher and administrated the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 20 minutes to complete the tool.

Tool Used

A Self constructed questionnaire is taken as a tool for this research paper.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical technique used in the study.

Data Analysis

The following data analysis were carried out

1. To find out the level of Numerical skills of high school students.

Table 2: Level of Numerical Skills

Levels	Count	Percentage
Low	14	14
Moderate	69	69
High	17	17
Total	100	100

From table 2, it is found that the level of numerical skills for high school student is moderate (69%)

2. To find out the mean scores of numerical skills for high school students with reference to background variables.

Table 3: Mean Scores of Numerical Skills for High School Students

Background variables	Factors	No. of. Students	Numerical skills (mean)
Type of management	Government-aided	100	12.01
Type of school	Boys	50	11.46
	Girls	50	12.56

- From the hypothesis, it is found that the students having the average (12.01) level of numerical skills.
- Boys students are having the average (11.46) level of numerical skills
- Girls students are having the average (12.56) level of numerical skills.

3. To Find out the result of Numerical Skills of Boys and Girls

Table 4: Result of Numerical Skills

Numerical Skills	Low Level		Moderate level		High level	
	No of students	Average	No of students	Average	No of students	Average
Boys	3	7	37	10.703	10	15.6
Girls	8	9	31	12.129	11	16.3636

From the above hypothesis it is found that level of Numerical Skills for female students is higher than the boys. The Numerical skills for girls is moderate (12.129).

Findings

- The level of Numerical Skills of high school student is moderate.
- Female student are better in Numerical Skills than their counter parts.

Recommendations

- Students should develop the fluency calculations at the beginning of primary school education.
- Students should develop the level of concentration in solving problems.
- Students should develop the critical thinking ability

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Research Issues Related to Education among B.Ed Trainees

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Abstract

The main purpose of this study is to find out the research issues related to education among B.Ed trainees. The total population was 103 student of B.Ed Educational Institution from Thiagarajar College of preceptors in Madurai district were selected as sample and the sample was selected in random manner. They were administered with standardized research issues related to education. The data was collected and subjected to statistical analysis. The result revealed that research issues related to education among B.Ed trainees is high.

Keywords: research, issues, related, education.

Introduction

The word research is derived from the Middle French "recherche", which means "to go about seeking", the term itself being derived from the Old French term "recerchier" a compound word from "re-" + "cerchier", or "sercher", meaning 'search'. A watchful and complete study into a specific problem, concern or issue using scientific method is said to be a research. Research is best accomplished by turning the issue into a question. Research may involve various aspects of education including student learning, teaching methods, teacher training, and classroom dynamics.

Educational research refers to the systematic collection and analysis of data related to the field of education. The purpose of educational research is to develop new knowledge about the teaching-learning situation to improve educational practice. A research issue is a problem that a researcher face while doing research.

In educational research, the scientific method will be employed to measure up to a group of students who are given positive support with a group of students given negative criticism and a control group of students given no encouragement. After receiving positive encouragement, negative criticism, or no encouragement, individuals in these groups will then be compared on important dependent learning variables such as their performance, effort, and motivation. Once this has been done, the data will provide a definitive answer about whether positive encouragement, negative criticism, or no encouragement results in the best academic performance. Educational research that uses the scientific method to collect scientific data can provide a definite answer about best practices in teaching.

Title of the Study

Research issues related to education among B.Ed. trainees

Operational Definition

Research

A careful investigation or inquiry especially through search for new facts in any branch of knowledge

Educational Resources

Educational research refers to the systematic collection and analysis of data related to the field of education.

Research Issues

A situation for which have no ready and successful response by instinct or by previous acquired habit. We must find out what to do, i.e. the solution can be found out only after an investigation

Statement of the Problem

Problems faced by the B.Ed. Trainees while doing research

Objectives of the Study

- To find the level of the problems faced by the B.Ed. Trainees while doing research
- To find out the mean scores of problems faced by researcher scale for B.Ed. trainees with reference to background variables.

Hypotheses of the Study

- The level of problem faced by the B.Ed. trainees is moderate.
- To find out the mean score of problems faced by the B.Ed. trainees with reference to the background variables.

Significance of the Research

The main reason for research is that, when researchers perform research, they are essentially trying to solve a mystery- B.Ed. trainees want to know how something works or why something happened. This is one of the most basic reasons for performing research. Education research is the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations, and institutions that shape educational outcomes. Scholarship in the field seeks to describe, understand, and explain how learning takes place throughout a person's life and how formal and informal contexts of education affect all forms of learning. Education research embraces the full spectrum of rigorous methods appropriate to the questions being asked and also drives the development of new tools and methods.

Educational research has to aim for practical, useful results. This is why you need to think of how your research can improve classroom experience of students and teachers.

Delimitation of the Study

- The study is being examined only among the B.Ed. trainees.
- The study is undertaken only in Madurai district
- Unable to get correct or adequate data from the trainees due to lack of awareness

Population and Sample

The population for the present study includes the first year B.Ed trainees, studying a Thiagarajar college of preceptors in Madurai district.

A sample of 103 students was selected by random sampling method from Thiagarajar College of preceptors. The questionnaire was distributed and the survey was taken. The distribution of the sample is given in the table below.

Table 1: Sample Distribution of the Study

Background variable	Factors	No. of students
Gender	Male	14
	Female	89
Locality	Rural	32
	Urban	57
Marital status	Married	12
	Unmarried	91
Parent educational occupation	Business	22
	Private	58
	Government	23
Parents educational qualification	Up to 12 standard	61
	UG	33
	PG	9
Parents income(per annum)	Up to 3 lakh	77
	3 to 5 lakh	23
	Above 5 lakh	3

Administration of the Tool

The investigator got permission from the principle of Thiagarajar College of preceptor and administered the tool to the B.Ed. trainees. The trainees were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The trainees took around 30 minutes to complete the tool.

Tools Used

The tool research issues scale is constructed and developed by the researchers.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analysis

The following data analyses were carried out

Table 2: Level of research issues faced by the B.Ed. trainees

Levels	Count	Percentage
Low	11	11.33
Moderate	7	7.21
High	85	87.55
Total	103	106.9

From the table 2 it is found that the problems faced by the B.Ed. Trainees, level of percentage are high (87.55)

Table 3: Mean Score of Problems Faced by the B.Ed. Trainees with Reference to the Background Variables

Background variables	Factors	No. of students	Research ISSUES(Mean)
Gender	Male	14	30.71
	Female	89	32.84
Locality	Rural	32	32.59
	Urban	57	32.47
Marital Status	Married	12	32.60
	Unmarried	91	32.16
Parent Occupation	Business	22	32.95
	Private	58	32.31
	Government	23	32.78
Parents Educational Qualification	Up to 12 standard	61	34.22
	UG	33	32.87
	PG	9	32.13
Parents Income(Per Annum)	Up to 3 lakh	77	32.58
	3 to 5 lakh	23	32.39
	Above 5 lakh	3	32.11

From table 3 it is found that, it is understood that the female trainees (mean=32.84), rural trainees (mean=32.59), married trainees (mean=32.60), trainees belong to the business background (mean =32.95), trainees parents educational qualification up to 12th standard (mean=34.22), trainees parents annual income up to 3 lakh (mean=32.58) are facing many issues during research than their counterparts.

Findings

- The level of problems or issues faced by the B.Ed. trainees while doing research is high (87.55%).

- From this research would like to infer that, female, rural, married trainees, trainees belong to the business background, trainee's parents educational qualification up to 12st standard, annual income up to 3 lakhs is facing many issues during research than their counterpart.

Recommendations

- Awareness about research must be created among students by including a research lesson during the higher secondary education.
- Time management is very necessary for the smooth functioning of work so we can avoid problems/issues.

Conclusion

In the condition of B.Ed. trainees they are not having any research related curriculum in their course programme, for the reason the trainees they don't have any basic knowledge about research. As well as this study is concluded that high amount of problems are being faced by the B.Ed. trainees while doing research and there are various reasons for issues faced by the B.Ed. trainees like lack of awareness; lack of research related to interest, positive attitude, and scientific attitude. But these kinds of interest can create the platform to stepping in the field of research.

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Employability and Life Developing Skills of Transgender

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Abstract

In the society, people are living below the poverty line. In gender we thought stereotypically the third gender people, their doing unwanted profession for earning. The third gender of our society would accept the transgender and provide a chance for their employment. Hence for the reason this paper focuses on transgender employability skills and life developing skills.

Key words: Employability Skill, Life Developing Skill, Transgender

Introduction

Transgender is a term used to describe people whose gender identity differs from the sex the doctor marked on their birth certificate. Gender identity is a person's internal, personal sense of being a man or a woman. For transgender people, the sex they were assigned at birth and their own internal gender identity do not match.

Improving Employment Opportunities

The transgender community is highly deprived of several rights including their right of participating in economic activities including employment. The interrupted education and social discrimination further limits their employment and livelihood opportunities. There are several factors responsible for their economic deprivations which are,

- Exclusion from family and society
- Stigma and Discrimination at work place
- high level of economic deprivation
- Lack of Documentary proof
- lack of vocational skill

Exclusion from Family and Society

Transgender are excluded from their families and do not get any support related to livelihood. There are no employment opportunities for even qualified and skilled transgender person.

Stigma and Discrimination at Work Place

Transgender persons face high level of stigma and discrimination at work place forcing them to illnesses, saving schemes or health insurance schemes can be of great help.

Lack of Documentary Proof

Leave the work in short period of time. They are abused verbally, physically, and sexually at workplaces for which they never received any justice. Denied in the job market, transgender forced to take optimal or low paying work or go for begging, sex work and Bahiya as their livelihood. Even in these occupations, they are exploited by clients, beaten up but hardly report any incidence to police because of fear of further harassments by the police.

High Level of Economic Deprivation

Lack of education and social support forces transgender to survive in difficult economic conditions. There is no economic security for the community in case of some crisis or medical emergency especially with poor transgender persons or old age transgender. Many transgender do not have enough savings to go for treatment for serious illness and some other complicated Majority of the transgender persons do not have any legal document like election photo identity card (EPIC), aadhaar card, and PAN card. The low level of educational status, mobility from one place to other, apathy of officials and complex procedure are some of the factors which demotivate transgender to obtain these documents. The lack of basic documents further hinder

their access to other social protection and livelihood promotion schemes like pensions, micro credit, bank loan, etc.,

Lack of Vocational Skill

As traditional occupations of transgender are becoming difficult particularly in urban areas, most transgender expresses their desire to be involved in any occupation. However low level of education skill and absence of vocational skills push them to low paying jobs or unemployment.

Enhancing Employment Opportunities

The economic empowerment of transgender community is located in a complex sex of identities, community norms, culture and lack of policy support.

The empowerment process has to be broad and should cover the following aspects;

- Awareness generation
- skill and capacity building
- Employment and entrepreneurship

Create Opportunities for Information and Counselling

There is a need to create a knowledge base within the community and organization working for transgender on the issues related to economic empowerment. Special awareness drive in the form of camps/meals, communication campaign should be initiated to enhance the awareness on economic opportunities, various government schemes for employment and livelihood. Special counseling on career guidance, self-employment, financial schemes of banks/loans etc can be provided.

Establish a Helpline for Career Guidance and Online Placement Support

A telephonic helpline can be set up to provide the information regarding opportunities related employment, jobs, existing schemes of the government, financial schemes of banks. The helpline can also work as crisis management center to record the complaint of any harassment at work place and report it to the concerned agencies for necessary actions. A dedicated online placement portal can be maintained which can maintain the online data of skilled manpower from transgender community with detailed profile of a person. This can be accessed by the employers, corporate, and placement agencies for the suitable placement.

Enhanced Credit and Other Support to Economic Activities

Bank credit/subsidized loan/micro credit should be provided for creating and sustaining self-employment initiatives which may include small and micro scale enterprises and small business, retail trade, professional and self-employed occupations.

The agencies like national scheduled castes financial & development corporation, national backward classes financial & development corporation should be approached to provide the economic support to transgender community, their networks, community based organizations to support the initiatives related to micro enterprises, cooperatives etc.

Vocational Skill Building

Lack of skills and limited training opportunities for skill building prevent transgender from improving their capacity to sustain their livelihoods and enter into strategic employment opportunities in new market conditions.

To address this concern, a two pronged strategy can be worked out.

- Design the customized vocational training program for the community as per their needs and interest.
- Effective linkages with vocational training centers run by private and government agencies.

Create a Supportive Environment

The transgender need a facilitating environment to explore the alternative employment opportunities. The transgender community has unique culture of dance, folk songs and arts etc. it gives great strength and a sense of identity to the community. The expression of culture and arts are inseparable parts of the community and should be integrated with livelihood activities to ensure greater community involvement. The efforts with adequate fund support should be made to link it to employment opportunities.

Problem Faced by Transgender Community

High Level of Stigma, Discrimination and Violence

Hijra /transgender community faces high level of stigma and discrimination in almost every sphere of their life making educational opportunities inaccessible to them. Transgender persons face especially violence, violence in term of neglect and discrimination as well. They often experienced loneliness and abusive treatment, not allowed to share with classmates, both in the classroom and the playground.

High Dropout Rate and Lower Average of School Years

Deprived from family and school environment, transgender discontinue their education and risk their future career opportunities. Various reports and discussion states that transgender are most uneducated or undereducated, become reluctant to continue schooling.

Absence of Community Sensitive Teachers

The insensitivities of teachers and staffs towards the community have adverse impact on the mainstreaming transgender persons in educational institutes. The teachers and staffs do not have adequate knowledge and sensitivities to support the transgender community in making education accessible.

Skill Based Education Opportunity

By providing opportunity for skilled based education at secondary and higher secondary level, these glaring gaps in the education system particularly for the transgender community can be addressed.

As support for the LGBT population arises across the US. Colleges and universities have responded by creating positive spaces and environment for students. An issue facing LGBT services at DEPAUW university in providing adequate services to transgender students. Providing educational programming transgender neutral restroom, facility education and counseling for transgender students could increase support for the students who identify as transgender. The government should take steps to facilitate support for transgender students by providing respective restroom and other facilities in India.

Critical View of Transgender

Madras Christian council of social service takes the initiative skills to bring transformation in transgender lives.

K.SHANKARI, One of the participants from ICF, said “I want to work and live a life like others. I have to pay double the rent for a small hut because I am a transgender”.

P.SHAKTHI DEVI, A social worker with MCCSS and a transgender, said “many of them are willing to learn vocational skills and get out of begging and commercial sex work. As most of them are illiterate or poorly educated. We are training them for jobs according to their qualification.

Conclusion

From this paper conclude that, the biggest lacuna in the system is that nobody knows the real definition of a transgender. Sensitization will not help until people are ready to accept change and acceptance can come only through education. Each being in this universe is indeed unique, and an integral part of nature. It would thus be wrong to judge and discriminate people who may

be different from the stereotype, which again is man-made, It is time that India realized that every individual in this country has equal rights and privileges, and follow the policy of "live and let live". Thus the first and the foremost right transgender are deserving of is the Right equality under Article 14. Article 15 speaks about the prohibition of discrimination on the ground of religion, caste, sex or place of birth. Article 21, ensures right to privacy and personal dignity to all the citizens and article 21 (A) ensures education is a fundamental right to every Indian. The constitution provides for the fundamental rights to the equality and tolerates no discrimination on the ground of sex, caste, creed or region. The constitution also guarantees political rights and other benefits to every citizen's. Despite such laws in the constitution of India, the other sex (TRANSGENDER) continue to be ostracized. Transgender people faced discrimination and harassment at family, school and community forces them to move to the other places. The nature or the harassment includes verbal, physical and sexual abuse which has serious impact on the mental health as well. In democratic country like India transgender has no access to the social and political rights. They are not the part of any welfare scheme. Keeping in view the above findings it can be concluded that there is an immense need to intervene, individual, community and policy level to safeguard the rights of transgender. In India Punjab university fulfilled some basic need of the transgender, and Tamilnadu Manonmaniyam Sundaranar University gave exemption for transgender course fee. If all the Indian universities and colleges follow the same way transgender may easily get employability and life developing skill.

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Interest of Science Subject among High School Students

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Abstract

This paper aimed to investigate the attitude towards science subject among high school students. Interest is very important to motivate students to learn. Especially, science text-books have many theories, which are difficult for some students to understand. Judging from their personal experience, it is boring for a student to study science topics and difficult to know its value without interest. A questionnaire was administered in the form of normative survey to 30 high school students and the sample was selected randomly from high and higher secondary schools in Dindigul district to collect their Interest of Science Subject. The investigator has adopted the Interest Inventory of Science Subject by Raj, M. & Raj, S. (1999). The results revealed that there is a significant difference based on the gender and locality of the student.

Key words: *Attitude, Science Subject and High School Students.*

Introduction

Education enlarges the personality of an individual in all fields and features making us intellectual, learned, brave and courageous and possessing strong superior character, on the other hand it contributes to growth and development of the society. It is only through education that moral ideas and spiritual values, as aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievements. Science is a methodical and devised knowledge. Science of education has a systematic body of knowledge on principles of education. It is a branch of knowledge or an organized body of the knowledge that has been accumulated through scientific methods.

Need and Significance of the Study

Student shows less interest in science subject and some of them have even developed a negative stereotype of science and scientists by viewing them as nerd or mad scientists. It is seen that most of the student after passing their tenth exams opted for arts subject and only few students go for science courses.

Lack of facilities and equipments may also be a reason. Interest is the most important subjective factor of attention. Interest as a driving force not only helps children to acquire certain learning experiences but also affect their attitudes, aptitudes and other personality traits. One of the objectives of teaching any subject is to develop in children an abiding interest in that subject. It is not enough that they acquire knowledge and skills. They should start loving the subject they learn. Once they are interested in what they learn they continue to learn it. Thus the investigator wants to study on the interest of science subject among high school students.

Objectives

- To find out the level of interest of science subject among high school students.
- To find out the level of interest of science subject among high school students with regard to gender.
- To find out the level of interest of science subject among high school students with regard to location of student.
- To find out whether there is any significant difference in interest of science subject of high school students with regard to gender.
- To find out whether there is any significant difference in interest of science subject of high school students with regard to location of student.

Hypotheses

H_01 : There is no significant difference between male and female high school students in their interest of science subject.

H_01 : There is no significant difference between rural and urban high school students in their interest of science subject.

Delimitation

- The study is limited to high school students in Dindigul district only.
- The investigator has proposed to choose only 30 high school students as sample for the study.

Method Used

The investigator has adopted survey method to do “Interest of Science Subject among High School Students”.

Population and Sample

The population of the present study consists of students in high schools of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 30 high school students.

Tool Used

This study aims to evaluate the Interest of Science Subject among High School Students. The investigator has used the Interest of Science Subject inventory constructed and standardized by Raj, M. and Raj, S. (1999).

Statistics Techniques Used

Mean, SD and ‘t’ test were used in this study.

Analysis of Data

Table 1 Level of Interest of Science Subject of High School Students

Interest of Science Subject	Low		Moderate		High	
	N	%	N	%	N	%
	4	13.3	23	76.7	3	10.0

Table 2 Level of Interest of Science Subject of High School Students with Regards to Gender

Interest of Science Subject	Gender	Low		Moderate		High	
		N	%	N	%	N	%
	Male	3	14.3	16	76.2	2	9.5
	Female	1	11.1	7	77.8	1	11.1

Table 3 Level of Interest of Science Subject of High School Students with regards to Location of Student

Interest of Science Subject	Locality of Student	Low		Moderate		High	
		N	%	N	%	N	%
	Rural	1	7.7	10	76.9	2	15.4
	Urban	3	17.6	13	76.5	1	5.9

Table 4 There is No Significant Difference between Male and Female High School Students in their Interest of Science Subject

Interest of Science Subject	Gender	Count	Mean	S.D	Calculated ‘t’ value	Remarks
	Male	21	25.62	4.410	2.584	S
	Female	9	29.78	7.328		

Table 5 There is No Significant Difference between Rural and Urban High School Students in their Interest of Science Subject

Interest of Science Subject	Location of Student	Count	Mean	S.D	Calculated 't' value	Remarks
	Rural	13	29.31	6.330	2.097	S
	Urban	17	25.00	4.402		

Results and Discussion

- Table 1 reveals that 13.3% of high school students have low in interest of science subject, 76.7% of high school students have moderate in interest of science subject and 10.0% of high school students have high in interest of science subject.
- Table 2 reveals that 14.3% of male and 11.1% of female high school students have low in interest of science subject, 76.2% of male and 77.8% of female high school students have moderate in interest of science subject and 9.5% of male and 11.1% of female high school students have high in interest of science subject.
- Table 3 reveals that 7.7% of rural and 17.6% of urban high school students have low in interest of science subject, 76.9% of rural and 76.5% of urban high school students have moderate in interest of science subject and 15.4% of rural and 5.9% of urban high school students have high in interest of science subject.
- Table 4 revealed that there is a significant difference between male and female high school students in their interest of science subject. While comparing the mean scores male (25.62) and female (29.78) high school students. The female high school students have better than male high school students. This may due to the fact that female tend to mature much faster than male in addition to the fact that they tend to possess better interest in their practical activities of science.
- Table 5 revealed that there is a significant difference between rural and urban high school students in their interest of science subject. While comparing the mean scores rural (29.31) and urban (25.0) high school students. The rural high school students are better in their interest of science subject. This may due to the fact that the rural students spend most of the time outside the school and inside their homes, now a day's students from rural areas often perform better compared with their urban counterparts in science exhibitions.

Conclusion

Education is proving to be effective instrument that can raise students' interest, attitude and attention. The study revealed that students in rural areas are much interest in interest of science than students of urban areas. So from these, we can clarify that, there is a gap of performance between students that live in rural and urban areas. Students that lives in developed cities must try to attain the best education for them and do not make their living environment as one of the factors that be a barrier in their success. The government should take initiative to develop urban school students.

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Attitude of XI Students Towards XI Standard Board Examination

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Abstract

Examination plays an important role in the life of every learner. In the state of TamilNadu, board exams were conducted for X and XII standard students. But from this academic year, board exams are to be conducted for XI standard students also. Hence the researcher has conducted a research on the XI standard students attitude towards board exam. The purpose of this study is to found out the attitude of XI standard students towards XI board examination and for which survey method is used as a method of study. 60 XI standard students from al-amen Muslim higher secondary school were considered as a sample of the study and they were administrated the tool correlate their attitude towards board exam. The findings of the study are discussed in the latter part of the paper.

Keywords: Attitude, Board examination, XI Standard students.

Introduction

Board examination refers to the public examinations. The purpose of state board examination (SBE) is to provide official license with an evaluation of an applicant. For licensure in the diverse are of competency required for higher studies. Before May 4th state board examination was conducted for X and XII standard students only. The content of XI standard syllabus is highly necessary for our higher education and entrance examination like NEET. But that portion was not taught in many schools. They concentrate XII standard portions only. The students are not able to manage higher studies without the concept of XI standard syllabus. So the education minister MR.K.A. SENGOTTAIYAN was announced the board examination is also conducted for XI standard students on May4, 2017. The current XI standard students who are the 1st batch to facing their board examination on March 2018.

Need and Significance of the Study

Education plays an Integral role in the holistic development of an individual. The concept of education has reached every nook and corner of the world. This has lead to the mushrooming of a number of schools in the state. There are different board within offer education to the learner the question arises when dealt with the quality of education provided by these board.

Objectives of this Study

The objectives are stated as,

- to find the level of attitude of XI standard students towards the board examination.
- to find out the significant difference in attitude of XI standard students towards board examination with respect to their demographic variable such as Gender, Area, Stream, Parent's qualification, Parent's occupation.
- to find the percentage level of attitude towards board examination among XI standard students.

Hypothesis

- XI standard students have moderate level of attitude towards board examinations, there is no significant difference in the percentage of XI standard students found in the three level of attitude towards Board exams.
- There is no significant difference in attitude towards XI standard board examination among 11th standard students based on Gender , Area, Stream, Parent's qualification, Parent's occupation.

Methodology

In this study adopts descriptive method and survey as a technique.

Tool Description

There were 20 statements in the form of three point rating scale and comprising of 15 positive items and 5 negative items.

Sample

The sampling was done by simple random sampling among XI standard students in the present study the size is 60 XI standard students.

Statistical Technique

Percentage analysis, Mean, Standard deviation, 't' test were statistical technique used in the study.

Data Analyses and Interpretation

The following data analyses were carried out, the hypotheses are tested to find out whether they are significant or not at 5% level. For this purpose with the collected data mean and standard deviation are calculated.

Percentage of Attitude towards Board Examination among XI Standard Students

Hypothesis-I

XI standard students have moderate level of attitude towards on board examination, there is no significance difference in the percentage of XI standard student found in the three level of attitude towards board examination.

Attitude towards Board Examinations	Frequency	Percentage
High level	5	8.33%
Moderate level	47	78.33%
Low level	8	13.33%

From table no 1, it is inferred that 8.33% of XI standard students possess high level of attitude towards XI standard board examination, 78.33% of XI standard students possess moderate level of attitude towards XI standard students board examination, 13.33% of XI standard students possess low level of attitude towards XI standard board examination. This shows that there is difference in the percentage of XI standard student found in the three levels of attitude towards XI standard Board Examination.

Difference in the XI standard Board Examination among the Variables

Hypothesis-II

There is no significant difference in the attitude of XI standard students towards XI standard board examination based on Gender, Area, Stream, Parent's qualification, Parent's occupation.

S.No	Variables	Sub variable	Sample	Mean	Standard deviation	't' value	Remark at 5% level
1.	Gender	Male	29	36.6897	7.58336	3.352	S
		Female	31	42.3936	4.94246	3.306	
2.	Area	Rural	13	40.9231	6.23548	0.820	NS
		Urban	47	39.1489	7.27706	0.986	
3.	Stream	Arts	29	38.0345	8.26128	1.655	NS
		Science	31	40.9355	5.03280	1.629	
4.	Parents qualification	Literate	43	39.0930	7.16411	0.785	NS
		Non literate	17	40.6471	6.18406	0.837	
5.	Parents occupation	Coolie	52	40.2115	5.94200	2.764	S
		Self employment	5	32.00000	10.17349	1.776	

- From the above table it can be inferred that the calculated 't' value. 3.329, 2.270 based on gender and parental occupation respectively are greater than the table 't' value 1.96 at 0.05 level of significance. Hence the null hypothesis "There is no significant difference in attitude of XI standard students towards on XI standard board examination ." with regard Gender and Parent's occupation is rejected.
- 0.903, 1.642, 0.811 based on area, stream, and parents qualification respectively is lower than the table 't' value 1.96 at 0.05 level of significance. Hence there is a hypothesis. "There is no significant difference in the attitude of XI standard students towards on XI standard board examination" with regard Area, Stream, and Parent's qualification is accepted.

Findings

- There is significant difference in attitude of XI standard students towards on XI standard board examination on the basis of gender and parent's occupation.
- The significant difference in gender indicates that female students are very much interested in XI board examination compared to male student. Because the Female students are generally focussed in their studies than the Male students.
- The significant difference in parental occupation indicated that the economically backward students are interested in XI standard board examination. Because they want to progress their economical level.
- There is no significant difference in attitude of XI standard students based on XI standard board examination on the basis of area, stream, and parental qualification.

Suggestions

From the research we know that many students are afraid and stressed about their board examination. To decrease their fear, the teachers should give support and encourage to the students and also give awareness and training about their board examinations. In many schools they are only focus on the mark, it increases the rote learning of students. We should avoid such rote learning. We should increase meaningful learning through board examinations. Because such meaningful learning is important for their higher education.

Conclusion

Many students are not accepting their XI standard board examination. They don't know about the features of board examination but they should realise that in their future higher education. In other state they already have board examination in XI standard. From the board examinations the students get well knowledge for their higher education and entrance examinations like NEET. So forthcoming years we expect more students are achieved in neet exams from Tamil Nadu.

"Intelligence plus character-that is the goal of true education"

- Martin Luther king

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Awareness of Student Teachers on Constitutional Rights

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Introduction

The constitutional values are reflected in the entire constitution of India, its preamble bodies the fundamental values and the philosophy on which the constitution is based. These are sovereignty, socialism, secularism, democracy, republican, character, justice, liberty, equality, fraternity, human, dignity and the unity and integrity of the nation. Student teachers have awareness about the constitutional rights and what is the level and do in our society. Constitution rights values are to be inculcated in the student at all stages of education. There has been growing sense of awareness about this responsibility after independence. There are many values and elements in our national culture which will provide inspiration and solace to the modern society with all sorrows and sufferings, troubles and turmoils.

Need and Significance of the Study

The preamble of the constitution sets the direction in which the education system of the country has to move. The task of educating the younger generation about the citizenship, values, ideals and ethos enshrined in the constitution are at last borne upon the teachers. In an economically and technologically driven age, the teacher education needs to awaken humanistic and spiritual values in order to encourage peace, justice, freedom, equality and fraternity.

Statement of the Problem

The statement of the problem is “AWARENESS OF STUDENT TEACHER ON CONSTITUTION RIGHTS”.

Objectives of the Study

- To measure the awareness of student teacher on constitution rights.
- To find out the level of interest of student teachers towards constitutional rights with reference to certain social variable.

Hypothesis of the Study

- There is no significant difference in the awareness of student teacher on constitution rights with respect to location, gender, medium of instruction, stream and qualification.

Methodology

Method of Research-Survey

The aim of the research was to create awareness about student teachers on constitution rights to know their views on the level of achievement of these values in present context. Survey method was used in the present rights.

Tool

- The tool used for the study of self-constructed by the researcher.
- Sample of the study included 100 student teachers from Thiagarajar College in Madurai.

Validity and Reliability of the Tool

The tool consisted of 15 statements and if way given to experts from the field of education, law, and Constitution rights to check for validating.

Population and Sample

The population of the study was the student teacher of various B.Ed., college.
Sample of 100 student teachers was taken up for the study.

Sampling Technique

Random sampling technique

Statistical Technique

In the present study

- Mean value,
- standard deviation and
- 't' test adopted

Data Analysis

The is no significant difference in the attitude of student teachers towards constitution rights
With respect to gender, location and medium of instruction.

Variable	Sub Variable	Number	Mean	Standard Divation	T-test	Level of Significant
Gender	Male	24	38.5417	3.82190	1.41	No significant
	Female	76	38.4211	3.60097		
Locality	Rural	43	37.7209	3.35464	1.789	No significant
	Urban	57	39.0000	3.77018		
Medium	Tamil	15	39.60000	3.68006	1.334	No significant
	English	85	38.2471	3.61184		

From the above table, It can beinsured that the calculated't' value based on gender, locality, medium of instruction respectively are less than the table 't' value 1.96 at 0.05 level of significance. Hence the null hypothesis "awareness of constitution rights is accepted.

Findings and Suggestion

- There is no signification difference in the awareness of the student teachers on Constitution rights based on gender.
- There is no signification difference in the awareness of the student teachers onConstitution rights based on locality.
- There is no signification difference in the awareness of the student teachers onConstitution rights based on medium of instruction.

Conclusion

On the basis of the data obtained from the survey carried out on the sample of studentteachers at the ThiagarajarCollege of preceptors. We conclude that the student teachers of both the section are largely very much awareness having organized the constitutionRights at their B.Ed., college. Thesurvey confirmed that there is no variation.Awarenessin particular constitution rights activities among the student of no different. Most of the student teachers awareness of B.Ed. student teachers on constitution rights.

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Multicultural Issues Related to Education

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Abstract

Multicultural education tries to provide students with educational experiences that enable them to maintain commitments to their community cultures as well as acquire the knowledge, skills, and community. Classrooms are becoming increasingly multicultural, and this leads to new challenges for teachers. Traditionally, students coming into the multicultural classroom are at a deficit because they must learn how to navigate unfamiliar people, their cultures, and language. Thus, teachers have the added responsibility of leading students through this unfamiliar territory towards achievement. One of the major difficulties we face in the education of culturally diverse students is reconciling or accommodating differing cultural orientation.

Keywords: Multi culture, issues on multi cultural classroom.

Introduction

Multicultural education is a progressive approach for transforming education based on educational quality and social justice. The components required in educating a multicultural education are content integrations, prejudice reduction, empowering school culture and social culture. There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Thus 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. Multicultural education encompasses practices and theories that support equitable opportunities and academic achievement for all students.

The Goals of Multi Cultural Education

- Creating a safe, accepting and successful learning environment for all
- Increasing awareness of global issues
- Strengthening cultural consciousness
- Strengthening intercultural awareness
- Teaching students that there are multiple historical perspectives
- Encouraging critical thinking
- Preventing prejudice and discrimination

Advantages of Multicultural Education

According to the National Association for multicultural education (NAME), multicultural education:

- Helps students develop positive self-image.
- Offers students an equitable educational opportunity.
- Allows multiple perspectives and ways of thinking.
- Combats stereotypes and perspectives and ways of thinking.
- Teaches students to critique society in the interest of social justice.

Relationship between Culture and Education

The idea that education can impact culture can be important. For example, a society has an abundance of man-made or natural disasters the drinking supply is low quantity. A person from outside that society comes in with new ideas on how to build water filters and storage facilities. Suddenly, the quality goes way up. The quantity may also improve. Irrigation is now very much improves for the entire micro society in that area. All because someone came in and gave away the practical knowledge that they received through education. That was very impactful.

However, if that society was completely closed to anyone from outside their culture, that society will not have benefited from the education.

But, we must not let education trump all. Culture is important. Just because someone has educational ideas different from our own cultural ideas, it doesn't mean they should automatically be embraced but it doesn't mean they should be ignored either. Consider and incorporate as appropriate. I realize there are an abundance of USA bashers on Quran, but I would end by saying that one of the things that has benefited us greatly is that our overall society is a melting pot of many cultures. This doesn't mean we have arrived, but instead that we are still changing.

Literature Review on Multicultural Classroom

There are several studies that explain the issues in the multicultural classroom.

Awareness of Multicultural in Academic

Teaching and learning are not easy work, even if students and teachers are of the same society, economic, and cultural background. Therefore, they may face some difficulties in the classroom when they deal with students and teachers who are from a different cultural background. This negatively affects the academic levels of students. Thus, teachers should be provided with professional development opportunities that assist them in learning how to assess, train, teach, and be motivated to use multicultural teaching. This study also suggests that teachers should be trained to use several approaches in the multicultural classroom before they start teaching.

Different Culture and Environment

Some studies indicate that the new cultural character of the classroom is one of the issues for international student in western education. This research reported that East Asian students are reluctant to participate in activities or speaking in the multicultural classroom because they are learning in a new environment that is unfamiliar to them. As a result, teachers and students may have problems in communication, teaching and learning because students do not adapt to the classroom's environment.

This same study shown that some activities in the multicultural classroom, such as group study, lectures, individual learning, or cooperative learning, which require interaction and communication, may not be familiar to all international. Thus, a new, unfamiliar environment is an issue for some students that badly affect the students' achievement because this education environment differs culturally

Trust Worthy People in 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 student's trust. Therefore, students will feel respected and safe with their teachers and classmates.

Analysis

We should agree that the education system in different cultures impacts student' academic achievement in the multicultural classroom. For example, if the education system in the cultures of students is traditional, this matter negatively affects the benefits from the intercultural classroom's environment because some international students do not participate effectively in the classroom; they just receive the information. Thus teachers should build interactional relationships between them and their students that help students express themselves and raise their academic achievement. The teachers should learn more about different cultures and the experiences of their students by using action research and data collection tools is of strong

importance for teachers to develop culturally relevant teaching and learning in the multicultural classroom.

Importance of Multiculture

Culture is an important part of the education system, the education should reflect it, and it has to be an appropriate for students and their cultures. For example, when a teacher's directions in the classroom are in harmony with students' cultures, these instructions may enhance the students' achievement and confidence of students due to increased comfort.

Moreover, education in the multicultural classroom should focus on the value of multiculturalism and students of several cultures, students will be comfortable and aware of the importance of the multicultural education in their lives because they practice them directly. In addition, since the teacher is a strong factor in the educational process, he/she should be an ideal character for his/her students. For example, sometimes the teachers teach a kind of culture in the multicultural classroom and encourage their students to respect, apply, or practice a part of their classmates' cultures.

Conclusion

All teachers should be aware of their student background and cultures. They must know about the issues of multicultural in classroom. Flexible is more important than knowledge in dealing with multicultural issues. Therefore, teachers should explore the issues in the multicultural classroom as they arise and deal with these problems. Teachers should create awareness and importance of multicultural among the students. We all are well known about India is a multicultural country. Our country have lot of multicultural people we should be accept all those cultures not only in our classroom it should be acceptable in our life.

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Attitude of Student Teachers Towards Western Culture

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Abstract

The purpose of this study is to find out the attitude of students teacher towards western culture and for which, the survey method is used as a method of study. The 100 student teachers from Thiagarajar college of preceptors were considered as a sample of the study and they were administered the tool that correlate their attitude towards western culture. The present study shows that a clear majority of students like some aspect of the Western culture. The study concludes that these student teachers are predisposed to interact favourably with the Western culture.

Keywords: Attitude, Western culture, student teachers.

Introduction

During recent years, higher employment opportunities have increased for student teachers. As part of their further education and employment opportunities from other countries they have to study the English language, and develop proficiency in it for many fields of study, as well as using materials often based on Western contexts. Students' perceptions of the West are pertinent to learning and teaching in the Gulf because these perceptions can have an effect, either positive or negative, on an individual's desire to learn and use English and his/her response to Western-oriented material. Presumably, students who hold a favourable disposition toward the West are better placed to learn in such a context; conversely, those who resent the West may feel a disinclination to study the language and with such materials. With respect to resentment toward the Western culture. An exploration into the attitudes toward Western culture was conducted with student teachers in Thiagarajar college of preceptors, Madurai. The aim of the study was to investigate whether or not student teachers were positively predisposed to Western culture, and how this might influence their learning.

Statement of the Problem

The investigators has selected the present study with the aim of knowing the attitude of B.Ed trainees towards Western culture Therefore it has been entitled as "Attitude of B.Ed Trainees towards western culture".

Objectives

- To find out the level of attitude of B.Ed trainees towards western culture.
- To find out the percentage of B.Ed trainees lying in the three levels of attitude towards western culture.
- To find out the significant difference in attitude of B.Ed trainees towards western culture in terms of the following attributive variables:
 1. Gender
 2. Medium of instruction
 3. Locality.

Hypothesis

- The level of attitude towards western culture 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 western culture.
- There is no significant difference in attitude towards western culture among B.Ed trainees in terms of the following attributive variables:
 1. Gender
 2. Medium of instruction
 3. Locality.

Sample

- The researchers adopted survey method and the size of the sample is 100 B.Ed trainees from Thiagarajar College of preceptors, Madurai district with the representation given to the variables namely gender, medium of instruction, Locality, Parents Education. **Simple random sampling technique** is used for sample selection.

Tool Used

Attitude scale towards western culture was constructed by the investigators and was used in this study. The tool consists of 20 statements in the form of two point training scale and comprising of 17 positive items and 3 negative items. In scoring procedure, each positive item has 1 mark as high score and 0 mark as low score. Thus the maximum score in the test would be 20.

Statistical Techniques

The collected data was analysed statistically by using the percentage analysis, arithmetic mean, standard deviation and the t-test.

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 Western Culture among B.Ed Trainees

Sample	Number	Theoretical Mean	Obtained mean
B.Ed trainees	100	20	23

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 western culture among B.Ed trainees is not high” is rejected.

Percentage of B.Ed Trainees in Three Level of Western Culture

Attitude of students teachers towards western culture	Frequency	Percentage
High level	16	16%
Moderate level	55	55%
Low level	29	29%

From table No.2, it is inferred that 16% of B.Ed trainees possess high level of attitude towards western culture, 55 % of B.Ed trainees possess moderate level of attitude towards western culture, and 29% of B.Ed trainees possess low level of attitude towards western culture. This shows that there is difference in the percentage of B.Ed trainees found in the three levels of attitude towards western culture. Hence the framed null hypothesis “There is no difference in the percentage of B.Ed trainees found in the three levels of attitude towards western culture” is rejected.

Difference in the Western Culture among the Variables

Background variable		N	Mean	SD	Remarks at 5% level
Gender	Male	80	163.44	28.11	NS
	Female	120	166.12	29.98	
Locality	Rural	66	48.64	10.662	S
	Urban	52	89.94	35.75	
Medium of instruction	Tamil	50	16.46	2.150	NS
	English	50	17.26	2.578	

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 western culture among B.Ed trainees in terms of attributive variables. Hence the framed hypothesis "There is no significant difference in attitude towards western culture among B.Ed trainees in terms of gender and medium of instruction" is accepted.

Suggestions

- Institution should arrange seminars and workshop on western culture for their teaching staff.
- Educational institution should develop the infrastructure with modern educational technology

Conclusion

The present study shows that the awareness of student teachers towards western culture is mostly different in any aspects. The awareness of western culture is very use full to the B.Ed trainees.

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Quality in Teacher Education

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Introduction

As is the teacher, so is the nation. In fact he is the topmost academic and professional person in the educational pyramid. The NPE (1986) and its revised version (1992) repeatedly said that “the status of the teacher reflects the socio - cultural ethos of society and no people can raise above the level of its teachers”. Most significant is the remark of the Kothari Commission made with regard to the character of the teaching community. It said, of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and the character of the teacher are undoubtedly the most significant. During the last few decades the world has witnessed unprecedented explosion in major areas of knowledge. The phenomenon of globalization has spread to all walks of life including education. Teachers for the present and for the future society need to be thorough professionals full equipped with high academic standards, pedagogical and practical skills and ethical and moral values but in the present day society we are not adequately equipping our teacher to the level where he can discharge his enormous responsibilities in the society rather we made him dull and monotonous. The teacher education objectives, contents and methods must be review, rethink and rewrite according to the present need radical reforms of teacher education have become necessary for quality improvement and quality management of 3TS viz. Teacher, Teacher - Trainee and Teacher-Educator.

Teacher

The basic need of the day is to have a dynamic teacher. Teacher education should focus on the preparation of teachers who could facilitate the students to acquire knowledge, skills and competencies, which would help them to be agents of social change and transformation.

Teacher-Trainees

The courses should be redesigned in such a manner as to enable a teacher-trainee to see clearly how the school can contribute towards the transformation of the society. They should understand their roles in national construction. So quality improvement in content and teaching learning process has become a bare necessity.

Teacher Educator

For quality improvement and management of the teacher education institutions, teacher educators play a key role.

Teacher educators must keep themselves up to date.

Three aspects are necessary for the capacity building of teachers. They are

- Commitment
- Confidence
- Competence
- ❖ **Commitment**
 - Love for Learning and learners
 - Professional ethics
 - Excellence inside and outside class, school, institutions and outside the institution.
 - Human values, honesty , loyalty to nation and objectivity
- ❖ **Confidence**

High inspiration with strong zeal makes the teacher a good achiever.

 - Interest to learn
 - To be member of learning society

- Exposures to changes and innovation
- Adaptability
- Self-Assessment
- Forward looking principle
- A mission, further vision and goals realization.
- ❖ **Competencies**
 - Contextual
 - Conceptual (Curricular, Content and learning)
 - Transactional
 - Competency in teaching - learning material
 - Competency in ICT, Technology and Industry resources.
 - Evaluation
 - Management
 - Society or community contact.
- ❖ **Thrust Areas for Improvement:**

The following thrust areas of teacher education need quality improvement.

 - Pre service and in service education
 - Training of teachers
 - Research, innovation and extension work.
 - Orientation, Workshops, Seminars.
 - Experimentation in education
 - Preparation of teachers handbooks
 - Innovative programs and methods, demonstration and experimentation.
 - Self learning instructional package
 - Teaching aids and kits.

Quality Improvement

Quality Improvement and Quality assurance mostly depend upon better management. The management of education is a process of nation building and man-making while expenditure on education is an investment for the main objective of teacher education. To active this linkage among all supervising agencies should be established. There are statutory bodies for the maintenance and coordination of standards like UGC, NAAC, NCERT and NCTE for better supervision.

- Crawford (1990) recommended 8 stages in implementing the quality management program.
- Vision
- Defense Mission
- Set Objectives
- Customers requirement
- Detailed process to satisfy the customer needs.
- Specify materials, facilities and standards to be meet.
- Plan to bring together human, physical and financial resources.
- Build in quality assurance.

Conclusion

Quality is a buzz word in Today's world of education. It has become an important ideology of education which helps make education more relevant to the needs of the Individual and Society. Every educational Institution must strive to achieve excellence through adopting the highest measures of quality as ongoing basis as fostering quality in teacher education is a continuous journey.

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A Case Study: Reflection on Ecological System Theory

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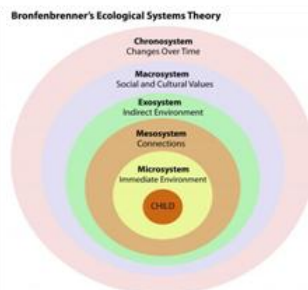
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Introduction

In this paper, we have observed and analysed a child's development through case study. Case studies are based on an in-depth investigation of an individual, a group or a event to explore the causes of underlying principles. Urie Bronfenbrenner's Ecological System Theory is used to analyze the role of environments plays in child development. This theory provides the framework from which community psychologists study the relationships with individual's contexts within communities and the wider society. In this paper, we select case study on individual and his environment. We analyze him through Ecological System Theory.

Ecological Systemtheory

A child's development is best understood by examining the context of the child's environmental influences. American psychologist, Urie Bronfenbrenner, formulated the Ecological System Theory to explain how the inherent qualities of a child and his environment interact to influence how he will grow and develop. Through the Bronfenbrenner Ecological Theory, Bronfenbrenner stressed the importance of studying a child in the context of multiple environments, also known as Ecological Systems in the attempt to understand his development.



A child typically finds himself simultaneously enmeshed in different ecosystems, from the most intimate Home ecological system moving outward to the larger School system and the most expansive system which is Society and Culture. Each of these systems inevitably interacts with and influences each other in every aspect of the child's life. There are five environmental systems which contain Micro System, Meso System, Exo System, Macro System and ChronoSystem.

Micro System

MicroSystem consists of activities and interaction patterns in the child's immediate surroundings. Family, friends, Classmates, teachers, neighbour and other people who have a direct contact with the child are included in Micro System. The Micro System is the setting in which we have direct social interactions with these social agents.

Meso System

MesoSystem encompasses connections between Micro Systems such as home, school and neighbourhood and childcare centre. The Meso System involves the relationships between the Micro Systems in one's life.

Exo System

Exo System contains environmental elements that have a profound influence on a child's development, even though that child is not directly involved with them. The Exo System is the setting in which there is a link between the context where the person does not have any active role, and the context wherein is actively participating.

Macro System

Macro System consists of cultural values, laws, customs and resources. The Macro System setting is the actual culture of an individual. The cultural contexts involve the socio

economic status of the person and his family, his ethnicity or race and living in a still developing or a third world country.

Chrono System

Chrono System includes the environmental events, transitions and shifts in one's lifespan. This may also involve the socio historical contexts that may influence a person.

Subject details

We select a subject as a student who is studying in tenth standard. The objective of the study is to improve his medium level of academic discipline to higher level with the reference of Urie Bronfenbrenner Ecological System Theory.

Observations

The student's behaviors are observed by the Questionnaire prepared by the investigators. The Questionnaire is based on Urie Bronfenbrenner's Ecological System Theory.

Systems	Agencies/Events	Influences	Suggestions
I MICRO SYSTEM	Family	He is a single child. He is longing for a brother. He cannot spend time with his mother because she has to play the role of father and mother as she is a single parent. But she provides a better environment for him to study.	I convinced his mother that he was busy with his tuition and school work, he suffers lack of time to interact with his mother. Once he completes his board exams he would free from all these.
	School	He is very active in his classroom. He won't prefer asking or clarifying his doubts with his teachers. His school paves way to find his own interest and his skills. He also participated in other extra-curricular activities under the guidance of his mother.	I suggested his teacher that the class should be much more interesting and interactive. This may help him to interact with his teachers without any hesitation.
	Neighbour	He has a smooth relationship with his neighbours. But he won't get much attached with his neighbours as their separation doesn't affect him.	I appreciated that he maintains a smooth relationship with his neighbours without any crack.
	Tuition	Even though he joined tuition under the compulsion of his mother, he convinced himself that he could learn better in tuition.	I suggested that he should maintain a healthy relationship in his school. And he should not be indifferent in his school thinking that he could learn in tuition.
	Friends	He is very much comfortable around his friends that he could discuss everything with them. He won't maintain a smooth relationship with the opposite gender because he feels hesitant and hatred towards them.	I advised him that at least he should maintain friendly conversation with them which would help him face the society in future.
II MESO SYSTEM	School + Family	He informs all his academic activities and if there is any drawback on the school's side his mother would take steps to solve it. For example, his school won't prefer practical learning as they haven't take their students to laboratory.	It is appreciable that his mother decides to share about the advantages of practical learning in next Parent Teachers Meeting.
	School + Tuition	He is little bit confused that which learning method he should prefer	I advised him that both school leaning method and tuition

		either School or Tuition.	learning method were important. Even though, he may not get special attention in school, but it forms the major part for reaching higher academic level.
	Tuition + Family	The Tuition steals his Family time which makes him feel hatred towards it.	I suggested his mother that she should make him attend some family functions and get together which would make him feel better.
	Neighbour + Family	He won't be too affectionate with his neighbours. But they expect him to share his activities.	I recommended him that he could try satisfying their wish as they are family members who would come at a call.
	Friends + Family	He would update or share some of his experience with his mother.	It is advisable that his mother has an eye on his attitudes as he is in adolescence age.
	Friends + School	He doesn't have dealings with his school friends outside the campus. And their discussion topics were mostly about cinema field & cinema.	I advised him that they may also share each other's views on general topics other than cinema.
III EXO SYSTEM	Agencies without direct influence of the child	The frequent shifting of his house and his school environment didn't even affect his cognitive stability and luxurious life of his distant relations triggers him to expect the same coziness in his household.	I instructed him that he should understand his family situations and his economic status. And also suggested him that if, he like that cozy and comfortable life he should aim high and pursue his wish.
IV MACRO SYSTEM	Religious Culture	He is not a pious person in nature. But mostly out of compulsion of his mother he follows certain religious practices and culture.	Two third of the world population believes that religion paves way to peace of mind he too can find that is religion.
	Festivals and Family functions	Functions and Festivals are the main reason for the family get-together. He finds his happiness when he sees all his kiths and kin. He has a greater hatred towards exams during festival time which puts barricade to his happiness.	I hinted him that exams leads to vacation or holidays. So he just want to postpone his happiness.
V CHRONO SYSTEM	Un expected Events(such as health problems, new schemes and strategies)	Because of health disorders he couldn't concentrate on his studies. New Government schemes and policies on Education disturb his Cognition. For an example, he was advised that he may be free after attending his 10 th board Examinations but the Governments new scheme of conducting board exams for the 11 th standard students was a heart-rending moment.	I advised his mother to prevent his health from diseases, Prevention is better than cure. I suggested him that most of the schools won't consider 11 th standard portions and they jump to 12 th syllabus directly. So this scheme is a boon for the students to have a better understanding.

Problem of the Student

The student maintains his average level of studies.

Reason for the Problem

Lack of Concentration, the surrounding's expectation and the compulsion turns hatred towards his studies.

Suggestions

In observation of his Micro System, we suggested him to maintain a healthy relationship with his Micro System and also adviced him to follow practical learning to improve his academic level.

In observation of his Meso System, we instructed him to maintain emotional and cognitive stability in relationship his Micro System.

In observation of his Exo System, we adviced him to understand the family situation and economic status. And also to make his wish or desire as his own life goal to fulfill his own self.

In observation of his Macro System, we recommended him to follow the religious culture for his mental stability.

In observation of his Chrono System, we suggested him that he should accept the bitter reality of life and try to adapt the schemes and policies which are introduced for the student's welfare.

Conclusion

According to Ecological System Theory, we tried to analyse a student of 10th standard who is in average & medium discipline. As we go through his ups and downs, we just suggested some thoughts and ideas for his betterment. Our suggestions may help him in flying colors in his academic activities and his personal life.

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Attitudes of Student Teachers Towards Status of Women

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Abstract

Women's role is an important for ever in and around the world .During the time of pre independence there is no safe guard for women in India ,but today women have so much authority and guts to erect in all duties in this digital India. Present paper is discussed about attitude of student teachers towards status of women totally 100 samples were collected from the student teachers, the sample are collected by randomly. The total women status developed by the researcher. The results report that there is no significant difference with respect to the gender, residential areas and stream of the student teachers.

Key words: Attitudes, Student Teachers, Status of women

Introduction

Women are the gift to the society. Traditionally an Indian women had four fold status role sequences these were her role as a daughter, wife, house wife and mother. The women who status and role traditionally was well defined and almost fixed in the society. The women in modern times entering into certain new fields that were unknown to the women sphere of roles. They are actively participating in social, economic and political activities. The women of the present generation have generally received higher education than the women of their preceding generation .there have far reached consequences in the economic status of their families

Statement of the Problem

The statement of the problem is “ATTITUDES OF STUDENT TEACHERS TOWARDS STATUS OF WOMEN”

Need and Significance of the Study

Nowadays women are achieved in various fields such as sports, media, business etc. .still some rural areas the women are not allowed to improve their status in education, employment etc.. Through this survey we can obtain the status of women in rural areas from the various student teachers of different locations. Researches may find out the obstacles faced by the women and it's may how it can be reduced from the ancient years to till.

Objectives of the Study

- To find out the recent status of women
- To study the difference in status of women with respect to the gender
- To study the difference in status of women with respect to the residential area
- To study the difference in status of women with respect to the stream
- To know the education the development of women in their life
- To know the problems faced by the women in their life style
- To know the responsibilities of women in family

Methodology

Hypothesis of the Study

- There is no significant difference in status of women with respect to the gender
- There is no significant difference in status of women with respect to the residential area
- There is no significant difference in status of women with respect to the stream

Method of Study

The researchers have taken to study this topic with the method of normal survey of simple random technique.

Sample

The samples are given by 100 student teachers for the result.

Tools Used

The researchers have used self-learning questionnaire for their research purpose. The tool is a three point scale consists of 15 items.

Analysis And interpretation

Table : Attitudes of Student Teachers towards Status of Women

Variables	Sub variables	Samples	Mean	Std. Deviation	Calculated t values	Level of significance
Gender	Male	30	31.14	3.32	1.59	No significance
	Female	70	31.72	2.97		
Area	Rural	62	32.08	2.87	1.16	No significance
	Urban	38	30.94	3.28		
Stream	Arts	37	31.10	3.71	1.27	No significance
	Science	62	31.19	2.58		

Findings of the Study

Through this research report that the attitudes of status of women of student teachers does shows no significant between male and female, rural and urban areas and stream like arts and science. The table shows that the calculated 't' value is lower than the table value (1.96). Hence all the null hypothesis is accepted. The calculated t values should not be differ from the male and female of the status of women in their family and society.

Conclusion

Women are known for the multitasking ability. They have lot of responsibilities to fulfil such as household duties and office duties and as a mother. From the ancient days to recent days women are achieving various field such as sports, media, business etc... The men are given to the equal responsibilities for women also. From these results women are getting their rights without restrictions from their family and society.

The present research reports that the attitudes of status of women of student teachers shows no significant between male and female, residential areas, and streams like arts and science. As per the results the student teachers treat the gender with equally. In this thing this continue in future, there is no doubt our country will become self-sufficient as soon.

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Decision Making Style of High School Students

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Abstract

The present study examined decision making of high school students in Madurai. The sample consists of 100 high school 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 from the population. The data was collected and subjected to statistical analysis. The tool used for the present study was Decision making style Inventory constructed and standardized by G.Jeyasri (2017).The result revealed that the decision making style of the students was moderate.

Keywords: Decision making, high school students, Madurai district.

Introduction

A good decision making process can literally change the world the concept of a decision making process can be found in the early history of thinking. Aristotle formulated logic with logical proofs where someone could reasonably determine if a conclusion was true or false. Schools are compulsory for about ten years of a person's life. They are, perhaps, the only compulsory institutions for all citizens, although those with full membership in schools are not yet treated as full citizens of our society.

Adolescence is a critical stage in the development of decision making skills. In addition to making decisions that affect themselves and their immediate peers, students can participate in boards of education, grant making, and school assessment at the district and state levels.

Need for the Study

Our decisions that determine the outcome of our lives. People forget the great power they hold within-that will shape their life and they ignore the importance of decision making. Well don't be one of those underplaying the importance of being one of life's decision makers. Our life is shaped by the choices we make. We are the one who chooses how to live our life or create our life's path. So make the decisions which will take our life in the direction we require.

"Success and failure are not overnight experiences that cause people to fail or succeed." Anthony Robbins. It's the small decisions along the way Sometimes we rush into making decisions and regret the choices we make. A hasty decision could lead to long term disappointment. So it's best you think through everything clearly, but don't delay to long, because sometimes we'll go past the point where our decisions matter.

Our decision is final is an expression we hear a lot. And the truth is to move forward we have to make decisions and stick with them. But it is of utmost importance to look at each question clearly that is associated with the decision we are about to make and determine categorically whether it is the right one. Coming up with the right answer can be hard, even uncomfortable, but it is essential. What we were reminded by this situation were that we should frequently be visualizing the life we really want. What does it look like, what does it feel like. This will help us to make decisions in align with our dreams. We should stop and examine the choices we make, evaluating them to determine they fit with our chosen path.

Background of the Problem

The investigator during her B.Ed., course she has undergone training in a high school for one month, which enabled her to look at decision making style among students. Besides, her interaction with other teacher and to some extent with students had confused to take decisions hence she want find out how for decision making style facilitate one's achievement in any field. Hence she thought of the present study which is entitled "**Decision making among high school students .**"

Statement of the Problem

The problem selected for the present study is entitled as “**DECISION MAKING AMONG HIGH SCHOOL STUDENTS**”.

Operational Definition

Decision Making Style

Decision making style refers to selection of a belief or a course of action among several alternative possibilities.

Decision making is the process of identifying and choosing alternatives based on the values, Preferences and beliefs of the decision. In Psychology decision making is regarded as the cognitive process resulting in the selection of a belief of a course of action among several alternative possibilities.

High School Students

Students studying in 9th and 10th standard in High school in Madurai district.

Objectives of the Study

- To find the level of Decision making of high school students.
- To Find out the mean scores of Decision making of high school students with respect to background variables

Tool Preparation

- The tool used for the present study was Decision making style Inventory constructed and standardized by G.Jeyasri (2017).

Decision Making Style Inventory

- The decision making style Inventory employed for the measurement of decision making style among the high school students was constructed and standardized by G.Jeyasri (2017).
- Twenty items are listed to represent decision making style in day-to-day life, which have five alternative responses viz., Strongly disagree, disagree, Undecided, agree and Strongly agree. Scoring was done by awarding 1 / 2 / 3 / 4 / 5 respectively. Thus the score for a respondent could range between 20 and 100.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students

Population and Sample

The population for the present study comprises of the students of high school students studying in Government and Government aided and also private schools in Madurai district.

A sample of 100 students was selected by random sampling method from one Government and two Government aided and also private schools. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variables	Factors	NO.OF.STUDENTS
Gender	Male	51
	Female	49
Medium	Tamil	49
	English	51
Locality	Urban	88
	Rural	12
No. of intimate friends	Many	60
	Few	40

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The student were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A standardized decision making scale.

Statistics Used

Percentage analysis, Mean and Standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Decision making style of high school students.

Table 2: Level of Decision Making Style

Levels	Count	Percentage
Low	15	15
Moderate	71	71
High	14	14
Total	100	100

From table 2, it is found that the level of decision making style for high school students is Moderate (71%)

2. To find out the mean scores of decision making style for high school students with reference to background variables

Table 3. Mean Scores of High School Students in Decision making Style with Reference to the Background Variables

Background variables	Factors	No. of Students	Decision making style (Mean)
Gender	Male	51	74.50
	Female	49	74.61
Medium	Tamil	49	75.18
	English	51	73.96
Locality	Urban	88	75.28
	Rural	12	69.25
No. Of intimate students	Many	60	75.1
	Few	40	73.75

From table 3 it is found that, Males ($M=74.50$), girls ($M=74.61$), Tamil medium ($M=75.18$), English medium ($M=73.96$), Urban students ($M=75.18$), Rural students ($M=69.25$) are better in decision making styles.

Findings

- The level of Decision making style of high school students is moderate.
- Government aided school students, urban students, girl students, English medium students, Female students, are better in decision making.

Educational Implications

Nowadays a lot of attention is paid to the construction of learning environments that provide instruction tailored to high school students' needs. Harel & Dubinsky (1992) argue that high school students who can use multiple representations of a concept yield deeper and more flexible understandings than those who used fewer representations. The multiple representations have become more accessible, for functions in particular, through technological advancement.

The assessment of high school students' decision making style can help teachers plan instruction and structure the classroom environment so as to help high school students develop more enlightened beliefs. This study reveals that Government aided school students, urban students, girl students, English medium students, Female students, are better in decision making. Hence they should be facilitated through proper training for developing their Decision making style.

Recommendations

- Integrating decision making principles for efficient, flexible, and transparent regulation into regulatory policy.
- Decision making can be difficult because you become too personally invested in how a decision will make you look and feel.
- To make better decisions by focusing on the facts instead of personal deficiencies.

Conclusion

Conclusion are made based on the findings on 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 .

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கல்வியின் உண்மையான தரம்

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ஆசிரியர், தொடக்கக் கல்வித்துறை, பாப்பனம், கமுதி, இராமநாதபுரம்

முன்னுரை

ஒரு நாட்டின் வாழ்வும் வளர்ச்சியும், வளமும் சார்ந்திருக்கின்ற முக்கிய அடிப்படைகளில் ஒன்று கல்வி. “கேடு இல் விழுச் செல்வம் கல்வி” என்கிறார் வள்ளுவர். மனிதனை உருவாக்கும் கல்வியை முயன்று போற்றி வளர்க்க வேண்டும். மனித வள மேம்பாட்டுக்கு உதவுவது கல்வி.

ஒரு நாகரீகத்தின் வெற்றி என்பது அந்த நாட்டின் மக்கள் தொகையோ அல்லது வானளாவிய கட்டடங்களோ மிகப்பெரிய நகரங்களோ அல்லது மிகச் சிறந்த உள்கட்டமைப்போ அல்ல. மாறாக, எப்படிப்பட்ட மக்களை அந்த நாடு உருவாக்குவதில் தான் இருக்கிறது. ஏராளமான, தகவல்களை மனதில் நிறைத்து வைத்துக் கொள்வதல்ல, மனதை முழுமையாக்கி அதை கட்டுப்படுத்தி ஆள்வதே கல்வி என்கிறார் விவேகானந்தர்.

மாணவர்களிடையே ஆளுமைப் பண்பு, பொதுஅறிவு பேச்சாற்றல், நெருக்கடி வரும்போது முடிவெடுக்கும் திறன் தன்னம்பிக்கை, விளையாட்டில் சிறந்து விளங்குதல் சிந்தனைத் திறனை வளர்த்தல், படைப்பாற்றல் ஊக்குவித்தல், தனித்திறமைகளை வளர்த்தல், வேலைவாய்ப்புக்கு ஆதாரமாக அமையும் கல்வி அவசியம்.

பெற்றோரின் நிலையும், கடமையும்

தேர்வு முடிவுகளுக்காக மாணவர்களை விட அவர்களின் பெற்றோர்கள் காத்திருக்கும் பரபரப்பு மேல்படிப்புக்கு மட்டுமல்ல பிள்ளைகள் எல்கேஜி சேர்ந்ததில் இருந்து எந்தப் படிப்பு குறித்த ஆலோசனைகள் மாணவர்கள் ஒரு வேலைக்குச் செல்வது வரை தொடர்ந்து நிழல் போல் வருவது என்பது வழக்கமான நிகழ்வாகிவிட்டது.

பிள்ளைகள் ஐந்தாம் வகுப்பு படிக்கும் போதே பக்கத்து வீட்டில் நன்றாகப் படித்து பொறியியல், மருத்துவம், கல்லூரியில் சேர்ந்த மாணவனைக் காட்டி அவனைப் போல் படிக்க வேண்டும், அவனைப் போல் கைநிறைய சம்பாதிக்க வேண்டும் நிறைய மார்க் எடுக்க வேண்டும் அப்போது தான் நல்ல கல்லூரியில் இடம் கிடைக்கும் என்ற பெற்றோரின் மந்திரம். இது மாணவர்களின் எண்ணத்தையும் அப்படியே பிள்ளைகளின் மனதில் அணிச்சை செயல் போல் பதிவாகிவிடுகிறது.

இன்றைய தலைமுறையினர் அறிந்துள்ள விவரங்கள் ஏராளம் உலகியல் நடப்புகளை உள்ளங்கையில் வைத்திருக்கும் திறன் பெற்றவர்கள் இன்றை மாணவர்கள் அவர்களை பள்ளியில் சேர்க்கும் பெற்றோர்கள் அவர்களுக்கு வழிகாட்டுவதில் தவறில்லை. ஆனால் அவர்களின் எண்ணங்களை மாணவர்களின் மனதில் தணிப்பது தான் பிரச்சனையாகி வருகிறது.

இதன் காரணமாக தங்களின் சிந்திக்கும் ஆற்றலை இழக்க வேண்டிய நிலைக்கு மாணவர்கள் தள்ளப்பட்டு வருகின்றனர்.

ஆசிரியர்களின் நிலையும், கடமையும்

“எழுத்தறிவித்தவன் இறைவன்” ஆசிரியர் பண்பில், ஒழுக்கத்தில் உயர்ந்தவர்களாக இருக்க வேண்டும். ஆசிரியர் பணி என்பது ஒரு தொழில் அல்ல. அவர்கள் சமுதாய வழிகாட்டி. மாணவர்களிடம் நன்கு பழகுவவராக இருக்க வேண்டும். அப்போது தான் மாணவரை நல்ல குடிமகனாக மாற்ற முடியும். இன்றைய நிலையில் ஆசிரியர்களின் வாழ்க்கைத் தரம் உயர்ந்த அளவுக்கு அவர்கள் கற்பிக்கும் கல்வித்தரம் உயரவில்லை.

ஆசிரியர்கள் தினசரி தங்களை புதுப்பித்துக் கொள்பவர்களாக இருக்க வேண்டும். வெளியுலக அறிவை போதிக்காமல், பாடப்புத்தகத்தை மட்டுமே மனனம் செய்ய வைத்து ஒரு விண்ணப்பத்தை கூட நிரப்ப தெரியாத அளவுக்குத்தான் மாணவர்களை உருவாக்குகிறார்கள். சூழ்நிலைக்குத் தகுந்தவாறு முடிவெடுக்கும். திறன் நல்லது எது? கெட்டது எது? என விரைவாக ஆராய்ந்து பார்த்து தேர்வு செய்யும் திறமை. பொது அறிவில் சிறந்து விளங்குவது என உருவாக்காமல் மாணவர்களை மதிப்பெண்கள் பெறும் இயந்திரங்களாகத்தான் உருவாக்குகின்றனர். அரசு ஊழியர்களும், அரசுப்பள்ளி ஆசிரியர்கள் தங்கள் பிள்ளைகளை அரசுப் பள்ளியில் சேர்க்க வேண்டும் என்பதே பெற்றோர்களின் எதிர்பார்ப்பாகவும் உள்ளது.

ஆசிரியர் பயிற்சி நிறுவனங்களின் நிலையும், கடமையும்

பணம் கொடுத்து இடம் பெற வேண்டும். பணம் கொடுத்தால் பட்டம் கிடைக்கின்ற காலம். ஆசிரியர் பயிற்சி கல்லூரிகளின் தரம் கேள்விக்குரியது. ஆசிரியர்கள் எந்த அளவுக்கு ஒழுக்கம், பண்பாட்டில் உயர்ந்து மாணவர்களின் மதிப்பைப் பெறுகின்றனரோ அந்த அளவுக்குத்தான் மாணவர்களுக்கு வழிகாட்ட முடியும். பணம் கொடுத்து இடம் பெறும், வேலை பெறும் ஆசிரியர்களிடம் பொறுப்புணர்ச்சி எப்படி வரும்?

அரசின் நிலையும், கடமையும்

அரசு இலவசங்கள் வழங்கிய பட்டியலில் கல்வி இடம் பெறவில்லை. எல்லோருக்கும் கல்வி என்பது அரசின் நோக்கம். அதற்காக தொடங்கிய எண்ணற்ற அரசுப் பள்ளிகளில் அகக் கட்டுமானங்கள் இல்லை. ஆசிரியர்களின் தரத்தைப் பற்றிக் கவலையில்லை. கல்விக்கு வழிகாட்ட வேண்டிய அரசு குறுகிய வட்டத்தில் சுழல்கிறது. கல்வியில் அரசியல் வந்தது. அரசியல்வாதிகள், அமைச்சர்கள், பினாமிகள் பேரில் ஆதாய நோக்கில் பள்ளிகளை நடத்துகின்றனர். கல்வியைக் காணோம். அரசே கல்வியின் முழுப் பொறுப்பையும் ஏற்க வேண்டும்.

கல்வி பெறும் மாணவர்களின் எண்ணிக்கை ஒருபுறம். அவற்றின் தரம் மற்றொருபுறம். என்ற உண்மையை நமது அரசு உணர்ந்து அதற்கான தீவிர நடவடிக்கைகளைத் தொடங்க வேண்டும். செய்முறை பயிற்சியிலிருந்து விளையாட்டு வகுப்புவரை எந்த சிரத்தையுமில்லாமல் வெறும் மதிப்பெண் மட்டுமே குறிக்கோளாகக் கொண்டு செயல்படும் பள்ளிகள் ஒரு வரைமுறைக்குள் கொண்டுவரப்பட வேண்டும். இப்பள்ளிகளால் தான் மாணவர்களின் மன அழுத்தம் அதிகரிக்கிறது.

தரம் குறைவதற்கான காரண காரியங்கள்

கல்வியின் அடிப்படை இன்று நேற்றல்ல சில ஆண்டுகளாகவே ஆட்டம் காணத் தொடங்கியிருக்கிறது. கல்வி வழிமாறிப் போவதை அவ்வப்போது சில ஆன்றோர்களும், அறிஞர் குழுக்களும் சுட்டிக்காட்டியுள்ளன. கல்வி தரம் குறைவதற்கான காரண காரியங்கள் வெளிப்படை இதில் எல்லோருடைய பங்களிப்பும் இருக்கிறது. புதை குழியில் சிக்கிய யானையைப் போன்று நமது முறை சார் கல்வி சிக்கித் தவிக்கின்றது தீவைத் தேடுவதற்காக. மனித வளர்ச்சியின், பண்பாட்டின் காரணியான கல்வியை வாணிப் பொருளாக்கிவிட்டோம். நல்ல மனிதனை உருவாக்க வேண்டுமென்ற நோக்கம் பின்னுக்குத் தள்ளப்பட்டு, வேலை வாய்ப்பை பெறும் கல்வியே பயன்பாடுடைய சிறந்த கல்வி என்ற கருத்து மேலோங்கியுள்ளது. தாய்மொழி இல்லாக் கல்வி பண்பாட்டை மறந்த கல்வி. அதன் விளைவுகளைத் தான் இன்று காண்கிறோம்.

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சண்முக சுந்தரம்
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மா.பா.குருசாமி

உயர்நிலை வகுப்பு மாணவர்களின் வாசிப்புத் திறன் குறித்த ஆய்வு

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முன்னுரை

தகவல் பெறுவதற்கு மிக முக்கியமான ஒரு வழி வாசிப்பு ஆகும். அனைத்துக் கல்விசார் திறன்களுக்கும் அடிப்படையானது வாசிப்பு என்பதை நாம் அனைவரும் உணர வேண்டும். வாசிப்பு ஒரு மனிதனை அறிவு பெற்ற மனிதனாக உருவாக்கும். சிறந்த உளவிருத்திற்கு அவசியமாகும்.

ஆய்வின் நோக்கம்

வாசிப்பு என்பது பல முக்கியமான திறன்களைக் கொண்ட ஒரு செயல்முறையாகும். அதாவது சிந்தித்தல், ஆராய்தல், காரணம் கண்டறிதல், கற்பனை செய்தல் போன்றவற்றை உள்ளடக்கியதாகும். இத்தகு திறன்களை உயர்நிலை மாணவர்களிடம் வாசிப்புத் திறன் மூலம் உருவாக்க முயல்வதே ஆய்வின் நோக்கமாகும்.

ஆய்வுத் தேர்விற்கான காரணம்

தற்போது உயர்நிலை வகுப்பு மாணவர்களின் வாசிப்புத் திறனில் குறைபாடு காணப்படுகின்றது. இத்தகைய குறைபாட்டினை நீக்கவும், வாசித்தலை மேம்படுத்தவும் வேண்டும் என்பதே ஆய்வுத் தேர்வின் காரணமாகும். எனவே, வாசித்தலின் மூலம் மாணவர்களிடம் மொழித்திறன் வளர்ச்சி, கேட்டல் திறன் ஆகியவற்றை உருவாக்க வேண்டும் என்பதே நோக்கமாகும்.

கருதுகோள்

- வாசிப்பு முறையில் ஆண்களின் சராசரி விகிதத்திற்கும் பெண்களின் சராசரி விகிதத்திற்கும் பெண்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.
- வாசிப்பு முறையில் இருப்பிடத்தைப் பொறுத்த வரையில் ஆண்களின் சராசரி விகிதத்திற்கும் பெண்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.

ஆய்வு எல்லை

உயர்நிலை வகுப்பு மாணவர்களான ஒன்பதாம் வகுப்பு மற்றும் பத்தாம் வகுப்பு பயிலும் மாணவ, மாணவிகளின் வாசிப்புத் திறன் குறித்த ஆய்வாகும்.

ஆய்வு மாதிரிகள்

ஆண்கள்	-	81 பேர்
பெண்கள்	-	69 பேர்

ஆய்வில் 81 மாணவர்கள், 69 மாணவிகள் கொண்ட 150 ஆய்வு மாதிரிகள் சேகரிக்கப்பட்டன.

பகுப்பாய்வு

அளவு	எண்ணிக்கை	சதவீதம்
உயர்வுநிலை	34	13.33
இடைநிலை	96	64
தாழ்வுநிலை	20	22.66

மேற்கண்ட அட்டவணியிலிருந்து வாசிப்புத் திறனின் உயர்வு நிலையானது 34, இடைநிலை 96 எனவும், தாழ்வு நிலையானது 20 எனவும் கணக்கிடப்பட்டுள்ளது.

இனம்	மாதிரிக்கூறு	சராசரி	திட்டவிலக்கம்
ஆண்	81	38.64	2.69
பெண்	69	40.33	2.69
கிராமம்	6	39.33	1.51
நகரம்	144	39.42	2.86
			0.08

மேற்கண்ட அட்டவணியின் படி வ-ன் மதிப்பானது அட்டவணை மதிப்பான 1.96 ஐவிட அதிகமாக இருப்பதால் நிராகரிக்கப்பட்டது.

இருப்பிடத்தைப் பொறுத்தவரையில் மேற்கண்ட அட்டவணைப்படி வன் மதிப்பானது அட்டவணை மதிப்பிலான 1.96ஐ விடக் குறைவாக இருப்பதால் கருதுகோள் ஏற்றுக் கொள்ளப்பட்டது.

முடிவுகள் கருதுகோள்

- வாசிப்பு முறையில் பாலினத்தைப் பொறுத்தவரையில் கிராமத்தில் வசிப்பவர்களின் சராசரி விகிதத்திற்கும், நகரத்தில் வாசிப்பவர்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு ஏதும் இல்லை.

பரிந்துரைகள்

1. பாலினத்தைப் பொறுத்தவரையில் ஆண்களின் வாசிப்புத்திறன் விகிதத்தை விட பெண்களின் வாசிப்புத்திறன் விகிதமானது அதிகமாக உள்ளது.
2. ஆண்களை விட பெண்களே வாசிப்புத்திறன் விகிதத்தில் உயர்ந்து காணப்படுகின்றனர். இதற்கு காரணம் ஆண்களை விட பெண்களே அதிக கவனிக்கும் திறன், ஒருமுகப்படுத்தும் ஆற்றல் பெற்றுள்ளனர். ஆண்களின் வாசிப்புத் திறன் விகிதக் குறைவிற்கு காரணம் அவர்களின் விளையாட்டுப் போக்கும், கவனக்குறைவும் ஆகும். ஆசிரியரின் தொடர்புபயிற்சி மற்றும் ஊக்குவித்தல் ஆகியவற்றின் மூலம் வாசிப்புத்திறனை அதிகரிக்க இயலும்.

Attitude of Student Teachers Towards Using Technology In Learning

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Abstract

The deployment of teacher education programs, especially to upgrade and change teaching practices, has always been a challenge for teacher educators. It is even more challenging when a group of teacher educators from conventional educational practices get together to develop an innovative professional development program that is aimed at bringing about a paradigm shift in teaching-learning process. This especially so in the case of persuading teachers to integrate technology into their teaching. In spite of the emerging thrust over customization of learning experiences and greater utilization of information technology, face-to-face communication is still considered to be an ideal mode for teaching and learning process. To enable teacher to shift from their habitual approach to contemporary approach, an on-line teacher education program is being developed by I-CONSENT, the Indian Consortium for Educational Transformation, that was formed to support the development and deployment of ICT based programs for teacher education and for school transformation. This paper describes the innovative approach adopted for the professional development of teacher.

Introduction

Technology has become a part and parcel of our everyday life and it is oxygen to many. It spread all over the world and all the disciplines are affected and it is blessing in disguise to the department of education which prepares useful citizens of our country. Slowly the role of the teacher is disappearing and the education so far confined to four walls is gradually vanishing and now it is happening anywhere and everywhere and this credit goes to the technology. In this context, the traditional teaching model is no longer relevant. Today's education is trying to take full advantage of the potential of technology in the classroom to inspire and expand learning. Technology have become an integral part of education; smartphones and other digital devices, such as tablets, can be surprisingly useful didactic resources for developing subjects in both distance and face-to-face school, college and university studies.

Statement of the Problem

Attitude of student teachers towards using technology in learning

Need and Significance of the Problem

Integrating technology into the classroom is an effective way to connect with student teacher of all learning styles. It gives student teachers the opportunity to enhance the interaction with their classmates and instructors by encouraging collaboration. Using technology in the classroom gives teachers and other faculty members the opportunity to develop their student teachers digital citizenship skills. Integrating technology in education helps student teachers stay engaged.

Objectives of the Study

The study was conducted to achieve the following objectives:

- To explore students teachers attitude towards technology.
- To find students teachers attitude towards technology with respect to background variables.

Operational Definition

Attitude

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses and challenges, incentive, and rewards (together called stimuli).

Student Teachers

Student teacher is the student studying I year in college of education.

Technology

Technology refers to methods, system, and devices which are the result of scientific knowledge being used for practical purposes.

Learning

“Learning is the relatively permanent change in a person’s knowledge or behavior due to experience.

Method of Study

Normative survey method was used as the method of research.

Tool Used for the Study

A self constructed tool to measure the attitude of student teachers towards using technology in learning scale was used as the tool.

Administration of the Tool

The investigator got the permission from the head of the B.ED College and the concerned subjects teacher and administrator that tool to the student teacher. The student teacher where briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The student teachers took around 30 minutes to complete the tool.

Population & Sample for the Study

The population for the present study comprises of the student teachers of B.ED colleges. A sample of 100 student teachers were selected using simple random sampling method from Thiagarajar College students. The distinction of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variable	Factors	No. of students
Gender	Male	18
	Female	82
Qualification	U.G	86
	P.G	14
Stream	Arts	35
	Science	65
Locality	Rural	38
	Urban	62
Parents qualification	Literate	87
	Illiterate	13

Sample Technique

The sampling technique used for this study in purposive sampling.

Data Analysis & Interpretation

The following data analysis were carried out.

1. To find out level of attitude of student teachers using technology in learning

Table 2: Level of Attitude of Student Teacher using Technology in Learning

Levels	Count	Percentage %
Low	20	20
Moderate	60	60
High	20	20
Total	100	100

From table 2, it is found that the level of attitude of student teachers using technology in learning for Thiagarajar College of Preceptors is moderate (60%)

2. To find out the mean score of attitude student teachers using technology in learning for Thiagarajar College of Preceptors with reference to background variables.

Table 3: Mean Score of Attitude Student Teachers using Technology in Learning for Thiagarajar College of Preceptors with Reference to Background Variables

Background variable	Factors	No. of Students	Mean
Gender	Male	18	38.61
	Female	82	40.40
Qualification	U.G	86	40.29
	P.G	14	38.78
Stream	Arts	35	39.3
	Science	65	40.46
Locality	Rural	38	40.28
	Urban	62	39.95
Parents qualification	Literate	87	40.08
	Illiterate	13	40.07

From table 3, it I found that Thiagarajar College of Preceptors student teachers ($M=40.08$), female ($M=40.40$), UG($M=40.29$), Science ($M=40.46$), Urban ($M=39.95$), Literate($M=40.08$) are better in using technology in learning than their counterpart.

Findings

- The level of attitude of student teachers towards using technology in learning is moderate
- Thiagarajar college student teachers, female students, U.G students, science students, urban students, students of literate parents are better in using technology in learning than their counterparts.

Recommendations

From the study it can be seen that an average number of student teacher battle with using technology in learning. We can give the following tips to student teachers to enhance using technology in learning.

1. Educators and student teachers are quickly becoming more comfortable with classroom technology, allowing them to shift from thinking about the technical side of integrating a new tool to focusing on how it improves learning.
2. Educators love simple tools that they can use in multiple ways.
3. Google hangouts is a great tool for connecting with other educator, student teachers and classes.

Conclusion

The present inquiry has assessed the attitude of student teacher towards use of technology in learning. The computer knowledge is very necessary for student teachers and teachers. Student teachers need to perceive technology in learning as primarily a tool for teaching and learning across the curriculum although there are foundations skills in technology in learning that student teacher need to learn before they can participate fully in technology in learning rich classroom.

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ஒன்பதாம் வகுப்பு மாணவர்களின் தமிழ் எழுத்துப்பிழைகள் குறித்து ஓர் ஆய்வு

பா.காளிதாஸ்

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ஆய்வுத்தலைப்பு

ஒன்பதாம் வகுப்பு மாணவர்களின் தமிழ் எழுத்துப்பிழைகள் குறித்து ஓர் ஆய்வு.

ஆய்வின் முக்கியத்துவம்

தமிழ்மொழியானது மற்ற மொழிகளுள் முதன்மையான மொழியாக விளங்குகிறது. எண்ணற்ற மொழிகளுக்கு தாயாக விளங்குகிறது. இருப்பினும் மாணவர்களுக்கு தமிழ் மொழியில் எழுதுவதும் பேசுவதும் தடையாகவே இருக்கிறது. அத்தகைய தடைகளை நீக்கும் நோக்கில் இத்தகைய ஆய்வு அமைகிறது.

ஆய்வுத் தேர்விற்கான காரணம்

பள்ளியில் பயிலும் ஒன்பதாம் வகுப்பு மாணவர்களிடையே நிலவும் தமிழ் எழுத்துப் பிழைகள் ஒற்றுப்பிழைகள் ஆகியவற்றை நீக்கி தமிழில் தெளிவாகவும் எவ்வித இடர்பாடுகளும் இல்லாமல் பேசவும் எழுதவும் வைப்பதற்கு இவ்வாய்வு மிகவும் பயன்படும்.

கருதுகோள்

1. எழுத்துப்பிழைகளின் அளவில் ஆண்களின் சராசரி விகிதத்திற்கும் பெண்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.
2. எழுத்துப் பிழைகளின் அளவில் தமிழ் மொழியில் பயிலும் மாணவர்களின் சராசரி விகிதத்திற்கும் ஆங்கில வழி பயிலும் மாணவர்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை.

ஆய்வு எல்லை

அரசு பள்ளி மாணவர்களுக்கும் அரசு உதவிபெறும் தனியார் பள்ளி மாணவர்களுக்கும் இடையே உள்ள தமிழ் எழுத்துப் பிழைகள் குறித்து இவ்வாய்வானது எடுக்கப்பட்டது.

ஆய்வு மாதிரிகள்

பள்ளிகள்	ஆங்கில வழி	தமிழ் வழி
ஸௌராஷ்ட்ரா ஆண்கள் மேல்நிலைப்பள்ளி	20 மாணவர்கள்	20 மாணவர்கள்
ஈ.வெ.ரா பெண்கள் மேல்நிலைப்பள்ளி	20 மாணவிகள்	20 மாணவிகள்

ஆய்வு வினா நிரல்

வ.எண்	வினாக்கள்	எண்ணிக்கை
1	ஒலி வேறுபாடு அறிந்து பொருளை அறிதல்	ஐந்து வினாக்கள்
2	வல்லின றகர டகர த்தின் பின் ஒற்று வராது	ஐந்து வினாக்கள்
3	பிழையை திருத்தம் செய்க	ஐந்து வினாக்கள்
4	ஒற்றுப் பிழையை நீக்குதல்	ஐந்து வினாக்கள்
5	பிழையை நீக்கி எழுதுதல்	ஐந்து வினாக்கள்

பகுப்பாய்வு

அட்டவணை 1:

இனம்	மாதிரிக்கூறு	சராசரி	திட்டவிலக்கம்	வ
ஆண்	40	44.10	2.30	0.804
பெண்	40	44.52	2.41	

அட்டவணைப்படி வ மதிப்பானது 1.96 மதிப்பை விட குறைவாக உள்ளது. எனவே எழுத்துப்பிழைகளின் அளவில் ஆண்களின் சராசரி விகிதத்திற்கும், பெண்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் நிராகரிக்கப்படுகிறது.

அட்டவணை 2:

மொழி	மாதிரிக்கூறு	சராசரி	திட்டவிலக்கம்	வ
தமிழ்	40	43.9	2.50	1.481
ஆங்கிலம்	40	44.7	2.16	

அட்டவணைப்படி வ மதிப்பானது 1.96 மதிப்பை விட குறைவாக உள்ளது. எனவே எழுத்துப்பிழைகளின் அளவில் தமிழ் மொழியில் பயிலும் மாணவர்களின் சராசரி விகிதத்திற்கும், ஆங்கில வழி பயிலும் மாணவர்களின் சராசரி விகிதத்திற்கும் இடையே குறிப்பிடத்தக்க வேறுபாடு இல்லை என்ற கருதுகோள் நிராகரிக்கப்படுகிறது.

அட்டவணை 3:

எழுத்துப் பிழைகள்	தே	மூ
தாழ்நிலை	12	15.5
இடைநிலை	42	52.5
உயர்நிலை	26	32.5

முடிவுகள்

1. பள்ளியில் பயிலும் மாணவர்களின் எண்ணிக்கையில் எழுத்துப்பிழையுடன் உயர்நிலையில் 32.5% ஆகவும், இடைநிலையில் 52.5% ஆகவும் தாழ்நிலையில் 15.5% ஆகவும் கணக்கெடுக்கப்பட்டுள்ளது. ஆகவே பள்ளி மாணவர்களின் எண்ணிக்கையில் எழுத்துப் பிழைகளுடன் பயிலும் அதிகப்படியான மாணவர்கள் இடைப்பட்ட நிலையில்தான் இருக்கின்றனர். இத்தகைய நிலை முற்றிலுமாக நீங்கி எழுத்துப்பிழைகள் இல்லாமல் கல்வி பயில வேண்டும் என்பதே இவ்ஆய்வின் நோக்கமாகும்.

பரிந்துரை

1. புத்தகத்தில் உள்ள செயல்பாடுகளை மாணவர்களே செய்ய வைத்தல் வேண்டும்.
2. சந்தேகங்கள் வரும்பொழுது ஆசிரியர் அதனை நீக்குதல் வேண்டும்.
3. முறைப்படியான இலக்கண கற்பித்தல் வேண்டும்.
4. கேட்டு எழுதுதல் திறனை மாணவனிடம் வளர்த்தல் வேண்டும்.
5. வீட்டுப் பாடம் எழுத்துப் பயற்சியை வளர்க்கும் விதமாக இருத்தல் வேண்டும்.

Study Involvement of High School Students

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Absrtract

The study aims to find out the level of study Involvement of high school 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 selected 68 students from Government School, 42 students from Government Aided School and 07 students from private school and Random sampling technique was adopted for this study. The data were percentage and mean values are statistically analyzed through the results reveal Gender has an impact on student personal problems, study involvement and academic achievement. Student`s personal problems, Study Involvement. Student personal problems, Study Involvement are related to each other.

Keywords: Students study Involvement, Psychological problems of High school students.

Introduction

Education is essential for everyone. It is the level of education that helps people earn respect and recognition, Education is indispensable part of life both personally and socially. Students represent the society's investment for future. The very purpose of education in India is to help out the backwards to generate productivity in terms of personal advancement and thereby attain higher level of prosperity. Students all over the world face a number of problems.

This is very much true in the case of India also. The Students community is affected by lots of problems. As students are the future citizens of the world, every county should shoulder the responsibility of providing an immaculate environment to the students. The educational system India judges the child on the basis of his/her performance in the annual examination held at the end of every session.

Significance of the Study

Education plays a vital role in all peer groups. Secondary education begins in grade 9. Public examinations are held at the end of both cycles and grant access to grade 11 and University level study secondary school in India consists of 3 languages (including the regional language, an elective and English language) Mathematics, Science, and Social science, work/Pre vocational Education, Arts and Physical Education.

Statement of Problem

The problem selected for the present study is entitled as “STUDY INVOLVEMENT OF HIGH SCHOOL STUDENTS”

Operational Definition

Study Involvement

Involvement is very essential in all the activities to complete a particular a particular task/work with success. In education, students can achieve in their studies only when they totally involvement in their studies. Study Involvement of high school student is the measure of the score obtained from the study Involvement questionnaire.

High School Students

Students are studying in 9th & 10th standard schools in Madurai district.

Objectives the Study

- To measure the study involvement of high school students
- To find the interest towards their studies.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students

Population and Sample

The population for the present study comprises of the students of IX standard students studying in Government and Government Aided, Private School in Madurai district.

A sample of 119 students was selected by random sampling method from three different types of schools. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variables	Factors	No. of students
Type of Management	Government	68
	Government aided	42
	Private School	7
Locality of the school	Rural	43
	Urban	76
Types of school	Boys	21
	Girls	40
	Co-education	58
Medium of instruction	Tamil	101
	English	18
Gender	Male	42
	Female	77

Abministration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A Standardized study Involvement scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out

To find out the level of study involvement of high school students.

Table 2: Level of Study Involvement

Levels	Count	Percentage
Low	11	19.27
Moderate	98	82.35
High	10	32
Total	119	133.62

From table 2, it is found that the level of study Involvement Scale for high school students is moderate (19%). To find out the mean scores of study Involvement Scale for high school students with reference to background variables.

Table 3: Mean Scores of High School Students in Study Involvement with Reference to the Background Variable

Background variable	Factors	No. of Students	Study Involvement (Mean)
Type of Management	Government	68	26.25
	Government aided	42	27.14
	Private school	7	29.42
Locality of the school	Rural	43	25.19
	Urban	76	27.73
Type of school	Boys	21	23.90
	Girls	40	26.45
	Co-education	58	26.98
Medium of instruction	Tamil	101	26.64
	English	18	27.33
Gender	Male	42	25.71
	Female	77	27.33

From table 3 it is found that, Private school students ($M=29.42$), Urban school students ($M=27.73$), Co-education school students ($M=26.98$), English medium students ($M=27.33$), Girl students ($M=27.33$) their study involvements are better than others.

Findings

- The level of Study involvement of high school students is moderate.
- Private school students those belongs to urban, those are studies in Co-education students and who studies in English medium and the girls , their involvements in study is better than others

Recommendations

- Students have responsibility to serve their society by their educational knowledge.
- Students got an ability to manage their struggles by gaining their intellectual factors from their education.

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A Study on Role of Teacher's Ethics and Accountability in Teaching Learning Process

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Abstract

The purpose of the study is to find out The Teacher's ethics and their accountability in teaching learning process among First year B.Ed Trainees in Thiagarajar college of Preceptors, Madurai-9. We conducted this survey to 77 student teachers from first year B.Ed and we made them to select the options for the questions given in the questionnaire. The questions in the questionnaire is based on the Role of teachers in their teaching and student learning process. This survey shown us that teachers can handle their classes in a very innovative manner to reach students successfully revealed a positive result.

Keywords: *Ethics, Learning process, Questions*

Introduction

In Modern era the Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom, build a warm environment, mentor, nurture students, become role models and listen and look for signs of trouble. The most common role of a teacher plays in the classroom is to teach knowledge to children. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. Mentoring is a natural role taken on by teachers. Mentoring is a way a teacher encourages students to strive to be the best they can. Evaluates the language level and attitudes for the learners by using different means of informal and formal assessment during the lesson when the teacher is correcting learners work.

Problem of the Study

Teachers were works out and tackle with the causes of learners difficulties and learning problem. Provides opportunities for learning, helps learner to access resources and develop learner autonomy. Teacher goes around the class during individual, pair and group work activities, checking learning and providing support as necessary.

Needs & Significance of the Study

Organising the learning space, make sure everything in the classroom is running normally and smoothy sets up rules routines for behavior and interaction with the students. Prepares the lesson before teaching, anticipates problems selects designs and adapt materials. Teachers can be used by the learners for help and advice about language during the language input and practice phase. Teachers tries to create a good relationship with and between learners during the warm-up and lead-in phase using adopting breaker activities. The teacher adopt depending on the needs of the learners. With young learners the teacher might take on the role of a parent or a friend when a young student is unwell or unhappy. With adult learners the teacher roles involve motivating students and maintaining discipline in addition to being facilitator, language resource.

Objectives of the Study

- To find about the Teacher's way of teaching in their classroom to the students
- To find the process of teaching in a innovative method able to learn by the students.

Title of the Study

The role of teacher's Ethics and Accountability in Teaching learning process.

Hypotheses

There are exists no significant difference between Rural and Urban Students teachers in their students learning process.

There are no significant difference between Male and Female Student teachers in their Teaching learning process.

There exists significant relationship between degree holder and non -degree holder with respect to father's education of student teacher in their Teachers learning process.

Methodology

The researchers have adapted the survey method for this investigation.

Tool

This research was made by the researcher keeping in mind the basic ethics in teaching learning process.

Sample

Data were collected from 77 first year B.Ed trainees who are studying in Thiagarajar college of preceptors. For this study, investigators have used simple method.

Analyses of Data

Hypothesis 1

There exists no significant difference between Rural and Urban student teachers in their Teaching learning process.

Table 1 Difference between Rural and Urban Students Teachers in their Teaching Learning Process

Variable	Locality	N	Mean	Std. Deviation
Learning process	Rural	20	55.7	4.193
	Urban	57	55.5	5.142

From the above table 1, shows that there exists no significant difference between Rural and Urban student teachers in their Teachers learning process. The Mean of Rural student teachers is (M=55.7) and Urban student teachers is (M=55.5). So, Rural students teachers is better than Urban student teachers in their Teaching learning process.

Hypothesis 2

There exists no significant difference between Male and Female student teachers in their Teaching learning process.

Table 2 Difference between Male and Female Student Teachers in their Teaching Learning Process

Variable	Gender	N	Mean	Std. Deviation
Learning Process	Male	9	55.63	3.42
	Female	68	54.92	5.18

From Table 2, it is understood that there is exists no significant difference between Male and Female Student teachers in their Teaching learning process. The Mean of Male student teachers (M=55.63) and Female student teachers is (M=54.92). So, Male student teachers are better than Female student teachers in their Teaching learning process.

Hypothesis 3

There exist significant relationship between Degree holder and Non- Degree holder with respect to Father's education of the student teachers in their Teaching learning process.

Table 3 Difference between Degree Holder and Non- Degree Holder with Respect to Father's Education of Student Teachers in their Teaching Learning Process

Variable	Father's Education	N	Mean	Std. Deviation
Learning Process	Degree Holder	41	55.17	5.29
	Non- Degree Holder	36	54.92	6.26

From the above table 3, it is understood that there exists significant relationship between Non-Degree Holder and Degree Holder with respect to Father's education of student teachers in their Teaching learning process among First year B.Ed trainees. This is Evidence that variables are not affecting the Teaching learning process. This paper presents a conceptual framework about the Teaching learning process among First year B.Ed trainees.

Recommendations

In light of the study results, the following Recommendations are proposed.

- Provides opportunities for learning helps learner to access resources and develop learners autonomy. Organizing the learning space, makes sure everything in the classroom is running normally and smoothy sets up rules & routines for behavior and interaction.
- Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment they sets.
- Teachers teach in many ways including lectures, small group activities and hand-on learning activities.
- Developing the learning process to enhance the students achievement and retention.

Suggestion for Further Research

Following are few areas of research related to the present investigation which deserve explorations.

1. Students needs to be use some technologies in their classrooms
2. Teachers were follow the given curriculum that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students.
3. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher.

Conclusion

Knowledge of the learners is cognitive, social and emotional development of learners. It includes an understanding of how students learn at given developmental level; how learning in a specific subject area typically progresses like learning progressions ; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs.

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“A Study on Effectiveness of Spelling Recognition Strategy among the 5th Std Students, Madurai

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Abstract

English Language is essential for day to day life. To enhance the language proficiency teacher should concentrate to developing the students vocabulary, Spelling Recognition in English learning at Government schools.. It is highly a challenging tasks for the teachers to develop the spelling recognition problem. In this paper focused on “Effectiveness of spelling recognition strategy “ . Spelling recognition has been used for several purpose, such as enhancing speech recognition systems and implementing name retrieval systems. Testing spelling recognition in an old context had a biasing effect but there was a little evidence of context re-instatement effects for studied words. This study aims at assessing the effectiveness of spelling recognition among the class V std students of Modern Matriculation School, Madurai district in Tamilnadu. A total number of thirty five students have taken for the study. The sample consists of 35 students 5th standard , the researcher first administrated pre test then he had administrated teaching programme on experimental for a week.

Key Words: Word Recognition, Spelling Check, Spelling Book.

Introduction

The practice of English language teaching is markedly different from that of other subjects. While the teaching of these other subjects is content based, the teaching of English is skill based. In fact, the four basic language skills- Listening, Speaking, Reading and Writing. The goal of spelling recognition instruction should not be temporary memorization of words but rather the development of skills to able to correctly represent our written language. Effective spelling instruction should always emphasize the phonemic nature of spelling. If children learn the spell words based on phonemic processing it greatly improves their spelling ability.

Background Problem

Some students particularly the average and slow learner’s find difficulties in understanding / word recognition and writing the structural usage in English language because of poor understanding. The English spelling strategies is one area which challenges the average and slow learners. It is essential that practice and training in writing skill should be provided to learners to facilitate the teaching learning process. Here comes the teaching strategy particularly spelling recognition programme in teaching to rescue the English teacher from the said crisis.

Recent studies suggest that several aspects of modern tutorial device could make the subject matter intrinsically worth; some other studies indicate that motivation to learn particular subjects can be increased by using programmes. Using these circumstances, the present study assumes importance in exploring the unexplored potentialities of spelling recognition development programme in solving the problems faced by the learners and how the programme effectiveness is influenced by the learner achievement.

Objectives of the Study

- To find out the effectiveness of spelling recognition and experimental group for 5th standard students in their last test presentation.
- To study the effectiveness of spelling recognition among 5th std students.
- To develop the word recognition among 5th std students.

Hypothesis

- There is no significant difference between pretest and post test with respect of gender among 5th std students.
- There is no significant difference between pre test and post test with respect of tuition and non tuition among 5th std students.

Methodology

In the present study, the effectiveness of spelling programme for the pupils of standard 5th std was constructed and its effectiveness was also measured. It is also based on the text book of standard V std. The present study is intended to conduct an experiment; so this is an experimental method. Accidental samples only pre-test and post test.

Population

Population for research for the present study consists of the 5th Students studying in Modern Matriculation School, Madurai district in Tamil Nadu.

Selection of the Sample

The sample consists 35 V standard students, the researcher first administrated pre test then she had administrated teaching programme on experimental for a week except Sundays. After performing the experiment post test was administrated.

Tool Used

This research was made by the researcher keeping in mind the basic language recognition competency. The major dimensions of the research are 1.vocabulay 2. lettters and words 3.spelling 4.spelling recognition. Pre test and post test of 30 marks each were prepared.

Analysis of Data

According to John W. Best (1997) “Statistics is a body of mathematical techniques or process for gathering, organizing, analyzing and interpreting numerical data. Statistics is a basic tool of measurement, evaluation and research. It is used to describe the numerical data that are gathered. Statistical data describe group behaviour or group Characteristics abstracted from a number of individuals’ observation which are combined to make a generalization possible”.

Null Hypothesis: 1

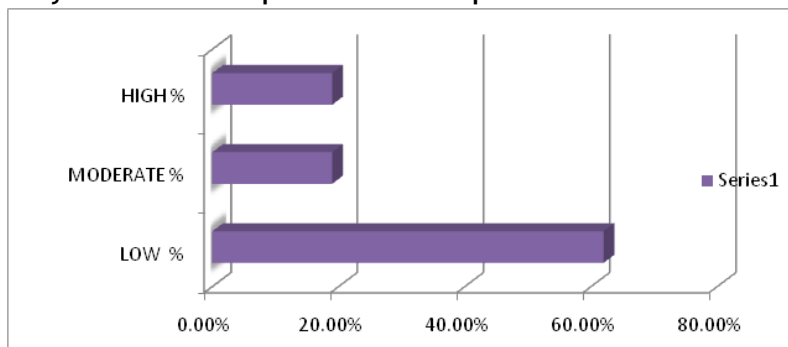
The level of percentage analysis in their experimental group post test

Table: 1 Percentage Analysis in Their Experimental Group Post Test

S.No	Low Level %	Moderate Level %	High Level%	Total %
1.	62.0 %	19.0%	19.0%	100

The above table is inferred that 62.0% low level, 19.0% is moderate and 19.0% is high level of effectiveness of spelling recognition percentage analysis in their experimental group post test

1 Percentage Analysis in Their Experimental Group Post Test



Null Hypothesis: 2

There is no significant difference between students of experimental group in their Post test.

Table: 2 Effectiveness of Spelling Recognition Between Gender among the 5th Std Students

Gender	N	Mean	S.d
Male	Male=19	28.60	3.100
Female	Female=16	25.62	2.032

Table: 3 Effectiveness of Spelling Recognition Between Male and Female among the 5th Std Students

Location of students	male(N=19)		female(N=16)		Calculate 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Pre test	10.95	3.064	10.50	4.258	0.361	NS
post test	25.21	25.38	2.097	2.094		

It is inferred from the above table-3 that the calculated 't' value (0.361) is lower than the table value (1.96) at 5% level.. Hence the null hypothesis is accepted.

Table:4 Effectiveness of Spelling Recognition Difference Between Tuition and Non Tuition among the 5th Std Students

Location of the students	Tuition (N=22)		Non Tuition(N=13)		Calculate 't' value	Level of significance at 5%
	Mean	S.D	mean	S.D		
Pre test	10.32	3.643	11.46	3.573	.903 .908	NS
Post test	25.59	2.062	24.77	2.048	1.142 1.144	NS

Null hypothesis: 3

There is no significant difference between pre test and post test in their experimental group.

Table: 3 Significant Difference between Pre Test and Post Test in their Experimental Group

Location of students	Pre test		Post test		Calculate 't' value	Level of significance at 1%
	Mean	S.D	Mean	S.D		
Experimental group	10.74	3.608	25.29	2.066	21.496	NS

(At 1% level of significant the table value of 't' is (1.96))

It is inferred from the above table-3 that the calculated 't' value (21.496) is greater than the table value (1.96) at 1% level of significance. Hence the null hypothesis rejected,

Findings

1. Based on the analysis of the study, it is revealed that this study is effective in enhancing English spelling recognition among the students of V
2. There is no significant difference between male and female students of experimental group in their post test.
3. There is no significant difference between pre test and post test in their experimental group with respect tuition and non- tuition.

Suggestions for Further Research

- The use of the recognition programme was beneficial in the classroom interactions and this has to be investigated further.
- A variety of spelling should be maintained for students of V, the teacher should organize projects based on spelling strategy activity making the students in group.
- The male students spelling ability in English was found to be less than that of female students along with the regular spelling activity special weight age should be given to extra home work for English.
- The language teacher should organise guidance programmes such as workshops, symposia and public lectures periodically for high school students to equip them with the needed skills to enhance for spelling recognition.
- The present study could be extended to other schools in Tamilnadu.

- The present study could be extended to other levels such as higher secondary and college.

Recommendations

- Word recognition is a student's ability to see and understand a word quickly without sounding it out.
- Repeat reading, words structure and context clues are the best way for young readers to learn to recognize words by sight is to see them often.
- They are typically taught letter names first then sounds of consonants , vowels and later blends and diagraph.

Conclusion

Data obtained through pre test and post test scores, along with my own observations and views from the classroom teachers all show that competency study is a useful one to enhance the teaching and learning process. It is essential to vary teaching and learning strategies to avoid monotonous lesson. We can also take this survey among high school, higher secondary and college students improve effectiveness of spelling strategy in all educational fields.

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Attitude of Learning of English Among Primary Students

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Abstract

Learning has to be active so that students can make links between their schemata and what they are about to learn. Many students attend to class presumptuous a passive mindset. Teachers tend to reinforce learning as an observer. The result is that a classroom and generally they learn in English. The paper examined the attitudes of primary school students towards the English language, the differences in the attitudes regarding their gender, educational status of their parents, monthly income of the students' family, and the accommodation unit of the primary education school from which they graduated.

Keywords: Attitude, primary school.

Introduction

Many students in the primary school often fail to reach their full potential as English language learners due to low motivational factors. For most primary students, the need to complete at least six years in the primary schools of English language classes. The researcher was interested to discover the students' attitudes and motivation towards learning English in the primary school. The purpose of this paper is to report the findings of investigating the motivation of the six year's students in their primary school. This paper will attempt to seek answers to the following research questions: what are the student's attitudes towards English Language and learning the language and what factors affect the student's motivation. The paper concludes with a discussion on the implications of the findings within the context of teaching and learning English in the second language classroom.

Statement of the Problem

The investigators have selected the attitude present study with the aim of knowing the attitude of primary school students towards the English. Therefore it has been entitled as attitude of learning of English among primary school students.

objectives

- To find out the level attitude of primary school students towards the English language.
- To find out the percentage of primary school students in three levels of attitude towards learning English language.
- To find out the significant differences in attitude of primary school students towards the English in terms of the following attributive variables:
 - Standard.
 - Gender.
 - Father's occupations.
 - School management.
 - Medium of instructions.
 - Locality.

Hypothesis

There exists no significant different rural and urban students in there learning process of the English. There exists significant difference between Tamil and English medium students in the learning process of English.

Methodology

The researchers have adopted the survey method for this investigation.

Sample

The researchers adopted survey method and the size of the sample in 78 primary school student. Three primary school, Madurai district with the representation given to the variables namely standard ,gender, father's occupations, school management, medium of instruction, locality. **Simple random sampling technique** is used for sample selection.

Population and Sample

The population for the present study comprises of the student of 4 standard students studying in government and government aided school and private in Madurai district.

A sample of 78 students was selected by random sampling method from one government and one government aided and one private school. The distribution of the sample is given in table.

Table1: Sample Distribution of the Study

Background variables	Factors	No. of students
Gender	Male	15
	Female	63
Father's occupation	Private	59
	Government	19
School management	Government	18
	Government aided	38
	Private	22
Medium of instruction	Tamil	24
	English	54
Locality	Urban	44
	Rural	34

Administration of the Tool

The investigators got the permission from the head of the school and the concerned subject teacher and administered the tool to the student. The student were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The student took around 30 minutes to complete the tool.

Data Analyses

- The following data analyses were carried out.
- To find out the level attitude of learning of English among primary student.

Table 2: level attitude of learning of English among primary student

Levels	Count	Percentage
Low	12	15.38
Moderate	56	71.79
High	10	12.82
Total	78	78

1. From table 2, it is found that the level of attitude of learning of English among primary student is (72%)
- To find out the mean scores of attitude of learning of English among primary student with reference to background variables

Table 3: mean scores of attitude of learning of English among primary student with reference to background variables

Background variables	Factors	No. of students	Mean
Gender	Male	15	37.46
	Female	63	38.41

Father's occupation	Private	59	38.86
	Government	19	36.26
School management	Government	18	34.5
	Government aided	38	38.76
Medium of instruction	Private	22	40.36
	Tamil	24	35.58
Locality	English	54	39.40
	Urban	44	39.18
	Rural	34	37

From table 3, it is found that female students (Mean=38.41), Government aided (Mean=38.76), English medium students (Mean=39.40), Urban area students (Mean=39.18) are better in attitude of learning of English among primary students than counterparts.

Findings

The level of attitude of learning of English among primary students is moderate.

Female students, Government aided, English medium students, Urban area students are better in attitude of learning of English among primary students than their counterparts.

Suggestion

Actively take note of new vocabulary, watch television and films in English, read English books/newspapers surround yourself with English speakers, get a bilingual dictionary, try to write something everyday using new words and grammar that you have learned, remember your mistake change the language on your social media and smart phone. Playful experimentations, read bedtime story book in English, sing songs together.

Conclusion

The paper indicates that students of foreign language intensive primary schools have higher attitudes than other primary schools. Females have a higher positive attitude towards the English language. Students have a higher attitude towards the English language if their parent's revenue is high or in the middle. The accommodation unit of the primary education school from which the students graduated does not affect the attitude of students towards the English language. The findings of this study are part of an ongoing research and the results are inconclusive. Interviewing the students following the analysis of the questionnaire would have provided a better and in depth understanding of the factors that played a key role in affecting the students' motivation in learning the English language. It is important that motivation plays the role in language learning and students need to initiate the steps towards language learning. As conclusion, students' beliefs, actions and effort that take precedence in becoming successful language learners.

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Intelligence Level of High School students

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Abstract

Intelligence is the ability to acquire and apply knowledge and skills. Intelligence can help us handle any type of situations. Intellectual people can survive in any place. This intelligence can give a separate confident to lead a life. Various types of intelligence are there among that the emotional intelligence is the major thing which acts as a foundation to people to be successful or unsuccessful. Rather than the practical life, imagination itself can decide a one type of intelligence. Thus, creative intelligence decides a well equipped man. The objective of the study was to find out the occupational choice of high school students with regard to gender and type of school. Survey method was used for the investigation. 120 high school students of Madurai district were used as sample for the study. The investigator has adopted the intelligence level of scale which was developed and standardized by S A T B constructed by Dr. k .k. Agarwal(Bareilly)

Keywords: *intelligence level, high school students*

Introduction

Intelligence has been defined in many different ways including as one's capacity for logic understanding, self awareness, learning, emotional, knowledge, planning, creativity and problem solving. It can be more generally described as the ability or inclination to perceive or deduce information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context.

A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather it reflects a broader and deeper capability for comprehending our surroundings.

Significance of the Study

Intelligence is the measure of an individual's abilities to recognize and manage their intelligence level of other people both individually and in groups.

Intelligence taps into a fundamental element of student behavior that is distinct from your intellect. There is no known connection of intelligence quotient (IQ). You simply cannot predict intelligence based on how smart someone is intelligence is your ability to learn, and it's the same at age 14 and 17. Intelligence on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally and more intelligent than others, we can develop high intelligence level. So it is necessary to find the intelligence level of high school students.

Objectives of the Study

1. To find out the significant difference in the intelligence level of high school Students with regard to gender.
2. To find out the significant difference in the intelligence level of high school Students with regard to type of school.

Hypothesis of the Study

1. There is no significant difference in their intelligence level among the high school students in terms of gender.
2. There is no significant difference in their intelligence level among the high school students in terms of type of school.

Delimitations of the Study

- The current study is undertaken in Madurai district only.
- The investigation is restricted to high school students.

Method Used

The investigator has adopted survey method in this study.

Population and Sample

Population for the present study comprises of the students of IX and X standard students studying in Government and government aided schools in Madurai district. A sample of 120 students was selected by random sampling method from one Government and one Government Aided schools the distribution of the sample is given in the table 1.

Table 1: sample distribution of the study

Background Variables	Factors	No. of Students
Gender	Male	62
	Female	58
Types of school	Government	59
	Government aided	61

Tools Used

This study aims to evaluate the gender and type of school wise analysis of intelligence level of high school students in Madurai district. Intelligence level scale was employed for the measurement of intelligence level among high school students which was developed and standardized by S A T B constructed by Dr.k.k.Agarwal (Bareilly).

Statistics Used

Mean, standard deviation and “t” test are the statistical techniques used in the study.

Data Analysis

Table 2: Difference in the intelligence level of high school students with regard to gender

Variable	Gender	N	Mean	S.D	Calculated ‘t’ value	Remarks
Gender	Male	62	13.74	3.29	5.94	S
	Female	58	16.18	3.14		

(At 5% level of significance the table value of ‘t’ is 1.96, S-Significant, NS-Not Significant)

Table 3: Difference in the intelligence level of high school students with regard to type of school

Variable	Type of School	N	Mean	S.D	Calculated ‘t’ value	Remarks
Type of School	Government	59	16.15	3.12	7.51	S
	Government aided	61	13.73	3.33		

(At 5% level of significance the table value of ‘t’ is 1.96, S-Significant, NS-Not Significant)

Results and Discussion

- Table 2 reveals that the calculated ‘t’ value (5.94) is greater than the table value (1.96) at 5% level of significance in the intelligence level of high school students with regard to gender. There is significant difference between male and female high school students in their intelligence level. While comparing the mean scores of male (mean=13.74) and female (mean=16.18) high school students. It is inferred that the female students have better in the intelligence level. Hence the female have more IQ level than the male. This may be due to the fact that female students focus on their studies and academic activities.

2. Table 3 reveals that the calculated 't' value (7.51) is greater than the table value (1.96) at 5% level of significance in the intelligence level of high school students with regard to type of school. While comparing the mean scores of government school (mean=16.15) and government aided school (mean=13.73). There is significant difference between Government and Government aided school of high school students in their intelligence level. It inferred that the government school students have better in the intelligent level. Hence the government school has been appointed through merit. So that they teach well while compare to government aided school.

Recommendations

1. To increase the curiosity level of the students related to the subject.
2. Improve the student's ability to think at a high level.
3. Allow the students to think critically.

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A Study on Influence of Bilingual Method Among B.Ed Trainees

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Abstract

Bilingual method can be used in teaching inside the classroom. This study is about influence of bilingual method among B. Ed trainees. Bilingual method is essential to achieve the aim of curriculum. For this study 90 B. Ed trainees of Thiagarajar college of Preceptors were selected as a sample. Some trainees were supported to learn in bilingual method. The data was collected and subjected to statistic analysis. The result revealed that influence of bilingual method among B. Ed trainees was moderate.

Keywords: Bilingual method, B. Ed trainees.

Introduction

Bilingual method is considered to be appropriate one in terms of language learning method the acquisition of mother tongue is very important for language learning process and it also ensure accessibility. Bilingual method is teacher's tool as the native language used in classroom. The bilingual method uses written form of the language which allows student learn the shapes of words as they repeat the words orally bilingual method helps the student to be more efficient and faster to grasp more knowledge. It helps to save time by not creating artificial situation unnecessarily to explain or to convey meaning in English. Bilingual method is combination of direct method of the grammar translation method. The understanding of words and sentence in foreign language can be made easier by the use of mother tongue. The bilingual method however advocates to revolutionary principles based on the result of scientifically controlled experiments in primary and secondary level.

Title of the Study

Influence of bilingual method among B .Ed trainees.

Operational Definition

Bilingual method is a process of using two languages to convey the subject aim In the study Influence of bilingual method among B. Ed trainees is the measure of the score obtained from bilingual method questionnaire.

B. ED Trainees

Trainees studying in Thiagarajar college of preceptors in Madurai district.

Statement of Problem

Do the B.ED possess the bilingual method?

Objective of Study

- To find the influence of bilingual method among B. Ed trainees.
- To find the influence of bilingual method among B. Ed trainees with respect of background variables.

Significance of the Study

Bilingual is method to convey the concept using two language. The use of bilingual method makes the student to grasp the concept and retain for long time .A Successful teaching can be achieved through bilingual method. Bilingual method in teaching may rise the cognition level of the student. Bilingual method is very important in language teaching it also use to help the students to think in different dimensions .The investigators wanted to study the influence of bilingual method among B. Ed trainees and hence the study.

Delimitation of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to school students.

Population and Sample

The population for the present study comprises of the trainees of first year studying in Thiagarajar college of preceptors in Madurai district.

A sample of 90 trainees was selected and the distribution of the sample is in the table.

Table:1 sample distribution of the study

Background variables	Factors	No of students
Gender	Male	30
	Female	60
College Type	Boys	8
	Girls	18
	Co-Education	64
College Locality	Rural	26
	Urban	64
Father's Education	Literate	72
	Illiterate	18
Mother's Education	Literate	73
	Illiterate	17

Adminstration of the Tool

The investigators get the permission from the head of the college and the concerned subject teachers and administered the tool to the trainees. The Trainees were briefed about the objectives of the study and informed that the data gathered from them will kept confidential. The Trainees took around 15minutes to complete the tool.

Tool Used

Self-made tool is used in the study.

Statiscal Used

Background variable, mean and standard deviation are the artificial techniques used in the study.

Data Analysis

The following data analysis and carried out

- 1) To find the level of influence of bilingual method

Table 2. Level of Bilingual Method

Levels	Count	Percentage
Low	05	05%
Moderate	79	79%
High	06	06%
Total	90	90%

From table2 it is found that the level of influence of bilingual method among B.ED Trainees is moderate

- 2) To find the mean score of influence of bilingual method among B.ED trainees with reference to background variables.

Table3: Mean scores of B.ED trainees in influence of bilingual method with reference to the background variables.

Background variables	Factors	Number of student	Influence bilingual method (Mean)
Sex	Male	30	147.5
	Female	60	78.1
College type	Boys	8	480.25
	Girls	18	239.39
	Co- education	64	74.125
College locality	Urban	26	159.62
	Rural	62	76.52
Father's education	Literate	72	65.08
	Illiterate	18	245.83
Mother's education	Literate	73	64.99
	illiterate	17	238.41

From table3 it is found that male trainees(me=147.5),boys college trainees(me=480),urban trainees(me=159),trainees of illiterate father(me=245.83)and illiterate mother(me=238.41) has better influence of bilingual method than their counterparts.

Findings

- The level of influence of bilingual method among B.ED Trainees is moderate.
- male trainees, college trainees, urban trainees, trainees of illiterate father, trainees of illiterate mother are better in influence of bilingual method than their counterpart.

Recommendations

- B.ED Trainees should adopt bilingual method in teaching
- B.ED Trainees should not hesitate to use bilingual method.
- B.ED Trainees have confidence while teaching in bilingual method.

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Innovative Methods of Teaching English Language

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Abstract

This paper analyses the innovative and quite interesting methods we have in teaching English language. We may have a number of teaching methods in between traditional and modern. Everybody has their own understanding and conclusions on teaching English language. But this paper portrays combining this two types how we can make our teaching very effective. We have been completely bounded with traditional methods of teaching and understanding where the present day learners felt uncomfortable a bit. Learner's mind will never be static it is ever growing and ever changing.

Introduction

English the official language of the entire world is a very tricky language to teach. In fact every language varies to teach. English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period.

Meaning

Innovative teaching is necessary for the present and future of education to help students to reach their full potential. Education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power. Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. Some research points out that many teachers lack competencies for innovative teaching.

Objective of the Study

Articulate the knowledge and skills you want students to acquire by the end of the course.

Innovative Ideas to Make You'r Teaching Methods

The biggest challenge any teacher faces is capturing the student's attention, and putting across ideas in such a way that it stays with them long after they have left the classroom.

- Creative teaching
- Audio & video tools
- Real-world learning
- Brainstorm
- Classes outside the classroom
- Role play
- Storyboard teaching
- Stimulating classroom environment
- Welcome new ideas
- Think about a new hobby
- Work together as a team
- Puzzles and games
- Start school clubs or groups
- refer books on creativity
- Love what you do
- Introduce lessons like a story

Creative Teaching

Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a time tested method to identify young student's creative abilities and encourage creative contributions. Bring aspects of creativity into all your subjects, be it mathematics, science or history. Think of ways to develop their creative ideas.

Audio & Video Tools

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures.

Real-World Learning

Link your lessons to real world learning. Infusing real world experiences into your instructions will make teaching moments fresh and enrich classroom learning. Relating and demonstrating through real life situations, will make the material easy to understand and easy to learn.

Brainstorm

Make time for brainstorming sessions into your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. You can go for simple brainstorming or group brainstorming or paired brainstorming.

Classes Outside the Classroom

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster.

Role Play

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help the student understand how the academic material will be relevant to his everyday tasks.

Storyboard Teaching

Rudyard Kipling rightly said “If history were taught in the form of stories, it would never be forgotten”. Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas. History teachers can use a storyboard to recreate a famous event.

Stimulating Classroom Environment

A classroom environment that is well-decorated, fun, and engaging will help stimulate a student's mind and will help think and learn better. Children, especially young ones cannot be expected to sit all day and learn. Such creative and stimulating environment will help them explore and will encourage them to learn about the subject. An environment that positively impacts the children is beneficial for the teacher as well.

Welcome New Ideas

An open-minded attitude can help you innovating new teaching methods. Though open-minded, sometimes most of us show reluctance to new ideas. If you're a teacher never do this, always try to accept new ideas even if it looks like strange at the beginning.

Think About a New Hobby

Sometimes, hectic workload may affect your engagement in teaching. If it happens to you, it's natural. You can take a break for couple of hours and engage in some other activity that you're interested in. This will rejuvenate you and you can return to your work with more passion and interest.

Work Together as a Team

As everyone knows, the end result of collaborative efforts is always immense. Think about spending some quality time with your colleagues. Ask them to share their views on improving teaching methods, you can see many of them come up with interesting strategies. So, collaborate and introduce innovative teaching methods.

Puzzles and Games

Learning is fun where puzzles and games are part of education. Children may not feel they were learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

Start School Clubs or Groups

What about starting an after school club or group? Being a teacher you may not get enough time to work on interesting topics that you are passionate about. You can share your views and learn more from others when you have school clubs or groups.

Refer Books on Creativity

To be a creative teacher, you need to do some research on creative ideas and techniques. There are a lot of books on creativity. Choose some of the best works and start learning, it will be helpful for your professional development as well.

Love What You do

You can give your best only if you truly love what you do. You will be more creative and inspired when you are not stressed. Loving your work keep you relaxed and give you room to experiment new ideas.

Introduce Lessons Like a Story

Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story. If you are creative even math lessons can be related to interesting stories.

With even the knowledge and Human Development Authority (KHDA) emphasizing on schools to take measures for improving the quality of teaching and learning these innovative ideas are sure to make teaching methods more effective.

Conclusion

The Language play a very important role in our lives. They help us express our emotions. They help us explain what we want. They help us to communicate and hence are the prime tools to express who we are. Thus the knowledge of a language and its proper utilization is very important as it defines us. If Languages were not there helping us communicate there would be no difference in our communications and the way the animals communicate. Hence the ways the languages are taught play a very vital role in a person's life.

Since English is the official language of this world it is of utmost importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate.

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Student Teachers Knowledge About Visually Challenged Students and Provisions Given to Them by the Government

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Introduction

Visually Challenged is defined in terms of Visually Acuity, field of Vision and Visual efficiency. A Person who needs to stand at a distance of the 20 feet to see with correction what people with normal vision can see from 200ft away is considered Visually Challenged.

This Survey is about the level of awareness among Student Teachers about the rights, duties Government provisions and education for Visually Challenged Students. Visually Challenged Students means the Students who are suffering from the eyesight problem. That cannot be corrected to a normal level. Totally 12,99,902 for the Welfare of the Visually Students Schools in India. But, only 2,74,445 Schools are eligible for the inclusive education for Visually Challenged students. No other sense can Stimulate Curiosity, Combine Information, or invite exploration in the same way, or as efficiently and fully as Vision. Students with Visual Challenged can and do succeed, but at different rates and often in different Sequences. There must be Significant Intervention, Coordinated by an educational team to ensure that appropriate development does occur.

Title of the Study

“Student Teachers knowledge about Visually Challenged Student and provisions given to them by the Government”

Need and Significance of the Study

Student Teachers about the Visually Challenged Students and their provisions given by the Government. It also helps to know about the awareness level of teaching strategies among Student Teachers teach the Visually Challenged Students.

Objectives of the Study

- To create an awareness about the Visually Challenged Students to the Student Teachers.
- To find out the knowledge level of student teachers about the provisions provided to the visually challenged students.
- To find out the percentage knowledge level of student teachers about the provisions provided to the visually challenged students.

Hypothesis

- Student teachers do not have high knowledge level about the provisions provided to the visually challenged. There is no significant relationship between the Student Teachers knowledge about Visually Challenged Students.
- There is no significant difference in Student Teachers knowledge between the Male and Female Visually Challenged Students.
- There is no significant difference in Student Teachers knowledge between the Rural and Urban Visually Challenged Students.
- There is no significant difference in Student Teachers knowledge between the Arts and Science Visually Challenged Students.
- There is no significant difference in Student Teachers knowledge between the UG and PG Visually Challenged Students.

Methodology**Research Method**

Survey Method is used for this paper.

Tool Description

A self constructed questionnaire is taken as a tool in this Research paper.

Population and Sample

We have taken 100 Students Teachers from Thiagarajar College of Preceptors in Madurai as a sample for this Research.

Table 1 Sample distribution of the study

Background variable	Factors	No of students	Total
Gender	Male	20	100
	Female	80	
Locality	Rural	34	100
	Urban	66	
Stream	Arts	46	100
	Science	54	
Qualification	UG	73	100
	PG	27	

Statistical Technique

Percentage analysis is the statistical techniques use in the study.

Data Analysis and Interpretation

The following data analyses were carried out.

1. To find out the level of Students Teachers knowledge about visually challenged Students and provisions given to them by the Government.

Table 2 Level of knowledge about Visually Challenged Students

Levels	Number of Students	Percentage (%)
Low	27	27
Moderate	51	51
High	22	22

From table2, it is found that the level of Student Teachers Knowledge about Visually Challenged Students and provisions given to them by the Government is Moderate (51%).

2. Percentage of Student Teachers knowledge about Visually Challenged Students and provisions given to them by the Government with reference to background variables is presented below.

Table 3 Percentage of knowledge about Visually Challenged Students and provisions given to them by the Government.

Background variables	Factors	No of student	Level	Percentage (%)
Gender	Male	20	Low	35%
			Moderate	35%
			High	30%
	Female	80	Low	25%
			Moderate	55%
			High	20%
Locality	Rural	34	Low	79%
			Moderate	50%
	Urban	66	High	64%
			Low	27%

			Moderate	50%
			High	23%
Stream	Arts	46	Low	24%
			Moderate	46%
			High	30%
	Science	54	Low	30%
			Moderate	56%
			High	15%
Qualification	UG	73	Low	29%
			Moderate	48%
			High	23%
	PG	27	Low	22%
			Moderate	59%
			High	19%

From table 3 it is found that, Male Student Teachers (M=35%), Female Student Teachers (M=55%), Rural Student Teachers (L=79%), Urban Student Teacher (M=50%), Arts Student Teachers (M=46%), Science Student Teachers (M=56%), UG Student Teachers (M=48%), PG Student Teachers (M=59%).

Findings

- Male Student Teachers have low and moderate level knowledge is towards provisions provided to Visually Challenged Students.
- Female Student Teachers have moderate level knowledge is towards provisions provided to Visually Challenged Students.
- Rural student Teachers have very low knowledge is towards provisions provided to Visually Challenged Students.
- Urban Student Teachers have moderate level knowledge is towards provisions provided to Visually Challenged Students.
- Arts Student Teachers have moderate level knowledge is towards provisions provided to Visually Challenged Students.
- Science Students have moderate level knowledge is towards provisions provided to Visually Challenged Students.
- UG Student Teachers moderate level knowledge is towards provisions provided to Visually Challenged Students.
- PG Student Teachers have moderate level knowledge is towards provisions provided to Visually Challenged Students.

Interpretation

Male Student Teachers are found that the knowledge about Visually Challenged Students and Provisions given to the Government of male Students is Moderate. Female Student Teachers are found that the knowledge about Visually Challenged Students and Provisions given to the Government of Female Students in Moderate. The school in the Rural Area and the parents are ignorant, so the reason can be because they are not expert to the situation where they can't mingle with the visually challenged people. Urban people are found that the knowledge about Visually Challenged Students and provisions given to the Government of Urban students is moderate. Arts Student Teachers are found that the knowledge about Visually Challenged Students and provisions given to the Government of Arts Students is moderate. Science Student Teachers are found that the knowledge about Visually Challenged Students and provisions given to the Government of Science Students is moderate. UG Student Teachers are found that the knowledge about Visually Challenged Students and provisions given to the Government of UG students is moderate. PG Students Teachers are found that the knowledge about Visually Challenged Students and provisions given to the Government of PG students is moderate.

Conclusions

Students who are Visually Challenged have the right to an appropriate education that is guided by knowledgeable specialists who work collaboratively with parents, the Student and other education team members. Access to training on an ongoing basis is essential for all team members especially parents who provide the necessary continuity and support in their child's education, so the Student Teachers are getting more knowledge about Visually Challenged Students.

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Inclusive Education for Children with Special Needs

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Abstract

This paper aims to show the inclusive education with the special needs. Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. It is known that 73 million children of primary school age were out of school in 2010, down from a high of over 110 million out-of-school children in the mid-1990s, according to new estimates by the UNESCO Institute for Statistics (UIS). About Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an estimated 8 million children out of school in India (MHRD 2009 statistics), many of whom are marginalized by dimensions such as poverty, gender, disability, and caste. Today, what are the needs and challenges for achieving the goal of inclusive education? How quality education can be effectively and efficiently delivered for all children? Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to manage inclusive classrooms. Keeping in view these questions, this article discusses in detail the concept of inclusive education, including importance, challenges and measures to implement inclusive education in India.

Keywords: Inclusive Education, Children, special needs, Disabilities, Inclusion.

Introduction

Inclusive education means students and special needs students learn while sharing the same physical space and interacting socially and academically. It's not either-or; simply sharing the same physical space, but engaging in completely different activities, is not inclusive. Because of this, its importance for a tools whole community to understand inclusion and make it a goal: school administrators, teachers, parents and children all have to buy into its value. When this happens, everyone benefits.

Children with Disabilities and Special Needs

Children with disabilities and special needs also have the right to education just as normal children do. Inclusive education strives to address the learning needs of children with special needs, with a particular focus on those who are subject to being isolated and excluded. The philosophy behind inclusive education is to promote opportunities for all children to participate, learn and have equal treatment, irrespective of abilities. While the awareness on inclusive education in schools throughout the country is still at an infancy stage, educational institutions are somewhat skeptical about having both normal and special children studying in the same classroom. And in circumstances, where a former excluded child is given admission into a mainstream classroom, the outcome of the action is questionable. Lack of flexibility in curriculum, inability to fend for them and thus being bullied by others in the class and not getting adequate attention from the teacher are common issues.

All these may result in the child not getting a fair inclusive education. As a result, the number of children with special needs receiving higher education is on the decline.

In India, a majority of children with special needs do not receive any formal education, in spite of the practice of inclusive education in some schools. With disabilities and learning deficiencies are segregated from mainstream schools and other regular routines and social activities of normal children. Other contributing factors to these situations are lack of affordability and awareness on the kind of education choices available to children with special needs.

Hence, inclusive education becomes a key reason for integrating a special child with the mainstream. According to Dr. Mithu Alur, founder of the Spastics Society of India and coordinator at the National Resource Centre for Inclusion (NRCI), "Children need to be with other children. Sending them to a school of disable will not help." Inclusive schools have to be well-equipped in all aspects to cater and deliver quality education for all children. This includes having a balanced curriculum that is appropriate for all categories of children, teachers who have the ability to

handle the individual needs within the classroom and thereby promote an environment where personal development, social skills and students' participation are strongly encouraged.

Another critical aspect of inclusive education for a special needs child is in having the acceptance and friendship of classmates. This kind of support also aids in the progress of special children and helps them gain confidence within the school environment.

Further, parents have vital roles as partners to make inclusive education successful within the classroom. This is possible when the children with special needs continue to live at home and attend school, just like normal children. Parents should also be involved with the teachers and administrative staff at the school to coordinate travel arrangements, school activities and learning materials for their special child.

The Indian government continues to include children with special needs under several of its initiatives, including Sarva Shiksha Abhiyan (SSA). This is a government programme that aims at improving and providing quality primary for all children. There are several national and local NGOs that champion the cause of children with disabilities and provide specific resource centers in support of inclusive education.

Aims and Objectives of Inclusive Education

- To provide an exciting and informative primary and secondary workshops on disability and difference.
- To provide work and training opportunities for disabled young people.
- To help educate parents and teachers regarding disability and difference.
- To promote the inclusion of disabled children into mainstream education with the correct support and resources.
- To make an early and positive impact on the education of children with disability and difference.

The Importance of Inclusive Education for all Children

Inclusive education is a phrase used to describe the joint education of special needs and typically developing children. It's an often misunderstood and misused concept; many schools claim to be inclusive, but with the best will in the world, few are.

At its core, inclusive education is about appreciating each individual's differences and unique set of strengths and limitations. It's not just an education philosophy; it's an important life skill. Children grow into adults who live in a world filled with people different from themselves; learning how to interact and work with these people is a key accomplishment of childhood, as integral as academic proficiency. An inclusive school is a perfect training ground for real life, because daily social, physical and academic interaction between children who are typically developing and their special needs peers means students develop:

- **Greater sensitivity:** Children who develop in a typical manner become more sensitive by learning side-by-side with special needs children. They understand how words can hurt, they practice patience, and they learn empathy.
- **Better understanding of strengths/weaknesses:** Kids in inclusive schools learn that everyone has strengths and weaknesses. They learn to appreciate these differences and how to collaborate in order to accomplish something.
- **More tolerance:** Inclusive schooling teaches kids the value of another human being—no matter what that person looks or sounds like. Physical and mental differences do not equate to lesser values.

Benefits of Inclusive Education

Key findings about the benefits of inclusion for children and families: Families' visions of atypical life for their children can come true. All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.

- **Children develop a positive understanding of themselves and others:** When children attend classes that reflect the similarities and differences of people in the real world, they learn to

appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

- **Friendships develop:** Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.
- **Children learn important academic skills:** In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills.
- **All children learn by being together:** Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the classes benefits. Children learn at their own pace and style with a nurturing learning environment.

The Role of a Special Education Teacher in an Inclusion Classroom

In an inclusion classroom, students with disabilities and other special needs are taught alongside non-disabled students, instead of being segregated in a special education classroom. To help meet students' needs, a special education teacher may work alongside a general education teacher in an inclusion classroom. The role of a special education teacher in such an arrangement varies according to the needs of individual students and how well the two teachers work together. Special education teachers' duties vary by the type of setting they work in, student disabilities, and teacher specialty. ... In these settings, teachers plan, adapt, and present lessons to meet each student's needs. They teach students in small groups or on a one-on-one basis.

Special Education Teachers, Who Set the Bar, Embody the Following Traits

Organization One of the core skills that will help a teacher every day in the classroom is the ability to be highly organized. Creativity, Highly intuitive, Calming nature, Detail-oriented, Deadline-oriented, Adaptability, Even tempered. If you are considering teaching special needs kids prepare yourself for a challenging, life-changing yet rewarding career. Love and Acceptance, Organizational skills and Intuition ,Creativity and Enthusiasm, Confidence and Calm, Humorous and Easygoing, Dedication and Optimism.

All special education teachers must earn their bachelor's degree before teaching special education, but some states require an additional master's degree and/or certification in special education. Some states may require a license to teach in a public school setting. Private schools may not require licensure.

Conclusion

In conclusion children with special needs have a distinctive experience undergoing inclusive education along with normal, non- disabled classmates. There are several barriers for providing education to special children in a regular classroom. We can overcome these obstacles by creating more awareness on inclusive education, by schools having the resources and the ability to re-structure their curriculum to cater to all types of students, by recruiting teachers who have the skills and proficiency to meet varying demands within the classroom and by having the support of family. If these changes are implemented, it will increase the confidence of a number of special children to aspire for a valuable education like their normal peers.

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Reformation of Higher Secondary School syllabus

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Abstract

An education board is a group of experts, trustees in the field of education who help in determining the education policy for the area, region or state that they govern. In our country, while CBSE (Central Board of Secondary Education) is an autonomous body that comes under the Union Government of India and determines the educational curriculum and exam schedules for schools over the entire country, every State Government has its own education board too to determine the policies and curriculum for the schools in that state.

The purposes of a syllabus are almost as varied as the possible contents but can be grouped into several categories. The article proposes that syllabi serve three major roles: the syllabus as a contract, the syllabus as a permanent record, and the syllabus as a learning tool. Each function has implications for what a syllabus should contain. General observations about constructing syllabi conclude the article.

Introduction

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

Education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Webster defines education as the process of educating or teaching (now that's really useful, isn't it?) 'Educate' is further defined as –to develop the knowledge, skill, or character of...|| Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

Reform: Described as a –top-down|| approach; either system-wide or anchored within several different institutions; based on external processes

The shaping of the future of a nation depends on the teachers and the education they provide in schools. In the present Communication era the word „teacher“ has a wide and undefined meaning. The teacher acts as a fulcrum for providing learning environment to the learner so that the learner can construct the knowledge by himself / herself. Individuals involved in imparting knowledge or information, whether through formal or informal means, to a single person or group of persons are called –teachers|| (Aton Long, 1984). Social scientists label teachers as educators, teachers, trainers and leaders who are responsible for imparting knowledge, defining behavior and leading by way of examples to students.

India, with more than a billion residents, has the second largest education system in the world (after China). Experts estimate that 32 percent of its current population is under the age of 15.¹ But counter to the image of India as a youthful engine of economic growth where many urban-based citizens work in some of the best technology-centered jobs in the world, males in India complete just 2.9 years of schooling on average, females just 1.8 years.² And for the small proportion who do persist through primary and secondary schooling, the quality of instruction varies widely, depending on the region of the country and whether one is enrolled in a State-supported public school or a fee-based private school.

More recently, two prominent policies of the Indian government—the SIRVASheikhsAbhiyan (SSA) in 2001 and the Right of Children to Free and Compulsory Education (RTE) Act, 2009 have seen education priorities rise amongst households and catalyzed improvements in educational performance

School Syllabus

The Syllabus as a Contract

The first purpose of a syllabus—either explicitly or implicitly—is to serve as a contract between the instructor and the student (Matejka and Kurke 1994, Smith and Razzouk 1993). Like any

contract, the syllabus serves to set forth what is expected during the term of the contract—typically a semester—and to guide the behaviors of both parties. More specifically, the syllabus should delineate the responsibilities of students and of the instructor for various tasks, including attendance, assignments, examinations, and other requirements (Matejka and Kurke 1994). It should also describe appropriate procedures and course policies so that both students and the instructor know ahead of time how certain potential occurrences—such as missing an exam or a mid-lecture cell phone call—will be handled.

The Syllabus as a Permanent Record

There are at least two general reasons why a syllabus is useful as a Permanent record of what was taught in a course: accountability and documentation. In this age of outcomes assessment, which is often mandatory for accreditation of programs and institutions, more and more evidence is often sought to show evidence of effectiveness. By providing details of what was covered, what students were expected to do, and how these outcomes and performances were assessed, syllabi can be quite helpful in efforts to evaluate both individual instructors and entire programs.

The Syllabus as a Learning Tool

A course syllabus can serve as a highly effective facilitator of student learning (Grunert 1997, Pastorino 1999), something that many faculty may not fully consider (Woolcock 2000). With the increasing influence that cognitive, constructivist, and social learning theories are having on higher education as well as the effects of the many technological advances in modes of delivery of instruction, faculty members realize that students do not do all of their learning while sitting in the classroom. Students learn as much or more by reading, writing, researching, and discussing outside of class as they do from direct interaction with a faculty member. Even with phones, Web sites, and e-mail, a faculty member cannot personally be available to guide all out-of-class learning.

Various Boards of Education Offered in India

Education system under CBSE, ICSE, IB and Delhi Govt. Schools:

CBSE:

Central Board of Secondary Education Central Board of Secondary Education:

It is an examining body which conducts classes X and XII examinations.

- Private/Regular Candidates are allowed to appear for final examination of Classes X and XII.
- It provides revised syllabus and Examination Bye-laws for IX-X and XI-XII.
- The Board provides Unit wise/ Chapter wise Marks distribution for each subject of classes IX-X and XI-XII.
- The board provides the guideline to the examiners to assess each paper.
- The typology of questions has been changed. Now in place of more of the same type (MOT) questions the question papers check the critical skill of students through Higher Order Thinking Skills (HOTS) questions.

ICSE:

Indian Certificate of Secondary Education:

It is an examining body which conducts classes X and XII examinations.

- Along with Classes IX- X, and XI-XII, It also provides syllabi for Classes I to VIII.
- Private Candidates are not allowed to appear for final examination of Classes X and XII.
- There is no age limit for candidates to appear in classes X and XII examination.
- It does not provide Duplicate Certificate in case of Certificate Loss, only Marks are given.
- It provides revised syllabi and Examination Regulations for ICSE (IX-X) and ISC (XI-XII).
- There are three papers in Science Subject and two papers in Social Science and two papers in English in Class X.
- English Language is emphasised.
- Medium of instruction is only English.
- Environmental Education is compulsory.

IB :

International Baccalaureate:

- IB is an organization. It offers Primary Year Programs (PYP), Middle Year Programme (MYP) and Diploma Programmes to students across the world.
- Generally it does not suggest for examination at Primary and Middle levels • There are specially trained examiners to assess the IB examination papers
- More emphasizes on project work, practical and fun-based learning
- It endeavors to promote global integration, pluralism and prepares students to become a Global citizen • IB programmes are recognized all over the world.

Delhi Government Schools

Delhi Government Schools are governed by the Directorate of Education (DOE), Delhi. Classes X and XII examinations are conducted by CBSE, so the Schools follow the norms prescribed by CBSE.

School Boards Samacheer Kalvi in Tamilnadu

APPROVED TEXT BOOKS AND LIST OF PUBLISHERS The list of Text Books for Std. II to V and for Std. VII to IX and the list of private publishers as approved by the State Common Board of School Education are communicated for information of the Public, Parents, Students and Teachers as per the direction of the Honourable High Court of Madras in the Judgment pronounced on 30.04.2010 .

Difference between CBSE and State Board Syllabus

An education board is a group of experts, trustees in the field of education who help in determining the education policy for the area, region or state that they govern. In our country, while CBSE (Central Board of Secondary Education) is an autonomous body that comes under the Union Government of India and determines the educational curriculum and exam schedules for schools over the entire country, every State Government has its own education board too to determine the policies and curriculum for the schools in that state.

Difference in Mode of instruction and Exposure

For each state, the individual state board established by its government takes care of the designing and monitoring of the standards of education and examination in that state. The study syllabus for schools in that state is decided by this board and the mode of instruction here, unlike CBSE where in it is only English or Hindi, can be English or the Regional language of the state. Also, while CBSE prefers to offer education in a scientific and national exposure, almost all state boards focus more concepts of local importance.

Difference in applicability

Schools registered with CBSE have to follow the guidelines given by the board for pre-primary grades to higher secondary grades or in simple words from K -12 classes. All the government schools in India like the Kendriya Vidyalayas, the Sarvodaya Vidyalayas, the Jawahar N Vidyalayas, etc. all strictly abide by the guidelines given by CBSE. In addition to these schools, several private schools especially those in Delhi region to follow the same board while imparting education to their students. But the policies and programs setup by State boards relate to only the schools registered with them in that particular state.

Difference in Categorization of Syllabus

CBSE ordains that each and every subject's entire syllabus be divided into units. And each unit is then allocated a certain number of periods or lectures required to cover the topics of the unit in the class during the academic year. This kind of setup is systematic and allows all the teachers to schedule their lectures efficiently and the students to plan their study and preparation correctly. Each state board works according to a syllabus designed and categorised by the 'Department of Education' of the state government which may or may not change in the next academic year

Difference in Consistency over the Country

CBSE is also known well for its nation-wide approach. In case a student needs to change his/her residence from one state to another, he might face some major challenges in shifting from one style and mode of education to another because the two states would follow different

curriculums. Whereas shifting from a CBSE school in one state to another CBSE school in the other state would be a lot more easier for them.

Issues in Existing System of Education In India

Making Change in Schools Is Essential, But is Also Fraught with Challenges.

- improving access and quality at all levels of education;
- increasing funding, especially with regard to higher education;
- improving literacy rates.
- Currently, while Indian institutes of management and technology are world-class, primary and secondary schools, particularly in rural areas, face severe challenges.
- While new governments commonly pledge to increase spending on education and Bring in structural reforms; this has rarely been delivered in practice.
- Most of the changes undertaken by the previous BJP-led government were aimed at Reforming the national curricula, and have been criticized for attempting to ‘Hindu-ize’ India’s traditionally secular education system.
- Improving the standards of education in India will be a critical test for the current

Congress led government. It will need to resolve concerns over the content of the curriculum, as well as tackling the underlying challenges to education. Furthermore, there is no common school system; instead children are channeled into private, government-aided and government schools on the basis of ability to pay and social class. At the top end are English-language schools affiliated to the upscale CBSE (Central Board of Secondary Education), CISCE (Council for the Indian Schools Certificates Examination) and IB (International Baccalaureate) examination boards, offering globally recognized syllabuses and curricula. Those who cannot afford private schooling attend English-language government aided schools, affiliated to state-level examination boards. And on the bottom rung are poorly managed government or municipal schools, which cater for the children of the poor majority. Therefore, while education for all is safeguarded by the Constitution, and a majority of people can now access educational resources, the quality of the education that young people in Indian receive varies widely according to their means and background, which is a worrying and problematic trend. In India’s 600,000 villages and multiplying urban slum habitats, ‘free and compulsory education’ is in fact basic literacy instruction dispensed by barely qualified ‘Para teachers’.

Suggestion for Syllabus Reformation

In spite of the debate over state and national standards reform efforts, it is universally agreed by educators and experts that a key component of improving student achievement is raising standards.

In the 1996 National Education Summit, state governors, education leaders, and business leaders came to a consensus that use of standards will:

- Help all students learn more by demanding higher student proficiency and providing effective methods to help students achieve high standards;
- Provide parents, schools, and communities with an unprecedented opportunity to debate and reach agreement on what students should know and be able to do;
- Focus the education system on understandable, objective, measurable, and well-defined goals to enable schools to work smarter and more productively;
- Reinforce the best teaching and educational practices already found in classrooms and make them the norm;
- Provide real accountability by focusing squarely on results and helping the public and local and state educators evaluate which programs work best.

Proponents of standards-based reform argue that flexibility in past reform efforts have not necessarily been shown to be successful. State tests can highlight gaps and promote pressure for improvement, as well as demonstrate that these gaps will drive the resources to the neediest

schools. On a wider scale, a major advantage of standards-based reform is that standards and assessments can allow access of curriculum for all students, as well as more equitable outcomes.

Conclusion

The summary of the key features of CBSE, CISCE and IB are mentioned. The study reflects that all the Boards give high importance to evaluation and education system. Though the evaluation system lays importance on examination in all the studied Boards but schools have included some additional forms of evaluation - project work, reading and writing skills, participation in co-curricular activities, attitude and behaviors, etc. It is learnt from the field study that schools give major emphasis on written examination. CBSE emphasizes on homework, project work, unit test, cumulative examination, monthly test, half yearly, pre-board test and annual examination.

IB gives more emphasis on project work, practical, interactive and fun-based practical learning. It aims to promote universal brotherhood, harmony, global integration, cultural pluralism and prepares its student to become a global citizen.

Now the new trend (CCE) has emerged and all the Boards emphasize on continuous and comprehensive evaluation (CCE) in the schools. In both CBSE and ICSE this practice is being tried out and is under trial. In IB this practice is followed meticulously and schools are strictly instructed to implement it.

Govt. of Delhi has also realized the importance of CCE and instructed Delhi Govt. schools to follow as suggested by the CBSE. However, this practice is under trial for implementation.

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Children with Special Needs and Quality Education Among the 7th and 8th Students, Madurai

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Abstract

The present study aims at assessing the children with special needs and quality education among the class 7th and 8th students of Raja Dhanalakshmi primary school, Madurai district in Tamilnadu .A total number of 50 students have taken for the study.The sample consists 25 7th standard students and 25 8th students. The students were given test. Collected data were analyzed by using mean deviation, standard deviation and 't' test.

Introduction

The education is very less in government schools compared with Matriculation and CBSE schools. By our study came to know that students are behind in lack of communication skills, they have no library and no play ground facilities. This is the main reason for lack of education. They are not given importance. Compared with foreign education the education level is very less in Tamil

Background Problem

In comparing with foreign education they are well versed in four basic skills. Listening, Speaking, Reading, and Writing. But in the Government schools the quality and standards of education is less. The periodicals and syllabus should be updated. Their academic exam levels are must be improved. Recent studies suggest that several aspects of modern tutorial device could make the subject matter intrinsically worth ; some other studies indicate that motivation to learn particular subject can be increased by using programs , using this circumstance , the present study assumes importance in exploring the needs of children. The problems are faced by the learners and how the program effectiveness is influenced by the learners achievement.

Objectives of the Study

- To find out the needs of the students.
- To compare the study with foreign education.
- To develop the four language skills.

Hypothesis

The students are very low in using internet. Most of the students are from Urban place so they are very low in using internet.

Methodology

In the present study, the effectiveness of communication in 7th and 8th standard was Not effective.

Population

Population for research for the present study consist of 7th and 8th students studying in Raja dhanalakshmi primary school Madurai , TamilNadu .

Selection of Sample

The sample consist of 25 , 7th standard and 25, 8th standard students .The researchers first administered the question paper was given to the students and their response was calculated.

Tools Used

This research was made by the researchers keeping in mind to know the needs of children. The major dimension of the research is to know the students' rights to education .1. Students knowledge ,2.Quality education of teacher ,3.Sports ,4.Internet ,Extracurricular Activity .7.Group discussion .The questions were taken in the basic of this aspects.

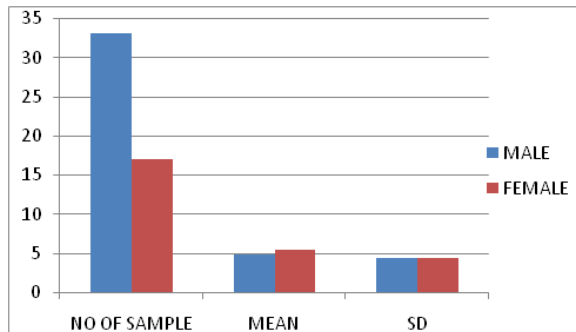
Analysis of Data

According to John W. Best (1997) "statistics is a body of mathematical techniques or process for gathering, organizing, analyzing and interpreting numerical data. It is a basic tool of measurement, evaluation and research. It is used to describe the numerical data that are gathered. Statistical data describe group behavior or group characteristics abstracted from a number of individuals' observations which are combined to make the generalization possible."

Hypothesis -1

Table -1 The Level of Percentage Analysis in Gender

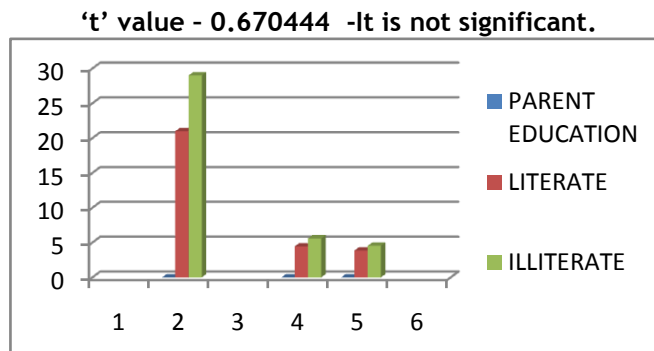
S.No	Gender	Number of Sample	Mean	Standard Deviation
1	Male	33	4.76	4.41
2	Female	17	5.47	4.34



Hypothesis-2

Table -2 The level of Percentage Analysis in Parents Education

S.No	Parent Education	Number of Samples	Mean	Standard Deviation
1	Literate	21	4.45	3.86
2	Illiterate	29	5.6	4.54



Findings

1. Based on the analysis of study it is observed that parents are illiterate and they are not able to give good education to their children.
2. Income of their parents is low so it might be one of the reasons.
3. Even though they are from urban places their quality of education is not good.
4. There is no significant difference.

Suggestion for Further Research

- The advantages provided by this method of instruction should be explored by expert and it can prove to be very beneficial not only for Rajadhanalakshmi primary school students but also for all school students.
- The use of the competency program was beneficial in the classroom interaction and this has to be investigated further.
- The variety of writing should be maintained for students of 9th, the teacher should organize projects based on writing activity making the students in group.
- The language teacher should organize guidance programs such as workshop, symposium and public lectures periodically for high school students to equip them with the need skills to enhance for 4 skills.
- The present study could be extended to other school in TamilNadu. The present study could be extended to other level such as higher secondary and collage.

Conclusion

Data obtained through test scoring along with our own observation and that is proved that the education level is very low. It is essential to vary teaching and learning strategies to avoid monotonous lesson. Government school students must be given importance. They must be respected and given importance. On the basis of government every child has the right to educate.

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Problem Based Learning in the Classroom

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Abstract

The following paper discusses implementing problem based learning in the student centered classroom. The paper focuses on the use of problem based learning as a tool of classroom. It looks at the history of problem based learning, the implementation of Problem based learning into the classroom, and the role technology plays in a student centered environment and the opportunities it provides for problem based learning.

Keywords: *Problem based learning, Students problem, Technology.*

Introduction

Problem based learning is a student centered pedagogy in which students learn about a subject through the experiences of solving an open ended problem. Students learn to thinking, strategies, and domain knowledge. The goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self directed learning, effective collaboration skills and intrinsic motivation. Problem based learning is a style of active learning. Working in groups, students identify what they already know, what they need to know, and how are where to access new information that may lead to the resolution of the problem. The role of the instructor (Known as the tutor in PBL) is to facilitate learning by supporting, guiding, and monitoring the learning process. The tutor must build student's confidence to take on the problem, and encourage the students, while also stretching their understanding. PBL represents a paradigm shift from traditional teaching and learning philosophy, which is more often lecture- based. The constructs for teaching PBL are very different from traditional classroom/ lecture teaching.

Principles of Problem Based Learning

Wood (2003) defines problem based learning as a process that uses identified issues within a scenario to increase knowledge and understanding. The principles of this process are listed below:

1. Learner driven self-identified goals and outcomes.
2. Students do independent, self directed study before returning to large group.
3. Learning is done in small groups of 8-10 people, with a tutor to facilitate discussion.
4. Trigger materials such as paper based clinical scenarios, lab data, photographs, articles or videos, or patients (real or simulated) can be used.
5. The process helps to guide the problem based learning teaching process.
6. Based on principles of adult learning theory.
7. All members of the group have a role to play.
8. Allows for knowledge acquisition through combined work and intellect.
9. Enhance teamwork and communication problem solving and encourages independent responsibility for shared learning all essential skills for future practice.

Implementing Problem Based Learning in the Student Centered Classroom

In designing a PBL lesson, teachers should first identify what standards or outcomes they want the students to know by the time they reach a viable conclusion to the problem. By first knowing what outcomes teachers want from their students, teachers can then choose or develop a problem that allows students to successfully reach those assigned standards or outcomes. There are many resources teachers can use in developing a problem for a PBL lesson. Knowing that PBL should mirror real-world problems and situations, teachers can turn to their community and colleagues. PBL should allow for multiple perspectives. Students need to have the freedom to choose which perspective interests them and allows them to become engaged in the learning process. "We want students to own the problem and the inquiry, and to have a personal investment in the solution".

Role of the Teacher

The teacher's role in PBL changes to one of helper or guide. The teacher must give the control to the students and allow them to make their own path to the answer, rather than the teacher laying the path out for them.

1. Students are more motivated and enthusiastic about learning.
2. Teachers often experience revitalization about teaching and a renewed interest in their own knowledge through additional studies, either on their own or by taking additional classes.
3. Teachers acquire new professional skills in technology.
4. Teachers learn effective and rewarding teaching techniques.
5. Teachers work collaboratively with other teachers to develop interdisciplinary Problems or projects, often distant collaborations.
6. Teachers employ a variety of assessment methods.
7. Teachers learn to manage a class where student teams are working independently and at a different pace.

Role of the Students

Once the problem has been developed, students need to assume a role in the problem. They need to feel the problem directly affects them, this allows them to take ownership in the problem.

Problems faced by the Students

After reading and taking a role in the problem, students will presumably know more questions than the problem seems to have at first glance. The students need to become immersed in the problem, to look at what is needed to solve the problem. Only after information is gathered does the problem seem to take on meaning. In contrast, the partial, the fragmentary, and the problematic taunt us to complete them or resolve them.

Problem Identifying Knowledge of the Students

Once students understand their role, the problem and the limited information, they can start to break problem apart. Students will categorize what information they know, what they need to now, and what ideas they have might help them solve the problem. Only after students have ideas of what information is needed can they start their investigation into solving the problem.

Problems Identified by the Students

During the data/information gathering stage of a PBL lesson, students should have an opportunity to share their data/information with other class members. The teacher as a facilitator helps to keep the students focused on the essential problem, though the problem might change over time, and even become more complex.

Possible Solutions by the Students

As students start to produce possible solutions to the problem, they must revisit the original problem to see if there is a solution that a "best fit". After every students has settled on what they think is the best solution to the problem. "They may choose to share their solution by using concept maps, charts, graphs, position papers, memos, maps, model, videos or web site".

Assessing

When it comes to assessing PBL, traditional methods are not always appropriate measures of the learning takes place. While traditional assessments (i.e. true, false, multiple choice, short answer recall, etc) students might use this knowledge in a real-world setting. Moreover, these traditional assessments cannot measure such skills as working in a team, performing research or describing a problem and a reasonable solution.

Use of Technology

Technology has allowed for the advancement of classroom teaching as well as PBL. Technology is a tool that gives students access to an almost unlimited amount of information. In the classroom, students can become active learners by looking for information quickly and efficiently on the World Wide Web or by using research software. Technology can also help students in a PBL lesson. The computer can be a powerful tool for solving realistic problems students might set up message board where they can easily keep track and share ideas with other

class members. When it comes to presenting the final solution to a problem, again technology can play a major role. Students are no longer limited to writing a report or making a poster to show their thoughts and share information, solution using presented software such as power point or hyper studio.

Limitation of Problem Based Learning

1. It is a time consuming method
2. Problem based learning is new to teacher and they find difficult to change their teaching methods.
3. Teachers find difficult to adopt new assessment method of evaluate the student's achievement.
4. Students are not properly guides by the teachers.
5. All students are not participating in team work.

Suggestions

- Students work co- operatively in small groups of 4-5 to focus on problems first then is later introduced to concepts by the instructor either through readings or lectures.
- Create or introduce situational real-world problems to be solved by students based on a presented article or concept.
- Groups can then work to define the problem and the learning issues words, concepts or procedures that they will need to learn before they understand the problem.
- Help to further define and understand complex concepts through readings, videos, lectures or discussion boards.
- Consider allowing the assignment to span several modules granting enough time to thoroughly explore the problem.
- Underscore the importance of creating safe place for discussions where peers will not be uncomfortable to contribute.
- Consider synchronous discussions using Skype or Big Blue Button with a facilitator present to help guide dialogue or redirect students to the learning objectives.

Conclusion

In conclusion, problem based learning in the classroom of the Students involvement to learning process. Within a PBL in the classroom, students are able to use the knowledge they have and apply it towards a meaningful problem. Students start to see how the knowledge they learn helps them to solve problems in life, therefore giving them a love for learning and turning them into life-long learners. As education learns to embrace this new type of teaching, teachers will have to learn to give the control of the problem and the classroom to the students. Teachers need to take on a new role in the classroom; they themselves need to become part of the learning process, acting as a guide and a resource for the students. Once a teacher learns to become part of the learning process, and students are immersed in the problem, knowledge flows freely and students learn to apply their knowledge in meaningful and productive ways.

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Emotional Intelligence of Visually Challenged Students

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Abstract

The purpose of this study was to determine the Emotional Intelligence of Visually challenged students. Interview method has been adopted for this investigation, totally 34 samples were collected from visually challenged students, samples were selected at purposive sample method. The results reveals that the Emotional Intelligence of Visually challenged students is Moderate, locality of the students mean value is higher for day scholar than hosteller and partial blind students have high mean value than totally visual challenge.

Key words: Emotion, Emotional Intelligence, Visually challenged students.

Introduction

Emotions are defined as an acutely disturbed affective process or state which originates in the psychological situation and which is revealed by marked bodily changes in smooth muscles, glands and gross behaviour. An emotion then is a disturbance, the departure from the normal state of composure. Emotions are affective in that they are characteristically pleasant, unpleasant or indifferently excited. Emotions differ from intra organic feeling in that they arise from a psychological situation that always includes an environmental factor, present or past. Emotions differ from activity feelings in that they are disruptive, whereas highly motivated activity commonly results from emotional upsets. Emotions are briefer and more intense than moods. Emotions are normal although they appear during pathological affects and in person with different temperaments.

Expression of emotions with too much intensity and frequency results in harmful effects. Some individual should have control over emotions. Emotional control is the state of expression of feeling aroused out of internal and external stimuli manageable by the individual. It means that emotions are controlled prevent the harmfulness or unpleasantness.

Everyone in this world is filled with emotions. It is exhibited when situation arises. Emotions are human being's warning systems that alert them to what is happening around them. They are a complex state of the human mind, involving physiological changes on one hand and psychological changes on the other. In simple words it is what people feel. Some of the main emotions are Anger, Depression, Anxiety, Happiness, Love, Surprise, Disgust and Embarrassment.

Emotional Intelligence

Emotional Intelligence is a term created by two researchers Peter Salavoy and John Mayer and was popularized by Daniel Goleman. Emotional Intelligence is the capacity to identify and manage our own emotions and the emotions of other. It includes three skills such as being aware of one's emotion, the ability to control and apply them to tasks like problem solving.

Definition of Emotional Intelligence

According to J. Freedman (1998) Emotional Intelligence is a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interaction with others and our understanding of ourselves. It defines how and what we learn, it allows us to set priorities, it determines the majority of our daily actions.

According to Samira Malekar (2005) Emotional Intelligence is a set of factors which involve awareness of self and managing emotions, developing oneself through the power of empathy and motivation and building strong relationship with people.

Characteristics of Emotional Intelligence

Emotional Intelligence has five characteristics, they are

Self - awareness is the capacity to recognize one's feeling and to understand the habitual emotional responses. It is having a clear idea of one's personality, including strengths, weaknesses, thoughts, beliefs, motivation and emotions.

Managing emotions is the ability to realize and accept situations as well as successful control of feelings. It includes self - control, trustworthiness and adaptability. It is the ability to stay focused and think clearly even when hard time arises.

Motivating oneself is the ability to use our talents and potentials to move and act to attain our aims and goals. It is a initiative or readiness to satisfy our personal drives.

Social skill includes a range of relationship and interpersonal skills. It covers a wide variety of skills and competencies, many of which are rooted in self - esteem and personal confidence.

Empathy is nothing but being able to see things from the point of view of others. It is an awareness of the needs and feelings of others. In simple words it is the ability to sense other people's emotions.

Visual Impairment

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. The impairment refers to abnormality of the eyes, the optic nerve or the visual center for the brain resulting in decreased visual acuity. India is now home to the world's largest number of blind people of the 37 million people across the globe who are blind, over 15 million are from India.

Vision Level

- 1) 20/30 to 20/60 : is considered mild vision loss, or near-normal vision
- 2) 0/70 to 20/160 : is considered moderate visual impairment, or moderate low vision
- 3) 20/200 to 20/400 : is considered severe visual impairment, or severe low vision
- 4) 20/500 to 20/1,000 : is considered profound visual impairment, or profound low vision
- 5) 20/1,000 is considered near-total visual impairment, or near total blindness.
- 6) No light perception: is considered total visual impairment, or total blindness.

Review of Related Literature

Raja Kumar (2016) examined the study Emotion control of visually challenged students and also to study about their Career choice. Survey method has been adopted in this investigation. Totally 77 samples were collected from 11 colleges, samples were selected at random. Population of the study, study on Defense styles influencing Career choice of visually challenged students at under graduate level. They are Studying arts and science and Bachelor of Education in Chennai District, Tamilnadu, India. The studies find out that the emotion control of visually challenged students at the under-graduate level has influence over the Marketing career.

Panda (2009) studied Emotional Intelligence of Visually Impaired Adolescent Girls, in relation to the level of aspiration and education achievement. The findings of the study revealed that the blind girls studying in inclusive setting have more positive and better emotional intelligence.

Mayer et al (2001) conducted a Study on Emotional Intelligence and Giftedness. The result is that people with higher emotional intelligence were better able to identify their own and other's emotions.

Statement of the problem

The Government, both State, Central and Non-Governmental Organization have been giving incentives, accommodation and education. In spite of these efforts taken by the Government it is unable to recognize the student's emotions and thought process. All their sorrows and sufferings are buried only in their heart. Hence the researcher decided to draft the study on visually challenged student on their thoughts, ambitions and some hidden feelings. The study is entitled as Emotional Intelligence of Visually Challenged Students

Significant of the study

The researcher tried to study the Emotional Intelligence among secondary school Visually challenged students. This study helps the students to know their emotional level. The major significant of this study is to identify whether these students have ability, or skill to perceive, access and manage their emotions as well as others. Based on this study we can direct visually challenged students to release their emotions. This paves way to understand oneself better.

Objectives of the study

- To identify the Emotional intelligence Level of the Visually challenged students.
- To find out the gender difference in Emotional Intelligence of Visually challenged students.
- To find out the locality of the Visually challenged Student's Emotional Intelligence.
- To study the visual level the Visually challenge student's Emotional Intelligence.

Hypothesis of the study

- 1) There exist over all emotional intelligence of visually challenged level is high.
- 2) There exist significant mean difference in emotional intelligence of visually challenged students with respect to gender.
- 3) There exist significant mean difference in emotional intelligence of visually challenged students with respect to locality.
- 4) There exist significant mean difference in emotional intelligence of visually challenged students with respect to vision level.

Methods of study

Population

The investigator collected data pertaining to the Emotional Intelligence of Visually challenged students, at St. Joseph School for the Blind. Interview method was engaged to explain and infer what exists at present.

Sample

Totally 34 samples were collected from one school, samples were selected at purposive sample technique.

Tools used

The tool originally developed by Kassie Shifere Bishaw (2013) and it's modified by the researcher.

Statistical Techniques

Statistical Technique such as Percentage and Mean analysis were used in this study.

Data Analysis

Hypothesis 1: There exist over all emotional intelligence level of visually challenged students.

Table 1: Level of Percentage value of Emotional Intelligence.

Levels	Count	Percentage
Low	3	8.82
Moderate	20	58.8
High	11	32.35
Total	34	100

The above Table 1, shows the Level of Emotional Intelligence of Visually challenged students is Moderate (58.8).

Hypothesis 2: There exist significant mean difference in emotional intelligence of visually challenged students with respect to gender.

Table 2: Mean value of Emotional Intelligence of Visually challenged students with respect to Gender.

Gender	N	Mean
Male	20	63.5
Female	14	63.85

The above Table 2, indicates that the mean values of overall Emotional Intelligence with respect to Gender, Male students (63.5) slightly differ from Female students (63.85). The mean value of Female students is greater than Male students.

Hypothesis 3: There exist significant mean difference in emotional intelligence of visually challenged students with respect to locality.

Table 3: Count and Mean of overall emotional intelligence of Visually challenged students with respect to Locality.

Locality	Count	Mean
Hostel	27	63.40
Day Scholar	7	64.57

The above Table 3, indicates that the Emotional Intelligence with respect to the Locality of the student, hostel students mean value is (63.40) lower than the day scholars mean value (64.57).

Hypothesis 4: There exist significant mean difference in emotional intelligence of visually challenged students with respect to the vision level.

Table 4: Mean value of overall Emotional Intelligence of Visually challenged students with respect to Vision Level.

Vision Level	N	Mean
Partially Visual Challenged	20	64.00
Totally Visual Challenged	14	63.14

The Table 4, indicates that the mean value of Emotional Intelligence with respect to Vision Level, higher (64) for Partially Visual Challenged students and lower (63.14) for totally Visual Challenged students.

Findings of the study

- 1) The Level of Emotional Intelligence of Visually challenged students is Moderate.
- 2) The mean values of overall Emotional Intelligence with respect to Gender is slightly high for female than male.
- 3) The Emotional Intelligence with respect to the Locality of the student, the day scholar have high emotional intelligence than hosteller.
- 4) The Emotional Intelligence with respect to vision level of the student, the partially visual challenged have high emotional intelligence than totally visual challenged.

Discussion

- 1) The Blind students, teachers and other members were leading a happy life as a family.
- 2) Visually challenged students were interested in doing activities in a collaborative and co-ordinated manner.
- 3) There exist a good interpersonal interaction among the students, teachers and the members of the institution.
- 4) The students have great ambitions of becoming a social worker, teacher and collector.
- 5) Provisions for Visually challenged students include Braille, Braille computer labs including Braille printer, specialized software serving their needs to operate normal computers, talking library with Braille study books and playground.
- 6) A special focus on Arts like Music and Crafts, provides an opportunity to explore their talents and will be helpful in their future lives.

Recommendation

1. Due to Financial stringency, the stipend and scholarship provided by the Government or the Institution were unable to fulfill the basic and felt needs of visually challenged students.
2. Tours and Excursion can be arranged by the institution to other Co-Blind school, so that the visually challenged students can mingle with each other, know their life style, express their thoughts, feelings, emotions, opinions and views.
3. It will be good if there is a representative for each class to satisfy the needs and demands of the students.
4. Due to the Scarcity of the subject teachers, the students are made to listen the class with one teacher teaching two subjects.

Conclusion

According to the World Health Organization 80 percent of blindness was avoidable - either treatable, curable or preventable. According to the census 2011 of Government of India, there are 1,27,405 visually challenged persons are there in Tamilnadu. This existing study was done in order to find the Emotional Intelligence of Visually challenged students. On the whole, the data was collected at St. Joseph School for the Blind. From this study The Emotional Intelligence of Visually challenged students studying in Secondary school is Moderate Level of Emotional Intelligence, locality of the students mean value is higher for day scholar than hosteller and partial blind students have high mean value than totally visual challenge.

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Evaluation Methodology for Assessment of Quality on Economic

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Abstract

Quality assessment is part of the quality economic process. Quality economic processes are intrinsic to a quality economic system. A quality economic system may consist of policies and protocols to ensure that a service or intervention is optimally delivered and will incorporate indicators to demonstrate whether such success is being achieved, in the early, mid and end stages of an intervention or programme. Such indicators need to be reported and fed back in to the loop so that quality improvements can be made continually.

Quality Assessment

Quality assessment is likely to focus on the following elements of the economic evaluation, each of which can have an important impact on the validity of the overall results of that study.

- Methods of deriving the effectiveness data
- Measurement of resource data
- Valuation of resource data
- Measurement and valuation of health benefits (utilities)
- Method of synthesising the costs and effects
- Analysis of uncertainty
- Generalisability of the results

Methods of Deriving Effectiveness Data

There is a hierarchy of sources of evidence ranging from a formal systematic review to expert opinion and authors' assumptions. Where possible economic evaluations should use effectiveness data obtained from a systematic review. However, non-systematic synthesis of effectiveness data may be justifiable when it is the only available source of evidence.

The type of effectiveness data included in an economic evaluation can vary from a single efficacy parameter obtained from a meta-analysis of RCTs to epidemiological data mapping the natural history of disease. Quality assessment of the clinical effectiveness data incorporated in an economic evaluation will depend on the type of clinical data used; whether the data were obtained from a single study or from the literature or from expert opinion; and whether modelling techniques were used.

When the effectiveness data has been derived from a single study, quality assessment should be undertaken as described. However, additional elements will also need to be assessed. For example, whether the study time horizon is adequate to capture all the relevant health outcomes required and, if statistical modelling techniques have been used to extrapolate the data, whether the extrapolation methods and assumptions used were appropriate.

When the effectiveness data has been synthesised from a variety of sources assessment should focus on the quality of the literature review and the methods used to synthesise the data including:

- Whether a search strategy was used
- Which databases were searched
- Whether there were clear inclusion and exclusion criteria
- Whether sufficient information was given about the quality of the included studies

Measurement of Resources Data

Resource use is measured in physical units such as equipment, staff, dressings and drugs. Issues to consider are as follows:

- The sources used to collect resource utilisation data should be reported clearly (e.g. clinical trials, administrative databases, clinical databases, medical records and published literature)

- Resource quantities should be reported independently from the costs, so that assessment of the measurement method is facilitated
- Any assumptions in the measurement of resources should be explicitly reported and justified
- If an expert was consulted to estimate some of the resources, the methods used should be described

For trial-based economic evaluations, the most valid resource estimates are considered to be those collected prospectively alongside effectiveness data, utilising the robust infrastructure established for the trial.

If resources utilized were identified through a review of the literature, details of the process employed to identify and select the patterns of resource utilisation and the quantities used should have been given.

Valuation of Resource Data

For the valuation of resources, the relevant issues to consider are as follows:

- All the sources used to obtain unit costs should be reported and be relevant for the specific study setting
- All costs should be adjusted to a specific price year so that the effects of inflation are removed from the cost estimation
- If the time horizon for estimating costs was longer than one year, discounting should have been performed in order to reflect time preferences
- If prices were used instead of costs and cost-to-charge ratios calculated these should reflect the true opportunity costs of the strategies compared

Methods of Synthesising Costs and Effects

The true economic value of an intervention compared to another depends on the additional costs and benefits. Incremental cost-effectiveness ratios are the ratios that capture this relative value. Unless a treatment is clearly dominant (both cheaper and more effective), incremental cost-effectiveness ratios (ICERs) should have been calculated as this is the only appropriate way of capturing the true economic value. A paper should report sufficient data to ascertain dominance from the figures given, rather than relying on a statement from the authors which can be made in error and be potentially misleading. Cost-effectiveness results should have been reported in both a disaggregated and an aggregated way. That is, undiscounted and discounted health benefit and cost results should have been reported both separately and as part of the ICERs. It is also appropriate to report the net benefit statistic, which is sometimes used to overcome the statistical issues raised when dealing with a ratio, like the ICER.

Analysis of Uncertainty

A well-conducted economic evaluation should investigate as thoroughly as possible, the following sources of uncertainty:

- Parameter uncertainty, which occurs because parameters are estimated from samples and their true value is unknown
- Methodological uncertainty, which arises from the analytical methods used in the evaluation, particularly where there is disagreement around the methods used (e.g. the inclusion of indirect costs, discounting of health benefits, discount rate)
- Modelling uncertainty which can arise due to the simplifying assumptions that are often required to facilitate modelling

Methods of evaluating uncertainty include statistical comparisons, bootstrapping, sensitivity analyses (one-way or multi-way sensitivity analyses, threshold analyses and analyses of extremes or worst/best case analysis) and probabilistic sensitivity analyses. The method(s) employed will vary depending on what is being assessed and the types of data that were used as input parameters in the economic evaluation.

Generalisability of the Results

Generalisability refers to the extent to which the results obtained can be applied to different settings. The relevance of the intervention, the patient population and the resources which have been included in the economic evaluation will determine whether the results can be generalised. Uncertainty regarding the generalisability of the results to the relevant study setting would usually be assessed through sensitivity analyses. A useful discussion on this issue is available.

Conclusion

Several quality economic systems have been devised for use in assessing the methodological quality of economic evaluations. These are generally based on completing checklists, assigning values to the different items considered, and summing these values to obtain a final score, which is intended to reflect the quality level of the appraised study.

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Linguistic Trends in Learning (LSRW) among B.Ed Students - Assessment Tool

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Abstract

We cannot control the way people interpret our ideas or thoughts, but we can control the words and tones we choose to convey them. Peace is built on understanding, and wars are built on misunderstanding. Never underestimate the power of the single word, and never recklessly throw around words, one wrong word, or misinterpreted word, can change the meaning of an entire sentence - and even start their war. And one right word, one kind word, grant you the heavens and open doors. We took this assessment to analyze LSRW (listening, speaking, reading, writing) skills. For this study, 90 students of B.Ed trainees from Thiagarajar College of Preceptors in Madurai were selected as samples. They were administered with linguistic trends in learning quality scale. The data was collected through the help of Google form. The result revealed that the linguistic trends in learning quality of the student was moderate.

Keywords: Linguistic trends, learning quality, LSRW (listening, speaking, reading, writing)

Introduction

We live in an era of terrible preoccupation with presentation and interpretation, one in which relations between who someone is and how he expresses himself have been thrown into big time flux.

-David Foster Wallace

The four major skills of language learning, listening, speaking, reading, writing provides the right key to success. Teaching of English language while ensuring focus on all these four skills provides a platform for the learners to hone their proficiency in this language well. Communication skills have a great impact on the success of an individual. A person's ability to stand apart in a crowd is more often than not determined by his/her communication skills, even so more with his/her proficiency in English language.

Students benefits - LSRW activities is the most effective methodology used for learning language. Compare/evaluate/repeat with original/native accents deliver improved results on learning languages and it review lessons in text/audio/video formats provide quicker learning. Alert options for clarifications with the teacher in-private avoiding inhibitions and encourages easy learning for shy students and highly effective listening, speaking, reading and writing skills are developed with access to advanced material in text, audio and video formats. Effective group discussions and interactions are provided for easier and effortless learning of languages.

Be it career or relationships, the harsh truth in today's global scene is that the future of any person is affected strongly by his communication skill in English. With these four skills addressed equally while learning English, the learners can be assured of having good communication skills, a very great necessity in today's competitive world.

Problem of the Study

Learning trends of LSRW skills has been brought into most advantageous level through the innovative communication skills. Students also interested to learn through information and communication methods. Students need an assistance to learn skills of listening, speaking, reading and writing (LSRW) in effective manner. Thus, the title refers to the linguistic trends in learning.

Need & Significance of the Study

When a language dies, a way of understanding the world dies with it, a way of looking at the world.

- George Steiner

Success and communication are very closely related with each other. In today's competitive world, good LSRW skills provide the right key to success. These skills are required to maintain relationship and better understanding which are vital in both personal and professional life. Lack of communication skills will certainly effect the future of any students these days as most of the

career and job opportunities have made it a mandatory that employees should be proficient in the English language. It is then the LSRW method plays its pivotal role in the enhancement of this English speaking.

Listening skills could be enhanced by focusing on making the students listen to the sounds of that particular language. To enable oneself to express fluently in a language one should think improving their speaking skills. Reading skills help the students to guess the meanings of the words in the language from the context and grasp the content and draw conclusions. To write flaw less language one should excel in the writing skills with the help of various methods.

Objectives of the Study

To study the impact of linguistic trends in learning with the assistance of LSRW among B.Ed trainees.

To study the importance about the four skills (LSRW) among B.Ed trainees with respect to the selected variable such as gender and medium of instruction.

Hypotheses

There exists no significant difference between male and female B.Ed trainees in their linguistic trends in learning (LSRW).

There exists no significant difference between Tamil and English medium of instructions of B.Ed trainees in their linguistic trends in learning (LSRW).

Methodology

The researchers have adapted the survey method for this investigation.

Tools

A questionnaire that measures the linguistic trends in learning (LSRW) among B.Ed trainees through survey method.

Sample

Data were collected from 90 B.Ed trainees who are studying in Thiagarajar College of Preceptors. For this study, investigator have used the simple survey method.

Analysis of Data

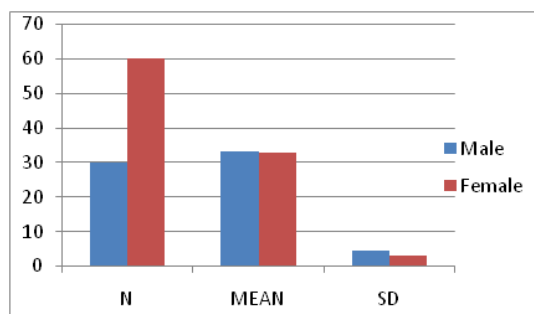
Hypothesis 1

There exists no significant difference between male and female B.Ed trainees in their linguistic trends in learning (LSRW).

Gender	N	Mean	Standard deviation	Level of significance
Male	30	33.06	4.76	NS
Female	60	32.68	3.35	NS

Mean, median and standard deviation of linguistic trends in learning (LSRW) for whole sample is given above.

Mean, median and standard deviation of linguistic trends in learning (LSRW) for the above data is presented in bar diagram.



From the above table, it is understood that there exists significant relationship between Male and Female with respect to Gender of B.Ed trainees in their learning process with the assistance of Linguistic trends in learning (LSRW). The mean of Male is ($M=33.06$) and Female is ($M=32.68$). So, Male are better than Female in their learning process with the assistance of Linguistic trends in learning (LSRW).

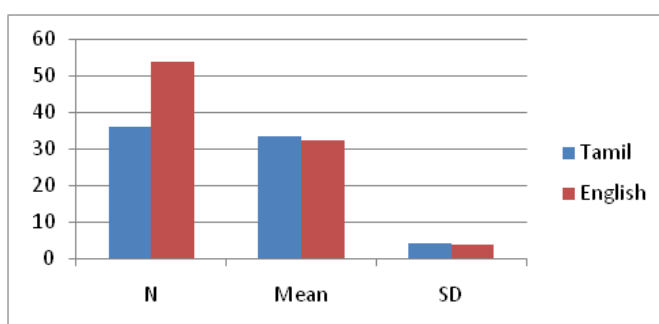
Hypothesis 2

There exists no significant difference between Tamil and English medium of instructions of B.Ed trainees in their linguistic trends in learning (LSRW).

Medium of Instructions	N	Mean	Standard deviation	Level of significance
Tamil	36	33.44	4.08	NS
English	54	32.38	3.67	NS

Mean, median and standard deviation of linguistic trends in learning (LSRW) for whole sample is given above.

Mean, median and standard deviation of linguistic trends in learning (LSRW) for the above data is presented in bar diagram.



From the above table, it is understood that there exists significant relationship between Tamil and English with respect to medium of instruction of B.Ed trainees in their learning process with the assistance of Linguistic trends in learning (LSRW). The mean of Tamil medium is ($M=33.44$) and English medium is ($M=32.38$). So, Tamil are better than English in their learning process with the assistance of Linguistic trends in learning (LSRW).

Conclusion

To study the impact of linguistic trends in learning with the assistance of LSRW among B.Ed trainees. To studies the importance about the four skills (LSRW) among B.Ed trainees with respect to the selected variable such as gender. LSRW skills provides new ways for teachers to teach the students.

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Attitude of Student Teacher Towards their Teacher Training

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Abstract

Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its partitioner. Teacher providence depends in the attitudes. The positive attitude helps teacher to develop a conductive learner friendly environment in the class room. Attitude being a social construct is influenced by many factors like gender, social strata, age, stream of education has on the attitude of student teacher towards their teacher training to throw light on this a study was conducted using a readymade tool. For this study 100 student teacher of ThiagarajarCollege of preceptors in Madurai district were selected as sample. The result revealed that the attitude of student teacher towards their teacher training was moderate.

Keywords:Attitude, Student teacher, Teacher training.

Introduction

Education is the harmonious development of the physical, mental, moral (spiritual) and social facilities if individuals for a life of dedicated service. The teacher's roles and responsibility have found extension outside the class room. Attitude, behaviour and interest of teacher help in shaping the personality of the student. Attitude is a tendency to react in a particular manner towards the stimuli.

Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. Attitude is made up of three components affective, behavior and cognitive hence as a yardstick of the individual behaviour. Development of positive attitude towards their training helps in developing creative thinking and motivating student. The teacher training programmers are also responsible for difference in attitude of student teacher towards teaching profession. Attitude of the student teacher has the imprint of competencies that they possess.

Significance of the Study

A teacher's ability to teach is one of the most important factors in education. This can only be achieved through good teacher training. The importance of a teacher learning. National conference on "Quality Education for all-A Search for identity "conducted by, Thiagarajar College of Preceptors, Madurai on December 20&21, 2017 process is unquestionable, and the demand for teachers is increasing due to the increase in student enrolment.

The teacher was expected to give students knowledge and skill that will be used to solve different problems in society. They should facilitate the acquisition of knowledge and skills that would in turn be used to solve complex socio - economic issues. In order for a teacher to achieve all of these, he or she should be given quality and relevant education. A well trained teacher will be able to produce students who are also productive to society. The teacher is the main actor in the learning process and therefore is supposed to have a broad knowledge and ability in order to effectively help students. As stated in the Education and training policy.

Scope of the Study

- The research would be comprehensive enough of it investigates attitudes of student teacher towards their teacher training. The main intention of the study is to find the relation of scholastic achievement of B. Ed student with personality factors attitude towards teaching profession and teacher training study habits socio economic status, socio demographic and some other variables.
- The study attempted to predict the scholastic achievement of B. Ed students with the help of different psycho-sociological variables.

Title of the Study

- Attitudes of student teacher towards their teacher training.

Operational Definition

Attitude

A predisposition or tendency to respond positively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action and responses to challenges, incentives, and rewards (together called stimuli).

Bachelor of education

A Bachelor of Education (B. Ed) is an undergraduate professional degree which prepares students for work as a teacher in schools. In India, Bachelor of Education (B. Ed) is a post graduate course offered for those interested in pursuing a career in teaching.

Student teacher:

- Student teachers who are studying the B. Ed Course.

Statement of the Problem

- Teacher training attitude of student teacher.

Objectives of the Study

- To find out the attitude of student - teacher towards their teacher training.
- To find out attitude of student - teacher towards their teacher training with respect to background variables.
 - Gender
 - Student educational qualification
 - Medium of instruction
 - Parental educational qualification
 - Locality of the student

Hypothesis of the Study

There is high level percentage of attitude of student teachers towards their teacher training. There is no significant mean difference in attitude of student teachers towards their teacher training with respect to

- Gender
- Student educational qualification
- Medium of instruction
- Parental educational qualification
- Locality of the student

Delimitations of the Study

1. The current study is undertaken in Thiagarajar college of Preceptors in Madurai district.
2. The investigation is restricted to student teacher.

Methods of the Study

A sample of 100 students was selected from B. Ed College. Samples are collected by normative survey method and random sampling technique was adopted.

Tools Used for this Study

The instrument employed in gathering data for the questionnaires. The questionnaire student teachers attitude (STA) developed by the researchers.

Statistics Used

- Percentage analysis, mean, and standard deviation are the statistical techniques used in the study.

Table 1: Sampling distribution of the study

S.No	Backround Variables	Factors	Number Of Student
1.	Gender	Male	24
		Female	76
2.	Education Qualification	UG	71
		PG	29
3.	Medium of instruction	Tamil	33
		English	67
4.	Locality of the student - teacher	Rural	46
		Urban	54
5.	Qualification of parents	Literate	77
		Illiterate	23

Data Analysis and Interpretation

Table2: The level of attitude of student teacher towards their teacher training.

Level	Count	Percentage
High	21	29.18109
Moderate	45	45.76
Low	34	25.05891
Total	100	100

It is found that the level of attitudes of student teacher towards their teacher training is moderate (45.76). The mean score of attitude of student teacher towards their teacher training with reference to background variables.

Table 3: Mean score of student teacher in basic variables

S.No	Background Variable	Factors	Number of Student	Mean
1.	Gender	Male	24	26.84
		Female	76	26.87
2.	Education qualification	UG	71	26.83
		PG	29	26.87
3.	Medium of instruction	Tamil	33	26.85
		English	67	26.87
4.	Locality of the student - teacher	Rural	46	26.86
		Urban	54	27.12
5.	Parent's qualification	Literate	77	26.87
		Illiterate	23	26.86

From the table3, found that Female student teacher ($M = 26.87$), Education qualification in PG ($M = 26.87$), Medium of instruction in English ($M = 26.87$), Locality of student in Urban ($M = 27.12$), Parent's Qualification is Literate ($M = 26.87$).

Findings of the Study

- The attitude of student teacher towards their training is moderate. All the attitude of student teacher is equally at the level.

Recommendations

- Student should take responsible to improve this performance of teacher training.
- The institution should develop innovative practices and value innovate thinking.

Conclusion

The research would be comprehensive enough if it investigates attitude of student teacher towards their teacher training performance of student in Bachelor of Education TCP, Madurai at macro level. The scope of the study was focusing only a student teacher at micro level. Therefore the result of the research work was highly depending only in the opinion and view of these respondents.

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Attitude Towards English Language Learning Among High School Students

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Abstract

A study was aimed to investigate the high school students' attitude towards learning English language learning. A standardized questionnaire was administered in the form of normative survey to 30 high school students and the sample was selected randomly from high and higher secondary schools in Dindigul district to collect their attitude towards learning English language. The investigators have adopted the English Language Learning Attitude Scale (ELLAS) by Kharmalki, A. (1999). The results revealed that there is a significant difference based on the gender and locality of the school. Hence it was concluded that more classroom activities in the study of English enhance pupils' attitude to learn English.

Keywords: Attitude, English Language Learning and High School Students.

Introduction

Education is the powerful weapon which facilitates to change the behavior of the child according to the requirement and anticipation of the society. Student's attitude is an essential part of learning and that it should, therefore turn out to be essential parts of language learning pedagogy. Attitudes toward learning are believed to influence behaviors such as selecting and reading books and speaking in a language. Especially in education, if the students have positive attitude towards any subject, they can achieve many things in that specific area. There is an interaction between language learning and the environmental components in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning.

Significance of the Study

Attitude is an important constituent of behavior of a learner. One's behavior is largely depends on one's attitude towards ideas, persons or substance in one's surroundings.

One of the most cherished objectives of teaching is to build up attitudes in children towards what they learn and do. People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. In the changing circumstances of language teaching theories and methodologies, where the learners, rather than the teachers, are gaining a central position, learners' attitude plays a vital role in maximizing learning and teaching output. Learners' attitude can be defined as a collection of feelings regarding language use and its status in the society. The feelings are good, bad and neutral. They can nurture or hinder the learning process effectively. The successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

It has become imperative to study the level of students' attitude towards English language learning as it has become a main subject of competency. As a subject it has become a pivotal in the education system. It is also important to study the methods and approaches in learning English. High school period is an important stage to the students to face lot of competition and it is a gate way for them to enter into the higher studies. So they are aware of the importance of English, how it is mainly helpful to them to do well in the academic study and their professional life in future. Hence the investigator has made an attempt in this study.

Objectives

1. To find out the level of attitude towards learning English language learning of high school students.

2. To find out the level of attitude towards learning English language learning of high school students with regard to gender.
3. To find out whether there is any significant difference between attitude towards learning English language learning with regard to gender.

Hypotheses

H₀1: There is no significant difference between attitude towards learning English language learning with regard to gender.

Method Used

Survey is a fact finding study. John W. Best (1986) states that “The survey method involves interpretation, comparison, measurement, classification, evaluation and generalization. All directed towards a proper understanding and solution of significant educational problems”. So the researcher has chosen survey method to study the “Attitude towards Learning English Language Learning of High School Students”.

Population and Sample

The population of the present study consists of students those who are studying in middle and high schools of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 30 high school students. (Best, 1992).

Tool Used

This study is aims to evaluate the attitude towards English language learning of high school students. The investigator has adopted the attitude towards learning English language learning scale. The tool was adopted from Kharmalki, A. (1999). The scale consists of 22 statements which aim at eliciting the opinion of Tamil students on certain aspects of English Language Learning like their attitudes towards learning words, sentences, pronunciation and pronunciation.

Statistics Techniques Used

Percentage analysis and ‘t’ test were used in this study.

Analysis of Data

Table 1
Level of Attitude towards English Language Learning of High School Students

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Learning Words	3	10.0	21	70.0	6	20.0
Learning Sentences	3	10.0	22	73.3	5	16.7
Pronunciation	9	30.0	17	56.7	4	13.3
General Attitude	3	10.0	25	83.3	2	6.7
Attitude towards ELL	3	10.0	23	76.7	4	13.3

Table 2
Level of Attitude towards English Language Learning of High School Students with regard to Gender

Dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Learning Words	Male	3	15.0	13	65.0	4	20.0
	Female	0	0.0	8	80.0	2	20.0
Learning Sentences	Male	2	10.0	13	65.0	5	25.0
	Female	1	10.0	9	90.0	0	0.0
Pronunciation	Male	4	20.0	13	65.0	3	15.0
	Female	5	50.0	4	40.0	1	10.0
General Attitude	Male	3	15.0	16	80.0	1	5.0
	Female	0	0.0	9	90.0	1	10.0
Attitude towards ELL	Male	3	15.0	15	75.0	2	10.0
	Female	0	0.0	8	80.0	2	20.0

Table 3
There is no significant difference between
English language learning with regard to their gender

Dimensions	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Learning Words	Male	20	13.25	1.970	0.903	NS
	Female	10	13.90	1.595		
Learning Sentences	Male	20	14.00	2.248	0.721	NS
	Female	10	13.50	1.509		
Pronunciation	Male	20	25.90	2.614	0.584	NS
	Female	10	25.30	2.669		
General Attitude	Male	20	20.00	4.205	1.991	S
	Female	10	22.10	1.595		
Attitude towards ELL	Male	20	73.15	6.483	0.339	NS
	Female	10	73.80	3.967		

(At 5% level of significance the table value of 't' is 1.96)

(S - Significant, NS - Not Significant)

Results and Discussion

- The table 1 reveals that 20.0% of high school students have low in the dimension of learning words, 16.7% of high school students have low in the dimension of learning sentences and 13.3% of high school students have low in the dimension of pronunciation, 6.7% of high school students have low in the dimension of general attitude and 13.3% of high school students have low in the overall attitude towards ELL.
- Table 2 reveals that 20.0% of male and 20.0% of female high school students have low in the dimension of learning words, 25.0% of male and 0.0% of female high school students have low in the dimension of learning sentences and 15.0% of male and 10.0% of female high school students have low in the dimension of pronunciation, 5.0% of male and 10.0% of female high school students have low in the dimension of general attitude and 10.0% of male and 20.0% of female high school students have low in the overall attitude towards ELL.
- Table 3 reveals that there is significant difference between male and female high school students in their general attitude. While comparing the mean scores (mean=20.0) of male and (mean=22.10) female high school students. The female high school students are better than the male high school students in their general attitude of English language learning. This may due to the fact that the female high school students have a chance of higher participation in all the activities. They don't have any hesitate and shyness to join any other activities. They give more important to studies.

Recommendations

The following measures to be taken to improve the male high school students.

- Spoken English classes and other effective programmers should be conducted regularly.
- Group study can be encouraged to the students.
- Educators and parents should always encourage learners to read materials written in English like newspapers and magazines.

Conclusion

Success or failure plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating. It will be the teacher's job to set goals and tasks at which most of his or her students can be successful. The success and the failure of any system depend upon the attitude of those involved in the system and students are the major part of the whole educational endeavor. It is necessary to put lessons on listening and speaking in the mainstream English language curriculum.

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Computer Literacy of Computer Science Group Students of Corporation Schools

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Introduction

Computer literacy is the ability to use computers and related technologies efficiently with the range of skills covering levels from element elementary use to programming and advanced problem solving.

Title of the Study

COMPUTER LITERACY OF COMPUTER SCIENCE GROUP STUDENTS OF CORPORATION SCHOOLS NEED AND SIGNIFICANCE OF THE STUDY

Today world is technological based learning so the students mostly using the system based learning. By another measure computer literacy requires some understanding of the computer programming and how computer work.

Objectives of the Study

- To measure the “COMPUTER LITERACY OF COMPUTER SCIENCE GROUP STUDENTS OF CORPORATION SCHOOLS” students in Madurai district.
- To find the COMPUTER LITERACY OF COMPUTER SCIENCE GROUP STUDENTS OF CORPORATION SCHOOLS” of students with respect to background variables such as *medium of instruction, instruction locality, father’s qualification, mother’s qualification, tuition going, study habit.*

Hypothesis of the Study

1. Level of school students “COMPUTER LITERACY OF COMPUTER SCIENCE GROUP STUDENTS OF CORPORATION SCHOOLS”
2. There is an significant difference in COMPUTER LITERACY OF COMPUTER SCIENCE GROUP STUDENTS OF CORPORATION SCHOOLS based on father’s qualification, mother’s qualification, there is also an non-significant difference in tuition going, study habit, medium of instruction, instruction locality.

Methodology

Research Method

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.

Tool Description

A self constructed questionnaire is taken as a tool in this Research paper. This tool has been developed by investigator for attitude towards Smart board instruction and it consists of 20 items. Each item has to be answered by choosing anyone of the three alternatives such as agree, undecided, disagree.

The items are to be answered by choosing agree, undecided, and disagree 3 point scale. Agree, undecided, and disagree correspondingly and the scoring the mark allotment is 3, 2, 1 respectively.

Population and Sample

We have taken 100 students from *PONMUDIYAR CORPORATION GIRLS Higher Secondary School* in Madurai as a sample for this Research.

Sampling Procedure

Purposive random sampling has been used as the sampling procedure for this study.

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 T test analysis, mean and standard deviation.

Background variable	Factors	Count	Mean	Standard deviation	T Value	Level of significant
Medium of instruction	Tamil	79	44.09	4.020	1.451	Non significant
	English	22	42.73	3.857		
Instruction locality	Urban	62	43.71	3.948	0.259	Non Significant
	Rural	39	43.92	4.145		
Father's Qualification	Graduate	19	41.84	4.246	2.263	Significant
	Non graduate	79	44.10	3.825		
Mother's Qualification	Graduate	17	41.94	3.473	2.283	Significant
	Non graduate	77	44.13	4.021		
Tuition going	Yes	54	43.33	3.948	0.718	Non Significant
	No	47	44.32	4.049		
Study habit	Individual	54	43.33	3.948	0.727	Non Significant
	Group	47	44.32	4.049		

From the above table, it can be inferred that the calculated 't' value 0.510, 0.468, 1.337, 0.229, 0.827, 0.060 based on medium of instruction, instruction locality, father's qualification, mother's qualification, tuition going, study habit. Hence the hypothesis, "There is no significant difference in the internet learning among School Students.

Findings

- The level of computer literacy of computer science students among corporation school students is moderate.
- Tamil, urban, Non-graduate, Yes, Individual are better in internet resources learning on their counter parts

Suggestion

My research paper in overall result is significant difference mothers qualification and fathers qualification. Then the non significant difference in medium of instruction, instruction locality, study habit, tuition going so the students are more then using the computer and gain the more knowledge and save the time. We can get more information based on studies and general knowledge information throughout the world. So the students using the computer in equal manner.

Conclusion

Computer literacy is an understanding of the concepts, terminology and operations that related to general computer use. It is the essential knowledge needed to function independently with a computer. This functionally includes being able to solve, avoid the problems, adapt to new situations, keep information organized and communicate effectively with other computer literate people.

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Criteria for Quality Education in School Level

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Abstract

The main pillar of quality education is Teacher .Theirs need and providing effective support at school and classroom level can play vital role in enhancing students learning. Student performance improves when teachers use curriculum-delivery strategies that specifically address the needs of their students, when the school environment is positive and when parents are involved in their children's education. The overall objective of school improvement planning is an enhanced level of student achievement. Although concerned about the quality of education, our need to transform the day-to-day practices at school. A combined effort is required to achieve the goals of such a comprehensive program. A number of activities have been taken into account bring about change and enhance quality education in schools.

Introduction

Quality education requires 'human and financial resources which should be available to the maximum extent possible... therefore, resource constraints cannot provide a justification for a State party's failure to take any, or enough, of the measures that are required. Teachers are at the heart of quality education. The material condition of teaching staff shall be continuously improved .Schools should have a sufficient number of trained teachers, receiving good quality pre-service and in-service training with built-in components on gender sensitivity, non-discrimination, and human rights. And then given below some points are criteria for quality education in school.

Make the Problem Visible

Regular assessments are needed to measure progress in learning and make the current levels visible in a way that can be understood widely. India should participate regularly in international assessments like Trends in International Mathematics and Science Study and Programmed for International Student Assessment so as to set goals and benchmark its performance and progress. The quality of national assessments should be improved and third party assessors like Annual Status on Education Report and Educational Initiatives should be encouraged to provide periodic feedback. The District Information System for Education system should be upgraded to a 'Student Progress Tracking System' which will track learning levels of individual children and provide diagnostic data to serve as a basis for improvement to schools and teachers.

Build Systemic and Institutional Capacity

The biggest problem in the educational system today is a severe shortage of capacity. Consider the Continuous and Comprehensive Evaluation and the Teacher Eligibility Test. Few people disagree that these initiatives are based on sound principles and good ideas. Yet, many - some may say most - well-intentioned ideas do not achieve their goals due to people across the system not having the required skills. In the case of the TET test, pass percentages have been between 1% and about 15% and the initiative has not had the intended impact. It raises questions both on our teacher training capacity and also the capacity to understand and execute the assessments successfully.

Establish a Reading Mission

If we can ensure that 80% of our children can read and write well in any one language by the time they are nine years old, we would have solved 80% of our educational problems. Reading has to become a focus area of both action and measurement and a movement which involves all. A national-level center for reading research is more important for India than any Indian Institute of Technology and is not so difficult to create. Specialized training programmers need to be created for teachers on reading skill development and measurement. Reading tests need to be made available on computers, tablets and mobile phones so that parents can determine the reading levels of their children.

Build Teacher and Head Teacher Capacity

Starting with regular assessments of teacher needs which will determine individual gaps/needs in teachers, high-quality training programmers need to be deployed for teacher training. Information and Communication Technology should be used as a tool to provide many of these courses on an on-demand basis. The resources available in the National Repository of Open Education Resources (and other open education resources) should be moderated by experts to ensure that high-quality resources, including videos, teaching material and assessment questions - are available to every teacher.

Change the Goal Post by Reforming Board Exams to Test Understanding, not Recall

India's rote-based Board Exams are a source of the learning crisis observed even in primary schools. The focus on students, parents and teachers is on maximizing exam marks and not on learning, which needs to be corrected by having Board Exams that measure learning. This is not difficult to do because there are so many exams that can serve as a benchmark for this change.

Invest in Technology for Education

Hand-in-hand with educational research inherent in all the initiatives above, there is a need to research and develop ways to use technology to drive the change we desire. The focus should not be on installing hardware but creating new, high-quality content such as intelligent teaching systems and tools that will help students to hone basic skills like reading and mathematics, and developing content in multiple Indian languages. ICT-based remediation programmers should be encouraged, in which the service provider is reimbursed based on the measured student improvement. ICT should also be used to track teacher attendance. Free high-speed internet connections can be provided to all schools through a simple scheme by which the government reimburse internet service providers directly.

Introduce School-Based Practices for Learning Improvement

This includes initiatives like monthly tests in school with academic support from State Council of Educational Research and Training or District Institute of Educational Research and Training and quarterly parent-teacher meeting days which encourage parents to visit schools and build a parent-teacher connect focused on student learning.

Work on Mindsets through Public Education Campaigns

Public education campaigns should be aimed at prospective teachers to attract talent to the sector; at parents to make them aware of what constitutes a good school, the value of education beyond marks etc.; and at existing teachers to make them understand that every child can learn well if supported etc.

Holistic Development

Efforts in areas such as sports, arts and culture should be initiated or expanded in order to enrich holistic development.

Implement Legal and Structural Changes

A separate Indian education services cadre at different levels, within the civil services, should be created. Parents should be bound to send students to school, and district education officials should be responsible for the quality of both private and government schools. Public Private Partnership arrangements should be explored for areas like strengthening DIETs, providing teacher training both using traditional and distance/ICT methods, providing standardized assessments, running remedial centers etc.

Conclusion

There should be an appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should protect from the elements. School discipline has to be administered in a manner consistent with the child's human dignity and education must promote non-violence in school. States have 'to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent. In addition, states are obliged to adopt minimum educational standards to ensure that all schools, public and private, offer the same quality education .Quality education has to be the same for boys and girls.

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Degenerative Diseases

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Introduction

Degenerative disease is the result of a continuous process based on degenerative cell changes, affecting tissues or organs, which will increasingly deteriorate over time, whether due to normal bodily wear or lifestyle choices such as exercise or eating habits. The degenerative disorders generally are characterized by the loss of neurons and secondary gliosis (scarring) without evidence of major inflammation or necrosis of tissue. However, we are still left with a large number of progressive diseases of unknown etiology, and their classification is based on pathologic and clinical findings. The affected degenerative disease are alzheimer's disease, atherosclerosis, cancer, chronic obstructive pulmonary disease, diabetes, heart disease, macular degeneration (AMD), essential tremor, etc.

Diabetes Mellitus Type 2

Diabetes mellitus type 2 (also known as type 2 diabetes) is a long- term metabolic disorder that is characterized by high blood sugar, insulin resistance and relative lack of insulin. Common symptoms include increased thirst frequent urination and unexplained weight loss. Symptoms may also include increased hunger, feeling tired, and sores that do not heal. Long-term complications from high blood sugar include heart disease, strokes, diabetic retinopathy which can result in blindness, kidney failure, and poor blood flow in the limbs which may lead to amputations. It is primarily occurs as a result of obesity and lack of exercise. Some people are more genetically at risk than others. It makes up about 90% of cases of diabetes with the other 10% due primarily to diabetes mellitus type 1 and gestational diabetes. In diabetes mellitus type 1 there is a lower total level of insulin to control blood glucose, due to an autoimmune induced loss of insulin-producing beta cells in the pancreas. Diagnosis of diabetes is by blood tests such as fasting plasma glucose, oral glucose tolerance test, or glycated hemoglobin. It is partly preventable by staying a normal weight, exercising regularly, and eating properly. Treatment involves exercise and dietary changes. If blood sugar levels are not adequately lowered, the medication metformin is typically recommended. Many people may eventually also require insulin injections.

Symptoms

The classic symptoms of diabetes are polyuria (frequent urination), polydipsia (increased thirst), polyphagia (increased hunger) and weight loss. Other symptoms that are commonly present at diagnosis include a history of blurred vision, itchness, peripheral neuropathy, recurrent vaginal infections and fatigue. Many people have no symptoms during the first few years and are diagnosed on routine testing. A small number of people with type 2 diabetes mellitus can develop a hyperosmolar hyperglycemic state (a condition of very high blood sugar associated with a decreased level of consciousness and low blood pressure. It has often develop slowly- over the course of several years and can be so mild that we might not even notice them. Many people with this disorder have no symptoms. Some people do not find out they have the disease until they have diabetes- related health problems, such as blurred vision or heart trouble.

Causes of Diabetes

1. Overweight, Obesity and Physical Inactivity

The affected persons are not physically active and are overweight or obese. Over weight sometimes cause insulin resistance and is common in people with this disorder. The location of body fat also makes a difference. Extra belly fat is linked to insulin resistance, type 2 diabetes and heart and blood vessel disease.

2. Insulin Resistance

Type 2 diabetes usually begins with insulin resistance, a condition in which muscle, liver and fat cells do not use insulin well. As a result their body needs more insulin to help glucose enter cells. At first, the pancreas makes more insulin to keep up with the added demand. Over time, the pancreas can't make enough insulin and blood glucose levels rise.

3. Genetic Mutations

- Monogenetic diabetes is caused by mutations or changes, in a single gene. These changes are usually passed through families, but sometimes the gene mutation happens on its own. Most of these gene mutations cause diabetes by making the pancreas less able to make insulin. The most common types of monogenic diabetes are neonatal diabetes and maturity-onset diabetes of the young (MODY). Neonatal diabetes occurs in the first six months of life. Doctors usually diagnose MODY during adolescence or early adulthood, but sometimes the disease is not diagnosed until later in life.
- Cystic fibrosis produces thick mucus that causes scarring in the pancreas. This scarring can prevent the pancreas from making enough insulin.
- Hemochromatosis causes the body to store too much iron. If the disease is not treated, iron can build up in and damage the pancreas and other organs.

4. Hormonal Diseases

Some hormonal diseases cause the body to produce too much of certain hormones, which sometimes cause insulin resistance and diabetes.

- Cushing's syndrome occurs when the body produces too much cortisol often called the "stress hormone".
- Acromegaly occurs when the body produces too much growth hormone.
- Hyperthyroidism occurs when the thyroid gland produces too much thyroid hormone.

5. Damage to or Removal of the Pancreas

Pancreatitis, pancreatic cancer, and trauma can all harm the beta cells or make them less able to produce insulin, resulting in diabetes. If the pancreas is removed, diabetes will occur due to the loss of the beta cells.

Diagnosis

The World Health Organisation definition of diabetes (both type 1 and type 2) is for a single raised glucose reading with symptoms, otherwise raised values on two occasions, of either,

- fasting plasma glucose ≥ 7.0 mmol/l (126 mg/dl) or
- with a two hours after the oral dose a plasma glucose ≥ 11.1 mmol/l (200 mg/dl)

Diabetes may be identified anywhere in low-risk individual who happen to have glucose testing, in symptomatic patients, and in higher-risk individual whom that provider tests because of a suspicion of diabetes. The same test will also detect individuals with prediabetes.

A1C

The A1C test should be performed using a method that is certified by the NGSP and standardized or traceable to the Diabetes Control and Complications Trial (DCCT) reference assay. The A1C has several advantages to the FPG and OGTT, including greater convenience (fasting not required), greater preanalytical stability, and less day-to-day perturbations during stress and illness. These advantages must be balanced by greater cost, the limited availability of A1C testing in certain regions of the developing world, and the incomplete correlation between A1C and average glucose in certain individuals.

Hemoglobinopathies/ Anemias

Interpreting A1C levels in the presence of certain hemoglobinopathies and anemia may be problematic. For patients with an abnormal hemoglobin but normal red cell turnover, such as those with the sickle cell trait, an A1C assay without interference from abnormal hemoglobins should be used. In conditions associated with increased red cell turnover, such as pregnancy (second and third trimesters), recent blood loss or transfusion, erythropoietin therapy, or hemolysis, only blood glucose criteria should be used to diagnose diabetes.

Ways to Prevent Diabetes

1. Cut Sugar and Refined Carbs from Diet

Eating sugary foods and refined carbs can put at-risk individuals on the fast track to developing diabetes. The resulting rise in blood sugar stimulates your pancreas to produce insulin, a hormone that helps sugar get out of the bloodstream and into your body's cells.

2. Work out Regularly

Performing physical activity on a regular basis may help prevent diabetes. Exercise increases the insulin sensitivity of your cells. So when you exercise, less insulin is required to keep your blood sugar levels under control.

3. Drink Water as Your Primary Beverage

Water is by far the most natural beverage you can drink. Sugary beverages like soda and punch have been linked to an increased risk of both type 2 diabetes and latent autoimmune diabetes of adults (LADA)

4. Lose Weight If You're Overweight or Obese

Although not everyone who develops type 2 diabetes is overweight or obese, the majority are. Excess visceral fat promotes inflammation and insulin resistance, which significantly increase the risk of diabetes. Although losing even a small amount of weight can help reduce this risk, studies show that the more you lose, the more benefits you'll experience.

5. Minimize Your Intake of Processed Foods

One clear step you can take to improve your health is to minimize your consumption of processed foods. They're linked to all sorts of health problems, including heart disease, obesity and diabetes.

Conclusion

Diabetes is a slow killer with no known curable treatments. However, its complications can be reduced through proper awareness and timely treatment. It is estimated that 20% of people with diabetes in the United States do not realize that they have the disease. One of the difficulties with tight control of glucose levels in the blood is that such attempts may lead to hypoglycemia that creates much more severe complications than an increased level of blood glucose. Researchers now look for alternative methods for diabetes treatment. The goal of this paper is to give a general idea of the current status of diabetes research.

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மாணவர்களின் நடத்தைதில் ஊடகங்களின் தாக்கங்கள்

ப.முத்துப்பாண்டி

பி.எட். தமிழ், முதலாம் ஆண்டு, பெனியேல் கிராமிய கல்வியல் கல்லூரி, வேம்பரளி, நத்தம்- திண்டுக்கல் மாவட்டம்.

கருச்சுருக்கம்

ஊடகங்கள் பெரியவர்கள் முதல் சிறியவர்கள் வரை என அனைவரையும் ஆட்டிப்படைக்கின்றது. ஊடகங்கள் தகவல் தொடர்புக்காக பயன்படுத்தப்பட்ட காலம் போய் இன்று மனிதர்களின் அன்றாட வாழ்கையில் தவிர்க முடியாத சக்தியாக ஊடகங்கள் விளங்குகின்றன. இவ்வாறு விளங்கும் ஊடகம் மாணவர்களின் நடத்தைதில் எவ்வாறு எல்லாம் தாக்கத்தை ஏற்படுத்துகின்றன என்பதை இக்கட்டுரை விரிவாக பேசுகிறது.

மாணவர்கள்

மாணவர்கள் எப்பதற்கு அறிந்து கொள்பவர்கள் என்று பொருள். இந்தியாவை பொருத்தவரையில் தொடக்க கல்வி முதல் கல்லூரிகளில் உயர்கல்வி படிக்கும் அனைவரையும் மாணவர்கள் என்ற ஒற்றைப் பெயர் கொண்டுதான் அழைக்கின்றோம். எனவே இக்கட்டுரையில் பயன்படுத்தப்படும் மாணவர் என்ற சொல் பாலின வேறுபாடு இன்றி மாணவர்கள் என்று அழைக்கும் அனைவரையும் குறிக்கும்.

நடத்தை - வரையறை

உற்று நோக்கி அளவிடக் கூடிய மனிதனின் புறச் செயல்களை ஆராய்வதேயே நடத்தை என்று ஜே.பி வாட்சன் வரையறை செய்கின்றார்..

புவியத்தன்மையுடன் உற்றுநோக்கி ஆராயக் கூடிய மனித மற்றும் விலங்கு நடத்தைகளே உளவியலின் கருப்பொருளாக அமைய வேண்டும் என்றும், ஒவ்வொரு தூண்டலுக்கும் ஒரு துலங்கல் உண்டு என்றும் தூண்டல் - துலங்கல் இணைப்பை ஏற்படுத்துவது நடத்தை என்று அறியலாம்.

நடத்தையியல் கொள்கையை ஆதரிப்பவர்களாக ஜே.பி. வாட்சன், டோல்மன், ஹல், ஸ்கின்னர், தாண்டைக், பாவ்லாப் போன்றவர்கள் விளங்குகின்றனர். இதன் வழி நடத்தையை அறிந்து கொள்ள உற்று நோக்கல் வழி சிறந்தது என்றும் ஒருவரின் நடத்தையில் மாற்றத்தை ஏற்படுத்துவது மரபை விட வாழும் சூழ்நிலையே அதிக காரணமாக அமைகின்றன என்பதை மேற்கூறிய அறிஞர்களின் கூற்றுகள் உறுதி செய்கின்றன.

மாணவர்களின் நடத்தையில் ஊடகங்களின் தாக்கங்கள்

மாணவர்கள் தங்கள் வாழும் வாழ்க்கைச் சூழலில் உள்ள ஊடகங்களான தொலைக்காட்சிகள், திரையரங்குகள், மின்னணு விளையாட்டுச் சாதனங்கள், இணையதள மையங்கள், செல்போன்கள் போன்றவைகள் மாணவர்களின் நடத்தையில் தாக்கத்தை ஏற்படுத்துவதில் முக்கிய பங்கு வகிக்கின்றன. இந்த நடத்தையில் ஏற்படும் தாக்கத்தை, நன்மை ஏற்படுத்தும் தாக்கங்கள், தீமை ஏற்படுத்தும் தாக்கங்கள் என இரு வகைப்படுத்தலாம்.

நன்மை ஏற்படுத்தும் தாக்கங்கள்

அடிப்படைத் திறனை மேம்படுத்துதல்

பள்ளிகளில் கற்பிக்கப்படும் வாழ்க்கை சூழலுக்கு தேவையான கவனித்தல், பேசுதல், படித்தல் எழுதுதல், கணக்கு செய்வது, அடிப்படை அறிவியல் விதிகளை அறிதல், சமூகத்துடன் இணைந்து வாழ தேவையான அனைத்தையும் ஊடகம் மிகவும் எளிமை படுத்தி மணவர்களுக்கு கிடைக்கின்றன செய்கின்றன.

புதியவற்றை கற்றுக் கொள்ளுதல்

மாணவர்கள் பள்ளியில் நடத்தப்படும் பாடப்பகுதிக்குத் தொடர்புடைய செய்திகளை இணையதளங்கள், தொலைக்காட்சி நிகழ்ச்சிகள் திரைப்படக் காட்சிகள் வழி கற்றுக்கொள்ள முடிகின்றது.

மாற்றங்களை உடனடியாக அறிதல்

புதிய கண்டுபிடிப்புக்கள், அறிவியல் துறையில் பாடம் தொடர்பான தகுதி உடைய மாற்றங்கள், விளையாட்டு முடிவுகள், அரசின் புதிய திட்டங்கள்; செயல்பாடுகள் முதலியவற்றை அறிந்து கொள்ள வழி வகை செய்கின்றது.

சிந்திக்கும் திறனை தூண்டுகின்றது

தொலைக்காட்சி நிகழ்ச்சிகள், மின்னணு விளையாட்டு சாதனங்களைப் பயன்படுத்தி விளையாடும் மாணவர்களின் சிந்தனை திறன்கள் மற்றும் மொழி அறிவைக் கூட்டுவதற்கு வாய்ப்பாக அமைகின்றது. எடுத்துக்காட்டாக வார்த்தை விளையாட்டு, பிற மொழி கலக்காமல் போசுதல் போன்றவற்றைக் கூறலாம்.

படைப்பாற்றலை வெளியே கொண்டு வருதல்

நாளிதழ், வாரயிதழ் போன்றவைகள் மாணவர்களிடம் இருக்கும் தனித்திறமையை வெளிக் கொண்டுவரும் வகையில் இலவச இணைப்புகளை வெளியீடுகின்றன. சில தொலைக்காட்சி நிறுவனங்கள் மாணவர்களின் ஆடும், பாடும் திறமைகளை வெளிப்படுத்த களங்களை ஏற்படுத்தித் தருகின்றன. அவற்றின் வழி மாணவர்கள் படைப்பாற்றல் வெளிப்பட வாய்ப்புக் கிடைக்கின்றது. எடுத்துக்காட்டாக தினத்தந்தியின் மாணவர் மலர், தின மலரின் பட்டாளம், சுட்டி விகடன், போன்ற இதழ்களையும், விஜய் டி.வி யின் சூப்பர் சிங்கர் சூனியர், சன் டி.வியின் சன் சிங்கர், கலைஞர் தொலைக்காட்சியின் வானம்பாடி, ஓடி விளையாடு பாப்பா போன்ற நிகழ்ச்சிகளைக் கூறலாம்.

தீமைகள் ஏற்படுத்தும் தாக்கங்கள்

நேரம் வீணாகுதல்

நடத்தையில் நல்லமாற்றத்தை ஏற்படுத்தாத ஏற்படுத்தாத தொலைக்காட்சி நிகழ்ச்சிகள், திரைப்படங்கள், விளையாட்டுக்கள், தேவையற்ற இணையதளங்களை பார்பதால் நேரமும் காலமும் வீணாகின்றன.

தவறான எண்ணங்கள் தோன்றுதல்

திரைப்படங்களில் வரும் கதாநாயன்- கதாநாயகி போன்று மாணவ மாணவிகள் தங்களையும் எண்ணி அவர்களைப் போன்று உடை அணிதல், முடியை வெட்டிக் கொள்ளுதல், முடிக்கு சாயம் தீட்டிக் கொள்ளுதல், முகப்பூச்சுக்களைப் பயன்படுத்துதல் போன்றவைகளையும் படத்தில் அவர்கள் நடிக்கும் காட்சியில் வரும் அத்தனை செயல்களையும் மாணவர்கள் தங்களின் வாழ்க்கையில் பின்பற்றுகின்றனர். இதனால் குடும்பம், பள்ளி, சமூகத்தில் அவப் பெயரினை மாணவர்கள் பெறுகின்றனர்.

தவறான முறையில் பிரச்சனைகளுக்குத் தீர்வுகாணுதல்

குடும்பத்தில், பள்ளியில் ஏதாவது பிரச்சனைகள் வரும் போது அதற்கு சுயமாக சிந்திக்காமல் தான் ஊடகங்களில் பார்த்த செயல்களில் என்ன காட்சி படுத்தப்பட்டதோ அதை தமது வாழ்க்கையிலும் பயன்படுத்தி தீர்வு காண முயன்று சிக்கலில் மாட்டிக் கொள்கின்றார்கள். மேலும் கொடுமான மண்ணு விளையாட்டுகளை விளையாடுவதன் வழி தவறான நடத்தையை கற்றுக் கொள்ளுகின்றனர். சில நேரங்களில் விளைபட்டினால் உயிரையும் இழக்கின்றார்கள். எடுத்துக்காட்டாக நீல திமிங்கல விளையாட்டைக் கூறலாம்.

அடிமை ஆகுதல்

சில மாணவர்கள் குறிப்பிட்ட நடிகர் நடடிக்கும் படம் எதுவாக இருந்தாலும் விடாமல் பார்ப்பது. குறிப்பிட்ட மின்னணு விளையாட்டுக்கு அடிமை ஆகுதல், குறிப்பிட்ட தொலைக்காட்சி நிகழ்ச்சிகளை விடாமல் பார்ப்பது. சமூகவலைதளங்களான முகநூல், கட்செவி அஞ்சல், புலனம் போன்றவற்றில் அதிக ஆர்வம் ஏற்பட்டு அடிமையாக மாறுகின்றனர்.

நோய்ப்பாதிப்புக்கு உள்ளாகுதல்

மின்னணு சாதனங்களில் ஒரே இடத்தில் அமர்ந்து விளையாடுதல் தொலைக்காட்சி நிகழ்ச்சிகளை பார்தல், செல்லிடைப்பேசிகளை அதிக அளவுக்கு உற்றுப்பார்த்தல் போன்றவற்றால் மாணவர்களுக்கு உடல் பருமன், கண்பார்வை குறைபாடு, மன உலைச்சல், மன அழுத்தம், செயலில் தடுமாற்றம் போன்ற நோய்கள் ஏற்படுகின்றன.

உயிரை இழத்தல்

ஆசிரியர் மாணவர்கள் மீது கோப பட்டால் மாணவர்கள் அதற்கான காரணத்தை உணர நினைக்காமல் தங்களின் உயிரை விடத் துணிகின்றனர். இத துணிச்சலை அவர்கள் பயன்படுத்தும் ஊடகங்கள்தான் தருகின்றன.

முடிவுகள்

ஊடகங்கள் மாணவர்களின் நடத்தையில் அதிகமான தாக்கத்தை ஏற்படுத்துகின்றன. அத் தாக்கங்களினால் நன்மைகள் இருந்தாலும் தீமைகளே அதிக அளவுகள் இருக்கின்றன. மாணவர்கள் பயன்படுத்தும் ஊடகங்களை ஆசிரியர்கள், பெற்றோர்கள் கண்காணிக்கவேண்டும். மாணவர்கள் தவறு செய்யும் போது அவர்களுக்கு புரிகின்ற வகையில் எடுத்துக்கூறி அத்த தவறில் இருந்து விடுபட ஆசிரியர் உதவ வேண்டும். மாணவர்கள் ஊடகங்களை தனிமையில் பயன்படுத்த எக்காரணம் கொண்டும் அனுமதிக்க கூடாது. பாரம்பரிய விளையாட்டுகளை வியாட மாணவர்களை ஊக்குவிக்க வேண்டும். மாணவர்கள் வாழும் சூழ்நிலையை நல்ல முறையில் கட்டமைத்தால் தான் நன்நடத்தையாக அவை பிரதிபலிக்கும்.

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A Study on Self-Assessment Among Student Teachers in Madurai

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Abstract

This study examined the level of self-assessment among the student teachers in the Madurai region. Questionnaire was administered to 150 B.Ed students (male-75 and female - 75). The percentage level of self-assessment was calculated between different streams and gender. The difference in Arts and Science student teachers and male and female students were analysed. There were significant differences in the gender and stream of the student teachers. Reasonable suggestions were provided.

Introduction

Self- assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self- evaluation, along with self-verification and self-enhancement. Self assesment is must inorder to enhance one's personality. With the help of self-assessment we can develop our attitude and personality positively.

Operational Definitions

- Self-verification: It is knowing about our own beliefs and views.
- Self-enhancement: It is type of motivation that helps people to feel good about themselves.

Objectives

- To Identify the level of self assessment in student teachers in madurai
- To identify the difference between male and female student teachers self assessment level in madurai
- To find the difference in arts and science student teachers self-assessment level

Hypotheses

- There is a difference in female and male student teachers self-assessment level
- There is no difference in female and male student teachers self-assessment level
- There is a difference in arts and science student teachers self-assessment level
- There is no difference in arts and science student teachers self-assessment level

Methodology

The researchers collected data from various B.Ed colleges in madurai

Data Analysis

Table 1 Difference Between Arts and Science B.Ed students Level of Self-Assessment

S.No	Stream	Low Level Self Assessment	High Level Self Assessment
1.	Arts students	27.7%	50%
2	Science students	53%	71.6%

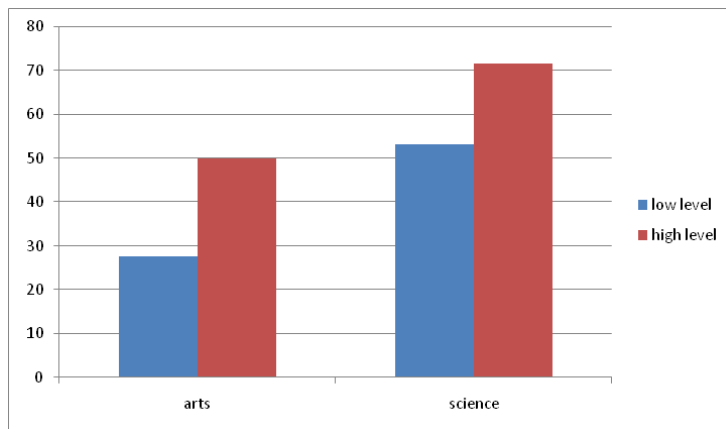
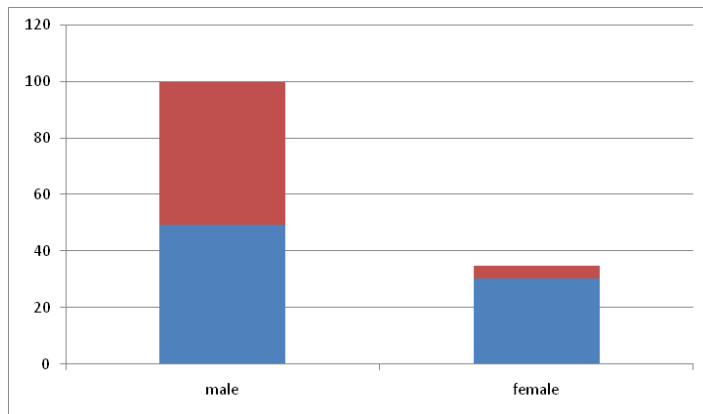


Table :2 Difference Between Male and Female B.Ed Students Level of Self-Assessment

S.No	Gender	Low Level Self Assessment	High Level Self Assessment
1	Male	49.3%	50.6%
2	Female	30.6%	69.3%



Findings

There is a significant difference in female and male student teachers self-assessment level. Female students have very low level of self-assessment(30.6%)There is a difference in arts and science student teachers self-assessment level. Science students have high level of self-assessment(71.6%). Two out of four hypotheses were proved.

Suggestions

- Female students should develop more confidence and problem solving abilities
- Creating awareness about the self-assessment is must
- Positive approach of situations must

Conclusion

The study highlighted the need for self-assessment and have displayed vast difference in self-assessment in the student teachers based on gender and stream. Self assessment should be priority by the student teachers according to the results analysed.

Parent's Role in Helping a Learning Disabled Child

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Abstract

All children need love, encouragement and support, and for kids with learning disabilities, such positive reinforcement can help ensure that they emerge with a strong sense of self-worth confidence and the determination to keep going even when things are tough. This article is focused on the role of parents to help a learning disabled child. Your job as a parent is not to “cure” the learning disability, but to give your child the social and emotional tools he or she needs to work through challenges. In the long run facing and overcoming a challenge such as a learning disability can help your child grow stronger and more resilient. Five Tips for parents to guide and help their children with learning disabilities are take charge of your child's education, Identify how your child learns best, Think life success rather than school success, Emphasize healthy lifestyle habits, Take care of yourself too.

This article also answers: Has your child recently been diagnosed with a learning disability? Did you immediately being to worry about how he or she will cope with school? Its' only natural to want the best for your child but academic success, while important, isn't the end goal. What you really want for your child is a happy and fulfilling life. With encouragement and the right support, your child can build a strong sense of self-confidence and a solid foundation for lifelong success.

Full-Paper

All children need love, encouragement and support, and for kids with learning disabilities, such positive reinforcement can help ensure that they emerge with a strong sense of self-worth confidence and the determination to keep going even when things are tough. This article is focused on the role of parents to help a learning disabled child. Your job as a parent is not to “cure” the learning disability, but to give your child the social and emotional tools he or she needs to work through challenges.

General Tips for Dealing with Your Child's Learning Disability

1. Perspective Thinking.

A learning disability isn't incapable of being overcome. Everyone faces obstacles and it's up to the parent to teach their child how to deal with those obstacles without becoming discouraged or overwhelmed. Let the tests, school bureaucracy, and endless paperwork not distract from what's really important—give the child plenty of emotional and moral support.

2. Become an Expert.

Expertise is doing research by ourselves and keeping abreast of new developments in learning disability programs, therapies, and educational techniques. Temptations and Unwillingness may be there to look to others—teachers, therapists, doctors—for solutions, especially at first. But then foremost expert on the child is the parent alone, who ought to take charge when it comes to finding the right tools for the child to learn.

3. Become an Advocate.

Advocating by speaking up time and time again to get special help for the child is essential to the parent. Embracing the role as a proactive parent and working on such communication skills, though frustrating at times, with calmness and reasonableness, and firm grip, will make a huge difference on the child.

4. Most Influential.

Child will follow the Parent. On approaching learning challenges with optimism, hard work, and a sense of humor, the child is likely to embrace that perspective—or at least see the challenges as a speed bump, rather than a roadblock. Focusing the energy on learning of what works best for the child and implementing that is the wisest choice.

The Child is not defined by this invisible handicap of learning disabilities. Learning disability represents one area of weakness, but there are many more areas of strengths. Focusing on the child's gifts and talents, his/her life—and schedule—shouldn't revolve around the learning disability. Nurture the activities where he or she excels, and make plenty of time for the child.

In the long run facing and overcoming a challenge such as a learning disability can help your child grow stronger and more resilient. Five Tips for parents to guide and help their children with learning disabilities are take charge of your child's education, Identify how your child learns best, Think life success rather than school success, Emphasize healthy lifestyle habits, Take care of yourself too.

Specific Tips for Dealing with Your Child's Learning Disability

Tip 1: Take Charge of Your Child's Education

In this age of endless budget cuts and inadequately funded schools, your role in your child's education is more important than ever. Don't sit back and let someone else be responsible for providing your child with the tools they need to learn. You can and should take an active role in your child's education. If there is demonstrated educational need, the school is required by law to develop an Individualized Education Plan (IEP) that delivers Some educational benefit, but not necessarily one that maximizes student achievement. Parents who want the best for their kids may find this standard frustrating. Understanding special education laws and your school's guidelines for services will help you get the best support for your child at school.

Your child may be eligible for many kinds of accommodations and support services, but the school might not provide services unless you ask for them.

On Communicating with Your Child's School

Being a vocal advocate for your child can be challenging. You'll need superior communication and negotiation skills, and the confidence to defend your child's right to a proper education.

Clarify Your Goals

Before meetings, write down what you want to accomplish. Decide what is most important, and what you are willing to negotiate.

Be a Good Listener

Allow school officials to explain their opinions. If you don't understand what someone is saying, ask for clarification. "What I hear you saying is..." can help ensure that both parties understand.

Offer New Solutions

You have the advantage of not being a "part of the system," and may have new ideas. Do your research and find examples of what other schools have done.

Keep the Focus

The school system is dealing with a large number of children; you are only concerned with your child. Help the meeting stay focused on your child. Mention your child's name frequently, don't drift into generalizations, and resist the urge to fight larger battles.

Stay Calm, Collected and Positive

Go into the meeting assuming that everyone wants to help. If you say something you regret, simply apologize and try to get back on track.

Don't give up Easily

If you're not satisfied with the school's response. Try again. Recognize the limitations of the school system. Parents sometimes make the mistake of investing all of their time and energy into the school as the primary solution for their child's learning disability. It is better to recognize that the school situation for your child will probably never be perfect. Too many regulations and limited funding mean that the services and accommodations

your child receives may not be exactly what you envision for them, and this will probably cause you frustration, anger and stress. Try to recognize that the school will be only one part of the solution for your child and leave some of the stress behind. Your attitude (of support, encouragement and optimism) will have the most lasting impact on your child.

Tip 2: Identify how Your Child Learns Best

Everyone—learning disability or not—has their own unique learning style. Some people learn best by seeing or reading, others by listening, and still others by doing. You can help a child with a learning disability by identifying his or her primary learning style.

Is your child a visual learner, an auditory learner, or a kinesthetic learner? Once you've figured out how he or she learns best, you can take steps to make sure that type of learning is reinforced in the classroom and during home study. The following lists will help you determine what type of learner your child is.

If your Child is a Visual Learner, he or she:

- Learns best by seeing or reading
- Does well when material is presented and tested visually, not verbally
- Benefits from written notes, directions, diagrams, charts, maps and pictures
- May love to draw, read, and write; is probably a good speller

If your child is an auditory learner, he or she:

- Learns best by listening
- Does well in lecture-based learning environments and on oral reports and tests
- Benefits from classroom discussions, spoken directions, study groups
- May love music, languages, and being on stage.

If your child is a kinesthetic learner, he or she:

- Learns best by doing and moving
- Does well when he or she can move, touch, explore, and create in order to learn
- Benefits from hands-on activities, lab classes, props, skits, and field trips
- May love sports, drama, dance, martial arts, and arts & crafts.

Tip 3: Think Life Success, Rather than School Success

Success means different things to different people, but your hopes and dreams for your child probably extend beyond good report cards. Maybe you hope that your child's future includes a fulfilling job and satisfying relationships, for example, or a happy family and a sense of contentment.

The point is that success in Life—rather than just school success—depends, not on academics, but on things like a healthy sense of self, the willingness to ask for and accept help, the determination to keep trying in spite of challenges, the ability to form healthy relationships with others, and other qualities that aren't as easy to quantify as grades and SAT scores.

A 20-year study that followed children with learning disabilities into adulthood identified the following six "life success" attributes. By focusing on these broad skills, you can help give your child a huge leg up in life.

1. Self-awareness and self-confidence
2. Being proactive
3. Perseverance
4. The ability to set goals
6. The ability to handle stress

Recognizing Stress in Your Child

It's important to be aware of the different ways in which stress can manifest. Your child may behave very differently than you do when he or she is under stress. Some signs of stress are more obvious: agitation, trouble sleeping, and worries that won't shut off. But some people—children included—shut down, space out, and withdraw when stressed. It's easy to overlook these signs, so be on the lookout for any behavior that's out of the ordinary.

Tip 4: Emphasize Healthy Lifestyle Habits

It may seem like common sense that learning involves the body as well as the brain, but your child's eating, sleep, and exercise habits may be even more important than you think.

If children with learning disabilities are eating right and getting enough sleep and exercise, they will be better able to focus, concentrate, and work hard.

Exercise

- Exercise isn't just good for the body, it's good for the mind (</articles/healthy-living/the-mental-health-benefits-of-exercise.htm>). Regular physical activity makes a huge difference in mood, energy, and mental clarity. Encourage your learning disabled child to get outside, move, and play. Rather than tiring out your child and taking away from schoolwork, regular exercise will actually help him or her stay alert and attentive throughout the day. Exercise is also an antidote to frustration and stress.

Diet

- A healthy, nutrient rich diet (</articles/healthy-eating/nutrition-for-children-and-teens.htm>) will aid your child's growth and development. A diet full of whole grains, fruits, vegetables, and lean protein will help boost mental focus. Be sure your child starts the day with a good breakfast and doesn't go more than 4 hours between meals or snacks. This will help keep his or her energy levels stable.

Sleep

- Learning disability or not, your child is going to have trouble learning if he or she is not well rested. Kids need more sleep (</articles/sleep/how-to-sleep-better.htm>) than adults do. On average, preschoolers need from 11-13 hours per night, middle school children need about 10-11 hours, and teens and preteens need from 8½-10 hours. You can help make sure your child is getting the sleep he or she needs by enforcing a set bedtime. The type of light emitted by electronic screens (computers, televisions, iPods and iPads, portable video players, etc.) is activating to the brain. So you can also help by powering off all electronics at least an hour or two before lights out.

Encouraging Healthy Emotional Habits

In addition to healthy physical habits, you can also encourage children to have healthy emotional habits. Like you, they may be frustrated by the challenges presented by their learning disability. Try to give them outlets for expressing their anger, frustration, or feelings of discouragement. Listen when they want to talk and create an environment open to expression. Doing so will help them connect with their feelings and, eventually, learn how to calm themselves and regulate their emotions.

Tip 5: Take Care of Yourself, too

Sometimes the hardest part of parenting is remembering to take care of you. It's easy to get caught up in what your child needs, while forgetting your own needs. But if you don't look after yourself, you run the risk of burning out. It's important to tend to your physical and emotional needs so that you're in a healthy space for your child. You won't be able to help your child if you're stressed out, exhausted, and emotionally depleted. When you're calm and focused, on the other hand, you're better able to connect with your child and help him or her be calm and focused too. Your spouse, friends, and family members can be helpful teammates if you can find a way to include them and learn to ask for help when you need it.

Care for Yourself

- Learn how to manage stress (</articles/stress/stress-management.htm>) in your
- own life. Make daily time for yourself to relax and decompress.
- Keep the lines of communication open with your spouse, family, and friends.
- Ask for help when you need it.
- Take care of yourself by eating well, exercising, and getting enough rest.
- Join a learning disorder support group. The encouragement and advice you'll
- get from other parents can be invaluable.
- Enlist teachers, therapists, and tutors whenever possible to share some of
- responsibility for day-to-day academic responsibilities.

Child's Learning Disability Need Not be a Secret

Some parents keep their child's learning disability a secret, which can, even with the best intentions, look like shame or guilt. Without knowing, extended family and friends may not understand the disability or think that your child's behavior is stemming from laziness or hyperactivity. Once they are aware of what's going on, they can support your child's progress.

Within the family, siblings may feel that their brother or sister with a learning disability is getting more attention, less discipline and preferential treatment. Even if your other children understand that the learning disability creates special challenges, they can easily feel jealous or neglected. Parents can help curb these feelings by reassuring all of their children that they are loved, providing homework help, and by including family members in any special routines for the child with a learning disability.

A Study on Attitude Towards Humour Sense in Teaching Among B. Ed Student's In madurai

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Abstract

“A strict teacher can be successful but a humorous sense teacher can be more successful”. The teacher should be a entertainment based on the classroom. The purpose of this research is to measure the attitudes of teacher training students male and females teachers use of humour during lessons. It should be a teacher highly interact between the students his more effective in classrooms. The population of this research is to measure the attitudes of B.Ed teachers male and female, towards teacher's use of humour during lessons in the B.Ed courses. The research sample includes (100) males and females students in both sections. The researchers use a questionnaire as a tool of the research. Thus, questionnaire of (20) items has been designed to be distributed to 100 B.Ed training students, male (16) and female (84). The statistical means used by the researchers are the percentile ration for the approval of the B.Ed students

Key words; Humour, B.Ed training students , Benefits of Humour.

Introduction

Recently the use of humour in construction has received widespread attention. Many experts and researchers espoused the psychological and pedagogical advantages of humour. Most studies show that humour and fun are intrinsically motivating the maintain interest during the lessons.. Further, humour enables students to express themselves with encouragement and praise should be one of the may useful teaching aides used by teachers to make their classrooms more inviting and contributing to learning .As a teaching tool, humour can make teaching experience gratifying not only for students but also for teachers. It creates a positive, fun and interesting environment.

Humour is a team that is derived from Latin. It is originally used during the Renaissance as physiological term to refer to the four primary fluids or humours of the human body. Humour is defined as an intentional action and skill that is deliberately to cause amusement Humour can be a powerful tool when used in the classroom Thus teachers can use different activities blended with humour such as commands and games whereby communication skills of the students are developed. Subsequently, humour motivates students to be more eager to participate in all class activities in the communicative languages classroom.

Statement of the problem:

Needs and Significance of the Study

This study is significant because it will engage in genuinely original research into an area of using humour in teaching B.Ed. and this study is also useful for prospective teachers. It will alert both students and teachers on the use of humour to create a comfortable environment with the aroma of interest and better comprehension. In a word, this body of literature will yield illuminating insights into the benefits of using humour in classroom. It promotes teachers to adopt new method of teaching that gets students attention as well as make learning more enjoyable.

Scope of the Study

This research is concerned with measuring the attitudes of B.E student's teacher's use of humour during lessons in the B.Ed Degree academic year (2017-2019).

Objectives of the Study

- To know the attitude level towards humour sense among B.Ed students.
- To know the attitude level towards humour sense with respect to gender.
- To know the attitude level towards humour sense with respect to various streams
- To know the attitude level towards humour sense with respect to locality

Hypothesis

- There is a average level of attitude towards humour sense accepted.
- There is an average level of attitude with respect to the gender.

- There is an average level of attitude with respect to various stream
- There is an average level of attitude towards humour sense with respect to the locality

Methodology of the Study

This section on the procedures adopted by the researchers to fulfil the aims of the study, i.e, measuring the attitudes Bed students towards the use of humour by teachers during lessons, showing the difference, according to the variable of gender, between male and female students attitudes towards the use of humour by teachers according to the variable of academic achievement .It also comprises the result of the research the sample of the research, the steps of constructing of the instrument of the research, finding the validity of the instrument besides the statistical means used in the research.

Sample of the Study

The sample of research consists of (100) students (51) of them are males and (49) are females. They are randomly selected from B. Ed student's teachers.

Tools Used for the Study

The researchers can used the questionnaire for the research.

Statistical Technology

The researchers use following statistically

- The percentage is analysed for the level of attitude. .
- The weighted mean to show the level of attitude among the B.Ed students

Data Analysis

Hypothesis-1

Level of Humour Sense

Table 1: Level of Humour Sense

Levels	Count	Percentage
Low	16	16
Moderate	60	60
High	24	24
Total	100	100

Maximum number of B.Ed students are having moderate level ,so there is an average level of attitude towards humour sense among B.Ed students. Hence the hypothesis is accepted.

Hypothesis-2

The Table Shows the Average of the Counts in Research

Variables	Sub variables	Average	Count
Gender	Male	51.93	16
	Female	53.69	84
Stream	Arts	52.81	37
	Science	53.76	63
Locality	Rural	53.00	39
	Urban	53.67	61
Qualification	UG	53.12	79
	PG	54.47	21

There is a average level of attitude towards humour sense with respect to B.Ed students

- With respect to gender
- With respect to stream
- With respect to locality
- With respect to qualification

The weighted mean to show the attitude level of B.Ed students .The percentage is analyses for the level of attitude.

Findings of the Study

The level of humour sense in teaching among the student teachers is moderate.

Suggestions for Further Research

- In future in all schools ,the teachers may use humour sense in the class with a particular manner.
- Through this study the students can make their studies effectively and creatively.
- In future school text books should be used with cartoons and other interesting pictures.
- Teachers should be developed the humour sense by the help of training programmes.

Conclusion

The findings of the research show that the attitude of students towards the variable of humour is moderate level which indicates B.Ed students prefer the use of humour on the part of the teachers during lessons. For enriching our classroom, humour sense has a vital role and it makes the teachers in classroom. The B.Ed student teachers have to use of humour sense in the classroom becomes more effective.

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Quality in Education

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Introduction

Indian Colleges and universities are facing major changes as they navigate the 21st century and make decisions that will not only impact higher education but will also contribute to our country's future competitiveness in the global marketplace. This article examines various influences on institutions of higher learning as they move toward a customer-oriented focus. It also stresses the importance of balancing the needs of various customer groups while continuing to serve as purveyors of educated human resources in a global economy. This article identifies and evaluates outcomes from efforts to modify quality standards in higher education. While change is unavoidable and higher learning faces difficult choices, we can choose to make proactive decisions and become agents of change. The financial obligations of running an institution today are a major concern. While not a new concept, there is a trend for public institutions to redefine their identity as service organizations and businesses. Due to increased financial demands, there has also been a dramatic rise in the cost of attending post-secondary schools.

Today, institutions rely on increasingly large numbers of students to help balance expenditures. As institutions face growing financial constraints due to recent economic events, there is even greater concern that institutions will defer to the value of the monetary benefits of increased enrolments, especially in the face of fewer state resources. Given the importance of enrolment monies, it is not surprising that universities have become very savvy in marketing their institutions to the student customer. If the focus is directed at attracting larger numbers of potential students even when it is necessary to modify admission standards, there is an associated risk of also negotiating academic standards to create easier courses and modify academic requirements. Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation. Instead, it resulted in erecting formidable entry barriers that generate undesirable rents. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders.

Quality Teaching

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching.

Quality Teaching lacks of clear definitions and to some extent can't be disconnected from debates on Quality or Quality culture in higher education that remain controversial terms. Some scholars regard quality primarily as an outcome, others as a property. Some consider teaching as the never ending process of reduction of defects and so Quality Teaching can never be totally grasped and appraised. In fact, conceptions of quality teaching happen to be stakeholder relative: students, teachers or evaluation agencies do not share the definition of what "good" teaching or "good" teachers is. The literature stresses that "good teachers" have empathy for students, they are generally experienced teachers and most of all they are organized and expressive. "Excellent teachers" are those who have passions: passions for learning, for their field, for teaching and for their students. But research also demonstrates that "good teaching" depends on what is being taught and on other situational factors. The system has rapidly expanded and the governments were not prepared to handle the situation. The teacher training and recruitments did not keep

pace with the rapidly expanding enrolments, the complex classroom situations, the diverse learner needs etc. Mass education brought children to class rooms from diverse socio economic backgrounds. Most of the rural and government schools had children coming from extremely poor economic conditions, first generation learners and from differing social orders. Added to these complex classroom situations, most of the remote and rural schools face teacher shortage resulting in multigrade teaching. The one or at the most two teachers working in such schools are unprepared to handle the existing complex class rooms and further demotivated when they have to go in for multi grade teaching. Each teacher, in such a situation, on average, manage four to five classes.

In such a situation it is important that our teacher education programmes be restructured. Including atleast the two important components discussed above i.e. managing diversity and managing multi-grade situations. These problems are rarely covered in the training programmes either pre-service or in-service. The present day teachers lack the skills to manage the increasing diversity and the resultant complex classroom situations. Most of the in-service programmes focus on generic skills and do not provide any value addition to the would - be teacher. Further if we have to match the requirements of the schools and the teachers who work in them, the training programmes should be designed in consultation and participation of the teachers and not just by the teacher educators and administrators. One of the factors that is related to the interrelationships between students and teachers is positive expectations of pupil achievement among teachers and parents. In particular, low expectations of certain kinds of student have been identified as an important factor in the underachievement of students in disadvantaged urban schools. Learning environment includes the conditions both physical and socio-emotional available for children that enhances learning. It includes not only availability of facilities but also the extent to which they are utilized. There is no denying of the fact that physical facilities, namely, building, instructional rooms, teaching learning materials, etc are essential to create a learning environment for effective schooling.

Research points out that quality teaching is necessarily student-centred; its aim is most and for all student learning. Thus, attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the students' personal needs: students should know why they are working, should be able to relate to other students and to receive help if needed. Adequate support to staff and students (financial support, social and academic support, support to minority students, counselling services, etc) also improves learning outcomes. Learning communities - groups of students and/or teachers who learn collaboratively and build knowledge through intellectual interaction - are judged to enhance student learning by increasing students' and teachers' satisfaction.

Assurance of Quality Teaching

There are in fact, no widely accepted methods for measuring teaching quality, and assuring the impact of higher education on students is so far an unexplored area as well" moreover argues that the culture of measurement that has trivialized teaching excellence in recent years and the language of business that has turned it into a product need to be replaced by appropriate forms of judgment and expression.

Class evaluation: - A tool for change and identification of best practices?

One of the most used tools today to evaluate teaching quality and identify Quality Teaching is undoubtedly peer in-class evaluations. The literature on Quality Teaching recognizes several advantages to peer evaluations.

Evaluation of Teachers' Portfolio

Another possible method to assess teaching quality and identify best practices is the use of teachers' portfolio. The teacher's portfolio evaluation is a valuable technique because it is based on multiple sources of evidence and multiple levels of scrutiny. However, as it was noticed by Webb stock, who was working on the assessment of teaching quality at the University of Natal, the problem is that it is difficult to agree on which items should be included in the portfolio and

on how much each of these items should be waited. The question remains whether quantitative weights should be attributed to each item of the portfolio to increase the transparency of the process or whether this would transform the portfolio evaluation process into a mechanical task, thus hampering teaching creativity.

New Indicators for Better Assessment of Quality Teaching

There are various Indicators of quality teaching collecting qualitative and decentralized feedback: Student awards, joint research, and workshop.

Teaching concretely can be enhanced

Quality teaching initiatives are very diverse both in nature and in function. Some of these initiatives are undertaken at teachers' level, others at departmental, institutional or country level. Some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning. Some are top-down process, other induce grass-root changes. The most currently used quality initiatives seem to aim to enhance teamwork between teachers, goal-setting and course plans. However scholars have developed holistic theoretical models of how quality teaching initiatives should unfold. Gathering information and reading the literature - looking outside the classroom - are important tools to improve quality teaching, but they are still under-employed.

Another important point to keep in mind is that in order for student learning to be enhanced, the focus of quality teaching initiatives should not always be on the teacher. Rather it should encompass the whole institution and the learning environment. One of the major drivers for enhancement of quality teaching concerns teachers' leadership - most quality teaching initiatives are actually launched by teachers. However the role of the department, of the educational support divisions and that of the central university - which can make quality culture part of its mission statement - are central.

Make sure quality teaching is effective

It is essential to measure the impact of the quality teaching initiatives in order to be able to improve these initiatives. However assessing the quality of one's teaching remains challenging. This difficulty may in part explain why the two most famous international rankings rely heavily on research as a yardstick of the universities' value and leave aside the quality of teaching. This may however change in the future, as the concerns about quality teaching and student learning are increasing. The choice of indicators to measure quality teaching is crucial, because it has been shown that assessment drives learning: how the teacher is judged will undoubtedly impact his or her teaching methods. Indicators to assess the quality of teaching (the value of graduates, satisfaction of teachers, retention rates, etc.) of an institution proved of use but carry various meanings and can even lead to misunderstandings. Researchers agree that reliable indicators should be chosen, and not just the most practical ones.

To achieve quality human performance, we posit that three components must be present:

- A clearly defined set of tasks to perform.
- An individual that has the capacity/ability to perform the required task.
- A clear set of standards that define successful performance.

Several recent surveys on learning have revealed appalling facts. - of the 20 crore children in the age group of 6-14 (to be covered under the fundamental right of eight years of free education enjoined in the constitution of India) 17 crore are enrolled . While three crore remain totally out of the system and 8.5 crore out of the enrolled 17 crore drop out. This means more than half of the eligible population remain uncovered. Going further only half of the 2.2crore who reach the secondary level complete the + 2 stage .This being the progression rates, half of the students in class 5 could not read even at the level of class 2 and two thirds could not even solve division problems meant for the second grade. With this the reality apart from the widely discussed concerns of quality and access, the pressure on secondary education is on improving

retention and achievement of students. Research suggests that if high standards are set for pupils and they are let known about them, and accordingly intellectually challenging lessons are provided, then the impact on achievement is considerable.

Conclusion

Quality of a school is a dynamic variable. It depends on innumerable tangible and non-tangible variables, all of which can be considered as factors that influence the dynamic variable, i.e. quality of a school. Though listing all of them is likely to be a Herculean Task, they can broadly be classified into three categories. They are: Input related, Process related and Policy related. Of course, some even mention 'Product' as a fourth category, which according to them influences quality of education by providing feedback needed to improve other factors. If colleges and universities focus on satisfying students as their primary customers, they may negatively affect another customer group— employers—because the two customer groups have significantly different ways of defining and measuring expectations. There are no easy solutions to addressing the negotiation of standards that undermine quality human performance. All customers of higher education deserve the best we can offer, as higher education, business/industry, and the economic success of the United States are intricately connected and are dependent upon one another. As noted in the Delta Project,³ the United States is quickly losing ground in the global race for talent. Institutions of higher education, faculty, students, and businesses can serve as contributing architects in ensuring education establishes quality standards. They are all consumers, and they all have a vested interest in maintaining standards.

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The Study on Emotional Intelligence of B.Ed Teacher Trainees

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Abstract

Building one's emotional intelligence has a lifelong impact. The purpose of the paper is to determine the study of emotional intelligence of B.Ed., teacher trainees. The study objectives of the emotional intelligence among the B.Ed., teacher trainees to assess and to find out respect to the variables. The project involves collecting data about this project through the help of Google forms. The study has conducted on random sample comprised B.Ed., teacher trainees studying in Madurai district. The tool used "Emotional Intelligence Scale" for the collection of data". Finally concluded the emotional intelligence among the B.Ed., teacher trainees is normal.

Introuction

Mayer and Salovey (1997) postulate that emotional intelligence involves the ability to perceive, accurately, appraise and express emotions, the ability to access an or generate emotional knowledge and the ability to regulate (2009), "Emotional Intelligence is your ability to recognize an understand emotions in yourself an others, and your ability to use this awareness to manage your behavior and relationships. Goleman theorized that Intelligence (IQ) accounts for only about 20% of a person's success one's professional and personal life. The balance 80% can attribute to emotional intelligence. Emotional intelligence as a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others an our understanding of ourselves.

Needs an Signiigance of Emotinal Intelligence

Emotional intelligence is needed for a student who learns is much more apt to succeed. The idea of Emotional intelligence has inspired research and curriculum development. Researchers have concluded that people who manage their own feeling well and deal effectively with others are more likely to live content lives. Happy people are more apt to retain information and do so more effectively than dissatisfied people (Mangal, 2003).

Building one's Emotional intelligence has a lifelong impact (Robbins et al., 2007).The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one's life. It can only be possible through one's potential of emotional intelligence and its proper development (Mangal, 2003).

Emotional Intelligence may be the most influencer of success on the job, according to studies done over the last decade. Effective management of emotional intelligence is a strong prognosticator of success in both our life an in the office (Pierre Elizabeth).

Objectives

The major objectives of the study were, B.Ed., teacher trainees:

- To assess the Demonstrative Intelligence of the B.Ed., teacher trainees.
- To find out the Expressive Intelligence of the B.Ed., teacher trainees with respect to the variables such as -(a)Gender, (b)Locality,(c)Qualification.

Hypothesis

- Emotional Intelligence of B.Ed., teacher trainees is Moderate.
- There is a significant difference between Male and Female trainees with respect to their emotional Intelligence.
- There is a significant difference between Rural and Urban trainees with respect to their emotional intelligence.

Methodology

I have used online method through Google form.

Population and Sample

The population for the present study comprises of the students of B.Ed., teacher trainees in Madurai district. The distribution of the sample is given in table.

Table 1. Descriptive Analyses for Emotional Intelligence Score

No.	Mean	SD	High Range	Low Range
164	77.8	7.54	Above 85	Below 70

Table 2. Emotional Intelligence of the B.Ed., Teacher Trainees and Variables

Baground Variables	Factors	No. of. Students	Total
Gender	Male	72	164
	Female	92	
Locality	Rural	106	164
	Urban	58	
Qualification	UG	122	164
	PG	42	

Table 3.6 Emotional Intelligence of the B.Ed., Teacher Trainees and their Variables

Background Variables	Factors	No.of Students	Level	Percentage
Gender	Male	72	High	7.31%
			Moderate	29.87%
			Low	6.70%
	Female	92	High	6.70%
			Moderate	79.35%
			Low	4.87%
Locality	Rural	106	High	16.03%
			Moderate	71.70%
			Low	12.26%
	Urban	58	High	37.93%
			Moderate	40%
			Low	22.41%
Qualification	UG	122	High	16.39%
			Moerate	71.31%
			Low	12.30%
	PG	42	High	14.29%
			Moderate	73.81%
			LOW	11.90%

Tool Discription

Google form, sources from internet, and Emotional Intelligence Scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Analysis and Interpretation of Data

The mean Emotional Intelligence score of 164 students is 77.8. The Emotional Intelligence of the standard deviation is 7.54. The Emotional Intelligence of high range and low range are found to be 85 and above, 70 and below respectively.

Finiding

- The Emotional Intelligence of the B.Ed., teacher trainees is Moderate. The Mean of Emotional Intelligence 77.8 it is higher among the all frequencies. The Emotional Intelligence of high range is 85 and low range is 70.
- The study considered three variables to study the effect of emotional intelligence among the B.Ed., teacher trainees.

- The emotional intelligence among gender, locality and qualification is moderate.

Recommendation

- Don't interrupt or change the subject. If feelings are uncomfortable, we may want to avoid them by interrupting or distracting ourselves.
- Don't judge or edit your feelings too quickly. Try not to dismiss your feelings before you have a chance to think them through.
- Connect your feelings with your thoughts.
- Emotional Intelligence involves not only the ability to look within, but also to be present in the world around you.

Conclusion

The Emotional Intelligence is necessary for every B.Ed., teacher trainees. If we can develop the emotional competencies of the B.Ed., teacher trainees, which in turn helps them to develop the same among their students. Inspirational subjects like Art, Literature, Poetry and Music help in developing an appreciation of the beautiful and sublime emotions in life. They should be sublimed through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, Confidence and Involvement in work as well as a healthy sense of humor are basic to emotional intelligence.

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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 liaison 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 below 10 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 below 40 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

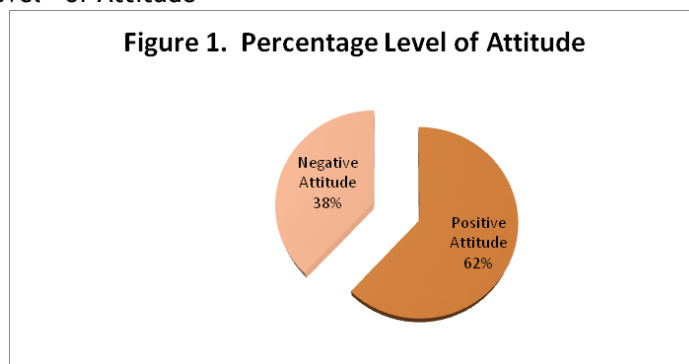
The sample selected for the present study consists of 70 teachers of various schools in Madurai district, in a random manner.

Tools Used

The tool used for this study is Impact of Inclusion Questionnaire (IIQ) constructed and standardized by Richard P. Hastings & Suzanna Oakford, 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

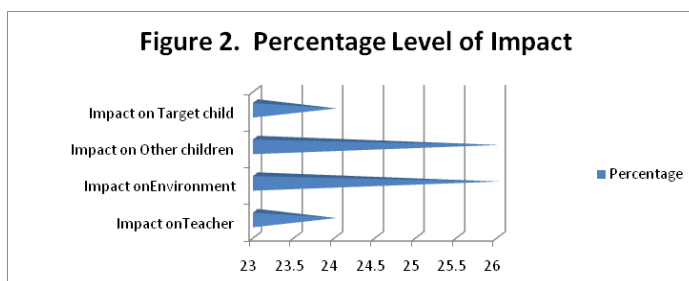


From the figure1. It reveals that 62% of the teachers having Positive attitude and 38% of the teachers having negative attitude towards the Inclusion of children with special needs.

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.

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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A Study of Adjustment on Academic Performance Among High School Student

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Abstract

The present work aims at studying the adjustment ability among high school students with respect to gender, family type, medium of instruction .The sample consists of 100 class IX students with 57 boys and 43 girls which were drawn randomly from different schools of Madurai district, Tamil Nadu. The tool Adjustment inventory scale - Developed by B.A. Parikh and D.G.Das (1969). Academic performance is calculated by the student's quarterly examination marks. The study revealed that level of adjustment and academic performance is high; there is no significant difference between adjustment of high school students with respect to gender, medium of instruction and family type. Academic performance is significant for gender and medium of instruction.

Key word: Adjustment, Academic performance, High school students.

Introduction

Adjustment is a kind of unpleasant conformity, a loss of authenticity or a sacrifice of self for social approval. It is also a neutral term that simply describes what happens when a person faces the necessity for choice.

Adjustment is a process whereby one changes himself or his environment in order to satisfy most of his needs and most of the physical and social demands of reality. Adjustment has many dimensions of which the most important are Educational Adjustment, Emotional Adjustment, and Social Adjustment.

Adjustment to environment conditions and human inter relationship is a gradual process that begins early in childhood and continues throughout life. Adjustment is an active process that occurs as the individual live in his family situations, advances educationally peruses national outlets and engager in social outlets and engages in social relation psychologists have evolved four important criteria to judge the quality of Adjustment. They are i) Physical Health ii) Psychological Comfort iii) Efficiency in work iv) Social Acceptance. A well adjusting person will have sound physical health, free from psychological disease, conflict, anxiety, worries, depression and tension, efficient in his occupation or profession and he is able to get along with other or is socially accepted.

Areas of Adjustment

Man has to effect adjustment between his needs and his immediate environment. This Adjustment takes place almost in every areas of behavior, Thus Adjustment has many Dimensions of which the most important are Emotional Adjustment, parental Adjustment, Social Adjustment, and Educational Adjustment.

Review of the Literature

Peerzada (2013) designed a study to compare the adjustment of science and social science higher secondary school teachers in different area like home adjustment, school adjustment, emotional adjustment etc., and showed that the social science teachers have more adjustment problems than science teachers.

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences when compared on the basis of gender, type of family structure and medium of instruction in school.

Maureen et.al. (2011) made a study on school adjustment in relation to academic in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment

Objective of the Study

- To find out the level of adjustment on academic performance among high school students.
- To analyze adjustment level of boys and girls.

- To find out the difference between adjustment and academic performance among high school students.

Hypothesis of the Study

- There exist high level adjustment of high school student
- There exist high level academic performances of high school students.
- There exist significant mean difference in adjustment and academic performance of high school students with respect to gender.
- There is no significant difference in adjustment of high school students with respect to medium of instruction.
- There is significant difference in academic performance of high school students with respect to gender and medium of instruction.
- There is no significant difference in adjustment and academic performance high school students with respect to family types.

Methodology of the Study

The investigator collected data pertaining to the adjustment and academic performance of high school students, the normative survey method and random sampling technique was adopted. Sample of the study consists of 100 students from Government, Government aided and private schools.

Tools Used

- Personal information sheet developed by the researcher.
- The tool Adjustment inventory scale - Developed by B.A. Parikh and D.G.Das(1969).
- Academic performance is calculated to the level of actual proficiency one has achieved in an academic area as opposed to once potential in the educational examination measured by quarterly examination.

Delimitations of the Study

- The collection of the sample was delimited to 100 high school students only.
- The sample consists of both boys and girls who are pursuing IX standard representing the age between 14 to 15 years.

Significance of the Study

- Adjustment is high according to students attitude.
- Students try to improve their academic adjustments in spite of the difficulties.
- Academic adjustment only can change their future.

Data Analysis

Table 1: Level and Mean Percentage of Adjustment

Variable	Level	Mean percentage
Adjustment	Low	23
	Moderate	12
	High	65

Table 2: Level and Mean Percentage of Academic Performance

Variable	Level	Mean percentage
Academic Performance	Low	21
	Moderate	24
	High	55

Table 3: Mean, S.D and T-Value of Adjustment and Academic Performance of High School Students with Respect to Gender

Variable	gender	N	Mean	Std Deviation	t- value	Level of significant
Adjustment	Boys	57	15.23	3.859	1.464	NS
	Girls	43	16.35	3.696		
Academic Performance	Boys	57	81.68	13.589	3.236	S
	Girls	43	71.47	18.006		

Table 4: Mean, S.D and T-Value of Adjustment and Academic Performance of High School Students with Respect to Medium of Instruction

Variable	Medium of Instruction	N	Mean	Std Deviation	T- Value	Level of Significant
Adjustment	Tamil	39	16.79	3.743	0.599	NS
	English	61	15.02	3.722		
Academic Performance	Tamil	39	69.67	18.031	2.887	S
	English	61	82.16	13.195		

Table 5: Mean, S.D and T-Value of Adjustment and Academic Performance of High School Students with Respect to Type of Family

Variable	Type of Family	N	Mean	Std Deviation	T- Value	Level of Significant
Adjustment	Nuclear family	81	15.49	3.860	1.173	NS
	Joint family	19	16.63	3.547		
Academic Performance	Nuclear family	81	77.09	16.378	0.256	NS
	Joint family	19	78.16	16.731		

Major Findings of the Study

- The level and mean percentage of adjustment is high for school students.
- The level and mean percentage of academic performance is high for school students.
- There is a no significant difference in adjustment with respect to gender.
- There is a significant difference in academic performance with respect to gender.
- There is a no significant difference in adjustment with respect to medium of instruction.
- There is a significant difference in academic performance with respect to medium of instruction.
- There is a no significant difference in adjustment with respect to type of family.
- There is a no significant difference in academic performance with respect to type of family.

Recommendations

- A research study can undertaken to study the adjustment and academic achievement of high school students in order to suggest the suitable measure to improve their education level area because of the education can increase the adjustment level of the students.
- In a classroom atmosphere the teacher can encourage the students it will increase the adjustment in turn it improve the academic achievement level of the students.
- Yoga and meditation can be a part of our day to day activities to be included in the school curriculum which can improve the adjustment of the students.
- A technique of group discussion and other curricular activities be organized in the classroom activities hence it will increase the adjustment of the students.
- The good relationship between the teacher and the student will enhance the adjustment of the student.

Conclusion

Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustment between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing

intellectual ability, a greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and significant members of the society to which person belong will encourage this desire (Kamendu and R.Thakar & kiran N. Modi (2014).

From the above results we can conclude that that level of adjustment and academic performance is high, there is no significant difference between adjustment of high school students with respect to gender, medium of instruction and family type. Academic performance is significant for gender and medium of instruction.

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Influence of Parents in School Education

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Abstract

The purpose of this qualitative research is to investigate the relationship between the educational attitudes that parents have and the impact of these attitudes have on their children's academic achievement. Several researches have simply examined parent involvement; this research study is designed to explore both parents involvement and parents education attitudes. When parents had negative experience within education, it is found that there is a relation with their children's attitude and these attitudes have a connection with expectations parents have for their children's academic success. It is important that teachers, educators and parents should improve student academic achievement. If there is a correlation between parent's attitudes and student academic achievement, programmes can be implemented that intervene and strengthen the positive family- school relationship.

Introduction

Parents' involvement and parent educational attitudes are the components of effective parent - school connections and relationships. Study has shown that parent involvement is essential for children's learning, attitudes about school and future goals. Qualitative study of middle and secondary school to examine the extent of parent involvement at home and at school. The findings of the study indicated that teachers reported a limited amount of parent involvement within the school environment; however, parents reported they were in fact involved in their child's education. These different perspectives must be recognized, examined and understood in order to develop activities to improve parent involvement within school.

The student population of schools today is very diverse. Students of different backgrounds and ethnicities bring with them into the classroom their culture and experience. Thus the parents of these students based on the backgrounds and educational experience, have different ideas, perceptions and attitudes of what their involvement in their child's education should be. The following research study supports the previous statement.

Need of the Study

Parent involvement and education attitudes differ among various ethnic populations. Furthermore, study indicates that some cultures view schools as the primary facilitator of their children's education and view their role in the process as limited for reason such as Teachers being the professional and trained to teach, possible limited acquisition of education, language barriers, etc. Due to these possible perceptions and barriers, educators must form positive relationship with parents to establish effective communication and build trust, which in turn may increase parent involvement, aid parent in understanding the important role they play in their child's education and strengthen the parent - school connection.

Parent's evaluation of their child early with the literacy skills, early home literacy activities, parent involvement in reading activities , parental attitudes towards reading and their reading habits, and number of books owned by parent and child.

Objective of the Study

- To study the importance of parents involvement in student's education.
- To study the importance of parent - teacher communication.
- To study the role of parent in student's character building.

Statement of Hypothesis

The following hypothesis has been framed to attain the above mentioned objectives:

- There is significance difference between parents of male students is higher than the female student parents.
- The level of significance difference in school type is same in all government, government aided and private schools.

- The level of significance difference in different standards like VI, VII, VIII, and IX and X students varies highly.
- There is no significance difference between urban and rural area students.

Methodology

A normative survey method was undertaken.

Samples

The population of the study comprised of VI, VII, VIII, IX, X students from THIAGARAJAR MODEL SCHOOL and SOWRASHTRA SCHOOL in Madurai. A sample of 100 students was selected from different classes from by random sampling technique. Out of this 70 were male and 30 were female.

Research Tools

The following tools have been used for collecting data:

- Influence of parents in school education questionnaire.
- Questionnaire contained 13 positive statements and 2 negative statements.

Analysis and Interpretations

Mean, median and standard deviation of influence of parents in school performance of student for whole sample is given in fig1.

T- test

Group Statistics

Independent samples test

Gender	N	Mean	Std. Deviation	Std. Error Mean
1.00	70	29.6143	2.54406	.30407
2.00	30	28.4000	3.09170	.56446

	Levene's Test for Equality for variances		T - test for equality of means						
	f	Sig	t	Df	Sig(2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
								lower	upper
Total equal variances assumed	0.829	0.365	2.048	98	0.043	1.21429	0.59304	0.03742	2.39115
Equal variances not assumed			1.894	46.623	0.064	1.21429	0.64116	0.07583	2.50440

Conclusion

- The level of involvement of parents of male is higher than female.
- The level of significance difference in school type is same in all government, government aided and private schools.

- The level of significance difference in different standards like VI, VII, VIII, and IX and X students varies highly.
- There is no significance in area they live i.e. rural or urban.

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Self-Actualization Among Higher Secondary Students

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Abstract

Self-actualization has been studied among various higher secondary school student. The study was delimited to district Madurai only. Descriptive survey method was used for the present study. The sample of the study was 150 (60 girls and 90 boys) by stratified sampling technique.

Introduction

Self-actualization is a term that has been used in various psychology theories, often in slightly different ways. The term was originally introduced by the theorist Kurt Goldstein from the motive to realize one's full potential. Expressing one's creativity, quest for spiritual enlightenment, pursuit of knowledge, and the desire to give to society are examples of self actualization. The concept of self-actualization was brought most fully to prominence in Abraham Maslow's hierarchy of needs theory. Abraham Maslow (1943) built a hierarchal pyramid for human needs. At the base are basic needs like food and shelter. At the top is self actualization. Self-Actualization refers to the desire for self-fulfillment, the desire to become more and more what one is i.e. to become everything that one is capable of becoming. It is a person's desire for self-improvement, or actual use of potentials, talents, and capacities. Maslow's pyramid of need hierarchy indicated physiological, security/safety, social/belongingness, esteem and self-actualization as needs placed respectively in order of their degree of highness and chronological origins. Maslow believed that without the fulfillment of a lower need a higher order need next to it could not be fulfilled. Although self-actualization indicates highest motivating individual, its explanation is not so simple, who are then self-actualization? Maslow has given characteristics to be found in self actualization individuals.

Significance of the Study

Moreover in order to have some achievement on one's life one needs to have concept about one's potentialities which can be determined by findings out his/her preferences as well as what she/he does best. This is nothing but phenomena of self-actualization and to have the better self actualization at any stage to achieve high, to solve ones problem in a positive manner help in becoming everything that one is capable of being and step head on the ladder of success. Self-actualization is the highest stage of Maslow's hierarchy of needs and the person who has achieved this highest level is capable of being using fully and exploiting. His talents, capabilities and potentialities. He tries to do whatever he can and has a sort of self-development.

Operational Definition

Self Actualization

The achievement of one's full potential through creativity, independence, spontaneity, and a grasp of the real world.

Higher Secondary Students

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

Objectives

- To measure the level of self-actualization among higher secondary students.
- To find out whether there is significant difference in the self-actualization of higher secondary students with respect to Gender, parents education qualification, stream, locality of students, locality of school, siblings.

Hypothesis

In the light of the above objectives the following hypotheses have been formulated

- The level of self-actualization of the higher secondary students is average.
- There is a significant difference in the self-actualization of higher secondary students based on their gender and parents education qualification ,stream ,locality of students, locality of school, siblings.

Methodology

The present study adopts descriptive method survey as a technique.

Method

The present study adopts descriptive method survey as a technique.

Sample

The total sample consisted of 149 higher secondary students selected randomly from various schools of Madurai district. Out of 149 students, 86 are male and 63 are female.

Tool Used for the Study

The investigator adopted a standardized rating scale on self actualization among higher secondary students. It is a three point scale consisting of 75 items. The reliability coefficient of the tool is 0.74 which is significant. Hence the tool is a highly reliable one.

Result and Discussion

Self actualization among higher secondary student is average.

Table-1.1: Percentage Analysis of Self- Actualization Among Higher Secondary Students

Category	Low		Moderate		High	
	N	P	N	P	N	P
Self actualization	23	15	102	69	24	16

Table-1.2: Mean, Standard Deviation and T-Values of Higher Secondary Students Self- Actualization with Regard to Selected Population Variables

Category		N	Mean	SD	t' value	Level of Significance
Gender	Male	86	166.8372	18.95869	2.808	Significant
	Female	63	174.9365	14.97511		
Locality of Students	Rural	52	165.9423	19.57831	2.198	Significant
	Urban	97	172.5773	16.39413		
Stream	Science	101	168.5149	16.99624	1.751	Not Significant
	Commerce	48	173.9375	19.01669		
No. of Siblings	One	87	169.2989	17.60425	0.782	Not Significant
	More than one	62	171.6129	18.10475		
Kind of Residence	Own	71	168.6620	19.03451	1.048	Not Significant
	Rental	78	171.7179	16.56620		
Family type	Nuclear	119	168.6975	17.57095	2.164	Significant
	Joint	30	176.4667	17.58082		
Locality of School	Rural	62	172.6129	16.95061	1.366	Not Significant
	Urban	87	168.5862	18.27665		
Father's Education	Literate	79	173.4684	18.06955	2.374	Significant
	Illiterate	70	166.6429	16.87296		
Mother's Education	Literate	67	173.1642	17.31928	1.814	Not Significant
	Illiterate	82	167.8902	17.92233		

From the above table it is found that 16% of the sample possesses high level of self actualization, 69% of the sample possesses moderate level of self actualization and 15% of the sample possesses low level of self actualization. Hence the framed hypothesis is accepted.

Findings

- The level of Self-actualization among the higher secondary students is moderate. Hence the framed research hypothesis is accepted.

- There is significant difference in the level of Self-actualization between the male and female students. Hence the framed research hypothesis is accepted.
- There is no significant difference in the level of Self- actualization between the students residence Own and Rental area. Hence the framed research hypothesis is accepted.
- There is no significant difference in the level of Self-actualization between Commerce and Science students. Hence the framed research hypothesis is accepted.
- There is significant difference in the level of Self-actualization of higher secondary students whose Father's Educational qualifications is literate and non-literate. Hence the framed research hypothesis is rejected.
- There is no significant difference in the level of Self-actualization of higher secondary students whose mother's educational qualification is literate and non- literate. Hence the framed research hypothesis is rejected.
- There is no significant difference in the level of Self actualization of higher secondary students based on their siblings. Hence the framed research hypothesis is accepted.

Interpretation

The findings describes that 16% of the sample lies in the high level in their Self- actualization, 69% of sample lies in the moderate level of their Self - actualization and 15% of the sample lies in the low level in their Self -actualization. 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 Self- actualization.

This study reveals that there is significant difference between male and female students in their Self-actualization. The female students have high Self-actualization than the male students. This may be due to the special motivation and encouragement given by parents to and teachers for female students.

This study reveals that there is no significant difference between science and commerce students in their self actualization. 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 significant difference between the students residing in the urban and rural areas in their self actualization.

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 Self- actualization of higher secondary student's in terms of their parents' educational qualification is literate and non-literate Self -actualization students whose parents Educational qualification is above literate. It This study reveals that there is significant difference between the students residing in the urban and rural areas in their Self - actualization.

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 Self- actualization of higher secondary student's in terms of their parents' educational qualification is below non-literate has Self-actualization than the students whose parents Educational qualification is above literate. 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.

Conclusion

The relationship between deficiency needs and growth needs obviously teachers who are very hungry or in physical danger will have little psychological energy to put into learning. teacher who

do not feel that they are loved and that they are capable are unlikely to have a strong motivation to achieve the higher-level growth objective, such as the search for knowledge and understanding for their own sake are the creativity and openness to new ideas that all characteristic of the self-actualization person .

A self-actualization teacher who can put students at ease and make them feel accepted and respected as individual is more likely (in Maslow's view) to help them become eager to learn for the sake of learning and willing to be creative and open to new ideas

Teacher can make self-actualization a hallmark of their classroom communities. By building a community of learners modeling self-actualizing behaviours (such as pursuing creative hobbies and interests) ,and celebrating the difference strengths each child brings, self-actualization becomes the ultimate instructional goal at any age or grade.

The observant teachers know that problem behaviours in students are often a reflection of unmet needs. By systematically examining each level of Maslow's hierarchy, teachers can ensure that they have created the classroom space and climate that acknowledges and allows for physical, mental, emotional needs to be met, while each student is additionally challenged to grow to his or her self-actualized potential.

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Policy Perspectives on Quality Education

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Abstract

Improvement in the quality efficiency, and equity of education to a considerable extent. depends on the nexus of teaching and learning, which is in turn influenced by the quality of teachers. the teachers has been identified as the single most important factor influencing the quality of education by the Indian education. Consequently, the government of India. Like that of many other developing countries, has been trying to meet the challenge of improving the quality of education by raising pre-service education requirements, improving participation by local government and community organization.

Introduction

In all aspects of the school and its surrounding education community the rights of the whole child, and all children to survival, protection, development and participation are it the centre. This strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge useful skills and appropriate attitudes.

Definition of quality education

“ A good quality education is one that provides all learners with capabilities they require to become economically productive develop livelihoods, contribute to peaceful and democratic societies and enhance individual well-being”.

Education in India

India is provided by the public sector as well as the private sector with control and funding coming form three levels.

- Central
- State
- Local

Right of children to free and compulsory Education Act

The right of children of free And compulsory education Act or right to education Act also know as RTE, RTE is an Act of the parliament of Indian enacted on compulsory education Act or right to education Act also know as RTE, RTE is an Act of the parliament of Indian enacted on 4 August 2009, which describes the importance of free and compulsory education for children between 6 and 14 in India under Article 21 a of the Indian constitution

An act to provide for free and compulsory education to all the children of the ages of six to fourteen years citation-act no 35.2009.

Enacted by-parliament of India Date

Assented to -26 august 2009

Date commenced- 1 April 2010

Sarva shiksha abhiyan (SSA)

SSA has been operational launched with an aim of achieving the objective of universal primary education during 2001-2001. the expenditure on the programme was shared by the central government and state government. Sarva shiksha abhiyan means. “Education for Act” SSA in an effort to universalize elementary education by community ownership of the school system.

The main mission

SSA is to provide ”useful and relevant elementary education for all children in the 6 to 14 group by 2010.

Rashtriya madhaya mik shiksha abhiyan (RMSA)

The rashtriya madhyamix shiksha abhiyan (RMSA) is flagship scheme of government of India launched in 2009.enchace access to secondary education and improve its quality. the ministry for human resource development (MHRD) has brought out a “ Frame work SSSSSsof implementation of rashtriya Madhya milk shiksh abhiyan”.

The vision

RMSA is to make secondary education of good quality accessible and affordable to all school age children in the age group 14-18 years. This vision statement points out to wards three” as “ i.e. Availability, accessibility &affordability of secondary education.

National curriculum frame work(NCF-2005)

The process of development of national curriculum frame work(NCF) Was initiated in November ,2009,by setting up various structures like national steering committee chaired by prof yashpal & twenty one national focus groups on themes of curricular areas systemic reforms and national national concerns.

Rashtriya uchatar shiksha abhiyan

The project was launched on 8th June 2013,it was implemented by MHRD as a centrally sponsored scheme with matching contribution from the state government and union territories .It is proposed to set eligibility criteria for states to achieve a high and sustained impact of the object through monitoring and evaluation. The state government and center through “the project appraisal board” will monitor the project annually.

Yaspal committee report

A university is a place where new ideas germinate, strike roots and grow fall and study it is a unique space , which covers the entries universe of knowledge. it is a place where creative minds converge, interact witch each other and construct visions of new realities. established nations of truth are challenged in the pursuit of knowledge.

To be able to do all this, universities have to be autonomous space. They Are diverse in their design And organization reflecting the unique historical and social cultural setting in with they organic links that they have with their surroundings which are net only physical but as well. The government and the society would respect this fundamental principle.

Continuous & Comprehensive evaluation

Continuous improvement

Student learning

Continuous and comprehensive evaluation (CCE) system was introduction by the central board of secondary education(CBSE) in India to assess all aspects of a student ‘s development on a continuous bass through out the year. The assessment covers both scholastic subjects as well as co-scholastic areas such as performance in sports, art , music, dance , drama, and other cultural activities and social qualities. for more information on the CCE grading system.

National curriculum frame work

1. NPE 1986, assigned a special sole to NCERT. in preparing promoting NCF,
2. yash pal committee repoet,learing without burden (1993) observes that learning has became a source of burden and street on children and their parent.
3. committee of NCERT decided at its meeting of July 14,2004 to the national farm work
4. the process of development of NCF was initiated in November,2004 by setting up various structures like national steering committee chaired by prof. yashplal and to entry-one national focus groups on themes of curricular areas, systemic reform and national concern.

Vision & perspective

1. To uphold values enshrined in the constitution of India.
2. To reduce of curriculum load.
3. To ensure quality education for all
4. To initiate certain systemic changes.

Millennium development goals

As part of the preparation of the road map on the implementation of the millennium Declaration, consultation were held among members of the united nation's secretariat and represent active of the IMP,DECD and the world bank in order to harmonize reporting on the development goals in the millennium Declaration and the inter national development goal.

Conclusion

The police on quality education is with out doubt one of the key topic of interest for society because of its impact on all dimension of the life of person and in turn in the life of a community as a whole it there fore concerns every one in society and it is essential that each of us play a role in contributing to such quality.

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Impact of Social Media on School Education

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Introduction

The growth of social media over past few years has changed the ways in which the internet is experienced by most end users.

Social media is built on the idea of how people know and interact with each other.

It gives people the power to share, making the world more open and connected with each other.

Social networking has a vital influence on our live as it helps a lot in every field of life such as political field, economic field and educational field.

Title of the Study

Impact of Social Media on School Education

Need and Significance of the Study

Today world is technological based learning so the students mostly using the social medias one of best learning part is internet. We can using the internet gather more and more information, it improves our ideas and also it saves our time. So I have choose the research for *“impact of social media on social education”*

Objectives of the Study

- To measure the *“impact of social media on social education”* of government-aided school students in Madurai district.
- To find the *“impact of social media on social education”* of high school students with respect to background variables such as *medium of instruction, instruction locality, father’s qualification, mother’s qualification, tuition going, study habit.*

Hypothesis of the Study

1. level of school students *“impact of social media on social education”*
2. There is no significance difference in the *“impact of social media on social education”* based on medium of instruction, instruction locality, father’s qualification, mother’s qualification, tuition going, study habit.

Methodology

Research Method

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.

Tool Description

A self constructed questionnaire is taken as a tool in this Research paper. This tool has been developed by investigator for attitude towards Smart board instruction and it consists of 20 items. Each item has to be answered by choosing anyone of the three alternatives such as agree, undecided, disagree.

The items are to be answered by choosing agree, undecided, and disagree 3 point scale. Agree, undecided, and disagree correspondingly and the scoring the mark allotment is 3, 2, 1 respectively.

Population and Sample

We have taken 100 students from *MAVMM Higher Secondary School* in Madurai as a sample for this Research.

Sampling Procedure

Purposive random sampling has been used as the sampling procedure for this study.

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 T test analysis, mean and standard deviation.

Background variable	Factors	Count	Mean	Standard deviation	T Value	Level of significance
Medium of instruction	Tamil	52	41.87	4.606	0.745	Non significance
	English	48	41.52	4.302		
Instruction locality	Urban	52	41.87	4.606	0.685	Non Significance
	Rural	48	41.52	4.302		
Father's Qualification	Graduate	52	41.87	4.606	0.388	Non significance
	Non graduate	48	41.52	4.302		
Mother's Qualification	Graduate	67	41.90	4.307	0.153	Non Significance
	Non graduate	32	41.22	4.804		
Tuition going	Yes	67	41.90	4.307	0.704	Non Significance
	No	32	41.22	4.804		
Study habit	Individual	26	41.73	5.518	0.727	Non Significance
	Group	73	41.66	4.063		

From the above table, it can be inferred that the calculated 't' value 0.510, 0.468, 1.337, 0.229, 0.827, 0.060 based on medium of instruction, instruction locality, father's qualification, mother's qualification, tuition going, study habit. Hence the hypothesis, "There is no significant difference in the internet learning among School Students.

Findings

- The level of impact of social media among government- aided school students is moderate.
- Tamil, urban, Graduate, non-graduate, yes, group are better in internet resources learning on their counter parts

Suggestion

My research paper in overall result is no significance difference medium, locality, studies wise, so the students are more then using the internet and gain the more knowledge and save the time. We can get more information based on studies and general knowledge information throughout the world. So the students using the internet in equal manner.

Conclusion

Every new media through on education comes with both positive and negative effects,

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Teachers Preparation Program and Switching Pedagogical Requirements

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Abstract

Teacher is pivot of the education system for transformation of intellectual and technical skills from one generation to next. The growth and development of any nation depends upon education system. The most important factor in the educational development is the teacher who is professionally equipped with various skills. Competencies, determination and accountability to give his best to individual as well as society. Thus a teacher should be committed and accountable towards students overall development, community, profession and nation for his own as well as nations growth.

Key words: Perception, Pedagogy, Requirements, Teachers.

Main Body

Introduction

A teacher's is one who teaches. The word teach has been derived from the anglo saxon word Taecon which means to impart to instruct to train and to make aware of the teachers act as pivot of any educational system for the transmission of intellectual and technical skills from one generation to next. The teacher is key man on whom the future of children and mankind depends. He plays the important role in shaping and molding the personality of the individual. A successful teacher is one who is able to foster creative thinking, develop skills and instills a desire for lifelong learning among students. In any society a teachers has a very important and respectable place because teaching is a noble profession. Teaching as a profession is different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. For the educational development the teachers need to be professionally equipped with various skills, competencies, commitment, determination and accountability to give his best.

Meaning of teacher preparation programs

Teacher preparation programs are non-degree certification programs for undergraduate and graduate students who wish to become teachers, take a look at the program information, courses, employment information, and salary. Many teachers preparation programs can be completed during undergraduate study.

Area of teacher's accountability

Every profession has set of ethics principles, guide, responsibilities and norms to guide the conduct and behavior of its profession. According in teaching as a profession there are various guidelines, principles, norms of morality, accountability which a teacher has to follow in teaching profession while dealing with students, stakeholders, and community. Each teacher need to follow these principles and should be accountable for his profession.

Accountability towards the leaner

Student is the important pillar in the education system. Today, teacher has to concern himself with total development of child's personality. To achieve the optimal learning of the child the teachers should take care of the student's progress according to their capacity. Hence the motto of the teachers should be always for the benefits of their students because the success of the students depends essentially upon the competences of teachers, their sense of dedication and accountability.

Accountability towards stakeholder's parents

Parents are the most important stakeholders because they invest a lot for education and development of their children. Therefore, not only the students, parents of the students also seek indulgence to teachers in achieving their desired goal. Therefore, a teacher must develop more time in public relation, parent counseling and behavioral therapy to fulfill the global societal needs.

Accountability towards community

A teacher must be accountable towards the community to which he belongs. He should co-ordinate different activities of the community to get education. A teacher should work as a bridge between the school and community. So the various behavioral problems and day to day learning problems can be solved easily. Hence the teachers should be more concern about the community which is above the classroom teaching.

Accountability towards humanity and values

A teacher should believe in human values such as truth, beauty, goodness, honesty, love, equality, regularity, punctuality etc. because when a teacher inculcates these values through his behavior then his students will automatically accept them. Hence, a teacher should believe in these values and exhibit the same in his behavior and instructional system for the betterment of humanity.

Accountability towards nation

A teacher must organize his research activities as per the needs of the country. It means that research process in education should be such that solve various problems from different angles.

Characteristics of professionally accountable teacher

A teacher having professional accountability is concerned with student's harmonious development, community, his profession humanity and national development. Some of the characteristics of the teachers who are professionally accountable are:

- Dedicated and have patience.
- Positive attitude/ optimistic in his outlook.
- Guide in a right way and update his knowledge time to time.
- Start any work with appropriate knowledge.
- Work to remove social ills, violence and communalism.
- Work to remove class, caste and gender differences and to bring equality.
- Make the students to do the work.
- Use diversity of resource and understand the problems.
- Understand and solve problems
- Aware about one's role and responsibilities and possess high degree of professionalism.
- In all systems of education the work of mankind, the builder of the nation, the maker of history.
- He sets ideal examples before others.
- It is therefore very essential that he must be a man of sterling character & observe the code of professional ethics is as follows.
- Manage their private affairs with the dignity of the profession.
- Seek to make professional growth continuous through study & research.
- Participate in professional meetings, seminars, conferences etc. towards the contribution of knowledge.
- Maintain active membership of professional organization & strive to improve education through them.
- Perform their duties of teaching, tutorial, practical & seminar work with dedication.
- Cooperate and assist in-admission, advising & counseling students conducting examination work, supervision, invigilation & evaluation.

- Must participate in extracurricular activities including community service.

Role of Teachers & students

- Respect the right and dignity of the student.
- Deal justly and impartially with students.
- Be affectionate to students.
- Recognize the difference in aptitude capabilities among students & try to meet their individual needs.
- Encourage students to improve their attainments & develop their personalities.
- Make themselves available to students & guidance them without remuneration or reward.

Role of Teachers & colleagues

- Treat other members of the profession in the same manner as they themselves wish to be treated.
- Speak respectfully to other teachers.
- Refrain from raising questions of caste, creed, religion, race or sex in their professional.

Role of Teachers & authorities

- Discharge their professional duties & responsibilities according to existing rules.
- Give & expect due notice before a change of position is made.
- Refrain from undertaking any other employment and commitment which are to interfere with their professional responsibilities.

Role of Teachers & non teaching staff

- Teachers should treat the non-teaching staff as colleagues & equal partners in a cooperative undertaking.
- Teachers and society.
- Teachers should help & function jointly covering both teaching & non teaching staff.
- Recognize that education is a public service & keep the public informed of the educational programmes.
- Works improve education & strengthen the community moral & intellectual life.
- Work for national integration.

Conclusion

A good and responsible teacher should have excelled in his teaching subject but they should also understand the problems and needs of his students. This leads to the harmonious development of the student's personality and prosperity of the nation. Hence a teacher must be conscious, committed and accountable for his profession for providing quality education. There is no doubt teacher contributes wholeheartedly to the profession, he can prove that the saying 'the profession is the noblest of all professions. This phenomenon definitely makes the teaching and teacher's professional strength and its produce quality teachers, quality students; finally the valuable society.

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A Study on Emotional Intelligence of IX Standard Students in Madurai South

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Abstract

Intelligence is considered as the desirable personality qualities in this fast growing globe. Intelligence Quotient (I.Q.) tests are presently employed for selection, diagnosis and evaluation in all parts of society. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. Emotions play a crucial role in creative and artistic activities. Emotional Intelligence (EI) is a concept that relates to how we understand and manage ourselves and how we relate to others. Emotions are involved in everything people do: every action, decision and judgment. We can apply EI Methodology in education to have lots of benefits for students. It not only fulfills their desire but also makes them more efficient in their educational field. In this research paper, the research questionnaire was based on: Daniel Goleman's Emotional Intelligence: Why it can matter more than IQ (1995). This research follows the normative survey method and it consists of 25 questions. It tries to trace the emotional intelligence of IX standard students in the Madurai South region. This research shows that emotional intelligence can contribute to enhance performance both at academic and in private life.

Introduction

A person needs to understand emotions in order to convey information. Emotion adds color and spice to life. It either gives pleasure or disturbance to you. The six basic emotions of human being are happiness, fear, sadness, disgust, surprise or anger; there are specific reactions to particular events related to biochemical and environmental influences. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The ability to manage emotions effectively is a key part of emotional intelligence. Someone with a high level of this ability can handle positive or negative emotions and manage them in a way that facilitates the completion of required tasks. Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. This research evaluates the emotional intelligence of the IX standard students.

Operational Definition

Emotional intelligence (EI) - The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

EI involves knowing what ones feelings are and using that knowledge to make good decisions.

This includes the ability to maintain hope and an optimistic outlook in the face of disappointment and difficulties (Goleman, 1995)

Background of the Study

Emotions are prevalent in every living organism. They are present at all stages of development and can be aroused in young as well as in old. One emotion can give rise to a number of similar emotions. Emotions are individualistic, and they differ from person to person. Some emotions can be aroused by a number of different stimuli, objects or situations. Emotions with too much of intensity and frequency, whether positive or negative, bring harmful effects.

Significance of the Study

Intelligent Quotient (IQ) may help get you through school. But something more is needed to get you through life. Emotional intelligence enables you to identify, assess, and manage your own emotions and those of others. Having a high Emotional Quotient (EQ) means you recognize and understand emotions. Benefits of Emotional Intelligence are greater career success, stronger personal relationships, Effective leadership skills, improved communication.

Objectives of the Study

- To create awareness among school students in Madurai south regarding the Emotional Intelligence (EI).
- To measure the students EI level.
- To assess the student and their attitudes towards Positive and Negative emotions.

Hypothesis of the Study

- H1 - The students are aware of their Emotional Intelligence.
- H2 - The students are interested in discovering the emotional makeup of others.
- H3 - The students are dealing sensitively with others when they are in an emotional state.
- H4- The girl students are having more (EI) emotional intelligence than the boys.

Methodology

The present research follows the normative survey research method consists of 25 questions. It tries to trace the emotional intelligence of IX standard students in the Madurai South region.

Tool

This research questionnaire was based on: Daniel Goleman's Emotional Intelligence: Why it can matter more than IQ (1995); Questionnaire modified by Suzanne Farmer et al. (c.2013) UT Southwestern's Office of Development and Training.

Sample

The research is done with 100 students (Both boys and girls) of "IX standard" belonging to the different schools in the Madurai South region, TamilNadu.

Procedure

The respondents answered and gathered data was analyzed and calculated using percentages (%) through the SPSS.16.0 (Statistical Package for Social Science) method. The important detail along with analysis presented in the form of tables.

Data Collection

The necessary research data were collected from the students of IX standard belonging to Madurai corporation schools in the south region.

TABLE -1 (n=100)

S.NO	Details of Questionnaire	Percentage(%)of positive response	Percentage(%) of negative response
1)	I can usually identify the emotion I am feeling when an event occurs.	86%	14%
2)	I am interested in discovering the emotional makeup of others.	32%	68%

3)	I can deal calmly and sensitively with others when they are in an emotional state.	73%	27%

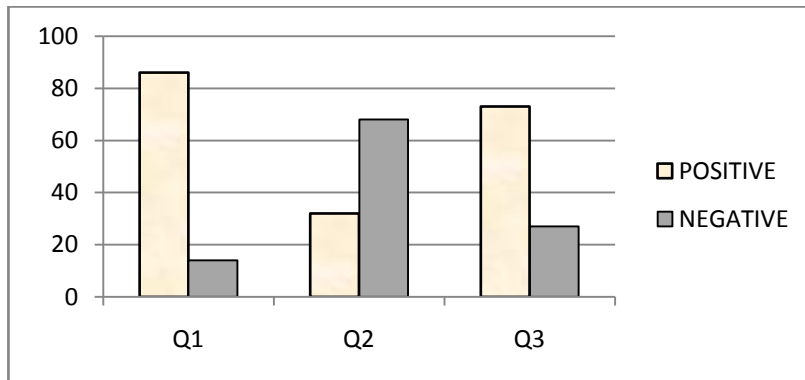


Figure 1: Showing the graphical representation of Research Data

Table-2 (n=100)

S.NO	Details of Questionnaire	Positive Response of boys percentage (%)	Positive Response of girls percentage (%)
1)	I am good at managing my moods, and try not to bring negative emotions to work.	37%	63%

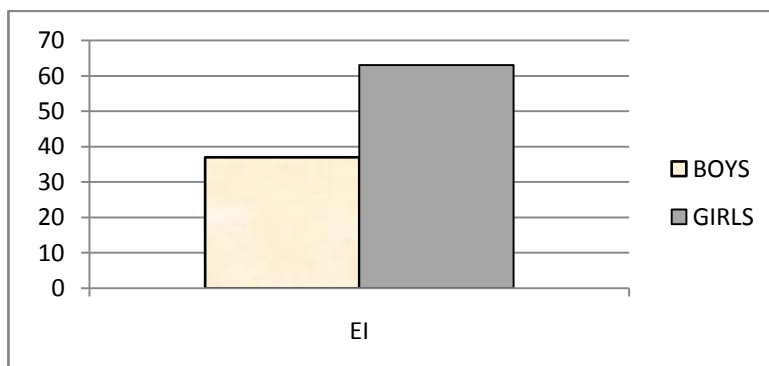


Figure 2: Showing the graphical representation of Research Data

Findings

- 86 % of students are aware of their own Emotional Intelligence (H1 - Satisfactory)
- 68% of students are not interested to know the emotions of other people (H2 - Unsatisfactory - Null hypothesis)

- 73% of students are dealing sensitively with others when they are in an emotional state (H3 - Satisfactory)
- The girl students(63%) are having more Emotional Intelligence than boy students(37%)(H4-Satisfactory)

Discussion

Presently, we are being judged by a new ruler that how well we handle ourselves and other persons equally in the emotional issues. All the students know their own emotional set-up. As a growing up students they pay less attention towards the emotional needs of others. They are taking care of their personal emotions while interacting with other people. The girl students are emotionally strong in the present scenario.

Recommendations

Listen to yourself and your emotions, Identify and classify emotions, Regulate emotions, Respond appropriately, Respond to the emotions of others.

Suggestions

- The research can be further developed including students belonging to Higher education.
- The other researchers can try to detect the student's emotional imbalance in the academic field.

Conclusion

Everyone experiences and relates their feelings and emotions in day to day life. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. The ability to understand and interpret the emotional states of others is very important in our social life. By incorporating EQ into existing educational programs, we can promote our children's achievement in the present and secure their success for the future.³⁰⁶ In the person's emotional comfort zone, it becomes possible to regulate and manage one's own and other's emotions so as to promote one's own and others' personal and social goals. EQ can substantially decrease anti-social behavior and aggression, school suspensions, and discipline problems while increasing personal and social competency, school attendance, satisfaction, and academic achievement. The overall result of research discovers that Emotionally Intelligent Students are standing strong in the sections of personal and social skill maintenance.

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Multicultural Issues in Education

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Abstract

Classrooms are becoming increasingly multicultural, and this leads to new challenges for teachers. Traditionally, students coming into the multicultural classroom are at a deficit because they must learn how to navigate unfamiliar people, their culture and language. Thus, teachers have the added responsibility of leading students through this unfamiliar territory towards achievement. This requires specialized learning techniques, practice, and education in order to effectively accomplish. Teacher who unite classroom with activities both inside and outside of the classroom stand a better chance at boosting student achievement and ameliorating the negative effects that have been observed in multicultural classroom in the past.

Keywords: Issues in multicultural classroom, methods of teaching, teaching and learning.

Introduction

There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Thus, 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 behaviour that construct a specific group's lifestyle (Perso, 2012). Multicultural education encompasses practices and theories that support equitable opportunities and academic achievement for all students (Barndt, 2007). Therefore, I agree with some studies that report some issues of teaching and learning in the multicultural classroom because there are several cultures in this classroom.

Culture, schooling, and education are in democratic multiculturalism approaches of teaching, learning, and education programs. For examples, the population of the United States is composed of people of many cultural backgrounds with a diversity of traditions, values, and beliefs. Thus there is the relationship between multiculturalism and education processes through teaching and learning methods and approaches (witsel, 2003). This paper will focus on the scholarly literature to show what multiculturalism should become, i.e. a basic approach to any teaching and learning.

Therefore, my goal for this paper is to explore some issues in the multicultural classroom that teachers and students may face; most specifically: low academic achievement, adjustment to a new cultural environment, and trust problems with self as well as the new culture. Figure 1 present a visual overview of basic points of this study.

Why multicultural Education?

Multicultural education refers to the learning of appropriate knowledge, attitudes and skill related to the respect and appreciation of different cultures and other differences which includes race, ethnicity, religion etc. Gollnick and Chinn (1990) recommend five goals for multicultural education. These goals also emphasize issues beyond the boundaries of ethnic or racial issues. They include: i) the promotion of strength and value of cultural diversity, ii) an emphasis on human rights and respect for those who are different from oneself, iii) the acceptance of alternative life choices for people, iv) the promotion of social justice and equality for all people, and v) an emphasis on equal distribution of power and income among groups. For most intents and purpose the focus of this article is on the first two.

Most large societies often have subcultures or groups of people with distinct sets of behaviour and beliefs that differentiate them from a larger culture of which they are a part. The subculture may be different because of the age of its members, their race, ethnicity, or class. The qualities that determine a subculture as distinct may be aesthetic, religious, occupational, political, sexual or a combination of these factors.

At first glance, it may seem that only in countries whose population is made up many different cultural communities that the issues of multicultural education seem pertinent. Hence in predominantly mono-cultural or bicultural societies, there is no need to study other cultures. This myth is pervasive in such societies. However with the phenomenon of transmigration, the

world becoming a borderless village, increasing interdependence among countries, and more tragic and spectacular events like 9/11 and the ominous threat of a “clash of civilizations” the issues of multiculturalism and its place in education is becoming more important. A deliberate and conscious effort has to be undertaken to promote respect and just mere tolerance for differences, including cultural ones which make up the most contentious of differences amongst mankind. This imperative was officially declared even as early as the Swann Report (DES, 1985) which emphasized the need to teach all young people how to respect ethnic and cultural differences and to accept them as part of the cultural richness of life in our modern world, and not as a threat.

Issues and challenges

In this section a discussion of the issues and challenges will be linked to the provisions advocated for implementing multicultural education in early childhood education settings. These provisions include the following:

- Access to and enrolment in early childhood education services.
- Curriculum orientation- pedagogy and resources.
- Language development.
- Early childhood education staff- recruitment and professional development.

Adjustment to a new cultural environment

Some studies indicate that the new cultural character of the classroom is the one of the issues for international student in western education. This research reported that East Asian students are reluctant to participate in activities or speaking in the multicultural classroom because they are learning in a new environment that is unfamiliar to them. As a result, teachers and students may have problems in communication, teaching, and learning because students do not adapt to the classroom’s environment (Cooper, Helmes & Ho, 2004).

This same study shown that some activities in the multicultural classroom, such as group study, lectures, individual learning, or cooperative learning, which require interaction and communication, may not be familiar to all international students. Thus, a new, unfamiliar environment is an issue for some students that badly affect the student’s achievement because this educational environment differs culturally (Cooper, Helmes & Ho, 2004)

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 the teachers and their students in the intercultural classroom, is important in establishing trust between students and the teachers. 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)

Analysis

This study is based on a review of current research. This research led me deeper thoughts, leading me to investigate some of the problems in the multicultural classroom. I agree that the teacher training program is important to teach because it prepares student- teachers for working in the classroom - especially in multicultural classrooms. Also, teachers in multicultural classroom should be provided with the knowledge about several cultures of their students, their experiences, communication styles, and learning approaches that are harmonious for all students in the multicultural classroom.

I agree that there are significant points or attributes of culture that are appropriate for teachers in the multicultural classroom. Learning more about different cultures and the experience of their students by using action research and data collection tools is of strong importance for teachers to develop culturally relevant teaching and learning in the multicultural classroom. Moreover, believing all students in the multicultural classroom can achieve regardless

of race and communication skills, as well as activities involving the sharing of knowledge, experiences, and cultures between teachers and students in the classroom, are all things that can help students achievement.

Finally, I believe that trust between teachers and their students in the multicultural classroom plays an important role in the class motivation to learn in a challenging environment where differences of language and culture can be barriers to learning. Thus, student should work hard to perfect their languages skills in order to help them to understand and communicate better and achieve in the multicultural classroom.

Conclusion

In conclusion, teachers who learn more about their students' backgrounds, cultures, and experiences will feel more capable and efficient in their work as teachers. Teachers should work continuously to improve the lives of their students (landsman & lewis, 2011). Also, teachers can reduce issues in the multicultural classroom through improving their teaching approaches and learning. Flexibility is more important than knowledge in dealing with multicultural issues. Therefore, teachers should explore the issues in the multicultural classroom as they arise and deal with these problems. Also, teachers should try to find, create, or design manners to raise and improve the academic achievements of students, and to build an effective or strong relationship with students.

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Perception of Higher School Students On Internet Resources For Learning

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Introduction

Internet is today one of the most important part of our life. There are large numbers of things that can be done using the internet and so it is very important. Today internet is used for different purposes depending upon the requirement. The internet is a worldwide network of computer networks that connects university, government, commercial, and other computers in over 150 countries.

Title of THE Study

“Perception of higher school students on internet resources for learning.”

Need and significance of the Study

Today world is technological based learning so the students mostly using the social medias one of best learning part is internet. We can using the internet gather more and more information, it improves our ideas and also it saves our time. So i can choose the research for *“Internet resources for learning in high school students.”*

Objectives of the Study

- To measure the internet resources for learning of government-aided high school students in Madurai district.
- To find the internet resources for learning of high school students with respect to background variables such as ***medium of instruction, instruction locality, father's qualification, mother's qualification, tuition going, study habit.***

Hypothesis of the Study

1. level of high school students internet resources for learning
2. There is no significance difference in the ***Perception of higher school students on internet resources for learning*** based on medium of instruction, instruction locality, father's qualification, mother's qualification, tuition going, study habit.

Methodology

Research Method

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.

Tool Description

A self constructed questionnaire is taken as a tool in this Research paper. This tool has been developed by investigator for attitude towards Smart board instruction and it consists of 20 items. Each item has to be answered by choosing anyone of the three alternatives such as agree, undecided, disagree.

The items are to be answered by choosing agree, undecided, and disagree 3 point scale. Agree, undecided, and disagree correspondingly and the scoring the mark allotment is 3, 2, 1 respectively.

Population and Sample

We have taken 100 students from *Sourashtra Girls Higher Secondary School* in Madurai as a sample for this Research.

Sampling Procedure

Purposive random sampling has been used as the sampling procedure for this study.

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 T test analysis, mean and standard deviation.

Background variable	Factors	Count	Mean	Standard deviation	T Value	Level of significance
Medium of instruction	Tamil	42	43.571429	5.3926004	0.510	Non significance
	English	58	44.103448	4.9619240		
Instruction locality	Urban	94	43.819149	5.1346656	0.468	Non Significance
	Rural	6	44.833333	5.3820690		
Father's Qualification	Graduate	14	42.071429	5.5810708	1.337	Non significance
	Non graduate	77	44.103896	5.1697104		
Mother's Qualification	Graduate	20	43.950000	6.2951527	0.229	Non Significance
	Non graduate	71	43.647887	4.8729533		
Tuition going	Yes	33	44.484848	5.7669382	0.827	Non Significance
	No	67	43.582090	4.7994610		
Study habit	Individual	46	43.913043	4.8112188	0.060	Non Significance
	Group	54	43.851852	5.4267243		

From the above table, it can be inferred that the calculated 't' value 0.510, 0.468, 1.337, 0.229, 0.827, 0.060 based on medium of instruction, instruction locality, father's qualification, mother's qualification, tuition going, study habit. Hence the hypothesis, "There is no significant difference in the internet learning among School Students.

Findings

- The level of internet resources for learning among government- aided school students is moderate.
- English, urban, non-graduate, non-graduate, no, group are better in internet resources learning on their counter parts

Suggestion

My research paper in overall result is no significance difference medium, locality, studies wise, so the students are more then using the internet and gain the more knowledge and save the time. We can get more information based on studies and general knowledge information throughout the world. So the students using the internet in equal manner.

Conclusion

Every new technology comes with both positive and negative effects, and it is up to us as a society to decide if the positives outweigh the negatives. The internet has had many impacts on education. Allowing students to choose the education path that is right for them has been an essential change in our society. So the technology wise country developed in high level main part is internet resources.

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Attitude Towards Lifestyle Among Student Teachers

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Introduction

Unsustainable human activities and interventions have expedited the health problems related to our health, shelter, environment, food, society, culture, and working pattern caused by our lifestyles and livelihoods. Lifestyle refers to the way we live our lives on day to day basis. On the other hand, livelihood comprises of the capabilities, assets and activities required for a means of living. Lifestyle and livelihood covers all our preferences, actions and activities-whether at home or at work -on energy use, transportation, food, waste, communication and occupation. Appropriate lifestyles as well as livelihoods are the only way to have a more healthy, congenial and sustainable environment at the household, community and society level.

Title of the study

“Attitude towards lifestyle among student teachers”

Need and Significance of the Study

A healthy happy mind can contribute to good health. Balanced living is having a positive outlook, focusing on good habits, and lowering stress. Everyone longs to be healthy and happy. After all, what’s the point in working hard towards a long healthy life if u can’t enjoy it? While focusing on a healthy lifestyle by exercising and eating right is great for your body, balanced living means protecting your mental and emotional health, too. And stress reduction needs to be at the top of your to-do list. Hence the researcher has identified this topic for research.

Objectives of the Study

- To find the lifestyle level of student teachers.
- To find the lifestyle of student teachers with respect to background variables such as gender, age, qualification, stream, marital status, family, mother’s occupation, mother’s education.

Hypothesis of the Study

- Level of Lifestyle among student teachers is Moderate.
- There is no significant difference in the level of lifestyle among student teachers based on gender, age, qualification, stream, marital status, family, mother’s occupation, mother’s education.

Methodology

Research Method

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.

Tool Description

A self constructed questionnaire is taken as a tool in this Research paper. This tool has been developed by investigator for attitude towards lifestyle inventory scale and it consists of 32 items. Each item has to be answered by choosing anyone of the five alternatives such as strongly agree, agree, undecided, disagree and strongly disagree.

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, 1 respectively.

Population and Sample

We have taken 100 student teachers from Thiagarajar College of Preceptors in Madurai as a sample for this Research

Sampling Procedure

Purposive random sampling has been used as the sampling procedure for this study.

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 percentage analysis, mean and standard deviation.

Table 1 Sample distribution of the study

Background variables	Factors	No .of Students	Total
Gender	Male	23	100
	Female	77	
Age	Below 23	83	100
	23 & Above	17	
Qualification	UG	61	100
	PG	39	
Stream	Arts	36	100
	Science	64	
Marital status	Single	92	100
	Married	8	
Family	Nuclear	73	100
	Joint	27	
Mother's education	Illiterate	19	100
	Literate	81	
Mother's occupation	Home maker	82	100
	Professional	18	

Data Analysis and Interpretation

The following data analyses were carried out.

1. To find out the level of lifestyle among student teachers.

Table 2 Level of lifestyle inventory.

Levels	Count	Percentage(%)
Low	15	15
Moderate	65	65
High	20	20
Total	100	100

From table 2, it is found that the level of Lifestyle inventory among student teachers is Moderate(65%)

3. To find out the mean scores of lifestyle inventory among student teachers with reference to background variables.

Table 3 Mean scores of lifestyle inventory among student teachers with reference to background variables.

Background variables	Factors	No .of Students	Mean
Gender	Male	23	104.91
	Female	77	108.04
Age	Below 23	83	107.19
	23 & Above	17	107.94
Qualification	UG	61	108.36
	PG	39	105.69
Stream	Arts	36	105.02
	Science	64	108.61
Marital status	Single	92	107.39
	Married	8	106.5
Family	Nuclear	73	107.88
	Joint	27	105.81
Mother's education	Illiterate	19	103.53
	Literate	81	108.21
Mother's occupation	Home maker	82	106.78
	Professional	18	109.78

From table 3 it is found that, female ($M=108.04$), under graduate students ($M=108.36$), science ($M=108.61$), single ($M=107.39$), nuclear ($M=107.88$), students of literate mother ($M=108.21$) and professional mother ($M=109.78$) are better in lifestyle than their counterparts.

Table 4 :Significance of difference of mean values of lifestyle.

BACKGROUND VARIABLE	FACTORS	COUNT	MEAN	STANDARD DEVIATION	't' VALUE	LEVEL OF SIGNIFICANCE
Gender	Male	23	104.91	8.295	1.536	No Significant
	Female	77	108.04	8.641		
Age	Below 23	83	107.19	8.370	0.325	No Significant
	23 & above	17	107.94	10.028		
Qualification	UG	61	108.36	8.327	1.519	No Significant
	PG	39	105.69	8.933		
Stream	Arts	36	105.03	7.955	2.025	Significant
	Science	64	108.61	8.775		
Marital status	Single	92	107.39	8.448	0.279	No Significant
	Married	8	106.50	11.097		
Family type	Nuclear	73	107.88	8.285	1.062	No Significant
	Joint	27	105.81	9.479		
Mother's education	Literate	81	108.21	8.867	2.170	Significant
	Illiterate	19	103.53	6.389		

Mother's occupation	Home maker	82	106.78	8.992	1.341	No Significant
	Professional	18	109.78	6.320		

From the above table, it can be inferred that the calculated 't' value 1.536, 0.325, 1.519, 0.279, 1.062, 1.341 based on gender, age, qualification, marital status, family type, mother's occupation respectively is less than the table 't' value 1.96 at 0.05 level of significance. Hence it can be inferred that there is no significant difference in the lifestyle of student teachers based on gender, age, qualification, marital status, family type, mother's occupation. Hence the hypothesis, "There is no significant difference in the attitude of lifestyle among student teachers based on gender, age, qualification, marital status, family type, mother's occupation" is accepted

Similarly, and the hypothesis, the calculated 't' value 1.536, 0. based on stream and mother's education is greater than the table 't' value 1.96 at 0.05 level of significance. Hence it can be inferred that there is significant difference in the lifestyle of student teachers based on stream and mother's education. Hence the hypothesis, "There is significant difference in the attitude of lifestyle among student teachers based on stream and mother's education" is rejected

Findings

- The level of Lifestyle inventory of student teachers is moderate.
- There is no significant difference in the attitude of lifestyle among student teachers based on gender, age, qualification, marital status, family type, mother's occupation.
- There is significant difference in the attitude of lifestyle among student teachers based on stream and mother's education.

Suggestion

People should follow the healthy lifestyle. They should maintain the balance diet. They should avoid eating hotel food and consume the food cooked at home. Obesity can be prevented by avoiding junk foods. Yoga and exercise should be done regularly to maintain a healthy lifestyle.

Conclusion

Healthy living is a combination of many things, including good nutrition, regular exercise and a positive attitude. Taking care of your body and feeling pride in your accomplishments can improve both your physical and mental health. There are many things you can do to improve your quality of life- improving your diet and exercising regularly are two of the easiest steps. No matter how small you start you can make a change and an improvement in your life.

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Perception of Student Teachers Towards Using Mobile Phones For Learning

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Abstract

This study was conducted to find the perception of student teachers towards using mobile phone for learning. Survey through questionnaire method was adopted for this study. A sample of 100 student teachers was selected using the purposive sampling technique. The tool mobile phone usage scale was developed by the researcher to evaluate the perception of student teachers on mobile phone usage. The tool was administered at Thiagarajar college of preceptors. Percentage analysis, mean and standard deviation are the statistical technique used in the study. The major findings of the study includes that there is significant difference exist between arts and science students in their mobile phone usage for learning purpose.

KEYWORDS: Perception, Mobile phone, Learning

Introduction

Recent advancements in technology have turned the world into the place where events can occur in one corner of the globe that can affect the life of other in another corner of the world. Advancement in technology and the internet have caused rapid changes in the society that affect social, economic and educational changes. With this attention has turned the use of mobile phone in education to meet the needs of today's ever-changing society. The use of technology has become a priority for educators all over the world, particularly the internet for improving the quality of learning and teaching leading towards on education opportunity for all of those who are seeking to implement technology in their instruction. Educational technology is a part of the process of modeling and improving education by providing students with technology too.

Statement of the Problem

The study intends to investigate the usage of mobile phones within student teachers and its usage in learning, particularly in the first year B. Ed students. The discussion led the researchers to ask the following question: **What is the perception of student teachers towards using mobile phones for learning?**

Need and Significance of the Problem

Today we are in grey revolution. The advancement in science and technology has changed the face of education. The invention of internet and worldwide web opened the source of information for all. The paradigm shift in the field of education triggered by grey revolution is matched with the real life learning situations. Today technology of education is being developed with the aim of not only making education more widely available, but also for improving the quality of the learning which is already available. Use of mobile phone for learning can make it interesting and learner oriented.

The present study has its importance because in the traditional method of teaching and learning pupil acquires knowledge or information with practically no opportunity to develop understanding, application and skills. To maintain standard or quality in education one should make use of mobile phones for learning process. Students may think learning difficult or bore.

This impression can be reversed with the help of recreational activities in education. So the investigator has selected the topic, **Perception of student teachers towards using mobile phone for learning.**

Objective of the Study

The study intends to achieve the following objectives

- to determine the influence of mobile phone usage in learning on student teachers.
- to find out the influence of mobile phone usage in learning among student teachers with respect to their gender, qualification, stream, locality and parent's education.
- to find out the percentage level of influence of mobile phone usage in learning among student teachers

Operational Definition

Perception

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful. “This input of meaningful information results in decision and actions”.

Student teachers

Student teacher is the student studying I year in College of Education

Mobile phone

A mobile phone is a wireless handheld device that allows users to make calls and send text messages, share lessons, videos, texts and online tests etc.

Usage

Way of utilizing the mobile phone in daily life as well as for educational benefits.

Method of Study

The investigator used survey method to study the perception of mobile phone usage on student teachers.

Tools used for THE STUDY

A self constructed tool prepared by the investigator was used as the tool for the study.

Statistical Techniques Used

Percentage analysis, mean and standard deviation are the statistical technique used in the study.

Validity of the Tool

The author established content validity of the present research tool. The questionnaire was given to the experts in order to ascertain its validity. The experts agreed that the items in the awareness questionnaire are relevant and worthwhile for collecting the data for the sample.

Administration of the Tool

The investigator got the permission from the principal of the college and the concerned teacher and administered the tool to the student teachers. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Population and Sample for Study

The population for the present study comprises of student teachers studying in B.Ed colleges. Sampling was taken from 100 student teachers of Thiagarajar college of preceptors.

Sampling Technique

Sampling technique used for the study is purposive sampling .The distribution of the sample is given in table.

Table 1: Sample distribution of the study

Background variables	Factors	NO.OF STUDENTS
Gender	Male	17
	Female	83
Locality	Rural	38
	Urban	62
Qualification	UG	85
	PG	15
Stream	Arts	37
	Science	63
Parent's education	Literate	85
	Illiterate	15

Data Analysis and Interpretation

The following data analyses were carried out.

1. To find out the perception of student teachers towards using mobile phone for learning.

Table 2: Level of mobile phone usage for learning

Levels	Count	Percentage
Low	14	14
Moderate	64	64
High	22	22
Total	100	100

From table 2, it is found that the perception of mobile phone usage for learning among student teachers is moderate (64 %).

2. To find out the mean scores of mobile phone usage scale for student teachers with reference to background variables.

Table3 Mean scores of mobile phone usage scale for student teachers with reference to the background variables.

Background variables	Factors	No .of Students	Leadership quality (Mean)
Gender	Male	17	40.8
	Female	83	42.24
Locality	Rural	38	42.55
	Urban	62	41.66
Qualification	UG	85	42.09
	PG	15	41.46
Stream	Arts	37	42.21

	Science	63	41.87
Parent's education	Literate	85	42.05
	Illiterate	15	41.66

From table 3 it is found that, female students ($M=144.2$), rural ($M=126.5$), UG ($M=126.95$), Arts ($M=124.26$), students of literate parents ($M=125.18$) are better in using mobile phones for learning than their counterparts.

Findings

- The perception of using mobile phone for learning among student teachers is moderate.
- Female, rural, UG, arts, student teachers of literate parents are better than male, urban, PG, science students in using mobile phones for learning.

Suggestions

Student teacher should develop innovative styles in their learning. Student teachers should try to make use of technology at full stretch. Training programs may be organized to improve mobile skills among student teachers. Participation in technology workshops can be encouraged. Student teacher should develop the habit of reading through mobile phones. Minimize the cost of mobile and motivate the learners to purchase mobile phones by offering loans with minimum interest.

Conclusion

The mobile phone technology is the latest technology in the communication network which enhances the various aspects of innovative strategy in sharing and interchanging information through the web of mass media. The four approaches which adopted in the technological factors such as emerging, applying, infusing and transforming will represent a continuum to make knowledge free and attainable to all those who require it to obtain from educational resources at anytime, anywhere and accessible through this mobile technology. The utilization of this mobile learning technology by the learner would able to provide problem solving, guided instructions with analytical thinking, active participation. Hence, it is an essential factor for the student teachers to adopt this technology to face the challenges in the emerging knowledge based society. Therefore student teachers must work together to enhance the level of utilization of mobile learning technology in teaching learning process.

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Self-Acceptance of the XI-th Standard Students in a Samacheer Education

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Abstract

The contributors to this paper share a common view that central to an understanding of the emotional difficulties of young people as well as their happiness and life satisfaction is “self-acceptance.” We all believe that as a strength of character, self-acceptance provides young people with a way of looking at the world and, in particular, how they consider their own value and self-worth and leads to their emotional regulation, resilience as well as their willingness to experience life and grow. We recognize the central importance that schools and homes play in supporting the development of children’s self-acceptance. This chapter will focus on the different ways that self-acceptance can be communicated and taught in schools to young people of all ages who may or may not be experiencing problems of adjustment.

Introduction

The term self-acceptance is a general term used to refer to how someone thinks about or perceives themselves. It is an acceptance term for social psychology. The scholastic achievement for learning outcome that students gain in their schools known as academic achievement. The way that pupil apply themselves is an important factor in life, in this rapid changing world and with growing advancement good academic achievement.

Normative survey method was used for the research. Sample includes higher secondary student. The statistical technique used was random sampling technique.

Statement of the Problem

“Self-Acceptance of the XI-th Standard Students in a Samacheer Education”

Needs and Significance of the Study

Self-acceptance can improve by adjustment; the teacher plays an important role in molding the students. Teacher has to provide learning facilities for adjustment in the class room.

The research can authentically persuade the authorities and agencies involved in planning, implementing and evaluating the school education to take appropriate steps in cultivate emotional competency and self-acceptance.

Objectives of the Study

- To find the Self-acceptance of XI-th standard students in samacheer education.
- To find the Self-acceptance of XI-th standard students in samacheer education with respect to background variables.

Hypothesis of the Study

There is significant difference between self-acceptance of samacheer system among higher secondary students.

There is significant difference between male and female students in their self -acceptance in samacheer education.

There is significant difference between government , government aided and private school students self-acceptance in samacheer education.

There is significant difference between rural and urban area students self - acceptance in samacheer education.

High Secondary School Students

Students studying XI-th standard in higher secondary school in Madurai and Virudhunagar district.

Methodology

The population for the present study comprises of the students of XI-th standard students studying in Government, Government - Aided and Private in Madurai and Virudhunagar district.

A sample of 100 students was selected by random sampling method from Government, one Government -Aided, and Private schools. The distribution of the sample is given in table.

Background variables	Factors	NO.OF STUDENTS	Total
Type of Management	Government	10	100
	Governmentaided	41	
	Private	49	
Locality of the school	Urban	90	
	Rural	10	
Gender	Male	45	
	Female	55	

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tool Used

A tool for Self-acceptance scale with three variables.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analysis and Interpretations

The following data analyses were carried out.

1. To find out the level of Leadership quality of high school students.

Table 2: Level of Self-acceptance

Levels	Count	Percentage
Low	25	25
Moderate	56	56
High	19	19
Total	100	100

From table 2, it is found that the level of self-acceptance for XIth students is moderate (56 %).

2. To find out the mean scores of Self-acceptance scale for the XIth standard students with reference to background variables.

Table 3: The mean scores of Self-acceptance scale for the XIth students with reference to background variables

Background variables	Factors	No.of Students	Self-acceptance (Mean)
Type of Management	Government	10	25.5
	Government-Aided	41	28.6829
	Private	49	25.816
Locality of the school	Urban	90	27.122
	Rural	10	25.5
Gender	Male	45	28.6
	Female	55	25.618

From this above table, it clears that most of the students from government aided school (28.68%) have more acceptance in samacheer education. The study also reveals that (27.12%) of students from urban area have higher acceptance in samacheer education and the (28.6%) male students have higher acceptance than female students in samacheer education.

Findings

- The self- acceptance of government aided school students is higher than private and government school students.
- The self -acceptance of urban area students is higher than rural area students.
- The self -acceptance of male students is higher than female students.

Suggestions

- Students should take responsibility for their own objectives and set priorities.
- Students should try to solve problems on their own and will pass them on to other people.
- Students should develop our knowledge, skills, innovative practices and value innovative thinking in a samacheer education.
- Now We need a new system of education to avoid above three difference.

Conclusion

Self-acceptance is the process by which a person tries to strike a balance between students requirements and varying life situations. The purpose of the present study was to study the relationship among the variables like self-acceptance the study is sure to find some usefulness in the field of education and findings of the study can serve as a data base for further research.

Self-acceptance plays a primary role in every human being. If self-acceptance changed readily, the individual would lack a consistent and dependable personality. Students as social beings, the self-acceptance helps him to understand the self and what other think about samacheer education. So it is extremely necessary to develop high self-acceptance which in turn, would positively complement academic achievements.

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Daydreaming Among Student Teachers

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Abstract

Social relationship and interactions contribute to daily emotional well-being. The emotional benefits that come from engaging with others are known to arise from real events, but do they also come from the imagination during daydreaming activity? Using experiences sampling methodology with 100 participants, we obtained naturally occurring daydreams with social and non-social content and self-reported feelings before and after daydreaming. Social, but not non-social, daydreams were associated with increased happiness, love and connection and this effect was not solely attributable to the emotional content of the daydreams. The normative survey method has been used in the present study. The investigator has used simple random sampling technique for selecting the sample from the population.

Keywords: Daydreaming, Student teachers, Social.

Introduction

Social interactions and relationships are vital for a healthy, happy and meaningful life and contribute to daily emotional well-being. The emotional benefits of social interaction, a substantial portions of each day is typically spent in the absence of social activity and/or separated from close significant others.

Daydreams are imaginary experiences that resemble their simulated target, generally via visual and auditory imagery. Imagining events or experiences can evoke that feelings that would arise if the simulated event were occurring. Indeed, the capacity of imagination to evoke and change feelings associated with the imagined subject matter is well established.

Daydream with and without social content could both relate to changes in non-social feelings. We also measured the emotional content of daydreams to rule out the possibility that the predicted increases in social feelings could be attributed to the emotional, rather than social, content of daydreaming.

Title of the Study

Day dreaming among student teachers.

Operational Definition

Daydreaming

Daydreaming is a short-term detachment from one's immediate surroundings, during which a person's contact with reality is blurred and partially substituted by a visionary fantasy, especially one of happy, pleasant thoughts, hopes or ambitions, imagined as coming to pass, and experienced while awake.

- Positive effects of daydreaming.
- Daydreaming improves thinking(Cosmos Magazine)
- Site summarizing research on mind-wandering and daydreaming.

Student Teachers

Students are studying in Madurai district.

Statement of Problem

Do student teachers are in daydreaming?

Objectives of The Study

- To find the daydreaming inventory of student teachers.
- To find the daydreaming inventory of student teachers with respect to background variables.

Significance of the Study

Daydreaming is part of our storyteller's DNA. Some people tend to have smaller daydreams-winning the argument, standing up to that boss, acing that class, asking out that girl. No matter the caliber of the daydream, it's still an intrinsic part of who we are as human. Imagine a world without daydreaming. Nothing would exist except the now, the current sequences of events in which we as humans carry on our daily survival. Daydreaming deserves a lot more credit than it sometimes gets. As a writer, daydreaming has become invaluable. I just put on beautiful music, find a secluded place to think and close my eyes.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to Student Teachers.

Population and Sample

The population for the present study comprises of the student teachers studying in Madurai district. A sample of 100 students was selected by random sampling method. The distribution of the sample is given in table.

Table 1: Sample distribution of the study

Background variables	Factors	No.of.students
Gender	Male	50
	Female	50
Locality of student	Urban	45
	Rural	55
Qualification	PG	05
	UG	95
Marital status	Unmarried	90
	Married	10
Medium	English	100
	Tamil	0

Administration of the Tool

The investigator got the permission of the head of the college. The student teachers were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The student took around 20 minutes to complete the tool.

Tools Used

A standardized daydreaming inventory scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analysis

The following data analysis were carried out.

1. To find the level of daydreaming inventory of student teachers.

Table 2: Daydreaming inventory

Levels	Count	Percentage
LOW	37	37
MODERATE	1	1
HIGH	62	62
TOTAL	100	100

From table 2, it is found the level of daydreaming inventory for student teachers is high(62%).

- To find the mean scores of daydreaming inventory scale for student teacher with references to background variables.

Table 3:Mean scores of student teachers in daydreaming inventory with references to the background variables.

Background Variables	Factors	No.of.Students	Daydreaming (MEAN)
GENDER	MALE	50	54.98
	FEMALE	50	43.88
LOCALITY OF STUDENT	URBAN	45	99.74
	RURAL	55	99.18
QUALIFICATION	PG	05	47
	UG	95	49.55
MARITAL STATUS	UNMARRIED	90	50.24
	MARRIED	10	42.1
MEDIUM	ENGLISH	100	49.43
	TAMIL	00	00

From table 3 it is found that male students(M=54.98), urban students(M=99.74), under graduate students(M=49.55), unmarried students(M=50.24), English medium students(M=49.43) are good in daydreaming.

Findings

- The level of daydreaming of student teachers is high.
- Male students, Urban students, Under graduate students, Unmarried students, English medium students are good in daydreaming.

Recommendations

- Student teacher take responsibility for their own activity.
- Student teacher should try to solve our problem by own.
- Student teacher gain our knowledge.

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Understanding the Criteria for quality Education: Over View

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Abstract

The purpose of education is not just imparting information. Quality Education is the better class of education. Quality education means bringing education to a higher level. Education results in better learned individuals but quality education makes better educated individuals. Quality in literal sense means the measurement of something as compared to other thing of the same kind. The objective of this paper is to study the various aspects of quality education and to bring out the flows in the same.

Quality Education is theory but not practice. The educational quality of a nation describes and affects the success of the respective nation. Our Education system can develop a competent worker but is unable to develop a human being. So the flaws in implementing quality education need to be studied and removed to ensure quality in real sense.

Keywords: *Quality education, Effective Learning, Standards, Improving education.*

Introduction

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.

The document Tomorrow's Schools (1995) had asked the following question: "What are considered to be the basic requirements of a quality education - one that is meaningful, worthwhile, responsive to individuals and social needs - and does each and every student, without fail get those requirements, regulated as these are by the principle of entitlement?"

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 emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development."

Definition of quality of education

According to Hoy et al. (2000), quality in education is an evaluation process of education, which enhances the need to achieve and develop the talents of the customers and, at the same time, meet the accountability standards set by the clients who pay for the process.

Goddard and Leask (1992) highlighted the definition of quality as simply meeting the requirements of customers. They have included different customers for education—parents, government, students, teachers, employers, and institutions—who look for different characteristics of quality.

Education being a service and not a product, its quality cannot lie exclusively in the final output. Its quality should also be manifested in the delivery process. Quality of education should also take into account determinants such as provision of teachers, building, curriculum, equipment, textbooks, and teaching processes (Grisay and Mahlck 1991). For them, quality of education has a three-dimensional approach comprising quality of human and material resources available for teaching (inputs), teaching practices (process), and results (outcomes). Further, according to them, there are some indicators—repetition, dropouts, promotion, and transition rates—which are frequented by planners to arrive at an approximate measurement of quality.

Why is Quality of Education Important?

Earlier, greater emphasis was being placed on ensuring free and compulsory primary education for all children. However, with the tremendous growth in school enrolments throughout the world, the need for shifting priority on increasing access to higher quality of schooling was felt. In fact, many international organizations now believe that access and quality are not sequential elements; rather they visualized the role of quality being instrumental in improving access. Due to the current state of education in both developing as well as industrialized

countries, this issue of quality has become the focus of concern. The Jomertian Declaration in 1990 and more particularly, the Dakar Framework of Action, 2000, through its sixth goal has also emphasized on quality of education.

UNESCO's Global Monitoring Report UNESCO 2005 highlights the importance of quality of education provided in schools in terms of the teaching-learning processes. It relates quality schooling with higher life-time incomes. According to the report, higher quality of schools enhances students' cognitive skills which directly influence their performance in the labour market in terms of individual earnings, greater productivity, and economic growth. Schools are also instrumental in developing desirable non-cognitive outcomes among students such as honesty, reliability, determination, etc. It affirmed that the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. The instrumental roles of schooling—helping individuals achieve their own socio-economic and cultural objectives and helping society to be better served and protected by its leaders and more equitable in important ways—will be strengthened if education is of higher quality.

Quality Models

Quality Control

This is a regulatory process through which we measure quality performance, compare it with standards, and act on the difference (Wadsworth et al. 2002). It is basically an after-the-event process concerned with detecting and rejecting defective items. Such a strategy for measuring education quality is inadequate and inherently flawed owing to two reasons: firstly, the checking is done only at the end of the process by inspectors who are not involved in teaching practices and secondly, efforts need to be taken to assure quality rather than merely detecting it.

Quality Assurance

Wadsworth et al. (2002) defined it as a system of activities which assures that the overall quality control is done effectively. It is a before and during-the-event process. Here the focus is prevention of defects rather than just detecting them. Stephens (2003) argues that it is a process of evaluating the extent to which the institution is delivering on its promises. However, quality assistance is a process of preventing defects which is not an end in itself rather a means towards satisfying customers.

JJ Bonsting's Creating Quality Community of Learners by Quality Management

This model draws from TQM thinking and proposes the four pillars of TQM that constitute quality. These four pillars are: Customer-supplier focus, personal dedication by everyone for improvement, process/systems, and management accountability to TQM. The customer-supplier focus believes that each individual is a customer as well as a supplier who has a clear role to play to ensure quality. Team work and collaboration must be emphasized if schools are to create high quality benefits for the maximum.

Malcolm Baldrige Quality Criteria

The Baldrige framework consists of a leader setting values, systems and level of accountability; a system that comprises four building blocks of education and business management processes, human resource development, strategic planning, and information and analysis; measurement of progress which uses quantitative indicators of performance; and the goal, that is, the student's focus. Baldrige holds the view of accelerating improvement efforts by serving as a framework to align institutional activities to achieve ever-improving outcomes.

Philip B. Crosby's Zero Defect Approach

This approach believes in elimination of defects to reduce cost. It makes the work team responsible for quality assurance although inspectors also play a critical role.

Joseph Juran's Project Management

Juran viewed quality as a fitness requisite to achieve a purpose. As per his 85/15 rule, 85% of the organization's quality problems are a direct result of poorly structured processes.

Deming's Total Quality Management

The concept of TQM was propounded by Deming (1986). Deming viewed quality as a continuous improvement of processes and services to keep pace with changing demands of customers. He argued that quality is the ability to meet customers' needs at all times and the urge to excel.

Shewhart Cycle

Shewhart came with a four-phase cyclic approach to quality improvement. The phases include: Plan-Do-Check-Act. From an analysis of the entire process, a single aspect is isolated for improvement. A plan how to improve the aspect is drawn up and once the plan is clarified and accepted, it is implemented on a small scale. The effects of implementing plans are scrutinized closely. Depending on the results, action is taken to implement the plan on a larger scale, refine, or discard it for a new one.

Approaches to Quality of Education

Quality in Humanist Approach

According to this approach, learning is emphasized as a process of social practice rather than the result of individual intervention. Standardized and controlled curricula are rejected. Educational programmes remain responsive to individual learners' circumstances and needs. Self-assessment and peer assessment are welcomed as ways of developing deeper awareness of learning. The teacher's role is more that of a facilitator than an instructor.

Quality in Behaviourist Approach

According to this approach, standardized and controlled curricula, based on prescribed objectives are endorsed. Assessment is seen as an objective measurement of learned behaviour against preset assessment criteria. Tests and examinations are regarded as the central features of learning. The teacher directs learning, and is considered as the expert who controls stimuli and responses.

Quality in Critical Approach

Sociologists and critical pedagogues tend to equate good quality education as one that prompts social change; includes a curriculum and teaching methods which encourage critical analysis of social power relations and ways in which formal knowledge is produced and transmitted; and involves the active participation by learners in the design of their own learning experience.

Quality in Indigenous Approach

Indigenous approaches reassert the importance of education's relevance to the socio-cultural circumstances of the nation and learner. They believe that all learners have rich sources of prior knowledge, accumulated through a variety of experiences, which educators should draw out and nourish. Learners should play a role in defining their own curriculum. Learning should move beyond the boundaries of the classroom through non-formal and lifelong learning activities.

Quality in Adult Education Approach

In the adult education tradition, experience and critical reflection on learning is an important aspect of quality. Radical theorists see learners as socially situated with the potential to use their experience and learning as a basis for social action and social change.

Dimensions of quality education

Quality Learners

- Good health and nutrition
- Early childhood psychosocial development experiences
- Regular attendance for learning
- Family support for learning

Quality Learning Environments

- Physical elements
- Quality of school facilities
- Interaction between school infrastructure and other quality dimensions
- Class size
- Psychosocial elements
- Peaceful, safe environments, especially for girls
- Teachers behaviours that affect safety
- Effective school discipline policies
- Inclusive environments
- Non- violence
- Service delivery
- Provision of health services

Conclusion

Quality Education is not a phenomenon of words; it has various aspects related to it. The quality of education includes the physical facilities as well as the faculty, curriculum. The target of quality education can only be achieved by bringing some revolutionary changes to ensure better planning. Quality education can promote national unity. In other to uplift the degree of awareness of the society, education plays a prime role. It makes all people conscious. They will not follow the old dead and evil tradition; educated people can reform the society. They can understand what is wrong and what is right. They can save good traditions. Quality education profoundly enhances human prosperity.

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A Study on Conflict Situation in Higher Education

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Abstract

The basic aim of the study is determined the conflict situation of B.ED trainees towards higher education. It is about the conflict in higher education among B.ED trainees recovery of conflict affected societies and argues that while the sector is typically a very low reconstruction priority, it has the potential, if addressed. The article on conflict situation in higher education explores conflict potential and different types of conflicts in education. There has been increased number of report from the B.ED trainees. The aim of the paper is to create B.ED trainees interest. The study sample consists of 96 B.ED trainees at Thiagarajar College of Preceptors, Madurai district in Tamilnadu. The investigators have found the mean deviation, standard deviation in conflict situation in higher education. And the investigators have collected 96 samples from B.ED trainees.

Key Words: Conflicition, Higher Education,

Introduction

How many of us wake up in the morning ready to confront conflict? My guess is not many. Unfortunately, we live in a world where conflict surrounds us on a daily basis. And if we are choosing to lead in higher education, we can count on conflict from various directions.

“Man must evolve for all human conflict a method which rejects revenge, aggression and relation. The foundation of such a method is love.”

In this quote explain like the conflict is the foundation of love like that education is a tool of success in life. In this present world without education we can't survive. It helps us build opinions and points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge. Some say education is the process of gaining information. World while knowledge is something very different. Conflict study is interdisciplinary fields of study with a commitment to the non-violent management and resolution of conflict from the local to the International level. To pursue this goal, core political concepts such as power, order, violence and justice are theorized in distinctive ways.

Title of the Study

Conflict situation in higher education

Operational Definition

Conflict situation- It is an important aspect of the higher education and workplace. A conflict is situations when the interests, needs, goals or values of involve parties interfere with one another. A conflict is a common phenomenon in the work place.

Higher education- It is an optimal final stage of formal learning that occurs after completion of secondary education often delivered at universities, academic, colleges, seminars, conversation and institute of technology, higher education is also available through certain.

Statement of the Problem

The problem selected for the present study is entitled as a study on “Conflict situation in higher education”

Objectives of the Study

- To find the conflict situation in higher education
- To find the conflict situation in higher education with respect to background variables

Significance of Study

Having an education is important because it affects future career possibilities. A lot of jobs required at least a high school diploma, but most careers require some type of higher education that contains some kind of knowledge and experience in a specific field. After going to college,

the students may have improved career opportunities, receive higher pay, experience greater cultural awareness and have life with more choices and possibilities. Importance of the higher education in society changes according to the country; for an example in many countries a student goes to university to obtain a diploma for work.

Hypothesis

Higher Education is something that will always be with us and which may in fact become more frequent as new income sources are explored. Bitter internal conflict normally becomes public, damaging the whole standing of an Education in its local community. Most of them studying only for get a job. The fees structure of an academic course plays a vital role to the conflicts in higher education. Examination is also restricted for higher education among students.

Delimitations of the Study

- Current study is undertaken in Thiagarajar college of Preceptors.
- The investigation is restricted to higher education students.

Population and Sample of the Study

The population for the present study comprises of the students of Thiagarajar college of Preceptors A and B section students in Madurai.

A sample of 95 students was selected by random sampling method from two sections in Thiagarajar college of Preceptors. The distribution of the sample is given in the table.

Table 1: Sample distribution of the study

Background Variables	Factors	NO Of Students
Gender	Male	17
	Female	79
Locality	Rural	35
	Urban	61
Qualification	UG	79
	PG	17
Parent's Literacy	Literate	81
	Illiterate	15

Administration of the Tool

The investigators got permission from the principal of the college and concern subject teachers and administrated the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. Students take around 13 minutes to complete the tool.

Tools used

Self-made tool is used.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

- To find out the level of conflict situation in higher education

Table1. Levels of Conflicts in Higher Education

Levels	Count	Percentage
Low	14	14
Moderate	71	71

High	11	11
Total	96	96

From the table 2, it is found that the level of the conflict situation in higher education is moderate (71%).

To find out the mean scores of conflict situation in higher education with references to background variables.

Table 3: Means scores of B.Ed., students in conflict situation in higher education with references to the background variables.

Background Variables	Factors	NO Of Students	Conflict in Higher Education
Gender	Male	17	191.24
	Female	79	41.69
Locality	Rural	35	82.85
	Urban	61	54.59
Qualification	UG	79	41.63
	PG	17	160.94
Parent's Literacy	Literate	81	41.11
	Illiterate	15	214.33

From table 3 it is found that, male students ($M=191.24$), rural students ($M=82.85$), PG students ($M=160.94$), students of illiterate ($M=214.33$) are face lot of conflicts in higher education.

Conclusion

Conflict in the higher education is an important issue. Higher Educations are the main suppliers of qualified human resources to the society. For this study, the data were collected from 96 faculty members of Thiagarajar College of Preceptors. Conflicts in higher education can improve the quality of education which is directly linked to potential human resource development of the country. This study further concludes that if conflicts are at manageable level then improve the quality of education by providing good work environment, but it would have negative effect on quality of education if it reaches at dysfunctional level. Thus, faculty can play an important role in improving the quality of education by performing mediating role in reducing the level of conflict. Based on the findings of this study, it is suggested that some interaction between the faculty and students will help reduce the conflicting situation. For example, if faculty shows concern and care towards students as well as towards emotions and feelings of the students besides their teaching activities, then it would reduce the level of conflict. In other words, the nurturing approach and environment in teaching should be encouraged. This would be helpful in improving the quality of education.

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A Study on Social Maturity Among High School Students in Madurai District

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Abstract

The present study examined Social Maturity among high school students. The study was confined to 300 high school students in Madurai district. Comprehensive scale of Social Maturity prepared by Nalini Rao (1971) was used. The reliability was calculated which was 0.70. Results of the study reveal that high school students have high level of social maturity while significant difference was observed in social maturity of high school students in relation to class, locality and gender. The analysis of variance results were also significant highlighting that there was observed in social maturity of nature of school and type of school on social maturity of high school students.

Keywords: Social Maturity; high school students.

Introduction

In adolescence the child's social development comes under the influence of his interests, needs, sense of security or insecurity. In this stage, adolescents are very sensitive towards their environment but at the same time the adolescents' social development is also profoundly influenced by his physical growth. Weak, sickly disabled or handicapped adolescents tend to develop abnormalities and suffer from maladjustment. Similarity of objectives, Social acceptability, Sex drive, Sociability. This sort of maturity has to do with how well people understand the nature of the social world they live within. Social maturity is what enables us to function as healthy adults. A high degree of social maturity has something to do with a high degree of social skill, but these two things are not the same. A sociopath can evidence a lot of slick social skill, but that sociopath's ability to accurately represent the reality of the social world is likely to be severely delayed, and thus we would have to consider the sociopath to be fundamentally socially immature.

Social Maturity

Adolescence is the age when they experience social hunger, and an intense desire to be accepted by the group. It provides a sense of belongingness. They strive for identity in the group by having their own place in the group. They have social interest and strive to attain perfect society. According to Adler this innate disposition is due to with all humanity they also internalize relationships. They mix, play and work well with others in the group. They also internalize values, beliefs, and acceptable patterns of behaviour of the group are which he or she is. They develop social habits relevant to the culture and feel at ease in their dealings. They exhibit social skills, organize and share the activities, search for the causes and solutions to the group problem. The procession appropriate attitudes for personal interpersonal and social adequacies of the individual which are essential for functioning effectively in the society.

Significance of the Study

Social maturity is the ability to read other people's uses and then act on them. It is the human capacity to understand what happening in the world and responding to that understands in a personally and socially effective manner. It is the quality in human beings which makes them capable of awareness and understanding in the broadest possible terms. Not mere financial or academic or interpersonal success but understand that makes it possible to make their lives worthwhile and in making their society better during their lifetime and after.

By social maturity mean the qualities of seeing through the current social myths and diversions, understanding the necessity of lifelong self-education, recognizing the necessity of social action, including discussing what the social situation requires and creating a programme to realize social reform, developing genuine feelings of compassion and regard for one's fellow human beings. The ability of an individual to interact with others and successfully respond to vast variety of emotional stimuli elicited from the inner self and immediate environment. The social maturity has been correlated with better results in leadership, academic performance,

friendship, relations, society and health. It is the skill knowing what feels good, what feels bad, and how to get from too bad to good. From the above facts, it is clear that an individual's life success is not only based on his academic performance but also his social maturity.

Statement of the Problem

The problem selected for the present study is entitled as “A Study on Social Maturity Among High School Students in Madurai District”

Operational Definitions

The investigator has adopted the following definitions for the terms used in this title.

Social maturity

Social maturity means degree in social and vocational abilities. According to international dictionary of education G. Terry Page and J. B. Thomas social maturity is the possession of appropriate attitudes for personal, interpersonal and social adequacies of the individual which are essential for functioning effectively in the society”.

High school students

Students who are studying IX and X standards in the higher secondary school. By this term the investigator means the higher secondary schools students in Madurai District.

Objectives

1. To find out whether there is any significant difference between IX and X of standard students in their social maturity with respect to class.
2. To find out whether there is any significant difference between boys and girls of high school students in their social maturity with respect to sex.
3. To find out whether there is any significant difference between rural and urban of high school students in their social maturity with respect to location

Null Hypothesis

1. There is no significant difference between IX and X of standard students in their social maturity with respect to class.
2. There is no significant difference between boys and girls of high school students in their social maturity with respect to sex.
3. There is no significant difference between rural and urban of high school students in their social maturity with respect to location

Design of the Study

The investigator has selected the descriptive method. It is the method which is organized to attempt, to analyze, to interpret and to report the present status of social institution.

Area of Study

The investigator selected the Madurai district for the study.

Population for the Study

“A population is any group of individual that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or more restricted group” (John W. Best P.11)

The population for the study consists of all high school students in Madurai district.

Sample for the Study

“A sample is a small portion and analysis by observing the characteristics of the population from which it is drawn” (John W. Best P.11)

The investigator has used stratified random sampling technique. Out of all schools in Madurai district, the investigator selected randomly from Madurai. 300 high school students are randomly selected from the Madurai district.

Tools Used for the Study

Adapted the Social maturity scale by Nalini Rao (1971)

Description of the Social Maturity Scale

This tool has been developed by Nalini Rao (1971) for the Social maturity and it consists of 40 items. Each item has to be answered by choosing anyone of the five alternatives such as strongly agree, agree, undecided, disagree and strongly disagree. Social maturity positive items are 4,9,12,13,14,17,18,19,20,21,22,23,25,27,28,29,30,33,36,37,40. Social maturity negative items are 1,2,3,5,6,7,8,10,11,15,24,26,31,32,34,35,38,39. The tool has been appended.

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 F-test.

Analysis of Data

Results and Discussion

Null Hypothesis 1

There is no significant difference in the social maturity of high school students respect to class, gender and location.

Table 1: Significant Difference in the Social Maturity of High School Students Respect to Class, Gender and location

Standard	Number	Mean	S.D	Calculated 't' value	Table value at 5% level	Remarks at 5% level
IX	159	96.73	29.606	2.870	1.96	S
X	141	86.97	29.152			
Boys	147	85.00	28.146	4.188	1.96	S
Girls	153	99.01	29.715			
Rural	156	83.88	28.677	5.225	1.96	S
Urban	144	101.10	28.348			

(At 5% level of significance the table value of "t" is 1.96)

The calculated 't' value (2.870) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between IX and X Standard students in their social maturity with respect to class" is rejected. Hence there is significant difference between IX and X Standard students in their social maturity with respect to class. While comparing the mean scores of IX and X Standard students, IX standard students (M=96.73) are better than X standard students (M=86.97) in their social maturity.

The calculated 't' value (4.188) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between boys and girls of high school students in their social maturity with respect to sex." is rejected. Hence there is significant difference between boys and girls in their social maturity with respect to sex. While comparing the mean scores of Boys and Girls students, Girls (M=99.01) are better than Boys (M=85.00) in their social maturity.

The calculated 't' value (5.225) 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 students in their social maturity high school students with respect to location" is rejected. Hence there is no significant difference between rural and urban students in their social maturity high school students with respect to location. While comparing the mean scores of rural and urban students, urban ($M=101.10$) are better than rural ($M=83.88$) in their social maturity.

Hypothesis Verification

1. There is significant difference between IX and X standard students in their social maturity with respect to class.
2. There is significant difference between boys and girls of high school students in their social maturity with respect to sex.
3. There is significant difference between rural and urban students in their social maturity high school students with respect to location

Interpretation

There is significant difference between IX and X standard students in their social maturity with respect to class. While comparing the mean scores of IX and X standard students, IX standard students ($M=96.73$) are better than X standard students ($M=86.97$) in their social maturity. They have to be trained to develop self-confidence, self-direction, social feeling, and productivity, social and human values. Teachers and parents have to adopt the skills of social development to make their children socially concerned and aware along with inculcating in them social behaviour.

There is significant difference between boys and girls in their social maturity with respect to sex. While comparing the mean scores of Boys and Girls students, Girls ($M=99.01$) are better than Boys ($M=85.00$) in their social maturity. This may be due to the fact that the female students may be highly competitive and may have good memory since science is a theoretical and practical subject it may be easy for them to score good marks

There is significant difference between rural and urban students in their social maturity high school students with respect to location. While comparing the mean scores of rural and urban students, urban ($M=101.10$) are better than rural ($M=83.88$) in their social maturity. Urban students have more social maturity. Urban setting, environment is calm and congenial and which enhances the feeling of oneness, cooperation, social efficiency, personal adequacy, interpersonal relationships, etc. in comparison to rural settings. The schools and colleges situated in urban areas offer more extracurricular activities that enhances their social maturity and the student teachers belonging to these areas are more socially mature than rural ones

Recommendations

1. Awareness programmes could be conducted for the rural teachers about of social maturity.
2. Co-curricular and extra-curricular activities should be given importance in the school campus. So that we can develop balanced maturity of students.
3. Social clubs and other awareness programmes could be organized to develop social awareness among the students.
4. Information and communication technology must be incorporated in teaching learning processes.
5. Students should be motivated and encouraged to use library resources not only enhance their knowledge but also understand the various kinds of people and their relationship.
6. Competitions like debate, quiz, elocution and should be conducted in the school to develop their social maturity and achievement.
7. 7. Group activities such as project works, group discussions, cultural programmes, sports and games may be conducted to improve their social maturity and achievement.

Suggestions for Further Research

On the basis of the findings the investigator has given the following topics further research.

1. A study on social maturity and achievement in science of high school students.
2. The present study is limited to Madurai district. Similar could be done on other districts.
3. A comparative study of social maturity between high school boys and girls could be conducted.
4. The study of co-curricular activities and life skills of the high school students.
5. Relationship between social maturity and study involvement of high school students.
6. This study is limited to achievement in science only. It can be extended to some other subjects like languages, history and Mathematics.

Conclusion

Development of social maturity is absolutely for the functional efficiency of the potential citizens of the country. It has to be processed through a series of experiments in development of curriculum programmers and models which can be effective means of achieving social maturity through institutional activities. It is integrally in education therefore the necessity of widening the wings to enter into interdisciplinary areas. Social maturity & achievement of students will have a profound impact on the comprehensive and collaborative achievement of the studies as well as the nation as a whole.

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Impact of Mass Media in Adolescence

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Introduction

“The mass media, their influence is everywhere. They tell us what to do, what to think, and they tell us to think about ourselves all of the time.”

- TRICIA HARRIS

Mass media is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. Adolescence means "to grow up" is a transitional stage of physical and psychological development. Adolescence is usually associated with the teenage but its physical, psychological or cultural expressions may begin earlier and end later.

Influence of Mass Media in Adolescence

The influence of the mass media on the psychosocial development of children is profound. Mass media plays a vital role in adolescence stage. The media become an inseparable part of the life of teenagers. The media plays an important role in forming opinions and dictating the actions of the youth culture. Many were assumed that mass media had a bad effect on teens, it can be a power harnessed to promote positive messages to teens as well.

Objectives

The objectives of mass media is to explore the beneficial and harmful effects of media on children's mental and physical health, and to identify how physicians can counsel patients and their families and promote the healthy use of the media in their communities.

Media today has a huge influence on teenagers. Be it television, computers, video games, social networking sites - it hugely impacts all aspects of a teen's life. But all is not bad with the media. If used right, media can change lives for good. This post highlights both positive and negative media influence on teens.

Importance of Mass Media in Adolescence

- The mass media educates teenagers about the world outside of their locale boundaries - at the same time it also informs about the world and its surroundings.
- The mass media also acts as an important accountability mechanism by acting as a watchdog of society.
- The mass media shapes and promotes cultural diversity among adolescence.

Impacts of Mass Media Among Adolescence

Positive Impacts

Mass media has given a great platform to voice our opinions of political and social issues and share information to one another. Electronic media in its every form is a big source of mass communication. It has brought out easy ways of communication provided us with easily accessible means to reach out to people in various part of the world. It is a great source of providing entertainment as well.

Helps to Develop Awareness

Most teens live a sheltered life. But with exposure to various media outlets, they can develop awareness about society and the world. This cultural and political awareness is vital if we want to groom a generation of socially responsible citizens. With news channels, magazines blaring about world happenings, teens can realize that there is more to the world than just what is happening in the 'hood.

Helps to Develop Social Skills

Mass Media gives them the chance to groom their social skills. It also gives them the chance to expand their social circle and develop new friendships. Other benefits include social confidence, heightened literacy in the media, and more social support. Social media diversifies your teen's social skills, which in turn helps him navigate successfully through modern society.

Helps to Develop Reading and Writing Skills

Mass Media enhance the teenagers in writing and reading skills. They can able develop their skills by using internet, social medias etc... because of this media they became affair of all things in and around the world, so they can face the world with full confidence.

Negative Impact

The negative influences of media that are a result of an overexposure to it, are most often talked about.

Making Violence Normal

The amount of violence in video games and movies today is very scary. And teenagers spend several hours every day watching these scenes of gore. Violence becomes their reality. Many teenagers are unable to distinguish between reality and fantasy. This makes violence 'normal' for them. Drinking and smoking become very fashion because of this mass media.

Risky Sexual Behavior

Teenagers are just discovering their sexuality. It is very normal for them to be interested in everything sexual. But the amount of sex in media today can make a teenager confused. Sex without responsibility - that seems to be the message being beamed at teenagers. This can lead to irresponsible sexual behavior and unwanted pregnancies.

Making Everything Commercial

Happiness comes at a price. At least that's the message teenagers get through media. Their life would be perfect if only you'd buy them that hot new game, that happening dress. Advertisers target teenagers to ramp up their revenues. But teenagers fall prey to the idea of commercialization of happiness.

Poor Achievement in Academic

Teenagers who watch too much television have lower scores in exams. Also, such teens are not good readers as they spend more time in front of the television. A study reveals that individuals with high degree scores watch less television in their childhood and teenage. Another study reveals that different media affects school work differently.

Overcoming the Negative impact of Mass Media

- The child can be engaged to other activities so that, the time they spent on media can be reduced.
- Awareness on the education leads to the right direction.
- Proper guidance of parents can make a child to move in correct path. Parents should instruct the child to use the mass media in effective way.
- Teacher should make them to use the mass media for their education and their development. So, the child may go deeper into the topic given by teacher.
- The teacher should channelized mass media and education.

Conclusion

Impact of mass media may be both positive and negative. Guiding and controlling the adolescence by parents and teachers leads to proper utilization of mass media.

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கல்வியில் உள்ள புதுமைகளில் படைப்பாற்றல் கல்வி

வெ. இராஜலெட்சுமி & மு. அருணாதேவி

மாணவ ஆசிரியர்கள், தமிழ்த் துறை, தியாகராசர் கல்வியியல் கல்லூரி.

ஆய்வுச்சுருக்கம்

கல்விச்செயலை மேம்படுத்த ஆராய்ந்து எடுக்கும் ஒரு முயற்சியே “கல்விப்புதுமை” எனப்படும். இத்தகைய கல்விப்புதுமையில் தற்போது ஏற்பட்டுள்ள படைப்பாற்றல் கல்வி முறையை ஆராய்வதே இவ்வாய்வின் நோக்கமாகும். படைப்பாற்றல் கல்வி முறையானது எத்தகைய புதுமையுடன் செயல்படுகிறது என்பதை சரியான முறையில் இவ்வாய்வானது விளக்கியுள்ளது. அதில் உள்ள செயல்பாடுகள் அத்தனையையும் மாணவர்களின் புரிதலுக்கேற்ப செயல்படுத்தப்பட்டு வருகிறது. இத்தகைய படைப்பாற்றல் கல்வி முறையின் ஒட்டுமொத்த செயல்பாடுகளை ஆராய்வதே இவ்வாய்வுச் சுருக்கமாகும்.

கல்வியில் உள்ள புதுமைகள்-படைப்பாற்றல் கல்வி

முன்னுரை:

புதுமை என்பது ஓர் ஆக்கச் செயல். தெரிந்த இடத்திற்கு செல்லும் பாதைக்கு பதிலாக இம்மற்றொரு புதிய பாதையைக் கண்டுபிடிப்பதே புதுமை ஆகும். ஏற்றுக்கொள்ளப்பட்ட இலக்கினை அடைவதற்கு ஒரு புதிய மார்க்கத்தினைக் கண்டுபிடிப்பதே புதுமை எனப்படும்.

புதுமையில் முற்றிலும் புதிய கருத்து புகுத்தப்பட்டிருக்கும். அப்புதிய கருத்தினைப் பள்ளிகள் இசமுதாயம் ஆகியன ஏற்றுக்கொண்டு நடைமுறைப்படுத்தக் கூடியதாக இருத்தல் வேண்டும். மாணவர்களின் செயலில் புதுமை இடபாத்திட்டத்தில் புதுமை இட பள்ளி இந்நேரம் மாணவர் வருகை இவற்றில் புதுமை ஆசிரியர் செயலில் புதுமை கற்பித்தல் ஊடகத்தில் புதுமை கற்கும் இடத்தில் புதுமை ஆகிய அனைத்தும் கல்விப் புதுமைகள் ஆகும்.

கல்விச்செயலை மேம்படுத்த ஆராய்ந்து எடுக்கும் ஒரு முயற்சியே “கல்விப்புதுமை” எனப்படும். கல்விக் குறிக்கோளை அடைவதில் இதுவரை காணப்படாத புதிய அணுகுமுறைகள் “கல்விப்புதுமை” எனப்படும். இத்தகைய கல்விப்புதுமையில் தற்போது ஏற்பட்டுள்ள படைப்பாற்றல் கல்வி முறையின் விளக்கம் இந்நோக்கம் கற்பிக்கும் முறை இந்நேரம் விளைவுகள் இ மாணவர் செயல்பாடு ஆசிரியர் பங்கு மற்றும் படைப்பாற்றலின் சிறப்புகளைப் பற்றிக் கீழே காண்போம்.

படைப்பாற்றல் கல்வி முறை-விளக்கம்:

கல்வி என்பது சுதந்திரமான கற்றலை தருவதாகவும் இ படைப்பாற்றலுடன் கூடிய சுயமான திறனை வளர்ப்பதாகவும் இ அதனை வெளிப்படுத்துவதாகவும் இயற்கையுடன் இயைந்ததாகவும் இருத்தல் வேண்டும். இந்நோக்கங்களை நிறைவேற்றுவதற்கான கற்பித்தல் முறையையும் வகுப்பறை நிகழ்வுகளையும் கொண்டதுதான் “படைப்பாற்றல் கல்வி முறை”.

படைப்பாற்றல் கல்வி என்பது ஆசிரியர் மையக் கற்பித்தலில் இருந்து மாணவர் மையக் கற்பித்தலுக்கு மாறியுள்ளது. ஆசிரியர் மையக் கற்பித்தலில் ஆசிரியர் பாடப்பொருள்களை வகுப்பறையில் கற்பிக்கும் போது ஆசிரியர் சுறுசுறுப்பாக காணப்படுவர். ஆனால் மாணவர்கள் சுறுசுறுப்பு அற்ற நிலையில் இருப்பர். இந்நிலை மாணவர்களுக்கு இ கற்றலில் மந்த நிலையை ஏற்படுத்த வாய்ப்பாக அமையும். தற்போது நடைமுறையில் உள்ள மாணவர் மையக் கற்பித்தலில் மாணவர்கள் மிகுந்த செயல்பாடுகள் வழியே சுறுசுறுப்பாக இ கற்றல்-கற்பித்தல் பொருள்களுடன் இயைந்து கற்பது என்ற நிலைக்கு மாறியுள்ளது.

படைப்பாற்றலின் நோக்கங்கள்:

- படைப்பாற்றல் கல்வியின் வழியே ஒவ்வொரு மாணவரிடமும் இ
- கற்கும் முயற்சியை மேற்கொள்ளும் திறனை வளர்த்தல் இ
- அனுபவங்கள் வழியே கற்கும் ஆர்வத்தை தூண்டுதல் இ
- பகுத்தறியும் மனப்பான்மையை வளர்த்தல் இ
- கருத்துகளை புரிந்து கொள்ள வழிவகுத்தல்.
- படைப்பாற்றல் கல்வியின் முறை என்பது தமிழகத்தில் 6இ7இ8 வகுப்புகளில் நடைமுறைப்படுத்தப்படுகிறது. படைப்பாற்றல்கல்வியில் மாணவர்களின்
- சிந்தனைக்கு பயிற்சி தரப்படுகிறது.

- கற்பனை வளத்தை வளர்த்திட வாய்ப்புகள் வழங்கப்படுகின்றன.
- புரிந்து படித்து புதியன படைப்பதற்குப் பயிற்சி அளிக்கப்படுகிறது.
- சோதித்து அறியும் திறனை வளர்த்துக் கொள்வர்.
- கற்றலுக்கான பொருள்களைச் சேகரிக்கும் ஆர்வத்தை வளர்த்துக் கொள்வர்.
- கற்பனைத் திறனை வளர்த்துக் கொள்வர்.
- வினா எழுப்புவர்.
- தொகுத்தறிவர்.
- புதியச் சூழலை பயன்படுத்துவர்.
- சுயமதிப்பீடு செய்வர்.

படைப்பாற்றலை வளர்க்கும் கற்பித்தல் முறைகள்:

கல்வியில் புதுமைகள் படைத்து மாற்றங்களைத் தோற்றுவிக்கச் சிறந்த வழி மாணவர்களிடையே படைப்பாற்றலை வளர்ப்பதே ஆகும். “வில்லியம் ஜே. ஜே. கார்ட்டன்” என்பவர் படைப்பாற்றலை வளர்ப்பதற்கான “சைனெக்டிக்” என்ற கற்பித்தல் முறையை உருவாக்கியுள்ளார். இவரது கற்பித்தல் அணுகுமுறையில் நான்கு மனநிலைகளை குறிப்பிட்டுள்ளார்.

அவை முறையேஇ

- பற்றற்ற நிலையும் ஈடுபாடு நிலையும்
- தள்ளிப்போடுதல்
- கற்பனை வளம்
- பொருளின் சுயேட்சைத் தன்மை

பாடப்பொருளுக்கும் மாணவனுக்கும் இடையே ஒரு கருத்துருவான இடைவெளியை அறிமுகம் செய்வதற்காக “உருவக செயல்” ஒன்றினைச் செய்வதே இம்முறையின் அடிப்படை. அதாவது புதிய சூழல்களில் ஏற்கனவே பரிச்சையமானவற்றை தேடுதல்தான் பழகிய அமைப்புகளில் புதுமையைக் காண முயற்சித்தல் என்ற இரு போக்குகளை உள்ளடக்கியதே இந்த அணுகுமுறை.

கற்றல் முறைகள்

படைப்பாற்றல் கல்வி முறையில் நான்கு கற்றல் முறைகள் கையாளப்படுகின்றன.

அவை

- தானே படித்தறியும் முறை - இந்த கற்றல் முறையானது மாணவனே படித்து புரிந்து கொள்ளும் வகையில் அமையும்.
- இணை கற்றல் - இணைந்து கற்றல் முறையானது ஒருவராகவோ ஒரு சிறு குழுவாகவோ இணைந்து கற்கும் வகையில் அமையும்.
- ஞஞ4சு முறை - இவ்வகை கற்றல் முறையானது பாடங்களை தொகுத்து மதிப்பிட்டு கற்கும் வகையில் அமையும்.
- படம் வரைந்து விளக்குதல் - இவ்வகை கற்றல் முறையானது மனவரைபடம் வரைந்து அதனை தொகுத்து விளக்குதல்.

கற்றல் விளைவுகள்

- மாணவர்கள் படிக்கவும்இ எழுதவும் செய்கின்றனர்.
- தகவல்களை பிரித்து தொடர்கற்றலாக மாற்றவும்இ நமது கற்றல் அனுபவத்தை உணர்ந்து கொள்ளும் வகையில் வெவ்வேறு மன வரைபடங்களை வரையவும் கற்கின்றனர்.
- பலவித உத்திகளைக் கையாண்டு தொகுக்கவும்இ தனியாகவோஇ இருவராகவோஇ சிறு குழுவாகவோஇ பெரிய குழுவாகவோ செயல்படவும் செய்கின்றனர்.
- தாம் கற்றுக்கொண்டதை சக மாணவர்க்கு கற்றுக் கொடுக்கவும்இ பல்வேறு சிக்கலானத் தகவல்களைப் புரிந்து கொள்ளவும் செய்கின்றனர்.

படைப்பாற்றல் கல்வி முறையில் மாணவர்களின் செயல்பாடு:

படைப்பாற்றல் கல்வி முறையில் மாணவர்கள் பல்வேறு செயல்களில் ஈடுபட்டுக் கற்கின்றனர். அவைஇ

மனவரைபடம் வரைதல்:

ஒரு பாடத்தின் முக்கியமானக் கருத்துக்களைஇ மாணவர்கள் அவர்களுக்குத் தெரிந்த வரைபடத்தை வைத்து புரிந்து கொள்ளுதல்.

கருத்துக்களை தொகுத்தல்:

பாடம் தொடர்பான கருத்துக்களை தொகுத்துக்கூறல்.

செயல்திட்டம் மேற்கொள்ளுதல்

பாடம் தொடர்பான ஏதேனும் செயல்திட்டத்தை மேற்கொள்ளுதல்.

பங்கேற்றல்

வகுப்பில் நடைபெறும் அனைத்து செயல்திட்டத்திலும் பங்கேற்றல்.

ஆசிரியரின் செயல்பாடு:

1. கல்வித் துறையில் நீடித்த அளவில் மாற்றங்கள் மலர்ந்திட மாணாக்கரிடம் உரிய படைப்பாற்றலையும்இ புதுமைச் சிந்தனையையும் வளர்ப்பது ஆசிரியரின் கடமையாகும்.
2. ஆசிரியர் ஓர் ஒழுங்கை கட்டமைப்பவராக மாணவர்களிடையே திகழ வேண்டும்.
3. ஆசிரியர் ஓர் சிறந்த ஊக்குவிப்பாளராக மாறிஇ கல்வி மற்றும் பிற செயல்பாடுகளில் மாணவர்கள் பங்கேற்க வழிவகை செய்ய வேண்டும்.
4. கற்றலுக்குத் தேவையான புதிய மொழிநடைகள்இ தொழில்நுட்பங்களை பின்பற்றுதல் போன்றவை ஆசிரியர் வகுப்பறையில் மேற்கொள்ள வேண்டும்.
5. ஆசிரியர் என்பவர் கற்றலுக்கான ஆதாரமாக விளங்க வேண்டும்.

இக்கல்வி முறையின் நன்மைகள் அல்லது சிறப்புகள்:

- படைப்பாற்றல் கல்வி வகுப்பறையில் உள்ள இடத்தைப் பொருத்ததல்ல. சிறிய வகுப்பறையிலோஇ பெரிய வகுப்பறையிலோ இதனை நடத்த இயலும்.
- மாணவர் எண்ணிக்கையைப் பொருத்தது அன்று. சுமார் 20 முதல் 60 மாணவர் கொண்ட வகுப்பறையிலும் இம்முறையை நடத்த இயலும்.
- ஆசிரியரை முழுமையாகச் சார்ந்திராமல் ஒரு நல்ல ஊக்கப்படுத்தப்பட்ட வகுப்பறையில் தானாகவே நிகழும்.
- மாணவர்களுக்கு கற்பதற்கான வாய்ப்பு கற்றுக் கொடுக்கப்படுகிறது.
- வெவ்வேறு கற்றல் பாணியில் மாணவர்கள் கற்கின்றனர்.
- பல்புலன் வழியாகக் கற்றல் நிகழ்வதால் நிலையான கற்றல் ஏற்பட வாய்ப்புள்ளது.

தீமைகள்

படைப்பாற்றல் கல்வியில் மொத்தம் 100 மதிப்பெண்கள். 100 மதிப்பெண்களில் 40 குழந்தையின் படைப்பாற்றலுக்கு எனவும்இ மனப்பாடத்தேர்வுக்கு 60 எனவும் பிரிக்கப்பட்டது. ஆனால்இ இந்த 40 மதிப்பெண்கள் பெற்றோர்களை அங்காடிக் கடைகளை நோக்கிப் படையெடுக்க வைத்தது. அவரவர் வசதிக்கேற்பஇ ரெடிமேடாக கல்வி சார்ந்த காட்சிப் பொருட்களை „வாங்கி” வந்து வைக்கும் சடங்காக இப்போது மாறிவிட்டது. பெற்றோர்களே அதனைச் செய்துவிடுவதும் நடக்கிறது. குழந்தையின் படைப்புத்திறனை அறிந்து அதற்கு மதிப்பெண் தருவது சிக்கலான விடயமாக மாறிவிட்டது. இதுவே இப்படைப்பாற்றல் கல்வி முறையில் பெரிய சவாலாக மாறிவிட்டது.

முடிவுரை

இவ்வாறாக கல்வியில் ஏற்பட்டிருக்கும் புதுமைகளை பற்றியும்இ கல்வியில் ஏற்பட்டு இருக்கும் புதுமையான கல்வி முறையாக விளங்கும் படைப்பாற்றல் கல்வி முறையை பற்றியும் கண்டோம்.

இதில் படைப்பாற்றல் கல்வி முறையின் விளக்கம்இ அதன் நோக்கங்கள்இ அதனை கற்பிக்கும் முறைகள் மற்றும் கற்றல் முறைகள்இ அதனால் ஏற்படும் விளைவுகள்இ அதில் மாணவர்களின் செயல்பாடுகள்இ அதன் நன்மைஇ தீமைகளை பற்றிக் கண்டோம். இக்கல்விமுறையில் தீமையானது குறைந்த அளவிலே இருக்கும் காரணத்தினால்இ படைப்பாற்றல் கல்வி முறையானது அனைவரும் ஏற்றுக்கொள்ளக்கூடிய ஒன்றாகக் கருதப்படுகிறது. இதுவே இவ்வாய்வின் முடிவாகும்.

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Quality Education Criteria

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Abstract

Quality in education is important for developing countries. Education is preparing persons for the future. Basic skills, such as reading, writing and arithmetic, have to be regarded as essential parts of all quality education. Education is the tool with which the society and the individuals in it can be made more efficient, satisfied and adjusted. The quality of the teacher is developed automatically the quality of the education also developed. Characteristics of good teacher, Quality awareness and self evaluation. Teachers should have professional freedom, professional ethics. Government support for teacher should make changes in quality of education. A quality alliance between government and unions should be there. Essential elements are education for all, education opportunities and fighting corruption.

Key words: Quality. Education, Teachers, Skills, Profession, Principles, Techniques, Effective, Development,

Introduction

Quality in education is discussed it may be important to reflect on what is understood by the term quality. Many educators, researchers and politicians have tried to define this term and a number of different definitions can be found in the literature. Quality in education is a concept which is rapidly evolving over time, but also has different values according to different national, education sectors, cultures and different players in the education system student, teachers, policy makers, the business community, union etc.

Quality in education

Education is always, in one sense or another, preparing persons for the future. Young people and children must be given through education the tools to deal with the different tasks that they will need to perform in their lives. They must be helped to prepare themselves for their private lives, but equally be prepared to participate in economic life, cultural life and the political life of their societies.

Basic skills, such as reading, writing and arithmetic, have to be regarded as essential parts of all quality education. The attainment of basic competencies is necessary before further progression can be made within a quality system.

Quality education should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Education must aim at giving the students opportunities for personal development and confidence to adapt to new situations. Education can never be a neutral process; it will always be value based. The balance between objective “facts” and questioning these facts represents a great challenge to the professional teacher.

Thinkers on Education

Annie Besant was keener on developing a scheme of education for the entire country i.e. India. While emphasizing, she felt that English should be compulsorily taught as a second language up to the high school stage. She firmly believed that the schoolwork should begin with prayers.

Dr. Sarvepalli Radhakrishnan “Education, according to the Indian tradition, is not merely a means to earning or living, nor is it only a nursery of thoughts or a school for citizenship. It is initiation into life of spirit, a training of human soul in the pursuit of truth and the practice of virtue.

Specific aims of education

The Aim of Education is also conditioned by the social ideas, circumstance and changes that occur at a particular place and time. Hence, the Aim of Education also changes with the circumstance. This change and adjustment is essential because education is the tool with which the society and the individuals in it can be made more efficient, satisfied and adjusted. And this can be possible only if the Aim of Education is changed to suit the circumference. The example of India will clearly establish this.

The need to improve quality

If we look at a number of reports concerning the quality of education in different countries we may get a picture of the present situation. Quality of education can of course be measured in many different ways and there are also many controversies about the best way of measuring the quality of education. A minimal requirement could be that children at least should receive basic and working skills in reading, writing and arithmetic.

According to the World Bank is lack of quality a major problem in many education systems: “The quality of Education is poor at all levels in low- and middle-income countries. Students in developing countries have a mean level of achievement below that in industrial countries, and their performance shows a much greater variance around the mean.” Whether this problem has increased or not is difficult to judge, but it is enough to notice that there is a huge need to improve quality in education in many countries.

To improve the quality of education, we must have quality teachers. The good teacher can make every learner in a good manner. So if the quality of the teacher is developed automatically the quality of the education also developed.

Characteristics of a good teacher

Recalling the attempts to define quality of education, it is of crucial importance to reflect on what is needed of the teacher to provide quality education. There have been many attempts to list the characteristics of the good teacher.

Improve quality of teachers

In this section three issues will be discussed: - quality awareness - professional ethics - professional freedom.

Quality awareness and self-evaluation

To create an increased “quality awareness” among teachers and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate the own teaching and its results. Evaluation is a general term used to describe any activity where the quality of provision is the subject of systematic study. There are different ways to organise the evaluation process in education in various countries.

Professional freedom

The professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. Professional and academic freedom for teachers is also of crucial importance in achieving teaching that is independent of any political, economic, ideological or religious influence, in order to preserve young peoples' right to and democratic exercise of critical creativity. There has to be a general thrust in the creativity of the teacher.

A risk occurs in situations where some decisions concerning curriculum and syllabus are referred to different kinds of local authorities and school boards, as part of decentralization processes. Local administrators and politicians might not be aware of the need to respect the professional freedom of teachers. In their eagerness to use the new rights to take decisions they might reach conclusions concerning courses, teaching aids, textbooks etc. without the necessary consultations with teachers and their organisations.

Professional ethics (Teachers)

Another important issue is the professional ethics of teachers. Teaching is becoming a more and more complex task. Teachers meet a large number of children and young persons from different backgrounds. In many education systems teachers have also been given more and more responsibilities. All these developments underline the questions related to the responsibilities and

duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers.

Role of Teachers

Teachers are an essential link between children with learning disabilities and the interventions and services that can help them. There is no student with a learning disability who cannot learn, if a teacher has received appropriate training and is willing to spend the time, using his or her expertise to reach and teach that child. To most effectively help children with learning disabilities, teachers should:

Know the “warning signs”: All students’ exhibit difficulties at one time or another with spoken or written language, memory, attention, concentration, organizational skills, physical coordination, and social behavior. However, if a student consistently displays difficulty with a group of these behaviours, it is a good indication of a possible learning disability.

Government support for teachers

Quality education is not only a responsibility of the teachers. There must be a public responsibility to ensure all citizens the right to receive quality education. Such an important matter cannot be left to individuals, private companies or to the market.

To create quality education it is necessary to establish a good practice and to meet demands at all levels. It is not possible in the long run to establish good teaching in the classroom if schools and the educational system as a whole are functioning badly. There are many examples of teachers trying to do their best in spite of lack of support from local and national authorities. Such situations too often end with stress and the burn-out of the teachers. There are also bound to be problems in a system with an excellent curriculum, but where teachers are not provided with the necessary moral and financial support needed to implement it.

In order to support teachers in their efforts to improve the quality of education governments and relevant education authorities must:

- Provide education and professional development of high quality to the teachers;
- Provide teachers and schools with the resources necessary to offer quality education;
- See that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility; and
- Ensure that teachers receive the moral recognition appropriate to their level of qualifications and responsibilities.

Teacher education and professional development

The professional development of teachers is a key guarantee of quality education and must be linked to all phases of teacher education and educational research. In order to improve the education of teacher’s world wide, education authorities, governments and intergovernmental organisations must ensure that teachers receive a good initial teacher education at university level to prepare them for their work as teachers. All teacher education must contain four components; methodology, pedagogy, practice and curriculum areas. The best way to improve teacher quality will depend on conditions in each country.

Quality in education by Teachers union

The teachers’ unions view of quality is informed by the principle that education must be relevant to the needs of individuals and of society; and must be available to all, at any age and whatever one’s economic position, as a right. Unions also realise that there is a close link between the status of teachers, teachers working conditions and the quality of education.

A quality alliance between governments and unions

In recent years many unions have actively discussed how to improve the quality of education. The report suggested that to do this it would be necessary to adopt a long-term programme. “Such an approach includes formulating a vision of the desired development of the education system.

Essential elements in such a vision are likely to be:

- Education for all Equal opportunities Improve the quality of education.
- An education system that improves the economic and democratic development in society.
- To begin realising this vision, it is important to analyse where unions and employers might have common interests. An example could be the improvement of the quality of education.
- From a union point of view, obvious areas where the government can act to improve quality are
 - Salaries
 - Teacher education
 - The working environment in schools.

Fighting corruption

Another issue which teacher unions have to address, and which they increasingly have started to address, is how to fight corruption in education. Many teacher organisations make different in-service programmes available for their members. Some of these programmes are on trade union matters and others on professional issues. Issues on corruption in education could be integrated in both these types of programmes. There are also other ways in which teacher organisations can deal with these issues. Many organisations have, in recent years, been involved in discussions on professional standards and professional ethics. Fighting corruption is certainly a part of that discussion. It is important for teacher organisations to explore different types of actions, which can be taken in order to fight corruption. In general, three paths can be followed; - promoting professional ethics; - organise and support training activities; and - push for the inclusion of anti-corruption education in the curriculum.

A recent study reviewed successful approaches to teacher evaluation and concluded that there are **seven criteria for an effective teacher evaluation system**:

- Teacher evaluations should be based on professional teaching standards.
- Evaluations should include multi-faced evidence of teacher practice, student learning and professional contributions.
- Evaluators should be knowledgeable about instruction and well trained in the evaluation system.
- Evaluations should be accompanied by useful feedback and connected to professional development opportunities.
- The evaluation system should value and encourage teacher collaboration,
- Expert teachers should be part of the assistance and review process.
- Panels of teachers and administrators should oversee the evaluation process to guarantee useful and high quality information.

Teacher evaluation is a tool that depends on complementary inputs. In order for teachers to be able to improve their practice, they must use the information derived from evaluation to identify needs specific to their groups, develop strategies and take action. For this to happen teachers must have time to analyze the data and count on the necessary support to bring their strategies to an improved instruction practice. The improvement of the quality of education supply is a process that required continuous knowledge.

Conclusion

Quality education should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Education must aim at giving the students opportunities for personal development and confidence to adapt to new situations. Quality of education can be measured in many different ways and there are also many controversies about the best way of measuring the quality of education. The quality of education is improved by means of improving the quality of teachers. If quality of the teacher is developed automatically the quality of the education also developed. Concluding, teachers quality and teacher evaluation is a tool to improve the quality of education that depends on complementary inputs and should ideally consider professional teaching standards, multi-faceted evidence of teacher practice, student learning, professional contributions and teacher collaboration. It is likely you think your

best teachers are those that gave you best grades. Finally, the quality of Education is improved only through the teacher quality and the learner ability, interest, support.

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Mathematical Interest Among High School Students

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Abstract

The study aimed to investigate the Mathematical interest among high school students. In the present day, mathematics has come to be recognized as the key to every science and every subject that has advanced the mathematics for progress. Mathematics is indispensable to every walk of life. Mathematics plays an important role in vocational, professional, administrations and industries and all institutions. Therefore if one wants to learn something he/she should try to develop 'interest' in that thing. It is equally true for mathematics. So, it is true that for attaining high achievement and proper learning in mathematics, one should be highly interested in the subject. The research type was a survey type which consists of purposive sampling of 44 high school students in Dindigul district. Personal data sheet was prepared by the investigator and mathematical interest inventory constructed and standardized by Banani Bora and Hemanta Kumar (2014) was used. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test.

Introduction

Mathematics has a vital role and its importance cannot be denied, its place in the school curriculum is assured, significance and unique attempts were made many times to push mathematics from its important position. Mathematics is also helpful in the advancement of culture and civilization. It also developed our intellect. It develops our thinking and reasoning.

Significance of the Study

In the present day, mathematics has come to be recognized as the key to every science and every subject that has advanced the mathematics for progress. Mathematics is indispensable to every walk of life. Mathematics plays an important role in vocational, professional, administrations and industries and all institutions.

Napoleon also said, "The progress and the improvement of mathematics are linked to the prosperity of the state". Mathematics is a very useful subject for most vocations and higher specialized course of learning. But everybody who is studying it in the school is not to be an accountant, engineer or statistician. But at such an early stage of education it is difficult to know who is going to be an engineer or a banker. Therefore the duty of the school is to give to the high school student abroad view of what he is capable of achieving in future. Mathematical skill is considered as an integral part of today educational system. It is intimately connected with the interest of the high school students. Investigators research work laid emphasis on how the interest is influencing the mathematical ability of high school students. The above stated facts motivated us to select our topic of investigation as Mathematical interest among high school students.

Objectives

1. To find out the level of mathematical interest of high school students with regard to gender.
2. To find out the level of mathematical interest of high school students with regard to locality of student.
3. To find out the level of mathematical interest of high school students with regard to type of family.
4. To find out whether there is any significant difference in mathematical interest of high school students with regard to gender.
5. To find out whether there is any significant difference in mathematical interest of high school students with regard to locality of student.
6. To find out whether there is any significant difference in mathematical interest of high school students with regard to type of family.

Hypotheses

H₀1: There is no significant difference between male and female high school students in their mathematical interest.

H₀2: There is no significant difference between rural and urban high school students in their mathematical interest.

H₀3: There is no significant difference between nuclear and joint family high school students in their mathematical interest.

Delimitation

1. The study is limited to high school students in Dindigul district only.
2. The investigator has proposed to choose only 44 high school students as sample for the study.

Method Used

The investigator has adopted survey method to do a “Mathematical interest among high school students”.

Population and Sample

The population of the present study consists of students in high schools of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 44 high school students.

Tool Used

This study aims to evaluate the Mathematical interest among high school students. The investigator has used the mathematics interest inventory constructed and standardized by Banani Bora and Hemanta Kumar (2014). Out of 40 items, 20 items are positively and remaining 20 are negatively oriented.

Statistics Techniques Used

Mean, SD and ‘t’ test were used in this study.

Analysis of Data

Table 1 Level Of Mathematical Interest Of High School Students

Mathematical Interest	Low		Moderate		High	
	N	%	N	%	N	%
	9	20.5	28	63.6	7	15.9

Table 2: Level of Mathematical Interest of High School Students With Regard To Gender

Mathematical Interest	Gender	Low		Moderate		High	
		N	%	N	%	N	%
	Male	7	33.3	12	57.1	2	9.5
	Female	2	8.7	16	69.6	5	21.7

Table 3: Level of Mathematical Interest of High School Students with regard to Location of Student

Mathematical Interest	Locality of Student	Low		Moderate		High	
		N	%	N	%	N	%
	Rural	8	21.1	23	60.5	7	18.4
	Urban	1	16.7	5	83.3	0	0.0

Table 4: There Is No Significant Difference Between Male And Female High School Students In Their Mathematical Interest

Gender	Count	Mean	S.D	Calculated ‘t’ value	Remarks
Male	21	84.52	16.937	3.088	S
Female	23	99.00	13.830		

(At 5% level of significance the table value of ‘t’ is 1.96, S-Significant)

Table 5: There is no significant difference between rural and urban high school students in their mathematical interest

	Location of Student	Count	Mean	S.D	Calculated 't' value	Remarks
Mathematical Interest	Rural	38	92.95	17.397	1.046	NS
	Urban	6	86.67	12.987		

(At 5% level of significance the table value of 't' is 1.96, NS- Not Significant)

Table 6: There is no significant difference between nuclear and joint family high school students in their mathematical interest

	Type of Family	Count	Mean	S.D	Calculated 't' value	Remarks
Mathematical Interest	Nuclear	24	86.38	17.365	2.681	S
	Joint	20	98.95	13.736		

(At 5% level of significance the table value of 't' is 1.96, S-Significant)

Results and Discussion

- Table 1 reveals that 20.55 of high school students have low in mathematical interest, 63.6% of high school students have low in mathematical interest and 15.9% of high school students have low in mathematical interest.
- Table 2 reveals that 33.3% of male and 9.5% of female high school students have low in mathematical interest, 57.1% of male and 69.6% of female high school students have moderate in mathematical interest and 9.5% of male and 21.7% of female high school students have high in mathematical interest.
- Table 3 reveals that 21.1% of rural and 16.7% of urban high school students have low in mathematical interest, 60.5% of rural and 83.3% of urban high school students have moderate in mathematical interest and 18.4% of rural and 0.0% of urban high school students have high in mathematical interest.
- Table 4 revealed that there is a significant difference between male and female high school students in their mathematical interest. While comparing the mean scores male (84.52) and female (99.00) students. The female students may better in their mathematical interest. This may due to the fact that students female students are always spend more times in the learning process. So, they are better in the mathematical interest.
- Table 5 revealed that there is no significant difference between nuclear and joint family high school students in their mathematical interest.
- Table 6 revealed that there is significant difference between rural and urban high school students in their mathematical interest. While comparing the mean scores rural (92.95) and urban (86.67) students. The rural students may better in their mathematical interest. This may due to the fact that students in rural schools are more time to spend in their home itself. It may help them to practice mathematical problems in their home. In urban areas the students may busy with Medias.

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Denied Education for Tribal People

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Abstract

This article critically examines Initiatives for greater participation in education by tribal communities in India arguing that current policy does not effectively enough facilitate greater participation and may in fact, go against the avowed principle of ensuring. The article relies on study to support arguments for the need to be culturally sensitive in making appropriate provisions for the education of scheduled tribes in India reasons for high dropout rates and non-enrolment among tribal children are examined.

Introduction

India is a home to a large variety of indigenous people. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is the most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. The male-female gap in literacy and educational attainment among the scheduled tribes is significant. Education, especially in its elementary form, is considered of utmost importance to the tribal"s because it"s crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms (Maharatna, 2005). In this paper, an attempt has been made to identify and understand the multi-dimensional educational problems of the tribal children in India.

The Status of Tribal Children in India:

Indian society is marked by inequality, discrimination, exploitation, domination and Deprivation. What is even more striking is the fact that such thwarting societal features are Mostly based on the lines of caste, tribe, religion, language, region, etc. Tribals are one of the most exploited and deprived sections of the Indian society. All development indicators showthem to be the most excluded from mainstream Indian society despite the fact that various kinds of policies and programmes have been pursued and executed for their social and economic upliftment in post-Independence India. The paper, to begin with, provides a profile of tribal situation in general and tribal children in particular. This it does by discussing their status in relation to their economic well being, Education.

Introduction of the Scheduled Castes

At times, we are confused and use different terminology to refer to Scheduled Castes. *Dalits*, *Harijan*, disadvantaged, socially disadvantaged, untouchables (forbidden connotation) are commonly used to refer to Scheduled Castes. Therefore, it is necessary for us to understand what are Scheduled Castes? The term which "Scheduled Castes" designates an official rather than a sociological category, has its history in the caste system of the country. The term signifies certain constitutional and legal status conferred upon a number of castes or communities united by their position as untouchables in the hierarchical caste structure of traditional Hindu society (Jha and Jhingran, 2005) The caste system is the backbone of traditional Indian social structure. Most castes originated as occupational groupings in the past. In ancient and medieval times and even in the last part of 20th Century caste determined the occupational status and training given to members within a family unit. The *Shudras* occupied the lowest position in caste hierarchy and have traditionally been neglected throughout our long cultural history. The inequality of opportunities institutionalised by the caste system in the past, persisted for ages and consequently the scheduled castes continued to be disadvantaged as far as education was

concerned. They have been victim of alienation, poverty, illiteracy, disease and all sorts of exploitations and superstitions. Although, since independence a lot of effort has been made by central and state governments their, social, economic and educational condition is still alarming. Now a day a particular term, *dalit* is loosely used to mean as Scheduled Castes of India.

Reasons for Educational Backwardness of Scheduled Castes Children

The continuance of educational backwardness of scheduled castes is due to many factors.

Certain factors are mentioned below:

Poverty

It has been a major obstacle in educational development of SCs. They are so poor and so much preoccupied with their struggle for the basic necessities of physical life that, they fail to accept education as a basic need of human life (Aikara, 1996). The incidence of poverty amongst SCs still continues to be very high. This is primarily due to the fact that a large number of SCs who are living below the poverty line are landless with no productive assets and with no access to sustainable employment and minimum wages (GOI, 2002). A large section of SC families, especially in rural areas, depend upon agriculture and other wage labour as major household occupation (Nambissan and Sedwal; 2002). Census 2001 shows that 45.6 per cent of SC population is agricultural labour as against 26.5 in case of general population. Even their level of economic development has been uneven in different states. Muralidharan (1997) found inability of parents to meet educational needs of their children in terms of books, notebooks, stationaries and so on is an important reason for discontinuation of children from schools. Opportunities to help SC families to increase their income and bringing greater stability is important for increasing participation of their children in schooling.

Physical and Social Segregation

Studies conducted by Nambissan (2002) and Jha and Jhingran (2002) show physical segregation of *dalit* habitations to upper caste habitation resulting in physical discrimination. The isolation of *dalits* is not limited to physical segregation alone. Physical segregation has its roots in socio-cultural segregation, based on rules of purity and pollution and reflected in the practice of untouchability. The Constitution of India (Article 17) states that, "Untouchability is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of untouchability shall be an offence punishable in accordance with law". Still untouchability is practiced in subtle forms, especially in rural areas. The scheduled castes children are reported to be still feeling discriminated against others within the classroom situation. This gets expression mainly through indifferent negative attitudes by teachers and hostile peer group behaviour. Jha and Jhingran (2005) in their study found that, "At some places *dalit* children are unnecessarily beaten, abused and harassed by upper caste teachers. In some villages, the teacher asks lower caste children to do a number of personal tasks such as fetching firewood and if children do not oblige, physical punishment is meted out to them. Sheer neglect of *dalit* children by teachers by making them sit in the last row and excluding them from all activities is also common.... *Dalit* children also face hostile behaviour as children belonging to upper castes generally bully and don't allow to mix as equals"

Lack of Easy Access to School

The availability of a school within a scheduled castes habitation (in rural area) appears to be one of the most important conditions for ensuring the enrolment of SC children. According to the *Sixth All India Educational Survey* (NCERT, 1998) most of the SC children avail government schooling. The same report shows that more than 91.3 per cent rural SC children and 64.9 per cent urban SC children avail either government or local body managed schools. Thus, their habitation needs to be covered on priority basis under SSA. The access of school within their own habitations, therefore, assumes tremendous significance as far as their education is concerned. It does not necessarily mean that access only ensures regular attendance and retention of SC children. The regular functions of school infrastructure, teacher attitude may affect. *Sarva*

Shiksha Abhiyan ensures opening of primary schools or education guaranty scheme centres in habitations within 0.5 km of distance. However, there is a large number of habitations in India which don't yet have a school. Many of these habitations are inhabited by the scheduled castes.

Inadequacy of Teachers and Teacher Preparation

A survey of teachers in low literacy districts noted the under-representation of SC/ST teachers and reported that the teachers come from more advantaged backgrounds than both the general population and their students (World Bank, 1997). Teacher-pupil ratios in schools attended by SC children have been much higher than those in other schools meant for upper caste villagers (NCERT, 2005).

Scheduled Castes have historically suffered social disadvantages and educational and economic deprivation arising out of the social context. Accordingly, special provisions have been enshrined in the Constitution for advancement of their interests.

Policies for Educational Development of Scheduled Castes

India is a sovereign, secular and democratic republic. It is a country of many cultures, castes, religions, customs and traditions. Diversity is the way of life of Indian society. The colonial rule during the British period had impact upon equality of educational opportunities in India. One of the main features of the British Policy on education in India was its „downward filtration theory“. McCauley's minutes (1835), the foundation of the British Policy on education in India, upheld the supremacy of English and concentrated on the education of the elite. The education of only the elite sections resulted in the denial of education of the poorer and lower sections including those from lower castes and thereby increasing the inegalitarianism in education. However, the educational institutions were open to all without any restrictions. In *Darwar case* (1856) when an untouchable boy was refused admission on the ground of withdrawal of other caste children, the then Governor General as well as the Court of Directors of East India Company sharply criticised it by categorically ruling, “no untouchable child should be refused admission to schools maintained by the government even if it meant closure of the school” (Naik, 1975).

As has been mentioned earlier, the Constitution of India has made several provisions and amendments which are helpful for ensuring social equality and human rights. After Independence, three major Commissions were set up. While Radha Krishnan Education Commission (1948) dealt with the whole school education system.

Kothari Commission is well known as the Education Commission (1964-66) emphasised on equalising educational opportunities in Chapter VI (p.108, para 6.01). It says, “One of the important social objectives of education is to equalise opportunities enabling the backward or under-privileged classes and individual to use education as a level for the improvement of their condition. Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population” (p.108; para 6.01; GOI). This is the only guarantee for the building up of an equalitarian and human society in which the exploitation of the weak will be minimised”.

The National Policy on Education (1986) was egalitarian and inclusionist in its approach. It laid special emphasis on the removal of disparities and to equalise educational opportunities by attending the specific needs of those who have been denied equality so far. The revised Policy Formulation and Programme of Action (POA, 1992) recommended schemes and programmes for educational development of SCs including other disadvantaged sections of the country.

The Revised Policy Formulation and Programme of Action (POA, 1992) envisaged a number of strategies accelerating the rate of enrolment and retention of SC communities including other socially disadvantaged sections. It discusses a number of schemes; existing and new both like (i) post-matric scholarship, (ii) pre-matric scholarship of those engaged in unclean occupations, (iii) book banks, (iv) Boy's and girl's hostels, (vi) Coaching and allied schemes besides upgradation of merit of SC children and reservation in educational institutions.

The POA (1992) also emphasised on opening primary and upper primary schools in SCs habitations and hamlets; provision for non-formal and distance education centres; provision of adequate incentives in the form of uniforms, textbooks, stationary and mid-day meals and

incentives to SCs parents to send their children particularly girls to schools. The other major recommendations include, provision of minimum level of learning with standard teaching-learning materials and monitoring of the SCs development programmes through single nodal agency.

The *National Curriculum Framework* (2005) emphasised on addressing the disadvantages in education arising from inequalities of gender, caste, language, culture and religion, not only through policies and schemes but also through the design and selection of learning tasks and pedagogic practices, right from the period of early childhood. The document also stresses upon addressing the social context of education arising out of hierarchies of caste, economic status, gender relations and cultural diversity; by the curriculum framework both in design and implementation.

Schemes for Educational Development of Scheduled Castes

Besides the constitutional provisions, the role of various five year plans has been underlined for the Nation, all round development of disadvantaged groups, in which special provisions for SCs have also been recommended. Some such provisions are:

- Opening of residential schools/*Ashrams*
- Pre- and Post-metric scholarships
- Free textbooks and uniforms
- Hostels for girls and boys
- Book bank schemes
- Up gradation of merit of SC/ST students
- Remedial coaching schemes
- Grant-in-aid to voluntary organisations
- Social development programmes for SC girls belonging to low literacy areas.

The Schemes and programmes for the welfare of Scheduled Castes of Ministry of Social Justice and Empowerment of Government of India include Centrally Sponsored Scheme of Pre-Matric scholarships, Central scheme of Rajiv Gandhi Fellowship to pursue programmes of higher education, Centrally sponsored pilot scheme of *Pradhan Mantri Adarsh Gram Yojana* (PMAGY), Babu Jagjivan Ram *Chhatrawas Yojana*, Post-matric scholarship, Pre-matric scholarship for children of these engaged in unclean occupations, top class education for SC children, self employment scheme for rehabilitation of manual scavengers, Scheduled Castes sub plan, National overseas scholarships, special educational development programmes for Scheduled Castes girls belonging to low literacy areas, up gradation of merits of SC children, free coaching for SC students, National Scheduled Castes Finance and Development Corporation (NSFDC). National Safai karmacharis Finance and Development Corporation (NSFDC) etc.

Conclusion

It may be summarised that educational progress of Scheduled Castes is inadequate. Millions of marginalised SCs are not provided the basic equality of education. There have been specific efforts by central, state governments and voluntary organisations for improving conditions of education of these sections to suffer inequalities in educational opportunities. Economic deprivation, cultural prejudices, social practices and lack of easy access to school, lack of provision of infrastructure, teachers and teaching-learning materials have contributed to the educational backwardness of SCs. Numerous schemes and programmes have been launched for their educational upliftment but the implementation aspect seems to be lacking.

As per RTE (2009) Act, all children need to be enrolled in schools. Various provisions and facilities have been made for facilitating their education. Teachers have to make conscious efforts to bring all children, including street children and working children, who are out-of-school, to the school. Several national and state level organisations are in the process of developing bridge courses and learning material to help them to be placed in appropriate classes who either remained out of the system or dropped-out due to various reasons.

“We know the problems; we know the answers, or at any rate most of them. In many cases we also know how to implement. What is lacking is the moral courage to start implementations.”

Further, it is not enough to formulate policies and programmes only, but also to evolve strategies to neutralise the ideological, structural and familial impediments so that the educational facilities are fully utilised.

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A Study Onattitude Towards School Attending Behaviour of Higher Secondary School Students

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Abstract

In this paper, discuss about “a study on attitude towards school attending behavior of higher secondary school students”from the various rural areas and urban areas of school students. School attending behavior is the main key for the student success. Present research reports the attitude towards school attending behavior of highersecondary school. To take the 100 samples were collected from higher secondary students and the samples randomly collected. The tool namely school attending behavior questionnaire (SABQ)constructed by the researcher. The research reveals that there is significant with respect to gender.

Keywords:

Attitude, attending behavior, higher secondary school.

Introduction

A lot of provisions are made for encouraging a study on attitude towards school student. They are different behavior obtained from the various students. Their attitudes are changed in various levels namely primary, secondary,higher,secondary, higher professional of education. Even many students are not interested in education. The investigator has a rich experience as a teacher in a high school and very much in tested to study the student’s attitude from higher standard level.

Statement of the Problem

The statement of the problem is “A Study On Attitude Towards School Attending Behaviour Of Higher Secondar School Student.

Need and Significance of the Study

Nowadaysschool going students are achieved in various fields such as sports, media and expose our knowledge etc. still some problems of teaching methodology Good character at school classroom behavior mediated the list betweencharacter strengths and school achievement. We used their grades as a measure of school achievement;school achievement was correlated with love of learning, perseverance gratitude, hope, perspective. Still learning is only for mark based so how to eradicate his problem.

The Objectives of Study

- To find out the attitude towards school attending behavior of higher secondary school students.
- To find difference in attitude towards school attending behavior of higher secondary school students with respect to gender.
- To find difference in attitude towards school attending behavior of higher secondary school students with residential area.
- to find difference in attitude towards school attending behavior of higher secondary school students with parental education qualification.

Hypothesis

- There is no significantdifference school attending behaviour of higher secondary school students with respect to gender.
- There is no significant difference school attending behaviour of higher secondary school students with respect to residential area.
- There is no significant difference school attending behaviour of higher secondary school students with respect to parental educational qualification.

Methodology

Totally 100 samples were collected from higher secondary school students, the samples are randomly collected. Normative survey method was adopted in this study. The tool school attending behavior questionnaire developed by the researchers.

Statistical Technique

- Mean,
- Standard deviation,
- t-value

Analysis and Interpretation

Table 1: Attitude towards school attending behavior of higher secondary school

Variables	Sub Variables	Samples	Mean	Standard Deviation	Calculated "T" Values	Level Of Significant
Gender	Male	49	44.0000	7.55535	2.573	Significant
	Female	51	47.4314	5.68245		
Area	Rural	19	47.1579	6.25622	1.065	No Significant
	Urban	81	45.4198	6.98009		
Parents qualification	Educated	75	45.6848	6.82195	1.70	No Significant
	Uneducated	24	45.9583	7.09243		

Findings of the Study

From the above table 1 reports that there exist significant difference in Attitude towards school attending behavior of higher secondary school with respect to gender and residential area and parental educational qualification is do not differ significant.

Conclusion

The present study shows that the school attending behavior of higher secondary school students only they are focused in mark because the students level is classified in examination so now a days learning is only mark based But the learners are not mind in learning outcome , so the learning style is a memory based the students are only memory the content and present the paper , that is not a proper learning Modify the behavior or behavioral changes called a good learning or good learning out come

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Addiction of Smartphone Usage Among Higher Secondary Students in Madurai

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Abstract

This study aimed to examine addiction of Smartphone usage among higher secondary students in Madurai. Addiction of Smartphone usage in a sample of higher secondary students in Madurai District. Based on addiction of Smartphone usage Questionnaire constructed and standardized by investigator (2017). The normative survey method has been used in the present study. The investigator has used simple random sampling technique for selecting the sample from the population. The mean, standard deviation, 't' test were the statistical technique used in this study. The find of reveals that addiction of Smartphone usage among school students with respect to background variables is moderate. There is significant difference in the addiction of Smartphone usage of school students with respect to background variables age, type of management and medium of instruction respectively.

Key words: Addiction, Smartphone, higher secondary students.

Introduction

Mobile phone overuse (mobile-phone addiction or problem mobile phone use) is a dependence syndrome seen among certain mobile phone users. Some mobile phone users exhibit problematic behaviors related to substance use disorders. These behaviors can include preoccupation with mobile communication, excessive money or time spent on mobile phones, use of mobile phones in socially or physically inappropriate situations such as driving an automobile. Increased use can also lead to increased time on mobile communication, adverse effects on relationships, and anxiety if separated from a mobile phone or sufficient signal

Significance of Study

Smartphone addiction, sometimes colloquially known as “nomophobia” (fear of being without a mobile phone), is often fuelled by an Internet overuse problem or Internet addiction disorder. After all, it's rarely the phone or tablet itself that creates the compulsion, but rather the games, apps, and online worlds it connects us to. Smartphone addiction can encompass a variety of impulse-control problems, including: Virtual relationships. Addiction to social networking, dating apps, texting, and messaging can extend to the point where virtual, online friends become more important than real-life relationships. We've all seen the couples sitting together in a coffee shop or restaurant ignoring each other and engaging with their smartphones instead. While the Internet can be a great place to meet new people, reconnect with old friends, or even start romantic relationships, online relationships are not a healthy substitute for real life interactions. Online friends tend to exist in a bubble, not subject to the same demands or stresses as messy real-world relationships. Since few real-life relationships can compete with these neat, virtual relationships, you may find yourself spending more and more time with online friends, retreating from your real world family and friends. Compulsive use of dating apps can change your focus to short-term hook-ups instead of developing long-term relationships.

Statement of the Problem

The problem selected for the present study is entitled as “**ADDICTION OF SMARTPHONE USAGE AMONG HIGHER SECONDARY STUDENTS IN MADURAI**”.

Madurai District

Madurai district is second largest in population of the 32 districts of the state of Tamil Nadu, in southeastern India. The city of Madurai serves as the district headquarters. It houses the world famous Sri Meenakshi Sundareshwarar temple and is situated on the banks of the river Vaigai.

Objective of the Study

To find out the level addiction of Smartphone usage among higher secondary students with respect to background variable in term of Gender, type of school, Medium.

Hypothesis of the Study

- There is no significant difference between male and female of higher secondary students in their addiction of Smartphone usage.
- There is no significant difference between rural and urban of higher secondary students in their level of addiction of Smartphone usage.
- There is no significant difference between Tamil medium and English medium of higher secondary students in their addiction of Smartphone usage.

Method used for the Present Study

The investigator has adopted survey method of research to addiction of Smartphone usage of higher secondary students in Madurai district. Survey research is a procedure in which information is systematically collected from a population through some form of direct solicitation such as face- to face interview, administering questionnaire or schedule.

Population

Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The total number of items, selected for conducting a research. In the present study the investigator has selected the higher secondary students in Madurai.

Sample for the Study

The sample is a small proportion of a population selected for observation and analysis. John. E. Conklin defines, “A sample is a representative group of people chosen from a large population”. The investigator has used random sampling technique is used for selecting the sample from the population. The sample size is 60 from higher secondary students in Madurai district.

Data Analysis

Statistical techniques are necessary for understanding of the general trends and group characteristics from a variety of individual characters. The investigator has used following statistical techniques for analysis of data. Mean, Standard deviation, ‘t’ test.

Analysis and Interpretation

Null Hypothesis

There is no significant difference in Addiction of Smartphone usage among higher secondary students with respect to background variable in term of Gender, Locality and Medium.

Table 1 Significant Difference in Addiction of Smartphone Usage Among Higher Secondary Students with Respect to Background Variable in Term of Gender, School Type and Medium

Background variable		N	Mean	SD	Calculated ‘t’ value	Table value	Remarks at 5% level
Gender	Male	37	31.70	5.16	3.076	1.96	Significant
	Female	23	27.43	5.31			
School Type	Government	31	27.77	6.469	3.605	1.96	Significant
	Aided	29	32.52	2.984			
Medium	Tamil	36	28.19	6.251	3.462	1.96	Significant
	English	24	32.88	2626			

It is inferred from the above table that the calculated ‘t’ value (3.076) which is greater than table value 1.96 at 5% level of significance. Hence null hypothesis “There is no significant difference between male and female of higher secondary students in their of Addiction Smartphone usage among higher secondary students” is rejected. Thus, the result is that there is significant difference between male and female of higher secondary students in their level of

Addiction Smartphone usage among higher secondary students. The mean of male students is ($M=31.70$) and female students is ($M=27.43$). So male students are better than female students in their Addiction Smartphone usage among higher secondary students.

It is inferred from the above table that the calculated 't' value (3.605) which is greater than table value 1.96 at 5% level of significance. The null hypothesis is "There is no significant difference between government and aided of Higher secondary students in their Addiction Smartphone usage among higher secondary students" is rejected. Thus There is significant difference between government and aided of Higher secondary students in their Addiction Smartphone usage among higher secondary students. When compare of a mean score of aided school students is and a government student is. So Aided students ($M=32.52$) are better than government ($M=28.79$) students in their Addiction Smartphone usage among higher secondary students.

It is inferred from the above table that the calculated 't' value ($M=3.462$) which is greater than table value 1.96 at 5% level of significance. Null hypothesis "There is no significant difference between Tami medium and English medium of Higher secondary students in their Addiction Smartphone usage among higher secondary students" is rejected. Thus, the result is that there is significant difference between Tami medium and English medium of Higher secondary students in their Addiction Smartphone usage among higher secondary students. The mean of Tamil medium students is ($M=24.21$) and English medium students are ($M=28.42$). So English medium students are better than Tamil medium students in their Addiction Smartphone usage among higher secondary students.

Interpretations

The 't' test reveals that male students are better than female students in their Addiction Smartphone usage among higher secondary students. This may be due to the fact basically the male are having more interest and time to Smartphone usage, so the male students are better than female students in addiction Smartphone usage among higher secondary students.

chatting, calling, sharing links, liking links etc., males use social media less than men for business reasons, whereas female use social media to share more personal information than me, revealing more about their personal lives. Male are more vocal, expressive and willing to share. In other words, male are biologically wired for social networking.

The 't' test reveals that aided students are better than government students in addiction Smartphone usage among higher secondary students. Aided students parents given more opportunities in using new technologies than governments students. Aided students don't have adequate internet in their management school. There is need to establish more commercial cyber cafes, community information centre town and information kiosks villages to overcome this problem.

The 't' test reveals that the English medium students are better than Tamil medium students in addiction Smartphone usage among higher secondary students. This may be due to the fact that parents of English medium are educated and sophisticated. The English medium students easy to buy and utilizing internet and computer. For example enable users to create and share content or to participate in social networking. Level of internet addictions a phrase that we throw around a lot these days, often to describe what we post on sites and apps like Facebook, Twitter, Instagram, Snapchat and others. Students are using level of internet addiction because the Level of internet addiction promotes unethical pictures, video clips and images. Level of addiction Smartphone usage among higher secondary students is becoming a hobby of youth.

Recommendations

- Limit Internet access to public areas at least for certain times of the day and avoid having televisions and computer games in bedrooms.
- Plan screen time, whether television or Internet use. For television, that's easy in the era of DVRs. Sit and watches a show you like then stop watching. For the Internet, this is more free-flowing, use an egg timer. Do the same for video games.

- Stress to children that they shouldn't put anything on the Internet that they wouldn't want on the home page of Google, YouTube, ESPN, StLtoday.com, etc. (Nothing on the Internet is truly private.)
- During exam times or other times when kids need to avoid screen time, delete games or programs or install passwords so the temptation isn't there. Reinstall/remove passwords when exams or a report are complete.
- Limiting Your Computer Time, Admit you are at risk of an addiction. Set aside limited time for computer use. Call people instead of sending instant messages or texts.

Suggestions for Further Study

1. A study on Addiction Smartphone usage among higher secondary students may be done and verified with this study.
2. The present study is limited in higher secondary Madurai district only. This can be conducted within a wider geographical area.
3. Similar studies may be conducted for arts and science college students.
4. Impact of internet addiction on behaviour changes of the studies could be studied.

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Should Key be the Key for Evaluation?

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Abstract

The gross enrollment in the higher education arena of our nation has been snowballing year after year. Hence, effective teaching learning process and subsequent assessment is vital to maintain standards in higher education. Examination and evaluation are the key factors that determine the quality of learner and the learning outcome largely depends on that domain only. However, we follow only conventional methodologies in the examination and assessment pattern. Very recently, in many higher educational institutes across the country, the answer scripts of the under and post graduate students have been evaluated based on the detailed answer keys. The author raises a question: whether the key should be the key for evaluation? and of the opinion that key along with other criteria such as creativity, interpretation, analytical, problem solving, discussion ability and presentation skills of the students has to be assessed. Many a times, the keys confuse and misleads to land far away from the original/expected answer. What actually need is a good question which really tests the genuine skill set, knowledge and presentation skills of a student. Reforms have to happen every now and then and in my opinion, the keys alone should not be the key for evaluation.

Key words: Higher education, quality, examination, key, reform “If we are to suggest one single reform in University education, it should be that of examinations”-Radha Krishnan Commission (1948).

The Indian higher education system is among the largest of its kind across the globe and her growth and expansion has been phenomenal since independence. However, over the period of time, there were quality concerns that subsequently lead to shortage of skilled and principled people which obstructs the growth of the nation. Hence, the apex body of Indian higher education, the University Grants Commission (UGC) emphasized the Universities and autonomous institutions to realign the academic programmes with special focus on quality, skill development, values, ethics, environmental awareness and health. The higher education institutions has also been assessed and accredited by various Government organizations/agencies to ascertain the quality. The continuous efforts and monitoring of UGC to improve the standards and Gross Enrolment Ratio (GER) in higher education has yielded fruitful results. Yes, the enrolment has increased 67 fold since 1950-51¹ and the GER enhanced to around 23 per cent in 2014-15. If this trend continues, in couple of decades, India will have more collegegoing pupils and one in every four graduates in the world will be a creation of the Indian higher education system.

Indians are the pioneers in education and the inherent system has a flair, rich tradition and history behind it. In olden days, education focused on Indian religions, mathematics, astronomy, marital arts, environment, medicine, ethics and values at Hindu and Buddhist centers of learning. However, once the British captured the power, they introduced their system of education with the prime objective of producing trained people to accomplish the task assigned by them. Nevertheless, they do maintained standards and imparted high quality education. But in the last two/three decades, the education system slowly crumbled, diluted to the maximum, drifted away from the value based module² and started travelling in the commercial route. The Government of India (GOI) sensed the situation and through UGC, works hard for transformation in the higher education landscape. It has created widespread access to high quality education to students of all strata. India is on board again with a shift towards student centric module and quantifiable learning outcomes.

Examination along with teaching and learning, constitute the trinity of functions in the educational process. Continuous and comprehensive evaluation is a process of assessment, mandated by the Right to Education Act of India. The Mudaliar Commission constituted to reform the examination system after thorough study and analysis, in their report to GOI (Mudaliar commission report, 1953) stressed on objective type tests and internal assessment. They further accentuated on testing of expected levels of achievement of a variety of learning objectives such as understanding, application, analysis, synthesis, judgment and other parallel parameters. The report of Kothari commission (1966) too emphasized the recommendations of Mudaliar commission. Despite the recommendations, examination over the years have inclined towards

testing memory of students and remains a constant sore, a troubling and disturbing aspect of higher education³. Learning has become a rather mechanical process of acquiring knowledge whereas teaching has been largely a process of coaching for examinations. I, being a teacher and part of the higher education system of the nation have the privilege to be the examiner for various autonomous institutions and universities across the country. Very recently, the question paper setters are requested to write detailed key for the questions. I always wonder why they are asking for a detailed key wherein a scheme of evaluation is sufficient. I inquired with the examination division of few institutions also, they simply replied that detailed key is must and has to be documented.

I personally feel that the evaluation process in higher education should not be based on the key alone. In higher learning, the objective of the evaluation should be to assess the creativity, interpretation, analytical, problem solving, discussion ability and presentation skills of the students. In what way the detailed key is useful in assessing the above mentioned parameters. The evaluation understandably would be executed by the experts of the particular discipline and how those keys help them? A mathematical, accounts or statistical subject/paper requires answer keys to avoid disagreements, wastage of time and arriving at different solutions by alternate methods. But other subjects according to me don't require elaborate keys and if we stick on evaluating the scripts according to the keys, it is unfair and may not end up with the right judgment. There is every possibility of a deserving script losing credits and an average script being awarded higher grade than its worth.

In my experience, many a times, the keys confuse and misleads to land far away from the original/expected answer. What actually need is a good question which really tests the genuine understanding, analytical, interpretation and presentation skills of a student. Through workshops and trainings, we have to train the teachers to frame standard questions that mentally test the students so that the test is actual test for them. This reform should happen in the examination system and we have to act swiftly to take the higher education system of the country to the next level by producing quality degree/diploma holders who really are worth of the same. Good quality education is the foundation of new discoveries, innovation and entrepreneurship that trigger growth and prosperity of the individual as well as that of a nation. For this, we need to make our curriculum and pedagogy relevant to the needs of our society and economy and nurture qualities of problem solving and creative thinking⁴. Reforms have to be happening every now and then and in my opinion, the keys alone should not be the key for evaluation.

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Defining Quality in Education - An Overview

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Abstract

Children have a right to an education, a quality education. 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 skillful 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.

Keywords :Quality, Education, Elements, Effectiveness, Environments, Learning.

Introduction

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the Centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. 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.

Definition

Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research ranging from multinational research to action research at the classroom level contributes to this redefinition. Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students. Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

Quality Learners

School systems work with the children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support.

Good health and nutrition: Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience.

Early childhood psychosocial development experiences: Positive early experiences and interactions are also vital to preparing a quality learner. A large study in 12 Latin American countries found that attendance at day care coupled with higher levels of parental involvement that includes parents reading to young children is associated with higher test scores and lower rates of grade repetition in primary school

Regular attendance for learning.:When they reach school age, research demonstrates that to achieve academically, children must attend school consistently. A child's exposure to curriculum – his or her 'opportunity to learn' – significantly influences achievement, and exposure to curriculum comes from being in school.

Family support for learning: Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years.

Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling.

Quality Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

Physical Elements

Quality of school facilities.Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that "extent empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background"

Interaction between school infrastructure and other quality dimensions.The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances for clean drinking water.

Class size.Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students.

Quality Content

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000).

- Student-centred, non-discriminatory, standards-based curriculum structures.
- Uniqueness of local and national content
- Literacy.
- Numeracy.
- Life skills
- Peace education
- Challenges in reaching large numbers of children with quality content

Quality Processes

Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however, more attention has been paid to educational processes, how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

Teachers

- Professional learning for teachers
- Teacher competence and school efficiency
- Ongoing professional development
- Continuing support for student-centered learning
- Active, standards-based participation methods

- Teacher feedback mechanisms
- Teacher beliefs that all students can learn
- Teachers' working conditions

Supervision and Support

- Administrative support and leadership.
- Student access to languages used at school
- Using technologies to decrease rather than increase disparities
- Diversity of processes and facilities

Quality Outcomes

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies.

- Achievement in literacy and numeracy
- Using formative assessment to improve achievement outcomes
- Outcomes sought by parents
- Experiential approaches to achieving desired outcomes
- Health outcomes
- Life skills and outcomes

Conclusion

Bringing together the many dimensions that contribute to educational quality – learners, environment, content, process, and outcomes is a difficult task. It requires knowledge, resources, commitment and willingness to change. Chile's program for quality improvement in primary schools and the represent just two of the many efforts seeking to improve the quality of education in the developing world. These efforts must continue and expand if children's right to quality education is to be ensured and fulfilled.

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Analysis of Smart Board Using Blooms Taxonomy for Higher Secondary School Students

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Abstract

Some individuals have a greater capacity than others to carry out sophisticated information in their mind during smart board class to use that information as a guide to score more marks in exam. All types of smart board classes regarding different subject are based on the common principle of bloom's taxonomy. The blooms taxonomy is based on three domains namely cognitive domain, affinitive domain and psychomotor domain. The three basic domains can be calculated based on the five types of student abilities namely recognition ability, recalling ability, interaction ability , creativity and innovative action. our research is all about how much useful smart board towards the teaching methodology based on blooms taxonomy using the above five types of different ability seen in school students.

Key words: blooms taxonomy, smart board.

Introduction

Taxonomy of educational objectives is intended to provide the classification of goals the classification of goals of our education system. The idea for classification of educational objectives was given by Dr. Benjamin S Bloom of Chicago University USA. He classified educational objectives into three main areas or domains called cognitive, affective and psychomotor. The three domains are interrelated and mutually dependent.

Cognitive domain includes those objectives which deal with the recall and recognition of knowledge and development of intellectual abilities and skills. Affinitive domain refers to the changes in creativity, interaction and values and the development of applications. Psychomotor domain refers to the development of manipulative or motor skills using innovative actions of the students.

Teaching aids are useful for teachers to carry out teaching practice using blooms taxonomy method of teaching. Smart board is one of the latest teaching aid among the teachers for better use of technology. Smart boards put simply, are a sophisticated replacement of the traditional overhead projector. Over the years, this cutting-edge technology has proved popular for students of all ages. The interactive board turns a typical classroom into a fun learning environment. It enriches classrooms in several ways by providing hands on collaboration and creating the perfect learning setting.

Title of the Study

Analysis of smart board using blooms taxonomy for higher secondary school students.

Operational Definition

Recognition ability: The ability of a student to recognize or identify the things shown in a smart board classroom.

Recalling ability : The ability of a student to recall the things whatever the student learns in a smart board classroom.

Interaction ability : The ability of the student to interact with the teacher in a smart board classroom regarding the today topic in the class.

Creativity : The ability of the student to think creative related to regular lessons a taught in smart board classroom.

Innovative action : The ability of the student to do innovative things on projects and homework given based on the things teach in smart board class.

In this study the score obtained from the above abilities is the analysis of smart board using blooms taxonomy of the sample.

Statement of Problem

Does smart board teaching aid full fills the requirements of teaching methodology in blooms taxonomy on urban students and rural students separately?

If so then how many percentage it full fills teaching methodology using both urban and rural students?

Objectives of the Study

- To find out the usage percentage of smart board using blooms taxonomy among the higher secondary students.
- To find out the domain highly full fill by smart board in bloom's taxonomy

Significance of the Study

- **Provides Flexibility:** These tools not only enrich the classroom experience but also help to expand the nature of content that can be used in learning.
- **Enhanced teaching/learning experience:** SMART Boards provide new ways for teachers to teach and student to learn.
- **Interact and share:** The interactive nature of SMART boards offers learners an opportunity to share and participate in the instructional process.
- **Low-Maintenance:** SMART Boards are neat and easy to use. There are no hassles cleaning or maintaining whiteboards.
- **Access to online information & tools:** SMART boards allow learners to easily access a rich database of online resources.
- **Going Green:** SMART Boards are also environmentally friendly.
- **7.Technology Integration:** SMART boards allows for integration of various technologies in order to improve the learning experience.
- **Communication:** SMART Boards allow for connectivity in different locations; making ideal collaboration and distance learning environments.
- Thus the analysis on smart using blooms taxonomy is necessary for welfare of school students hence the research process must be carried out.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is carried out on higher secondary school students.

Population and Sample

The population for the present study comprise of the students of XI and XII standard students studying in Government Aided school in Madurai district.

A sample of 100 students was selected by random sampling method from Government Aided school. The distribution of the sample is given in table 1.

Table 1: Sample Distribution of the Study

Background variables	Factors	No of students
Location of the students to school from their home	Urban	70
	Rural	30
	Combining urban and rural	100

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A Standardized Smart board analysis using blooms taxonomy Tool.

Statistics Used

Percentage analysis, mean, standard deviation, lowest value, highest value, maximum total marks, no of students in low - moderate - high, overall percentage are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

In sample 1 among urban student recognition ability in first place and interaction ability on second place and innovative action third place and overall achievement is 74.72%

Total number of students taken for Research : 70				Parents : Literate		
Urban area	Recognition ability	Recalling ability	Interaction ability	Creativity	Innovative action	Total
Maximum Marks Allotted	15	15	15	15	15	75
Mean	11.54285714	10.92857143	11.5	11.1	11.2	56.042857
Standard Deviation	1.691288115	1.851919714	1.783580506	1.686691298	2.110017515	6.7231715
Lowest value	9.851569028	9.076651715	9.716419494	9.413308702	9.089982485	49.319686
Highest value	13.23414526	12.78049114	13.28358051	12.7866913	13.31001751	62.766029
No of students low	8	14	7	7	15	9
No of students Moderate	40	28	42	39	34	46
No of students High	22	28	21	24	21	15
Maximum total Marks among 70 Students	808	765	805	777	784	3923
Overall Percentage	76.95%	72.85%	76.66%	74%	74.66%	74.72%

In sample 2 among rural student recognition ability in first place and interaction ability on second place and recalling ability third place and overall achievement is 77.02%

Total number of students taken for Research : 30				Parents : Illiterate		
Rural Area	Recognition Ability	Recalling Ability	Interaction Ability	Creativity	Innovative Action	Total
Maximum marks allotted	15	15	15	15	15	75
Mean	12.06666667	11.43333333	11.66666667	11.46666667	11.16666667	57.76666667
Standard Deviation	1.311312407	1.813423764	1.561019413	1.795268366	2.001436266	5.834991554
Lowest value	10.75535426	9.61990957	10.10564725	9.671398301	9.165230401	51.93167511
Highest value	12.06666667	13.2467571	13.22768608	13.26193503	13.16810293	63.60165822
No of students Low	4	2	9	6	6	5
No of students Moderate	6	18	14	12	18	20
No of students High	20	10	7	12	6	5
Maximum total marks among 30 students	362	343	350	344	335	1733
Overall percentage	80.44%	76.22%	77.77%	76.44%	74.44%	77.02%

In sample 3 urban and rural combined together, among the students recognition ability in first place and interaction ability on second place and innovative action third place and overall achievement is 75.41%

Total number of students taken for research : 100				parents: literate or illiterate		
Urban and Rural Areas Combined	Recognition Ability	Recalling Ability	Interaction Ability	Creativity	Innovative Action	Total
Maximum Marks Allotted	15	15	15	15	15	75
Mean	11.7	11.08	11.55	11.21	11.19	56.56
Standard Deviation	1.598610508	1.845989374	1.713729467	1.71914355	2.068010316	6.489027257
Lowest value	10.10138949	9.234010626	9.836270533	9.49085645	9.121989684	50.07097274
Highest value	13.29861051	12.92598937	13.26372947	12.92914355	13.25801032	63.04902726
No of Students low	22	16	9	35	20	11
No of students Moderate	43	41	64	25	54	74
No of students High	35	43	27	40	26	15
Maximum total marks among 100 Students	1170	1108	1155	1121	1119	5656
Overall Percentage	78%	73.86%	77.00%	74.73%	74.60%	75.41%

Findings

The smart board full fill its minimum value Of 72.85% (recalling ability) urban sample1 and maximum value of 80.44%(recognition ability) rural sample 2.

The smart Board highly full fills the cognitive domain since the recognition ability has highest percentage in all the three samples.

The usage of smart board is highly useful to rural students whose parents are illiterate than urban students whose parents are literate since overall total percentage for rural (77.02%) more than urban (74.72)%

The smart board essentialness among village schools is highly necessary since the overall total percentage of rural is 77.02% while combined over all total percentage of rural and urban is 75.41%.

Hence expectations on smart board is high on rural region students. The rural students can score high marks in NEET exams if the syllabus is taught for NEET exam through the smart board.

Recommendations

Most advanced SMART Board, the 7000 series includes exclusive IQ technology bringing devices, lesson content and software together for a cohesive educational experience.

Exclusive Smart Board 7000 series Features

- Exclusive Hyper Touch™ technology lets you write and touch with unparalleled precision and responsiveness, while automatically detecting the different pen tray tools. Pen ID™ enables writing in different colours with 4 pens, simultaneously.
- 16 simultaneous touch, writing and eraser points on Windows® and Mac®.
- Access SMART software, content and applications from the on-screen menu.
- Preview and switch HDMI 1 and 2, Display Port and VGA sources from the screen.
- Dual proximity sensors automatically turn on the SMART Board when you walk in the room.
- Easily accessible Convenience Panel for power, volume, mute, freeze frame, USB and HDMI inputs.
- Simultaneous Tool Differentiation lets student pens, erasers and fingertips all work together at the same time.

- It frees students to work together, give separate answers and show off. It's amazing and only available on SMART Boards.
- 4K Ultra HD video resolution with HDMI 2.0.Object awareness™ technology recognizes when you're using a finger (touch/drag), pen (write) or fist (erase).
- SMART ink™ lets you write over websites, videos, PDFs and Microsoft Office® files and save your notes in almost any file type.

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Attitudes Towards Giving Homework Assignments to the Students Among B.Ed Trainees

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Abstract

Student's experience in homework that started as early as elementary school has influenced their ideas. Trying to get students to complete their homework is one of the most frequent and frustrating behavior problems for educators. The purpose of this study is to understand students' perception of homework assignments and identify factors that influence their ideas. For this study, hundred students of B.Ed Trainees from Thiagarajar College of Preceptors in Madurai District were selected as sample. They were administered with standardized homework assignments scale. The data was collected and subjected to statistical analysis. The result revealed that the attitude towards giving homework assignment to the students among B.Ed Trainees was moderate.

Keywords: Homework , assignments , B.Ed Trainees.

Introduction

Homework has always been a source of controversy among students, parents, and educators. Homework issues center around quantity, quality, and time restrictions on out - of - class activity. Cooper (1989) defined homework as work assigned by educators for students to carry out during non school hours. When educators assign homework, they need to take into consideration student ability level and how after-class activities impact student performance . Ultimately it is the student that must use his/her own discretion about whether, when, and how to complete homework assignments. The correlation between homework completion and student achievement has been debated. The questions pertaining to how much homework is beneficial and whether parental involvement helps students develop better study habits has been examined. However the concerns of the students, the principal participants, remain largely unknown. Homework is usually assigned with the best of intentions by educators but may cause conflict between school and home. The purposes and benefits of assigning homework may lack shared agreement between parents, students, and educators. There is extensive research literature on parental beliefs and involvement in homework at the primary educational level. However, there has been less research on how students view the purpose and benefits of homework.

Title of the Study

Attitude towards giving homework assignment to the students among B.Ed Trainees.

Operational Definition

Homework Assignment

Homework , or a homework assignment is a set of tasks assigned to students by their teachers to be completed outside the class. Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, or other skill to be practiced.

B.Ed Trainees

B.Ed Trainees of Thiagarajar College of Preceptors in Madurai District.

Statement of Problem

Do B.Ed Trainees possess homework assignments?

Objectives of the Study

- To find the attitude towards giving homework assignment to the students among B.Ed Trainees.
- To find the attitude towards giving homework assignment to the students among B.Ed Trainees with respect to background variables.

Significance of the Study

Homework teaches students to work independently and develop self-discipline. Homework encourages students to take initiative and responsibility for completing a task. Homework allows parents to have an active role in their child's education and helps them to evaluate their child's progress. It improves the child's skills and memory. It helps the child to extend learning by applying skills to new situations and thus, homework assignments encourage parents to spark their child's enthusiasm.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to B.Ed Trainees.

Population and Sample

The population for the present study comprises of the students of B.Ed studying in Thiagarajar college of preceptors in Madurai district.

A sample of 100 B.Ed Trainees was selected from Thiagarajar college of preceptors. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variables	Factors	No. of Students	Total
Gender	Male	39	100
	Female	61	
Locality	Rural	62	100
	Urban	38	
Medium of instruction	Tamil	11	100
	English	89	

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A standardized Homework Assignment scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

2. To find out the level of the attitude towards giving homework assignment to the students among B.Ed Trainees.

Table 2: Level of Homework Assignment

Level	Count	Percentage
Low	10	10
Moderate	66	66
High	24	24
Total	100	100

Presents information on the percentage of the total variation in educational participation, from the above table 2 is found that the level of Opinion of student-teachers towards role of homework assignment in education high level 24%, moderate level is 66% and low level is 10%.

- To find out the mean scores of Homework Assignment scale for B.Ed Trainees with reference to background variables.

Table 3: Mean Scores of B.Ed Trainees in Homework Assignment with References to the Background Variables.

Background variables	Factors	No of students	Mean
Gender	Male	39	48.487
	Female	61	49.721
Locality	Rural	62	49
	Urban	38	49.095
Medium of instruction	Tamil	11	47.439
	English	89	47.440

From the above table 3 is reveals that's the mean value is not differing with respect to the gender, locality and medium of instruction.

Findings

- The level of Homework Assignment of B.Ed Trainees is moderate.
- The findings of the present study agree with other studies in that students acknowledge the importance of homework assignments. However, trying to get students to complete those homework assignments is one of the most frequent and frustrating behavior problems for educators.
- Homework is a form of student independent practice of material covered in class.

Recommendations

- The students are more likely to enjoy and get into their homework if it means something to them.
- If students are learning about their community, or other cultures, create a way for them to relate their own lives with that of what they are learning.
- These types of assignments helps students learn to appreciate what they are learning about.

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தகவல் தொழில்நுட்பத்தில் ஆசிரியரின் பங்கு

த.சம்சுதீன்

தமிழ்த்துறை, தியாகராசர் கல்வியியல் கல்லூரி

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முன்னுரை

கற்பித்தலில் ஆசிரியர் தகவலை மாணவர்களுக்குத் தருகிறார். ‘தகவல்’- ‘தொடர்பு’ என்ற இரண்டு சொற்கள் இணைந்துள்ளன. தகவல் என்றால் ‘பிறர் அறியும் வகையில் வெளிப்படுத்தப்படும் செய்தி’ என்று பொருளாகும். தொடர்பு என்றால் ‘இரு இடங்களை இணைப்பு’ என்று பொருளாகும். எனவே தகவல் தொடர்பு என்பதற்கு ஓர் இடத்திலிருந்து தொலைவில் இருக்கும் மற்றொரு இடத்தோடு தகவல்களைப் பரிமாறிக் கொள்ளப் பயன்படுத்தும் அமைப்பு என்று பொருள் கொள்ள வேண்டும். இத்தகையபின் மூலமாக தகவல் தொழில்நுட்பத்தின் முக்கியத்துவத்தையும், இத்தொழில்நுட்பத்தை ஆசிரியர் கற்பித்தலில் கையாளும் முறை குறித்து காண்போம்.

தகவல் தொழில்நுட்பத்தின் முக்கியத்துவம்

- கற்றல் கற்பித்தலுக்கு தகவல் தொழில்நுட்பம் மிகவும் இன்றியமையாதது ஆகும்.
- வளர்ந்து வருகின்ற நாடுகளில் தகவல் தொடர்பு சாதனங்களின் மூலமாகவே கற்பிக்கின்றனர்.
- கற்றலையும், கற்பித்தலையும் திட்டமிட்டு முறைப்படுத்தி அமைத்திட கல்வித் தொழில்நுட்பவியல் அவசியமாகிறது.
- தகவல் தொழில் நுட்பம் மாணவர்களிடம் தேவையான நடத்தை மாற்றத்தை ஏற்படுத்துகின்றன.
- வானொலி, தொலைக்காட்சி, இணையதளம், கணினி உள்ளிட்ட சாதனங்களின் மூலம் கற்பிப்பதன் மூலமாக மாணவர்களுக்கு தேவையான ஆர்வத்தையும் ஊக்கத்தையும் ஏற்படுத்துவதில் முக்கியத்துவம் அளிக்கின்றன.
- தெரியாத ஒன்றை தெரிந்து கொள்வதற்கு இத்தகவல் தொழில்நுட்பம் உதவிகரமாக இருக்கின்றன.

கல்வியில் தகவல் தொழில்நுட்பத்தின் பங்கு

தகவல் தொடர்பு நுட்பம் குறிப்பாக கணினி மற்றும் இணையதளம் முறையாகப் பயன்படுத்தப்பட்டால் மாணவர்கள் மற்றும் ஆசிரியர்கள் இருவரும் பயன்பெறும் வாய்ப்பு உள்ளது. இந்த புதியமுறை பாடம் கற்பித்தலில் ஆசிரியர்கள் மாணவர்களை மையப்படுத்தி கற்பிக்க வழிவகுக்கிறது. பொதுவாக கல்வியல் தகவல் தொடர்பின் முக்கியத்துவத்தை அனைவரும் அறிவர். ஆனால் தகவல் தொடர்பு நுட்பத்தின் குறிப்பிட்ட பங்கு மற்றும் அதன் முழுமையான பலனை பெருகதல் குறித்தே விவாதங்கள் நடந்து வருகின்றன. உலகளாவிய தொழில்நுட்ப பயன்பாட்டின் அனுபவங்களைப் பார்க்கும்போது பெரும்பாலும் அவை கீழ்க்கண்ட தலைப்புகளில் அடங்கும்.

- பல்வேறு ஊடகங்கள் மூலம் கற்றல்
- கல்வி தொலைக்காட்சி மற்றும் கல்வி வானொலி
- இணையதளம் மூலம் ஆலோசனை வழங்குதல்
- நூலகங்கள் மூலம் ஆராய்தல்
- இளம் குழந்தைகள் வளர்ச்சி குறைந்தளவு மக்கள்தொகை உள்ள இடங்களில் கல்வி, முதியோர் கல்வி, பெண்கல்வி, வேலைத்திறனை அதிகரித்தல் ஆகிய பகுதிகளில் தகவல் தொடர்பு நுட்பங்கள் குறிப்பாக பயன்படுத்தப்பட்டுள்ளன.
- பள்ளிகள் பராமரிக்கத் தேவையான நுட்பங்கள்
- ஆசிரியர்களை தயார் செய்யவும், அவர்களது பணிக்காலத்தில் பயிற்சி அளிப்பதற்கான நுட்பங்கள்.

ஆசிரியர்களுக்கு திறன்களில் பயிற்சி

ஆசிரியர்கள் தகவல் தொழில்நுட்பத்தை கையாளக்கூடிய பயிற்சி பொற்றிருந்தால்தான் மாணவர்களுக்கோ, சமுதாயத்திலுள்ளவர்களுக்கோ கற்பிக்க முடியும். தகவல் தொழில்நுட்பத்தை பயன்படுத்தும் ஆசிரியர்களுக்கு ஐந்து நிலைகளில் மறுபயிற்சி அளிக்கப்படவேண்டும்.

அவை,

- கற்கும் திறன்கள்
- படைபாற்றல் சிந்தனைத் திறன்கள்
- கற்பதற்கு உதவிடும் திறன்கள்
- மதிப்பீட்டுமுறை தொடர்பான திறன்கள்
- தொழில் நுட்பங்களைத் திறம்படக் கையாளும் திறன்கள்

இத்தகைய திறன்களை பெறும் ஆசிரியர்கள் “மேடையில் பேசும் ஞானியாக” இல்லாமல் மாணவர்களின் “பக்கத்திலிருந்து வழிகாட்டுபவர்களாகத்” திகழ்வர்.

ஆசிரியர் தகவல் தொழில்நுட்பத்தை கையாளுவதன் நோக்கம்

- மாணவர்களுக்கு பாடத்தின் மீது ஆர்வத்தை ஏற்படுத்த
- மாணவர்களின் அறிவுதிறனையும், சிந்தனையும் வளர்க்க
- ஒப்படைப்புகள், செயல்திட்டம், மாதிரிகளைச் செய்துவர சொல்லுதல் போன்றவற்றிற்கு தகவல் தொழில்நுட்பத்தை பயன்படுத்த ஊக்கப்படுத்தல்
- மாணவர்களுக்கும் - கற்கவேண்டிய பாடத்திற்குமிடையே நேரிடை தொடர்பை ஏற்படுத்துதல்
- தெரியாத ஒன்றை தெரிந்து புரிந்து கொள்வதற்கு
- எதிர்கால வாழ்க்கைக்கு

தகவல் தொழில்நுட்பத்தை பயன்படுத்தி கற்பித்தலில் ஆசிரியரின் பங்கு

புழங்காலத்தில் தகவலானது ஆசிரியர் வாய்மொழியாக வழங்கப்பட்டது. பின்னர் கரும்பலகை மற்றும் அச்சடித்த பாடநூல்கள் வழியாக கற்பிக்கப்பட்டது. தற்போது தகவல் தொழில்நுட்பத்தின் மூலமாகவே பாடங்கள் கற்பிக்கப்பட்டு வருகின்றன. ஆசிரியர்கள் தகவல்தொடர்பு தொழில் நுட்பங்களைப் பயன்படுத்தும்போது பாடங்களைச் சரியாக திட்டமிடுதல் மிகவும் அவசியமாகும். அவ்வாறு செய்யாவிட்டால் மாணவர்களின் செயல்பாடு ஒருமுகப்படுத்தப்படாமல் முடிவுகள் எதிர்பார்த்த அளவில் இல்லாத சூழல் ஏற்படும். தகவல் தொடர்பு தொழில்நுட்பங்களைக் காட்சிபடுத்தும் கருவியாகப் பயன்படுத்துவது (ஒளிப்படக்காட்சிகள், டிஜிட்டல் புராஜக்டர்கள், பவர்பாயிண்ட் நழுவும், தொலைக்காட்சிப் பெட்டிகள், திரையில் காட்டப்படும் அதே நேரத்தில் மாணவர்களும் கணினி திரையில் பார்க்கும் வகையிலான காட்சிகள் போன்றவற்றில்) கடினமான பாடங்களை எளிதில் புரிந்து கொள்ளவும், விவாதங்களை ஊக்குவிக்கவும், உதவுவது மட்டுமல்லாமல் வழக்கமான கற்பிக்கும் முறைகளை வலுப்படுத்தும்.

மின்னியல் முறையில் கற்பித்தல்

இணையதளத் தொடர்பு வசதிகள் மூலம் கற்பித்தல் வசதியை மாணவர் பெறுவதே மின்னியல் முறையில் கற்பித்தலின் சிறப்பாகும். பள்ளி வகுப்பறையில் கற்பதற்கு ஆகும் செலவை விட 30 முதல் 40விழுக்காடு வரை செலவு குறைவாகும். இணையதள வசதியை பெற்று கணினித் திரையில் வெப் கேமரா மூலம் ஆசிரியர் தோன்றி நேரடியாக இடைவினை புரிந்து பாடத்தைக் கற்பிப்பார். பாடத்தில் தனக்குள்ள ஐயங்களை தீர்த்துக் கொள்ளவோ, புதிய பாடப்பகுதியை கற்கவோ, பயிற்சி பெறவோ இம்முறை உதவும்.

பள்ளிகளில் வகுப்பறைக் கற்பித்தல் மூலம் கற்பதை விட செலவு குறைவு, இக்கற்றலில், மாணவர்களுக்கு கற்றல் ஆர்வம் அதிகரித்து காணப்படும். மாணவர்களுக்கும் - ஆசிரியர்களுக்கும் இடையேயான இடைவினை தொடர்பு ஏற்படும்.

ஸ்மார்ட் போர்டு முறையில் கற்பித்தல்

ஆசிரியர் கற்பித்தல் பொருட்களை மாணவர்களுக்கு வழங்குவதில் தொழில்நுட்பம் பெரும் பங்காற்றுகிறது. எத்தகைய தொழில் நுட்பத்தைப் பயன்படுத்தி கற்பித்தல் நிகழ்கிறது என்பதைக் காட்டிலும், கற்பித்தலின் விளைபயன் எவ்வாறு அமைகிறது என்பதிலேயே ஆசிரியர் அதிக கவனம் செலுத்த வேண்டும். ஸ்மார்ட் போர்டு முறையில் கற்பிக்கின்றன போது மாணவர்களுக்கு தெளிவாக புரியும் வகையில் கற்பிக்க வேண்டும். பாடப்புத்தகங்களையே படிப்பதனால் சலிப்பு தன்மை ஏற்படும். பாடத்திற்கு தொடர்பான படங்கள், வீடியோக்கள், எழுத்து முறையில் மாற்றம், அவ்வப்போது எடுத்துக்காட்டு போன்றவற்றை தொழில்நுட்ப முறையில் விளக்குவதால் கற்றலில் ஆர்வம் ஏற்படும்.

உதாரணமாக:

வகுப்பறையில் அளிக்க முடியாத கற்றல் அனுபவங்களை (எரிமலை வெடிப்பது, அணு உலை இயங்குவது, நீர் கட்டு அணைகள் உடைவதால் ஏற்படும் விளைவுகள் போன்றவை) ஸ்மார்ட் போர்டு மூலமாக மாணவர்களுக்கு கற்பிக்க முடியும்.

கணிப்பொறி மூலம் கற்பித்தல்

வழக்கமாக வகுப்பறையில் அமர்ந்து கற்பிக்கும் முறையிலிருந்து ஆசிரியர்களுக்கு விடுதலையினைக் கணிப்பொறி தந்துள்ளது. புதிய நோக்கில் செயல்பட வேண்டிய புதிய பணிகளையும் கணிப்பொறி ஆசிரியர்களுக்கு வழங்கியுள்ளது.

அவை

1.பாடத்தை திட்டமிடுபவர்

கணிப்பொறியின் வழியே கற்பித்தலுக்கு பாட அலகுகளையும் கலைத்திட்டத்தையும் ஆசிரியர் உருவாக்க வேண்டும்.

2.தயாரிப்பாளர்

ஆசிரியர் மாணவர்களோடு சேர்ந்தமர்ந்து அவர்களுடைய திறன்களையும், தேவைகளையும், விருப்பங்களையும் முன்கூட்டியே தீர்மானித்து அதற்கேற்றவாறு ஆசிரியர் கற்பித்தல் பகுதிகளைத் தயாரிக்க வேண்டும்.

3.கணிப்பொறிக் கற்பித்தல் திட்டம்

பொருத்தமான கணிப்பொறி மொழியைப் பயன்படுத்தி ஒவ்வொரு பாடத்திற்கும் ஆசிரியர் கணிப்பொறித் திட்டம் தயாரிக்க வேண்டும்

இ-நூலகம் மூலம் கற்பித்தல்

நூலகங்கள் தகவல்களின் கலைக்கூடமாகும். இந்த கூடத்தில் உள்ள தகவல்கள், நூல்கள், அறிவியல் செய்திக் குறிப்புகள், படங்கள், வரைபடங்கள் என வரையறுக்கப்பட்டு பிரித்து வைக்கப்பட்டிருந்தன. ஆனால் தற்போது டிஜிட்டல் நூலகத்தில் மின்னணு மூலமாக தொகுக்கப்பட்டு ஒருங்கிணைக்கப்பட்ட தகவல்களைக் தொகுப்பு ஆகும். இலக்கணத்தில் கட்டுரைகள், உரை அமைப்புகள், படங்கள் அசையும் படங்கள், ஒலி, ஒளி அமைப்புகள், மின் வாணிகம் போன்றவர்களின் மூலம் தகவல் சேகரிக்க வைக்கப்பட்டுள்ளன.

இத்தகவல்கள் மாணவர்களின் கற்பித்தலுக்கு உதவிகரமாக இருக்கின்றன. ஆசிரியர் பாடத்திற்கு தேவையான கருத்துக்களை நூலகத்தின் இருக்கக்கூடிய தகவல் தொழில்நுட்பத்தின் மூலம் எளிதாக விளக்கலாம். மாணவர்களுக்கு கற்றலில் மிகுந்த ஆர்வம் ஏற்படும். தேர்ச்சி விகிதம் அதிகரித்து காணப்படுகிறது.

முடிவுரை

தகவல் தொழில்நுட்பம் என்பது இன்றைய உலகில் தேவையான ஒன்றாக திகழ்கிறது. பள்ளி, கல்லூரி போன்றவற்றில் தகவல் தொழில் நுட்பத்தின் பயன்பாடு இன்றியமையாததாக மாறிவிட்டது. தகவல் தொழில்நுட்பத்தை பயன்படுத்தி கற்பிப்பதற்கு ஆசிரியர்களுக்கு தேவையான திறன்களில் பயிற்சி அளித்தல் வேண்டும். தகவல் தொழில்நுட்பத்தில் ஆசிரியரின் பங்கு மற்றும் கையாளுவதன் நோக்கம் போன்றவற்றை குறித்து மேற்கண்ட தலைப்பில் கூறப்பட்டுள்ளது.

பார்வை நூல்கள்

1. கல்வி புதுமைகளும் மேலாண்மையும், பேரா.கி.நாகராஜன், இராம் பதிப்பகம், சென்னை.
2. கல்வி புதுமைகளும் மேலாண்மையும், முனைவர் ஸ்ரீபாலாஜி லோகநாதன், ஸ்ரீ ஜி.வி.பப்ளிகேஷன்ஸ், திருவல்லிக்கேனி, சென்னை
3. இணையதளம் <http://ta.m.wikipedia.org>.
4. இணையதளம் ta.vikaspedia.in

ஆய்வு சுருக்கம்

தகவல் தொழில்நுட்பத்தின் வளர்ச்சி குறித்தும், தகவல் தொழில் நுட்பத்தினால் கல்வியில் ஏற்பட்டுள்ள மாற்றங்கள் குறித்து ஆராய்வதே இவ்வாய்வின் நோக்கம் ஆகும். மேலும் தகவல் தொழில் நுட்பங்களை பயன்படுத்தி ஆசிரியர் வகுப்பறையில் எவ்வாறு கற்பிக்கின்றார் என்பதும் குறித்தும் அதனால் மாணவர்களிடத்தில் ஏற்பட்டுள்ள மாற்றங்கள் குறித்தும் ஆராய்வதே இவ்வாய்வின் முக்கிய நோக்கம் ஆகும். கற்பித்தலில் தகவல் தொழில் நுட்பத்தை பயன்படுத்துவதால் மாணவர்களிடத்தில் கல்வியில் ஏற்படக்கூடிய மாற்றங்களை ஆராய்வதே இவ்வாய்வின் குறிக்கோளாகும்.

Study on Attitude towards Scientific Belief Among Pre- Teachers

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Abstract

This present study was focused attitude towards scientific belief among pre-teachers. The sample consists of 100 pre-teacher from Thiagarajar College of Preceptors 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 from the population. The attitude towards scientific belief was constructed and validated by investigator and it was used for study. The mean, standard deviation was the statistical technique used in the study. The result is expected to be high, but the survey result was moderate.

Keywords: *scientific belief, Pre-teachers, belief, Learning*

Introduction

Science is the branch of knowledge. Our ancient Indians have that knowledge. They are well-versed in science. They apply their science knowledge in day to day life, like our belief and practices. They know many things about science, so only they follow some belief and practices. Few ancient Indians make some belief to all ancient Indian without telling that scientific reason. But all peoples believed and followed the scientific belief and practices.

Now a day's many people know about the scientific reason for our belief and practices. But people only practicing and following the belief. All people want to get good personality like a foreigner. They think that personality totally depending upon the culture, so they ignore our culture. They not only lost the culture, and also losing our health. We are affected by many new diseases, because they don't practice our belief.

Title of Study

Attitude towards scientific belief among pre-teachers

Operational Definition

Scientific Belief

Belief systems are the stories we tell ourselves to define our personal sense of "reality". There are two forms such belief system can take; evidence-based or faith-based. Faith based beliefs systems are mental construct that lack evidence.

Pre-Teachers

Student who take up a two years of degree course after UG. Pre-teacher refer to the student teachers.

Statement of the Problem

To check all the pre-teachers know about scientific reasons for our belief and practices.

Objectives of the Study

- To find the attitude towards scientific belief among pre-teachers.
- To find the attitude towards scientific belief among pre-teachers with respect to background variable.

Significance

The study could be beneficial for students understand the scientific as well as traditional approach behind every practices of human kind. The valuable feedback from 100 pre-teachers helped to analyze the awareness about the belief and practices.

Delimitation of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to first year pre-teachers

Population and Sample

- The population for the present study comprises of the pre-teacher
- A sample of 100 students was selected by random sampling method. The distribution of the sample is given in table.

Table1: Sample Distribution of the Study

Background Variables	Factors	No.of students
Gender	Male	33
	Female	67
Locality	Rural	36
	Urban	64
Stream	Arts	37
	Science	63
Qualification	UG	76
	PG	24

Data Analysis

1. To find the level attitude towards scientific belief among pre-teachers

Table 2: Level Attitude Towards Scientific Belief

Levels	Counts	Percentage
Low	15	15
Moderate	59	59
High	26	26
Total	100	100

From **Table 2**, it is found that the attitude towards scientific belief among pre-teachers is moderate. (59%)

- To find out the mean scores of attitude towards scientific belief among pre-teachers with respect to background variable

Table 3: Mean Scores of Attitude towards Scientific Belief Among Pre-Teachers with Respect to Background Variable

S.No	Basic variables	Factors	No.of. Students	Mean
1.	Gender	Male	33	40.63
		Female	67	41.65
2.	Locality	Rural	36	40.61
		Urban	64	41.71
3.	Stream	Arts	37	41.18
		Science	63	41.39
4.	Qualification	UG	76	42.05
		PG	2	39

From Table 3, it is found that female student (41.65), urban (41.71), science (41.39), UG (42.05) are better in attitude towards scientific belief.

Interpretation

- The level of attitude towards scientific belief among pre-teachers is moderate.
- Female pre-teachers, urban pre-teachers, science pre-teachers, UG pre-teachers are better in attitude towards scientific belief.

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Location of School and Standard Wise Analysis of Attitude Towards English Language Learning Among High School Students

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Abstract

A study was aimed to investigate the location of school and standard wise analysis of high school students' attitude towards learning English language learning. A standardized questionnaire was administered in the form of normative survey to 30 high school students and the sample was selected randomly from high and higher secondary schools in Dindigul district to collect their attitude towards learning English language. The investigators have adopted the English Language Learning Attitude Scale (ELLAS) by Kharmalki, A. (1999). The results revealed that there is a significant difference based on the standard and locality of the school. Hence it was concluded that more classroom activities in the study of English enhance pupils' attitude to learn English.

Key words: Attitude, English Language Learning and High School Students.

Introduction

Education is a character building process enhancing one's personality and making one rational, capable, responsive and intelligently independent. It generates the will to refashion one's heart, head and life. Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior, weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude towards the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

Significance of the Study

The present education system prepares young to meet the challenges and demands of the competitive world. Verbal intelligent people flourish in school activities such as reading and writing.

They express themselves well and are usually good listeners with a well-developed memory for material they've read and recall of spoken information. Language fascinates people with verbal learning and they enjoy learning new words and exploring ways to creatively use language, as in poetry. They may enjoy learning new languages, memorizing tongue twisters, playing word games and reading reference materials for fun.

As a subject, English has become a pivotal in the education system. It is also important to study the methods and approaches in learning English. High school period is an important stage to the students to face lot of competition and it is a gate way for them to enter into the higher studies. English is considered as the second language in every school. It is tough for the students to understand the English language. Hence the investigator feels that the pupils' attitude towards the study of English.

Objectives

- To find out whether there is any significant difference between attitude towards English language learning of high school students with regard to location of school.
- To find out whether there is any significant difference between attitude towards English language learning with regard to standard.

Hypotheses

H₀1: There is no significant difference between attitude towards English language learning with regard to location of school.

H₀2: There is no significant difference between attitude towards English language learning with regard to standard.

Method Used

Survey is a fact finding study. John W. Best (1986) states that “The survey method involves interpretation, comparison, measurement, classification, evaluation and generalization. All directed towards a proper understanding and solution of significant educational problems”. So the researcher has chosen survey method to study the “Location of School and Standard wise Analysis of Attitude towards Learning English Language Learning of High School Students”.

Population and Sample

The population of the present study consists of students those who are studying in middle and high schools of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 30 high school students. (Best, 1992).

Tool Used

This study is aims to evaluate the attitude towards English language learning of high school students. The investigator has adopted the attitude towards learning English language learning scale. The tool was adopted from Kharmalki, A. (1999). The scale consists of 22 statements which aim at eliciting the opinion of Tamil students on certain aspects of English Language Learning like their attitudes towards learning words, sentences, pronunciation and pronunciation.

Statistics Techniques Used

Percentage analysis and ‘t’ test were used in this study.

Analysis Of Data

Table 1 Level of Attitude towards English Language Learning of High School Students with Regard to Location of School

Dimensions	Category	Count	Mean	S.D	Calculated ‘t’ value	Remarks at 5% level
Learning Words	Rural	13	13.69	2.250	0.577	NS
	Urban	17	13.29	1.532		
Learning Sentences	Rural	13	14.54	2.436	1.984	S
	Urban	17	13.29	1.490		
Pronunciation	Rural	13	25.62	2.434	0.156	NS
	Urban	17	25.76	2.796		
General Attitude	Rural	13	19.92	1.801	0.653	NS
	Urban	17	20.71	4.497		
Attitude towards ELL	Rural	13	73.77	4.400	0.351	NS
	Urban	17	73.06	6.647		

(At 5% Level of Significance the Table Value of ‘t’ is 1.96) (S -Significant, NS - Not Significant)

Table 3 There is No Significant Difference Between English Language Learning With Regard to Their Standard.

Dimensions	Category	Count	Mean	S.D	Calculated ‘t’ value	Remarks at 5% level
Learning Words	IX	9	13.44	2.297	0.37	NS
	X	21	13.48	1.692		
Learning Sentences	IX	9	14.56	2.877	2.18	S
	X	21	13.52	1.504		
Pronunciation	IX	9	25.56	2.744	0.192	NS
	X	21	25.76	2.606		

General Attitude	IX	9	20.89	4.910	0.425	NS
	X	21	20.14	2.920		
Attitude towards ELL	IX	9	74.44	5.659	0.678	NS
	X	21	72.90	5.796		

(At 5% level of significance the table value of 't' is 1.96) (S -Significant, NS - Not Significant)

Results and Discussion

- Table 1 reveals that there is significant difference between rural and urban school high school students in their learning sentences. While comparing the mean scores, the rural school students are better than the urban school students in their learning sentences. This may due to the fact that the rural students are spent their time in their home only and do not waste their time with internet and mobile phones. These may help them to have concentration with their studies.
- Table 1 reveals that there is significant difference between IX and X standard high school students in their learning sentences. While comparing the mean scores, the IX standard students are better than the X standard students in their learning sentences. This may due to the fact that the tenth standard students are mostly concentrating their academic marks only. These may affect them to learning English.

Recommendations

The following measures to be taken to improve the urban and tenth standard high school students.

- Teachers should motivate the students to learn better English, by highlighting its importance as they need English for getting employment purpose in future.
- Teachers can make a valuable contribution in developing a friendly relationship with their students, in order to develop a positive attitude towards learning English language.

Conclusion

The attitude of English language learning of high school students in Dindigul district, has found to be positive. Over all above the truthfulness, unbiased attitude and loyalty to the part of the students plays an important part in the successful implementation and English language learning system.

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Innovative Techno - Practices for Quality Education

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Abstract

Information refers to the knowledge obtained from reading, investigation, study or research. The tools to transmit information are the telephone, television and radio. We need information to make decisions and to predict the future. Information is knowledge and it helps us to fulfill our daily tasks. Teachers have to develop expertise in handling the technology in which children are often better adopted. The teacher should be able to take charge of the classroom that encourages the use of the technology on the one hand, and on the other link activities done on the computer to the general education of the children. Hence, knowledge of ICT and skills to use ICT in teaching / learning has gained enormous importance for today's teachers. Teachers are expected to know how to integrate ICT successfully into his/her subject areas to make learning more meaningful. This knowledge development during pre-service training has gained much importance with the notion that exposure to ICT during this time is helpful in increasing students teachers' willingness to integrate technology with classroom teaching.

Introduction

The technology has become necessary in every part of life in general and professional in particular. The teaching is one of the professions which requires mastery over technological gadgets in order to carry out the tasks. Today students are digital natives and technologically vibrant. But, the teachers remain as mostly digital immigrants. The progress of any country depends upon the quality of education offered and its practices. The recent curriculum framework 2005 as proposed by NCERT, India focuses on the issues of connecting knowledge to life outside, shifting from rote learning to constructing knowledge and providing a wide range of experiences for the overall development of a child. The recent developments in technology have changed the world outside the classroom; it is more eye-catching and interesting for a student than the classroom setting. The major objective is to develop skills, knowledge, and to understand the use of ICT which prepares pupils to use such technologies in their everyday lives. It generates avenues for working in groups developing team spirit, cohesion, and social values.

Information and Communication Technology

Communication and Technology is an act of transmitting messages. It is a process whereby information is exchanged between individuals using symbols, signs or verbal interactions. Previously, people communicated through sign or symbols, performing drama and poetry. With the advent of technology, these 'older' forms of communication are less utilized as compared to the use of the Internet, e-mail or video conferencing. Communication is important in order to gain knowledge. With knowledge, we are more confident in expressing our thoughts and ideas. Technology is the use of scientific knowledge, experience and resources to create processes and products that fulfill human needs. Technology is vital in communication.

Teacher Education

Teacher education means programmes of education, research in the training of persons for equipping them to teach at pre primary, primary, secondary and senior secondary stages in schools and includes non formal education, part time education and correspondences education. This definition covers as many as seven interrelated areas of education and teacher education. It also refers to three approaches of teacher preparation such as professional programmes of education, training and research leading to the preparation of teacher of pre-school, formal schooling, non-formal schooling and open education and so on.

ICT and Delor's Four Pillars

I. Learning to know

- Education as a process of discovery
- Learning to discriminate between the useful and not so useful information
- How to use information to achieve goals
- Education which leads to citizenship and democracy

II. Learning to do

- Transferable skills across workplaces
- The capacity for innovation and creativity

III. Learning to be

- Supporting 'education's essential role... to give people the freedom of thought, judgment, feeling and imagination they need in order to develop their talents and remain as much as possible to control their lives.
- Providing opportunities for citizens to understand and adapt to society's changes.
- Facilitating individual development and social interaction.

IV. Learning to live together

- Share information
- Discover others
- Work towards common objects

Approaches to ICT Integration in Teacher Education

Use of ICT within teacher-training programs around the world is being approached in a number of ways with varying degrees of success. These approaches were subsequently described, refined and merged into the following primary approaches as follows.

1 ICT Skills Development Approach

Here importance is given to providing training in use of ICT in general. Student-teachers are expected to be skilled users of ICT in their day-to-day activities. Knowledge about various software, hardware and their use in educational process is provided.

ICT Pedagogy Approach

This approach emphasizes in integrating ICT skills in respective subjects, drawing on the principle of constructivism, pre-service teachers design lessons and activities that centre on the use of ICT tools that will foster the attainment of learning outcomes.

ICT in Teacher - Learning Applications

There are many applications of technology that teachers can use to enhance learning and increase student achievement by effective classroom management. Everything from computer-based instruction, computer games, use of video, audio, media, PowerPoint and white boards to ipods /mp3's and web cams can optimize learning and behavior in our smart classrooms. Below are several suggestions for classroom management purposes.

White Boards

White board technology offers interactive learning to engage students, while inspiring teachers to create new and interesting lessons. For example, biology teacher can create a diagram of cell growth cycle in sequential steps adding each labeled component.

Media streaming

Streaming video into course work through computer learning platforms like ipod/mp3 download is an excellent way to convey information on almost any subject. A social teacher can use video-streamed segment during a social class to support student learning. An effective approach is to design the visual portions of the slide and add audio or video to expand on the content or to ask questions about content and steer the student toward higher level thinking.

Virtual classrooms, chat rooms

Virtual classroom, chat rooms, and instant messaging all provide an opportunity for student to meet simultaneously online. Young people today visit social networking sites daily as part of their regular routine. This platform could easily be integrated into classroom learning.

Webcam

Web cams are affordable and easy to use and students can benefit from the availability of conference and face to face access between students and teachers with immediate response. Guest speakers may join the class and real world experiences may be exchanged. The technology offers students a forum for brainstorming with others.

Conclusion

Access to information is a key factor in the generation of wealth and there is a strong link between a nation's level of development and its level of technological development. Educators and policymakers believe that ICT's supreme importance to the future of education and, in turn, for the country. ICT is becoming an integral element for educational reforms and innovations at the teacher education level.

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Quality Education and Social Media

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Abstract

Use of Social media is being swiftly increasing during last few years. It is not only being used by the working people but also there is heavy rise in the use of social media by the students or we can say in education society. Use of social media has been created a positive impact on the society. With the help of Internet all the social site and various applications are available which can be access easily, also allow users to converse and interact with each other, to create, edit and share new forms of textual, visual and audio content. It has a vital influence on our live as it helps a lot in every field of life such as political field, economic field and educational field. This study explores the concept of interactive learning by focusing upon a specific use of mobile and portable technology. The role of social media may offer a new construct to enhance the learning experience. An online survey was opened and students from St. Justin's College of Education were invited to respond. The survey did not account for individual competency in using the technology, or in the level of access that the student has, but rather the student's habit of social networking. A total of 84 viable responses were recorded, indexed and then coded as to identify emerging patterns and themes. The data was then analysed in an iterative manner and translated into useable information. The purpose was to support triangulation using a focus group to capture more qualitative information.

Introduction

Higher Education (HE) teaching practices have evolved over the last twenty years, with more emphasis on student-centered pedagogy. There is an increased expectation placed onto the role that technology can play to harness effective learning. However, one could argue that there remains disconnect between our ambition for interactive learning through technology and the realities of our practice (Roblyer *et al*, 2010).

This study explores the concept of interactive learning by focusing upon a specific use of mobile and portable technology. The role of social media may offer a new construct to enhance the learning experience. Greenhow and Gleason (2012) explore the use of Twitter as a new literacy practice. They suggest that when used in Higher Education, it may lead to increased engagement and better interaction between students and teachers. This view is also shared by Fusch (2011), who argues that the tools of the trade are as important as the learning objectives, and that tools are needed which promote social presence, create a more interactive learning environment and foster collaborative study.

How the technology is used and how it is integrated into the learning process is important. Zepke and Leach (2010) suggest that motivation and student dispositions will influence their ability to engage in interactive learning, where the line between online learning and socialisation is becoming blurred.

Need for the Study

A synthesis of recent literature and a study carried out within The College of Education demonstrates some of the advantages and challenges associated with social networking. The study is important to our students. Intrinsically, it is also important to emerging pedagogy. The research placed emphasis on interaction between the student and the course material, lecturer and learning. Interactive learning through technology is the primary theme of this particular study; serving as a potential vehicle to deliver a richer and more enhanced learning experience for our students.

Methods

The study was designed to address three questions which were central to the perception and expectations of our students:

- How do our students *currently* use social media?
- Do they *want* to use social media to support learning?
- Do they *believe* that social media can enhance their learning experience?

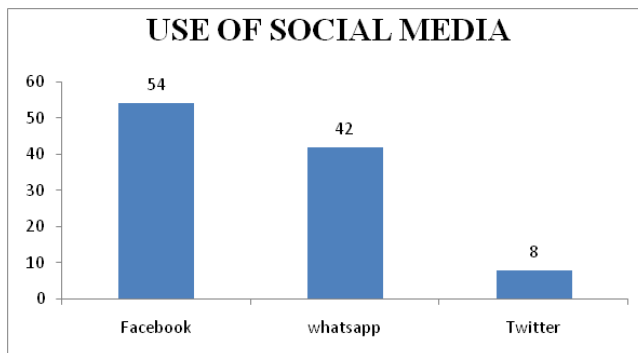
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A total of 84 viable responses were recorded, indexed and then coded as to identify emerging patterns and themes. The data was then analysed in an iterative manner and translated into useable information. The purpose was to support triangulation using a focus group to capture more qualitative information.

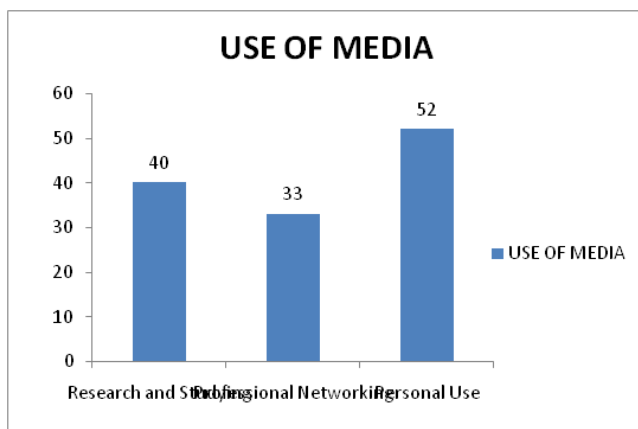
Results

Results from the college - wide survey indicate that 92% of students use some kind of social media. Undergraduates are 63% more likely to engage in social media interaction than postgraduates 37% are more likely to engage in social media interaction.

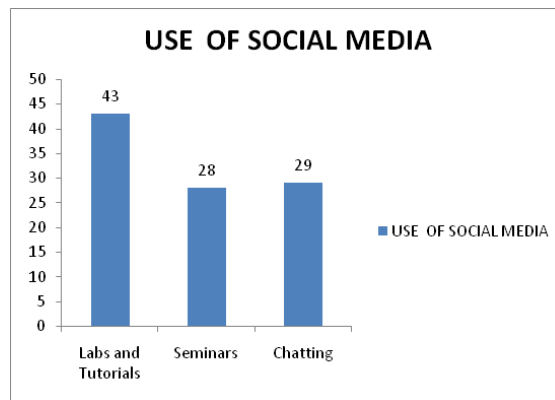
Facebook remains the most popular social network used by 54% and Whatsapp 40% of students., followed by Twitter 8% and Other networks.



52% use at least one of these networks for personal use, which is not surprising given the original concept of social networking. However, 33% indicated that they also use their accounts to network specifically with other professionals and 15% use it to aide their research and studies.



When asked *where* they would like to use social media, 43% indicated that they would use it within labs and tutorials, 28% within seminars and 29% in chatting.



Findings

Many used a closed Facebook group to share ideas, thoughts and resources for a period of 6 weeks. 16 of them provided feedback for this study. They all posted a status update or engaged with peer comments. 81% also engaged with a member of staff, to ask questions or to raise issues connected to the course. 75% indicated that they found the social network *very helpful*, 18% indicated that it was *helpful* and 7% indicated that it was *a little helpful*. None of the participants described the experience as *not helpful* or *unsure*.

They all thought that student to teacher interaction had increased. When asked if the use of social media had improved their learning experience, everybody said yes in general.

Some of the students provided valuable comments throughout the study:

“It’s a convenient way to interact with specific people and get the feedback quickly and, also a more attractive approach which is welcomed by young people who live in the age of IT.”

“Yes, Social media especially Facebook and Whatapp is a valuable tool to use within Higher Education. It can enhance learning as students can be connected to tutors, peers etc in 24/7. The hierarchies are broken down and everyone can share ideas.

Conclusion

The college - wide survey indicated that 68% thought social media could enhance their learning experience. 22% indicated that it would not add any value or would cause distraction, whilst 10% were unsure. The evidence points towards the need for further research. The question is not if we *should use* social media to enhance learning, but *how it should be used* effectively. The qualitative data suggests that it is a personal disposition, as previously mentioned by Zepke and Leach (2010).

The literature describes the invaluable opportunities offered by social networking, but equally there are many challenges working to thwart the most enthusiastic teacher. Privacy issues and opportunities for misunderstanding and miscommunication are high, as the normal conventions of face to face interaction do not apply on social networking sites. This concern was raised by many students.

The time is ripe to take managed risk and explore creative methods of learning and teaching. The learner’s journey and their experiences along the way must meet student expectations and offer a more dynamic and appropriate pedagogy. To summarise, the benefits highlighted within the study can be explained as:

- Increasing student motivation and engagement with course material;
- Increasing student-to-student collaboration;
- Enhanced interaction between the student and the lecturer/ teacher;
- Accelerated data and information sharing;
- Removes barriers to self-expression and contribution;
- Provides students with 21st Century skills which could aide their employability and increase levels of satisfaction.

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Attitude Towards Corporal Punishment Among the B.Ed Students

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Abstract

Corporal punishment is the important key for the school system. Which is highly used for the students to module their educational process and inculcating the values. The purpose of this study is to get opinion from B.Ed. students with regards to whether or not they use corporal punishment. The present study discusses on the attitude towards the corporal punishment among the B.Ed. students. Total 150 pre teachers were taken from the study of which 71 B.Ed. students from rural and 79 B.Ed. students from urban. The tools used in the study are a questionnaire on corporal punishment constructed by the investigator. The result report the mean value of locality and stream of the pre teachers is not differ significant.

Keywords: Corporal Punishment, Attitude, B.Ed. students

Introduction

Corporal punishment refers to disciplinary action that is physical in nature and developed by teachers or school administrators as punishment for some types or student behavior. Example of corporal punishment includes

- Spanking
- Slapping
- Pinching

The corporal punishment might be applied in the classroom in front of other students or privately. There are still many people who believe that corporal punishment has rightful place in the educational system.

Corporal punishment has been generally defined as “The infliction of pain by a teacher or other educational official upon the body of a student as a penalty for doing something, which has been disapproved by the punisher”.

Title of the Study

Attitude towards the corporal punishment among the B.Ed. students

Operational Definition

Corporal punishment (or physical punishment) is defined as the use of physical force towards a child for the purpose of controlling the child's behavior, and is often used as a punishment. In the study, attitude towards corporal punishment of B.Ed. students is the measure of the score obtained from the corporal punishment questionnaire.

B.Ed. Students

Students are studying in B.Ed. from two districts such as Madurai and Dindigul.

Objectives of the Study

- To find out the level of attitude towards corporal punishment among B.Ed. students.
- To find out the attitude of B.Ed. students towards corporal punishment based on the demographic variables such as Stream, and Locality.

Hypothesis of the Study

There is high level attitude of B.Ed. students towards corporal punishment. There is no significant mean difference in attitude towards corporal punishment among B.Ed. students with respect stream and locality.

Need and Significance of the Study

Corporal punishment is used sparingly today as far as the average person can see. According to two major Acts for protection of child rights, Right to Education (RTE) Act, 2009 and the Juvenile Justice (Care and Protection of Children) Act, 2000, corporal punishment is a crime. Section 17 (1) of the RTE Act is designed to protect a child from physical and mental harassment. With many laws out there protecting unfair and hurtful treatment of others, it's easy to forget that most children overwhelmingly receive this questionable form of correction. Inspire of the harmful and potential effects of corporal punishment and the out breaking laws, abolishment of corporal punishment is still been a controversial issue in many states in all regions across India. Even many teachers argue that corporal punishment is necessary for disciplining school children. Though corporal punishment has been banned, many teachers hold positive attitude towards it. This study was undertaken to assess the attitude of B.Ed. students in Madurai and Dindigul district, Tamil Nadu, India, towards corporal punishment. The findings and recommendations of the study will be of profound use to personnel concerned with teacher education institutions and enable the teachers to use positive reinforcement strategies in modifying the behavior of students.

Methodology

The present study employed online survey method using Google forms. Data was collected from the sample using the questionnaire.

Tool Description

The investigator prepared a questionnaire to find out the attitude of B.Ed. students towards corporal punishment consisting of fifteen statements out of which nine statements expressed positive and the remaining six express negative. For each statement the respondents had to choose one among the given responses such as agree, not sure and disagree.

Population and Sample

The population for the present study comprises of B.Ed. students studying in Madurai and Dindigul district. A sample of 150 students was selected by random sampling method from Thiagarajar College of Preceptors. The distribution of the sample is given in Table

Background variables	Factors	No. of Students
Locality of the student	Urban	79
	Rural	71
Type of stream	Arts	67
	Science	83

Statistical Techniques

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

Table 2: Level of percentage in different variables

Level	Locality (Percentage)		Stream (Percentage)	
	Rural	Urban	Arts	Science
Low	21.13	21.52	22.39	20.48
Moderate	67.6	67.09	67.16	67.47
High	11.27	11.39	10.45	12.05
Total	100	100	100	100

Table 3: Levels of Perception Mean.

Background variable	Factors	Mean
Type of Locality	Rural	28.38
	Urban	28.42
Types of stream	Arts	28.44
	Science	28.36

Findings

- The level of corporal punishment among B.Ed students is moderate.
- There is significant difference in the attitude of teachers towards corporal punishment classified on the basis of locality. Comparing the mean scores it is found that B.Ed. students from locality are moderate in attitude towards corporal punishment.
- There is significant difference in the attitude of teachers towards corporal punishment classified on the basis of stream. Comparing the mean scores it is found that B.Ed. students from stream are moderate in attitude towards corporal punishment.

Recommendations

- The use of punishments against students is never an acceptable. It harms students physically, psychologically and academically.
- Teachers should understand the students' problem and approach them in a correct way.
- Teachers should treat the students according to their psychological.

Conclusions

Corporal punishment has been a form of punishment in schools in India for a long time and sadly, this form of punishment still continues to thrive today. In India the Supreme Court introduced a law in the year 2000 to ban corporal punishment. Most states claim to follow this, however enforcement is lax and extreme brutality still goes on in most schools throughout the country. There have been several cases of suicides and attempted suicide throughout the country owing to corporal punishment in schools in India. Hence it is the needs of the hour to develop right kind of attitude among the teaching community and focus on the healthy all around development of students implement the aforesaid recommendations.

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4. 3629(P) Impact Factor: 2.035 (I2OR)

Students Teachers' Beliefs about Second Language in Classrooms: A Survey

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Abstract

This paper contains the explanation of a research project that was carried out in the Bachelor of education teaching program. The study was normative survey and it tracked 150 samples were collected at randomly. The aim was to identify student teachers' beliefs about second language (English) teaching and learning at different stages of instruction while they were taking the teaching practice courses in the program. The results established that students made links between theory and practice creating some changes in previous beliefs. The study revealed an increase of awareness and a better understanding of the complex processes involved in teaching and learning.

Key words: Students Teachers' Beliefs about Second Language in Classrooms.

Introduction

It is often assumed that teaching in higher education is the result of the subject-matter knowledge and intuitive decisions based on teachers' experiences and beliefs about how the subject-matter should be taught. However, beliefs are such powerful influences that affect the way teachers carry out every aspect of their work because they act as lenses which filter every interpretation and decision teachers make. Teacher education programs are many times unsuccessful in helping student's teachers to develop modern approaches to pedagogy because these programs do not consider their beliefs. Deng (2004) argues that students teacher beliefs need to be transformed for students teachers to teach in new ways. However, converting beliefs is not an easy endeavor. Williams (1999) suggests that a socio-constructivist view of learning where teacher educators mediate between theory and practice through reflection will help learners reshape or construct new beliefs. Therefore, identifying student's teacher beliefs and making these future teachers aware of their own beliefs seem crucial for teacher education programs.

The present study took place in a Bachelor of education (B.Ed) program which has as its main purpose to offer professional preparation for future teachers of English. Students in their last two semesters of the B.Ed program are placed in institutions where they can repetition teaching. Therefore, this context offers a great opportunity to find out these students' beliefs before and after the teaching stage to try to understand how their teaching beliefs work. For the purpose of this paper and, considering that the students of the program are first students teachers and in the last years of instruction become in-service teachers, the students will be referred to as pre-service teachers or participants because they will not receive the degree until the contentment of the program.

This research aims to find out the students teachers' beliefs about Second language teaching (ENGLISH) and learning. It also focuses on whether those current beliefs were influenced by their teaching courses and the experience gained throughout the time spent during their academic preparation as English teachers. This research highlights the importance of not only raising the teacher educators' awareness of the students' teacher's beliefs about language learning and teaching but of making the participants aware of their own beliefs. It also stresses the crucial need for English language teacher educators and program designers to identify the students' teachers' beliefs at initial stages of instruction so that they can develop strategies to modify and understand those beliefs which hinder the efficacy of teacher instruction. This longitudinal study also aims to contribute to the theory about student's teacher beliefs and hopes to add to the literature that informs the practices of teacher education. Moreover, it also presents information about a context that has been hardly explored, that of students teachers.

This paper is organized in the following way: First, some key aspects of the education are presented followed by the context of the study. Then, the methodology and the data collection are explained, concluding with the presentation of results and discussion of the findings.

Teacher Beliefs

Teacher efficacy depends on the conceptualization of all of the elements involved in teaching, although the personality and beliefs also influence their teaching practice. Theories have stressed the idea that most teachers guide their actions and choices by a set of organized personal beliefs and that these often affect their performance, consciously or unconsciously (Johnson, 1999). It has also been discussed in the literature that teachers usually teach the same way they were taught since they tend to follow the same rules and routines making reference to their learning experience (Bailey, Curtis, & Nunan, 2001). Therefore, teachers' beliefs shape the world in which they and their students operate and these mental models of "reality" are highly individualistic since no two classrooms are, or can be, the same. In addition, Abraham and Vann (1987) explain that learners' philosophy of language refer to "beliefs about how language operates, and, therefore, how it is learned" (p. 95). This philosophy guides the learners approach to language learning. Ferreira (2006) claims that beliefs about second language acquisition will directly impact learners' attitudes, motivation and learning strategies. Thus, the authors state that beliefs are usually shaped by students' and teachers' backgrounds since they are formed through interactions with others, own experiences and the impact of the environment around them.

It has been difficult to establish a single definition for the concept of belief since different authors understand it from a personal perspective. Some authors refer to beliefs as cognition, knowledge, conceptions of teaching, pedagogical knowledge, practical knowledge, practical theories, theoretical orientations, images, attitudes, assumptions, conceptions, perspectives or lay theories to name some definitions (Borg, 2006). One of the authors who focused his attention on trying to explain the meaning of beliefs and search for a clear definition of the concept was Pajares (1992), who concluded that "The construct of educational beliefs is itself broad and encompassing" (p. 316). Therefore, as there is no clear cut definition about beliefs, for the purpose of this paper they will be defined as interactive networks of expectations and knowledge about educational procedures.

Methodology

Research Method

The investigators have collected among B. Ed Trainees and these samples are selected by using Google forms.

Tool Description

A tool of Second Language questionnaire has been developed and constructed by the researchers. This research is undergone by online survey.

Population and Sample

We have taken 150 student teachers from Thiagarajar College of preceptors in Madurai as a sample for research.

Statics Techniques

Percentage analysis is the statistical technique use in the study.

Table.1: Sample distribution of the study

Background variable	Factors	No of students	Total
Gender	Male	36	150
	Female	114	
Locality	Rural	56	150
	Urban	94	
Stream	Arts	73	150
	Science	77	
Qualification	UG	91	150
	PG	59	

Research Questions

The research questions for this study were:

- To what extent did the students' teachers' beliefs change?
- How did students teachers' beliefs evolve?

- To what extent does the Teaching Practice strand influence students teachers' beliefs?

Research Methods

Populations and samples

The participants involved in this project were all students' teachers of this B.Ed. in ELT program; they were 150 samples including 114 females and 36 male and all were non-native English speakers. It is important to say that seven of the 150 student's teachers of this project started working while the project was in progress and the rest were full time students. They were all contacted when they registered for their second Teaching Practice course in they all agreed to participate in this project until the conclusion of their studies.

Instruments for Data Collection

Two instruments were used: a questionnaire and a survey. The questionnaire was adapted from the Beliefs about Language Learning Inventory (BALLI) developed by Horwitz (1988).

To answer the questionnaire, students had to choose from the five options presented following the Liker scale. The options ranged from those which (1) strongly agree, (2) agree, to the ones which they (4) disagree, and (5) strongly disagree. There is a neutral (3) element which provides the option to consider the belief in process of definition.

Strategies Analysis

1. Percentage Analysis

Data Analysis and Interpretation

The following data analysis were carried out.

1. To find out the level of student teachers knowledge about student teacher beliefs about the second language in classroom - a survey.

Table .2 Level of Knowledge about the Second Language in the Class Room

Levels	No of the students	Percentage
Low	17	64%
Moderate	115	72%
High	25	80%

From table.2 it is found that the level of the student teachers' knowledge about second language and the moderate value is 72%.

Percentage of student teachers' knowledge about second language with reference to background variables is presented below.

Table 3: Percentage of Student Teachers' Knowledge about Second Language

Background variable	Factors	No.of students	Level	Percentage%
Gender	Male	36	Low	14%
			Moderate	78%
			High	08%
	Female	114	Low	09%
			Moderate	78%
			High	13%
Locality	Rural	56	Low	11%
			Moderate	75%
			High	14%
	Urban	94	Low	10%
			Moderate	80%
			High	10%
Stream	Arts	73	Low	14%
			Moderate	75%
			High	11%
	Science	77	Low	06%
			Moderate	81%
			High	13%

			High	13%
			Low	10%
Qualification	Ug	91	Moderate	77%
			High	13%
			Low	10%
	Pg	59	Moderate	80%
			High	10%

From table 3, it is found that male student teachers (M=78%). Female student teachers (M=78%). Rural student teachers (M=75%). Urban student teachers (M=80%). Arts student teachers (M=75%). Science student teachers (M=81%). UG student teachers (M=77%). PG student teachers (M=80%).

Findings

There were two kinds of findings, one derived from the questionnaires. For the questionnaires, the response frequencies of the beliefs are presented in tables and the most relevant findings are highlighted. The results of the interviews intended to clarify and expand the students' responses on the questionnaires and are explained following the questionnaire findings.

Conclusion

The main purpose of this study was to identify the beliefs future teachers hold toward teaching and learning, how these evolved and to what extent the impact of the Teaching Practice courses have on them. The result high thought the finding the student's teachers concern for becoming a good English teachers. The longitude study proposes that progressively becomes were of the complexities in learning the second language. The result reveals that 72% of people are learning interested in learning the second language. During the , some of survey the student's teachers said that they were in the process of changing some of their practices and it can be suggested that such change is the result of changing beliefs. It is true that more research needs to be done because what students teachers say and what actually happens in the classroom have not been observed. A survey to the second languages in classroom. Students teachers belong to the mostly awareness in languages.

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A Study on Utilization of Practical Skills in Accessing the Banks Among Higher Secondary Student

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Abstract

A bank is a financial institution which performs the deposit and lending function. A bank allows a person with excess money (Saver) to deposit his money in the bank and earns an interest rate. Similarly, the bank lends to a person who needs money (investor/borrower) at an interest rate. Thus, the banks act as an intermediary between the saver and the borrower. The bank usually takes a deposit from the public at a much lower rate called deposit rate and lends the money to the borrower at a higher interest rate called lending rate. Now a days all the banking related works are in an easiest way due to the advancement and availability of online sources. Those online related banking concepts are also updated in our school curriculum. The Uniform System of School Education was implemented by Tamil Nadu Uniform System of School Education Act 2010 which paves way for quality education to all children without any discrimination based on their economic, social or cultural background. Still now students are expose to the less accessibility of practical knowledge and skills at all the levels. This research paper highlights the percentage level of the utilization of practical skills in accessing the banks among higher secondary students from commerce stream.

Introduction

The process of taking funds from the depositor and then lending them out to a borrower is known as Financial Intermediation. Through the process of Financial Intermediation, banks transform assets into liabilities. Thus, promoting economic growth by channelling funds from those who have surplus money to those who do not have desired money to carry out productive investment. The bank also acts as a risk mitigation by allowing savers to deposit their money safely (reducing the risk of theft, robbery) and also earns interest on the same deposit. Bank provides services like saving account deposits and demand deposits which allow savers to withdraw money on an immediate basis thus, providing liquidity (which is as good as holding cash) with security.

Operational Definition: It defines Practical Skills and Banking Practical Skills

“Practical Skills” means skills performed by hand (as in tying a knot) or with human intervention using equipment, tools or technology requiring guidance, force or movement. *Practical* refers to a person, idea, project, etc., as being more concerned with or relevant to practice than theory: he is a very *practical* person; the idea had no *practical* application. *Practicable* refers to a project or idea as being capable of being done or put into effect: the plan was expensive, yet practicable.

Banking

A *bank* is a financial institution that accepts deposits from the public and creates credit. Lending activities can be performed either directly or indirectly through capital markets. Due to their importance in the financial stability of a country, *banks* are highly regulated in most countries. It is well said that banking plays a silent, yet crucial part in our day-to-day lives. The banks perform financial intermediation by pooling savings and channelizing them into investments through maturity and risk transformations, thereby keeping the economy’s growth engine revving.

Objectives of the Study

The study was undertaken by the following objectives.

- To identify the percentage level of the practical skills present among the commerce students.
- To find out the mean difference between the gender, locality, parental income and educational qualification to that of the practical skills in using the banking in their day to day life.

Hypothesis of the Study

Hypothesis means mere assumption or possibility to be proved or disproved.

- There will be difference between the level of percentage in using practical skills among the commerce students in accessing the banks
- There will be a mean difference between the gender, locality, parental income and educational qualification to that of the practical skills in using the banking in their day to day life.

Design of the Study

The present study adopts a survey research design. It attempts to investigate the utilization of Practical Skills in using Banking among Higher Secondary Students

Population and Sample of the study

The students those who are studying in the commerce major in the 11th standard. In this study the population consists of the commerce students studying in the higher secondary schools.

Sampling

In this study the sample consisted of only the commerce students in the higher secondary schools of Madurai city. The sample was collected from the standard of 11th. Random sampling was adopted in higher secondary schools.

Research Tool

In this present study the investigator used the self constructed research tool to collect the relevant data. In this study the investigator had collected the information's through the questionnaire.

Data Collection

The investigator after receiving proper permission from the head of the institutions personally went to the schools and collected the data.

S.No	Name of the school	Male	Female	Total
1	Sundarajapuram corp. Hr.Sec.School	20	14	34
2	E.V.R.N corp. Hr.Sec.School	-	41	41
3	A.V Boys Hr.Sec.School	31	-	31

Statistical Technique used

The investigator employed to identify the level of percentage, Mean and Standard Deviation.

Table -1 The percentage level of Practical Skills exposed by the commerce students on utilization of Banking towards Higher Secondary Students

S.No	Percentage Level	Frequency	Percent
1	Low	24	22.6
2	Moderate	58	54.7
3	High	24	22.6
	Total	106	100.0

The above table reveals that there is a difference between the percentage level of Practical Skills exposed by the commerce students in utilization of Banking Towards Higher Secondary Students . 22.6% of commerce students having both low and high level of Practical Skills exposed in accessing the banks and 54.7% of commerce students having moderate level of Practical Skills exposed in accessing the banks.

Table -2 The mean level of Practical Skills Exposed by the Commerce Students on Utilization of Banking towards Higher Secondary Students in Related to their Gender.

S.No	Category	Frequency	Percent	Mean	SD
1	Male	51	48.1	10.18	1.126
2	Female	55	51.9	4.40	1.949
	Total	106	100.0	7.18	3.312

The above table reveals that there is a mean difference between the male and female and their Practical Skills exposed by the commerce students in utilization of banking towards higher secondary level. The mean value of male students is 10.18, and the female is 4.40, hence there is a difference between the male and female students and their Practical Skills exposed in accessing the banks.

Table -3 The Mean Level of Practical Skills Exposed by the Commerce Students on Utilization of Banking towards Higher Secondary Students in Related to their Residential Area.

S.No	Category	Frequency	Percent	Mean	SD
1	Rural	31	29.2	4.00	2.569
2	Urban	75	70.8	8.49	2.627
	Total	106	100.0	7.18	3.312

The above table reveals that there is a mean difference between the rural and urban and their Practical Skills exposed by the commerce students in utilization of banking towards higher secondary level. The mean value of rural students is 4.00 and the urban student is 8.49, hence there is a difference between the students located from the rural and urban areas and their Practical Skills exposed in accessing the banks.

Table -4 The mean level of Practical Skills exposed by the commerce students on utilization of Banking towards Higher Secondary Students in related to their parent educational Qualification.

S.No	Category	Frequency	Percent	Mean	SD
1	Literate	41	38.7	8.29	2.857
2	Illiterate	65	61.3	6.48	3.405
	Total	106	100.0	7.18	3.312

The above table reveals that there is a mean difference between the students parental educational qualification and their Practical Skills exposed by the commerce students in utilization of Banking at higher secondary level. The Students parent those who are literate and their mean value is 8.29 and the students parent those who are Illiterate and their mean value is, 6.48, hence there is a difference between the students parental educational qualification and their Practical Skills exposed in accessing the banks.

Table -5 The mean level of Practical Skills exposed by the commerce students on utilization of Banking towards Higher Secondary Students in related to their parent salary.

S.No	Category	Frequency	Percent	Mean	SD
1	Above 10000	42	39.6	8.33	2.800
2	Below 10000	64	60.4	6.42	3.422
	Total	106	100.0	7.18	3.312

The above table reveals that there is a mean difference between the student's parental income and their Practical Skills exposed by the commerce students in utilization of Banking at higher secondary level. The Students parent those income level above Rs. 10,000/- and their mean value is 8.33 and the students parent those income level below Rs. 10,000/- and their mean value is 6.42, hence there is a difference between the students parental income and their Practical Skills exposed in accessing the banks.

Findings of the Study

- Female students mean value is lower than the male students, and hence it reflects that female students have low level of practical skill in accessing the bank.

- Students from rural areas mean value is lower than the students from the urban area, and hence it explained that rural students have low level of practical skill in accessing the bank.
- Students and their parent with literate and its mean value is higher than the Students and their parent with illiterate.
- Students parental salary below 10,000/- not having adequate chances in accessing the banks when compare to the student parental salary above 10,000/-

Suggestions

Enriching school education programme, Promoting the quality education by imparting theory and practical knowledge in teaching of commerce. The focus of all the actions related to learning of the banking concepts is essential to lead our day to day life in a successful way.

- Work together with the students to develop and to create awareness among the students through hands on training in commerce education.
- Promote projects oriented activity and to develop innovation in teaching practical knowledge.
- Participate and to develop practical skills in the utilization of banks.

Conclusion

The findings of the study revealed that there is a difference in the percentage and mean level between the gender, locality, parental income and educational qualification to that of the practical skills in using the banking in their day to day life. Student does not know about the practical knowledge of net banking. Students do not have awareness of using debit and credit cards. Teacher should spend more time with the students so their practical skill will improve.

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Environmental Awareness Among Higher Secondary School Students

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Introduction

Environmental issues are major global problem of important concern. The human's desire to modern technologies and changing life style patterns pose serious threat on the environment and due to the fact, the pollution levels are alarming day by day. The schools are the place where numerous young minds inculcate values of education are related practices so as to develop future responsible citizens. In India, Madurai is one of the important cultural heritages and tourist hot spot of the south India. The city is facing numerous development due to technological invasions and other side there is a lack of awareness on environment.

The impacts of the environmental issues are affecting not only at the local level and it is global problem of important phenomena. Many industrial and infrastructural developments, human population growth and urbanization, plastic usage, electronic wastes, vehicular emissions, depletion of biodiversity, contamination of pollutants in the water bodies, soil and atmospheric pollution have devastated the natural environment causing severe ill health effects on human beings.

Further many rivers and water bodies around Madurai are facing severe drought and ground water level is alarming, due to excessive usage. Creating better environmental practices among the school students is one of such initiative to achieve environmental protection by inculcating moral values and sustainable practices among them to develop as role model in the society.

Statements of the Problem

The statements of the problem is "ENVIRONMENTAL AWARENESS AMONG HIGHER SECONDARY SCHOOL STUDENTS".

Objectives of the Study

Major objectives of the present are:

- To study the environmental awareness of higher secondary school students.
- To measure the level of environmental awareness.
- To find out the significant difference in the environmental awareness among school student with reference to certain locality, gender, literacy of parents.

Hypothesis

The present study was undertaken with the following hypotheses:

- There is no significant difference in the environmental awareness among the secondary school students based on gender.
- There is no significant difference in the environmental awareness among the higher secondary school students based on locality.
- There is no significant difference in the environmental awareness among the higher secondary school students based on literacy of the parents.

Delimitations

- The study is limited to higher secondary schools in Madurai district of Tamilnadu only.
- The study is limited to 100 students only.
- The study is limited to the non-cognitive variables like gender, area of locality and cognitive variables like literacy of parents, awareness of the students.

Methodology

In view of the objectives of the present study, the researcher has adopted the normative survey method. The details are as under.

Tool used

On the basis of the objectives of study following tool were developed, standardized and used in the present study.

- Environmental awareness scale.

Sample

In the present study, a sample 100 students was selected by adopting the random sampling technique. Further, selected sample was stratified as gender, locality and literacy of parents.

Statistical Techniques

In the present study 't' test was adopted to find out the significant difference between mean values.

The hypothesis are tested to find out whether they are significant or not at 5% level. For this purpose with the collected data mean and standard deviation are calculated. To find out significant difference between tow mean 't' test was adopted.

Data Analysis and Interpretation

Level of environmental awareness of higher secondary school students

Level	Number	Percentage
Low	14	14
Moderate	65	65
High	21	21
Total	100	100

From the above table, it is found that 14% students are low level, 65% students are moderate level and 21% students are high level about for the environmental

The above research study indicates that among the school from 11th class selected for surveying their environmental awareness, the girl students contribution to aware of knowledge on environmental issues are more high compared to boys students.

Hypothesis1

- There is no significant difference in the environmental awareness among the secondary school students based on gender.

Variable	Sub variable	Sampled size	Mean	SD	't' Value	Significant/ Not Significant
Gender	Male	50	49.32	5.15649	3.107	Significant
	Female	50	52.60	5.39841		

- Since the calculated 't' value is greater than the table value 1.96. So the null hypothesis, "There is no significant difference in the environmental awareness among the secondary school students based on gender" is rejected. The variables are significant. The female students mean value is higher than the male students. From this we know that environmental awareness for female students is high than male students.

Hypothesis2

- There is no significant difference in the environmental awareness among the higher secondary school students based on locality.

Variable	Sub variable	Sampled size	Mean	SD	't' Value	Significant/ Not Significant
Locality	Rural	5	52.60	3.0495	1.166	Not Significant
	Urban	95	50.87	5.6006		

- Since the value of 't' is 1.166 which is less than 1.96 table value. The null hypothesis "There is no significant difference in the environmental awareness among the higher secondary school students based on locality" is accepted. So there is no significant difference among the rural and urban higher secondary school students.

Hypothesis3

- There is no significant difference in the environmental awareness among the higher secondary school students based on literacy of the parents.

Variable	Sub variable	Sampled size	Mean	SD	't' Value	Significant/ Not Significant
Literacy	Literate parents	61	51.459	5.5754	1.145	Not Significant
	Illiterate parents	39	50.179	5.3698		

- Since the value of 't' is 1.135 which is less than 1.96 table value. The null hypothesis "There is no significant difference in the environmental awareness among the higher secondary school students based on locality" is accepted. So there is no significant difference among the literate and illiterate parents children's in the environmental awareness .

Findings

- There is significant difference in the environmental awareness among the secondary school students based on gender.
- There is no significant difference in the environmental awareness among the secondary school students based on locality.
- There is no significant difference in the environmental awareness among the secondary school students based on literacy of parents.

Suggestion

The research sensitizes that the environmental awareness and practices on day to day life of young students make them social responsibilities in greening the nature and conservation of biodiversity.

The present national green corps, eco-clubs and other similar clubs in school need to be strengthened for better practices and environmental concerns by appointing at least one environmental expert as teacher in every school. This will enable to train the students more self focused towards environmental problems and addressing the issues with careful alternative in their daily life.

The study elaborates there is better scope for environmental protection activities among the school students many schools have been promoting green gardens, nature walks, terrace gardening, vermicomposting of food and organic solid waste in school. The effective training of the students for vermicomposting, solid waste disposal and waste paper banking etc., at the school level will yield better results and make the to follow such practice as routine in schools and their homes for sustainability.

Conclusion

Even though environmental education has been infused in the school curriculum, there is a dire need of practical oriented approaches to the student community to develop sustainable practices like tree plantation, vermicomposting of wastes at school grounds, alternative for the use of plastics, need of safe and clean drinking water and also promotion of environmental awareness among the public by participation in rallies, walkathon, celebrating world environmental day, water day wild life day. When everyone get some awareness about the environment, people start living along with the nature. People start spending time planting trees around their living place. People reduce to use plastic products. People stop generating a lot of solid waste. People start using conservative energy sources. People will make the 100% use of solar, wind etc., all the renewable energy sources.

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Research Problems Related to Education of Governess Specialized Progress

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Abstract

Of course we never intend to converse about the exertion related to education where there is an enlargement in teacher's vocation. This paper reveals about the growth of teacher in their profession. Therefore, this paper clearly gives a general idea about the problems faced by the teachers in their profession in day today life. Thus, this paper covers about the related topics for today's professional development of establishment of learning community, mentoring, combined action of research, peer teaching, specialized growth through writing, critical developmental teams, attending conferences and seminars, sharing living theories to help others develop in their life and the administrative role.

Keywords: Profession, development, teachers.

Introduction

A major part of the governess assume that professional progress do not congregate their requirements. The foremost reason for displeased command which will divergence with their professional agenda, but lack of appropriate growth prospect is also a momentous issue. Effectual specialized development is on-going, includes guidance, rehearsal and criticism, which provides plenty of occasion and proceedings prop up. Triumphant series engage governess in learning actions that are comparable with their students and persuade the development of teachers' erudition society. There is rising curiosity in initial educated as learning organisations and teachers have been share their knowledge and understanding further logically ^[1]. Educational research was one of the proud features of deteriorating under existing strategy. These circumstances would be exacerbating, to the degree of action research scheme which can be put into practice on school practice and other productivities on Education's specialized earth. This may be on a glow feel that utilize an extensive position of quantitative gauge but above all the use of peer appraisal through properly constituted panels is the most suitable way to ensue, with teaching as a unique category of penalizing review ^[2]. Therefore this paper suggests that the issues faced by the teachers in their professional development and engaging their needs according to their upcoming events for the current world.

Governess Related Research Problems

At present, professional development scampers the scale from one-shot workshops to more rigorous job-embedded specialized growth, to make the educator learn current environment while they work and heave out to concentrate an external training. Therefore, teaching the teachers, for professional development is effectual because it neither changes teaching practice nor recover student learning. As a result, professional development for teachers can develop in abundant ways, counting:

- Many target and precedence challenging the teachers with moment in time, liveliness, and concentration.
- Practical prospect of teachers to approve and apply goals in their institutions.
- Professional development trainings are suitable in dimension, range or planning to carry learning new information or cleverness. Congregation teachers into one area for a training occasion will give them the moment they need to replicate on the objects, enquire question, sneak to their nobles, or through performance to improve their conception.
- Apart from the above, research shows there is a functioning space in teacher's professional development. They may be taught, appreciate and concur with a novel proposal or method obtainable in an intensive course, but it is stiff for them to implement that thought without fragmentary support.
- Letdown to provide teachers with criticism about how to apply new ability in student learning.

Establishment of Learning Community

The teachers need to instruct the learner how to ask query that do not place individuals on the apprehensive position. To the students, teachers have to generate an impression of expectation, allow enough time for learning to understand the content, have to be broad and comprehensive in their thoughts, thought to approach externally to get a help ^[3]. Therefore, these are all important within the learning communities as working together collaboratively is of elevated consequence.

Mentoring

The responsibility of the mentor is an essential preliminary aim for an achievement in student - teacher's relationship. The learners have thought to be: 1) invest time in search of out the mentor, 2) sharing goals and doubts honestly, 3) do not expectant the mentor to solve temporary problems, 4) do not expect specific counsel, 5) sharing the struggles and failing, 6) listen cautiously for research and apply the mentor's supervision, 7) showing the value of mentor's support and 8) do not abuse the relationship by expecting biased prop up in the organization ^[4].

Combined Action of Research

The professional development has been thought to combine in research first in preliminary stages which examine the circumstances in deepness to be able to suggest a possible resolution. Secondly, have to be involved in seeking information from another division with a related description and thirdly, engagement with related division groups ^[5]. Therefore, the action of research case study is particularly suitable to confront of sustainability and might contain wider value.

Peer Teaching

The main benefits of peer teaching includes individualized knowledge, through communication between learners endorse active learning; peer teachers strengthen their own learning by instruct others, learners have to experience more comfy and open when interact with a peer. Aristocracy and learners share a similar discussion, allowing for greater understanding and peer teaching is a monetarily efficient alternative to take on more team associates. Teachers receive more time to focus on the next lesson. Research also indicates that peer learning activities typically yield for both tutor and tutee: team-building spirit and more sympathetic relations, superior psychosomatic well-being, social proficiency, communication skills, self-esteem, higher attainment and greater productivity in terms of improved learning outcomes.

Specialized Growth in Professionals

The growth of professionals continues through traditional teacher education programs are have to be offered at colleges and universities to provide students with subject matter and pedagogical knowledge, training in classroom management, internships and help with placement upon graduation. Numerous programs have evolved into specialized learning opportunity within and external the traditional college prior to actual classroom teaching. In-service workshops often involve assignments, practical experience or revelation and training by experts over short blocks of time. In-service programs are typically short-duration courses aimed at providing teachers with specific technical skills around curriculum development, new teaching methods and classroom management techniques.

Conclusion

Specialized progress is an important part of the teacher education programs and provides a relationship to classroom-based teaching through internships and mentoring experiences. Teachers are normally given time-off to attend short term training classes, with alternative hired to replace them, but are not often given time to incorporate what they learn into their regular teaching practices. Independent learning is another approach to professional development for teachers targeted at specific topics of interest to the individual teacher. Internet offers a variety of self-directed learning skill for teachers on a variety of theme. Paradigm of this includes the

courses at the On-line Internet Institute. Another model of professional development that has gained popularity in the past few years is participation in a community of teaching practice. This model illustrates on the research into learning through participation in discourse and activities within a community of teaching practice. These groups often take the form of teacher study groups, educator collaborative, teacher-researcher groups, or subject matter workgroups. These communities can include a formal research component as well as casual governance research. All above, through participation in these communities, teachers can share their experiences, learn from the experiences of their peers, study their own teaching practices, and develop new methods of teaching that fit their individual needs.

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Service Quality and Students Satisfaction Towards Higher Secondary Education

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Abstract

This is a conceptual paper that examines service quality and student satisfaction in higher learning institutions. It presents the reviews of the literature on the service quality construct in higher education and its influence on student satisfaction. The theoretical perspective of this paper included the service quality and the hierarchical service quality model. The various instruments for service quality in higher education have been discussed briefly with a summary of the different authors and their dimensions provided. The empirical studies have indicated that there is no consensus among authors on the dimensions that should be used to evaluate service quality in the higher education sector and hence different dimensions and measurement scales have been used by different authors. This paper concludes that service quality in higher education has a significant influence on student satisfaction and therefore higher education institutions should put in place mechanisms to collect student feedback to enable them to determine the service quality dimensions of interest to their students so that they can make the necessary improvements on the relevant service quality dimensions.

Introduction

Education is one of the most important industry and playing a vital role in national development. In relation to the importance of education, there is a correlation between education and economic growth also the education sector provides the society by human resource. In the last ten years the sector of Higher Education has suffered quite profound changes, an increase occurred in the number of institutions operating in this sector and consequently an increase in the number of students, also the Private education sector is growing rapidly over the past few year ,Whereas the number of private universities rises from three universities in 2004 to seventeen universities in 2013, The aim of the private Higher education industry is to give an alternative road map for tertiary education for those who failed to get admission into local universities and for those who intend to go for higher education locally. This way, the sector of Higher Education faces more competitive market Structures ,therefore it becomes to study student's satisfaction in higher education, as institutions of higher education could greatly benefit from being able to increase the level of students satisfaction.

Service Quality Meaning

The definition of service quality can be provided from the perspective of how the consumers or users of the service judge the service based on what they may have experienced. The service quality construct in the services literature is based on perceived quality. Zeithaml (1987) and Zammuto et al (1996) define perceived quality as the consumer's judgement about an entity's overall experience or superiority. Perceived quality is also seen as a form of attitude related to, but not the same as satisfaction and it results from a comparison of expectations with perception of performance (Rowley, 1996).

According to Parasuraman, Zeithaml and Berry (1990), consumer perceptions of service quality results from comparing expectations prior to receiving the service and the actual experience of the service. In higher education institutions, perceived service quality can be the product of evaluating a number of service encounters for a student and these could range from encounters with administrative staff, to encounters with lecturers, librarian and security staff. If an institution consistency provides services at a level that exceeds customer expectations, the services will be evaluated as high quality but if the services fail to meet customer expectations, the services will be judged as poor quality (Zammuto et al, 1996).

Student Satisfaction

Student satisfaction is a complex and subtle phenomenon that allows the students to evaluate subjectively the diversity of educational expectations and experiences, within the boundaries of the university campus. Numerous researchers have investigated different aspects of student

satisfaction and the majority of them consider that a student with a higher level of satisfaction has a greater chance of successfully continuing with his/her studies culminating in graduation.

Review of Literature

Numerous studies have been conducted to measure the student satisfaction at university level in developed part of the world. Various factors have been identified that can potentially affect the students satisfaction to different education services provided by the universities. Students' informal contacts with faculty members were consistently related to withdrawal/ persistence decisions. Retention of student was often considered as an indication of student satisfaction with their university program and, hence, indirectly, the quality of the university education. Campbell and Campbell established faculty mentoring programs to be positively correlated with academic performance and lower dropout rates. Aldridge and Rowley (1998) investigated a group of students in a UK university to measure their satisfaction level. A study was conducted in German universities using a relationship quality based student loyalty model by Hennig who found that quality of teaching and students' emotional commitment to their institutions were crucial for students loyalty.

Yu and Dean (2001) examined that both positive and negative emotions and cognitive component of satisfaction correlate with student loyalty and that affective component of satisfaction serves as a better predictor than cognitive factor. The results of a study conducted by Mayo et al (2004) illustrated that conflicting family/work demands, financial issues and academic concerns were the factors identified by students as possible reasons for attrition. Aldemir and Gulcan (2004) examined the Turkish students' satisfaction in higher education. The results of study showed that for some Turkish university students, the quality of instructors, education, textbooks and being female and informed before attending university considered to important factors of satisfaction. For instance Navarro et al (2005) surveyed the Spanish university students for their satisfaction with educational offers made by the universities. The results of the study expressed that the teaching staff, the teaching methods and course administration were key elements to achieving student satisfaction and their subsequent loyalty.

Independent Variables of Service Quality and Student Satisfaction

Based on the previous studies which have been mentioned, this research examines the relationship between student satisfaction and perceived service quality factors. In this research, student satisfaction has been examined as a dependent variable and five perceived service quality factors have considered as independent variables. Such as follows

- Advising
- Curriculum
- Teaching Quality
- Financial Assistance and Tuition Costs
- Facilities

1. Advising

Based on the findings of Hagen and Jordan (2008), the foundation of student retention is academic advisement in higher education. On the other hand, students can develop their mature educational and career goals when academic consultation provided effectively. Also it can increase the satisfaction of students and their learning outcomes. Also, Peterson, Wagner et al. (2001) in their study state that positive perception of students about their institution is connected to effective academic advising and students are more satisfied when they received meaningful and effective academic counselling. Higher education system and can enable the students to continue their college or university in an effective way. So the overall perceived service quality will increase by any increase in perceived quality of education advising.

2. Curriculum

In educational institutions the curriculum has considered as academic program given to students. Also, the curriculum dimension in various articles is known as subject content, program

issues, academic concerns and course content. Based on the findings of LeBlanc and Nguyen (1997), the appropriateness of course content and educational programs, the number of courses offered as well as the range to which the purposes of the educational programs are described to the students have related to curriculum. The curriculum also has been stated as one of the factors of perceived service quality by students. In addition several articles have shown that there is an optimistic association among overall student perceived quality and curriculum (Athiyaman 1997, Russell 2005, Ling, Chai et al. 2010). In universities, courses are usually grouped under diverse classifications such as college primary courses, university-wide prescriptions, essential courses and electives in major. So, when universities provide numerous course offerings for their students and provide more options and choices for them it can make students more satisfied with curriculum (Tessema and Ready 2012).

3. Teaching Quality

On the other hand, Loudon (2000) reports that if instructors know about aspects and criteria which are directly connected to the professional development of a lecturer, it can increase the teaching quality of lecturers. In universities considering the quality of teaching staff is more important for the reason that, one of the main factors which have the main role in the largest positive effect on student satisfaction is teaching staff in universities. Consequently professor by knowing more about student experiences can assist them to adapt their manners and approaches toward the needs of students. So, it can affect students' perceived service quality and their satisfaction levels (Pozo-Munoz, Reboloso-Pacheco et al. 2000, Voss, Gruber et al. 2010). In a study which has conducted by Devinder and Datta(2003) among 168 students shows that the most important issue based on the perceived service quality for students is the outcome of the lecture in class such as information and abilities gained, accessibility of class notes and reading material, attention and effectiveness of the lecture and tutor's feedback on evaluated work.

4. Financial Assistance and Tuition Costs

These days' students have multiple choices for selecting a schools in higher educations. One of the significant aspects which influence student satisfaction with a school is the accessibility of financial assistance such as scholarships and loans and tuition costs. This availability can encourage students to select particular schools among multiple choices

5. Facilities

Facility dimension is associated with accessibility of physical facilities which protect academic activities as well as non-academic activities. Based on various researches, this dimension is mentioned as tangibles, physical features, and physical issues. Besides, there are studies which modify these dimensions to several particular dimensions known as entertaining facilities, and computing facilities, the physical facilities of the higher education institutions contain the lighting of the lecture halls, campus building appearance, design of lecture halls, and cleanliness of the campus as well the easement of the classrooms and study rooms. Aldridge and Rowley (1998) represent that, Physical facilities such as library services, technology facilities, and lecture rooms have a significant effect on students' educational experience. Based on the result of two studies which are conducted by LeBlanc and Nguyen (1997) and Sohail and Shaik, (2004), overall students' perceived service quality can be affected by students' abilities through accessing to facilities offered by their higher education institutes. Accessibility to facilities includes comforting access to the computer facilities, parking facilities, and classroom facilities.

Conclusion

In higher education institutions the students positive perception on the institution is a crucial factor for survival in the competitive environment. The primary focus of this research was twofold. First, the conceptualisations of service quality for superior performance capability. The other is to develop ideal core variables that a private higher education institution should be emphasised with for satisfaction and retention of its customers as co-creators. This will eventually

play an important role in the private higher education business strategy for long run survival as well as for capitalisation of competitive advantage.

Scope for Further Study

The study is expected to suggest that education institutions service orientation should have strong academic reputation with good academic staff support and programme dimension. The academic staff teaching quality for the student's success will be a clear determinant for student students satisfaction and retention. In addition, with appropriate programme dimension, there will be a positive reflective concentration for the private higher education institution's marketing implications in projecting value in its service quality.

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Attitude of Higher Secondary Students Towards Neet Exam

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Abstract

This is a qualitative study focusing on reporting the dynamics that conflicts between NEET Exam and Students in higher education in TamilNadu. For this study, 130 students of higher secondary from two different schools in Madurai district were selected as sample. They were administered with Self made Scale. The data was collected and subjected to statistical analysis. The result revealed that the level of attitude of higher secondary students towards Neet Exam is moderate.

Keywords: NEET Exam, higher secondary students, TamilNadu.

Introduction

NEET-National Eligibility-cum-Entrance Test for admission to medical courses. The concerns raised by TamilNadu over the mandatory NEET for admission to medical courses have escalated this year, with several parties planning protests across the state. States like TamilNadu, that have been opposing NEET have claimed that the students for the CBSE board will have an advantage over students from Stateboard.

“NEET Exam is not West Bengal issue. It is a federal issue.”

Statement of the Problem

“ Attitude Of Higher Secondary Students Towards NEET Exam”

Need and Significance of the Study

Education plays a vital role in the holistic development of an individual. The concept of education has reached every nook and corner of the world. This has lead to the mushrooming of a number of schools in the state. There are different boards which offer education to the learner. The question arises when dealt with the quality of education provided by these board. Each board has a different curriculum and contributes much towards the development of the learner. As far as the NEET is considered, the conflict situation arose with the standard of question to be asked in the examination. Since there was inequality in the curriculum offered by the various boards. The conflict situation was at the peak during 2017 and it was on fire when a learner who dream of becoming a doctor did not come true ended her life.

The question of debate is who is responsible for her death? Is it the curriculum or the law? These type of contradictions and conflicts has to be solved and hence this study was adopted to reflect over the issue.

Objectives of the Study

- To find the level of attitude of higher secondary students towards NEET Exam
- To find the percentage of attitude of higher secondary students towards NEET Exam.
- To find the significance difference in the mean value of attitude of higher secondary students towards NEET Exam with respect to locality and medium of instructions.

Hypothesis of the Study

- Higher secondary students have good attitude towards NEET Exam.
- There is no significant difference in the attitude of higher secondary students towards NEET Exam based on locality and medium of instructions.

Methodology

Method of Research

Survey method was employed as the method of research.

Tool Description

The tool used for the study was self constructed by the researcher and it consists of 20 statements.

Validity and Reliability of the Tool

The initial tool consisted of 25 statement and it was given to experts from the field to check for validity and reliability. The tool was validated using content validity. The final tool consisted of 20 items.

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The student took 10 minutes to complete the tool.

Population and Sample

The population for the present study includes of the students of higher secondary studying in Government Aided schools in Madurai district. A sample of 130 students was selected by random sampling method from two Government Aided schools. The distribution of the sample is given in table.

Table 1: Sample distribution of the study

Background variable	Factors	Count	Total
Gender	Male	130	130
	Female	0	
Medium Of Instruction	Tamil	33	130
	English	97	
Locality	Rural	60	130
	Urban	70	
Background variable	Factors	Count	Total
Gender	Male	130	130
	Female	0	
Medium Of Instruction	Tamil	33	130
	English	97	
Locality	Rural	60	130
	Urban	70	

Sampling Technique

Purposive sampling was used as the sampling technique for the study.

Statistical Technique

Percentage analysis, mean and standard deviation, 't' value are the statistical techniques used in the study.

Data Analysis

The following data analyses were carried out.

1. To find out the level of attitude of higher secondary students towards NEET Exam.

Table 2: Level of attitude of higher secondary students towards NEET Exam.

Levels	Count	Percentage
Low	29	22.31%
Moderate	72	55.38%
High	29	22.31%
Total	130	100

From table 2, it is found that the level of attitude of higher secondary students towards NEET Exam is moderate (55.38 %).

2. To find the Percentage of attitude of higher secondary students towards NEET Exam

Table 3:Percentage of Attitude of Higher Secondary Students Towards NEET Exam.

Background variable	Factors	Count	Percentage
Gender	MALE	130	130%
Medium	TAMIL	33	25%
	ENGLISH	97	75%
Locality	RURAL	60	46%
	URBAN	70	54%

From the above table, it is found that, Tamil medium student's (T=25%), English medium student's (E=75%), Rural student's (R=46%), Urban student's (54%).

3. There is no significant difference in the attitude of higher secondary students towards NEET Exam with respect to locality and medium of instructions.

To test this data with reference to variables namely locality and medium of instructions 't' was adopted the results are given by the table.

Table 4

Background variable	Factors	Count	Mean	Standard Deviation	't' value	Level of significance
Medium Of Instruction	Tamil	33	12.63281	3.70756	3.063	Significant
	English	97	12.5814	3.650123		
Locality	Rural	60	12.57031	3.662286	0.484	No Significant
	Urban	70	12.63281	3.69319		

From the above table, it can be inferred that the calculated 't' value 3.063 and 0.484 based on medium of instruction and locality. The medium of instruction is significant and locality is not significant in attitude of higher secondary students towards NEET Exam. Hence the hypothesis, "There is no significant difference in the attitude of higher secondary students towards NEET Exam based on locality" is accepted and the hypothesis, "There is no significant difference in the attitude of higher secondary students towards NEET Exam based on medium of instructions" is rejected.

Finding

- The level of attitude of higher secondary students towards NEET Exam is moderate (55.3840)
- The percentage of Tamil medium students (T=25%), English medium students (E=75%), Rural students (R=46%), Urban students (54%).
- There is no significant difference in the attitude of higher secondary students towards NEET Exam based on locality" is accepted.
- There is significant difference in the attitude of higher secondary students towards NEET Exam based on medium of instructions" is rejected.

Suggestions

At our point of view, we do accept the examination of "NEET" But in contemporary education system of India, We don't have equal syllabus system for school students. We suggest that government has supposed to change the syllabus into common one if the government has to conduct the national level examination for students.

Conclusion

We conclude that, the students' point of view NEET is definitely a boon. A single entrance exam for all MBBS/BDS admission throughout country is the most sincere, honest, transparent and welcome step taken by government system. The exam has fair and transparent structure with minimum scope for any malpractices. Students clearly knows what is expected in exam and has fair crack at it. Dates are declared well in advanced, syllabus is well defined and you don't have fill multiple applications and run around giving multiple tests. The only drawback that needs to be addressed in single day performance(3 hours) deciding the fate of students. A good player can have a bad day and it may cost him a seat. Having 2 exams and best score getting priority might solve this problem, but will add administrative hassel.

The concept of one standard test is good, but making the exam favourable to certain section of India is completely non democratic. NEET will be good, it is gives equal opportunity to all states of India.

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Multicultural Issues in Classroom

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Abstract

The world we live in is very diverse, it is critical that we, as humans recognize, acknowledge, and embrace this. In order to understand the diversity we must be educated on other cultures. Multicultural education cannot be taught in a textbook, it must be developed by teacher based on a particular student group. The lack of multicultural education in our society is holding us back from understanding other cultures. We have to respect people who are different from us we should be exposed to their culture values beliefs, and practices. This issues related to education is given from our childhood, our parents, school and the society in order to understand the diversities. By understanding the multicultural education in classroom both the teacher and students face many problems. Here, we found that how the teacher can implement by giving multicultural education for student's betterment and this study gives suggestion to the teachers and the multicultural society.

Keywords: Multicultural Education, Diversity, Issues.

Introduction

Classrooms nowadays have a diverse blend of many different cultures. Multicultural education is learning of knowledge, attitudes and skills related to different culture race, ethnicity, religion etc. Recognizing multicultural diversity is important for any education system. Multicultural education is also refers to the way in which students learn and think are deeply influenced by their cultural identity and heritage. To teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. The goal of multicultural education is understanding and recognizing diverse perspectives and to make meaningful contributions in a democratic society. The school, teacher and society plays a important role in promoting multicultural education in students. Creating a multicultural environment in classroom is an important step in the teaching profession. Implanting multicultural education in students make strong character for their future.

Definition for Multicultural Education

Multicultural education is a system of instruction that attempts to foster cultural pluralism and acknowledges the differences between races and cultures. It addresses the educational needs of a society that contains more than one set of traditions that is a mixture of many culture.

Multicultural Classroom

Multicultural classroom is one in which both the students and the teacher are accepting of all races, cultures, and religions. This acceptance is evidenced by the books that are read, the activities that are completed, and the lessons that are taught.

Dimension of Multicultural Education (Banks,1999)

Content integration: The teacher uses examples, data, information from variety of cultures.

Knowledge construction: Teacher helps the students to understand how knowledge is created and how it is influenced by culture, race, ethnicity, social position of individuals and groups.

Prejudice reduction: Teacher should develop the positive relationships, democratic and tolerant attitudes towards others.

Equity pedagogy: Teacher should teach in ways that facilitate success of all students.

Empowering school culture: Empowering school culture requires the restructuring of the culture and organization of the school.

Importance of Multicultural Education in Classroom

Teachers need to understand the importance of multicultural education and provide opportunities for their students to learn about the many cultures represented in the world.

Multicultural education seeks to create equal educational opportunities for all the students including those from different racial ethnic and social class.

Issues in the Multicultural Education

- There are so many issues and concerns that come along with culturally diverse world.
- One of the problem in multicultural education is the tendency of teachers, administrators, policy makers and the public.
- There are certain stereotypes that build issues in multicultural education.
- School students get Poor academic achievement. The teaching and learning process is not an easy one. Because the teacher and the students hail from different socio culture so they may face many problems. For , the teacher should be trained to use several approaches in the multicultural classroom.
- There is a variation between the teacher and the student in their style of communication in the multicultural classroom. The teacher and the student are not understand each other and cannot express themselves in a clear manner. This results low academic achievement.
- The students are not adjusting to the new cultural environment.
- A new or unfamiliar classroom environment lower the achievement level of the student. The students are not fully cope up with the environment.
- The relationship between teacher and student is not in a smooth manner in multicultural environment.
- The teaching material and the way of teacher approaches about the student's culture create trust between them. So that the student feel safe with their teacher and the classmate

Role of Teacher

- Cultural diversity is increases in schools and teachers must use the methods that are effective that encourage students to respect all races and ethnic groups,
- Educator must respect and build upon the cultural strength and characteristics that students bring into the classroom.
- Teachers must help all the students to acquire the knowledge, skills and values needed to become active and productive members of our society.
- The teacher expectations can determine changes in student achievement.
- The teacher's responsibility to develop lesson that aimed at analyzing specific stereotypes.
- The teachers role that of becoming a resource person for all the students.
- The teacher to be a positive role model for the students by using appropriate language and behavior.
- The teacher use different examples, data and information from diverse culture to support key concept principles, generalization and theories. So the content integration makes awareness about different cultures.
- The teacher should encourage the student to research and share information about their ethnic background as a means of fostering a trusting relationship with fellow classmates.
- Teacher should encourage the students to speak their own experience and share their family's ethnic background to increase cultural awareness.
- The teacher takes his class into the community, such as plan field trips and interviews of local community members are the examples for community interaction.
- The teacher should be open minded to accepts and respect for other culture.

Implementation of Multicultural Education

Multicultural education is a process of cultivation of democratic values and morals. There are lot of methods to implement the multicultural education the teachers should create assignment that celebrate multiculturalism.

The teacher asks the students to write about learning experiences that occur outside of the school and assignment involving family celebrations and traditions that plays an important role in cultural heritage.

The teacher should encourage the students to be proud of their own heritage.

The teacher integrates a diverse reading list that demonstrates the universal human experience across culture. The teacher makes each student to accept others with the Humanity.

The parents should allow the children to create a relationship with other from their early childhood.

The school and the management should allow and respect other culture by giving chance to celebrate all festival without restrictions.

The society plays a major role in multiculturalism. The society should give equal respect and response to all the people from different cultures. The society should encouraging the community participation and social activism.

The government should give opportunities in public sector to people who belongs to different cultural environment. The teacher should incorporate methods for self-tolerance and testing our own nature of the students

Suggestions

- The teacher should not only teach the subject, the teacher should go beyond the textbook
- By creating multicultural projects in order to decrease the cultural bias.
- The teacher should supplement the curriculum with current events and news stories outside the textbook so that students can understand past and today world
- To celebrate different cultural festivals in schools so that the students understand others culture and respect others culture.
- In future the schools should reform into multicultural traditional curriculum.

Conclusion

The teacher makes understanding among students from different backgrounds and the responsibility to connect with them beyond simply knowing where they are from or what their favorite subjects are. Teachers must strive to understand their students in a more holistic way, incorporating their cultural traditions into lessons and activities so that the students feel understood, comfortable and focused on learning.

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Shyness of Higher Secondary Students

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Abstract

Shyness is the feeling of apprehension, lack of comfort, or awkwardness especially when a person is around other people. This commonly occurs in new situations or with unfamiliar people. Shyness can be a characteristic of people who have low self - esteem. The present study examined the shyness of higher secondary students in Madurai. For this study, 100 student XI and XII standard from three different schools in Madurai district were selected as sample. 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. They were administered with standardized shyness scale. The data was collected and subjected to statistical analysis. The mean, standard deviation, 't' test were the statistical technique used in this study. The result revealed that the shyness of the students was moderate.

Keyword: shyness, Hesitation, Shame, higher secondary students.

Introduction

Everyone is shy -it is the inborn modesty that makes us able to live in harmony with other creatures and our fellows. Achievement comes not by denying shyness, but occasionally, by setting it aside and letting pride and perspiration come first.

Shyness may be defined experientially as discomfort and /or inhibition in interpersonal situation that interferes with pursuing one's interpersonal or professional goals. It is a form of excessive self-focus, a preoccupation with one's thoughts, feelings and physical reactions. It may vary from mild social awkwardness to totally inhibiting social phobia. Shyness may be chronic and dispositional, serving as a personality trait that is central in one's self definition. Situational shyness involves experiencing the symptoms of shyness in specific social performance situations but not incorporating it in to one's self-concept. Shyness reactions can occur at any or all of the following levels: cognitive, affective, physiological and behavior and may be triggered by a wide variety of arousal cues. Among the most typical are: authorities, one-on-one opposite sex interactions, intimacy, strangers, having to take individuating action in a group setting, and initiating social.

Significance of the Study

We all feel shy or anxious in some situations. These can involve meeting new people, starting new activities or setting down to an unfamiliar environment, such as beginning a course of study at university. Most people would even say that it is important that we feel anxious at times, as this makes us work harder at preparing for examinations or presentations or taking our other responsibilities more seriously. So a little bit of anxiety can be a good thing.

However, shyness and anxiety which stops us from socializing with other people, prevents us from getting on with group-work assignments or makes us fear giving presentations that are a required on our courses, is not helpful.

Statement of the Problem

The problem selected for the present study is entitled as **SHYNESS OF HIGHER SECONDARY STUDENTS**

Operational Definition

Shyness

Shyness is the tendency to feel backward, worried or tense during social encounters, especially with unfamiliar people. Some people shyness is so intense, however, that it can keep them from interacting with others even when they want or need to learning to problems in relationship and at work.

Higher Secondary Students

Student studying 11th and 12th standard in higher secondary students in Madurai district.

Objective of the Study

- To find the shyness of higher secondary school students.
- To find the shyness of higher secondary school students with respect to background variables.

Delimitation of the Study

The population for the present study comprises of the students of XI and XII standard students studying in Government, Government aided and Private Schools in Madurai district.

A sample of 100 students was selected by random sampling method from one Government school and one Government aided school and one private school. The distribution of the sample is given by the table.

Table 1: Sample Distribution of the Study

Background variables	Factors	No .of Students
Standard	XI	49
	XII	51
Gender	Male	49
	Female	51
Student locality	Rural	90
	Urban	10
Locality of the school	Rural	93
	Urban	7
Medium of instruction	Tamil	69
	English	31
Type of school	Boys	20
	Girls	32
	Co-education	48
Type of Management	Government	31
	Government aided	39
	Private	30

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the student. The student were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The student took around 30 minutes to complete the tool.

Tool Used for Measurement of Shyness

In this section is dealt with the details of the tool used by the investigator for collecting the required data from the school students. The instrument used in the current study was 'Shyness Inventory'. Shyness Inventory, constructed and standardized by investigator was used in the present study. General Information Sheet structured by the investigator. Shyness inventory consists of 20 possible life situations are presented as items. Each life situation is provided with three possible activities.

A weightage of 2, 1, 0 was given to the alternative responses representing high, average and no shyness respectively for an item. The score range between 0 and 40.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analysis

The following data analyses were carried out.

1. To find the level of shyness of higher secondary students.

Table 2: Level of Shyness

Levels	Count	Percentage
Low	12	12
High	15	15
Moderate	73	73
Total	100	100

From table 2, it is found that the level of shyness for higher secondary students is moderate (73%)

2. To find out the mean scores of shyness for higher secondary students with reference to background variables.

Table 3: Mean scores of higher secondary students in shyness with reference to the back ground variables.

Background variables	Factors	No .of students	Shyness (Mean)
Standard	XI	54	21.64
	XII	36	23.84
Gender	Male	49	21.69
	Female	51	23.58
locality of the Student	Rural	90	22.66
	Urban	10	22.6
Locality of the school	Rural	93	22.51
	Urban	7	24.57
Medium of instruction	Tamil	69	22.55
	English	31	22.9
Type of school	Boys	20	20.15
	Girls	32	23.81
	Co-education	48	22.93
Type of Management	Government	31	23.48
	Government aided	39	21.61
	Private	30	23.16

From table 3 it is found that, XII standard student ($M=23.84$), female student ($M=23.58$), rural student ($M=22.7$), urban locality school student ($M=24.57$), English medium students ($M=22.9$), girls schools ($M=23.81$), government school student ($M=23.48$) are better in shyness than their counterparts.

Finding

- The level of Shyness of higher secondary students is moderate.
- XII standard students, female students, rural students, urban locality school students, English medium school students, girls school students, government school students are better in shyness than their counterparts.

Recommendations

- Act confidently confidence comes through action, learning, practice, and mastery.
- Engage talking to strangers at stores, sporting events, and the gym.
- Try new things, even if they make you anxious. Join club, sports team, or an improve class.pic up a new project, take on difficult task at work, or learn a new skill.

- Talk start practicing giving speeches or presentation and telling jokes or stories at every opportunity.
- Make yourself vulnerable.
- Practice displaying confident body language.
- Be mindful.

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Blood Donation Importance and Awareness Among B.Ed. Trainees

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Introduction

There is no ideal substitute for blood. It is a noble deed in which one human being donates blood to save other human lives. Blood donation is an important concern for the society. Blood donation is lifeline and its value is only recognized when we are in need of it to save lives of our dear and near. Blood donation refers to the process of collecting, testing, preparing and storing blood components. Donors are most commonly unpaid volunteers. The purpose of blood collection and distribution system is to help ensure an adequate supply of blood for accident victims, people needing surgery and suffering from other certain diseases.

A Blood donation occurs when a person voluntarily has blood drawn and used for transfusions. An integrated strategy for blood safety is required for the provision of safe and adequate blood. Recruiting a sufficient number of safe blood donors is an emerging challenge. The shortage of blood in India is due to increase the demand, with fewer voluntary blood donors. A study on the knowledge attitude and the practice of donors may prove to be useful in the successful implementation of the blood donation.

Problem of the Study

The problem selected for that present study is entitled as “A study on blood donation importance and awareness among B.Ed trainees in Madurai district”

Need & Significance of the Study

Blood is not manufactured. It only comes from generous donors. Blood donors save a life just in a few minutes without using any superpowers. It is power of compassion, charity and power of love. The joy of save the human lives. Reduces the risk of heart disease. Reduce the risk of cancer. Free health check up. There is no substitute for blood. Every 3 seconds someone needs blood transfusions. Your donation will help save the life up to 3 people. Blood is the most precious gift that anyone can give to another person -the gift of life. In this study blood donation importance and awareness among B.Ed trainees is the measure of the score obtained from the blood donation questionnaire.

Objectives of the Study

- To study the Blood donation awareness among B.ed. trainees.
- To study the significant difference in the importance and awareness of Blood donation with the respect of variables such as Gender, Stream, Locality.

Hypotheses

- There exist significant difference between male and female trainees in their blood donation importance and awareness.
- There exist no significant difference between rural and urban trainees in their blood donation importance and awareness.
- There exist no significant difference between arts and science stream trainees in their blood donation importance and awareness.

Research Methodology

The research have adapted the normative survey method for this Investigation

Tool

Questionnaire is used as a tool to get the answers from the B.Ed. trainees.

Sample

Data were collected from 130 B.Ed. trainees who are studying in Thiagarajar college of Preceptors.

Analyses of Data

These tools have been developed by investigator for blood donation importance and awareness and it consists of 20 items. Each item has to be answered by choosing anyone of the two alternatives such as yes or no type. The items are to be answered by choosing .yes or no 2 point scale. Yes or no correspondingly and the scoring the mark allotment is 1,0.

Depending upon the nature of the hypothesis of the study.the investigators used the following statistical techniques for analyzing and interpreting the data. For the present study the investigators used the following statistical techniques percentage analysis, mean and standard deviation.

Hypothesis 1

There exists significant difference between male and female trainees in their blood donation importance and awareness

Table-1 Difference between Male and Female Trainees

Variable	Gender	N	MEAN	Std.deviation
Blood Donation importance and awareness	Male	17	25.4696	3.24115
	Female	113	12.9769	3.20722

From the above table, it is understood that there exists significant difference between male and female trainees in their blood donation importance and awareness

Hypothesis 2

There exists significant difference between arts and science trainees in their blood donation importance and awareness

Table 2 Difference between Arts and Science trainees

Variable	Stream	N	MEAN	Std.deviation
Blood Donation importance and awareness	Arts	47	12.9769	3.20722
	Science	83	12.938	3.18873

From the above table, it is understood that there exists no significant difference between arts and science trainees in their blood donation importance and awareness

Hypothesis 3

Table 3 There exists significant difference between Rural and Urban trainees in their blood donation Importance and awareness Difference between Rural and Urban Trainees

Variable	Locality	N	MEAN	Std.deviation
Blood Donation importance and awareness	Rural	52	12.96	3.20634
	Urban	78	12.9676	3.20722

From the above table, it is understood that there exists no significant difference between rural and urban trainees in their blood donation importance and awareness.

Educational Implications

The findings reveal that there is no significant difference with the respect to the Stream and Locality and there is significant difference between gender in the blood donation importance and awareness among B.Ed trainees. This is the evidence that variables are not affecting the importance of Blood donation. This paper presents the framework about the importance and awareness on Blood Donation.

Suggestions For Future Research

- Attitude towards Blood Donation among school students.
- A study on awareness about Blood Donation among villagers.
- A study Impact of Blood Donation in the welfare of the society.
- Effectiveness of Blood donation in the perspective of health issues.

Conclusion

Blood donation is a benefit in two ways. It helps the donor as well as the receiver. The main purpose of the study is to create awareness among student teachers because it will reflect among the students also. Our aim was to find the level of the knowledge, attitude and practice of blood donation among voluntary blood donors.

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Dilemmas and Tensions of Implementing Innovation in Education

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Abstract

Creativity is an important element of the zeitgeist in the early twenty first century worldwide. This paper aims to pick some significant tensions and dilemmas that accompany the adaptation of innovation as a prominent part of learning in education. "This paper explains the dilemmas and tensions of innovation in education". This paper raises some fundamental questions about mistaken assumptions might make about stimulating innovation in education, and it uncovers numerous tensions and dilemmas. It is our hope that this paper will both offer and stimulate some possible ways in which we might respond to these, and that it may set out a range of ongoing questions for scholars, educators and policy makers to continue to develop and to research. The study reported in this paper was undertaken as a dilemmas and tensions of innovation in education.

Key words: Dilemmas, tensions innovations, Education.

Introduction

A number of teacher tensions and dilemmas emerged. Lack of teaching time and undesirable student performance in creative tasks were the most common problems reported by teachers. Present study discovered three groups of teacher tensions and five types of teacher dilemmas. They included tensions from lack of resources undesirable student responses, various teaching demands. Evidence indicated that some of these educational factors might have formed causal loops creating multiplying negative impacts on teachers .in future apart from coping with individual tensions and dilemmas educators need to find ways to resolve the problems of various levels, addressing the inter connected ness of various factors and the complexity of the issue .

Principle Includes the Dilemmas Following Problems

If creativity is culturally specific, then how appropriate is it to encourage it within education? stimulating creativity involves encouraging learners to adopt a way of life that presents itself as universal when it is not and the positive associations with creativity mask some possibly questionable values.

Practical Dilemmas Include the Following

A curriculum which is fixed, compulsory, which involves a great deal of propositional knowledge, and which takes up a great deal of learning time, may pose challenges to stimulating creativity -possibly more so than a curriculum which is more flexible. Professional artistry within a centralized pedagogy. The distinctions and potential tensions between teaching for creativity, creative teaching and creative learning.

Issues in Teachers Reinterpretation of a Task-Based Innovation in Primary Schools

Drawing on classroom episodes the article highlights three issues that proved problematic when the tasks were implemented: Use of mother tongue, classroom management or discipline problems and the quantity of target language produced. Implications for the design and implementation of task based pedagogies of primary school conserved text.

Tensions and dilemmas in teacher professional development:

The transcripts of the interviews were analyzed using thematic coding to uncover the themes related to the teachers feel when they are faced with decisions pertaining to professional development matters.

Highlighted the Tensions that Resulted From these Dilemmas Faced By the Teachers

- The first dilemma concerns the issues of needs that are served through engagement in professional development activities.

- Here we discuss the whether professional development should serve the needs allows the policy makers and professional of individual teachers or whether it should serve organizational needs.
- The second dilemma is related to teachers sense of responsibility to their pupils when they are engaged in professional development activities.
- The question that teachers commonly ask themselves before they decide on professional development activities whether their students learning will be affected in their absence.
- The last dilemma is related to the first and it deals with whether professional development activities should be made compulsory or whether it should be voluntary for teachers.
- Understanding the tensions and dilemmas of professional development as experienced by teacher allows the policy makers and professional developers to make better decisions so that the fidelity of professional development policies and programs can be enhanced.

Barriers to Education Innovations

Changes in leadership

Because district and political leadership can shift often, pursuing, refining and staying the course with an innovation that will take some time to implement, let alone perfect, can be difficult. This leads to a “this too shall pass” mentality.

Little autonomy

In many cases, for political reasons school district are unable to create a new and autonomous business model but research shows that doing this is often critical to solving the innovators dilemma.

Nearly everyone has access to what appears to be a free schooling option-there is less room to innovate

Critical role

Historically communities have been unwilling to let schools fail because of how important their role is from a social perspective in the community. Parents and communities have not been risk tolerant.

Varied stakeholders, public school districts serve an usually high number of stake holders with different jobs to be done in an intricately interdependent system. This makes it difficult for new innovations to be accepted without significant modification to meet the diverse needs of such a complicated ecosystem.

Low sharing

Education has a way of isolating teachers and turning them into individual practitioners.

The lack of support and direction leads to an insular culture that reduces outside influences as well as structures that reduce permeation. The growth of personal learning communities is beginning to break down isolation.

Strong constraints

State and federal policies create a pretty confined space standard influence aims ,test monopolize time and funding is input based and programmatic. Some districts are pushing more budget and accountability to school principals, But few of them have any experience in organizational design, or what Rick Hess calls cage busting leadership.

Conclusion

If educators are to prepare young people for the innovation economy, they will need an innovation mind set . “To drive lifelong learning as the success of students early on we must foster on environment where students learn at their own pace in an encouraging environment that cultivates a deep conceptual understanding of subject matter .Creating the learning opportunities that develop mental ability in young people begins with eco system that encourage

educators to be innovators rather than compliance monitors, with more innovators and educators barriers won't last for long.

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Influence of Mother Tongue among B.Ed., trainees.

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Abstract

The study sought to find out Influence of Mother Tongue among B.Ed., trainees. This research was undertaken with research questions were raised and analyzed with help of brief survey. This statistical data were collected throughout of research and findings were proved as a find result. This is about the domination of mother tongue on English teachers while they are handling their subjects. The result revealed that the Influence of Mother Tongue among B.Ed., trainees was moderate.

Keywords: English, Influence, Mother tongue

Introduction

English language is not an indigenous language to Tamilnadu, due to the fact; the Tamilians already have their own spoken language. Every Tamilan learning English language usually faced with complex language situation in his process language development, Student teachers great invention, without it, trade, government, family life.

The English teacher is characterized by the ability to communicate with his pupil. This chief characteristic is what distinguished the English teacher from other subject teacher. This communication skill is made possible in English teacher by the use of two types of sensory stimulation such as auditory and visual.

Title of the Study

Influence of Mother Tongue among B.Ed., trainees.

Operational Definition

Mother Tongue: - The language which is a person has grown up speaking from early childhood, the native language of their native place.

Influence: - Influence is nothing but impact, the capacity to have an effect on character, development, behavior of someone or something or the effect itself.

B.Ed:- A Bachelor of Education (B.Ed.) is an undergraduate professional degree which prepares students for work as a teacher in schools.

Statement of the Problem

The problem selected for the present study is entitled as “Influence of Mother Tongue among B.Ed trainees”.

Objectives of the Study

- To find the Influence of Mother Tongue among B.Ed., trainees
- To find the Influence of Mother Tongue among B.Ed., trainees with respect to background variables.

Purpose of the Study

Student teachers main concern here is to show how English language is affected either positively or negatively for the English teacher.

Significance of the Study

The Mother tongue influence plays a major role according to the second language usages. Because, student teachers thinking process is based on mother tongue. Student teachers creativity develops only in student teachers mother tongue. It is the effective tool to communicate the information. Most of student teachers ideas evokes only in student teachers mother tongue. Thus, Title as “Influence of Mother Tongue among B.Ed., trainees”.

Delimitations of the Study

Delimitations are the boundary of the study. The present study has the following delimitations.

1. The study was restricted to the B.Ed students only.
2. The study has been confined only to Madurai District of Tamil Nadu state.
3. The sample for the study consists of limited to 100 B.Ed students.

Method Used For the Study

The researcher has chosen survey method to study Influence of Mother Tongue among B.Ed., trainees.

Population for the Study

Population is the aggregate or totality of objects or individual regarding which inferences are to make in a study. The population for the present study includes B.Ed students in Thiagarajar College of Projectors, Madurai District.

Samples for the Study

A sample is a small proportion of a population selected for observation and analysis from a given data the choice of sample is made by various methods.

The investigator has used simple random sampling technique to select the B.Ed students from Thiagarajar College of Preceptors, Madurai District. Thus the sample consists of 100 B.Ed. students.

Table1: Sample distribution of the study

Background variables	Factors	Number of student teachers
Gender	Male	18
	Female	82
Locality	Rural	25
	Urban	75
Qualification	UG	78
	PG	22
Stream	Arts	52
	Science	47

Administration of the Tool

The investigator got the permission from the head of the college and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 20 minutes to complete the tool.

Tool Used

Self made tool is used to study.

Statistical Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Influence of mother tongue.

Table2. Influence of mother tongue

Levels	Count	Percentage
Low	22	22
Moderate	69	69
High	9	9
Total	100	100

From table 2, it is found that the level of Influence of Mother Tongue among B.Ed is moderate (69%).

- To find out the mean scores of Influence of Mother Tongue among B.Ed trainees with reference to background variables.

Table3. Mean scores of B.Ed trainees in Influence of Mother Tongue with reference to the background variables.

Background variables	Factors	Number of student teachers	Influence of mother tongue (mean)
Gender	Male	18	231.61
	Female	82	57.47
Locality	Rural	25	173.32
	Urban	75	62.84
Qualification	UG	78	60.42
	PG	22	184.36
Stream	Arts	52	86.75
	Science	47	94.17

From table 3 it is found that, female trainees ($M=231.6$), rural trainees ($M=173.32$), trainees with PG qualification ($M=184.36$) and science trainees ($M=94.17$) are get better in influence of mother tongue than their counterparts.

Findings

- The level of Influence of Mother Tongue among B.Ed., trainees is moderate.
- Female trainees, rural trainees, trainees with PG qualification and science trainees are get better in Influence of mother tongue than their counterparts.

Recommendations

- B.Ed trainees develop their communication skill with good pronunciation.
- B.Ed trainees should express their feeling and emotions only through English.
- B.Ed trainees should eradicate the hesitation while taking class.
- B.Ed trainees should prefer to their students to speak only in English in classroom.
- should develop their vocabulary skill.
- B.Ed trainees should

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Happiness Among B.ED Trainees in Madurai District

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Abstract

Happiness is acquired through countless stimuli whether they are material or emotional. One cannot give a general definition for happiness, due to the fact that each person has their own perception of what happiness is. The present study examined Happiness among B.Ed students in Madurai. The sample consists of 100 college students in Thiagarajar College of preceptors, 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 from the population. Happiness scale constructed and validated by investigator and it was used for study. The data was collected and subjected to statistical analysis. The result revealed that the happiness of the student was moderate

Key words: Happiness, B.Ed., trainees, Madurai District.

Introduction

Happiness is a term that describes something's liker. Whether it be a human or a plant or an animal they all try to achieve happiness. By definition happiness is favoured circumstances. Happiness is defined in dictionary in experience. A Person ability to achieve happiness is of their own face will to allow themselves to moderate amount of the sense.

Background of the Problem

The investigator, who studied in different colleges at different area with varied environment. Besides, her interaction with other teacher and to some extent with students she found that one who happy possess higher achievement. Happiness is an inner state of mind. But there is nothing fixed in this ever changing world, ups and down in our life, increase the importance of happiness which make happiness and sadness two sides of coin. The investigator wanted to study the happiness among B.Ed., trainees To verify that she thought of the present study which is entitled "Happiness of B.Ed Trainees In Madurai District".

Statement of Problem

The problem selected for the present study is entitled as "Happiness Of B.Ed Trainees In Madurai District".

Terms and Definitions

Happiness - refers to an emotion for the higher secondary girls students in which one experiences, feelings ranging from contentment and satisfaction to bliss and intense joy. Happiness is state of expression. Happiness is a mental or emotional state of well-being which can be positive or pleasant emotions ranging from contentment to intense joy.

B.ED., Trainees

B.Ed., students in Thiagarajar College of Preceptors

Objectives of the Study

- To find the level of Happiness of the B.Ed., trainees
- To Find out the mean scores of Happiness Scale for B.Ed., trainees with respect to background variables

Delimitation of the Study

The Current Study is undertaken only in Students of Thiagarajar college of Preceptors, Madurai district, Tamilnadu.

Population and Sample

The population of the present study comprises of the student of B.Ed., trainees studying in Thiagarajar College of Preceptors in Madurai district.

A Sample of 100 Students was selected by random sampling method from Thiagarajar College of Preceptors. The distribution of the sample is given in table

Table 1: Sample Distribution of the Study

Background variables	Factors	No. of. Students
Qualification	UG	80
	PG	20
Gender	Male	22
	Female	78
Department	Arts	49
	Science	51
Marital Status	Married	07
	Unmarried	93
Locality	Rural	37
	Urban	63
Intimate Friends	Many	71
	Few	29

Administration of the Tool

The investigator got the permission from the Principal of Thiagarajar college of Preceptors and tool to the trainees. The Trainees were brief about the objectives of the studies and informed that the data gathered from them will be kept confidential. The Trainees took around 30 minutes to complete the tool.

Tools Used

A Standardised Happiness Scale

Statistics Used

Percentage analysis, Mean and Standard deviation are the statistical techniques used in the studies.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Happiness among B.Ed., trainees.

Table 2: Level of Happiness

Levels	Count	Percentage
Low	13	13
Moderate	67	67
High	20	20
Total	100	100

From table 2, It is found that the level of Happiness among B.Ed., trainees is moderate (67%)

To Find out the mean scores of Happiness Scale for B.Ed., trainees with respect to background variables

Table 3: Mean score of Happiness scale for B.Ed., trainees with respect to Background variables.

Background variables	Factors	No. of Students	Happiness (Mean)
Qualification	UG	80	67.6
	PG	20	71.7
Gender	Male	22	67.27
	Female	78	68.74
Marital Status	Married	07	72.71
	Unmarried	93	68..11
Department	Arts	49	66.53
	Science	51	70.23
Locality	Rural	37	67.37
	Urban	63	69.03
Intimate Friends	Many	71	68.64
	Few	29	67.86

From table 3 it is found that, PG (M=71.7), Female (M=68.74), Married (M=72.71), Science (M=70.83), Urban (69.03), Many Friends (M=68.64) are better in state of happiness than their counterparts.

Findings

- The level of Happiness among B.Ed., trainees among arts and science students is moderate
- PG trainees, Female trainees, Married, Science students, Urban, Many friends, are better in Happiness than their counterparts.

Educational Implications

Happiness is vital correlates to B.Ed students because without these no one can succeed in their life. Happiness plays a vital role in their career. One who has more happiness live happily, whereas low level of happiness persons cannot achieve anything. The students with high level of happiness can do their work more effectively than the students with low level of happiness. This study reveals that the higher secondary girls students PG trainees, Female trainees, Married, Science students, Urban, Many friends, are better in Happiness than their counterparts. Hence they should be facilitated through proper training for developing their Happiness. To tackle this situation the teachers, parents and friends may take positive action.

Recommendations

- Understand what it is that will make you happy. Everyone has unique requirements for attaining happiness and what makes one person happy may be very different from what makes someone else happy.

- Make a plan for attaining goals that you believe will make you happy. Your mood will very likely increase as you pursue your goal because you will feel better about yourself for going after something you value.
- Surround yourself with happy people. It is easy to begin to think negatively when you are surrounded by people who think that way. Conversely, if you are around people who are happy their emotional state will be infectious.
- When something goes wrong try to figure out a solution instead of wallowing in self pity. Truly happy people don't allow setbacks to affect their mood because they know that with a little thought they can turn the circumstances back to their favor.
- Spend a few minutes each day thinking about the things that make you happy. These few minutes will give you the opportunity to focus on the positive things in your life and will lead you to continued happiness.
- It's also important to take some time each day to do something nice for yourself. Whether you treat yourself to lunch, take a long, relaxing bath or simply spend a few extra minutes on your appearance you will be subconsciously putting yourself in a better mood.
- Finding the humor in situations can also lead to happiness. While there are times that require you to be serious, when it is appropriate, find a way to make light of a situation that would otherwise make you unhappy.
- Maintaining your health is another way to achieve happiness. Being overweight or not eating nutritious foods can have a negative effect on your mood. Additionally, exercise has been known to release endorphins that give you a feeling of happiness.

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Constitutional Provision and Educational Strategies For Children with Special Needs

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Abstract

India is a democratic country. Education plays a vital role to develop our country. Education for all is a global movement. Education should provide for all without any discrimination. Children with special needs do not show interest to go to school. Our Indian government took step to attain successful inclusive education. Inclusive education helps the students with special needs to get quality education. Inclusive education provides quality education through teaching strategies and organizational setup.

Introduction

Our Indian constitution provided “Education for all” to normal children who have average intelligence. This action achieves 100% literacy. Educational forum in Dakar Senegal in 2000 suggested that education for all should consider children with special needs (CWSN). After that “Education for all” act introduced inclusive education.

Ways and Means of Promoting Inclusive Education

Government provide awareness about the benefits of inclusive education. Child-focused teaching method should be followed in inclusive education. Appoint special teacher for inclusive education.

Constitutional Provisions Regarding Children With Special Need

Article 41

Directive principles of the Indian constitution declare the right to education for all and provide assistance for disability people to participate in social activity.

Article 45

Provision of free and compulsory education for all up to the age of 14 years.

Ministry of social welfare (1960)

The Ministry of education was split and a new ministry was formed. This new ministry is called as Ministry of social welfare. It took responsibility for providing education. But it did not focus on CWSN.

Kothari education commissions report

Kothari education commission allotted by our government to eradicate dropout and wastage. But Kothari education commission included inclusive education, but government of India never implemented it.

Integrated Child Development Scheme (ICDS), Integrated Education of Disabled children (IEDC)

In 1974 ICDS developed by our constitution to provide education. But ICDS did not include CWSN under this scheme. IEDC also launched in 1974. This programme was implemented many schemes for children with special needs to get quality education.

National policy on education (1986)

In 1986, National policy on education stressed the need and importance of integrated education under this policy POA(1962), PDA(1995), DPEP programmes implemented to provide education for CWSN.

Sarva Shiksha Abhiya(SSA)

SSA launched during the ninth five year plan (1997-2002), SSA implemented the programme cluster of schools. Every school should enrol children with disabilities in regular setup. The

important aspects of SSA programme is the “no rejection” policy meaning that children between ages 6-14 cannot be turned away from schools for any reason, including for having a disability.

Inclusive Education of the Disabled at the Secondary Stage (IEDSS)

Indian government launched the scheme of integrated education for disabled children (IEDC) and Inclusive Education of the Disabled at the Secondary Stage (IEDSS) in 2008. But it came into force on April 1st 2009.

The main objectives of IEDSS are to provide secondary education in an inclusive setup in regular school for the disabled children who have completed elementary education.

Education for Children with Special Need

Strategies for disabled students

Teaching for disabled students can be occurring in either classroom or outside environment. But both should be interactive and engage the student in teaching-learning process.

Strategies can be classified into two ways.

- 1) Accommodation
- 2) Modification

Accommodation

It is an adjustment to teaching process. The format of the instructional materials is more accessible to the student.

Modification

Skiping subjects

Students who have poor motor skills may be taught to print block letters, but not cursive writing.

Shorter assignment:-

Student can do simple and shorter homework assignment at their home.

Extra aids

List of vocabulary and word bank calculator can be provided during tests.

Strategies for learning disability

Reading skills

Develop their reading skills through drills or worksheet activities.

Establish network of communication with others.

Teacher allows the child to read aloud.

Writing skill

Tape alphabets from the floor.

Help the students to associate the letters.

Provide paint or sand for students to form letters.

Mathematics:

Use buttons and beads.

Use visual aids for simple calculation.

Use colour chalk/pen to differentiate the steps.

Strategies for attention deficit & hyperactive disorder:

Reinforce the students who have attention deficit.

Make them to participate in classroom activities.

Promote leadership qualities.

Makes the tasks more effective and interesting for hyperactive disorder students.

Develop their novelty.

Extend their extracurricular activities.

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“கற்பியல் முறையில் மின்னியல் பங்கு”

க.சோனியா

தமிழ்த்துறை

மு.புவனேஸ்வரி

வரலாற்றுத்துறை, முதலாமாண்டு மாணவ ஆசிரியர்கள்
தியாகராசர் கல்வியியல் கல்லூரி

ஆய்வுச்சுருக்கம்

கற்பித்தல் முறையில் மின்னியல் பங்கு என்பது இவ்வாய்வின் தலைப்பு ஆகும். கல்விமுறையை மேம்படுத்த இணையம் வாயிலாக மின்கற்றலின் தேவையை இவ்வாய்வு உணர்த்துகிறது. தொழில் நுட்பமேம்பாட்டின் வளர்ச்சிநிலை “மின்னியல் கற்றல்” முறையாகும். மின்கற்றலில் உள்ளபடி நிலைகளையும் மின்கற்றலுக்கு பயன்படும் தொழில் நுட்பவளங்கள் நான்கு உள்ளன. அவை செயல்திறன், மதிப்பீடு, இலக்கு, பின்னூட்டம் ஆகும். மின்னியல் முறை கற்பித்தல் மாணவர்களின் கற்றல் முறைசிறப்பு அடைவது மற்றும் பயன்பாடு அவை கற்பிக்கும் வழிமுறை இவ்வாய்வு குறிப்பிடப்பட்டுள்ளது.

கற்பித்தல் முறையில் மின்னியல் பங்கு

முன்னுரை

‘மின்னியல் முறையில் கற்றல்’ என்பது மின்னியல் தூண்டல்கள் நிறைந்த சூழலில் (நுட்பநவசமூகமையடல் எவ்வகையான நெகிழ்வுதன்மை) கற்றல் நடைபெறுவதாகும். வகுப்பறைக் கற்றலுக்கு மேம்பட்ட அடுத்தகட்ட கற்றலுக்காக ஏற்பட்டவையே மின்னியல் கற்றல், வலைதளத்தை அடிப்படையாகக் கொண்ட பயிற்சி (நுட்ப-பயிற்சி வசதியை) இணைய தளத்தை அடிப்படையாகக் கொண்ட பயிற்சி, கணினியை அடிப்படையாகக் கொண்ட பயிற்சி ஆகியவை, மின்னியல் முறையில் கற்போர், முப்பரிமாணங்களையும் வெளிப்படுத்தும் சூழலில் திளைத்து மேம்பட்ட கற்றல் அனுபவத்தைப் பெற இயலும். தகுந்த மின்னியல் சாதனங்களைப் பெற்றிருப்பதன் மூலம் ஒருவர் எவ்விதத்திலும், எந்த நேரத்திலும் கற்றலை மேற்கொள்ளலாம்.

மின்னியல்வழிக் கற்றலில், பயிற்சியளித்தல், தேவைப்படும் தகவல்களை உடனடியாகக் கிடைக்கச் செய்தல், வல்லுனர்களின் வழிகாட்டுதல் பெறுவதற்கு வாய்ப்புகளித்தல் ஆகிய மூன்றும் உள்ளடங்கியுள்ளன. மின்னியல் முறைக் கற்றல் பொருட்கள் ஒலி, ஒளி, உரைநடை, உயிரோட்டம் கொண்டு உருவப் படங்கள் (யுனெசுகோவழி) சித்தரிக்கப்பட்ட சூழ்நிலைகள் மற்றும் உருவங்கள் (எசைவரயட் நெகிழ்வுதன்மை) ஆகியவற்றைக் கொண்டிருப்பதால் சிறப்பான கற்றல் அனுபவங்களைப் பெறமுடிகிறது.

தற்போது கல்வி நிலையங்களில் மின்கற்றல் முறையைப் பயன்படுத்துவது பற்றிய விழிப்புணர்வு அதிகம் ஏற்பட்டுள்ளது. மாணவர்களின் மின்கற்றலை மேம்படுத்துவதற்கு ஆசிரியருக்கு மின்கற்றலில் நல்லபயிற்சியும் அனுபவமும் வகுப்பறையில் தொழில்நுட்பங்களைப் பயன்படுத்தும் நுட்பமும் கட்டாயம் தெரிந்திருக்க வேண்டிய ஒன்றாகும்.

மின்கற்றலின் பண்புகள்

எண்ணியல் கருவிகள் கணங்கள் கொண்டு பாடங்களைத் தயார் செய்வதையோ, வீட்டுப்பாடங்கள் செய்வதையோ மின்கற்றல் என்று கூறிவிடமுடியாது. மின்கற்றல் என்று சொன்னால் அதற்கென்று சில தனிப் பண்புகள் உள்ளன.

- மிகக் குறைந்த நேரத்தில் தெளிவான கற்றல் நிகழும்
- கற்பிப்பவர் திரும்பத் திரும்பச் சொல்லியதையே சொல்லி நேரத்தை விணாக்குவதில்லை. கற்பவரின் தனிமனிதத் தேவையை முழுமையாகப் புரிந்துகொண்ட கற்பித்தல் நிகழும். ஒரு மாணவர் தனக்குத் தேவையான நேரத்தை எடுத்துக்கொண்டு நிதானமாகக் கற்கலாம்.
- மாணவர்கள் முழுமையான ஈடுபாட்டுடன் கற்கும் வழிவகைகள் உள்ளன. எல்லாப் பாடங்களிலும் செயல்திறன் கல்வியைப் புகுத்தமுடிகிறது. கல்வியைப் பற்றிய கற்பதைப் பற்றிய எதிர்மறை எண்ணங்களை மாணவர்கள் மனதிலிருந்து நீக்குகிறது.
- சிறந்த, தரமான பாடங்கள் உருவாக வழிசெய்கிறது. பாடத்திட்டத்தில் மாற்றத்தை ஒரே நேரத்தில் உலகமெங்கும் ஒரு முயற்சியில் மாற்றியோ, திருத்தியோ அமைக்கலாம். வருடத்தின் எல்லா நாட்களிலும் இருபத்து நான்கு மணிநேரமும் மாணவர்கள் கற்கும் வாய்ப்பை ஏற்படுத்துகிறது. எல்லா மாணவர்களுக்கும் ஒரே மாதிரியான கல்வி கிடைக்கிறது. எல்லா மாணவர்களுக்கும் பொறுமையாகக் கற்பிக்க முடியும். தனிமாணவன் தேவையைத் திட்டமிட்டுப் பூர்த்தி செய்யலாம்.

மின்கற்றலின் பயன்கள்

- மிகக்குறைந்த பயிற்சிக்காலம். கற்பித்தலுக்கான செலவு குறைவு. செயல்திட்டக் கல்வி முறையை விரைவில் செயல்பாட்டுக்குக் கொண்டுவரலாம். மாணவர்கள் தனித்தனியாகவோ, குழுவோடு சேர்ந்தோ கற்கலாம். ஒரு மாணவன் கற்பதற்காக மற்ற மாணவர்கள் காத்திருக்கத் தேவையில்லை.

- ஆசிரியரின் நேரத்தை வீணாக்காமல் மாணவர்கள் மீண்டும் மீண்டும் தங்களுக்கு வேண்டியதை மீள்பார்வை செய்யலாம். ஒரு மாணவனால் ஆழமாகக் கற்க முடியும். ஒவ்வொரு மாணவரும் ஒரே மாதிரியான தேர்ச்சியைப் பெறவழி செய்கிறது. மாணவர்களின் திறன் வளர்ச்சி ஒரே மாதிரியாக இருக்கும்.
- மதிப்பெண்களைவிட மாணவர்களின் திறன் வளர்ச்சி முக்கியத்துவம் பெற வாய்ப்பு இருக்கிறது. ஆர்வமுள்ள மாணாக்கர்களை உருவாக்க முடியும். ஏட்டுக் கல்வியைத் தொழில் முறையில் பயன்படுத்த முடியும். தேவையில்லாத காரணங்களைத் தவிர்த்து. எல்லா மாணவர்களும் வகுப்பில் பங்குபெற வழிசெய்யும்.
- மாணவர்கள் எங்கிருந்தாலும் உடனடியாக அவர்களிடம் பாடங்களைத் சேர்க்க முடியும்.
- மாணவர்கள் எப்போது வேண்டுமானாலும் எங்கே வேண்டுமானாலும் கற்கலாம். மாணவர்களும் வாழ்க்கைமுறை, தொழில் ஆகியவற்றிற்கு ஏற்பத் தங்கள் வகுப்பு நேரத்தை மாற்றிக்கொள்ளலாம்.
- மின்கற்றலின் நிறைகள் நிறைய இருந்தாலும் அவற்றைத் தமிழ்மொழிக்காக நடைமுறைப்படுத்துவதில் சில சிக்கல்கள் உள்ளன.
- மின்கற்றல் பற்றிய விழிப்புணர்வு குறைவு.
- தொடக்க முதலீடு அதிகம்.
- ஆர்வமின்மை
- பாரம்பரியக் கல்வி முறை அழிந்துவிடுமோ என்ற பயம்.
- தமிழாசிரியர்களுக்குக் கணினித் தொழில்நுட்ப அறிவு குறைவு.
- கணினியை ஒரு பொழுதுபோக்குச் சாதனமாக மட்டுமே கருதுதல். கணினியின் விலை
- இணையத் தொடர்புப் பிரச்சனைகள். மதிப்பெண்களை மட்டுமே நம்பி இருக்கும் மதிப்பீட்டு முறை. நினைவாற்றலை மட்டுமே வலியுறுத்தும் பாடத்திட்டங்கள், ஊடகங்கள் தனி மாணவ, மாணவியின் ஆர்வத்தை வளர்க்கும் வகையில் இருக்க வேண்டும்.
- மாணவர்கள் சுயமதிப்பீடு செய்ய வகை இருக்க வேண்டும். பாடத்திட்டத்தின் இறுதியில் கற்றதை மாணவர்கள் மற்றவர்களின் துணையின்றிச் செய்ய முடிகிறதா என்பதை அளவிடும் வகை இருக்க வேண்டும். மாணவர்கள் தாங்கள் கற்றதை மேம்படுத்துவதற்கான வளங்கள் கொடுக்கப்பட்டிருக்க வேண்டும்.
- மாணவர்கள் எப்போது எங்கே படிக்கிறார்கள் என்று திட்டமிட்டு அவர்களுக்குத் தேவையான உதவியை அளிக்கும் வகை இருக்க வேண்டும். புரியாத பகுதியை மீண்டும் திரும்பப் படிக்கும் வகை இருக்க வேண்டும். இந்தப் பண்புகள் மின்கற்றலைத் தயாரிக்க உதவும் ஓர் அளவுகோலாக இருக்க வேண்டும்.

மின்கற்றலின் வகைகள்

மின்கற்றலின் பயன்பாடுகளைக் கொண்டு மின்கற்றலை மூன்று வகைகளாகப் பிரிக்கலாம்.

1. மின்வளக் கற்றல்
2. கலப்பு மின்கற்றல்
3. இணைய மின்கற்றல்

மின்வளக் கற்றல்

மின்வளக் கல்வி என்பது, ஒரு வகுப்பறையில் ஆசிரியர் மாணவர்களுக்கு உதவியாகப் பாடத்தை மேம்படுத்தும் வகையில் ஆதார வளங்களை வகுப்பறையில் காட்டுவது ஆகும். அதாவது ஆசிரியர்களும் மாணவர்களும் ஒரே நேரத்தில் கூடி ஆசிரியரின் உதவியுடன் படிப்பதாகும். தற்போது ஆசிரியர்கள் நமுவல் காட்சிகளைக் (எட்நைட் லாழர்) கொண்டு இவ்வகைப் பாடங்களை நடத்தி வருகின்றனர்.

கலப்பு மின்கற்றல்

கலப்பு மின்கற்றல் என்பது டிடநெனென் நுயசபெபெ என்று அழைக்கப்படும் கல்வி முறையாகும். இந்த முறையில் மாணவர்களும் ஆசிரியர்களும் ஒரு குறிப்பிட்ட நேரத்தில் கூடி பாடங்களைப் பற்றி கலந்துரையாடுவார்கள். மற்ற நேரங்களில் மாணவர்கள் தாங்களே பாடத்தைப் பாடநூல் கொண்டு படித்துக் கொள்வார்கள். தேர்வு முறைகள் நேரிலோ அல்லது இணையம் மூலமாகவோ நடைபெறும்.

இணைய மின்கற்றல்

இணைய மின்கற்றல் என்பதில் ஆசிரியரும் மாணவரும் இணையத்தின் மூலமாகவே கலந்துரையாடுவார்கள். பாடங்கள் தேர்வுகள் செய்முறைத் தேர்வுகள் அனைத்துமே இணையம் வழியேதான் நடக்கும். கணினித் தொழில்நுட்பங்கள் தான் இதற்கு உதவி செய்கின்றன.

Excellence Foundation For Higher Education System In India

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Abstract

This paper shows the foundation for higher education in India. India's higher education system is the third largest in the world. The student's community and parents must know about the basic foundation for higher education. It may be possible to understand the quality of faculty, financial support, government finance and self finance, teaching and research infrastructure of an institution, and excellence. It may be the main initiative to know about the Indian higher education system in India, its help to the learners of all around the world.

KeyWords: *Foundation, Higher Education, Excellence, India, faculty, finance.*

Introduction

Higher education in India is passing through a period of profound transformation, whenever in terms of the place of the university in the life of the community or in comparison with the government or in terms of the networking between the university and its constituents. While higher education has made considerable strides in the country, each of its main objectives remain to be accomplished. Education was to be the medium through which equality of opportunity was to be made concrete yet it remains an endlessly deferred dream for many.

Quality of Education

The economic and social well being of a society depends on the quality of its engineers, doctors, sociologists, economists and other human resources. According to UNESCO'S WCHE declaration, higher education is should embrace all functions. Teaching and academic programmes', research and scholarship, staffing, students, infrastructure and the academic environment, research should be an ongoing process for advancement of knowledge.

Higher education institutions in all regions should be committed to transparent internal and external evaluation, conducted openly by independent specialists. However, due attention should be paid to specific institutional, national and regional diversity and to avoid uniformity. Curricula need to be recast so as to go beyond simple cognitive mastery of disciplines and include the acquisition of skills, competencies and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts. There is a need for regular review and up gradation of curriculum. Higher education institutions with greater autonomy have been successful in improving their curriculum on a regular basis and introducing courses in concurrence with the evolving market requirements. However, the same cannot be said of the overall university system.UGC has established an autonomous body, the national accreditation assessment council, to assess the quality of higher education institutions on a regular basis. However, Acquisition of accreditation is voluntary-and not compulsory, for higher education institutions thus, institutions that undergo accreditation voluntarily on a regular basis have been able to maintain a certain level of quality. Two issues that need consideration are that the methodology and the criteria for evaluation of higher education institutions should be comprehensive to inform various stakeholders, students, faculty, industry, funding agencies and donors and these ratings need to compare institutions with international standards' in order to reveal the differences in the quality of education among institutions.

Quality of Faculty

Attendance of adequate number of high quality faculty is critical for sustaining excellence in teaching and research. However, a serious concern has been general decline in the number and quality of faculty in various Indian universities hire part-time faculty to run courses. Shortage of faculty has a direct bearing on the quality of teaching and attention to students

Teaching and Research Infrastructure

Absence of adequate infrastructure could restrict experimental demonstration of theoretical ideas, research activities and the ability of institutions to attract industry support for financing R&D activities and generating revenues through consultancy services. At present infrastructure in majority of higher education institutions is in need of urgent up gradation. Many higher education institutions do not have adequate funds for renewal of physical infrastructure.

Financing

Government Financing

The education commission (1964-66) and the majumdar committee initiated by MHRD in 1999, advocated that allocating 6 % of GDP for education would be sufficient to finance universalisation of element and education and provide more resources for higher education. However India currently spends about 3.2 % of its GNP on education and higher education receives a small share of this.

Self Financing

Several financial reforms have been recommended for higher education based on two themes

- Improving internal efficiency of higher education institutions
- Mobilizing resources from non-governmental sources.

Institutional Autonomy and Arrangement

Most of the higher education institutions in the world are based on the European academic model. While Indian universities inherited the European academic model, they did not inherit its fundamental characteristic - autonomy. The British stress is on the authenticity and credibility of the individuals manning those bodies to give credibility to the institutions which Indian universities lack. for instance there is a high degree of political influence in selection of chancellor of the university , especially state universities. The other innovations such as supporting national interest through R&D also developed in a manner that could make a difference.

Capacity Expansion

Higher education costs, its public good characteristic and the concern to reduce inequality have encouraged governments at the centre and state to establish a number of universities and colleges.

Government Initiatives

The investment in higher education needs to be consciously integrated with national development needs. Every effort must be made to operationalise this key concept which means that the socio-economic ministries are mandated to invest a certain percentage of allocation made to them in promoting higher education in disciplines relevant to their domain.

Academic Excellence and Marketable Expectations

Higher education is a vital and indispensable sector within society, and those of us who work in colleges and universities have some of the most important jobs anywhere. The academy contributes in fundamental, pervasive, and lasting ways to the personal and professional lives of the more than thirteen million students enrolled annually in degree-granting programmes and more generally to the cultural, intellectual, and economic vitality of our communities and our society.

Ways to Attain the Expectations

To attain the academic excellence in higher education, the following points should be taken in consideration;

- Broadening public appreciation for the work of the academy
- Increasing our understanding of the needs of workplaces
- Becoming more effective learning organizations
- Integrating assessment, planning and improvement

- Enhancing collaboration and community
- Recognizing the importance of teaching
- Devoting more attention to leadership
- Framing the vision of excellence more broadly

Supportive and Facilitative Processes

On campuses across the country we find many striking examples of innovative facilities and processes that support learning. Among these are new and more flexible learning spaces, online information and library services, high-tech classrooms, widely accessible computing facilities, wired residence facilities, web page support and enhancement of classes, and an increasing array of distance learning programmes and services.

Recognising the Importance of Teaching

Each day at institutions of higher education all over the country tens of thousands of faculty members enter classrooms to help discharge a key element in the mission of their institution; the sharing of knowledge.

Improving our understanding of teacher-learner communication processes and beginning to explore the implications of the shared instructional role of administrators, faculty, and staff constitute an important challenge to be addressed in our efforts to reconcile competing perspectives on higher education, and to achieve the level of excellence that justifies our claim to leadership in this area.

Framing the Vision of Excellence

Perhaps the most fundamental and pervasive challenge confronting higher education has to do with the way we conceive of excellence, and the vision to which we aspire as a consequence. How we think about excellence has fundamental implications for illuminating and reconciling differences in perspective and priority within the academy.

Conclusion

India seems to have indeed entered a golden age for higher education. Many progressive steps taken in 12th, 13th and 14th five year plans have come to completion. The country has emerged to be global magnet for aspiring learners, and a role model for high-quality affordable educational systems.

To sum up the three tiers of Indian universities produce among the best in class knowledge creators, problem solvers, and process managers, who also display deep social, cultural and ecological sensitivity, are collaborate leaders and responsible citizens. In effect the Indian graduate of today is not only an excellent human resource but also an admirable human being even as India deserves to fully revel in its resounding success of the last two decades, it must remember that to maintain its position of leadership in higher education, the next twenty years call for just as much leadership, vision and commitment as did the last twenty and a golden vision 2050 should be India's next aspiration!

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Role of Teacher in Promoting Quality and Excellence in Education

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Abstract

There are many tasks that a teacher performs that go beyond imparting the basic skills of reading, writing and arithmetic, commonly associated with what a teacher normally does in a primary school. Teachers are expected to teach as per the curriculum, take care of all round development of children, develop abilities such as learning how to learn, problem solving, creative thinking, which are crucial for living effectively in the world rapidly changing with the developments in science and technology. A person who does not possess the skills and competencies required for the tasks expected of the teacher cannot be called a teacher. Therefore, in the present context of schooling it would be counterproductive to the objective of education to reject that teaching is a profession and teacher is a professional.

Introduction

Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. These seek to look at teacher quality in a way in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education.

Quality & Excellency in Teaching

Teacher quality and the strength of educator's leadership are recognised as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcomes. The teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society.

Teacher quality affects all stages of the teaching "lifecycle", from attraction into the profession to ongoing development and retention in their own schools. To improve equity in educational outcomes, quality teachers must also work in schools where they are needed most including, remote and disadvantaged schools.

Educational quality in developing countries has become a topic of intense interest, primarily because of countries' efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning, further challenging education systems and, especially, teachers.

Meaning Of Quality of Education

Despite the importance of "quality" as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, "quality" is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries' policies and programs. Harvey (1995) provides a useful framework for thinking about quality by outlining five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision

Role of Teachers in Promoting Quality

Good education is the result of the interaction of multiple factors, the most important of which is increasingly recognized to be quality teachers and teaching. The way teachers teach is of critical concern in any reform designed to improve quality. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. In both developing and industrialized countries, teachers in the past were treated as semiskilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures. For their professional development, teachers received information on how to improve from “experts” in centralized workshops with little follow-up support at the institutional level. Many educational systems are starting to advocate active-learning approaches for teachers as well and significant changes are taking place (Imam, 2011). If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem solving, critical dialogue, inquiry, and the use of higher-order thinking skills, teachers must learn and improve in professional development programs that not only advocate..

The emphasis on teacher empowerment has grown from a variety of roots. The idea of reflective practice assumes that teachers are professionals capable of reflecting on the school and classroom situation and, thus, capable of making a large number of instructional and classroom management decisions.

Even in circumstances where the level of teacher preparation is low, this perspective rejects the notion that teachers must work according to rigid prescriptions, incapable of independent decision making. Although some challenge the notion that teachers in developing countries, with minimal preparation and minimal resources, can reflect on practice and make informed choices, the more widely held view is that the idea of “the teacher as professional” has reliably led to better teacher performance. Action research is also closely related to teacher empowerment and has become an important component of what is considered good teacher development. Action or participatory research refers to teachers individually or in groups gathering and analyzing information in order to problem solve at the institutional level. In addition to mobilizing teachers to study and reflect on their practice, action research advances the professionalization of teachers by helping them develop and validate their knowledge. Action research often begins, in a teacher’s practice, as academic-based studies that are part of a preserves” teacher education program and continue as part of academic-based teacher professional development programs. Education is the essential foundation of a thriving and innovative society. The quality of education in a society is no less important for economic development. As competition among economies becomes more intense, the importance of education as the key to future success intensifies (Singh 2012). The quality of teachers is, to a large extent, determined by who are attracted to enter the profession and how they are trained. The community expects teachers to be sufficiently knowledgeable in the subjects they teach and proficient in pedagogy. One of the best ways to achieve this is to enhance teacher education programmes so as to train high quality teachers for schools. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one.

Government of India Organization Bodies in Teacher Education

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include: National Council for Teacher Education (NCTE) National Council of Educational Research and Training (NCERT) National University for Educational Planning & Administration (NUEPA). University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other ministries that have institutions which run teacher training programmes. Ministry of Women and Child Development has a large network of training of Anganwadi workers, who take care of pre-

school component. At the State level, the apex body that looks after teacher education is the Government Department of Education.

In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education. In certain States all teacher education institutions are managed by the State government. In certain other States, majority of teacher training institutions are managed by private agencies under self-financed category (Imam.H. 2011). At the State levels, there are teacher training institutions being run by the Departments of Tribal Welfare, and other administrative departments. Creation of separate cadre for teacher educators has been an important issue to be solved in many states.

In order to achieve this, the teacher education system should be situated in and driven by the special quality features of the teacher education enterprise. Teaching is a profession and teacher education is process of professional preparation of teachers. A profession is characterized by an organized body of knowledge on which undertaking is based an appropriate duration of formal and rigorous professional training along with practical experience in the field. The knowledge base of teacher education is built by professionals through systematic observation, study, reflection, practical experience, experimentation and the content modes. The processes of teacher education are shaped by reflective practice. This points to the crucial position which teaching, training, research, development, experimentation, extension and dissemination occupy in a teacher preparation programme and their interdependent relationships (V. N.R. Pillai, 2012). All these knowledge base, rigour of training, thrust on field practice/ performance and attitude and skill development define the quality contours of teacher education.

Conclusion

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. No doubt a lot of stress is given on teacher-education course in India. Unfortunately still there are several loopholes in the system. After the deep study and healthy discussion with educationist, I came to this conclusion that Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, then bright future of teacher education is possible. Expand the teacher candidate pool by targeting: potential teaching candidates in high school or before, teacher's aides and other para-educators, students at community colleges. Promote and support to teacher candidates who are otherwise qualified (based on defined eligibility criteria for teaching) but not passing the tests. Develop state, local, and national policies that provide meaningful financial support for teacher preparation programs and their students, including greater access to financial aid resources. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. Quality & Excellencies in teaching in the Indian context is only possible if these points to be remembered: Students should listen intently, and participate actively (Concentrated listening). Teachers should try to interact with all of students in class (Thirst-quenching learning) More emphasis given to educational activities, careful planning, timed questioning session should be organised. Students learn stage-setting routines that allow teachers to change activities without interruption (Learner-trained learning).

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Conception of Higher Secondary Student About School Education

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Abstract

School education is the imperative for every child. Home is the first school and school is the second home, because the school is providing the initiation to inculcating knowledge and values among the children's. The present study focuses the conception of higher secondary school students about school education. A positive opinion may leads to develop good behaviour and negative opinion leads negative behaviour. Totally 100 sample were collected from higher secondary school students, the normative survey method and random sampling technique was adopted for present study. The tool constructed by the researchers. The result reveals that the matriculation school students have differ in positive conception about education.

Keywords: Conception, Education, Higher secondary students.

Introduction

Education means gaining knowledge. It is a key to achieve democracy and success in our country. Nowadays education becomes burden to the students and they develop hated attitude towards education. Developing knowledge will lead to all forms of development but dumping of knowledge with a compulsion leads to pessimistic attitude among students.

Title of the Study

A study on Conception of higher secondary school students about school education.

Operational Defenition

School Education

A school is an institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teacher's .Most countries have systems of formal education which is commonly compulsory. In these systems, students progress through a series of schools.

Higher Secondary Student

Students are studying in 11th standard in higher secondary schools in Madurai district.

Statement of the Problem

Do higher secondary students have positive opinion in their school education?

Objectives of the Study

- To find the opinion of school education of higher secondary students.
- To find the opinion of school education of higher secondary students with respects to the background variables.

Hypotheses of the Study

1. The Level of Conception about Education of higher secondary school student is high.
2. There is no significant mean difference in conception about education of higher secondary school students with respect to
 - Gender
 - Stream
 - Locality of the student
 - Medium of instruction
 - Type of management

Significance of the Study

School education is important for all. Education gives some values to the students. For that reason we know the opinion of the students. What they want? And what they feel about nowadays school education.

Delimitation of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to higher secondary school students.

Population and Sample

The population for the present study comprises of the students of 11th standard students studying in government, government aided and matriculation schools in Madurai district. A sample of 100 students was selected by random sampling method from two governments, two government aided and one matriculation school. The distribution of the study is given in table.

Table 1: Sample distribution of the study

s.no	Background variables	Factors	No of students
1.	Gender	Male	34
		Female	66
2.	Stream	Arts	38
		Science	62
3.	Locality	Rural	48
		Urban	52
4.	Medium	Tamil	62
		English	38
5.	Management	Government	30
		Government Aided	45
		Matriculation	25

Administration of the Tool

- The investigator got the permission from the head of the school and the concerned subject teacher and given the tool to the students.
- The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 15 minutes to complete the tool.

Tools Used

The tool conception about school education of higher secondary school students is constructed and developed by the researchers.

Statistics Used

Percentage analysis mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of opinion of school education of higher secondary students.

Table 2: Level of opinion of school education.

S.no	Levels	Count	Percentage
1.	Low	18	18
2.	Moderate	51	51
3.	High	31	31
4.	Total	100	100

From table 2 it is found that the level of opinion of school education for higher secondary student is moderate (51%).

Table 3: Mean scores of higher secondary student's opinion of school education with reference to the background variables.

S.no	Background variables	Factors	No. Of students	Opinion of school education(mean)
1.	Gender	Male	34	36.44
		Female	66	38.11
2.	Stream	Arts	38	37.68
		Science	62	37.45
3.	Locality	Rural	48	37
		Urban	52	38.04
4.	Medium	Tamil	62	37.38
		English	38	37.79
5.	Management	Government	30	37.4
		Govt. Aided	45	37.11
		Matriculation	25	38.48

From table 3 this found that female ($M=38.11$), arts($M=37.68$), urban($M=38.04$), medium($M=37.79$), matriculation($M=38.48$) are better in positive opinion of school education than their counterparts.

Findings

- The level of opinion of school education of higher secondary student is moderate.
- Female students, arts students, urban students, English medium students and matriculation students are better in positive opinion of school education than their counterparts.

Recommendations

- Schools should give extra facilities to the students.
- Education systems have some changes in syllabus.
- Students must involve themselves to studies and co curricular activities.

Conclusion

The level of opinion of school education of higher secondary students is moderate. Female students, arts students, urban students, English medium students, matriculation than thon students are better in positive opinion of school education than their counterparts.

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Teaching Strategies for Students with Special Needs

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Introduction

Special education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Common special needs include challenges with learning, communication challenges, emotional and behavioral disorders, physical disabilities, and developmental disorders. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area, or resource room.

Several strategies have been shown to be effective in teaching students with special needs. Research has found that most of these strategies benefit all students. Some effective instructional strategies for students with special needs include:

Task Analysis

The teacher can choose an appropriate learning task for the child to master and the final objective should be stated clearly. The final goal is broken down into smaller steps arranged in order of difficulty, with each item being a prerequisite for the subsequent one until the ultimate goal is reached. For example, in teaching a child how to identify colour red, the following steps may be involved: (i) matching red coloured objects from a group of three or more colours, (ii) pointing to red colour from a group of red and blue colour, when presented in any order, (iii) pointing to red colour from a group of red, green and blue colours, when presented in any order, and (iv) pointed to red colour from a group of red, green, yellow, and blue colours, when presented in any order.

Graphic Organizers

Organizing information is often a problem for students with special needs. Students with learning disabilities are often visual learners who respond well to graphic representations of information. Concept maps, cause-and-effect graphics, T-charts, storyboards, Venn diagrams, and timelines can help students incorporate new knowledge into what they already know. Multimedia such as pictures, charts, graphs, audio, and video can also help, as can kinesthetic activities, such as manipulatives, role-playing, and dramatic performances.

Structured Lesson Presentations

Students with learning disabilities achieve more when lessons are clearly presented, well sequenced and well organized. Explanations should be concise and clearly understood with the key concepts highlighted. Content and way of presentation should vary according to each child's unique abilities and weaknesses. In other words, it should suit the needs of the child.

Organised Equipment and Materials

The teacher must organize the equipment and materials needed before starting a lesson. The teacher should ensure that the equipment and materials are relevant, easy to comprehend and also related to the material that is being taught.

Peer Teaching

This strategy is also known as child-to-child approach. In this strategy, one student who has proficiency in a skill teaches another student who has problem in learning a concept on a one-to-one basis. A competent student is paired with one who has difficulty in a given academic area. Tutoring may also be cross-age in which an older student gives instruction to a younger student. Usually the tutor with average or above average ability teaches a student with equal or lower ability. This method must take into account: (a) role of the tutor; (b) selection of the tutor; (c) training of the peer tutor; (d) specific needs of both tutor and taught; (e) time and effort required for actual tutoring; and (f) supervision of peer tutoring arrangement. It is helpful for the teacher to demonstrate the procedure for the pair. The teacher determines the skill to be taught, the materials to be used and the instructional activity.

Multi-Sensory Approach

The multi-sensory method is based on the premise that some children learn best when content is presented in more than one modality. All modalities such as kinesthetic related to movement of the body, touch stimulation along with visual and auditory senses are used to make learning more effective for the child. In this approach, the child sees, feels, says and hears the content. The multi-sensory techniques that includes that include tracing, hearing, writing and seeing are often referred to as VAKT (visual-auditory-kinesthetic-tactile). In this approach, embossed letters, models, visual aids, blocks, puzzles and other teaching learning material can be used.

Field Experiences

Allow the students with learning disabilities the use of computers and spell checking programs on field notes and reports. Consider alternate activities/exercises that can be utilized with less difficulty for the student, but has the same or similar learning objectives.

Cooperative Learning

Cooperative learning is a method of effectively using student groups in a classroom. The primary elements involved in this technique are: positive interdependence, or the feeling that individual goal attainment relies on the performance of all group members, student's own responsibility, face-to-face interaction with peers, use of social skills and involvement of a group as a whole in the completion of a group as a whole in the completion of a given academic task. Cooperative learning is an instructional arrangement in which small groups or teams of students work together to achieve team success in a manner that promotes student responsibility for their own learning as well as the learning of others. For example, four students can be placed in a group such that one is a high achiever, two are average achievers and one is low achiever. Studies have shown that it is not only the low achievers who benefit from cooperative learning, but the high achievers also show significant gains. Cooperative learning can also be used in cross age and multi-grade settings.

Technological Approach

In this approach, advanced technology is used for providing remedial instructional programme to the learning disabled. Some of them are:

- Audio tape and tape recorder
- Video-disc instruction
- Computer assisted instruction

Mnemonic Devices

The use of mnemonic devices may prove quite beneficial to the learning disabled children in improving their recall of specific academic content. For example, a first letter mnemonic device, VIBGYOR may prove helpful in the easy recall of the seven colours of the spectrum in their respective order (Violet, Indigo, Blue, Green, Yellow, Orange and Red). **CONCLUSION**

Special education teachers must be organized, patient, able to motivate students, understanding of their students' special needs, and accepting of differences in others. Once the needs of the students were determined it was easy to identify the curriculum that may present barriers to them. In order to eliminate those barriers the teacher can apply the appropriate teaching strategies. These strategies motivate the students to participate in the educational environment to the fullest extent as possible.

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Troubles In Higher Education With Lack of School Performance

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Abstract

In this article an attempt has been made to focus on the influence of poor school performance in higher education. Higher education students facing various types of challenges and problems. Conflict may occur in any organization, for schools conflict management style is a joint activity and the degree of its effectiveness determines the type of impact of conflict on school performance. This empirical study investigates the potential sources of conflict in higher studies with lack of poor school performance, determine appropriate approaches for the handling of conflicts and offers recommendations, based on the findings, for more creative conflict management style in order to enhance school performance. Anonymous questionnaires were distributed to undergraduate science students of Madurai, resulting sample of 100 completed questionnaires. The results showed that school troubles often arise in the school and that when conflicts did occur they were mainly attributed to both interpersonal and organizational reasons. Moreover, the results showed that there is a greater likelihood for these conflicts to arise in private schools and government schools. The study supports the view that if government schools teacher's do their duty with dedication then the students will be ready to compete the world with confidence.

Introduction

We live in a world where conflicts surround us on a daily basis. And if we are choosing to lead in higher education, we can count on conflict from various directions. Higher education has its normal share of this, but from time to time disputes arise which, unless their contained, can bring whole institution to a halt. As the main aim of higher education of the institutions defined as the institution which rises the new generation to the job for the job market. In this environment, some academics will line up themselves will the institution as an enterprise or divide the academic work from the demand of an enterprise.

The main aim of the study is to break through the academic identity sorts by taking the views of the academicians for a market oriented of professional conception of academic work in special and higher education in general.

Need of the Study

School education should be visualized as the vehicle to train a child to think, reason, analyse and articulate logically. Apart from the curriculum it acts as the key for values of life and character building. School basics leads us to acquire quality education, this is the key for success in higher education.

A knowledge in school education not only helps the student to acquire a great many book facts, but also to apply those facts intelligently to discover new facts through efficient reasoning in higher education. Moreover, the knowledge in school education is of use only when one is able to apply it in new situation.

There are many conflicts which are faced by the students in college which leads to arrear. The troubles are

- Unable to present projects.
- Traditional method of teaching.
- In examination system.
- In laboratory.
- Nature of the school.

Objectives of the Study

- To study the troubles in higher education with the lack of school performance.
- To study the troubles faced by U.G first science year students.

Statement of Hypothesis

The following hypothesis has been framed to attain the above mentioned objectives:

- The level of significance among U.G students by the nature of the school is high.
- The level of significance in lack of school student's performance among gender is same.
- The level of significance in locality is same in both urban and rural.
- There is high significance in type of the college in which students study.

Methodology

A normative survey method was undertaken.

Samples

The population of the study comprised of undergraduate first year students from four colleges in Madurai. A sample of 100 students was selected from different departments from science stream by random sampling technique. Out of this 45 were male and 55 were female.

Research Tools

The following tools have been used for collecting data:

- Troubles they face in higher education questionnaire.
- Questionnaire contained 6 positive statements and 5 negative statements.

Analysis and Interpretations

Mean, median and standard deviation of influence of lack of poor school performance in higher education for whole sample is given in fig1.

Gender	N	Mean	Std. Deviation	Std. Error Mean
1.00	45	19.8667	2.79825	.41633
2.00	55	21.4545	2.91710	.39340

T - test (For gender)

Group Statistics

	Levene's Test for Equality of variances		T - test for equality of means					95% confidence interval of the difference	
	f	sig	T	df	Sig(2-tailed)	Mean difference	Std.error difference	lower	upper
Total									
Equal variances assumed	0.089	0.766	-2.760	98	0.007	-1.58788	0.57532	-2.57295	-0.4461
Equal variances not assumed			-2.772	95.569	0.007	-1.5878	0.57279	-2.72493	-0.4508

Independent samples test

Area

Area	N	Mean	Std. Deviation	Std. Error
				Mean
1.00	45	20.7111	2.73548	.40778
2.00	55	20.7636	3.15033	.42479

	Levene's Test for Equality for variances			T - test for equality of means					
	f	sig	t	Df	Sig(2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
								lower	upper
Total	0.078	0.781	-0.088	98	0.930	-0.05253	0.59724	-1.23773	-1.1326
equal variances assumed									
Equal variances not assumed			-0.089	97.631	0.929	-0.05253	0.58884	-1.22111	-1.11606

College type variation

	Sum of squares	Df	Mean square	f	sig
Between Groups	15.279	2	7.639	0.872	0.421
Within Groups	849.961	97	8.762		
Total	865.240	99			

School type variation

	Sum of squares	Df	Mean square	f	sig
Between groups	47.943	2	23.971	2.816	0.065
Within groups	817.229	96	8.513		
total	865.872	98			

There is high significance in nature of the school in which student studied.

Conclusion

- The level of troubles among U.G students by the nature of the school is high.
- The level of variation in lack of poor performance in school performance in gender is same.
- The level of variation in area is same in both urban and rural.
- There is high variation in type of the college in which students study.

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A Study of Examination Stress Among Higher Secondary Students in Madurai District

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Abstract

The present study Examination stress among higher secondary students in Madurai district. The sample consists of 86 high school 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 from the population. Examination stress 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 Examination stress among higher secondary school students with respect to background variables is moderate. There is mean difference in the Examination stress of higher secondary school students with respect to background variables

Keywords: Examination stress, higher secondary school, Madurai district.

Introduction

Stress is the force behind much learning. Students under the pressure of a final Examination may be motivated to pick up the book, burn the midnight oil and cram. As a result, they may find that not only has he to pass the test, but also learn a bit of the subject while his more carefree classmate, not stressed enough to study, may find his academic career prematurely terminated as a result of flunking the Examination .

Significance of the Problem

The psychologists and educationists have been focusing their research proposals in the area of stress. New demands are imposed by rapid change in the education system; these, in turn, cause stress. Previous studies have suggested that the degree of stress experienced by students is affected by characteristics of education, teachers and the students themselves. They remained mostly in the fields of occupational stress, stressful life events and stress due to some chronic diseases etc. But less attention has been paid to the issue of Examination stress, realising the present day need in the area of education where focus is upon mobilizing and directing the inner potentialities of students to cope with difficulties and achieve better. Sahu and Mishra (1995) explored gender differences in relationship between stress experienced in various areas of life i.e. work-related and society-related stress. For the above reason, the variable of Examination stress has been selected for investigation, especially as it exists in relation to one's cognitive functioning. The other variables selected for the present study are intelligence, personality and achievement motivation. Students react differently with the event of Examination. It is yet to be explored whether more intelligent students take the Examination as challenge and utilise their maximum energy to do the best. Personality has different traits and any particular trait may help the individuals to react in a specific way for the coming possibilities. Some students want to achieve the standard of excellence in every sphere of life but Examination stress plays its role everywhere. It may vary with varying levels of intelligence, personality and achievement motivation. Hence the investigator took the present study to account for the issue of Examination stress which has been stated as below: A STUDY OF EXAMINATION STRESS AMONG HIGHER SECONDARY STUDENTS IN MADURAI DISTRICT.

Statement of the Problem

The purpose of the study was to investigate the relationship of home environment with Examination stress and emotional maturity of college going students from Madurai district, states that; “A STUDY OF EXAMINATION STRESS AMONG HIGHER SECONDARY STUDENTS

Operational Definitions of the Terms Used

Examination Stress: Examination stress is an interaction between the challenge of an Examination and resistance opposed to it by an individual. Examination stress is a feeling of pressure that many young people feel coming up to Examination time. It usually occurs during the revision period before Examination and immediately before the Examination themselves. Stress is defined as an individual's response to pressure.

Examination stress as an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies, (Coleman 1970)

Higher Secondary Students

By higher secondary students, the investigator means that students' studying in class 11th and 12th of higher secondary school is in Madurai district.

Delimitation

- The current study is undertaken only in Madurai district.
- The investigation is restricted to higher secondary students only.

Population and Sample

The population for the present study comprises of the students of higher secondary students studying in Government and Government Aided schools in Madurai district.

A sample of 110 students was selected by random sampling method from two Government and two Government Aided schools. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variables	Factors	No.of students
Gender	Male	55
	Female	31
Locality	Rural	86
	Urban	24
Type of school	Government	46
	Government Aided	43
	Self-finance	21
Medium Gender	Tamil	56
	English	54
	Male	55

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

The investigator used a Standardized Examination stress Scale

Statistic Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Examination stress of higher secondary students.

Table 2: Level of Examination Stress

Levels	Count	Percentage
Low	50	45.3
Moderate	38	34.5
High	22	20.0
Total	100	100

From table 2, it is found that the level of Examination stress of higher secondary students is moderate (34.5%)

2. To find out the mean scores of Examination stress scale for higher secondary students with reference to background variables

Table 3: Mean scores of higher secondary students in Examination stress with reference to the background variables.

Background variables	Factors	No.of students	Examination stressmean A
Gender	Male	55	108.30
	Female	31	94.70
Locality	Rural	86	8.98
	Urban	24	11.87
Type of school	Government	46	7.30
	Government Aided	43	10.70
	Self-finance	21	12.43
Medium	Tamil	56	7.07
	English	54	12.24

From table 3 it is found that, male students ($M=108.30$), urban students ($M=11.87$), self-finance students ($M=12.43$) and English students ($M=12.24$) are higher than in Examination stress than their counterparts.

Findings

- The level of Examination stress of higher secondary school students is moderate.
- Male students, urban students, self-finance students and English medium students are higher than in Examination stress than their counterparts.

Recommendations

On the basis of the present finding the investigator has given the following recommendations.

1. Affective domain

In short, authorities who focus on excellent performance of students should give emphasis to their personality (affective domain) also, in addition to consideration of cognitive domain.

2. Listen to Classical Music

Listening to music can create a positive and productive environment by elevating students' mood and encouraging you to study more effectively and for longer. Classical music is recommended as the best type of music to boost your brain power but ambient music can work too.

3. Take a Quick Walk

Many students feel as if they should spend their entire time before Examination inations with their books open and their pen poised for action. However, research has proven that exercising such as taking a walk can boost students memory and brain power.

4. Plan your Study Routine

This may not be a big surprise but what is shocking is the amount of students who discount the benefits of creating a personal study plan. With some initial effort, students can become more productive and motivated each day you approach students study by understanding your learning progress.

5. Play with Bubble Wrap & Puppies

Lots of universities have installed 'puppy rooms' where students can come to relieve stress and anxiety. Pets have also been found to help you focus while studying but we wouldn't recommend dropping into the library with your pet hamster! Popping bubble wrap is another stress reliever you can save for home study.

Suggestions for further Research

On the basis of the present findings the investigator has given the following suggestion for further research.

1. A study on the role of parents and teacher in developing Examination in stress of high school students.
2. A comparative study on Examination stress between rural and urban schools.
3. A study on Examination stress and academic achievement of higher secondary students
4. This study extend to college and university level
5. Study involvement and Examination stress of college students.
6. Influence of Examination stress on academic achievement of teacher training students.
7. A study on Examination stress and academic achievement of exceptional children.
8. Examination anxiety and academic achievement of prospective teachers.
9. A study of Examination stress among students at college level and some measure to measure stress.
10. Relationship between Examination anxiety and teaching competence of prospective teachers.

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Attitude Towards Smart Board Instruction Among High School Students

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Introduction

A number of teachers may not be aware of the benefits of using a Smart Board in the classroom as a teaching tool. While the traditional white board already has everyone's attention, the electronic device is a new technology that is slowly gaining popularity due to its interactive power.

The digital screen allows images from the computer to be displayed on a board. It can also be modified on the screen itself, using a pen or a highlighting tool. Its touch screen feature allows teachers to run programs directly from the screen simply by tapping the application with her finger and even makes scrolling easy.

A lot of new software is available for free on the internet that can be easily integrated. There are many forums and websites that aim to help teachers by providing Smart Board ideas and activities. Explore these for more ideas.

The Smart Board is tomorrow's technology and is bound to change the look of classrooms forever. Using smart boards in your classroom can help you stay ahead with technology that could make the education process simpler and perhaps even more productive.

Title of the Study

"ATTITUDE TOWARDS SMART BOARD INSTRUCTION AMONG HIGH SCHOOL STUDENTS "

Need and Significance of the Study

Smart board instruction is alternate of traditional teaching method. Because the objective of using a SMART Board isn't to take traditional book learning, hands-on experiences, or paper testing away from students. Instead, they're designed to reinvigorate and engage students up by adding variety to instruction, getting them moving, and providing cool ways to respond to questions.

Especially in one-computer classrooms, SMART Boards are smart choices because they quickly provide a big picture of learning. Connected to computers, they offer whole-group access TO colorful, educational websites, powerful assessment software, and teacher-made materials tailored to a class's needs. Enjoy yours!

Objectives of the Study

- To find the high school students attitude when teacher using smart board instruction.
- To find the Attitude of school student with respect to background variables such as Name, Class, Medium of instruction, Mother tongue, Parental qualification, Parental occupation.

Hypothesis of the Study

- Level of Attitude among high School Students is Moderate.
- There is no significance difference in the level of attitude among high School student based on Name, Class, Medium of instruction, Mother tongue, Parental qualification, Parental occupation.

Methodology

Research Method

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.

Tool Description

A self constructed questionnaire is taken as a tool in this Research paper. This tool has been developed by investigator for attitude towards Smart board instruction and it consists of 27 items. Each item has to be answered by choosing anyone of the three alternatives such as agree, undecided, disagree.

The items are to be answered by choosing agree, undecided, disagree and disagree 3 point scale. Agree, undecided, and disagree correspondingly and the scoring the mark allotment is 3, 2, 1 respectively.

Population and Sample

We have taken 100 student teachers from Thiagarajar Model Higher Secondary School in Madurai as a sample for this Research

Sampling Procedure

Purposive random sampling has been used as the sampling procedure for this study.

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 percentage analysis, mean and standard deviation.

Background variable	Factors	Count	Mean	Standard deviation	T Value	Level of significance
Medium of instruction	Tamil	52	63.96	7.372	0.729	Not significance
	English	48	64.98	6.593		
Mother tongue	Tamil	64	65.61	6.682	2.256	Significance
	English	36	62.39	7.149		
Parents Qualification	Graduate	59	64.88	6.089	0.738	Not significance
	Non graduate	41	63.83	8.161		
Class	VIII	50	63.5	8.325	2.278	Significance
	IX	50	67.5	5.587		

From the above table, it can be inferred that the calculated 't' value 0.729, 2.256, 0.738, 2.278 based on class, Medium of instruction, Mother tongue, Parents qualification. The class and mother tongue is significant where the others are not significant in attitude of Smart board instruction among school students. Hence the hypothesis, "There is significant difference in the attitude of Smart board instruction among School Students based on Mother Tongue and Class is accepted and the hypothesis, "There is no significant difference in the attitude of lifestyle among student teachers based on Medium of instruction, Parents qualification, parents" is rejected.

Findings

- The level of Attitude of Smart board instruction among government aided high school student is moderate.
- Medium of instruction Tamil, Mother tongue Tamil, Parental qualification graduate are better in attitude of smart board than their counter parts

Suggestion

During SMART Board lessons, help students gain digital and presentation skills by give them turns manipulating the equipment. Think of this practice as the digital age equivalent of going up to the blackboard to solve a problem.

Academically speaking, at the same time, SMART Boards can enhance your teaching of various lessons.

Future work

In teaching Smart board technology is recent trend. So I choose the VIII and IX th class

students at Government aided school. The future work will be add some more fields and they can select additional data from private institution and government school students and compare between the attitudes of smart board instruction among these students.

Conclusion

In classrooms Smart Boards are being installed because this amazing technology not only enhances the way teachers teach, but it also enhances the way students learn. It can provide students with an enriched learning experience by projecting visual elements. It also makes differentiated learning much easier because teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board. The touch screen option allows teachers to run programs with the tap of their finger. This makes it not only makes it easy to navigate for the teacher, but for the students as well.

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Spatial Ability of the High School in Madurai District

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Abstract

The present study examined spatial ability of high school students in Madurai. The sample consists of 110 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 from the population. The spatial ability 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 spatial ability scale of highs school students with respect to background variables is moderate. There is significant difference in the spatial ability of high students with respect to background variables.
Keywords: spatial ability, high school, Madurai district.

Introduction

One definition of spatial ability is the combination of abilities to visualize spatial objects, recognize their different perspective views, and move them as a whole or their parts separately. Research on spatial ability has significant implications for science, geometry, engineering and architecture. Evidence suggests that spatial ability is closely associated with mathematics achievement (Battista, 1990; Fennema & Sherman, 1977; Guay & McDaniel, 1977). Similarly, Battista, Wheatley, and Talsma (1989) report a significant positive correlation between spatial ability and problem solving performance.

Spatial ability is significant for teaching many topics in mathematics, particularly geometry. Learning about space and developing spatial abilities (such as drawing, producing models, making revisions on models and manipulating the environment) originate primarily from geometric considerations.

Need for the Study

Spatial ability is the over-arching concept that generally refers to skill in representing, transforming, generating, and recalling symbolic, nonlinguistic information. Although traditional IQ tests may be a valid measure of linguistic or sequential reasoning, they are not a valid measure of spatial intelligence.

Spatial ability consists of mental rotation of objects or spaces, spatial perception, and spatial visualization. Mental rotation involves the ability to rapidly and accurately rotate two- or three dimensional figures while spatial perception is a person's ability to determine spatial relationships with respect to the orientation of his or her own body (perspective taking), in spite of distracting information.

Spatial visualization involves complicated, multi-step manipulations of spatially presented information. These tasks require analysis of the relationship between different spatial representations, rather than a matching of those representations. Spatial thinking is what is done when shapes and spaces are visualized in the "minds" eye. The mental feat architects and engineers (Sutton and Williams 2010) have to perform when designing buildings, a chemist trying to visualize the three dimensional molecule and its pattern of folding, a surgeon navigating the body with a minute camera (Hegarty et al 2013) or a radiologist performing scans and

X-rays. Sculptures are often visualized by the sculptor within the matrix of the stone. Developing spatial skills hence is of great significance in a whole variety of careers.

Background of the Study

The purpose of this study is to find out the spatial ability among school students. The investigator having studied psychology at postgraduate level and experienced the visual spatial expressions of school pupils during the practice teaching thought of analyzing the spatial ability of pupils. At early stage, students will be experiencing difficulty in imagining a three dimension objects, reading and interpreting visuals. This has necessitated the investigator to take up this

study. Hence the investigator thought of conduct of the present study entitled as “**SPATIAL ABILITY OF HIGH SCHOOL STUDENTS IN MADURAI DISTRICT**”.

Terms and Definitions

Spatial Ability : refers to the capacity to think about objects in three dimensions and to draw conclusions about those objects from limited information.

High School Students: refers to the pupils studying IX, X standard in the government, government aided and self-financing schools recognised by the government of Tamil Nadu.

Madurai District: refers to one of the southern districts in Madurai Tamil Nadu.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students.

Population and Sample

The population for the present study comprises of the students of IX standard students studying in Government and Government Aided schools in Madurai district.

A sample of 110 students was selected by random sampling method from two Government and two Government Aided schools. The distribution of the sample is given in table.

Table 1: Sample Distribution of the Study

Background variables	Factors	NO.OF STUDENTS
Gender	Male	55
	Female	31
Locality	Rural	86
	Urban	24
Type of school	Government	46
	Government Aided	43
	Self-finance	21
Medium Gender	Tamil	56
	English	54
	Male	55

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A Standardized Spatial Ability Scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out.

1. To find out the level of Spatial Ability of high school students.

Table 2: Level of Spatial Ability

Levels	Count	Percentage
Low	50	45.3
Moderate	38	34.5
High	22	20.0
Total	100	100

From table 2, it is found that the level of Spatial Ability of high school students is moderate (34.5%)

2. To find out the mean scores of Spatial Ability scale for high school students with reference to background variables

Table 3: Mean Scores of High School students in Spatial ability with Reference to the background Variables.

Background variables	Factors	No.of students	Spatial ability mean
Gender	Male	55	108.30
	Female	31	94.70
Locality	Rural	86	8.98
	Urban	24	11.87
Type of school	Government	46	7.30
	Government Aided	43	10.70
	Self-finance	21	12.43
Medium	Tamil	56	7.07
	English	54	12.24

From table 3 it is found that, male students ($M=108.30$), urban students ($M=11.87$), self-finance students ($M=12.43$) and English students ($M=12.24$) are better in spatial ability than their counterparts.

Findings

- The level of spatial ability of high school students is moderate.
- Male students, urban students, self-finance students and English medium students are better in spatial ability than their counterparts.

Recommendations to Educational Administrators

- To improve problem solving ability, students should be asked to spend more time in solving problem.
- The teacher can give more attention to the students having less problem solving ability.
- Demonstration is to be preferred for verbal explanation.
- Computational skill can be improved.
- Thinking skill can be improved.
- Teacher should allow the students to express their views freely.
- Teacher should more care and motivate the students to solve the problems.
- Students central method of teaching must be followed.
- Computer based method may be followed for teaching mathematics
- Students must be trained to solve puzzles in mathematics.

Suggestions for Further Researchers

On the basis of the findings, the following suggestions are offered for the further researchers

1. Relationship between intelligence and achievement in mathematics of higher secondary students.
2. Relationship between the difficulties faced in learning mathematics and intelligence of higher secondary students.

3. Problem solving ability in algebra and academic achievement of higher secondary students.
4. A study of relationship between mathematics anxiety and academic achievement of high school students.
5. Difficulties faced by students in solving problem in mathematics can be studied.
6. Impact of multiple intelligence based teaching on development of problem solving ability in mathematics of higher secondary students.

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Study on Advancement of Virtual Reality: A Real Time Implementation in Education for Learning and Teaching

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Abstract

"Education is the backbone for everyone's life". In this research, we present the idea of implementing virtual world in classroom to enhance the students' capability of learning in future. Ultimately, it is a challenge to develop the new methods for providing real life experience for the students. The main objective of this research is to find about the student community to participate in various subjects. By introducing this new technique in the classroom, we can stimulate their observational capacity and this will leads to quest to learn more. This research will suggest the future, VR in the classroom.

Key word: virtual reality, classroom, real life experience.

Introduction

Virtual reality (VR), the term can be defined as enveloping multimedia or computer-simulated reality of an object, reproduces an environment which produces a physical appearance presence in places in the real world or an imagined world, allowing the particular user to interact in that world. The concept VR has a concise history. The technical foundations of VR could be traced back to the earlier period of 1950s, even though it has been a concept long ago described. Michael R. Heim stated in his familiar book *Metaphysics of Virtual Reality* has acknowledged seven various principles of VR-interaction, artificiality, immersion, simulation, full-body immersion and final one is communication based upon network.

The human body is having most important senses which tolerate it to gather related information regarding the world which is surrounding it, as like as touch, pain, smell test, hearing, sight, movement, balance etc., the senses which receive an information from outside as well as inside of the body. Then the information is interpreted the help of human brain. The action of receiving information by the senses and then the information interpreting via the brain is recognized as observation. While creating a virtual world, it is essential to be able to imitate the human perception system.

Thus a perfect sensation of immersion in a virtual world which represents that the important senses have to be stimulated; also awareness is needed to evaluate our self where we are in VR world. In order to perform this, the artificially generated information has to be replaced instead of the original information which received by these senses. The real world can be replaced by virtual with above said manner.

The thought of being present in this virtual world is represented as Stereoscopic Displays which known as a kind of 3D displays, or head mounted displays (HMDs). These displays utilize a combination of several images, sensible optical distortion, and specially designed lenses in order to produce a stereo image that human eyes interpret as having three-dimensional depth.

Virtual reality is creating the need for new types of input devices beyond the keyboard and mouse, including game controllers and hand- and body-tracking sensors that can recognize motion and gestures. This includes the computer hardware, operating systems, software to interface to the devices, frameworks and engines that run applications, and software tools for building them. Without all four of the above components, it is hard to achieve a fully immersive virtual reality experience.

Hence, we can conclude that in general VR is the computer-generated simulation of a 3D environment, which seems very real to the person experiencing it, using special electronic equipment. The objective is to achieve a strong sense of being present in the virtual environment.

Review of Related Literature

Maria Virvou and George Katsionis (2017) examined that VR educational based software games aimed that increasing the students' motivation and engagement. This is targeted to school

classrooms. So, that they have to be usable and likable by all students. Usability of VR may be a problem as it is more attractive. If the games contain an educational content, the issue of likability and usability will increase among students.

MICHELE. D.DICKEY(2015) examined that online three-dimensional (3D) virtual world offers unique learning opportunities and distributed education which used as a medium for synchronous and asynchronous distance learning. These educational activities can be used for both formal and informal education.

Need and Significance of the Study

Now-a-days technology based education is increase, to mould the learning objectives of the students. In the technological world, the peak of this advancement is implementing the VR in classrooms. we are in the urge to develop our educational system to the global education level. This study is the unique attempt to develop the sense of feeling while learning. This study provides the way for choosing the improvised way of learning among students. Hence the researchers undertake this study.

Objectives of the Study

- To study about the Virtual Reality implementation in education.
- To identify advancement of VR in future.
- To signify the advancement of technology in our class rooms.

Methodology

Virtual Reality is a computer based technology which uses specially designed headset for watching a view of a thing in virtually or projecting an environment as multiple. In some case ,VR can be the combination of physical environment (or) props to produce realistic images, other sensational feels and sounds that make a user who presence in the virtual environment.

Key element of Virtual Reality

Virtual World

A virtual world is the three-dimensional view of an environment that is usually, but not necessarily, realized via particular medium (i.e. display, rendering, etc.) where a user can interact with some other users and create objects as one of the part of that interaction. The view of a virtual world, visual approaches are very important to changes in interactions and movement, mimic of those experiences in the real world.

1. Immersion

Virtual reality immersion is the recognition of being present physically in a non-physical world. This encompasses the presence by the sense which is the important point where the human brain considers that is somewhere it is not really, and is performed through entirely mental and/or physical means. The case of total immersion occurs when sufficient senses are stimulated to produce the perception of being present in an imagine world.

2. Interactivity

Virtual reality provides the experience of naturally engage with the virtual environment. The sense of immersion will remain, when the virtual environment responds to a user's action in a natural manner. If not, the human brain will quickly notice and the sense of immersion will diminish. Interactivity plays a vital role in virtual environment. The participants will feels it with the changes in their view point and through movements in their head.

How does virtual reality works?

Virtual environment makes the human brain to accept the artificial into the real; it has not only look real but also feel real. This reality can be achieved by wearing head-mounted display (HMD). HMD displays a 3D virtual environment such as interactivity on the user's movements. Below we can explore a few components of virtual reality.

Virtual reality requires a significant computing power like personal computer or smart phone to provide interactive three-dimensional environments. Then, a Head Mounted Display (also called HMD, Headset) to display the VR content. HMD also accompanied with a headset to provide audio-stimulation. Then, other input devices like joysticks, force balls, controller wands, data gloves, track pads, on-device control buttons, motion-trackers, treadmills and motion platforms are also helps to project the virtual environment.

Materials and Methods

The investigators have collected the data pertaining to the study on Advancement of VR: A Real Time implementation in Education for learning and teaching among Youngsters. This Survey method was engaged to explain what exists at present. The investigators have collected among youngsters and these samples are selected by using Google forms.

The population of the present study is a study on *ADVANCEMENT OF VR: A REAL TIME IMPLEMENTATION ON EDUCATION FOR LEARNING AND TEACHING* which includes both undergraduate and post graduate level students. The tool VR questionnaire has been developed and constructed by the researchers. This research is undergone by online survey (Statistical analysis- Percentage test)

Expert's Opinion

The researcher used the standardized research tool VR Questionnaire developed by the researcher. It was given to many experts like in the field of educationist, professor, principal, computer engineer, graphic designer, IT sector, computer science professors. Hence they suggested that VR Questionnaire is highly valid and it is very useful to the educational society.

Analysis and Interpretation

Table 1: If any of these devices do you use regularly?

S.No	Gender	Smart phone	Laptop	Games channel	Others
1	Male	40.22%	34.48%	20.69%	4.60%
2	Female	58.5%	27.1%	7.1%	7.1%

Analysis

- This result concludes that usage of smart phones is increased among male and female.
- Laptop usage is high among male when compared to female.
- Men are using games channel more than women.

Table 2: What kind of games do you play?

S.No	Gender	X box	Play station	Google card board	Android games
1	Male	6.90%	48.28%	14.94%	29.89%
2	Female	1.4%	11.4%	12.8%	74.2%

Analysis

- From this findings, men are using X box, Play station and Google Card Board more than women.
- Usages of Android games among women are more when compared to men.

Table 3: Have you played virtual reality games?

S.No	Gender	Regularly	Often	Occasionally	Never
1	Male	24.13%	22.99%	25.29%	27.59%
2	Female	1.4%	15.7%	22.8%	55.7%

Table 4: How do you heard of these devices?

S.No	Gender	Mathematics	Social Science	Environmental Science	All subjects
1	Male	20.69%	9.20%	22.99%	47.13%
2	Female	12.8%	7.1%	25.7%	54.2%

Analysis

- This result examines that through internet both male and female has the awareness of advanced VR -technology.

Table 5: If you have used a virtual reality head?

S.no	Gender	Google cardboard	HTC drive	Samsung gear	Others
1	Male	22.99%	29.89%	25.29%	21.84%
2	Female	14.2%	24.2%	12.8%	48.5%

Analysis

- From the above result, reveals that men are using VR heads like Samsung gear and HTC drive.

Table 6: Have you ever used a VR headset before?

S.No	Gender	Regularly	Occasionally	Slightly used	Never
1	Male	34.48%	31.03%	16.09%	18.39%
2	Female	4.2%	18.5%	20%	7.1%

Analysis

- From the above table, shows that men are used VR headset in their daily basis. Women have poor usage of VR headsets.

Table 7: Do you ready to teach this new method (VR)?

S.No	Gender	Yes, I'm ready to teach	Yes, I'm ready to teach, but I'm unaware of	No, I don't teach VR, but I use VR	No, I don't teach nor use VR
1	Male	74.71%	1.15%	4.60%	19.54%
2	Female	37.1%	22.8%	8.5%	31.4%

Analysis

- This table concludes that men are ready to use VR technology in classroom unlike women. Women have used VR and they are not ready to teach in classroom.

Table 8: What are the major benefits of using VR in the classroom? What do you think?

S.No	Gender	Very sure	Not sure	Somewhat sure	Possibility
1	Male	47.13%	16.09%	18.39%	18.39%
2	Female	30%	20%	18.5%	31.4%
S.No	Gender	Too much like a game	Might be a distraction	Not VR content available yet	None, I have no concerns about VR
1	Male	40.23%	22.99%	20.69%	16.09%
2	Female	35.7%	24.2%	14.2%	25.7%

Analysis

- This result examines that both men and women think that VR technology is too much like a Game .In this result 26% female have no concerns regarding VR.

Table 9: What are your perceptions regarding VR technology?

S.No	Gender	Makes difficult concept easier to learn	Encourage students creatively	Gets students excited and engaged about learning	Eliminate distraction during learning the lessons
1	Male	40.23%	36.78%	17.24%	5.75%
2	Female	37.1%	18.2%	27.1%	17.1%

Analysis

- This record shows that 77% of men and women prefer that VR technology makes difficult concept easier to learn.

Table 10: How far you are familiar with this concept VR?

S.No	Gender	Very sure	Not sure	Somewhat sure	Possibility
1	Male	47.13%	16.09%	18.39%	18.39%
2	Female	30%	20%	18.5%	31.4%

Analysis

- This record concludes that 77% of men and women are familiar with this concept VR.

Table 11: Do you want to implement VR technology- based education in your classroom?

S.No	Gender	I'm aware of VR	I'm not aware of VR	I've not heard VR	I don't know
1	Male	43.68%	16.09%	14.94%	25.29%
2	Female	45.7%	28.5%	10%	15.7%

Analysis

- This result examines that 88% of men and women are aware of VR technology and 44% of both men and women are not aware of VR.

Table 12: How sure are you feeling that our education system can be improved by VR?

S.No	Gender	Yes, we need	May be implement in future	No need	No, idea
1	Male	51.72%	34.48%	8.05%	5.75%
2	Female	44.2%	37.1%	7.1%	11.4%

Analysis

This record shows that 90% of men and women have the need to implement VR in Education system in future.

Table 13: In what subjects do you want to apply VR?

S.NO	Gender	Mathematics	Social Science	Environmental Science	All subjects
1	Male	20.69%	9.20%	22.99%	47.13%
2	Female	12.8%	7.1%	25.7%	54.2%

- This record examines that 99% men and women want to apply VR in all subjects.

Findings of the Study

This result reveals that as the usage of Smart Phones is high among male and female and show that men are much interested in games channel. Women are spending their time by using android games. The usage of Internet is the first priority for both. Men are experienced in using VR-heads like Samsung Gear, and HTC drive. The result shows that men are using various VR- games panels like X-box and Play station on their daily basis. The findings describe that men have the awareness on VR-Technology than women. Men are more interested in teaching by using VR-

Technology .Both men and women have the opinion that VR-Technology is more like a game and they have the thought that gaming is a distraction as it is more attractive. Both men and women are familiar with the concept of VR. They want to implement this advanced VR-Technology in education system in future. This result concludes that men and women want to apply this VR in all subjects than individual subjects.

Hypotheses of the Study

- There is no significant percentage difference between male and female of the devices owned and used regularly.
- There is no significant percentage difference between male and female playing games.
- There is no significant percentage difference between male and female playing Virtual Reality games.
- There is no significant percentage difference between male and female that they have heard VR devices from various sources.
- There is no significant percentage difference between male and female of the usage of Virtual Reality heads.
- There is no significant percentage difference between male and female to teach this innovative method-VR.
- There is no significant percentage difference between male and female to get benefits of using Virtual Reality in the classroom.
- There is no significant percentage difference between male and female that their perceptions regarding Virtual Reality technology.
- There is no significant percentage difference between male and female of the awareness of VR- Technology.
- There is no significant percentage difference between male and female to implement VR-Technology based education in classrooms.
- There is no significant percentage difference between male and female of improving the Education System by using this VR- Technology.
- There is no significant percentage difference between male and female to apply Virtual Reality in School Subjects.

Result and Discussion

From the table.1 we can get the 98% percentage of people using smart phone. This enhancement has helps in the implementation of VR in classroom with the help of Smart Phones as the usage is tremendous that makes the path for their healthy growth. Percentage analysis of Table.2 results that 94% of people knows about the android games. Implementing android games in education can improvise the learning outcome. Analysis of table.4 shows that 92% of people know VR through internet. Percentage analysis of table.7 shows that 92% people are ready to teach VR in their classrooms. From table.13 researcher examines that 99% of people want to apply VR in all subjects. So we can provide subjects in the form of games. We can include this all subjects that cultivate the minds of the students in a broad way and they are able to grasp the concept easily and effectively by sensing the subjective knowledge.

Suggestions for Further Research

The present study has focused on ADVANCEMENT OF VIRTUAL REALITY: A REAL-TIME IMPLEMENTATION IN EDUCATION FOR LEARNING AND TEACHING.

The study may further be concentrated on how to imply VR-Technology in Education with the help of Technologists. This study may be explored with what are the difficulties in implying this advanced method-Virtual Reality.

Limitations of the Study

The present study is focused on youngsters. They are doing college level education. The sample of the study includes Arts & Science and B. Ed trainees. The investigators restrict the total sample of 157 youngsters.

Conclusion

The familiarity of VR services and applications is developing in the field of industries and education. Definitely that will find the new path to take entire advantage of the technology. VR technology will create multiple opportunities for universities and colleges from the student requirement for real-time learning process to improve the standard of education. VR provides necessary professional Skills for generating the contents, interaction, immense, programming and real time Implementation. Thus new generation VR experts - programmers to develop new model, graphic Designers and engineers must be skilled first for giving solutions for a problem that are not only Perfect in technically, implementation of new concept with simple construction in various Platforms. The further study can be focusing on the development of VR technology with Different kind of fastest networks to provide better visual and audio quality to make an achievement in educational society.

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A Study on Awareness on Features of Navodaya School Among B.Ed Trainees

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Abstract

The present study focuses on awareness on features of Navodaya School among B.Ed trainees. The survey method is used as a method of study. The tool was constructed and developed by researchers. The researchers used sample random technique. Totally, 100 samples were collected from B.Ed trainees in Madurai district. The result reports that the percentage analysis is 51% trainees have moderate level awareness of Navodaya School.

Key words: Awareness, B.Ed trainees, Navodaya School.

Introduction

School is temple of knowledge. It not only enhances knowledge but also the discipline, tradition and skills, etc. There are many types of school in India such as State Board, Matriculation Board, CBSE and ICSE. Navodaya Schools follow CBSE curriculum. It runs by Navodaya Vidyalaya Samiti, an autonomous organisation under the Ministry of Human Resource Development, Classes held from VI to XII. It is a co-educational institution with hostel facility. Now, approximately, 10,00,000 students are studying in Navodaya school. There are 600 Navodaya school in all over India. Unfortunately, Tamil Nadu doesn't have any Navodaya School.

It is established on 1986 by our former Prime Minister Rajiv Gandhi under the influence of New Education Policy (1986). The main objective is to provide quality education to meritorious rural children. Three language formulas (Mother tongue, English and Hindi) follow in Navodaya school. Students are admitted only by Entrance examinations. The school gives importance to all cultural and academic activities. It has smart classes and innovative methods. It regularly organises science exhibition to promote research mindset among students.

Significance of the Study

Everybody knows that, Navodaya School is one of the best schools in India. Generally, Navodaya School runs to promote the excellent education for the welfare of the rural students. But, unfortunately, due to some political causes Tamilnadu doesn't have an equal and good quality education. Navodaya school provides quality education at free of cost which will abolish poverty and illiteracy. It provokes their abilities. By this study, B.Ed trainees can get awareness and school students can also be aware about Navodaya School via them because Tamilnadu is in lack of quality education. Tamilnadu students are unable to clear NEET examination at last year. More than 11,000 students from this school have cleared NEET examination so that, this is necessary for Tamilnadu.

Objectives of the Study

- To find out the level of awareness on features of Navodaya School among B.Ed trainees.
- To analyse the gender differences of awareness on features of Navodaya School among B.Ed trainees.
- To find out the residential area differences of awareness on features of Navodaya School among B.Ed trainees.

Hypothesis

- There is moderate level of awareness on features of Navodaya School among B.Ed trainees.
- There is no significant mean difference between male and female students among B.Ed trainees in their awareness on features of Navodaya School.
- There is no significant mean difference between rural and urban students among B.Ed trainees in their awareness on features of Navodaya School.

Method of the Study

The investigators have used normative survey method in the present study.

Sample of the Study

The investigators have used random sampling technique for the selection of sample of 100 B.Ed trainees. This sample was taken from B.Ed trainees of Thiagarajar College of Preceptors, Madurai, Tamil Nadu.

Tools

In the present study, the tool constructed and developed by researchers, the investigators used questionnaire as tool. The present study tool consists of 21 items.

Statistical Technique

The researchers have used Mean, Standard Deviation and Percentage Analysis in this study.

Analysis of Data

Hypothesis 1

There is moderate level of awareness on features of Navodaya School among B.Ed trainees.

Table 1 Level of awareness on features of Navodaya school

Awareness on features of Navodaya school	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Low	42	42.0	42.0	42.0
Moderate	51	51.0	51.0	93.0
High	7	7.0	7.0	100.0

From the above table shows that the percentage analysis of B.Ed students,

- 42% of B.Ed trainees have low level of awareness on features of Navodaya School.
- 51% of B.Ed trainees have moderate level of awareness on features of Navodaya School.
- Only 7% of B.Ed trainees have high level of awareness on features of Navodaya School.

Hypothesis 2

There is no significant mean difference between male and female students among B.Ed trainees in their awareness on features of Navodaya School.

Table 2 Mean value of awareness on features of Navodaya School among B.Ed trainees with respect to gender

Variable	Gender	N	Mean	Std. Deviation
Awareness	Male	16	10.44	5.933
	Female	84	10.99	5.103

Female trainees mean value (10.99) is slightly differed from male trainees mean value (10.44) about awareness on features of Navodaya School.

Hypothesis 3

There is no significant mean difference between rural and urban students among B.Ed trainees in their awareness on features of Navodaya School.

Table 3 Mean value of awareness on features of Navodaya School among B.Ed trainees with respect to residential area

Variable	Locality	N	Mean	Std. Deviation
Awareness	Rural	32	12.00	4.258
	Urban	68	10.38	5.564

Rural trainees have high mean value (12.00) compared to urban trainees' mean value (10.38). So, rural trainees have more awareness on the features of Navodaya School than urban trainees.

Findings

By this study, we find that,

- 42% of B.Ed trainees have low level awareness on features of Navodaya School.
- 51% of B.Ed trainees have moderate level awareness on features on Navodaya School.
- Only 7% of B.Ed trainees have high level awareness on features on Navodaya School.
- Rural trainees have more awareness than urban trainees.
- Female trainees have more awareness than male trainees

Recommendation

- This study has been recommended to parents because they only can provide Quality education for their children.
- While studying in Navodaya School, the students can attain a reasonable level of competence in three languages as envisaged in the three languages formula.
- The administration and environment of these schools are all set for bringing and all round development of personality of the student by providing maximum for the development of children's talents and skills.
- This study has also been suggested to Educational Department of Tamilnadu which will strengthen educational level of students.

Conclusion

Central Government provides lot of opportunities in the field of education. The central government is willing to set up Navodaya School, but the state government of Tamilnadu has not considered about Navodaya system. We should welcome Navodaya School for the welfare of future generation. Specially, rural children are benefitted by these schools and they can enhance their livelihood. Navodaya School follows CBSE curriculum along with multilingualism which creates various job opportunities. Thus, Navodaya School will uplift the level of students' education in Tamilnadu.

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Scheduled Tribes : Educational Marginalization and Strategies

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Abstract

Education is the basic requirement for success of democracy and progress of country. This education should be easily accessible to all the individuals of the particular community. When a particular community is denied their access to education it is called educational marginalization. Marginalized people are those socially, politically and economically excluded and ignored by the other groups in the society. They have a limited means of survival and education. The marginalized people include Scheduled castes, scheduled tribes, women, sexual minorities and people with disabilities. Education can be a route to greater social mobility and a way out of poverty for the marginalized people. This paper focuses on the scheduled tribes (STs) and their literacy rates. First the reasons for the educational marginalization are analyzed and the policies and programs was formulated by the government are discussed. Present paper shows that to increase in the literacy rates of the STs Due to the implementation of the educational programs by the Ministry of tribal welfare and Ministry of Human Resource Development.

Key words- Barriers, literacy rate, Marginalization, Scheduled tribes

Introduction

Education has the power to transform life. It broadens people's freedom of choice and action. It empowers people to participate in the social and political lives of their societies and equipping them with the skills, they need to develop in their livelihoods. According to Nelson Mandela , "Education is the most powerful weapon which you can use to change the world".

This Education should be provided equally to all the people of the society. One of the greatest problem faced by the world today is the exclusion of number of people from the active participation in social, economical and educational life of their communities. These people are said to be marginalized people.

The term "Marginalization" describes the overt actions or tendencies of the human societies where people whom they perceive to be undesirable or without useful function are excluded ie., marginalized. They are denied the opportunities for education or they have limited access to education. In some regions , the marginalized people are excluded from the educational programs. This is known as educational marginalization. The people of marginalized communities include the scheduled castes, scheduled tribes , women , people with disabilities , sexual minorities etc.,. This paper focuses on the marginalization of scheduled tribe , the educational problems faced by them and the strategies adopted by the government to improve their literacy rates.

Scheduled tribes (STs) are a group of marginalized people who are geographically, economically and socially isolated communities. These people are a product of marginalization based on ethnicity. There are approximately 200 million tribal people around the world. This include 4 % of the global population. In India the ST population is around 10.2 crore and it constitutes to around 8.6 % of the total population of the country. India represents the single largest tribal population in the world. The percentage of the tribal population varies in different states in India. About 50% of the tribal population is concentrated in North - Eastern regions of the country.

From the historical point of view, the STs have been subjected to the worst type of societal exploitation. They are mainly landless with little control over resources such as land, forest and water. They constitute a large proportion of agricultural laborers, casual laborers, plantation laborers, industrial laborers etc. This has resulted in poverty, low levels of education, poor health and reduced access to healthcare services. They belong to the poorest strata of the society and have severe health problems. They are less likely to afford and get access to healthcare services when required. They are practically deprived from many civic facilities and isolated from modern civilized way of living since so many centuries.

Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. Professor Amartya Sen, the noble laureate, recently emphasized education as an important parameter for any inclusive growth in an economy. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country. The male-female gap in literacy and educational attainment among the scheduled tribes is significant. Education, especially in its elementary form, is considered of utmost importance to the tribal because its crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the programs and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential.

Objectives

- To analyze the various barriers responsible for lower level of education among tribal,
- To review the effectiveness of different educational programs and their impact on tribal, and
- To assess the educational gaps and suggest suitable remedial measures for improvement of their education.

Barriers of Education in Tribal Communities

The following factors act as barriers for the education of tribal.

Language

Language is one of the important constraints which prevents the tribal from getting a proper education. Many tribal have their own peculiar and vernacular language. Therefore, they don't understand the class language in which they are taught.

Economic Condition

The children of many tribal work as agricultural and industrial labourers in order to support their family financially. The economic condition of the family lowers down further when they go to school for their studies.

Distance and Travel

Since the schools are located far away from the villages of the tribal, the children find it difficult to travel long distances each and every day.

Attitude of the Teachers

Teacher absenteeism is a regular phenomenon which affects the quality of education among the tribal.

Lack of Responsibilities

Both the tribal welfare department and school education department lack in their monitoring the education of the tribal.

In order to develop the literacy rate among the tribal and the quality of education the government has formulated many policies and programs.

Government Policies and Programs

The Constitution of India has earmarked certain special provisions to enable the SCs and STs to access education. These special provisions were adopted through the amendment to the Constitution in 1951, and a special clause was added to article 15(4). This clause empowers the state to make special provisions for the educational development of the SCs and STs (Sahoo 2009). These special provisions too have failed to bring impressive impact on their literacy level as many tribal have their own peculiar and vernacular language different from the common language spoken in the state where they reside. In order to overcome deprivation and marginalization in Indian society, the Government of India has started an innovative scheme for the promotion of education among Scheduled Tribes, i.e., the establishment of Ashram schools. The Ashram school concept started in the Third Plan in all scheduled areas across India. It aims to promote education to the marginalized as well as to achieve targeted results in elementary education among the tribals. In addition to Ashram schools, there was construction of hostels for boarding and lodging to tribal students in the scheduled areas.

The **Kothari Commission** has also highlighted that the tribals deserve education with great emphasis and attention (Kothari 1966). In view of this, the Kothari Commission endorsed the recommendations that “intensive efforts” must be made to provide for five years of early education to all tribal children by 1975-76. In order to achieve the literacy rate among tribal, the Commission also suggested the need to educate parents simultaneously.

Due to the low literacy rate, **The Tribal Sub-plan** was introduced in the fifth five year plan. It gave priority to the promotion of education in children and women. (Sujatha 2008). In spite of these efforts, the Fourth All India Educational Survey (1978) has revealed that more than 25,000 tribal habitations had no school at all. As far as secondary schooling was concerned, 82.18 per cent of the tribal population was within reach of eight kilometre, and only 18.8 per cent of them had access to higher secondary school (Ministry of Tribal Welfare, High Powered Committee, Government of India Report: 2014).

During the Sixth Five Year Plan, it was estimated that nearly 56 per cent (49 per cent boys and 70 per cent girls) of the tribal children were yet to receive elementary education. Looking at this challenge, the **National Policy on Education (NPE)** was framed in 1986 with an aim to reduce the stagnancy at primary level and increase the disadvantaged sections participation at higher levels. The Seventh Five Year Plan (1985- 90) also gave increased priority to universalization of elementary education to all the children in the age-group of 6-14 years by 1990. The NPE recommended measures like developing curricula and devise instructional material in tribal language at the initial stage. It also gave ideas for switch over to regional languages and stressed on the importance of instruction through the mother tongue for effective teaching and encouraged incorporating locally relevant content and curriculum. It also emphasized on the localized production of text books in local dialects. All these initiatives have changed the primary education graph of STs from low to high, and therefore it showed results in higher education.

Literacy Trends of Tribes in India

Literacy is an important indicator of development among tribal groups. As a result of the implementation of the government policies and programs, the literacy rate of the Tribes in India has been found to increase gradually since 1961 till 2011. The literacy percentage of the tribes was 8.54% in 1961 .it has increased to 63.1 % in 2011. The Gross enrollment ratios of the tribal children in schools has also increased substantially during the past 50 years. But the enrollment ratios of the boys are more the girls. The gross enrollment ratio is higher in the primary classes whereas it decreases gradually in the higher classes.

Literacy Trends of Scheduled Tribes in India from 1961 to 2011(in Percent)

S.No	Year	Male	Female	Total
1	1961	13.83	3.16	8.54
2	1971	17.63	4.85	11.39
3	1981	24.52	8.05	16.35
4	1991	40.65	18.19	29.60
5	2001	59.17	34.76	47.10
6	2002	71.70	54.4	63.1

Source: National Commission for SCs & STs, Fifth Report & Census, 2011

Gross Enrolment Ratio

S.No	Classes	ST boys	ST girls
1	1-5	137.2	136.7
2	6-8	90.7	87
3	9-10	57.1	49.1
4	11-12	32.7	24.8
5	1-12	96.8	92.8

Source-Statistics of School Children, 2010-2011

Conclusion and Suggestions

Education is an important avenue for upgrading the economic and social status of marginalized communities in the society. The government has formulated many policies and programs for the educational welfare of the marginalized people especially the ST's. In spite of these measures the gap in the literacy rate between the ST and non ST students.

The following are some of the suggestions to overcome the educational marginalization of ST's and therefore to increase the literacy rate of tribal.

- **Literacy campaign** - Proper awareness campaign should be organized to create the awareness about the importance of education. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to literate the tribal. The attitude of the tribal parents toward education should be improved through proper counseling and guidance.
- **Relevant study materials in local languages** - All study materials should be supplied in local languages of tribes.
- **Appointment of Local teachers and female teachers** - It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.
- **Stipends and various scholarships** - Since higher education among the tribes is less, special ST scholarships should be provided to the tribal students perusing higher education, particularly in medical, engineering, and other vocational streams.
- **Residential schools** - More residential schools should be established in each states and districts and extended up to PG level in tribal areas.
- **Social security**- Social security of students, especially of adolescent girls is of great concern in residential schools.
- **Proper Monitoring** - Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers.

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Curriculum and Text Books Relevance and Quality

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Abstract

Knowledge and education are considered among the major factors contributing to the reduction of poverty, sustainable development and economic growth and it is the curriculum that is increasingly viewed as foundational to educational reforms aimed at the achievement of high quality learning outcomes. The curriculum represents a conscious and systematic selection of knowledge, skills and values. The selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn. More broadly, the curriculum is also understood as a political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. The curriculum, in other words, embodies a society's educational aims and purposes. In addition, Textbooks still play a critical role in classrooms, and it is clear that in many countries they are the main source of material support to the curriculum, particularly where teachers might be under-qualified or insufficiently experienced. Carefully developed textbooks may be an important means of enhancing consistency, equity and quality in schools until teachers are sufficiently qualified and experienced not to rely entirely on them. In particular, textbooks should be inclusive, relevant, lively, quality, engaging and stimulating, so as to maximize the possibility of the effective enhancement of learning by all. As well as covering the content of the syllabus, they should excite curiosity and promote inquiry and creativity.

Key words: Curriculum, Supporting Decentralized Curriculum Development, Power Tool: Curriculum Guides and Pacing Curriculum Guide, Curricular Distinctions and the Contested Contents of Textbooks, Characteristics of a Good Textbook, Making Effective Use of Text Book and other Learning and Teaching Resources.

Introduction

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. The 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. 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. Textbooks still play a critical role in classrooms, and it is clear that in many countries they are the main source of material support to the curriculum, particularly where teachers might be under-qualified or insufficiently experienced. Carefully developed textbooks may be an important means of enhancing consistency, equity and quality in schools until teachers are sufficiently qualified and experienced not to rely entirely on them. Textbooks can, after all, be a static and relatively inflexible means of learning support. Relevance can also be enhanced by ensuring that content is linked to current issues of concern, whether personal, local, regional or global. In particular, textbooks should be inclusive, relevant, lively, engaging and stimulating, so as to maximize the possibility of the effective enhancement of learning by all. As well as covering the content of the syllabus, should excite curiosity and promote inquiry and creativity.

Curriculum

Curriculum is all the planned, guided and implemented learning that occurs in a school. A school curriculum plan gives details of the what, when and how of the teaching-learning process in a particular school across the different years and phases of schooling. In formal education or schooling, a curriculum is the set of courses, course work, and content offered at a school or university. A curriculum may be partly or entirely determined by an external, authoritative body like National Curriculum Framework (NCF). Curriculum means two things: (i) the range of courses

from which students choose what subject matters to study, and (ii) a specific learning program. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study. In education, a core curriculum is a curriculum, or course of study, which is deemed central and usually made mandatory for all students of a school or school system. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education.

Supporting Decentralized Curriculum Development

The past ambiguity in decentralizing and diversifying curricula and textbooks reflects a perceived need for appropriate mechanisms to ensure quality, conformance with common 'standards of attainment' as well as to a broad national democratic vision. It becomes necessary to see how these concerns can be viewed and addressed in the present context. At the present juncture in time, on the one hand, several States have already initiated the process of developing their own textbooks, and conduct their own Board Examinations. In fact, the notions of curriculum and syllabus effectively lie collapsed in the textbook, which is taken to be the only indicator of what needs to be 'covered' for the examination. What is actually learnt by children and how the curriculum helps shape their development has thus got obscured.

Power Tool: Curriculum Guides and Pacing Curriculum Guide

One of the most important power tools for writing and implementing content is a curriculum map. The curriculum map is the big picture that provides a clear guide for important concepts and assessments that need to be taught throughout the year. The benefits of a fully implemented curriculum map include the following:

- Ensuring that every child in the district receives the same content
- Helping teachers see curriculum connections between content areas
- Promoting integration with teachers and specialists outside of the core content areas, such as special education teachers and library media specialists; this will help these professionals align relevant concepts in their curriculum with classroom curriculum topics that occur during the year
- Providing administrators with a vehicle to manage all of the curricular areas
- Ensuring that the teacher's favorite topic or unit is taught only when core curricular concepts have been mastered or not at all if it does not have relevance

Curriculum maps, like curriculum guides, will raise student achievement only when they are fully implemented by every teacher for every child. Creating maps and guides without full implementation is like owning a power tool without having electricity or batteries. The central office administrator and the building administrator are both responsible for monitoring implementation.

Curricular Distinctions and the Contested Contents of Textbooks

In general terms a curriculum is a structured sequence of courses (a program of studies), and their prescribed contents, offered at a school or educational institution. At minimum, a curriculum defines what subjects should be taught, how much time to devote to each subject, and how to organize the knowledge, topics and themes to be conveyed. Many studies of the curriculum distinguish between the official, intended curriculum (what should be taught, as specified by administrative authorities and textbook developers) and the implemented curriculum (what is actually made available and taught to students in classrooms). While comparative information about the former is fairly abundant, systematic evidence on the latter is sparse and often contradictory. This stems, in part, from different conceptions and measurement strategies that have been developed to capture the implemented curriculum. Another reason is that evidence concerning the curricular contours of classroom life is notoriously difficult to obtain and compare.

Characteristics of a Good Textbook

Three aspects to consider when selecting textbook:

- Curriculum coverage,
- materials presentation,
- language
- Textbooks should:
- teach learners to learn,
- be resource books for ideas and activities, for
- instruction/learning, and
- give teachers rationale for what they do.
- bring about an effective learning situation

Effective Use of Text Book and Other Learning and Teaching Resources

- Textbooks are only tools to bring about learning. They are not the curriculum itself. Teachers should exercise professional judgment on whether to cover all the materials in the textbook or not.
- Select relevant materials from textbooks to achieve the learning objectives of the curriculum and cover at least the basic elements. Teachers should decide on the use of other supplementary learning and teaching resources to support student learning.
- Teachers should avoid using workbooks / supplementary exercises associated with particular textbooks indiscriminately in order to leave space for students to engage in a range of meaningful learning tasks. They should pick and choose amongst the material provided.
- Adapt textbooks and other learning and teaching resources to meet the needs and abilities of different students.
- Use other learning and teaching resources, such as reference books, multimedia resources, web-based materials, etc., to bring real world problems into the classroom, and help students to see the relevance of what they are learning and achieve a wider understanding of the related issues.
- Do not just use information obtained from reference books, the Internet, people and / or the media, etc. for students to summarize. Such resources should be used to encourage students to define problems or issues, conduct research, and create a product that reflects their learning.

Conclusion

To align the curricula with the Aims of Education in the 21st Century, the Curriculum Development Institute has conducted a holistic review of the curricula and developed an open and flexible curriculum framework that caters for students' diverse needs. The current curriculum aims to help students learn how to learn, cultivate positive values and attitudes, and a commitment to life-long learning. Being broad and balanced, the curriculum promotes life-wide learning, whole-person development and the development of generic skills for equipping students with knowledge and skills to cope with challenges in the future. To implement the curriculum effectively, it is necessary to have in place a learning environment conducive to successful learning. The environment requires, among other things, a flexible curriculum adaptable to the needs of students, teachers sharing the same philosophy in the learning/teaching process, a variety of quality learning experiences and the provision of quality learning/teaching resources. Students can learn in different environments and through different ways. Learning may take place beyond the boundary of textbooks and the classroom; it may take place through a diversity of learning materials and experiences. Though textbooks are not the only learning resources, they still play an important role in student learning. Textbooks are not only teaching materials for teachers, but also students' self-directed learning materials for preparation and revision purposes.

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Attitude of B.Ed Trainees Towards Flipped Learning - A Study

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Abstract

The basic aim of the study is determined the influence of flipped learning on attitude of b.ed trainees towards flipped learning. There has been increased number of report from the b.ed trainees. The aim of the paper is to create b.ed trainees interest. The study sample consists of 80 b.ed trainees at Thiagarajar College of preceptors, Madurai district in Tamilnadu. The investigators have found the mean deviation, standard deviation and 't' test in flipped learning. And investigators have collected 80 samples from b.ed trainees. With the help of 't' test female have more attitude towards flipped learning than male. And UG have more attitude than PG. Arts have more attitude than science.

Key Words: Flipped learning, attitude, B.ED trainees.

Introduction

Learning is the process of changing behaviour of the individual permanently as a result of this communication with the environment. There has been going interest in using the flipped learning in both k-12 education and higher education. However, most of the studies are based on the students self reported data regarding their experience, attitude and perception during the flipped classroom courses. No people can rise above the level of its teacher.

More studies show positive perception yet neutral performances result for the flipped classroom. It is a writing complex skill. As a student enters the work forces, they will be asked to convey idea and information in a clear manner. Student can use critical thinking and problem solving as they tackle the group project and presentation. Flipping the classroom involve much more than adding technology and out-of-class, video activities to the lessons, it requires both teachers and students to “flip” the way they fundamentally view educations.

Significance of the Study

The aim of the flipped learning to the student interest. They gain more information through the learning outcome. From this flipped learning b.ed trainees have more live performance in the classroom. Students spent more time in the classroom. They get many information by their own self material. In this part of the flip, the teacher choose how the students will be preparing to fit the central part of the coming class or lecture.

Objective of the Study

The study was based on questions

- Does independent learning allow the students to complete work in class
- Flipping a classroom gives more time in class to be spent on engaging activities
- Students bring their positive attitude in the flipped classroom
- This leads us to following objectives
- To examine the workload and stress in b.ed classroom while still increasing content knowledge.
- Students learn their own and demonstration and they applied in their learning.

Hypotheses

There is significance difference between female and male by the attitude of b.ed trainees towards flipped learning.

There is significance difference between UG and PG qualification by the attitude of b.ed trainees towards flipped learning.

There is significance difference between arts and science by the attitude of b.ed trainees towards flipped learning.

There is significance difference between rural and urban by the attitude of b.ed trainees towards flipped learning.

Methodology

The research has adapted by the survey method

Tools

Self prepared tool is used. We collected the responses through the questioner from the b.ed trainees. Attitude of B.Ed trainees towards flipped learning.

Sample

The investigators collected 80 responses from the B.Ed trainees in Thiagarajar college of preceptors Madurai.

Analaysis of Data

Hypotheses 1

There is significance between male and female by the attitude of b.ed trainees towards flipped learning.

Table 1 Difference between male and female by the attitude of b.ed trainees towards flipped learning

Gender	N	Mean	Std. Deviation	Significance level
Male	16	51.05	5.296	YES
Female	61	53.62	4.937	NS

From the above table 1, there is significance difference between male and female by the attitude of b.ed trainees towards flipped learning. The mean of male is (M=51.05) and female is (M=53.62). so male is better than female in the attitude of b.ed trainees towards flipped learning.

Hypotheses 2

There is significance between UG and PG by the attitude of b.ed trainees towards flipped learning.

Table 2 Difference between UG and PG by the attitude of b.ed trainees towards flipped learning

Qualification	N	Mean	Std. Deviation	Significance level
UG	60	52.85	5.239	YES
PG	20	53.50	4.796	NS

From this above table 2, there is significance difference between UG and PG by the attitude of b.ed trainees towards flipped learning. The mean of UG is (M=52.85) and PG is (M=53.85). So the PG is better than UG in the attitude of b.ed trainees towards flipped learning.

Hypotheses 3

There is significance between arts and science by the attitude of b.ed trainees towards flipped learning.

Table 3 Difference between arts and science by the attitude of b.ed trainees towards flipped learning

Stream	N	Mean	Std. Deviation	Significance level
Arts	35	51.80	5.651	YES
Science	45	53.96	4.487	NS

From the above table 3, there is significance between arts and science by the attitude of b.ed trainees towards flipped learning. The mean of arts is (M=51.80) and science is (M=53.96). so science is greater than arts in the attitude of b.ed trainees towards flipped learning.

Hypotheses 4

There is significance between rural and urban by the attitude of b.ed trainees towards flipped learning.

Table 4 Difference between rural and urban by the attitude of b.ed trainees towards flipped learning

Locality	N	Mean	Std. Deviation	Significance level
Rural	27	53.15	5.809	YES
Urban	53	52.94	4.773	NS

From this above table 4, there is significance between rural and urban by the attitude of b.ed trainees towards flipped learning. The mean of rural is (M=53.15) and urban is (M=52.94). so urban is greater than rural in the attitude of b.ed trainees towards flipped learning.

Educational Implications

The investigators understood that there is a significant difference between male and female, UG and PG, arts and science and rural and urban. This identity proves it is not affecting the attitude of b.ed trainees towards flipped learning. The study implication consist to motivate the student interest. It is widely used bring the outcome of the learning.

Conclusion

Based on searching, the conclusion of the study says that , most of the b.ed trainees join the b.ed programme on their own interest. They gain complete understanding on how to provide effective flipped learning through over the knowledge of b.ed curriculum. Although the learning material and activities of the participants used difference, they all concentrated on improving students exploration and active learning, and making more opportunities for students practice, application and interaction on what they learned.

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Interest of Student Teachers Towards Physical Education

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Introduction

Physical education develops the skills, knowledge, values and attitudes needed for Establishing and enjoying an active and healthy lifestyle, as well as building student confidence And competence in facing challenges as individuals and groups or team, through a wide range of Learning activities .Physical education develops fitness and fosters the desire for lifelong Participation in physical activity .Physical education creates in students ‘the sporting spirit’. The students learn to play fair and honorably and to keep the rules of the game .They are great Sources of pleasure to them. It is interesting that the part of the teacher student who at least sometimes do physical or recreational activities want to have some kind of organized programme probably due to the fact that space and sports equipment are ensured that way.

Need and Significance

Physical education forms an important part of modern education .Almost every school and colleges can boast of a playground, and one or two teams in every modern school and Colleges, after class work, students join various sports and games .The students generally take to all kinds of physical activities and show a great deal of interest in them .The brain of students Gets tired after their works.

- They build the body and refresh their mind.
- They trained the mind in many virtues.
- They teach the players discipline and team spirit in sports, the players have to obey certain rules.
- They learn to be fair to their opponents.
- They Develop Pluck And Patience.
- In sports teach them to take a defeat in a good spirit.

Statement of the Problem

Statement of the problem is “INTEREST OF STUDENT TEACHERS TOWARDS PHYSICAL EDUCATION”.

Objective of the Study

The study entitled interest of student teachers towards physical education .To administer tool a interest of student teachers towards physical education and to find out the level of Interest of student teachers towards physical education with reference to certain demographic and social values.

Hypothesis

- There is no significant difference in the interest of student teachers towards physical education in the variables namely locality, gender, literacy, medium of instruction.
- There is no significant in the interest of student teachers towards physical education in the variables namely gender , literacy

Methodology

Population and Sample

The population of the study was the student teachers of various B. Ed colleges .A sample of 100 student teachers were taken up for the study, mean value, stander deviation.

Sampling Technique

Purposive sampling

Tool

The tool used for the study was self -constructed by the researches and it consists of twenty statements.

Validity and Reliability of the Tool

The initial tool consists of twenty five statements and if way given to expert from the field of physical education to check for validity and reliability .The tool was validated using content Validity so the tool was highly valid.

Administration of the Tool

The researcher was given to the student teachers and necessary instruction was given to the student teachers. In addition to this, the researcher explained them and doubts were clarified, whenever asked after the responses given by the samples, the researcher were collected. The researcher checked the inventory from every student teacher to make sure the all Items are responded. The scoring was done.

Statistical Techniques

In the present study mean value, standard deviation, t value adopted to find out the significant difference between mean values

Interest level of student teachers towards physical education

Level	N	%
Low	16	16%
Moderate	71	71%
High	13	13%

Data Analysis and Interpretation

There is significant difference in the interest of student teachers towards physical education in the aspect namely gender, locality, medium of instruction, literacy of parents .To test this data with reference to variables namely locality, gender, literacy of parents ‘t’ was adopted the results are given by the table

Variable	Sub variable	N	M	SD	t	Level of significant
Gender	Male	17	47.35	3.534	2.279	Significant
	Female	83	45.18	3.793		
Locality	Rural	46	45.39	3.708	0.381	Not significant
	Urban	54	45.68	3.946		
Literacy of parents	Literate	75	45.09	3.983	2.105	Significant
	Illiterate	25	46.92	2.956		

From the above table, it can be inferred that the calculated t value 2.279, 0.381, 2.105 based on gender, locality and literacy of parents. The gender and literacy of parents is significant and the locality is not significant among the interest of student teachers towards physical education.

Finding and Suggestions

- The interest of student teachers towards physical education is significantly difference between male and female student teachers because the ‘t’ value is 2.279 which is greater than 1.96 the table value 5% level.
- The interest of student teachers towards physical education is there is a no significant difference because the ‘t’ value is 0.381 which is less than the table value of 1.96.

Therefore there is no significant difference between rural and urban student teachers in physical education.

- They value of 't' is 2.105 which is greater than 1.96 table value so there is a significant difference among literate and illiterate peoples in their school level.

Conclusion

On the basis of the data obtained from the survey carried out on the sample of student Teachers at the college. We conclude that the student teachers of both the section are largely much interested in having organized regular physical education classes at their college. The Research confirmed that there is a variation of interest in particular sport- recreational activities among the student teachers are different. Most of the boys are interested in physical education than girls. Rural and urban students are small changes of interested in physical education. Hence physical education awareness program conducted in our college should be given to girls In order to keep themselves physically fit. The students residing in rural areas are more interested in physical education and also since their parents are illiterate due to which they believe in natural learning.

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Multicultural Issues Related To Education

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Abstract

The goals of multicultural education include imparting more accurate and complete information about many cultures, reducing prejudice and fostering tolerance, improving the academic achievement of minority students, reaffirming our commitment to the ideals of pluralism and democracy and helping to make those ideals a reality. Teachers that gain academic knowledge on multicultural education will have the tools to provide accommodations the diverse students in the classroom. Advocates of multicultural education say that these goals can best be reached not by adding separate units about various ethnic groups to our curriculum, but by transforming the whole curriculum to acknowledge diversity and honor multiple perspectives. teacher education and teachers' positive attitudes toward multicultural education have an important role to live together; to be peaceful and respectful; to accept all identities with their cultural properties without fear of the country's separation. Programs or lessons provided at schools can be transformed and schools that can meet students' needs or class diversity within schools can be provided so that multicultural education is practiced on other educational levels and in the educational system generally. Schools are institutions at which individuals of different cultures study together and that is a small-scale example of the society.

Introduction

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds.

Multicultural concerns cover a broad range of issues such as race, religion, ethnicity, culture, sexual orientation, and/or disability. Culture is defined as "the beliefs, arts, customs, institutions, and all other products of human thought and work created and employed by a people or group at a particular time." Jul 31, 2017

Multicultural Education: Goals and Dimensions. Multicultural education is an idea, an educational reform movement, and a process (Banks, 1997). As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. multi-cul-tur-al-ism. noun. **Multiculturalism** is the practice of giving equal attention to many different backgrounds in a particular setting. An **example of multiculturalism** is an honors classroom with students from several different countries and who speak different languages.

Benefits of Multiculturalism. Immigrants are a source of diverse knowledge and experience. They can increase innovation, creativity and prosperity in our city. New residents also enrich the cultural fabric of Burnaby by introducing new foods, music, traditions, beliefs and interests.

Multicultural Instruction

Differential instructional approaches appropriate for teaching students with differing ethnic and racial backgrounds are a key to developing effective approaches for multicultural education. Important and frequently discussed approaches include student learning styles, dialect differences among ethnic and racial groups and bilingual education.

Multiculturalism

Multiculturalism, in which the social structure is not uniform, different identities and cultures coexist, differences are not regarded as conflicts but a source of richness, provides for the change of society. Multicultural education is a movement dating back to the end of 1960s and the beginning of 1970s. It is an intellectual concept, a reformist movement and a process. Its basic idea is that all students have the equality of opportunities in education without being subjected to racial, ethnic, social class, or gender discrimination. The reformist approach advocates the transformation of schools, the fact that every student benefits from educational opportunities equally, the improvement and sustainability of democracy, and the sustainability of liberal, fair, and equalitarian social structure.

It dictates that all students who adopt the multicultural education mentality should be provided with a school and education environment having the equality of opportunities regardless of their races, ethnicity, languages, religions, genders, cultural backgrounds, sociocultural status, and sexual orientations. Providing the social justice, creating the equality of opportunities in education, getting to know different cultures and being unbiased toward them, reflecting the effect of culture on the education environment, and organizing the school programs according to multicultural principles are accepted to be the dimensions of multicultural education

Attitudes and behaviors of teachers directly affect students and may cause them to exhibit either positive or negative behaviors and attitudes. It is stated in previous studies conducted on the subject that attitudes of elementary school teachers in multicultural education preschool teachers are sensitive about multicultural education but they are not supported adequately; teachers become open to cooperation by means of multicultural education of studies on this topic in Turkey makes this research important. It is thought that studies to be performed on the multicultural education in teacher training will contribute to the change of teachers' views on multicultural education.

Issues in Multicultural Education

There are various issues and challenges are there related to Multicultural Education. Those are

1. Effective Instruction
2. Cultural difference
3. Racism
4. Gender difference
5. Stereotypes
6. Cultural groups
7. Multicultural literature

Let us discuss one by one.

Effective Instruction

Effective instructors must understand the issues that impact multicultural education in the country. The significance of providing an eminence instruction in an unbiased approach to all of their students is essential. The tide of demographic changes in country has affected most classrooms in our schools. As a result, some classroom teachers realize they must quickly acquire a comprehensive understanding of ethnic, cultural, and social-class diversity present in today's schools. Otherwise, these teachers will face difficulty in classrooms comprised of fifty-one percent minority students.

Our country offers certified workshops in this area of teaching. Many of the traditional teachers attend these multicultural education workshops and some do not. These workshops should be mandatory in the importance of providing quality education to multicultural students in our country. There are a significant amount of students to accommodate being that various states in the country, although, there are ESL, English as a second Language, to students that do not speak the language fluently. The ESL program is a brilliant program, but it does not fulfill the emptiness of the missing link. Enhancing the workshops will bring interesting and new ideas to the multicultural classroom. Houston's Museum of Fine Arts offers a workshop to introduce new ways of implementing multicultural education in the classroom. There are also many workshops to accommodate the instructor that cannot travel, or that does not fit their schedule by offering online workshops because of the excessive need for instruction on the subject in the country.

Cultural difference

The cultural differences exemplified by the scene are anything but imaginary. Every day, teachers encounter similarly complex issues in their classrooms. The blend of ethnicities and value systems often places teachers in a "cultural minefield" where they must navigate a careful path of trying to respect the sensibilities of many different groups. How, teachers ask, can they best manage the conflicting expectations prevalent in today's increasingly diverse classrooms?

Racism

These differences, however, are not limited to race or linguistics. "You have to consider religious differences, gender-equity issues, children who have disabilities, children coming from single parent or same-sex households, and others—our teacher preparation programs generally don't address these except in very tangential or sporadic ways," says by Educationst.

Because of this insufficient training, many teachers are unprepared for what they face in their classrooms. Most of our teachers who go out there aren't ready to face these students. Most of them simply do the best that they can. . There may be a gap between the teachers and the community where they're teaching. They may not live in the same area, and by going through the experience of becoming educated, they have acquired a certain way of looking at issues. So there can be a gap there as well.

Gender difference

The education can be provided by introducing people's way of life, suggesting the opinion that they are human, not a boogeyman. People do not know how to live together. They have not learned how to coexist. Since they could not learn to have an understanding, humanist attitude, this education might destroy the fear of separation in social relations. People will therefore treat each other tolerantly and approach others as a human and a valuable person in their relationships.

Stereotypes

Advocates of multicultural education say that children want to and should know the whole story. Avoiding stereotypes, however, is another challenge. Using primary sources can help. Teachers need to underscore the difference between the characteristics of a group and the behavior of individuals. In addition, they need to emphasize that identities are complex and that class, gender, region and religion all influence individuals.

Cultural groups

Advocates of multicultural education believe it is important to get beyond victims and heroes when portraying the history of cultural groups. But they also acknowledge that it is difficult to present history accurately and not offend some group. Understandably, members of minority groups sometimes wish to downplay the negative aspects of their history, such as slavery and poverty, out of a concern that this will perpetuate .stereotypes. issues like racism, prejudice and inequality should not be avoided neither should curricula wallow in negativity. Young minority children, especially, need to have role models specific to their culture; students can examine more negative portrayals .

Multicultural literature

Teachers can present different perspectives simply by choosing literature written by and about people from a variety of cultural groups. Children of various cultures need to recognize people like themselves in books and it is important to attempt to provide all students with this experience. Fortunately, as children's literature becomes more and more multicultural, this is becoming easier.

Advocates of multicultural teaching emphasize that there is a need for teachers to educate themselves about multiculturalism. Educators, they remind us, are primarily white, middle-class and female, and they need to develop an understanding of diversity if they are to teach from a multicultural perspective. Besides, they argue, a better understanding of our country's multicultural heritage will put teachers in a position to understand the varied cultural backgrounds, attitudes and motivations of their students

Teachers' opinions on the concepts of multicultural education

1. We need to plan an educational system that can address everyone. A system in which there is no cultural assimilation. We should accept the different unconditionally. A culture should not override or assimilate another culture.

2. It is to provide education suitable for country's people, society's structure and succeed rather than caring about just some section of the society and giving the education in one culture. This country naturally needs all kinds of people. Not monotype individuals. We have a complex structure. We need to raise individuals according to our cosmopolite structure.
3. In addition, education in the mother tongue, education of local values, and reconstructing the educational system according to the cultural structure are also the meanings which were attributed to multicultural education.

Conclusion

The influence of multicultural educational practices on student outcomes and intergroup relations. stated that multicultural education increases students' academic achievements.

The concept of multiculturalism is defined as all sections within a social structure being able to express their identities freely. In this sense, adopting and practicing multiculturalism and multi-language-based approaches at teacher-training institution is important for increasing the quality of teacher training. In other words, there may be disintegration between the education the students take and their cultural characteristics.

It would be useful if these arrangements mainly based on content integration, a dimension of multicultural education, were supported with rearrangements in teaching programs or alternative educational institutions to be opened, therefore answering individuals' needs more comprehensively. It can be said within this context that students' achievements will increase and it will be more likely that they will become citizens of world if they can study at schools that enable them to protect and live their cultures and preserve the heterogeneousness concealed under the homogeneousness through individuals coming from different cultures.

Prespective on Quality Education

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Search of Quality Education

Abstract

There is mounting evidence that the quality of human resources, as measured by test scores. I have to give probably for and hard working to the process. Education is the back bone 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 in crippling India's growth to cope with the demands of the 21st century economy.

In the hope of reaping India's demographic, dividend, our government has prioritised skill development. The UPA government established, the national skill development corporation in 2008, with the target of skilling 500 million youth by 2022.

Technology for personalised learning and Quality at scale. Technology has the potential to create new models of learning and achieve impact at scale. The government must invest in a strong technology backbone, focusing on hardware and software development across our school and higher education institutions.

Introduction

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor. Parents, individual abilities and friends undoubtedly contribute. Schools nonetheless have a special place, not only because education and 'skill creation are among their prime explicit objectives, but also because they are the factor most directly affected by public policies. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had.

Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working life. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labour force.

Quality on Economic Growth

The relationship between measured labour force quality and economic growth is perhaps even more important than the impact of human capital and school quality on individual productivity and incomes. Economic growth determines how much improvement can occur in the overall standard of living of a society. Moreover, the education of each individual has the possibility of making others better off (in addition to the individual benefits just discussed). Specifically, a more educated society may translate into higher rates of innovation, higher overall productivity through firms ability to introduce new and better production methods, and faster introduction of new technology. These externalities provide extra reason for being concerned about the quality of schooling.

Economists have developed a variety of models and ideas to explain differences in growth rates among countries, invariably featuring the importance of human capital. In testing these models, empirical work has emphasized school attainment differences as a proxy for differences in human capital. Many studies find that the quantity of schooling, measured this way. Is closely related to economic growth rates. The quantity of schooling, however is a very crude measure of knowledge and cognitive skills particularly in an international context, where wide differences exist as regards the resources available to school systems and the levels of household poverty.

Difficulties in international comparison of education quality have hampered attempts to incorporate measures of the quality of schooling in empirical analyses. Their results suggest a strong impact of differences in school quality on economic growth: a difference of one standard

deviation on test performance is related to a 1% difference in annual growth rates of GDP per capita. That may sound small, but it is actually very significant. Because the added growth has a compound effect, it and societal wellbeing. Thus the quality of the labour force, as measured by mathematics and science scores, appears to be an important determinant of growth, and thus of the potential to alleviate poverty.

Quality and Non-cognitive Skills

There is a whole set of non-cognitive skills that are important for success in economic life. As Aesop's fable of the Tortoise and the hare sets out to demonstrate, those with motivation and perseverance are likely to do better, other things being equal, than people of similar intelligence but less staying power. It has become increasingly clear that society rewards these and other non-cognitive skills such as honesty, reliability, determination and personal efficacy. Early research found that personality and behavioural traits such as perseverance and leadership qualities had a significant influence upon labour market success, including earnings. Personal stability, dependability, willingness to adopt the norms of institutions and hierarchies-these were shown to be important conditions for getting on in life and winning employer approval.

Quality on Behavioural Change

It seems then, that there is good evidence to suggest that the quality of education as measured by test scores has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own productivity and incomes. We also know that years of education and acquisition of cognitive skills particularly the core skills of literacy and numeracy have economic and social pay-offs as regards income enhancement, improved productivity in both rural non-farm and urban environments and strengthened efficacy of household behaviour and family life.

International Assessments of Cognitive Achievement

In much of the evidence on the relationships between education quality and levels of economic growth and personal incomes, reviewed earlier, test scores serve as a proxy for education quality. Assessment of learners progress using cognitive tests, serves a number of purposes. It can provide an indication of how well items in the curriculum are being learned and understood, for example a formative influence for teaching and learning policies at local or national level. Equally, it can provide a signal as to how well learners have done at the main exit points from the school system, thereby typically helping educational institutions or employers to select those best qualified for further education or for various kinds of work. They may have beneficial effects by helping to ensure that the intended curriculum is taught and learned, but they can bring unintended, detrimental effects where the pressure to succeed encourages excessive attention to passing examinations rather than to broader aspects of learning.

In the late 1950s, the international Association for the Evaluation of education Achievement (IEA) was formed. It initiated what would become a major set of studies aiming to measure cognitive achievement at various levels of education in several countries and to identify the main causes of differences in outcomes. Twelve countries joined its first mathematics study. By 2000, some fifty countries were participating in surveys covering mathematics and science (now called the Trends in international Mathematics and science study or TIMSS), science, reading (the progress in International Reading Literacy study or PIRLS) and other subjects strongly influenced by the IEA experience, several other such studies, usually of regional focus, have since been established.

Public Attitudes in Educational Empowerment

A citizen with a high level of interest in an area, but who thinks of himself or herself as not being, well informed about that issues area is classified as a member of the interested public for that issue. Citizens without a high level of interest in an issue area. There is an attentive public for every major public area. The primary issues are its size and composition.

Understanding Basic Concepts

- If the level of understanding on individual items is considered fewer than in 10 Americans can explain a morale. A large portion of the population knows that a morale.
- Despite the use and public discussion of DNA in widely published court trails and dramatic television shows, only one in five Americans can provide a minimally acceptable definition of DNA
- Understanding a basic set of scientific concepts is a prerequisite for reading about or listening of discussions concerning science and technology. It is important in reading news stories about new scientific findings or for understanding debates on public matters.
- Understanding science as the development and testing of theory.
- Does not have the level of understanding in but understands the concept of experimental study including the meaning and use of control group.
- Does not have the level of understanding in (1) or (2) but understanding science to be based on careful and rigorous comparison often involving precise measurement.
- Does not understand science of any of the above levels.

Our Vision on Quality Education

A good quality education is one that provides all learners with capabilities they requirements to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being the learning outcomes that are required very according to control but at the end of the basic education cycle ment include threshold levels of literacy and numeracy basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development of improve the quality of teachers and other education stockholders is crucial through out this process

Integration between Various Stages of the Education System

A business cannot be expected to deliver the best results if one step in the operational cycle is not properly liked to the next step. Adequate resource investment during each step of the cycle is critical for a business to achieve its goal.

Eventually as an individual process higher education. If should be ensured that he/she receives 21st century skills such as writing, communication, critical thinking and collaboration which will make the man informed and a productive citizen.

What are the different types of education?

“One way is to divide it into formal education non formal education and informal education. Formal education is usually in school where a person may learn basic academic or trade skills, post -secondary education is usually at a college or university which may grant an academic degree”.

Educational Research for Empowering People

Department of education programs fundamentally shape how states and local school districts allocate their resources. Yet little is known about what happens to federal dollars once they reach the districts. Few school districts, parents, and taxpayers have accurate data with which to determine how many cents on the dollar reach their classrooms. There are studies however, that indicate just how little in general gets from school districts to the classroom.

- audits around the country have found as little as 26 percent of school district funds being spent on classroom expenditures.
- in the fall of 1996, New York City Public school System Chancellor Rudy Crew released an analysis that was built on a 1994 Coopers & Lybrand analysis of the city’s public school system. The report found that direct classroom expenditures accounted for only 43 percent of the district’s total spending.

Conclusion

The quality of education takes place in this paper as the process of learning outcomes. All these qualities of education is inter related to show and learn the topic in a brand manner. It has all related with the concept of quality to sustain the society and ever relate the meaning and structure of quality.

The best solution of the myriad problems facing the nations educational system is to shift federal, state and local control of education to parents, teachers, and school principals. This should be done by sending dollars from the federal government to state as block grants with the guarantee that the last 95 percent of this money reaches the classroom. There are several reforms with proven records of success that education leaders across the country could implement at the local level. The main difficulty in addressing the sorry state of Americans schools lies in the fact that those in charge have a verified interest in resisting change. The efforts of those most concerned about falling test scores-parents and many teachers usually meet with a discouraging combination of bureaucratic lethargy and outright resistance.

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Instagram - It's Influences and Awareness A Survey about its Users and Beneficials

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Abstract

The purpose of this survey is to find out the influences of Instagram among student teachers to educate them about its educational purposes apart from uploading and sharing. While it is also to create awareness among others to join Instagram and enjoy its merits without fear. Survey was selectively held for 100 student teachers. It's a survey not only about Instagram but also about other social media and their usefulness in day - to - day life. Helps to overcome their bad impression about social media.

Introduction

Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals or groups. Instagram is a mobile, desktop, and Internet-based photo-sharing application and service that allows users to share pictures and videos either publicly, or privately to pre-approved followers. It was created by Kevin Systrom and Mike Krieger, and launched in October 2010 as a free mobile app exclusively for the iOS operating system. A version for Android devices was released two years later, in April 2012, followed by a feature-limited website interface in November 2012, and apps for Windows 10 Mobile and Windows 10 in April 2016 and October 2016 respectively. This survey is completely about awareness about social media and influence of Instagram among student teachers.

Definition

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications that enable users to create and share content or to participate in social networking. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. Social media marketing refers to the process of gaining traffic or attention through social media sites. Social media itself is a catch-all term for sites that may provide radically different social actions. Instagram is a free, online photo-sharing application and social network platform that was acquired by Facebook in 2012. Instagram allows users to edit and upload photos and short videos through a mobile app. Users can add a caption to each of their posts and use hashtags and location-based geotags to index these posts and make them searchable by other users within the app. Each post by a user appears on their followers' Instagram feeds and can also be viewed by the public when tagged using hashtags or geotags. Users also have the option of making their profile private so that only their followers can view their posts.

Statement

Compelling and relevant content will grab the attention of potential customers and increases brand visibility. Respond instantly to industry development and be seen as thought leader or expert in a field. It can be much cheaper than traditional advertising and promotional activities. The costs of maintaining a social media presents are minimal. If chosen to invest in paid advertising one can spend as much or as little as a budget allows. Social content can boost traffic to your website. This can lead to increased online conversations such as sales and leads. Easy to measure how much website traffic will be received from social media one can setup tracking to determine how sales are generated by paid social advertising. Effective delivery of improved customer service and respond. Mostly customers contact through social media platforms. Social media builds a strong relationships with customers which helps to increase loyalty and advocacy.

“Basically Instagram is a photo sharing app. And it is best at that among all other social media sites. It is known for its square image format, a virtual lack of a website and the filters it provides.” “In a nutshell, Instagram is a photo sharing app which allows users to assign filters to photo and share them with followers. Instagram rolled out a desktop site this year for browsing, but the app continues to be preferred environment for users to interact.”

Objectives

- To find out influences of Instagram among adults.
- To explain them about the uses of Instagram and other social media apart from entertainment.
- To make use of other social media and Instagram in developing educational and day - to - day life skills.
- To disprove a bad impression approved by the voluntary victims of social media.

Hypothesis

- Students using Instagram often.
- Students using Instagram is only for uploading, sharing, downloading, photo editing, creating own stories and status, and followings.
- Students are aware of the usefulness of Instagram.

Sample

I have collected data from 100 student teachers of Thiagarajar College of Preceptors who are under graduates, post graduates and masters of philosophy. Their opinion about Instagram is that most of them know about Instagram and very few are aware of its uses though 60% of adults are not its users.

Tool

A **Likert scale** is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term is often used interchangeably with rating scale, although there are other types of rating scales. The scale is named after its inventor, psychologist Rensis Likert. Likert distinguished between a scale proper, which emerges from collective responses to a set of items, and the format in which responses are scored along a range.

Three-point, five-point, and seven-point scales are all included in the umbrella term “rating scale”. A rating scale provides more than two options, in which the respondent can answer in neutrality over a question being asked.

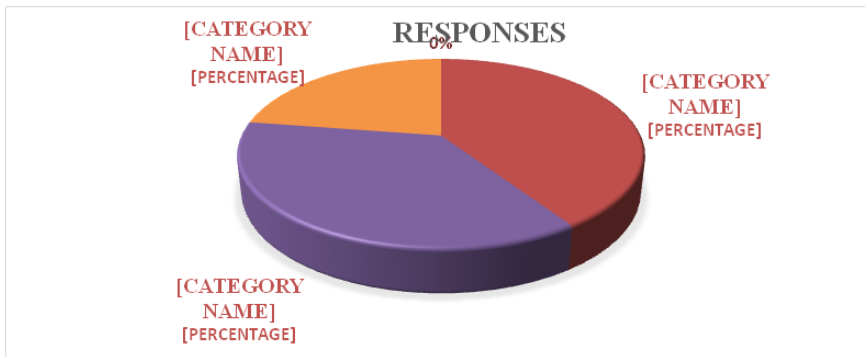
Examples

1. Three-point Scales

- Good - Fair - Poor
- **Agree - Undecided - Disagree**
- Extremely- Moderately - Not at all
- Too much - About right - Too little

Procedure

Questions	Percentage of responses		
	Agree	Disagree	Total
a) Students using Instagram often.	52	20	72
b) Students using Instagram is only for uploading, sharing, downloading, photo editing, creating own stories and status, and followings.	40	25	65
c) Students are aware of the usefulness of Instagram.	15	25	40



Findings

1. Students having uploaded controversial photo, video, post, meme, or even story and status does not give an opinion.
2. Students using Instagram is only for uploading, sharing, photo editing, creating own story and status, and following strongly agree.
3. Students are aware of the usefulness of Instagram disagree.
4. Students using Instagram often agree.
5. Hence the hypothesis is successful that student teachers agreed for two major points. They are not aware of its uses and have no idea about controversies.

Suggestions

Teachers utilize the power of social media in many different ways, but we are all driven by the goal of growing as educators. Here are 7 specific ways that you can use Instagram to make yourself a more effective teacher:

Networking with Other Educators

Innovative teachers want to build large and diverse personal learning networks and Instagram is a great place for you to find like-minded educators and groups to connect with.

Follow Education Groups

Teachers can learn about new technologies, lesson ideas, and recent studies by following popular education groups on IG. Similar to Twitter, following the right accounts can expose you to all of the things going on in education.

Learn more about your content area

Instagram is a great place to interact with content-area-specific pages. Pages like @NatGeo for geography and world events, @ASAPscience for science, and @MashUpMath for mathematics education.

Showcase student work

Let's face it: you are an amazing and creative teacher. You put tons of effort into planning engaging activities for your students.

Express yourself

You are more than just a teacher. Instagram is fun because you can gain a closer and more personal look into the lives of the people that you care about.

Access teacher resources

Many users with Teachers-Pay-Teachers (TPT) accounts utilize Instagram to share their lessons and activities.

Promote your club/organization/school

Innovative school's use Instagram to celebrate all of the wonderful things that their students are doing both in school and in the community. Instagram is a great way to promote fundraisers, field trips, and sporting events.

And here are the following suggestions for student's effective usage of Instagram.

1. Showcase Student Work
2. Feature a Student of the Week
3. Capture Field Trip Memories
4. Imagine How a Historical Figure Would Use Instagram
5. Imagine What a Favorite Character Would Post
6. Share Reading Recommendations
7. Record Steps in a Science Experiment
8. Go on an ABC Scavenger Hunt
9. Discover Ideas for Writing
10. Document Student Progress

Conclusions

The responses based on the survey clarifies the conclusion that the adults who are under graduates and post graduates belong to urban most are women than men. And they use Instagram often than other social media. Few are aware its uses and use it according to their needs from entertainment to education and life skills. And few users of Instagram honestly admitted that they use it only for photo sharing, editing and tagging. They have not violated and criticized any group, organization or government by sharing or uploading controversial posts, memes, videos and photos. Hence suggestions are given to use Instagram in an effective manner by teachers (as the survey was held for student teachers of Thiagarajar College of Preceptors) and help students to use Instagram regarding educational purposes.

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Creating Non Gender Stereotype in Classroom

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Introduction

Most men and women are feelingful and emotionally expressive. Most also struggle with their defenses against feeling. Most men are interested in business, finances, scientific ideas, mechanical matters, politics and abstract ideas. Most women are interested in domestic activities such as design, cooking, childrearing and fashion. They find satisfaction in having a career or vocation. Most men and women have a strong desire for a lasting affiliation with the opposite sex considered by society. Most women and men have strong interest in procreation and parenthood. They have a very strong desire to be in love with each other.

Gender Stereotype

Gender stereotyping is defined as the beliefs human hold about the characteristics associated with males and females. All through the years, society has recognized that stereotypes of masculine and feminine behaviors and characteristics are inaccurate. In the past, girls were only allowed to do feminine things like playing with dolls or cooking. They were expected to be more passive. Boys were expected to be more aggressive and to only show masculine behaviors. Gender stereotypes are one sided and images of men and women which are spread repeatedly in our daily life. They are found commonly in mass media because they operate widely. Sociologists says that stereotyping as part of the process by which children are socialized into gender roles.

Gender Stereotype of Men and Women

Men are tough and powerful. Men are unfeeling and insensitive. Men are logical, sensible and rational. Men are afraid to commit in a relationship and form an attachment. Men are primarily interested in their careers or vocations. Men do not have a primary interest in marriage and parenthood.

Women are helpless and childish. Women are sensitive and intuitive. Women are scatterbrained, unstable and irrational. Women can easily form deep emotional attachments. Women do not have a primary interest in their careers or vocations. Women are primarily interested in a long term relationship and parenthood. According to gender schema theory is an information processing approach that explains how environmental pressures and children's cognition work together to shape gender typing. It integrates the various elements as of gender typing- gender stereotyping, gender identity, and gender role adoption into a unified picture of how masculine and feminine orientations emerged and are often strongly maintained.

Influences on Gender Stereotype

Biological Influences

According to an evolutionary perspective, the adult life of our make ancestors towards rearing children. Therefore, males become genetically primed for dominance and females for intimacy, responsiveness, and cooperativeness. Two sources of evidence have been used to support the role of biology.

- Hormones affect play styles, leading to rough, noisy movements among boys and to calm, gentle action among girls. Girls increasingly seek out other girls and like to play in pairs because of a common preference for quieter activities involving cooperative roles. Boys come to prefer larger group play with other boys, who share a desire to run, climb, play fight, compete, and build up and knock down.
- Sex hormones also effect brain development and neural activity in many animal species, and they do so in humans as well. Throughout the school years, children continue to so a strong preference for same sex peers.

Environmental influences

Environmental forces provide powerful support for gender role adoption. Adults view boys and girls differently and treat them differently. In addition, children's social context home, school and community offered many opportunities to observe males and females behaving in gender stereotype ways and beginning in early childhood, peers vigorously promote gender typing.

Gender stereotype in education

Gender stereotype against female in education in Indian is well established. Gender stereotype is higher in rural areas compare to the urban areas. Parents spend less amount on their female child. Parents send their male child to private unaided institutions. However, they sent their female child to free government institutions. Both dropout and non enrolment are higher for female due to parental non interest in study.

Curriculum

Be certain that materials and activities are inclusive, representative, and appropriately gender affirmative, sensitive and balanced. That is, monitor and revise curriculum to promote full development and avoid perpetuating stereotype. Include a unit a gender stereotype, and use examples and incidents of negative stereotyping as teachable moments. Encourage males and females to work together cooperatively avoid gender specific assignments and groupings.

Way to Create Non Gender Stereotype in Classroom

Safe environment

School should be a safe environment to learn and explore - Teacher can help children by affirming unconventional choice, reassuring them that it's different and encouraging a culture of acceptance.

Stereotypic challenges

Children are very keen to 'police' one another and make sure their peers follow the gender 'rules' they've learned. Teacher can set the example by questioning them, and offering counter-examples from your own experience.

Talk about stereotype

Activities are framed in such a way that enables the students to question the existing stereotypes about boys and girls.

Provide a range of role models

Teacher give children real-life examples what counter stereotypes, both in their own activities, and in topic work and external visitors.

To give awareness for non-stereotypes through books

Teachers must carefully chosen books can be very helpful in challenging stereotype. They give some activities such as child's play, letter writing, group discussion, seminar etc.

Spaces and equipment used in non-gender stereotypes

In certain areas get dominated by certain groups or by other genders. The changes and movements were encouraged children to feel wisdom. Some activities such as bike riding, cooking, teaching etc.

Use inclusive language

Small changes, like saying 'children' instead of 'girls and boys' or 'parents and careers' or 'families' rather than 'Mums and Dads' can help to affirm the things we have in common rather than our differences.

Maintaining non gender stereotype in classroom

We have to the girls and boys in nontraditional situation, and the classroom atmosphere one where both girls and boys are encouraged questioned and reinforced.

Conclusion

Thousands of cultures and communities exist around the world, and each one has its own gender roles and norms. People within the communities and societies are raised surrounded by these stereotypes from the day they are born. Humans in their early childhood begin connecting specific characteristics to certain genders unknowingly because of the environment they are exposed to. Teacher can help students identity gender stereotype in text and facilitate critical discussions as to that stereotype exists.

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Usage of ICT Tools Among Student Teachers

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Abstract

Information Communication Technology (ICT) is essential tool for achieving sustainability and helps in enabling better and increased access to information to enrich the teaching-learning process. Teaching is a process in which the teacher and students create an interactive environment with the support of ict tools. Teaching Shakespeare in a literature classroom has really become a pleasurable activity with use of projector/ screen. A good kind of power point presentation can serve the purpose. This creates an interest among students and causes to change their habits of learning. It increases the level of confidence of students and their learning.

Keywords: Information communication technology (ICT) tools, student teachers

Introduction

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

ICT is a diverse set of tools and resources used to communicate, and to create, disseminate, store and manage information. These technologies include computers, internet, broadcasting technologies and telephony. It has fundamentally changed the way people learn, teach and communicate in educational setting. ICT can transform the nature of education-where and how learning take place and the roles of students and teachers in the learning process. When it is used in its fullest extent, it is said to help expand the access to education, strengthen the relevance of education to the increasingly digital workplace and rise educational quality by, among others, helping make teaching and learning into an engaging and active process connected to real life.

Statement of the Problem

Usage of selected ICT tools among student teachers.

Significance of the Study

Through ICT, images can easily be used in teaching and improving the retentive memory of students. Through ICT, teachers can easily explain complex instructions and ensure students' comprehension. Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration. Hence there is a need for a study on ICT tools.

Objectives of the Study

- To find the usage of selected ict tools among student teachers
- To find the usage of selected ict tools among student teachers in terms of background variables

Operational Definition

ICT

Information and Communications Technology (ICT) is an extended term for information technology (IT) which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio.

ICT Tools

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

Usage

Usage can mean the way people actually use language or prescriptively the way one group feels that people ought to use it.

Student teachers

Student teachers are the trainees studying Bachelor of Education.

Method of the Study

The researcher has used survey method of research because of the intention to identify the problem as it exists.

Tools used For the Study

A self constructed tool was used by the researcher as the tool for the study. The tool was validated using content validity. The tool consists of 20 statements in a three point rating scale.

Administration of the Tool

The investigator got the permission from the principal of Thiagarajar College of Preceptors and administered the tool to the student-teachers. The student-teachers were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Population and Sample for the Study

The population for the present study comprises of the student-teachers studying B.Ed colleges.

A sample of 100 student-teachers was selected by purposive sampling method from the college. The distribution of the sample is given in table.

Table 1: Sample distribution of the study

Background variable	Factors	No.of.students	Total
Sex	Male	11	100
	Female	89	
Qualification	Ug	82	100
	Pg	18	
Stream	Arts	45	100
	Science	55	
Locality	Rural	21	100
	Urban	79	
Parent qualification	Literate	71	100
	Illiterate	29	

Sampling Technique

The sampling technique used for this study is purposive sampling

Data Analysis and Interpretation

1. To find out the level of factors affecting the student-teachers

Table 2: Level of ict tools of Factors

Levels	Count	Percentage
Low	20	20
Moderate	60	60
High	20	20
Total	100	100

From table2, it is found that the level of ict tools of factors affecting the student-teachers in Bachelors' Education is moderate (60%)

2. To find out the mean scores of affecting factors of student teachers in Bachelors' Education with reference to background variables.

Table 3: Mean score with reference to the background variables.

Background variable	Factors	No.of.students	Mean
Sex	Male	11	51.96
	Female	89	51.68
Qualification	Ug	82	51.64
	Pg	18	52.21
Stream	Arts	45	51.68
	Science	55	51.84
Locality	Rural	21	51.46
	Urban	79	51.68
Parent qualification	Literate	71	51.8
	Illiterate	29	51.68

From table 3, it is found that, the student teachers above male ($M=51.96$), post graduates ($M=52.21$) from urban ($M=51.68$) and science ($M=51.84$) student of parent qualification is literate ($M=51.8$) are better in ICT Tools than their counterpart.

Findings

- The level of usage of selected ICT tools among student teachers is moderate

Suggestions

- The institution should develop innovative practices and value innovative thinking
- The institution should motivate the students to use ICT tools in education
- The institution should indicate different study habits to students. An orientation programme on different study habits can be conducted to the student teachers

Conclusion

This research would be comprehensive enough if it investigates usage of ICT tools among the students in Bachelor of Education Thiagarajar College of preceptors, Madurai at macro level. However, the constraint of time and finance will not allow this comprehensive investigation to be done. Therefore, the study was done only with students of Thiagarajar College of preceptors. In other word, the scope of the study was focusing only on students of bachelors Education at micro level. It is obvious that, as the kind of research that cover wide range of variables brought more applicable and inclusive finding. To this end, this study was delimited to focus on the usage rather than even on its impact or implication in Thiagarajar College of preceptors. Therefore, the result of the research work was highly depending only on the opinion and view of these respondents.

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A study on Mobile phone usage among B.Ed trainees in Madurai district

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Abstract

Mobile phones have become the most popular way to communicate with other individuals. Mobile phones are used for entertainment, information and social connectivity. In this context the study attempts to examine the use of mobile phone of B.Ed trainees. The normative survey method has been used in the present study. The investigators have used simple random sampling technique for selecting the sample from the population. For this study, 100 B.Ed trainees from Thiagarajar college of preceptors. They were administered with standardized mobile phone usage scale. The data was collected and subjected to statistical analysis. The result revealed that the usage of mobile phone among B.Ed trainees were moderate.

Keywords: Mobile phone usage, B.Ed trainees, Madurai District.

Introduction

A mobile phone is a small portable radio telephone. The mobile phone can be used to communicate over long distances without wires. It works by communicating with a nearby base station which connects it to the main phone network. The modern form of mobile phone is called smart phone. It has become very popular. The majority of the mobile phones made after 2010 are smart phones. They can be used as computers as well as making voice calls. Mobile phones in the late 1950s through 1970s were large and heavy. In the late 20th century technology improved so people could carry their phones easily.

As mobile phones became more popular, they began to cost less money, and more people could afford them. Mobile phones have become so cheap to own that they have mostly replaced pay phones and phone booths except for urban areas with many people. Mobile phones can be used for email, browsing the internet, connecting to social media, playing music and games, and many other functions that computers can perform. This is because mobile phones basically are small computers. So mobile phones are an integral part of our day-to-day life.

The Study

Mobile phones are an integral part of our daily communications. They are not only means for communication but also the sources of information and entertainment. Mobile phone can also be depicted as sources for storing important data. With the help of internet, people are able to access various social media sites and apps that help to stay connected with friends, family and the entire world. Mobile phones are of great help at the time of emergencies when we need to call the police, ambulance or other emergency services. Such uses of mobile phones are extremely helpful as they help to save time and money. The investigator wanted to study the Mobile phone usage among B.Ed trainees and hence the study.

Statement of the Problem

The problem selected for the present study is entitled as “A study on Mobile phone usage among B.Ed trainees in Madurai district”.

Operational Definition

Mobile phone usage: Mobile phones are multi useful and provide innumerable features and applications to both educate and entertain. Uses of mobile phone can be compared with a computer. In this study, mobile phone usage among B.Ed trainees is the measure of the score obtained from the Mobile phone usage questionnaire.

B.Ed Trainees: Students who took up a 2 years of professional course after any degree course are called as B.Ed trainees. There are many types of colleges. By this term the investigator means the B.Ed college students of Madurai district.

Madurai district: Madurai is a major city in the Indian state of Tamil Nadu. It is the administrative head quarters 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 one of the hundred Indian cities to be developed as a smart city under Prime minister of India.

Objectives of the Study

1. To find out the level of Mobile phone usage of B.Ed trainees with respect to background variables is moderate
2. To find out whether there is no significant difference in the Mobile phone usage of B.Ed trainees with respect to background variables.

Hypothesis

- Level of Mobile phone usage among B.Ed trainees is Moderate.
- There is no significance difference in the mobile phone usage among B.Ed trainees 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 comprises of the students of first year B.Ed trainees studying in Autonomous B.Ed College in Madurai district.

Sample for the Study

A sample of 100 students was selected by random sampling method from Autonomous B.Ed College.

Tools Used for the Study

A Standardized Mobile phone usage Scale constructed and validated by investigator.

Description of Mobile Phone Usage Scale

This tool has been developed by investigator for usage of mobile phone scale and it consists of 15 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

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 percentage analysis, mean and standard deviation.

Hypothesis 1

Level of Mobile phone usage among B.Ed trainees is Moderate

Table 1: Level of Mobile Phone Usage Among B.ED Trainees With Respect to Background Variables

Background variables	Factors	Low		Moderate		High	
		count	%	count	%	count	%
Gender	Male	3	3	8	8	1	1

	Female	15	15	55	55	18	18
Major studying	Arts	3	3	21	21	4	4
	Science	10	10	49	49	13	13
Locality of the student	Rural	5	5	22	22	6	6
	Urban	9	9	48	48	10	10
Having own Mobile phone	Yes	12	12	66	66	19	19
	No	0	0	2	2	1	1

From Table 1 it is found that level of usage of mobile phone among B.Ed trainees is moderate

Hypothesis 2

There is no significance difference in the mobile phone usage among B.Ed trainees with respect to background variables.

Table: 2 Differences in the Usage of Mobile Phone among B.Ed Trainees with Respect to Background Variables

Background variables	Factors	Count	Mean	SD
Gender	Male	12	48.75	7.82
	Female	88	51.43	4.9
Major studying	Arts	28	51.75	6.02
	Science	72	50.86	5.15
Locality of the student	Rural	33	49.58	5.58
	Urban	67	51.88	5.16
Having own Mobile phone	Yes	97	51.21	5.40
	No	3	48	4.58

From the table 2, it is found that, Female students ($M = 51.33$), Arts students ($M = 51.75$), Urban students ($M = 51.88$), students having own mobile phone ($M = 51.21$) are better in using mobile phones than their counterparts.

Findings

- The level of Mobile phone usage of B.Ed trainees is moderate.
- Female students, arts students, urban students and students having own mobile phones are better in using mobile phones than their counterparts

Recommendations

- B.Ed trainees should use mobile phones to develop their skills in technology.
- B.Ed trainees should develop their knowledge in education using mobile phones.
- B.Ed trainees should have the awareness about mobile phones and they have to spread the awareness to their students.
- Higher education institutions should organize more seminars and conferences to enlighten students on the negative impact of using mobile phones and social networking sites since most of the students get addicted with the internet use and thus neglected the studies.
- B.Ed trainees should realize the benefits and dangers associated with the use of mobile phones and create a balance between their online and offline lives.

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Leadership Quality Among B.ED Trainees

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Abstract

Leading a team or group is a real skill that takes time, thought and dedication. Leadership is the most studied aspect of business and organization because it is the one overarching topic that makes the difference between success and failure. For this study 71 students of bed student teachers from different college in Madurai district were selected as sample. They were administrated leadership quality scale. The data was collected and subjected to statistical analysis .the result revealed that the leadership quality of the student teachers was moderate.

Introduction

Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. leadership is mapping out where you need to go “win “ as team or an organisation ; and it is dynamic , exciting and inspiring . Yet, while leaders set the direction, they must also use management skills to guide their people to the right destination, in the smooth and efficient way. Leadership among Greek warriors was based upon “a first among equals “principle. Such leadership was a product of a culture of equality and mutual accountability. In a very tangible sense, cultures are networks of social relationships .military cultures, especially in battlefield situation, have highly articulated rules and codes of conduct and mutual accountability. although an individual may gain prominence and status apart from a group , it is often not the result of individual achievement , but how the individual exemplifies certain traits that represent the best traits of that group such as sacrifice , decisiveness , courage , initiative , and prowess . In fact, to attribute successes to the individual that derive from the group undermines a core principle of true leadership; the group comes before the individual.

Title of the Study

Leadership Qualities among B .Ed trainees .

Operational Defenition

Leadership Quality

Leadership is an activity of influencing people to strive willingly for group objectives and influence people to fellow in the achievement of a common goal in the study, leadership Quality of student teachers is the measure of the score obtained from the leadership quality Questionnaire.

Statement of the Problem

Do student teachers possess leadership qualities?

Objectives of the Study

To find out the level of leadership quality among b. Ed trainees

To find out the leadership quality among b. Ed trainees in relation to their, Gender, marital, locality medium of instruction.

Hypothesis

There is no significant difference in the leadership quality of b. Ed trainees in relation to their gender.

There is no significant difference in the leadership quality of b. Ed trainees in relation to their marital status.

There is a significant difference in the leadership quality of b. Ed trainees in relation to their qualification.

Methodology

To present study adopts descriptive method survey as a technique .

Population

The population for the present study comprises of the students of Thiagarajar College of preceptors.

Tool Used for Study

This research was made by the researcher keeping mind to analyze the leadership Quality among b. Ed trainees. It is a two point rating scale consisting of 20 items.

Significance of the Study

Leadership is a process of influencing others. The more use of authority by managers May not lead to results. But when managerial authority is enriched with good leadership, Employees start cooperating. A successful leader influences the behaviour of individual's .He/she enhances the levels of involvement of the individual in their work. The leader creates self -confidence within a team, sustains their enthusiasm and involvement in their work Enhances the motivation and morale and thus helps greatly in the achievement of Organizational goals. The investigator wanted to study the leadership quality of b. Ed Trainees.

Sample of the Study

71 student teachers selected for the present study using the simple random technique.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analysis

The following data analyses were carried out

1. To find out the level of leadership quality of B. Ed trainees.

Table 1: level of leadership quality

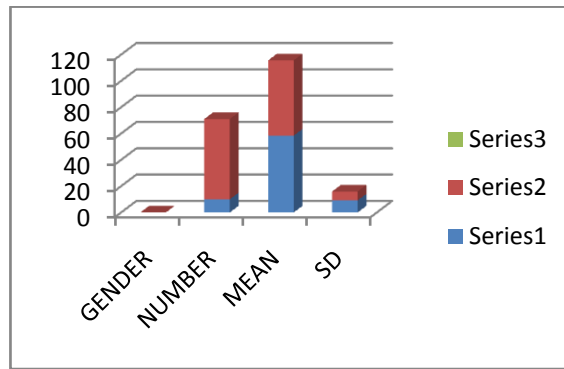
Category	Count	Percentage
Low	11	15
Moderate	72	
High	9	13

From this table 1, it is found that the level of leadership quality for B.ED trainees is moderate (72%)

Hypothesis: 1

Table 2: the level of percentage analysis in gender

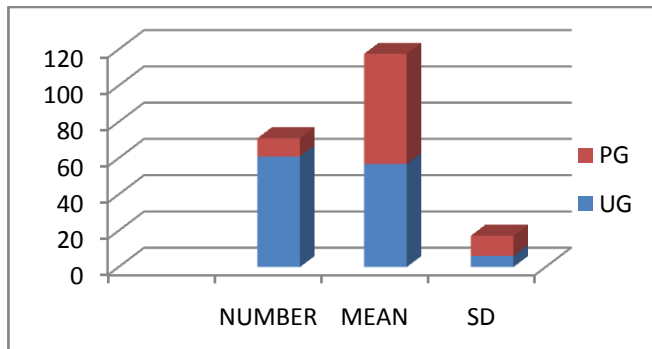
Gender	Number	Mean	SD	T Value
MALE	10	58.4	9.17	0.4823
FEMALE	61	57.22	6.74	



Hypothesis: 2

Table: 2 the level of analysis of qualification

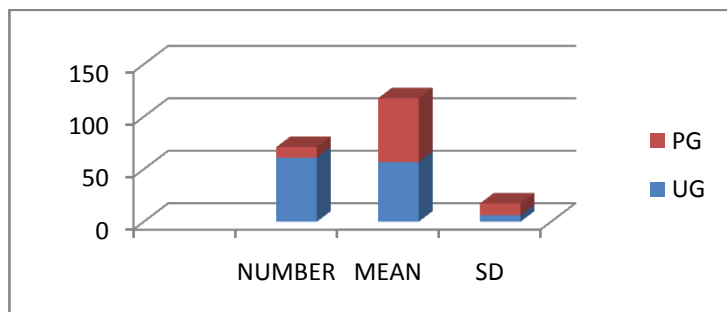
Qualification	Nummber	Mean	SD	T Value
UG	61	56.85	6.13	1.61
PG	10	60.7	11.12	



Hypothesis: 3

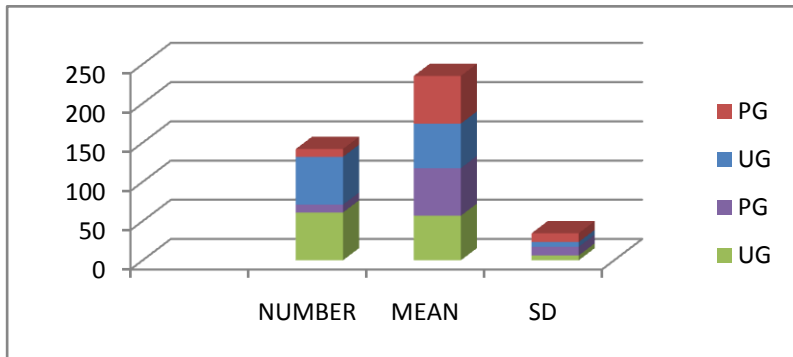
Table: 3 to find out the level of analysis of marital status

S.No	Status	Num	Mean	SD	T Value
1.	MARRIED	6	60.16	9.86	1.003
2.	UN MARRIED	65	57.13	6.80	



Hypothesis: 4**Table: 5 to find out the level of analysis of locality**

Locality	Num	Mean	SD	T Value
RURAL	49	57.20	6.63	0.336
URBAN	22	57.81	6.80	

**Findings**

The level of leadership quality of B.ED trainees is moderate.

Urban students, married students, PG students are better in leadership quality than their counterparts.

Suggestion for the Further Study

Trainees should take responsibility for their own objectives and set priorities.

Trainees should try to solve problems on their own and will pass them on to other people.

Trainees should develop innovative practices and value innovative thinking.

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Innovations the Best Practices Related to Education

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Abstract

One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. Whether the teacher be seated at one end of the proverbial log with the student perched at other end-uncomfortable positions for both of them or whether the teacher is in the best equipped room of a most modern school, whether the teacher is at work with a small group of students or is on the television screen that is seen by tens of thousands. Whether the teacher is a person or whether the teacher is a programmed text-book; it is unlikely that the students will get a superior education unless the teacher is superior. The good teacher goes beyond the rational intellectual dimensions by shaping inter personal relationships in the classroom. Therefore the mannerism of the teacher turn vital force for gaining knowledge and self actualization of values for the students. This paper will deal with innovations the best practices related to Education.

Keywords: Innovation, Teaching Methods, Education.

Introduction

The method of instruction carried out in degree colleges is mainly lecturing ever since the colleges came into existence. Majority of the lecturers most widely use this method because of its quick adaptability to the class-room transactions. Though it is considered as the easiest method of teaching, which induces passivity among learners, has become necessary evil for college lecturers.

However the adversity of the "Lecture method" can be largely overcome by the teachers by adopting techniques like questioning, black-board working and dictating in the middle of delivery in order to overcome the monologue of the teachers.

The University Education Commission (194849) headed by Dr. Radhakrishana highlighted on the usability of the lecture method by supplementing with other procedures. To quote " The common method of instruction at our universities is by mass lectures but unfortunately at the most places this is not supplemented by any regular work on part of the individual student either by way of preparation for the lecture or by library work after the lecture or any tutorial or seminar work.

Functions of Learner Centered Teaching

The teacher can achieve much more from lecturing also by extending the activities towards learner centered teaching approaches, which is termed as group procedures.

Ultimately, the group procedures include such activities that involve interaction among learners in co-operative enterprises. While initiating any group activities before the class the teacher should take the cognizance of the following principles for effective functioning of the group, such as:

1. The purpose of group activity should be established jointly by the student and teacher.
2. The specific outcome of learning must be ascertained while choosing an activity.
3. An opportunity should be given to each member to make meaningful contributions.
4. The group should be given freedom as well as ample responsibilities.
5. The group work can be entrusted only after familiarizing with group nature.
6. Group work has to be made participatory, successful and enjoyable.

The following group activities adopted by the teachers as the learner centered teaching methods / techniques

- Discussion
- Seminar
- Symposium
- Workshop
- Debate

- Pick and Speak
- Questioning
- Quiz
- Buzz, Brain Storming
- Simulation / Role Play / Games
- Case study
- Team Teaching
- Assignments
- Panel discussion
- Tutorial

Discussion Method

It is a socializing procedure designed to utilize co-operative oral participation towards understanding of a particular problem. The teacher may initiate a discussion on choosing such topics, which have contemporary significance. The group discussion enables the students to engage in creative thoughts. Here the students get an opportunity to become active participants in the learning process, because of which the thinking and communication abilities of the students are improved. Often the teacher by putting lead questions to whole group may keep alive the interest in discussions. The lively interaction among the students may help to generate desirable social traits among students.

Seminar Method

In a seminar, group of students may be asked to prepare brief paper on a topic selected for presentation. They present their views orally before whole group. Some times 5 to 6 members choose sub topics of a particular main topic and present their views before the group. Later on discussion and interaction session will be conducted. Thus seminar method of teaching requires more preparation, planning and organization on the part of the organizers. Here the teacher assumes the role of a guide and motivator. He provides more information with regard to books and references to be followed and concepts to be introduced while presenting a seminar paper in the class. The teacher may encourage the students at regular interval to prepare work papers and hold seminar at under-graduate level. It kindles the interest in the study and also develops the communication ability in the students.

Symposium Method

Good's Dictionary of education defines: It is a presentation consisting of two or more, prepared speeches (usually not more than four) representing different points of view on the issue under discussion. The object of symposium is to clarify thoughts on debatable questions. The selected persons present prepared speeches. The chairperson regulates the activities of the speakers. The students get training for self-study and expression of thoughts.

Workshop Method

The essential feature of workshop is the intense consideration of practical problems that have arisen from the daily functioning of the teaching learning process. The workshop technique involves individual contribution even though the work is done by the whole group as one unit. The group evolves a programme and then is broken into smaller problems to accomplish smaller jobs.

These smaller groups are expected to place their findings in a general session, read their reports, and answer questions put to them, on the basis of which final report is prepared. The workshop is guided by some experts called resource personnel. These experts render valuable suggestions to smaller groups. In all, the success of workshop depends upon the expertise of the resource personnel.

Debate Method

The debate is also one form of discussion. Whereas, it differs from discussion by breaking in two halves, taking for and against views by members. It combines several speakers on each side that have a definite responsibility to perform in support of a given preposition. The facts and evidences in support of the issue are to be placed before the audience rather than commenting on the expressions of the speakers of the other side. The chairperson has to resolve the issue by considering the extreme views presented by either side. The art of speaking in public platforms ultimately developed by this technique.

Pick and Speak Method

It is also a method of expression by the students in which each one in the group has to pick-up one paper role and to read it before the assembly and to explain the issue raised in the paper role. The teacher or student monitor identifies the items related to each topic and writes them in slips of paper and roles them and places all of them in a box. To enhance the effectiveness of the activity the topic for pick and speak programme is to be declared well in advance so that the participants will have to study the topic beforehand. The method activates the students for recall and rehearsal before the audience. This method encourages the students for compelled learning.

Questioning Method

Teacher may utilize the technique of questioning at regular interval after the completion of each topic. The students may be encouraged to put questions and to clear the doubts. Students questioning provides a good feedback to the teacher. This technique also encourages the students to participate actively in the deliberations and exchange views with the whole class. The questioning as a learning style bridges the gaps found in the learning by the students. It helps the students and teachers to recapitulate the whole topic dealt before the class. It is a kind of revision exercise also. The teacher at the end may also put questions to the whole class and elicit answers from the group and may conclude the sessions with entertaining discourse.

Quiz Method

It is another type of questioning exercise. A class may be divided into few groups and the students are made to sit face to face in a group. The quiz competition can be conducted on subjects related to the curriculum. The students usually like the quiz programmes, as the group activities. It encourages the students for learning. As a group activity, it has great educational significance.

Buzz Group Technique

In this technique the whole group is divided into 6 or 7 subgroups. Each subgroup selects a leader and reporter. The subgroup discussion leader assumes responsibility for seeing that each member of the group expresses himself about the presentation just made. After a few minutes the subgroups assemble into original large group. The reporter of each subgroup is asked to give a short summary of reactions. This technique is used to obtain maximum students participation in discussions. Significantly the presentation is first made to the whole class. Then the chairman asks the group to divide.

Brain Storming as A Technique

It is an exciting intellectual activity to be given to the group of 20 to 30 persons to conjure the ideas related to the problem. The strategy is based upon the assumption that a group of people can come out with more ideas than individuals working themselves. In this technique a problem or statement is raised before the whole group and the individuals are asked to react quickly one by one, and their responses are recorded by the recorder. The activity may be carried out in several rounds till the responses of the members exhaust. The mode of interaction is very much flexible and informal. All the responses are accepted without any comment. Hence group is encouraged to give strange, unusual wild ideas / suggestions. The responses are finally analyzed,

synthesized and evaluated. This technique is popular among the people concerned with the future plans or projections.

Simulation / Role Play / Games

Simulation: In simulation approach an opportunity is given to the students to understand the process in a miniature form and perform the activities in scaled down encounter. This method is very popular in teacher training colleges where the teacher-trainees have to practice several skills of teaching. The practice of presentation reassembles real situations. **Role Playing:** It is a dramatization of a situation by students under the direction of the teacher, the purpose of which is to understand the feelings, behavior of others in a problem situation. The process starts with the selection of an appropriate problem. The best problems are those that deal with human relations- actions, beliefs, and values of life.

Games: Academic games are designed by some subject associations of national significance in specific subject areas in academic situations. The gaming activities help to build mental and creative abilities of the learners. The special gaming kits have been prepared by the Association of American Geographers for the High school Geography projects.

Case Study Method

A situation or a problem relating to an individual or society is presented before the class. Either the teacher or the monitor acts as a presenter and motivates the whole class to find solution for the posed problem. The case study emphasizes the importance of facts and it needs higher mental abilities like analysis, synthesis and evaluation.

Team Teaching Method

It is an associated teaching activity by more than one person in the classrooms. Here the responsibility of teaching a particular topic rests on two teachers. The classroom activities are well co-ordinate by two teachers by playing their assigned roles in a sequential manner. Students are attracted by this method because they are exposed to the work of two teachers in a single class.

Assignment Method

In this method the teacher assigns some work to the students related to the topic. The teacher points out the scope of the work. The methods and materials are to be used by the students. Therefore assignment specifies the work to be performed by the students either in the college or at home. Sometimes giving assignments serves as an extended classroom activity which induces the students to probe further in the subject. It stimulates the students for work and promotes their thinking, planning, and analytical skill. Assignment writing helps the learner to seek individual guidance by the teachers. As an extended classroom activity it assumes greater significance in the learning process.

Panel Discussion Method

The panel discussion is a conversational exchange of ideas by selected participants on a topic, problem, question or issue. In this approach the experts are invited to the platform to express their opinions on the issue raised in the discussions. The chairperson sums up the expressions of all the panel members and resolves the problem by suggesting concrete solution to the problem discussed by the panelists. In a formal panel discussion audience do not interact with the panelists; however the interaction between panelists and audience generates interest and enthusiasm in the deliberations.

Tutorial Method

The tutorial system, in which small group of students, receives guidance from the tutor. The students take the teacher as a guide and counselor and seek clarification without hesitation. Free and frank exchange of views between students and teacher helps to remove their doubts. As the

tutorial group consists of small number of students, it enables the teacher to know the students' understanding of the subjects and their personal grievances.

Conclusion

Various teaching methods that can be adopted in colleges or higher educational institutions create a congenial learning environment in the teaching learning situations. The teacher may use any of the methods / techniques to fulfill the needs of the learners. The learner centered teaching methods are the co-operative endeavors to be followed both by the teacher and students. Such approaches remove passivity, dullness, nonperformance of the students. Without much difficulty, the teacher can shift his teaching strategy from lecturing to the learner-centered approaches.

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A Study on Language Comprehension of the Students in Solving Mathematical Word Problems Involving Arithmetic Operations

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Abstract

Quality education is a dynamic concept which evolves with time and is subject to social, economic and environmental conditions. Teaching and learning of language and mathematics is vital for the development of students' academic proficiency. Vocabulary understanding is a major contributor to overall comprehension in many content areas, including mathematics. Students' basic vocabulary learning is a very important part of their language development and ultimately their mathematical proficiency when it comes in comprehending and solving word problems. Keeping these facts in mind, the objective of the present study is to investigate the overall language comprehension of the students in solving mathematical word problems involving arithmetic operations with respect to variables such as their Gender, Father's educational qualification and Mother's educational qualification. The study also suggests certain approaches to provide quality education to the students by keeping eyes from the scratch of their educational process, thereby promoting their language comprehension and Mathematical proficiency for better survival in future.

Keywords: Vocabulary Understanding, Mathematical Proficiency, Language Development

Introduction

Quality is at the heart of education. It influences what students learn, how they learn and what benefits they draw from their education. In our country, teachers have a greater responsibility to promote Quality Education to the students. As Bill Frist says "Every child should have the opportunity to receive quality education." it is responsible for the teachers to impart various methods to make their students visualize the concepts in real world. Mathematical word problems refer to the relevant exercises given in the form of textual information. These problems not only aim to check the mathematical ability of the students but at the same time it also evaluates the language comprehension of the students. This study eyes to correlate the student's mathematical ability on arithmetic operations along with their language comprehension.

Statement of the Problem

A study on language comprehension of the students in solving mathematical word problems involving arithmetic operations.

Need for the Study

With the students having lethargy towards Education and hatred towards Mathematics, it is essential to make them promote positive attitude towards it. This could be possible only by making the subject connected to their day to day life or with their favourite subject. Since word problems mostly deal with the real world situations and incorporate usage of language in descriptive manner, the topic is most suitable in weighing the language comprehension and mathematical ability of the students. And thus, this study is significant where the teachers get to know the language as well as the mathematical ability of the students which later makes them to upgrade their teaching approaches in order to achieve the Quality Education.

Objectives

1. To study the overall language comprehension of the students in solving mathematical word problems.
2. To study the language comprehension of the students in solving mathematical word problems with respect to their gender.
3. To study the language comprehension of the students in solving mathematical word problems with respect to their father's educational qualification.
4. To study the language comprehension of the students in solving mathematical word problems with respect to their mother's educational qualification.

Hypotesees

1. There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their Gender.
2. There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their father's educational qualification.
3. There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their mother's educational qualification.

Selection and Size of Sample

The sample comprised of 75 students from Seventh-Day Adventist Matriculation Higher Secondary School belonging to class 6. For the study, purposive random sampling technique is used by the investigator.

Methods Used for the Study

Survey method was used to study the language in understanding mathematical word problems of the students.

Tools Used for the Study

An achievement test based on questions from comprehending word problems on basic arithmetic operations was conducted among the students of VI standard. This test was used to weigh the students' ability. The scale comprised of 15 items each carrying one mark.

Statistical Implications

To study the overall the language comprehension of the students in solving mathematical word problems.

To study the overall the language comprehension of the students in solving mathematical word problems, the mean of marks out of 15 has been calculated.

Table 1: Showing the overall mean of the language comprehension of the students in solving mathematical word problems.

Frequency	Mean
75	5.7446

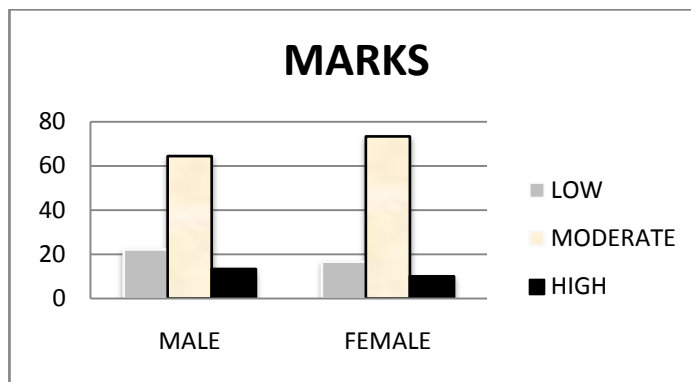
Hypothesis I: There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their Gender.

To study the language comprehension of the students in solving mathematical word problems with respect to their gender, the marks has been categorized in terms of low, moderate and high. Mean value is also calculated.

Table 2: Showing the language comprehension of the students in solving mathematical word problems with respect to their Gender.

Gender	Frequency	Mean	Standard Deviation	Marks			t-value
				LOW	MODERATE	HIGH	
MALE	30	5.64	3.607	22.2%	64.4%	13.3%	0.310
FEMALE	45	5.90	3.325	16.7%	73.3%	10%	

Figure 1: Showing the language comprehension of the students in solving mathematical word problems with respect to their Gender



It is clearly understood from the above table that calculated t-value is 0.310. Hence it can be clearly understood that there doesn't exist a significant difference in language comprehension in understanding mathematical word problems with respect to the students Gender. Hence the hypothesis is accepted.

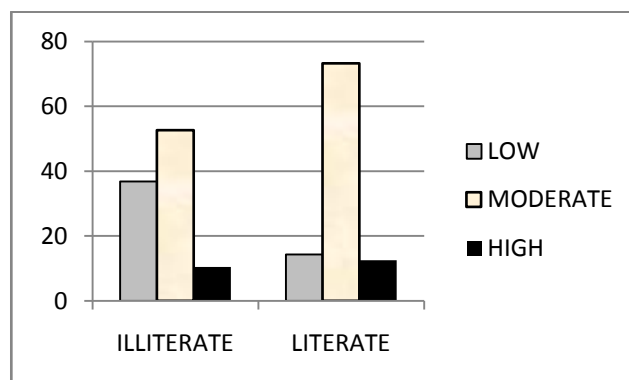
Hypothesis II: There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their father's educational qualification.

To study the overall mathematical comprehension ability of the students, the average of the mathematical comprehension ability were analyzed with respect to their father's educational qualification. Mean value is also calculated.

Table 3: Showing the language comprehension of the students in solving mathematical word problems with respect to their Father's Educational Qualification.

Father's Eduactional Qualification	N	Mean	Standard Deviation	Marks			t-value
				LOW	MODERATE	HIGH	
ILLITERATE	19	4.68	3.622	36.8%	52.6%	10.5%	1.557
LITERATE	56	6.11	3.383	14.3%	73.2%	12.5%	

Figure 2: Showing the language comprehension of the students in solving mathematical word problems with respect to their Father's Educational Qualification.



It is clearly understood from the above table that calculated t-value is 1.557. Hence it can be clearly understood that there doesn't exist a significant difference in language comprehension in understanding mathematical word problems with respect to the student's Father's Educational Qualification. Hence the hypothesis is accepted.

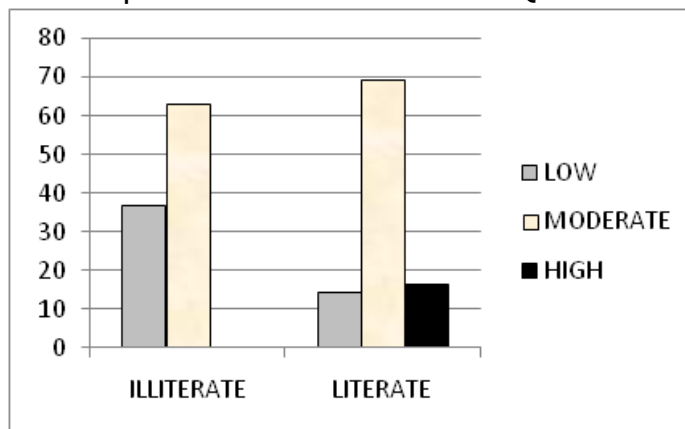
Hypothesis III: There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their father's educational qualification.

To study the overall mathematical comprehension ability of the students, the average of the mathematical comprehension ability were analyzed with respect to their mother's educational qualification. Mean value is also calculated.

Table 4: Showing the language comprehension of the students in solving mathematical word problems with respect to their Mother's Educational Qualification.

Mother's Educational Qualification	N	Mean	Standard Deviation	Marks			t-value
				LOW	MODERATE	HIGH	
ILLITERATE	19	3.53	2.318	36.8%	63.2%	0%	3.451
LITERATE	56	6.50	3.495	14.3%	69.6%	16.1%	

Figure 3: Showing the language comprehension of the students in solving mathematical word problems with respect to their Mother's Educational Qualification.



It is clearly understood from the above table that calculated t-value is -3.451. Hence it can be clearly understood that there exist a significant difference in language comprehension in understanding mathematical word problems with respect to the student's Mother's Educational Qualification. Hence the hypothesis is rejected.

Findings

1. There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their Gender.
2. There is no significant difference in language comprehension among the students in solving mathematical word problems with respect to their father's educational qualification.
3. There is a significant difference in language comprehension among the students in solving mathematical word problems with respect to their mother's educational qualification.

Suggestions

- The research can be further extended by examining the student with an achievement test before and after the remedial measures such as incorporating innovative methods in teaching of mathematics with the influence of language and giving scope for time during regular class hours to orient students regarding the importance of Mathematics Education. These actions fulfil the attributes required to achieve the quality education where the

students will be aware of what they are learning and later gaining a positive attitude towards it.

- Teachers can be given annual in-service training so that their approaches in teaching gets even more sophisticated as they could teach correlating the language with mathematics and vice-versa.
- Mathematics teachers must attend to all students making them to speak English and ensure that all have access and opportunities to learn mathematics and to reveal what they know.

Conclusion

On the whole, the quality education which makes the students develop sustainable livelihoods and contribute to a peaceful society can be made possible not just by making them score marks but also by educating them for well being by correlating the qualities of the subject with the real life. This could be made possible only when the language, which projects the interpretation of reality in its subject content could be taught along with the influence of the qualities of mathematics. It is the responsibility of each and every educator to equip their students with a quality education rather than quantity of marks.

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ஒதுக்கப்பட்ட குழந்தைகள் கல்வியை அடைவதற்கான சிக்கல்கள் மற்றும் விளைவுகள்

மு.வித்யா & ச.தமிழ்ச்செல்வி

மாணவ-ஆசிரியர்கள்

தமிழ்த் துறை, தியாகராசர் கல்வியியல் கல்லூரி

ஆய்வுச்சூருக்கம்

ஒதுக்கப்பட்டக் குழந்தைகள் இச்சமுதாயத்தில் பல்வேறு துன்பத்திற்கு ஆளாகின்றனர். இவர்களுக்கு கல்வி மற்றும் மருத்துவவசதிகளும் சென்று சேருவதில்லை. எனவே இவர்களின் பிரச்சனைகளை அறிந்து மத்தியஇ மாநில அரசுகள் முறையான அடிப்படை வசதிகளை ஏற்படுத்தித் தரல் வேண்டும். அவைஅனைவரிடமும் சென்று சேர்ந்துள்ளதா? என அறிந்திருத்தல் வேண்டும். இவர்களுக்கு கல்வியானது சென்று சேர்வதற்கான பிரச்சனைகளை ஆராய்ந்து தீர்வு வழங்குவதே இவ்வாய்வின் நோக்கமாகும்.

முன்னுரை

விளிம்புநிலையில் உள்ள குழந்தைகள் வன்முறை செய்கையின் மூலம் சமூகத்தால் ஒதுக்கப்படுகின்றனர். குழந்தைகள் வறுமையின் காரணமாகவும்இ சூழ்நிலையின் காரணமாகவும் ஒதுக்கப்படுகின்றனர். விளிம்புநிலைக் குழந்தைகள் கல்வியைப் பற்றி அறியவில்லை. ஆண்டுபெண் பாகுபாட்டின் அடிப்படையில் குழந்தைகளைப் பிரிக்கின்றனர்..

சமூகத்தில் விளிம்புநிலையில் உள்ளவர்கள் மிகவும் பிரச்சனைகளுக்கு உள்ளாகின்றனர். இவர்களிடம் உள்ள கல்வியின் தாக்கத்தைப் பற்றியும்இ அவர்கள் கல்வியை அடைவதில் உள்ள சிக்கல்கள் மற்றும் விளைவுகளை பற்றியும் ஆராய்ந்து அறிவதே இவ்வாய்வின் நோக்கமாகும்.

விளிம்புநிலையில் உள்ளவர்கள்இ நலிந்தபிரிவினர்கள்இ நகர்ப்புறகுடிசையில் வாழ்வோர் மற்றும் பழங்குடியின மக்கள்இ ஆதரவற்றக் குழந்தைகள், தெருக்களில் வசிக்கும் குழந்தைகள் முதலானவர்கள் ஒதுக்கப்பட்டவர்கள் ஆவர். ஒடுக்கப்பட்டக் குழந்தைகள் வன்முறைக்கு ஆளாகின்றனர். விளிம்புநிலைக் குழந்தைகளின் கருத்துஇ விளக்கம் மற்றும் அவர்களின் இயல்புகள் பற்றியும் இவ்வாய்வில் ஆராயப்படுகிறது. மேலும் விளிம்புநிலைக் குழந்தைகள் கல்வியை அடைவதற்கான வழிமுறைகள் பற்றியும் இவ்வாய்வில் காண்போம்.

விளிம்புநிலைக்குழந்தைகளின் கருத்துவிளக்கம்

மனித சமூகத்தில் உள்ள ஆதிக்கப்பிரிவினர் சமுதாயத்திற்கு குறிப்பிடத்தக்கவகையில்இ சமூகத்தின் நடைமுறைவாழ்க்கைச் செயல்களிலிருந்தும்இ பண்பாட்டுச் செயல்களிலிருந்தும் ஒதுக்கிவைத்துப் புறக்கணித்தலே விளிம்புநிலைக்குத் தள்ளப்படும் குழந்தைகள் என்பர்.

விளிம்புநிலைக் குழந்தைகள் என்பதன் பொருள்

சமூகத்தில்தொடர்புறக்கணிப்பிற்கு உள்ளாகி, ஒதுக்கப்பட்டவர்களுக்கு உரிமைகளும், சலுகைகளும் மறுக்கப்பட்டவர்களாக சமூகத்தில் வாழும் குழந்தைகள் “விளிம்புநிலைக் குழந்தைகள்” என்று அறியப்படுகிறார்கள்.

விளிம்புநிலைக் குழந்தைகளின் இயல்புகள்

- ஊட்டச்சத்து இன்மையால் அடிக்கடி உடல்நலப்பாதிப்பு
- ஏழ்மையின் காரணமாக நகர்ப்புறங்களில் வெகுதூரம் தள்ளி வசித்தல்
- இளவயதிலேயே வேலைக்குச் சென்றுபொருளிட்டி உதவுதல்.

நகர்ப்புறப் பகுதியில் வாழும் குழந்தைகள்

நகர்ப்புறங்களில் குப்பைக் கூளங்கள் நிறைந்து, மிகவும் அசுத்தமான சூழ்நிலையில் வாழும் குழந்தைகள், ஓலை, கல்நார் அட்டை அல்லது தகரத்தால் கூரைவையப்பட்ட ஒரேஒரு அறை மட்டும் கொண்டு இரு புறமும் வரிசைக்கட்டிநிற்கும் நெருக்கடிமிக்குத் குடியிருப்புப் பகுதியே நகர்ப்புறகுடிசைப்பகுதி என்பர். இந்தியாவில் ஆறு வயதிற்கும் கீழ் உள்ள 8 மில்லியன் குழந்தைகள் சராசரியாக 49000 குழந்தைகள் குடிசைப்பகுதியில் வாழ்கின்றனர். குடிசைப்பகுதியில் வாழும் குழந்தைகள் பலர் தொற்றுநோய்களுக்கு ஆளாகின்றனர்.

பிரச்சனைகள்

- வசிப்பிடத்தில் அடிப்படை வசதியின்மை
- சுற்றுச்சூழல் அசுத்தமும், துப்புரவும் இன்றி இருத்தல்
- கல்வி மற்றும் மருத்துவவசதிகிட்டாமை
- சமூகப் பிரச்சனைகள்

பிரச்சனைகளைதீர்ப்பதற்கானவழிமுறைகள்

- நகர்ப்புறக்குடிசைப்பகுதிகளில் வாழ்வோரை, அரசுப்பதிவுசெய்து ஒவ்வொருவருக்கும் அடையாள எண் கொண்ட அட்டை வழங்குதல்.
- குடிசைப்பகுதிகளில் வாழ்வோருக்கு அரசு கான்கிரீட் குடியிருப்பு வழங்குதல்
- மின்வசதி, சாலைவசதி, குடிநீர்வசதி, கழிவுநீர் வெளியேற்றும் வசதி செய்து கொடுத்தல்
- ஆரம்ப சுகாதார நிலையம் ஒன்றை அருகாமையில் இயங்கச் செய்தல்
- குழந்தைகளுக்குப் பள்ளியில் வாரம் முழுவதும் மதிய உணவு அளித்தல்
- நகர்ப்புறக் குடிசைப் பகுதிகளில் வாழும் பெண்களுக்கு அரசு உதவித் தொகையோடு, கைத்தொழில் பயிற்சியும் அளித்தல்

ஆதரவற்றக் குழந்தைகள்

பெற்றோர்களது கவனிப்பும், பராமரிப்பும் கிடைக்காதக் குழந்தைகள், கல்வி மருத்துவ வசதிகள் போன்ற அடிப்படை வசதிகள் கிடைக்காதக் குழந்தைகள், உடல்ரீதியாகவும், மனரீதியாகவும் பாதிப்புக்கு உள்ளாகும் நிலையில் உள்ள பதினெட்டு வயதிற்குட்பட்டக் குழந்தைகளே “ஆதரவற்றக் குழந்தைகள்” என்று சட்டம் வரையறுக்கிறது.

பொருளும் வரையறையும்

ஆதரவற்றக் குழந்தை என்ற சொல் அனாதைக் குழந்தை இருப்பிடம் அற்றக் குழந்தை, கைவிடப்பட்டக் குழந்தை போன்றவர்களைக் குறிக்கும்.

பிரச்சனைகள்

- பெற்றோர் அல்லதுகாப்பாளர் இல்லாமை
- புறக்கணிப்பு
- கொடுமைப்படுத்தப்படுதல்
- வறுமையின் காரணமாக வீட்டைவிட்டு வெளியேறுதல்
- உதாரணமாக, காட்டில் தொலைந்து பலகாலம் கழித்து மீட்கப்படும் குழந்தைகளை ஈண்டுக் கருதுவது பொருத்தமாகும்.
- குழந்தைகளுக்கு மொழித் திறன் இராது.
- சமூகப்புரிதல் குறைவாக உள்ளது
- மறுவாழ்வு அளித்தல் மிகவும் கடினம்

பிரச்சனைகளைதீர்ப்பதற்கானவழிமுறைகள்

- உணவு, உடை, இருப்பிடம் அளித்து கல்வி பெற வழிவகை செய்தல்
- மத்திய, மாநிலஅரசுகள் குழந்தைகளுக்கு நிதியுதவி அளித்தல் வேண்டும்.
- ஆதரவற்றக்குழந்தைகளுக்கு, அனாதை இல்லங்களில் கல்வியும், தொழிற்பயிற்சியும் கட்டாயம் அளிக்கவேண்டும்.
- பள்ளி நிறுவனங்களில் பயிலுவதற்கு முன் ஆயத்தக்கல்வி வழங்குதல் வேண்டும்.

தவறானமுறையில் பயன்படுத்தப்படும் குழந்தைகள்

சிறுவர் துன்புறுத்தப்படுத்தப்படுதல் அல்லது கொடுமைப்படுத்தப்படுதல், உடல்பாலியல் அல்லது உளவியல் ரீதியான பாதிப்பு போன்றவற்றைக் குறிக்கும்.

வகைகள்

- உடல்ரீதியானக் கொடுமைகள்
- பாலியல் ரீதியானக் கொடுமைகள்
- உளவியல் ரீதியானபாதிப்பு

தடுக்கும் வழிமுறைகள்:

- குழந்தைகள் மற்றும் குடும்ப நல்வாழ்வினை ஊக்குவித்தல்
- பள்ளிக் கல்வியில் அறநெறி வகுப்புகள் வாரம் இரு பாடவேளையாவது நடைபெறச் செய்தல்
- பள்ளிகளில் தற்காப்புக் கலைகள் கற்றுத்தரல் வேண்டும்
- பணிகளுக்கு ஆட்களை தேர்ந்தெடுக்கும் போது கல்வித் தேர்ச்சியோடு ஒழுக்கநெறிகளும் முக்கியத்துவம் அளிக்கப்படவேண்டும்.
- பள்ளிவளாகங்கள் மற்றும் பொது இடங்களில் கண்காணிப்பு கேமராக்களை பொருத்துதல் வேண்டும்.

தெருக்களில் வசிக்கும் குழந்தைகள்

உலகஅளவில் தெருக்களில் வசிக்கும் குழந்தைகள் அதிகரித்துக் கொண்டே போகின்றனர். உலகசுகாதாரஅமைப்பு மற்றும் இணைந்து நடத்திய 1990 ஆம் ஆண்டு ஆய்வில் உலகஅளவில் நூறு மில்லியன் குழந்தைகள் தெருக்களில் வசித்தனர்.

இந்தியாவில் டெல்லி, மும்பை, கொல்கத்தா போன்ற பெருநகரங்களில் ஒருமில்லியன் அளவிலும், இந்தியா முழுவதிலுமாகச் சேர்த்து பதினொரு மில்லியன் அளவிலும் தெருவோரக் குழந்தைகள் இருப்பதாக 2011 ஆம் ஆண்டில் மேற்கொள்ளப்பட்ட மக்கள் தொகை கணக்கெடுப்பு தெரிவிக்கின்றது.

பிரச்சனைகள் தோன்றுவதற்கான காரணங்கள்:

- பொருளாதார பிரச்சனை மற்றும் வறுமைக் காரணமாக, இக்குழந்தைகள் தெருக்களில் வசிக்கின்றனர்.
- இயற்கைச் சீற்றங்களில் சிக்கி, பெற்றோர்களை இழந்து அனாதைகளாக தெருக்களில் தள்ளப்படுகின்றனர்.
- மனஅழுத்தத்தினால் பாதிக்கப்பட்டக் குழந்தைகள் தெருக்களில் அதிகமாக காணப்படுகின்றனர்.
- குடும்ப உறுப்பினர்கள் அல்லது உறவினர்கள் பாலியல் கொடுமைகளுக்கு குழந்தைகளை உட்படுத்துவதால் இவர்கள் தெருக்களில் தஞ்சம் புகுகின்றனர்.

பிரச்சனைகளைத் தீர்ப்பதற்கான வழிமுறைகள்:

- தெருவோரம் வசிக்கும் குழந்தைகளுக்கு பாதுகாப்பு அளித்தல்
- தெருவோரக் குழந்தைகளை அனாதை இல்லங்களிலும், காப்பகங்களிலும் சேர்த்து கல்வியும், தொழிற்பயிற்சியும் அளித்தல்.
- மத்திய, மாநில அரசுகள் நிதி உதவி அளித்தல்

இக்குழந்தைகள் கல்வியை அடைவதற்கான வழிமுறைகள்:

- அடிப்படை வசதிகள் இல்லாதக் குழந்தைகளின் தேவைகளை அறிந்து, அவர்களின் தேவைகளை பள்ளியின் மூலம் பூர்த்தி செய்தல்
- இலவச சீருடைகள், புத்தகங்கள், பயணச்சீட்டு, தங்கும் வசதி போன்றவை குழந்தைகளுக்கு வழங்கப்படும்.
- “சர்வ சிக்ச அபியான் திட்டம்” அனைவருக்கும் கல்வித் திட்டத்தைக் கொண்டு வந்தது. இத்திட்டமானது 11 இலட்சம் மக்களுக்காக அமைக்கப்பட்டது.
- 14 வயதுள்ள குழந்தைகள் அனைவரும் ஆரம்பக் கல்வி கற்றல்
- பழங்குடியினப் பெண்களுக்கு உயர்கல்வியில் 30 சதவிகிதம் இட ஒதுக்கீடு அளிக்க வேண்டும்.
- ஆர்.எம்.எஸ்.ஏ. திட்டத்தில் 9670 இடைநிலைப் பள்ளிகள் உண்டு. 2017ன் இறுதியில், 200000 பள்ளிகள் நடைமுறைப்படுத்துதல்.
- ஊனமுற்றவர்களுக்கு அரசு இடஒதுக்கீடு அளிக்கச் செய்தல்.
- விளிம்புநிலைக் குழந்தைகளில் பெண்களுக்கு கல்வி முறைகளில் அதிக முக்கியத்துவம் தருதல்.
- கல்வி கட்டணச் சலுகை வழங்குவதன் மூலம் நலிவடைந்த பிரிவினர் மற்றும் பிற்படுத்தப்பட்ட வகுப்பினர்க்கும் எளிமையாக கல்வி பெறமுடிகிறது.
- பழங்குடியினர் எண்ணிக்கை 5 சதவிகிதத்திற்கு அதிகமுள்ள மாவட்டங்களுக்கு அக்கறை காட்டுதல்.
- ஆதரவற்ற குழந்தைகளுக்கு கலை, அறிவியல் சமூகம் பற்றிய அறிவைப் பெற வாய்ப்புகள் வழங்குதல்
- குழந்தைகளை குழு நடவடிக்கைகளில் ஈடுபடச் செய்து சமூகப் பண்பினை ஏற்படுத்துதல்.
- நகர்ப்புற மாணவர்களுக்கு இணையாக கிராமப்புற மீத்திற மாணவன் தரமானக் கல்வி வாய்ப்பினை வழங்குவதற்காக திட்டமிடப்பட்டவை ஜவஹர் நவோதய வித்யாலயா 1986ல் கொண்டுவரப்பட்டது.

முடிவுரை

இவ்வாறாக, இவ்வாய்வில் ஒதுக்கப்பட்டக் குழந்தைகள் கல்வியை அடைவதற்கான சிக்கல்கள் மற்றும் விளைவுகளை கண்டோம். இதில் நகர்ப்புறக் குழந்தைகளின் பிரச்சனைகள் மற்றும் தீர்வுகளையும், ஆதரவற்றக் குழந்தைகள், தெருவோரக் குழந்தைகள், தவறான முறையில் பயன்படுத்தப்படும் குழந்தைகள் ஆகியோரின் பிரச்சனைகள் மற்றும் தீர்வுகளையும் கண்டோம். மேலும் இவ்வாய்வானது இத்தகைய பிரச்சனையுடைய குழந்தைகளிடம் கல்வியானது சென்று சேரும் விதம் பற்றியும் கண்டோம். கல்வியானது இத்தகைய குழந்தைகளிடமும் சென்றுசேரவேண்டும் என்பதே இவ்வாய்வின் முடிவாகும்.

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Awareness on Sex Education Among Student Teachers

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Abstract

The purpose of this research is to study the awareness among student teachers on sex education. The greatest issue in society is harassing people sexually. This is due to lack of awareness among the society as well as students. There is only one way to overcome this issue that is the teacher gives proper awareness to the students. Not only give awareness as well as gives a brief overview of sex education. All of this can be resolved by the way of the teachers so that we had done the survey among the student teachers. From that we can get an idea about sex education awareness among the student teachers and give the proper recommendations to the society.

Keywords: Awareness, sex education, harassment, student teachers

Introduction

Today's children are not the children of yesterday. Growth in terms of maturity and knowledge can be seen on a large scale. The progression of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy is known as sexuality education or sex education or sex and relationships education. There is need for young ones to set up and recognize the role and responsibilities of their own gender by acquiring the knowledge of sex. This will helps to set up a strong foundation for their future development. The current situation among the students there was a lack of awareness on sex education. This will leads to the societal issues. This can be eliminated by giving the proper guidance of sex education. It also enables young ones understand the body structures of men and women and acquire the knowledge about birth. Through sex education, young people can be able to build up a positive sense of their own sexuality by creating opportunities for them to consider all aspects of sexuality, ask questions and also understand that there are adults who supports them as they learn about this part of themselves.

Objectives of the Study

- To know the aware of student teachers on sex education.
- From the survey suggest a useful and suitable suggestion.

Scope of the Study

The issue now a days we are facing many sexual harassment issues all are based on the lack of knowledge among the society. Every family is also responsible for this crisis. The thing is that is the improper guidance at the teen age. The anti-social activities raised by this reason alone. So that as a teacher we can contribute to eliminate this issue from the society. Before contributing it is really need to measure the level of understanding in sex education. This work deals the perception and awareness among the student teachers. This is the scope of the study.

delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to student teachers from I-year.

Tool Description

- The questionnaire has been used as a tool.

Statistical Technique

- In the present study the following statistical measures used
 - Mean
 - Deviation

Hypothesis

The hypothesis on the awareness on sex education among student teachers based on variables like stream, locality and genders has no significant different.

Population and Sample

The population and sample was 100 with respect to different variables like student teachers from rural and urban. Another variable like student teachers from different streams like arts and science.

Table 1. Population and sample

Background variables	Factors	No. of Students
Locality of the student	Urban	53
	Rural	47
Type of stream	Arts	41
	Science	59
Gender	Male	22
	Female	78

Table 2: Percentage level of different variables

Level	Locality		Stream		Gender	
	Rural	Urban	Arts	Science	Male	Female
Low	14.89	18.86	28.83	10.17	22.72	16.67
Moderate	72.34	62.26	58.54	72.88	63.64	67.95
High	12.76	18.86	14.63	16.95	13.64	15.39
Total	100	100	100	100	100	100

Chart 1. Percentage level of Gender variables

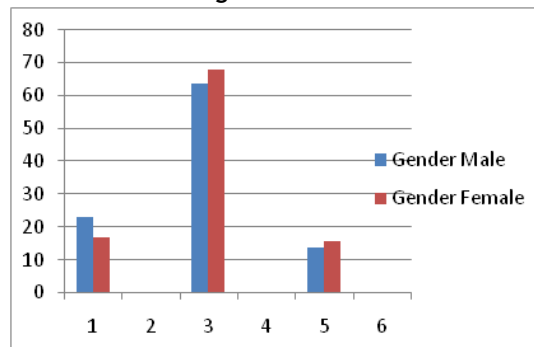


Chart 2. Percentage level of locality variables

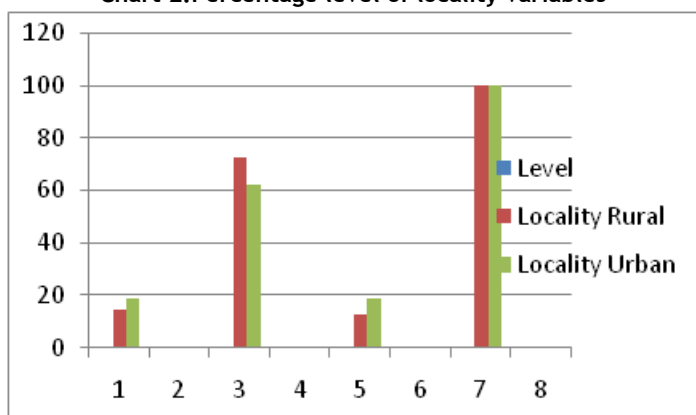


Chart 3. Percentage level of Stream variables

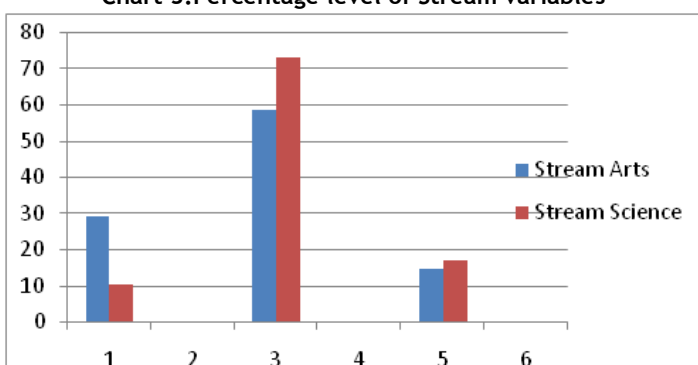


Table 3: Levels of Awareness Mean

Background variables	Factors	No.Of Students	Awareness on sex education (Mean)
Locality of the student	Urban	53	43.43
	Rural	47	43.34
Type of stream	Arts	41	42.76
	Science	59	43.83
Gender	Male	22	44.64
	Female	78	43.04

t-Test Analysis

The t-value analysis done among the awareness on sex education among student teachers based on variables gender, locality and stream of student teachers.

Background variables	Factors	NO.OF STUDENTS	t-Factor
Locality of the student	Urban	53	-0.114
	Rural	47	-0.113
Type of stream	Arts	41	-1.295
	Science	59	-1.271
Gender	Male	22	1.630
	Female	78	1.766

The t-test value of variable locality rural and urban are -0.113, -0.114 respectively and the another variable stream arts and science are -1.295, -1.271 respectively, The variables of gender had 1.630, 1.766 respectively.

Findings

The awareness between student teachers in sex education was at moderate level. They were in need of more awareness in sex education.

The percentage of awareness among rural is higher than that of urban.

The science graduate student teachers had moderate awareness on sex education.

Findings based on t-Test

The t-test result shows no significant differences of the awareness on sex education among student teachers based on variables of gender, stream and locality. Hence the null hypothesis accepted.

Recommendations

To solve the societal issues related to sexual harassment. It is mandatory to provide sex education awareness to the student teachers. And also we suggest sex education syllabus on curriculum to the student.

To achieve the wealthy society the awareness among the students, especially the school students have to be aware of the sex education .

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Universal Problems in Learning

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Objectives

- To analyse the universal problem in learning
- To understand the difficulties in learning different subjects

Introduction

Learning is one of the most important mental function of humans, animals and artificial cognitive systems. It relies on the acquisition of different types of knowledge supported by perceived information .It leads to the development of new capacities, skills, values ,understanding and preferences .It is goal is the increasing of individual and group experience.

Learning disabilities refer to a number of disorders which may affect the acquisition, organisation, retention, understanding or use of verbal or non-verbal information. These disorders affect learning in Individuals who otherwise demonstrate at least average abilities essential for thinking and reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Universal Problem in Learning

- Learning disorder
- Learning disabilities

Learning Disorder

- Dyslexia
- Dyscalculia
- Dysgraphia

Dyslexia

Reading Disorder (Dyslexia) is generally characterized by difficulties with the alphabet, word recognition, decoding, spelling, and comprehension. A student with reading disorder might have difficulty with the following: • naming, learning the sequence of or printing the alphabet • memorizing non-phonetic words • reading words that cannot be translated into a mental picture (and, a, the, etc.) • sound/symbol correspondence, or sequencing of letters to create a word • reading aloud without repeated mistakes and pauses • comprehending reading material, grasp of vocabulary • reading numbers and confusing math symbols • organizing what he or she wants to say verbally, or not being able to think of the word needed • retelling a story in sequence of events • finding a word in the dictionary, naming the days of the week and months of the year • understanding inferences, jokes or sarcasm.

Dyscalculia

Arithmetic Disorder (Dyscalculia) is generally characterized by difficulty in learning or comprehending mathematics. It affects a person's ability to understand and manipulate numbers or understand numbers themselves. A student with arithmetic disorder might have difficulty with • organizing problems on the page, keeping numbers lined up • following through on multiple step calculations, such as long division • transposing numbers accurately on paper or on to a calculator, such as turning 56 into 65 • distinguishing right from left • using the mathematical calculation signs, confusing basic operations and facts

Dysgraphia

Writing Disorder (Dysgraphia) is generally characterized by distorted writing in spite of thorough instruction. A student with writing disorder might experience some of the following difficulties: • inconsistent and sometimes illegible writing; e.g., mixing print and cursive, upper

and lower case, irregular sizes, shapes or slant of letters • inconsistent positioning on the page, with respect to lines and margins • unfinished words or letters, omitted words and many spelling mistakes • fine motor difficulty, such as inability to reproduce letters or remembering motor patterns • inconsistent speed in writing, either extremely laboured or quick • writing that doesn't communicate at the same level as the student's other language skills

Learning Disability and Behaviour

Learning disabilities vary in severity and may interfere with the acquisition and use of one or more of the following: oral language (e.g., listening, speaking, understanding) reading (e.g., decoding, phonetic knowledge, word recognition, comprehension) written language (e.g., spelling and written expression) mathematics (e.g., computation, problem solving) Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

Teachers should explore the possible existence of a learning disability when a student who appears to be capable has a history of struggling with specific components of school and/or begins to demonstrate behavioural difficulties. Students with undetected learning disabilities might demonstrate undesirable behaviour for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Frustration might arise out of the students' level of performance compared to their level of actual ability, lack of understanding of why they struggle to perform the task or sometimes the inability to communicate in an appropriate way. A student might also exhibit inappropriate behaviour in order to avoid the frustrating task itself. At other times behaviour might result from poor self-esteem, connected to the student's focus on what he/she can't do; or a student might quit trying, believing that no matter how hard they try they will never attain success. Other behaviour might be the result of an emotional disturbance.

Disabilities that Affect Learning

- Mental retardation
- Sensory deficit
- Language disorder or impairment
- Physical impairment
- Multicultural disabilities

Mental Retardation

Mental retardation is a developmental disability that appears in children under the age of 18. It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) that is well below average and significant limitations in daily living skills (adaptive functioning).

Sensory Deficit

Sensory processing disorder is a condition in which the brain has trouble receiving and responding to information that comes in through the senses.

Language Disorder or Impairments

Language disorder or impairments are disorders that involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and or morphology), semantics (meaning) or other aspects of language.

Physical Impairment

A physical disability is a limitation on a person's physical functioning mobility, dexterity or stamina. Other physical disabilities include impairments which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

Multicultural Disabilities

Multicultural disabilities (polyhandicap) severe manifestations, motor impairments and severe or profound mental retardation leading to excessive limitations in Independence and capacity of perception, expression and relationship.

Problem in Learning Different Subjects

Problem In Learning MATHS

Mastering basic number facts - Many learning disabled students have persistent trouble "memorizing" basic number facts in all our operations, despite adequate understanding and great effort expended trying to do so. Instead of readily knowing that $5+7=12$, or that $4 \times 6=24$, these children continue laboriously over years to count fingers, pencil marks or scribbled circles and seem unable to develop efficient memory strategies on their own.

Remedies

Interactive and intensive practice with motivational materials such as games
...attentiveness during practice is as crucial as time spent
Distributed practice, meaning much practice in small doses
...for example, two 15-minute sessions per day, rather than an hour session every other day
Small numbers of facts per group to be mastered at one time
...and then, frequent practice with mixed groups
Emphasis is on "reverses," or "turnarounds" (e.g., $4 + 5/5 + 4$, $6 \times 7/7 \times 6$)
...In vertical, Horizontal, and oral formats
Student self-charting of progress
...having students keep track of how many and which facts are mastered and how many more there are to go
Instruction, not just practice
...Teaching thinking strategies from one fact to another (e.g., doubles facts, $5 + 5$, $6 + 6$, etc. and then double-plus-one facts, $5 + 6$, $6 + 7$, etc.).

Problems In Learning Science

Science is in big trouble. Or so we're told. In the past several years, many scientists have become afflicted with a serious case of doubt – doubt in the very institution of science.

Explore the biggest challenges facing science, and how we can fix them:

- Academia has a huge money problem
- Too many studies are poorly designed
- Replicating results is crucial – and rare
- Peer review is broken
- Too much science is locked behind pay walls
- Science is poorly communicated
- Life as a young academic is incredibly stressful

Remedies

The scientific process, in its ideal form, is elegant: Ask a question, set up an objective test, and get an answer. Repeat. Science is rarely practiced to that ideal. But Copernicus believed in that ideal. So did the rocket scientists behind the moon landing.

Problems In Learning Language

When we learn any new language as a second language at school, we will face many problems. To get proficiency in language we should have four types of skills such as listening, speaking, reading and writing. In this four skills universally students face many problems, each skill is interrelated to other if we don't have any one skill we can't acquire the other skill when listening we might not understand with some vocabularies so we should learn many vocabularies through listening, then reading then speaking and then writing.

When we speak it comes more problems there comes a hesitation to speak with others, at times we might forget some words.

When we read we don't know the pronunciation of some words so we hesitate to read aloud in front of others. At times monotonous read makes to feel drowsy.

When we write there comes many problems, we should know the spelling of every word, we should know sentence structure, we should know grammar form.....etc.,

Remedies

We should learn every skill in LSRW order and after getting proficiency in each skill we should talk with others without any hesitation and teachers should provide opportunity to develop the speaking and writing skill.

Conclusion

problems are common in learning for all students in the world, but common or single solution cannot be given to those problems because every student has unique character so everyone's problem is different the teacher should find the problem and give different remedies to each student. Basically the teacher should teach with the teaching tools that give work to all senses. And lead the class with innovative teaching methods.

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Mobile Phone Addiction and its Influence on Learning among the Student Teachers

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Abstract

We present a review of the student that have been published about addiction to mobile phones. We analyze the concept of mobile- phone addiction as well as its prevalence, study methodologies, psychological features and associated psychiatric comorbidities. Research in this field has generally evolved from a global view of the mobile phone as a device to its analysis via applications and contents. The diversity of criteria and methodological approaches that have been used is notable, as is a certain lack of conceptual delimitation that has resulted in a broad spread of prevalent data. There is a consensus about the existence of mobile phone addiction shows a distinct user profile that differentiates it from internet addiction. Without evidence pointing to the influence of cultural level and socioeconomic status, the pattern of abuse is greatest among young people, primarily females. Intercultural and geographical differences have not been sufficiently studied. The problematic use of mobile phones has been associated with personality.

Introduction

There are a wide variety of addictions that young adults learn through time. One of the most widely spread addictions in teenagers across various countries is mobile phone addiction. There is a shocking amount of the teens in this count that have mobile phones, tablets or other mobile devices. According to teens and technology, about three in four, 75% of teen ages 12-17 have access to many different mobile phones. Mobile phone involving social media and internet access has become a major issue affecting the way teenagers learn and interact with others.

Statement of the Problem

Mobile phone addiction and its influence on learning among the student teachers.

Need and Significance of the Problem

A hierarchical model of personality is used to study mobile phone addiction. Emotional instability, introversion and materialism are significantly associated with mobile phone addiction. Attention impulsiveness is positively associated with mobile phone addiction

The association between the conscientiousness, need for arousal and mobile phone addiction is mediated by attention impulsiveness.

Objectives of the Study

- To explore students teachers attitude towards using mobile phone.
- To find students teachers attitude towards using mobile phone with respect to background variables.

Operational Definition

Mobile Phone

A mobile phone is a portable telephone that can make and receive calls over a radio frequency link while the user is moving within a telephone service area.

Addiction

Addiction is a complex condition, a brain disease that is manifested by compulsive substance use despite harmful consequence. People with addiction (substance use disorder) have an intense focus on using a certain substances

Influence

Influence is the power to have an important effect on someone or something. If someone influences someone else, they are changing a person or thing in an indirect but important way.

Learning

Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values and preferences.

Student Teachers

Student teacher is the student studying I year in college of education.

Methods of the Study

The investigator used survey method to study the mobile phone addiction and its influence in learning among student teachers.

Tools used for the Study

A self constructed tool prepared by the investigator was used as the tool for the study.

Administration of the Tool

The investigator got the permission from the head of the B.Ed college and the concerned subjects teacher and administrator that tool to the student teacher. The student teacher where briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The student teachers took around 30 minutes to complete the tool.

Statistical Technique Used

Percentage analysis, mean and standard deviation are the statistical techniques.

Population & Sample for the Study

The population for the present study comprises of student teachers studying in B.ed colleges. Sampling was taken from 100 students of Thiagarajar college of preceptors.

Table 1:sample distribution of the study

Background variable	Factors	No. of students
Gender	Male	19
	Female	81
Qualification	U.G	83
	P.G	17
Stream	Arts	29
	Science	71
Locality	Rural	35
	Urban	65
Parents qualification	Literate	75
	Illiterate	25

Sampling Technique

The sampling technique used for this study in purposive sampling.

Data Analysis & Interpretation

The following data analysis were carried out.

1. To find out level of attitude of student teachers using technology in learning

Table 2:level of attitude of student teacher using technology in learning

Levels	Count	Percentage
Low	09	09
Moderate	70	70
High	21	21
Total	100	100

From table 2, it is found that the level of mobile phone addiction and its influence on learning for Thiagarajar College of Preceptors is moderate(70%)

2. To find out the mean score mobile phone addiction and its influence on learning for Thiagarajar College of Preceptors with reference to background variables.

Table 3: Mean Score of Mobile Phone Addiction and its Influence on Learning for Thiagarajar College of Preceptors with Reference to Background Variables.

Background variable	Factors	No. of students	Mean
Gender	Male	19	41.78
	Female	81	41.43
Qualification	U.G	83	41.42
	P.G	17	41.88
Stream	Arts	29	42.27
	Science	71	41.18
Locality	Rural	35	41.25
	Urban	65	41.63
Parents qualification	Literate	75	41.49
	Illiterate	25	41.52

From table 3, it I found that Thiagarajar College of Preceptors student teachers(M=41.5), female(M=41.43), U.G(M=41.42), Science(M=41.18), Urban(M=41.63), Literate(M=41.49) are better in mobile phone addiction and its influence on learning their counterparts.

Findings

- The level of attitude of student teachers towards using mobile phone in learning is moderate.
- Thiagarajar college student teachers, female students, U.G students, science students, urban students, students of literate parents are better in using mobile phone in learning than their counterparts.

Suggestions

From the study it can be seen that an average number of student teacher battle with using technology in learning. We can give the following tips to student teachers to enhance using technology in learning. Educators and student teachers are quickly becoming more comfortable with classroom technology, allowing them to shift from thinking about the technical side of integrating a new tool to focusing on how it improves learning. Educators love simple tools that they can use in multiple ways. Google hangouts is a great tool for connecting with other educator, student teachers and classes.

Conclusion

Many people believe that mobile phone addiction is not that big of a problem, but some do not know it is a problem at all. My generation is going to be the peak of failure in society. We need to learn to look up from the phone. Teenagers need to not be so addicted to their phones because they are missing out on life. What they will never realize is they already missed out on most of it and they grew up. They are missing out on making memories with family at family gatherings. They are missing out on making memories with their friends when they go to football games or out to eat after wards.

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Mental Health of Higher Secondary Students

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Abstract

The latest report by the national crime records bureau has positioned tamilnadu as the indian state with high suicide rate. At least in part, this is happening due to exam pressure among adolescents, emphasizing the imperative need to understand the pattern of various factors contributing to it among students. For this study, 75 students of XII standard from two different schools in Madurai district were selected as sample. They were administered with standardized mental health of higher secondary students Scale. The data was collected and subjected to statistical analysis. The result revealed that the mental health of higher secondary students was moderate.

Keywords: Mental health of higher secondary students.

Introduction

The educational standards of school children in india are primarily evaluated based on written examinations. Every year, the indian government conducts two board exams, otherwise referred to as public exams, at the end of the secondary and higher secondary education grades. Tamilnadu is one of the states in india and the tamilnadu state board of school examination is responsible for the 10th and 12th board examinations within the state. The scores obtained in the 10th board exams are necessary not only to get admission in good higher secondary schools but also to choose the preferred main stream of higher secondary educations. Since the number of seats in high quality schools is limited compared to the number of students passing out of 10th grade, competition to get higher secondary admission is always fierce.

Title of the Study

Mental health of higher secondary students.

Operational Definition

Mental health of higher secondary students :

- Mental health is defined as the psychological mechanism whereby the Current intensification of a dangerous drive results in the elicitation of defenses.
- Mental health is the apprehensions carried off by a threat of some value which the individual holds essential to his existence to as a personality.

Statement of Problem

Do higher secondary students posses mental health and test anxiety?

Objectives of the Study

- To find out the level of academic stress among higher secondary students in Madurai district.
- To find the mental health of higher secondary students with respect to background variables

Significance of the Study

Academic stress is the feeling of apprehension over one's performance in the academic activities. It can lead to students being unable to perform to the best of their abilities in examinations.

Students were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in better way. To know this, the investigator decided to analysis the academic stress among higher secondary students.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to higher secondary students.

Population and Sample

The population for the present study comprises of the students of XII standard students Studying in Government Aided schools in Madurai district.

A sample of 75 students was selected by random sampling method from two Government Aided schools. The distribution of the sample is given in table.

Table 1: Sample distribution of the study

Background variables	Factors	NO.OF STUDENTS
Gender	Male	50
	Female	25
Type Of School	Boy's	50
	Girl's	25
Locality Of the Student	Rural	71
	Urban	4
Type Of Management	Government	50
	Government aided	25

Administration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential.

The students took around 30 minutes to complete the tool.

Tools Used

A standardized mental health of higher secondary students scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study.

Data Analyses

The following data analyses were carried out

1. To find out the mental health of higher secondary students.

Table 2: Level of mental health

Levels	count	percentage
low	10	13.33
moderate	53	70.67
High	12	16.00
Total	75	100

From table 2, it is found that the level of mental health for higher secondary students is moderate (70.67 %)

2. To find out the mean scores of mental health scale for higher secondary students with reference to background variables

Table 3: Mean scores of higher secondary students in mental health with reference to the background variables.

Background variables	Factors	No of students	Mental health(Mean)
Gender	Male	50	72
	Female	25	75.03
Type of school	Boy's	50	72.39
	Girl's	25	75.03
Locality of the students	Rural	71	70.20
	Urban	4	75.76
Type of management	Government	50	67.64
	Government aided	25	67.20

From table 3 it is found that, Male students ($M=72.0$), Female students ($M=75.03$), urban students ($M=75.76$), Boys ($M=72.39$), Rural ($M=70.20$) are better in mental health than their counterparts.

Findings

- The level of mental health of higher secondary students is moderate.
- Male students, urban students, Boys students, female students, Rural students are better mental health of higher secondary students than their counterparts.

Recommendations

- Students should take responsibility for their own objectives and set priorities.
- Students should try to solve problems on their own and will pass them on to other people.
- Students should develop innovative practices and value innovative thinking.

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Attitude of Student Teachers Towards Personal

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Introduction

It is common knowledge that a good teacher can turn a student's life around. Teacher student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. There is no doubt that teacher's play a major role in what happens in their classrooms. Teachers provide a leadership or guiding role in the teaching and learning context and therefore extremely influential. So the teachers should be aware of the roles played by them in the present context of education.

Statement of the Problem

The statement of the problem is "ATTITUDE OF STUDENT TEACHERS TOWARDS PERSONAL QUALITIES OF A TEACHER"

Objective of the Study

The study entitled "ATTITUDE OF STUDENT TEACHERS TOWARDS PERSONAL QUALITIES OF A TEACHER" was taken up with the following objectives:

- To construct and standardize a tool on "ATTITUDE OF STUDENT TEACHERS TOWARDS PERSONAL QUALITIES OF A TEACHER".
- To find out the tool on attitude of student teachers towards the personal qualities of a teacher and, to find out the significance difference in the attitudes of student teachers towards the personal qualities of a teacher with reference to certain demographic and social variables.

Hypothesis of the Study

The present study was undertaken with the following hypothesis:

There is no significant difference in the attitude of student teachers towards personal qualities of a teacher in the aspect with different variables namely area of the student teachers, Educational qualification of the student teachers, Gender of the student teachers and Marital status of student teachers.

Method of Study

In this study, Normative Survey Method is adopted. It involves describing, recording, analyzing and interpreting the data which are all directed towards the better understanding of the educational problem and finding solutions for them.

Tool used for the Study

Tool used for data collection was a 20 item questionnaire developed by the researchers. The questionnaire included student teacher's personal information, 20 statements regarding attitude of student teachers to elicit information on the degree of agree or disagree.

An observation schedule module was constructed by the researchers to record the attitude of student teachers.

Validity of the Tool

The researchers established content validity of the tool. The content validity of the items used in this scale was based on the judgment of practitioners. In fact, the experts and teachers suggested the various aspects of the attitude of student teachers to be included in this scale.

Reliability of the Tool

Reliability of the tool attitude of student teachers towards personal qualities of teacher scale was established by the researchers using data collection method.

Population of Study

The target population comprised of all student teachers in Madurai town.

Sample of the Study

In this study, the researchers took a random sample of 100 student teachers of B.Ed colleges of Madurai , Tamilnadu.

Data Analysis

Attitude of student teachers towards personal qualities of a teacher.

The researcher personally visited three B.Ed colleges and administered the questionnaires to the sample student teachers. And the respondents were requested to record their free, frank and independent responses. An assurance was given to the respondents that their responses shall be kept confidential and the researcher collected views regarding behavior of teachers.

Table1: Mean score of B.Ed trainees in personal qualities of a teacher with references to the background.

Background Variables	Factors	Sample Size	Mean	S.D	Total
Area	Rural	44	53.98	4.55	100
	Urban	56	54.14	4.45	
Gender	Male	43	54.15	4.43	100
	Female	57	54.17	4.43	
Qualifications	Under Graduated	74.17	4.41	54	100
	Post Graduated	26	54.09	4.45	
Marital Status	Married	20	54.15	4.45	100
	Unmarried	80	54.15	4.43	

From the above table, the calculated mean score for the entire sample 54.17 and the calculated mean scores of sub samples ranged from 53.98 to 54.17 which was above the average level. From this, inference was made that the entire sample and all the samples had favorable attitude towards personal quality of a teacher.

From the collected data, majority of student teachers opined that their teachers had knowledge about their subject and they were punctual for their classes and behaved more nicely to the students and expect teachers used different motivational techniques and create democratic environment.

Table 2:Level of personal qualities of a teacher

Levels	Rural	Urban	Male	Female	UG	PG	Married	unmarried
High	58.54	58.59	58.58	58.60	58.5	58.6	58.59	58.58
Moderate	-7.97	-8.28	-8.30	-8.34	-8.34	-8.19	-8.28	-8.30
Low	49.43	49.69	49.71	49.73	49.7	49.5	49.69	49.71

From the above table there was no difference opinion depends upon any social variables namely, gender, area, qualification, marital status.

Interpretation & Suggestions

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are teach in many ways including lectures, small group activities and hands-on learning activities. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

Students spend a great deal of time with their teachers and therefore, the teacher becomes a role model to them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents. Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Facilitating professional learning opportunities among staff members is another role for teacher leaders.

Teachers should not discouraged the students , they should develop the positive attitude towards the students because, students are giving more respect to the teachers.

Conclusion

According to our research, that the general behavior of teachers should be positive and the student teachers attitude to their teacher's behavior also positive. The majority of the student teachers agreed that the teachers used different motivational techniques, such as observation, rating scale, peer appraisal to assess the students. Teachers also used different teaching techniques to make teaching effective. Teachers listened the students with patience and tolerance and guided them in their spare time. And they made students should participate in co-curricular activities. They are expected the kind words and appreciation from their teachers.

After all this study showed that Attitude of student teachers towards the personal quality of a teacher through B.Ed colleges have been found favorable to the teacher's behavior. All are expecting more positive attitudes from their teachers.

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Study Involvement of High School Students

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Abstract

The study aims to find out the level of study Involvement of high school students. . The normative survey method has been used in the present study. The Investigator selected 56 students from Government School, 40 students from Government Aided School and 23 students from private school and Random sampling technique was adopted for this study. The DATA were statistically analyzed. The mean, standard deviation were the statistical technique used in this study, the results reveal Gender has an impact on student personal problems and study involvement. Student personal problems, Study Involvement are related to each other.

Keywords: *Students study Involvement, Psychological problems of High school students.*

Introduction

Education plays a significant role in transforming one`s life globally. Education is essential for everyone. Education is indispensable part of life both personally and socially. Students represents the society`s investment for future. Education is required to unlock the doors to modernization so that an effective transition is possible from traditional to modern sectors. The very purpose of education in India is to help out the backwards to generate productivity in terms of personal advancement and thereby attain higher level of prosperity. Students all over the world face a number of problems.

This is very much true in the case of India also. The Students community is affected by lots of problems. As students are the future citizens of the world, every county should shoulder the responsibility of providing an immaculate environment to the students. The educational system India judges the child on the basis of his/her performance in the annual examination held at the end of every session.

Title of the Study

Study involvement of high school students.

Operational Definition

Study Involvement

In view of Yan Off defined study involvement as a degree of affect or feeling of being actively involved in one`s own learning process. In education, students can achieve in their studies only when they totally involvement in their studies. Study Involvement of high school student is the measure of the score obtained from the study Involvement questionnaire.

High School Students

Students are studying in 9th & 10th standard in high school in Madurai district.

Statement of Problem

Do high school students possess study involvement?

Objectives the Study

- To measure the study involvement of high school students
- To find the interest towards their studies.

Significance of the Study

Education is an indispensable tool to every human being for gains their knowledge. Secondary education begins in grade 9. Based upon performance in the first two years of secondary school and upon the SSLC results; students may enter senior/upper secondary school. Public examinations are held at the end of both cycles and grant access to grade 11 and University level study secondary school in India consists of 3 languages (including the regional language, an elective and English language) Mathematics, Science, and Social science, work/Pre vocational Education, Arts and Physical Education.

Delimitations of the Study

- The current study is undertaken only in Madurai district.
- The investigation is restricted to high school students

Population and Sample

The population for the present study comprises of the students of IX standard students studying in Government and Government Aided, Private School in Madurai district.

A sample of 119 students was selected by random sampling method from three different types of schools. The distribution of the sample is given in table.

Table 1: Sample distribution of the study

Background variables	Factors	NO.OF STUDENTS
Type of Management	Government	56
	Government aided	40
	Private School	23
Locality of the school	Rural	64
	Urban	55
Types of school	Boys	45
	Girls	49
	Co-education	25
Medium of instruction	Tamil	69
	English	50
Gender	Male	58
	Female	61

Abministration of the Tool

The investigator got the permission from the head of the school and the concerned subject teacher and administered the tool to the students. The students were briefed about the objectives of the study and informed that the data gathered from them will be kept confidential. The students took around 30 minutes to complete the tool.

Tools Used

A Standardized study Involvement scale.

Statistics Used

Percentage analysis, mean and standard deviation are the statistical techniques used in the study,

Data Analyses

The following data analyses were carried out.

1. To find out the level of study involvement of high school students.

Table 2: Level of Study Involvement

Levels	Count	Percentage
Low	16	13.33
Moderate	68	51.14
High	35	29.17
Total	119	93.64

From table 2, it is found that the level of study Involvement Scale for high school students is moderate (51%)

- To find out the mean scores of study Involvement Scale for high school students with reference to background variables

Table 3: Mean scores of high school students in study Involvement with reference to the background variable

Background variable	Factors	No. of Students	Study Involvement (Mean)
Type of Management	Government	56	25.01
	Government aided	40	26.45
	Private school	23	27
Locality of the school	Rural	64	25.31
	Urban	55	26.54
Type of school	Boys	45	24.88
	Girls	49	26.51
	Co-education	25	26.44
Medium of instruction	Tamil	69	24.94
	English	50	27.18
Gender	Male	58	25.01
	Female	61	26.70

From table 3 it is found that, Private school students ($M=27.00$), Urban school students ($M=26.54$) Girls school students ($M=26.51$), English medium students ($M=27.18$), Female students ($M=26.70$) their study involvements are better than others.

Findings

- The level of Study involvement of high school students is moderate.
- Private school students those belongs to urban, those are studies in Co-education students and who studies in English medium and the girls , their involvements in study is better than others

Recommendations

- Students have responsibility to serve their society by their educational knowledge.
- Students got an ability to manage their struggles by gaining their intellectual factors from their education.
- Students can make a decision about their future.

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