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EDITORIAL

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1

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS BLENDED LEARNING

Abstract

Blended learning denotes a mixture of various learning strategies and delivery methods that will optimize the learning experience of the learner. Effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction make blended learning an efficient teaching strategy. In this context every teacher should be aware of Blended Learning which provides various benefits over using any single learning delivery medium alone. This research paper is an attempt to find out the attitude of secondary school teachers towards blended learning. The results indicate that secondary school teachers have favourable attitude towards blended learning. The emphasis is that the blended designs seek to provide an effective combination of delivery modes, teaching and learning models, expert guidance, and peer learning. The analysis also shows that there is no significant difference in the attitude of male and female teachers towards blended learning while significant difference exists in their attitude towards blended learning in terms of the following categories namely type of school, teaching experience, and subject taught.

Key Words: *Blended Learning, Active Learning and Learner Engagement.*

INTRODUCTION

Harnessing the possibilities of socialization opportunities of the classroom with the technologically enhanced active learning environments has potential benefits in instruction. As a pedagogical approach, blended learning include pedagogical richness (shifting from a presentational format to active learning); greater access to personalized learning, to resources and Harnessing the possibilities of socialization opportunities of the classroom with the technologically enhanced active learning environments has potential benefits in instruction. As a pedagogical approach, blended learning include pedagogical richness (shifting from a presentational format to active learning); greater access to personalized learning, to resources and experts; greater flexibility and personal agency; greater accommodation for learners and teachers of diverse backgrounds; increased interaction and sense of community; and increased cost-effectiveness (e.g., reduced seat time, decreased costs). Mitchell and Honore (2007) define Blended instruction as "learning involving multiple methods and approaches, commonly a mixture of classroom and e-learning" According to Graham (2006)even though there are huge variations in defining blended instruction, the three most commonly mentioned definitions are (1) combining instructional modalities (or delivery media) (Bersin,2004); (2) combining instructional methods (Driscoll, 2002; Rossett et.al. 2002); and (3) combing online and offline instruction (Reay, 2001; Rooney, 2003; Young, 2002).

REVIEW OF LITERATURE

According to a 2003 survey of "Blended Learning Best Practices" by The Learning Guild, over 85% of organizations are using blended learning for the creation and/or delivery of educational content. The blending of pedagogy and technology changes the nature of teaching and learning by providing a means of access to digital resources and interactive communication tools. Students can better understand the key concepts and construct their own knowledge when classroom lectures are combined with online discussion activities. In the sam context, blended instruction is beneficial to students because it takes both instructivist and constructivist approaches in its design and the process. Students and faculty felt that learning increased in a blended course compared to a traditional course (Cook et al., 2006), as they "wrote better papers, performed better on exams, produced higher quality projects, and were capable of more meaningful discussions" and improve their ability to apply theory to practice in blended learning courses (Garnham & Kaleta, 2002) and had higher attendance rates compared to those in traditional classes. Courses also become more writing-intensive and creative due to required assignments and students scored higher on a final exam than their onsite counterparts, along with a positive attitude about their. Institutions have various degrees of sophistication in how they plan, direct, and account for resources, participants and outcomes of learning activities within their learning management systems (Moore, 2003). For the organization, blended learning can also extend the reach of the program, optimize development costs and time and accelerate the dissemination to knowledge to vital channels (Singh, 2003). Basically, blended learning can deliver learning to the institution and the learner in a highly flexible and customized manner.

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NEED AND SIGNIFICANCE OF THE STUDY

Blended learning should use the best delivery methodologies available for a specific objective, including online, classroom-based instruction, electronic performance support, paper-based, and formalized or informal on-the-field solutions. A blended learning program with shorter learning assets and content that can be broken into chunks serves this population more effectively than methods that require them to spend hours at a time in a classroom. Blended learning not only reinforces learning retention, but saves organizations money and integrates effectively into leaders' daily lives. As the primary key ensuring the quality of instruction changes, pedagogical assumptions, values, beliefs, and attitudes play a fundamental role in determining radical transformation in education. Therefore, it is important for teachers to accept the value of innovative ideas and tools. In many cases, even though teachers are interested in technology or new delivery medium, they tend to be reluctant to participate due to the commitment of time needed to produce course content and to deliver course materials. Designing and developing blended courses requires greater amount of time than designing classroom instruction. In particular, blended courses should be more elaborately designed than online or classroom instruction only by balancing the portion of each delivery method. For doing that, faculty need to understand the nature of the delivery format and the medium, and have the necessary skills and knowledge for stronger learner engagement and enhanced learning.

STATEMENT OF THE PROBLEM

The purpose of blending the different ways of learning lies in engaging students in advanced learning followed by rich interactive experience. The main outlook of blended learning is to provide realistic practical opportunities for learners and teachers to make learning beneficial, sustainable and progressive by combining delivery modalities. Teachers also need to be subject matter experts and reflective learners of their teaching practice. Opportunities for real change lie in creating new types of teachers, new uses of instructional technology and new kinds of institutions whose continual intellectual self-capitalization continually assures their status as learning organizations. In this context the study of the attitude of Secondary School Teachers towards Blended Learning seems crucial. The present study is entitled as "A Study on the Attitude of Secondary School Teachers towards Blended Learning."

OBJECTIVES

- To find out the attitude of secondary school teachers towards blended learning.
- To find out the attitude of secondary school teachers on the basis of sub-components namely: design, availability of resources, instructional delivery, assessment, skills and competencies, and management.
- To find out the attitude of secondary school teachers blended learning among school teachers in terms of the independent variables, viz. sex (male and female), type of school (Government, Government –aided) teaching experience (5- 10 years of teaching experience and above 10 years of teaching experience) and subject taught (Science, Non- Science).

HYPOTHESES

1. There is a favorable attitude among secondary school teachers towards blended learning.
2. The attitude of secondary school teachers towards blended learning on the basis of the subcomponents namely: design, availability of resources, instructional delivery, assessment, skills and competencies and course management is medium.
3. There is no significant difference in the attitude of secondary school teachers towards blended learning in terms of the following categories namely sex, type of school, teaching experience, and subject taught.

METHODOLOGY

Normative Survey method was adopted for the study which is generally used to ascertain the typical condition of a phenomenon at present. The investigator prepared a Scale of Attitude of High School Teachers towards Blended Learning which consisted of 25 items on the following aspects of blended learning: *design, availability of resources, instructional delivery, assessment, technology skills, and management* according to the criteria laid down by Edward (1957). The sample consisted of 100 secondary school teachers from several districts of Kerala. As the present study was descriptive in nature the data collected was subjected to mean, standard deviation and t- test for analyzing the data.

ANALYSIS AND INTERPRETATION

The main purpose of the study was to analyze the attitude of secondary school teachers towards blended learning. Attitude of high school teachers on the following aspects of blended learning: design, availability of resources, instructional delivery, assessment, technology skills, and management were

analyzed. The results of the analysis of data are presented below:

The table showed that 17.53% of the secondary school teachers have low, 65.21% have moderate and 17.23% have high level of attitude towards blended learning. The result shows that secondary school teachers have a favourable attitude towards blended learning. Hence the hypothesis that there is a favorable attitude among secondary school teachers towards blended learning is accepted.

TABLE- 1: LEVEL OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS BLENDED LEARNING

S.No.	Dimensions of Blended Learning	Low		Moderate		High	
		No.	%	No.	%	No.	%
1	Design	16	20	66	62.7	18	17.3
2	Availability of resources	14	19.4	69	65.7	17	14.9
3	Instructional delivery	15	18.7	65	68	20	13.2
4	Assessment	11	12	72	68	17	20
5	Skills & Competencies	13	13.8	68	64.2	19	22
6	Management	16	21.3	70	62.7	12	16
	Total		**17.53**		**65.21**		**17.23**

Analysis of the responses to the scale of attitude towards blended learning administered on the secondary school teachers based on the sub-variables viz; sex (male and female), type of school (Government, Government–Aided) teaching experience (5- 10 years of teaching experience and above 10 years of teaching experience), and subject taught (Science, Non- Science) is shown below:

From the‘t’ values of the below table it is seen that there is no significant difference in the attitude of male and female teachers towards blended learning.. The significant ‘t’value proves that government and aided school teachers differ in their attitude towards blended learning. This shows that the type of management of the school influences the attitude towards blended learning. The results also indicate that there is a significant difference between Science and Non-Science teachers in their attitude towards blended learning. The t-score also indicates the difference in attitude among teachers with 5- 10 years of teaching experience and above 10 years of teaching experience towards blended learning

MAJOR FINDINGS

- Secondary school teachers have a favourable attitude towards blended learning.
- There is no significant difference in the attitude of male and female teachers towards blended learning.
- There is significant difference in the attitude of government and aided teachers towards blended learning.
- There is a significant difference between Science and Non-Science teachers in their attitude towards blended learning.
- There is a significant difference in attitude among teachers with 5- 10 years of teaching experience and above 10 years of teaching experience towards blended learning.

TABLE- 2: DIFFERENCES BETWEEN SECONDARY SCHOOL TEACHERS IN THEIR ATTITUDE TOWARDS BLENDED LEARNING

S.No.	Sample Category	Total No	Mean	SD	‘t'-value	Level of Significance
1	Male	35	74.51	8.02	1.08	NS 0.01 level
2	Female	65	76.61	7.83		
3	Government	32	74.37	8.51	2.16	S 0.05 level
4	Government –Aided	68	75.85	8.10		
5	Science	48	76.66	7.76	2.18	S 0.05 level
6	Non- Science	52	74.47	8.08		
7	5- 10 years of teaching experience	44	77.91	6.74	3.26	S 0.01 level
8	Above 10 years of teaching experience	56	74.38	8.51		

RECOMMENDATIONS

- Steps must be taken to extend the scope of blended learning in educational institutions. For this four main principles of educational design for blended learning could be suggested: (a) a thoughtful integration of face-to-face and online instructional components; (b) innovative use of technology; (c) reconceptualization of the learning paradigm; and (d) sustained assessment and evaluation of blended learning.
- While the demand for personalized learning for students has increased—and the benefits are undisputed—the major issue seems to be that the role of the teacher has clearly changed, but there is an international lack of focus on teacher training. Changes in the pre-service and in-service training programmes may be attempted to provide continuous updating of instructional modalities and strategies for designing blended learning in classrooms.
- Teachers should be acquainted with various blended learning models that could be sufficiently incorporated to address the diverse students' needs and preferences. Incorporation of new pedagogies, learning theories and instructional methods transform conceptually models of teaching and learning in blended learning environments
- Teachers wishing to create highly personalized learning environments for their students can do so easily using the blended framework developing strong relationships and inspiring learners to be motivated and build learning momentum. Those relationships, along with peer interaction, remain an important avenue to helping students develop interpersonal skills with both peers and adults.

CONCLUSION

Effective teaching largely depends upon the introduction of innovative and novel strategies of instruction. Blended learning can capitalize on student learning needs by providing self-directed, relevant entails the development of new understandings and knowledge experiential learning, social interaction, and access to design. A reconceptualization of the learning paradigm the incorporation of new pedagogies and learning organizational performance objectives, learning content knowledge, at the same time as being cost effective and efficient. Class size, budget, geographical location, and learners' individual needs dictate effective learning theories (e.g., student-centered, social constructivism), through students' social interactions with a community of peers, and new roles of students (e.g., active author of content, self-paced learner) and teachers (e.g., mentors, coaches). The choice of a blend should usually be determined by several factors: the nature of the course content and instructional goals, student characteristics and learning preferences, instructor experience and teaching style, instructional resources and others.

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EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT AMONG UNDERGRADUATE STUDENTS

Abstract

The emotional maturity and social adjustment are the important aspects in the behavior of the students because it influences the individual at greater levels. Emotions like anger, fear, loneliness etc., play a great role in the development in the individual's personality. Not only their physical growth and development linked with their emotional make up, but also their intellectual, social, moral and aesthetic developments were also controlled by the emotional behavior and experiences. As the students are the foundation pillars of the future generation, the study of emotional maturity and social adjustment are significant to study. A survey study was conducted with simple random technique for getting data from 580 undergraduate students in Salem district of Tamil Nadu. The findings revealed that differences exist in locality of student, type of management, year of study, stream of study, institutional locality and parental occupation for emotional maturity. Also significance exist in gender, locality of student, type of management year of study, stream of study, institutional locality, and parental occupation for Social adjustment.

Key Words : *Emotional Maturity, Social Adjustment and Undergraduate Students.*

INTRODUCTION

Education should be designed according to the cultural background and needs of a society. In a multi-cultural, multi- lingual and multi-religious country like India, the role of educational changes from place to place. India is heading towards global Education. Its package that comes in the name of global education is gradually but definitely taking different societies of the so called civilized societies all over the world is hopelessly taking an almost identical pattern.

ADOLESCENT DEVELOPMENT

Cognitive development and emotional development are closely intertwined. Adolescent emotional development is often characterized by rapidly fluctuating emotions. For many parents, the adolescent period can seem like a whirlwind of rapidly changing emotions. The natural outcomes that every youth learn to cope with a much larger array of new and unfamiliar situations (Larson & Ham, 2003). In addition to navigating new and uncharted territory, teens growing up in today's society are subjected to increased demands on their physical, mental, and emotional resources.

Social relationships outside the family have exponentially increased with the advent of electronic social networking. Academic standards have become more stringent. Sports and other recreational pursuits are more competitive. Therefore, teens must learn to respond new and unfamiliar situations at the same time they are experiencing increased demands. Social support enables should need help someone is nearby and willing to assist them. Social support works the same way as a lifeguard.

ADOLESCENT SOCIAL DEVELOPMENT

The thoughts, feelings and behaviors of individuals are influenced by the actual imagined or implied presence of others (Alport, 1997). Social Psychologists are interested not only in behavior but also in feelings, thoughts, beliefs, attitude, intentions, goals and so forth. These aren't directly observable but can, varying degrees of certainty, be inferred from behavior.

Adolescents will begin to form many different types of relationships, and many of their relationships will become more deeply involved and more emotionally intimate. Youth must also time, energy, and attention. Instead of just a single teacher and coach as in grade school, there are now several teachers and several coaches each with different requirements and priorities.

Some of the social factors that can study an enormous range of topics which includes conformity, persuasion, power, influence, obedience, prejudice, bargaining, discrimination, stereotyping, sexism and racism, small groups, social categories, intergroup relations, crowd behavior, social conflicts and harmony, social change, overcrowding, stress, decision making, the jury, leadership, communication, language speech, impression formation, impression management, self presentation, identity, emotion, attraction, friendship, family, love, romance, sex, violence, aggression, altruisms, pro-social behavior.

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learn to balance multiple relationships that compete for their intergroup relations, crowd behavior, social conflicts and harmony, social change, overcrowding, stress, decision making, the jury, leadership, communication, language speech, impression formation, impression management, self presentation, identity, emotion, attraction, friendship, family, love, romance, sex, violence, aggression, altruisms, pro-social behavior.

DISPOSITIONAL EFFECT

Dispositional affect, similar to mood, a personality trait or overall tendency to respond to situations in stable, predictable ways. The level of dispositional affect affects the sensations and behavior immediately and most of the time in unconscious ways, and its effect can be prolonged. It is an important aspects in psychology and social science, such as personality, culture, decision making, negotiation, psychological resilience and coping with stressful life events. Emotionally extreme members, empirical definition, affecting group emotion, influence on performance, evolutionary-psychological perspective are some of the factors.

KEY AREAS IN SUPPORTING CHILDREN'S DEVELOPMENT

Children's earliest and most extensive learning about social relationships occurs in the family. Parents and careers can support positive social development when they model respect and consideration and encourage children to be similarly respectful in all their relationships.

- Provide care and support by tuning into children's needs. Parents should listen and take children's feelings into consideration.
- Help children to develop social skills by providing coaching and teaching them to think through and solve the day-to-day social difficulties they encounter. Supervise and support children's social activities without taking over.
- Asking questions in a supportive way helps children to think through situations and encourages them to take others' feelings and perspectives into account.
- Discuss moral issues with children and encourage them to state their opinions and reasons.

SOCIAL ROLES AND RESPONSIBILITIES

The lifestyle of an adolescent in a given culture is profoundly shaped by the roles and responsibilities that an individual expected to assume. The extent to which an adolescent is expected to share family responsibilities is one large determining factor in normative adolescent behavior. For instance, adolescents in certain cultures are expected to contribute significantly to household chores and responsibilities. Specific household responsibilities for adolescents may vary by culture, family type, and adolescent age. Some research has shown that adolescent participation in family work and routines has a positive influence on the development of an adolescent's feelings of self-worth, care, and concern for others.

NEED AND IMPORTANCE OF THE STUDY

Education is a process and acts also as an instrument to bring out the innate behavior of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well adjusted youth and will step forward when the adult generation passes on to retirement. Adjustment behavior is a psychological part in the human activities. Now a day, the most of the college students do not have the proper adjustment behaviors. It helps to analyze the human character and give the way of life. Based on the above observation the present study was undertaken. Today's competitive world demands good quality in every field, College's and students are not an exception to it. Family situations, academic aspects, neighbors, peer relationships and college environment are related in such a way that they effect change and redefine student's life in many ways. The children with stressed situation exhibits sign of emotional disturbances. Aggressive behavior, shyness, social phobia and lack of interest in their academic. Discipline, adjustment related concern, peer's pressure and financial problems such as getting good grades.

OBJECTIVES

- To find out the level of emotional maturity and social adjustment among the undergraduate students.
- To find out the difference in the level of emotional maturity and social adjustment among the undergraduate students based on their Gender, Locality of student, Type of Management, Year of study, Stream of study, Nature of family, Locality of institution, Nature of college, Marital status and Parental occupation.
- To find out the relationship between emotional maturity and social adjustment among the undergraduate students.

HYPOTHESES

1. The level of emotional maturity and social adjustment among the undergraduate students are low.
2. There is no difference in the emotional maturity and social adjustment among the undergraduate students based on their Gender, Locality of student, Type of Management, Year of study, Stream of study, Nature of family, Locality of institution, Nature of college, Marital status and Parental occupation.
3. There is no relationship between emotional maturity and social adjustment among the undergraduate students.

METHODOLOGY

The survey method was carried. The population for the present study includes undergraduate students studying in government, government aided and private colleges especially in arts and science colleges in Salem district. The investigator has taken 580 students for the study, of which 235 Male and 345 Female students. The samples have been selected by using simple random sampling techniques.

QUESTIONNAIRES

Emotional Maturity and Social Adjustment Questionnaire have (40, 43 items respectively with positive and negative statements on 4 point scale {4,3,2,1 and 1,2,3,4} bases) on 4 dimensions namely Self Influences, Institutional Factors, Peer- group Influences and Social Factors. The reliability was found that **0.74** and **0.70** respectively.

ANALYSIS AND INTERPRETATION

The calculated "t" value is 2.80 which is greater than the standard "t" value of 1.96 at 0.05 levels of significance. It is concluded that there is no significant difference exist between the mean scores of rural and urban students in their emotional maturity. Hence, the hypothesis framed based on the locality of students is not accepted.

The calculated F value is 4.04 which is greater than the standard F value of at 0.05 level of significance. It is concluded that there is significant difference exist among students in their emotional maturity on type of management. Hence, the hypothesis framed based on the type of management is not accepted.

The calculated "t" value is 3.23 which is greater than the standard "t" value of 1.96 at 0.05 levels of significance. It is concluded that there is no significant difference exist stream of study among students in their emotional maturity. Hence, the hypothesis framed based on the stream of study is not accepted.

The calculated "t" value is 3.98 which is greater than the standard "t" value of 1.96 at 0.05 levels of significance. It is concluded that there is no significant difference exist locality of institution in their emotional maturity. Hence, the hypothesis framed based on the locality of institution is not accepted.

The F test for Agricultural, private and government occupational parental students studying in undergraduate courses are tabulated. The results show that there is a significant difference in students studying in Agricultural, private and government occupational parental students in the level of emotional maturity at 0.05 levels of significance. There is significant difference in occupation with respect to students parents in their levels of emotional maturity.

The calculated F value is 3.98 which is greater than the standard F value of at 0.05 level of significance. It is concluded that there is significant difference exist among students in their emotional maturity on the year of study. Hence, the hypothesis framed based on the year of study is not accepted.

The calculated "t" value is 3.84 which is greater than the standard "t" value of 1.96 at 0.05 levels of significance. It is concluded that there is a significant difference exist between the mean scores of male and female students in their social adjustment. Hence, the hypothesis framed based on the gender is not accepted.

The calculated "t" value is 3.80 which is greater than the standard "t" value of 1.96 at 0.05 levels of significance. It is concluded that there is a significant difference exist between the mean scores of rural and urban students in their level of social adjustment. Hence, the hypothesis framed based on the locality of student is not accepted.

The mean and the standard deviation for government, government aided and private college students studying in undergraduate courses are tabulated. There is a significant difference between the government and aided college students studying undergraduate courses in their levels of social adjustment at 0.05 levels of significance and there is significant difference in students studying in government, private students and private, aided type of management students studying undergraduate courses in their levels of social adjustment.

The mean and the standard deviation for 1st year, 2nd year and 3rd year students studying in undergraduate courses are tabulated. There is a

significant difference between the 1st, 2nd year and 2nd, 3rd year students in their levels of social adjustment at 0.05 levels of significance. There is no significant difference among the 1st and 3rd year students in their levels of social adjustment. Hence, the hypothesis framed based on the year of study is not accepted.

The calculated "t" value is 3.42 which is greater than the standard "t" value of 1.96 at 0.05 levels of significance. It is concluded that there is a significant difference exist between the mean scores of arts and science stream students in their level of social adjustment. Hence, the hypothesis framed based on the stream of study is not accepted.

TABLE- 1: OVERALL TABLE SHOWING MEAN AND SD FOR EMOTIONAL MATURITY AMONG UNDERGRADUATE STUDENTS BASED ON DEMOGRAPHIC VARIABLES

Demographic Variable	Sub-Group	Mean	SD	't'/ 'F' Value
Gender	Male	111.00	9.90	0.23
	Female	110.79	9.79	
Locality Of Student	Rural	111.57	9.88	2.80
	Urban	109.05	9.47	
Type Of Management	Government	112.36	10.13	**4.04**
	Aided	109.30	8.60	
	Private	110.51	9.82	
Year Of Study	I Year	112.24	9.14	**3.98**
	II Year	109.34	9.63	
	III Year	112.69	10.12	
Stream Of Study	Arts	112.42	9.72	**3.23**
	Science	109.79	9.76	
Nature Of Family	Nuclear	110.90	10.00	0.04
	Joint	110.83	9.43	
Locality Of Institution	Rural	114.07	9.11	**3.98**
	Urban	110.10	9.84	
Nature Of College	Single sex	109.53	10.17	1.88
	Co-Education	111.36	9.66	
Marital Status	Married	110.43	10.52	0.23
	Unmarried	110.91	9.77	
Parental Occupation	Agriculture	111.59	10.03	**3.81**
	Private	110.13	9.58	
	Government	107.53	8.09	

The mean of rural located college students is 132.61 and urban located college students studying in undergraduate course is 128.19. The calculated "t" value is 3.29 which is greater than the standard "t" value of 1.96 at 0.05 levels of significance. It is concluded that there is a significant difference exist between the mean scores of rural and urban located colleges students in their social adjustment. Hence, the hypothesis framed based on the locality of institution is not accepted.

The mean and the standard deviation for agriculture, private and government occupational parent undergraduate college students are tabulated. There is no significant difference in social adjustment between the government and private occupational parent undergraduate students. There is a significant difference in social adjustment among the agriculture, private occupational parent undergraduate students and agriculture, government occupational parent students doing undergraduate courses at levels of significance of social adjustment respectively.

TABLE- 3:CORRELATION ANALYSIS

Variables	N	Mean	SD	Correlation
Emotional Maturity	580	110.88	9.66	**0.427**
Social Adjustment		129	15.55	

To find the relationship between the emotional maturity and social adjustment among the undergraduate students, the correlation was carried out. The result of the calculation was **0.427**. It shows that there is a **low positive correlation** existing between the both variables used for the study.

MAJOR FINDINGS

There exists significance in the emotional maturity among the undergraduate students based on the locality, management, year of study, stream, institutional locality, parental occupation and the rests are showing no difference.

- There exists significance in the social adjustment among the undergraduate students based on the gender, locality, management, year of study, stream, institutional locality, parental occupation and the rests are showing no difference.
- There exist a low positive correlation between the emotional maturity and social adjustment among the undergraduate students in Salem district of Tamil Nadu.

CONCLUSION

The study focused on the behavior aspects of each and every student's in the adolescence and later adolescence stage. Positive peer relationship promotes peer group motivations; creates the qualities of helping, socialization within them. The major problem among the student is controlling their emotions, stress and behavioral problems at the time of occurrence. Self-assessing, managing situations, adjusting to surrounding environment and self-coping skills can be cultivated among these children that results in progressive growth in their academics and to make healthy citizens for future. Parents and teachers need to spend more time with these emotionally immature students. Both these states brings positive as well as negative emotional outcomes leading to constructive aspects such as good name, worthiness of an individual etc. But in the negative sense it can lead to destructives, lack of respect, neglecting from society. It helps them in overcoming them; proper techniques should be adopted to eliminate emotional disturbances. Parents and teachers must talk to these students; accept their frustrations and the ways to eliminate it to bring them to society with faithful and true social relation builders in environment.

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IMPACT OF MULTIMEDIA PACKAGE IN LEARNING PAGUPADA URUPPUKAL IN TAMIL GRAMMAR

Abstract

The study enlightens the impact of Multimedia Package in Learning Pagupada Urruppukal of Tamil Grammar at standard IX . Objectives of the study: To find out the learning problems of the students of standard IX in Learning Pagupada Urruppukal in Veludayar Pillai, Higher Secondary School, Thiruvarur. 2.To find out whether there is any significant difference in achievement mean score between pre test of control group and posttest of control group in Learning Tamil Grammar of the students of standard IX in Veludayar Pillai, Higher Secondary School, Thiruvarur. Methodology: Equivalent group Experimental method was adopted in the study. Subjects: The study is confined to 80 students of standard IX studying in Veludayar Pillai, Higher Secondary School, Thiruvarur.(80 students=-40 control group40+40 Experimental group).Tool: Researcher's self-made achievement test was used as instrumentation for the study. Findings: It establishes that conventional method of teaching is not effective in learning Pagupada Urruppukal of Tamil Grammar at standard IX. Educational implications: It can be implemented to all other schools.

Key Words : *Multimedia Package, Learning Pagupada Urruppukal and Tamil Grammar.*

INTRODUCTION

Acquisition of Tamil language competency is necessary to the ensuing future generation to face the competitive world. Learning grammar is indispensable to develop communicative skill of any language and it is a backbone of the language. To develop Tamil language, young learners should have adequate knowledge in grammar. Learning Pagupada uruppukkal is prevailing problem in learning Tamil grammar. Using lecture method in teaching grammar of Tamil was not fruitful to the young learners to improve their competencies in Tamil. Special innovative Multimedia package could be supported to the young learners acquiring more proficiency in grammar for suitable communication transactions in Tamil and it could eliminate the learning problems on Pagupada uruppukkal . The researcher endeavoured to prepare a package on Multimedia Package for eliminating the problems in learning Pagupada uruppukkal of Tamil grammar for the young learners at standard IX. The study enlightens the effectiveness of Multimedia Package in Learning Pagupada Uruppukkal of Tamil grammar at standard IX.

NEED OF THE STUDY

Grammar is the backbone of a language. It should be developed to acquire language competency. Acquiring language skill is based on experience and enhancing more proficiency in grammar. Students of standard IX faced more problems in ensuring the grammar especially in learning Pagupada Uruppukkal. Preparing Multimedia package is inevitable to reduce the mistakes in learning Pagupada uruppukkal. Hence the study is inevitable to improve the quality.

OBJECTIVES

- ✓ To find out the problems of conventional lecture method in learning Pagupada uruppukal in Tamil Grammar.
- ✓ To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group.
- ✓ To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group.
- ✓ To find out the significant difference in achievement mean score between the Pre test of Experimental group and the Post test of Experimental group.

HYPOTHESES

1. Learners of standard IX had problems in learning Pagupada uruppukal in Tamil Grammar by using conventional lecture mehod.

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2. There is no significant difference in achievement mean score between the Pre test of control group and the Post test of control group.
3. There is no significant difference in achievement mean score between the Pre test of Experimental group and the Post test of Experimental group.
4. Multimedia Package is more effective than conventional method in Learning Pagupada uruppukal in Tamil grammar at standard IX.

VARIABLES

The independent variables namely Multimedia Package and the dependent variable namely achievement score were used in the study.

METHODOLOGY

Parallel group Experimental method was adopted in the study. Sample: Eighty pupils of studying in standard IX from Veludayar Pillai Higher secondary school, Thiruvarur were selected as sample for the study. Forty students were considered as Controlled group and another forty were considered as Experimental group.

Tool: Researcher's self- made achievement test was used as a tool for the study. An achievement test consisted of fifty questions

DATA COLLECTION

The researcher administered pretest to the pupils with the help of the teachers. The question paper and response sheets were given to the individual learners. Collected and evaluated learning obstacles of the learners were identified by the pretest. The causes of low achievement by unsuitable methods were found out. Multimedia Package was used in the classroom for learning Tamil grammar for one week. The posttest was administered and the effectiveness of the Multimedia package was found.

DATA ANALYSIS AND INTERPRETATION

In the pre-test, students score 22% marks in learning Pagupada uruppukal in Tamil grammar through conventional. Multimedia Package and the Experimental group students score 78% marks. It shows that Students of standard IX have problems in learning grammar in Tamil at Veludayar Pillai Higher secondary school, Thiruvarur.

TABLE-1:THE TABLE SHOWING ACHIEVEMENT MEAN SCORES BETWEEN PRE TEST OF CONTROL GROUP AND POSTTEST OF CONTROL GROUP

Stages	N	Mean	SD	df	t- value	Level of Significance
Pretest control group	40	45.50	4.40	58	0.509	P<0.05
Posttest control group	40	46.00	4.38			

The calculated 't' value is 0.509 greater than table value (2.00). Hence null hypothesis is accepted at 0.05 levels. Hence there is no significant difference between the pre test of control group and post test of control group in achievement mean scores of the learners in learning grammar in Tamil at Veludayar Pillai Higher secondary school, Thiruvarur.

TABLE-2: THE TABLE SHOWING ACHIEVEMENT MEAN SCORES BETWEEN PRETEST OF EXPERIMENTAL GROUP AND POSTTEST OF EXPERIMENTAL GROUP.

Stages	N	Mean	SD	df	t- value	Level of significance
Pretest Experimental group	40	51.43	5.07	58	19.04	P>0.05
Post test Experimental group	40	76.78	6.72			

TABLE-3:MEAN SCORE DIFFERENCE BETWEEN CONTROL GROUP AND EXPERIMENTAL GROUP

Tests	Control Group	Experimental Group	Difference of Mean Scores
Pre-test	45.50	51.43	5.93
Post-test	46.00	76.78	30.78
Difference of Mean scores	0.50	25.35	24.85

Achievement mean scores of the learners in post-test of control group is 46.00 and the achievement mean scores of the learners post test of Experimental group is 76.78..Score of the post test of Experimental group (76.78) is greater than Pre test of Experimental group (51.43) It shows that learning Pagupada Uruppukal in Tamil grammar by using Multimedia Package is more effective than conventional methods.

FINDINGS

- In the pre-test, students score 22% marks in learning Tamil vocabulary through conventional method and the Experimental group students score 76% marks.It shows that Students of standard IX, Velludayar pillai Higher Secondary school, Thiruvarur had problems in learning Pagupada Uruppukal in Tamil grammar through conventional method.
- There is no significant difference between the pre test of control group and post test control group in achievement mean scores of the pupil of standard IX in learning Tamil vocabulary through Multimedia Package at Velludayar pillai Higher Secondary school, Thiruvarur
- There is significant difference between the pre test of Experimental group and Post test of Experimental group in achievement mean scores of the pupils in learning Tamil grammar.
- Learning Pagupada Uruppukal in Tamil grammar by using Multimedia Package gave significant improvement.

EDUCATIONAL IMPLICATIONS

Using Multimedia Package can be used for learning different subjects and it can be extended to primary level, secondary level and higher secondary level.

- It can be encouraged to implement to use in adult education.
- It may be implemented in teachers education.
- It may be implemented in alternative school.
- Slow learners can be improved by using it.
- It may be more supportive to promote Sarva Siksha Abiyan in grass root level.

CONCLUSION

The study reveals that Students of standard IX Velludayar pillai Higher Secondary school, Thiruvarur had problems in learning Pagupada Uruppukal in Tamil grammar through conventional lecture method. Learning Pagupada Uruppukal in Tamil grammar through Multimedia Package is more effective than conventional methods. Hence it will be more supportive to enrich grammar in Tamil at standard IX.

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4 ADJUSTMENT BEHAVIOUIR OF ADOLESCENT STUDENTS WITH VISUAL IMPAIRMENT IN RELATION TO THEIR PERSONALITY TRAINTS

Abstract

Today adolescents struggle a lot to have a clear view-point towards their life and facing problem in making adjustment in their life. So there is an imbalance among their emotions, personality traits, thoughts, behaviours and many psychological attributes. During this period they acquire certain beliefs, values and social skills which determine their level of adjustment. In this case of adolescent students with visual impairment, a lot of problems could be faced by them when they lack appropriate adjustment behaviour and personality traits in order to lead a peaceful and normal life as enjoyed by the normal adolescent students. Understanding visually impairment students' own adjustment and their personality traits put a light path to study is vital to forming friendships and developing healthy relationships. While sighted individuals receive the necessary clues by looking at others, people with vision problems are in a difficult position as they have no opportunity to learn about sighted perspectives. Their own reactive tendencies and the reactions of others affect their adjustment. As a result, they feel more comfortable mixing with other visually impaired people rather than with their sighted peers. So a study is intended to study about the adjustment behaviour of adolescent students with visual impairment in relation to their personality traits. The investigator employed Sinha and Singh (2001) adjustment inventory and adapted Sathiyagirirajan (2005) Personality Rating scale for measuring the adjustment behaviour and personality traits to a sample of thirty six adolescent students with visual impairment using purposive non-probability sampling technique. A normative method and survey technique has been employed. The descriptive statistical analysis shows that the overall level of adjustment behaviour of adolescent students with visual impairment was low and overall level of personality traits of adolescent students with visual impairment was high. The correlational analysis shows that there exists significant relationship between adjustment behaviour and personality traits of adolescent students with visual impairment. At this stage, there is a big need to provide them with proper guidance and counselling services to overcome the challenges they face.

Key Words: *Adolescent, Adjustment Behaviour, Personality Traits and Visual Impairment.*

INTRODUCTION

Adjustment and personality traits are the two important psychological aspects influencing the personalities of individuals' especially adolescent students with visual impairment. The personality trait plays an eminent role in student life to know the social changes mode of every individual to adapt to various behaviours. The adolescents are experiencing various strong cognitive and physical changes, hence proper guidance at this crucial phase of life is all the more important for enhancing their positive self-concept, enriching their knowledge and skills in decision-making, conflict resolution and management of emotions. Researchers have proved that this is the most impressionable period of one's life and it is during this time the vital foundation is laid for optimum development of an individual personality. The factor which gives the individual a scope of living worthy is personality. If personality and its traits are well balanced, the adjustment and sociability also increases. Hence this study "Adjustment of Visual Impairment students in relation to their Personality Traits" is significantly important to our society. This study has wider scope. This study can help to understand the level of adjustment and personality traits of visual impairment students at the present context. It put a light to the various stakeholders to do further research and develop appropriate remedial strategies cum modules to enhance the personality traits as well as adjustment of the students with visual impairment. The research also found helps to adolescent students with visually impairment to realize the importance of personality traits in their personal life. As the present study also aim and giving suggestions for overcoming any difficulties in adjustment and personality traits aspects.

OBJECTIVES

- ✓ To study the level of adjustment behaviour of adolescent students with visual impairment.
- ✓ To study the level of personality traits of adolescent students with visual impairment.

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- ✓ To study the significant relationship if any between adjustment behaviour and personality traits of adolescent students with visual impairment.

HYPOTHESES

1. The level of adjustment behaviour of adolescent students with visual impairment is low.
2. The level of personality trait of adolescent students with visual impairment is low.
3. There is no significant relationship between adjustment behaviour and personality traits of adolescent students with visual impairment.

POPULATION, SAMPLE AND SAMPLING TECHNIQUE

The population of the present study is the adolescent students with visual impairment who are studying secondary and higher secondary special schools in Salem District. Here the investigator for his study selected thirty six samples using purposive non-probability sampling technique.

METHOD AND TECHNIQUE OF INVESTIGATION

As the present study deals with the adjustment of adolescent students' with visual impairment in relation to their personality traits, the investigator followed the **normative method** and **survey technique** that is found to be most suitable method and technique to gather the essential and reliable data

TOOLS

The investigator employed Sinha and Singh (2001) adjustment inventory research tool for measuring the adjustment level and adapted Sathiyagirirajan (2005) Personality Traits research tool to measure the personality traits of adolescent students with visual impairment.

STATISTICAL TECHNIQUES

The descriptive statistical analysis like mean and standard deviation has been used to interpret the level of adjustment behaviour and personality traits and the simple correlational statistical analysis used for arriving the interrelationship between the two variables like adjustment behaviour and personality traits of adolescent students with visual impairment.

ANALYSIS AND INTERPRETATION

DESCRIPTIVE ANALYSIS - LEVEL OF ADJUSTMENT BEHAVIOUR AND PERSONALITY TRAITS

The adjustment behaviour and personality traits with its dimension wise scores obtained by the adolescent students with visual impairment were analyzed. The mean and standard deviation of the whole sample are presented in Table .1

From the Table.1, that the mean value of adolescent behaviour of whole sample is 15.25, therefore it shows that the overall level of adjustment behaviour of adolescent students with visual impairment is low. When compared to dimensions of adjustment behavior, the adolescent students with visual impairment have high social adjustment behaviour (12.25) than emotional adjustment behaviour (14.50) and educational adjustment behaviour (16.74).

From the Table.1, that the mean value of personality traits of whole sample is 14.58, therefore it shows that that the overall level of personality traits of adolescent students with visual impairment have high personality traits. When compared to dimensions of personality traits, the adolescent students with visual impairment have high sense of responsibility (16.52), courtesy (15.89), and emotional stability (15.25); the adolescent students with visual impairment have average leadership (10.74) and attitude towards life (10.15); and the adolescent students with visual impairment have low initiative (8.78) and attitude towards self (9.12).

CORRELATION ANALYSIS - ADJUSTMENT BEHAVIOUR AND PERSONALITY TRAITS

The adjustment behaviour and personality traits scores of whole sample were correlated and the results are given Table. From the Table.2, it is evident that the r-value obtained 0.7213 is found to be higher than the table value of 0.081 at 0.01 level of significance. Therefore, the null hypothesis is rejected. It reveals that there exists significant relationship between adjustment behaviour and personality traits of adolescent students with visual impairment.

IMPLICATIONS

Alarming complexity of modern society poses a variety of complicated problems leading to conflicts, frustration, unhealthy rivalry etc. that result in value crisis and serious maladjustment among adolescents. In such a complex society, adolescents have to face many problems in life for a better adjustment in a social structure. The present study revealed that the adjustment behaviour of adolescent students with visual impairment is low and the overall level of personality traits of adolescent students with visual impairment has high personality traits. There exists significant relationship between adjustment behaviour and personality traits. There must be a compulsorily need of guidance and counselling services to adolescent students with visual impairment to improve their overall adjustment.

TABLE-1: SHOWS MEAN AND S.D OF ADJUSTMENT BEHAVIOUR AND PERSONALITY TRAITS SCORES OF ADOLESCENT STUDENTS WITH VISUAL IMPAIRMENT.

S.No	Variables	N	Mean	SD	Level
01	Emotional Adjustment Behaviour	36	14.50	4.25	Average
	Social Adjustment Behaviour		12.25	3.23	High
	Educational Adjustment Behaviour		16.74	3.25	low
	Adjustment Behaviour		**15.25**	**4.15**	**low**
02	Self Confidence	36	12.15	5.12	Average
	Persistence		10.25	4.89	Average
	Cooperativeness		11.25	3.12	Average
	Emotional Stability		15.25	4.56	High
	Emotional Control		13.56	3.89	Average
	Sense of Responsibility		16.52	3.55	High
	Courtesy		15.89	3.43	High
	Sociability		12.56	3.77	Average
	Leadership		10.74	3.86	Average
	Initiative		8.78	3.47	Low
	Attitude Towards Life		10.15	3.52	Average
	Attitude Towards Self		9.12	4.10	Low
	Personality Traits		**14.58**	**3.84**	**High**

TABLE-2 SHOWS CORRELATION CO-EFFICIENT VALUE OF ADJUSTMENT BEHAVIOUR AND PERSONALITY TRAITS

S.No	Variables	N	Correlation (r) Value	Tabulated (r) Value	Level of Significance
01	Adjustment Behaviour	36	0.7213	0.081	Significant at 0.01 level

CONCLUSION

Globalization and information technology have significantly changed the way people work. The adolescent stage are not mature enough to critically evaluate baffling situations are continuously faced with. They need somebody to help in the solution of problems and thus avoid tensions and conflicts. The need for guidance and counselling in modern times has increased because of the multiplicity of problems that the individuals have to face in the various domains of life. In the context of the changing socio-cultural scenario the repertoire of guidance and counselling has been increasing at an unexpected speed. In these circumstances, it is essential to help and guide the youth especially adolescent students with visual impairment to worthwhile channels through the introduction of guidance and counselling services on a universal scale in our educational institutions. The purpose of the present investigation is to study the adjustment behaviour of students with visual impairment in relation to their personality traits. The study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research. behaviour. It is well known that adolescence is a transitional period of major physical and emotional change that can result in significant deviation in the case of adolescent student with visual impairment in their adjustment behaviour and personality traits. At present scenario due to over globalization, universalisation and privatization, the world is highly competitive in nature. In order to cope up with high competitiveness and achievement, the students with visual impairment especially at their adolescent age at secondary and higher secondary stage face uncountable problems and we must taking more efforts to bring them to improve their adjustment behaviour and personality traits as enjoyed by the normal students. The significance of guidance and counseling programmes among the adolescent students with visual impairment are to provide appropriate direction for their future.

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5

VISION AND MISSION OF PRE – SERVICE STUDENT – TEACHERS ON VALUE EDUCATION AT SCHOOL LEVEL

Abstract

Present research on the study of "vision and mission of pre-service student-teachers on value education at school level" is focused the minimum developed values viz. Cleanliness and Hygiene, Respect, Truthfulness, obedience and punctuality at primary level where as at upper primary level developed sense of duty and responsibility, Dignity of work, simplicity, faithfulness and courage. The objectives of the study are: a) To study the vision, viz. feelings, opinions and understanding, of pre-service student- teachers on Value education at school level; b) To study the mission, viz. feelings and methodology, of pre-service student-teachers on value education at teaching practicing school level; c) To study the observation of pre-service student-teachers on value education activities in teaching practicing schools; To study the wastage in teaching practicing schools; d) To import teaching methodology of value education through various activities and e) To compare vision and mission of pre-service student-teachers on value education, value education activities and wastage in teaching practicing schools. This study was conducted, by descriptive research method viz. Ex-facto Research design. The researcher surveyed a sample of 89 pre-service respondents for this study.

Key Words: *Value Education, Vision, Mission, Pre-Service and Student-Teachers.*

INTRODUCTION

Value education can be defined as an explicit attempt to teach about values. Such teaching fosters the development of students' existing values and the values identified as important by the school, and helps students develop dispositions to act in certain ways. If values are included in the formal curriculum, it is necessary to ask whose responsibility is it to teach them. In this context, concerns have been expressed in the literature about the adequacy of teacher preparation for the task. One implication is that teachers must reflect more on the values that govern their own teaching and be aware of the values they want to develop in students. Beyond this, some researchers have argued there is an increased need for an understanding of values development and for the methods of values education to be included in the pre-service and in-service education of teachers.

Johnson (2002), in a study focusing on what he describes as a metacognitive affective approach to value education, argues that it is essential that teachers have an understanding of values, morals, attitudes, and beliefs; how these are developed; the involvement of affect in that development; how they operate in people's lives; and how they might be changed. Other researchers argue there is an increased need for an understanding of values development and the methods of value education to be included in the pre-service and in- service education of teachers (Halstead & Taylor 2000; Purpel 2000; Reynolds 2001; Stephenson 2000).

OBJECTIVES

The objectives of the study are:

- ✓ To study the vision, viz. feelings, opinions and understanding and mission, viz. feelings and methodology, of pre-service student-teachers on Value education at school level
- ✓ To study the observation of pre-service student-teachers on value education activities in teaching practicing schools;
- ✓ To study the wastage in teaching practicing schools;
- ✓ To import teaching methodology of value education through various activities and
- ✓ To compare vision and mission of pre-service student- teachers on value education, value education activities and wastage in teaching practicing schools.

LITERATURE REVIEW

It is claimed that formal training in aspects of values education in initial teacher training is limited.

The teaching methods for values clarification include large and small group discussions, dilemmas, simulations, personal journals, and self-analysis worksheets (Halstead & Taylor 2000). In a study of values development in schools, Ling et al (1998) found that values clarification exercises and activities, and moral dilemmas were included among the major strategies used by teachers.

Prencipe and Helwig (2002) argue that children's moral reasoning and the general effectiveness of various value education programmes have been examined, but that

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little direct attention has been given to children's judgments about the teaching of values. From the above literature review the present research on the study of vision and mission of pre-service student-teachers on value education at school level. This study focused the minimum developed values viz. Cleanliness and Hygiene, Respect, Truthfulness, obedience and punctuality at primary level where as at upper primary level developed sense of duty and responsibility, Dignity of work, simplicity, faithfulness and courage.

HYPOTHESES

1. There is no significant difference among three (Viz. Science, Arts and Vocational) groups of first year pre-service student-teachers in terms of vision, viz. feelings, opinions and understanding on Value education at school level and in terms of mission, viz. feelings and methodology on value education at teaching practicing school level.
2. There is no significant difference among three (Viz. Primary, High and Higher Secondary) stages of schools, in which first year pre-service student- teachers were studied, in terms of vision, viz. feelings, opinions and understanding on Value education at school level and in terms of mission, viz. feelings and methodology on value education at teaching practicing school level.
3. There is no significant correlation among vision, viz. feelings, opinions and understanding on Value education at school level, mission, viz. feelings and methodology on value education at teaching practicing school level, value education activities and wastage observed by the pre-service student- teachers.
4. There is no significant difference between the means of the pre-test and post-test scores in terms of teaching methodology of value education.
5. There is no significant difference between the means of the rural and urban schools scores and between the means of the primary and upper primary schools scores in terms of observation of activities of value education.

METHODOLOGY

This study was conducted, by descriptive research method viz. Ex-facto Research design, to investigate vision and mission of pre- service student-teachers on value education at school level and to investigate value education activities and wastage done by the teaching practicing schools students.

This describes the methodology for this study and is as follows: (a) research hypotheses, (b) sample selection, (c) instrumentation, (d) data collection, and (e) data analysis. The researcher surveyed a sample of 89 pre-service respondents for this study. The Vision Scale, Mission Scale, Observation and Wastage Scale were developed by the researcher and the scales were used as research tools. The reliability and validity of the tools are found out by parallel forms and experts (i.e. content) respectively. The reliability of the vision scale viz. Feelings; Opinion and Understanding is 0.894; 0.804 and 0.965 respectively; the mission scale viz. Feelings and Methodology is 0.960 and 0.984 respectively and the Observation and Wastage scale is 0.891and 0.911 respectively.

TABLE -1. SCIENCE, ARTS AND VOCATIONAL GROUPS PRE-SERVICE STUDENT-TEACHERS VISION, VIZ. FEELINGS, OPINIONS AND MISSION VIZ. FEELINGS AND METHODOLOGY ON VALUE EDUCATION

Visions at School level		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Feeling	Between Groups	984.401	2	492.201	1.54	0.221
	Within Groups	27576.77	86	320.660		
	Total	28561.17	88			
Opinion	Between Groups	255.29	2	127.645	0.375	0.688
	Within Groups	29271.59	86	340.367		
	Total	29526.88	88			
Understanding	Between Groups	46.782	2	23.391	0.071	0.932
	Within Groups	28355.47	86	329.715		
	Total	28402.25	88			
Missions at Practicing School Level		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Feelings	Between Groups	1956.74	2	978.369	3.14	0.048
	Within Groups	26770.16	86	311.281		
	Total	28726.904	88			
Methodology	Between Groups	529.94	2	264.969	1.92	0.152
	Within Groups	11841.224	86	137.689		
	Total	12371.16	88			

TABLE- 2: PRIMARY, HIGH AND HIGHER SECONDARY STUDENT-TEACHERS VISION, VIZ. FEELINGS, OPINIONS AND UNDERSTANDING AND MISSION VIZ. FEELINGS AND METHODOLOGY ON VALUE EDUCATION

Vision at School Level		Sum of Squares	df	Mean Square	'F' Value	Sig.
Feeling	Between Groups	133.64	2	66.82	0.202	0.817
	Within Groups	28427.53	86	330.55		
	Total	28561.17	88			
Opinion	Between Groups	288.57	2	144.27	0.424	0.656
	Within Groups	29238.31	86	339.98		
	Total	29526.88	88			
Understanding	Between Groups	2030.37	2	1015.19	3.31	0.041
	Within Groups	26371.88	86	306.65		
	Total	28402.25	88			
Mission at Practicing School Level		**Sum of Squares**	**df**	**Mean Square**	**'F' Value**	**Sig.**
Feelings	Between Groups	48.14	2	24.07	0.072	0.930
	Within Groups	28678.76	86	333.47		
	Total	28726.90	88			
Methodology	Between Groups	2324.93	2	1162.46	9.951	0.000
	Within Groups	10046.24	86	116.82		
	Total	12371.16	88			

TABLE-3: PRE-TEST AND POST-TEST SCORES IN TERMS OF TEACHING METHODOLOGY OF VALUE EDUCATION

	Level	Mean	N	Std. Deviation	Mean difference	Std. Error Mean	't' Value
Teaching Methodology	Pre-test	9.31	89	11.86	84.91	1.32	64.25*

ANALYSIS AND INTERPRETATION

From the table 1, it is concluded that the three groups of first year student-teachers are significantly same at 0.01 level in Vision viz. feelings, opinion and understanding on value education at school level and in Mission viz. feelings and teaching methodology on value education at practicing school level.

From the table 2, it is concluded that the three stages of schools in which the first year student-teachers were studied are significantly same at 0.01 level in Vision viz. feelings, opinion and understanding on value education at school level and in Mission -. feelings on value education at practicing school level but it is differ in teaching methodology on value education at practicing school level i.e. Primary is far better than high and higher secondary because in primary school the teachers gave more importance to minimum development of value education.

From the table3, it is concluded that the mean score of the post-test is significantly greater than the pre- test at 0.01 level. This is shows that the effectiveness of the activities imported to the subjects.

From the table5, it is concluded that the urban schools are significantly better than the rural schools but primary and upper primary schools are significantly same at level in terms of observation of activities of value education.

TABLE- 4: CORRELATION AMONG VISION, VIZ. FEELINGS, OPINIONS AND UNDERSTANDING AND MISSION, VIZ. FEELINGS AND METHODOLOGY ON VALUE EDUCATION ACTIVITIES AND WASTAGE OBSERVED BY THE PRE-SERVICE STUDENT-TEACHERS

	Feeling at School Level	Opinion at School Level	Understanding at School Level	Feelings at Practicing School Level	Methodology at Practicing School Level	VE Activities at Practicing School Level	Wastage
Feeling at school level	1	0.5(**)	0.14	0.3(**)	0.19	-0.05	0.1
Opinion at school level	0.5(**)	1	0.16	0.5(**)	0.18	-0.14	0.10
Understanding at school level	0.14	0.15	1	0.11	0.32(**)	0.10	-0.1
Feelings at Practising school level	0.3(**)	0.5(**)	0.108	1	0.36(**)	-0.12	0.12
Methodology at Practising school level	0.19	0.18	0.32(**)	0.36(**)	1	0.03	-0.04
VE activities at practising school level	-0.05	-0.14	0.10	-0.12	0.03	1	**-0.57 (**)**
Wastage	0.1	0.11	-0.1	0.12	-0.04	-0.57(**)	1

TABLE 5: RURAL AND URBAN SCHOOLS MEAN SCORES AND PRIMARY AND UPPER PRIMARY SCHOOLS MEAN SCORES IN TERMS OF OBSERVATION OF ACTIVITIES OF VALUE EDUCATION

	Level	Mean	N	Std. Deviation	Mean difference	Std. Error diff	t
School Area	Rural	53.33	74	9.75	10.67	2.59	4.12
	Urban	64.00	15	4.91			
School Type	Primary	54.12	51	10.38	2.37	2.13	1.11
	Upper Primary	56.49	38	9.27			

FINDINGS

From the data analyses, the following findings were found as:

1. The science, arts and vocational students' Vision viz. feelings, opinion and understanding on value education at school level are same and also Mission viz. feelings and teaching methodology on value education at practicing school level are same.
2. The primary, high and higher secondary schools in which the first year student-teachers were studied are significantly same in Vision viz. feelings, opinion and understanding on value education at school level but in mission the primary is far better. than high and higher secondary because in primary school the teachers gave more important to minimum development of value education.
3. The post-test value is greater than the pre-test shows the effectiveness of the imported activities.
4. The positive correlation shows the significance between the areas and the negative correlation shows the importance of the value education.
5. The urban schools gave more priority to value education than rural schools.

CONCLUSION

From this study and also according to NCF 2005, teacher education give more concentration to value education especially at primary teacher education level and insist the student- teacher to import value education to the primary students and inculcate them as good citizen.

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6 ICT SKILLS IN DEVELOPING TEACHING COMPETENCY OF TEACHER EDUCATIONS

Abstract

In the present study the investigators made an attempt to explore the effectiveness of ICT skills in developing the teaching competency among teacher educators. Here the ICT skills can be described as putting the right information and communication technological skills in the right places. More specifically, ICT skill is to be used in the required circumstances. The study demonstrated that there is a significant positive relationship between teaching competencies and ICT skills. The study also revealed that there is significant difference between male and female teacher educator in their teaching competency as well as in their ICT skills.

Key Words: *ICT – Skill, Teaching Competency and Teacher Educators.*

INTRODUCTION

No doubt that, teaching competencies comprise the possession and revelation of the combined skills required for teaching like initiating a lesson, glibness in questioning, probing questions, elucidating, rapidity of lesson, fortification, understanding psychology, recognizing behaviour, classroom administration etc., The surroundings of today's class room is not conventional in the digital era. The digital maturity of tots to teens is highly prominent than the elders. The 3G and 4G technology plays an imperative role among Gen Z learners. Gen Z learners will grow up with the extremely elegant media and computer atmosphere and will be more Internet savvy and proficient than their Gen Y forerunner.

Most of the teachers of today belong to Gen X and some belong to Gen Y. Though there are many skills existed in Information and Communication Technology, the prime need arises at present to cater the need of Gen Z learners is use of computers wherever required. The development of skill is like 'Art of putting the right skill in the right places'. The Gen X should understand the required right skill to be used in the right places. The Gen X is not digitally matured. They don't know how to operate a smart phone. The Gen Z kid knows everything about smart phone and they control it. This is the greatest illustration to confirm the significant difference between two groups.

Mere conventional methodology of teachers will not bring desirable attainment and they should be in digital interaction for the enrichment of their cognition then only their teaching will be effective and commendable in all means the use of computers and the internet for enhancing the excellence of teaching by making learning more relevant to life has been seen as an ideal by educational institutions. In the present study the investigators made an attempt to explore the effectiveness of ICT skills in developing the teaching competency among teacher educators**.** The teacher trainees are spending two years with their teacher educators except their internship period. The teacher educators ought to take the meticulousness for shaping their trainees with ICT skills. The inculcation of ICT skills through teacher preparation programmes will put forth the trainees towards betterments in their profession. In service training should be organised for teacher educators to nurture the ICT skills. Of course the teacher educators also belong to Gen X, but the destiny of Gen Z depends on their teachers. That is why the investigators took immense wish.

OBJECTIVES

1. To find out the level of teaching competency and awareness level of ICT skills of male and female teacher educators.
2. To find out if there is any significant difference between male and female teacher educator in their awareness level of ICT skills
3. To find out if there is any significant difference between rural and urban college teacher educators in their awareness level of ICT skills
4. To find out if there is any significant difference between male and female teacher educator in their teaching competency.

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5. To find out if there is any significant difference between rural and urban college teacher educators in their teaching competency.

HYPOTHESES

1. Teacher educators have moderate level of teaching competency.
2. Awareness level of ICT skills of Teacher educators is low.
3. There is no significant difference between male and female teacher educator in their awareness level of ICT skills.
4. There is no significant difference between rural and urban college teacher educators in their awareness level of ICT skills
5. There is no significant difference between male and female teacher educator in their teaching competency.
6. There is no significant difference between rural and urban college teacher educators in their teaching competency.

METHODOLOGY

A simple survey method was used in this study. All the teacher educators from various B.Ed colleges of Coimbatore, Tamil Nadu constitute the population of this study. A sample consisting of 150 teachers belonging to different communities was taken from Ten B.Ed. colleges all in and around the district. The teacher educators were selected through incidental or purposive sampling technique. The researcher used General Teaching Competency Scale developed by B.K Passi and Mrs. M.S Lalitha. and Awareness of ICT Skills scale developed by the investigators to collect data. In the present study Mean, Standard deviation and t-test are used as statistical-techniques.

ANALYSIS AND INTERPRETATION

TABLE- 1: SHOWS THE LEVEL OF TEACHING COMPETENCY BASED ON THE PERCENTAGE ANALYSIS-MALE

S.No	Percentage- Male	No.of Teacher Educators	Level
1	7.3	11	High
2	40.6	61	Moderate
3	4	6	Low

TABLE- 2: SHOWS THE LEVEL OF TEACHING COMPETENCY BASED ON THE PERCENTAGE ANALYSIS-FEMALE

S.No	Percentage-Female	No.of Teacher Educators	Level
1	2	3	High
2	38.6	58	Moderate
3	7.3	11	Low

From the above tables it is observed that teacher educators have moderate teaching competency.

TABLE- 3: SHOWS THE AWARENESS LEVEL OF ICT SKILLS BASED ON THE PERCENTAGE ANALYSIS-MALE

S.No	Percentage-Male	No.of Teacher Educators	Level
1	12	18	High
2	34.6	52	Moderate
3	5.3	8	Low

TABLE- 4: SHOWS THE AWARENESS LEVEL OF ICT SKILLS BASED ON THE PERCENTAGE ANALYSIS-FEMALE

S.No	Percentage-Female	No of Teacher Educators	Level
1	2	3	High
2	38.6	58	Moderate
3	7.3	11	Low

From the above tables it is observed that teacher educators have moderate awareness of ICT Skills.

TABLE 5: N, MEAN, S.D AND T- VALUE BASED ON AWARENESS OF ICT SKILLS: GENDER

S.No	Variable	N	Mean	SD	t-Value
1	Female	72	76.25	11	3.23
2	Male	78	81.14	9	

The calculated t-value (3.23) is significant at 0.01 level which shows that there exists significant difference between male and female teacher educators in their awareness of ICT Skills. Hence the hypothesis (3) is rejected.

TABLE 6: N, MEAN, S.D AND T- VALUE BASED ON AWARENESS OF ICT SKILLS: LOCALITY

S.No	Variable	N	Mean	SD	't'-Value
1	Rural	65	73.33	12.25	3.69
2	Urban	85	79.68	9.68	

The calculated t-value (3.69) is significant at 0.01 level which shows that there exists significant difference between rural and urban teacher educators in their awareness of ICT Skills. Hence the hypothesis (4) is rejected.

TABLE 7: N, MEAN, S.D AND T- VALUE BASED ON TEACHING COMPETENCY: GENDER

S.No	Variable	N	Mean	SD	't'-Value
1	Female	72	284	25.67	7.35
2	Male	78	312	22.7	

The calculated t-value (7.35) is significant at 0.01 level which shows that there exists significant difference between male and female teacher educators in their teaching competency. Hence the hypothesis (5) is rejected.

TABLE 8: N, MEAN, S.D AND T- VALUE BASED ON TEACHING COMPETENCY : LOCALITY

S.No	Variable	N	Mean	SD	't'-Value
1	Rural	65	294	23.8	2.35
2	Urban	85	302	19.6	

The calculated t-value (2.35) is significant at 0.01 level which shows that there exists significant difference between rural and urban teacher educators in their awareness of ICT Skills. Hence the hypothesis (6) is rejected.

FINDINGS

- Teacher educators have moderate level of teaching competency.
- Awareness level of ICT skills of Teacher educators is moderate.
- There is a significant difference between male and female teacher educator in their awareness level of ICT skills.
- There is a significant difference between rural and urban college teacher educators in their awareness level of ICT skills.
- There is a significant difference between male and female teacher educator in their teaching competency.
- There is a significant difference between rural and urban college teacher educators in their teaching competency.

CONCLUSION

Teacher educations are central to the effectiveness of technology infrastructures that serve education. How teachers acquire the skills they need to use technologies and how the technology is actually used and to what ends, are critical policy domains that must be carefully explored.

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7

ATTITUDE OF RETAINED ADOLESCENT STUDENTS TOWARDS PARENTS WITH REFERENCE TO NAMAKKAL DISTRICT OF TAMILNADU

Abstract

This study was undertaken with the objective to probe the attitude towards parents of retained adolescent students studying in Namakkal district of Tamil Nadu. Samples of 851 students were drawn from 94 High schools and Higher secondary schools. The study revealed that the attitude towards parents of retained adolescent students was an average level. The sub sample of religion influences significantly in the retained adolescent students' attitude towards parents scale, but remaining selected variables do not show any significant mean difference in their attitude towards parents scale.

Key Words: *Attitude, Retained Adolescents, High School and Higher Secondary School.*

INTRODUCTION

All of us are aware that a sound and effective system of education results in the unfolding of learners's potentialities, enhancement of their competencies and transformation of their interest, attitudes and values. Realizing this today the world talks about universalization of education with an explicit aim of providing 'Quality education for all'.

The retention of students in one class for more than one year and consequent dropping out of the students from school before completing the prescribed course are the major constraints in the process of universalization of quality education in our country. These phenomena not only cause wastage of resource put into education but also hamper socio- economic change and development of the country.

In order to understand the importance of attitude towards parents of retained adolescent students, we must first define exactly what attitude towards the parents is and what it covers. Attitude towards the parents in studies is the study attitude and behavior of the students in an educational setting. Attitude towards parents in studies tries to examine different type of parents in different levels. Attitude towards parents aims to help the students in many ways. It plays a vital role in all facets of education.

Retention students can face particular difficulties when attempting to participate in their education. Some students, especially those with low-scores in subjects, face more problems in education. If they take time for overcoming their problem, it may help them students who are not well nourished themselves may find it difficult to complete their homework. Helping to improve their basic skills has a direct and measurable impact on their education and on the quality of their lives. Furthermore, there is a need for retained students to participate in literacy educational activities to improve their grades, test scores and reading skills. They are also less likely to drop out of school. It is worthwhile to determine the attitude towards parents of the students to help reduce retention.

OBJECTIVES

The objectives of the present study are as follows.

- To find out the level of attitude towards parents of retained adolescent students in term of Gender, Locality, Number of siblings ,Caste, Religion, Father's occupation ,Mother's occupation, Father's educational level , Mother's educational level ,Parental Income and Types of Institution.
- To find the significant mean difference of attitude towards parents of retained adolescent students in terms of the above said independent variables.

HYPOTHESES

1. There is no significant mean difference in the attitude toward parents of retained adolescent students in terms of the independent variables namely gender, locality, number of siblings, religion and mothers' occupation.

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2. There is no significant mean difference in the attitude toward school of retained adolescent students in terms of the independent variables namely community, father's occupation, father's educational level, mother's educational level, parental income and type of institution.

METHODOLOGY

In the present study, the investigator applied normative survey as a method. The normative survey method describes and interprets the attitude towards parents of retained adolescent students studying in Namakkal district.

The Investigators have prepared and used the tool namely "Attitude towards Parents Scale" to collect data.

The investigator collected information from 851 retained adolescent students studying in 9th standard in Namakkal district of Tamil Nadu state. For this study as many as 94 schools were selected randomly for data collection. The Table 1 showed that level of attitude towards parents of retained adolescent students is moderate. There is no significant mean difference in the attitude towards parents in terms of the independent variables- gender, locality, number of siblings, religion and mother's occupation and mother's occupation. Hence the hypothesis is accepted in the above cases. Whereas there is significant mean difference in the case of religion and hence the hypothesis is rejected in this case.

Table 2 showed that there is no significant mean difference in the attitude towards parents in terms of the independent variables such as community, father's occupation, father educational level, parental Income and type of Institution. Hence the hypothesis is accepted in the above cases.

ANALYSIS AND INTERPRETATION

TABLE-1: MEAN DIFFERENCE OF THE INDEPENDENT VARIABLES WITH RESPECT TO THE ATTITUDE TOWARDS PARENTS

Independent Variables	Sample	N	Mean	SD	't' Value	Level of Significance
Gender	Male	624	50.78	17.41	0.36	Not significant
	Female	227	51.27	18.07		
Locality	Rural	435	51.08	17.59	0.38	Not significant
	Urban	416	51.14	18.03		
Number of Siblings	Up to two	314	52.07	19.09	1.31	Not significant
	3 or more	537	50.29	17.00		
Religion	Hindu	740	52.02	19.06	2.91	Significant at 0.05 level
	Non-Hindu	111	46.14	16.07		
Mother's occupation	Employed	414	51.41	18.50	0.81	Not significant
	Unemployed	437	50.43	16.61		

TABLE-2: MEAN 'F' VALUE OF INDEPENDENT VARIABLES WITH RESPECT TO THE ATTITUDE TOWARDS PARENTS

Independent Variables	Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	'F' Value	Level of Significance
Community	Between Within	1545.32 250376.24	3 847	515.10 307.10	1.68	Not significant
Father's occupation	Between Within	497.24 261424.31	2 848	248.62 308.28	0.81	Not significant
Father's Educational level	Between Within	289.07 261632.49	2 848	144.53 308.52	0.47	Not significant
Mother's Educational level	Between Within	256.685 261664.88	2 848	128.34 308.56	0.42	Not significant
Parental income	Between Within	4743.11 257178.44	2 848	2371.55 303.27	7.82	Not significant
Type of Institution	Between Within	91.885 261829.68	2 848	45.94 0.15	0.15	Not significant

FINDINGS

Results based on demographic variables are given below.

GENDER

The calculated't' value for gender is 0.36 which is not significant at 0.05 level. It is inferred that male and female adolescent students do not differ significantly in the attitude towards parents.

LOCALITY

The calculated't' value for locality is 0.38 which is not significant at 0.05 level. It is calculated that rural and urban adolescent students do not differ significantly in the

NUMBER OF SIBLINGS

The calculated't' value for number of sibling is 1.31, which is not significant at 0.05 level. It is concluded that retained adolescent student who belong to ideal size and large size do not differ significantly in the attitude towards parents.

RELIGION

The calculated't' value for religion is 2.91, which is significant at 0.05 level, it is concluded that retained adolescent students who belong to Hindu and non-Hindu differ significantly in the attitude towards parents.

MOTHER'S OCCUPATION

The calculated't' value for mothers occupation is 0.81 which is not significant at 0.05 level. It is inferred that retained attitude towards parents.

Adolescent students whose mother's occupation as employed and home maker do not contributed significantly in study organization.

It is inferred from the differential analysis retained adolescent students' attitude towards parents that the sub samples of gender, locality, number of siblings, Religion and mothers' occupation do not differ significantly in the attitude towards parents. To overcome the retention problem among adolescent students proper guidance to be given and suitable remedial measures are to be taken in attitude towards parents.

CASTE

The calculated 'F' value for the caste is 1.68 which is not significant at 0.05 levels. It is inferred that the samples of caste do not differ significantly in respect of attitude towards parents of retained adolescent students.

FATHER'S OCCUPATION

The calculated 'F' value for fathers' occupation is 0.81, which is not significant at 0.05 level. It is inferred that the sub-samples of fathers' occupation do not differ significantly in respect of their attitude towards parents of retained adolescent students.

FATHER'S EDUCATIONAL LEVEL

The calculated 'F' value for the fathers' educational level is 0.47, which is not significant at 0.05 level. It is inferred that the sub-samples of fathers' educational level do not differ significantly in respect of their attitude towards parents of retained adolescent students.

MOTHER'S EDUCATIONAL LEVEL

The calculated 'F' value for mothers' educational level is 0.42, which is not significant at 0.05 level. It is inferred that the sub-samples of mothers' educational level do not differ significantly in respect of their attitude towards parents of retained adolescent students.

PARENTAL INCOME

The calculated 'F' value for parental income is 7.82, which is not significant at 0.05 levels. It is inferred that the sub-samples of parental income do not differ significantly in respect of their attitude towards parents of retained adolescent students.

TYPE OF INSTITUTION

The calculated 'F' value for type of Institution is 0.15, which is not significant at 0.05 levels. It is inferred that the sub-samples of type of Institution do not differ significantly in respect of their attitude towards parents of retained adolescent students.

CONCLUSION

The present study is focused on the retained adolescent students" attitude towards parents" The findings of the present study reveals that all the variables do not show any significant difference in their attitude towards parents of retained adolescent students. In the future, parents must equip themselves with provide knowledge of various fields so as to face the unpredictable challenges propelled by the concept of globalization. It is obligatory on the part of parents to provide facilities differently, smartly and innovatively to be able to tackle complex problems like retention in schools.

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8

COCEPTIONS OF GLOBAL WARMING AND CLIMATE CHANGE AMONG UNDER GRADUATE STUDENTS

Abstract

Global warming is one of the important environmental problems whose dangerous effects are increasing gradually. The study reported herein aimed to reveal students conceptions of global warming and the effect of Under graduate students on their awareness of this environmental issue. The basic science of the 'greenhouse effect' that leads to the warming is well understood. More detailed understanding relies on numerical models of the climate that integrate the basic dynamical and physical equations describing the complete climate system. Because of its negative impacts on human communities (including for instance substantial sea-level rise) and on ecosystems. In the present study, Conception of Global warming and Climate change among under graduate students. Based on the objectives, the survey method was adopted. The sample consists of 262 under graduate students from various under graduate students who are studying Environment science as one subject. The Global warming and Climate change inventory was used to collect data. The major findings revealed that the level of Global warming and Climate change under graduate students is on higher level.

Key Words: *Global Warming, Environmental Science, Conception of Global Warming Beliefs and Actions.*

INTRODUCTION

Global warming and Climate change is one of the biggest threats facing the world very much impacting agriculture production all over the world. In India agriculture sector plays a vital role in overall economic and social well being of India. Agriculture is an economic activity highly dependent on natural climatic conditions. As Indian agriculture is rain fed, farmers are always trapped in a phase of continuous economic crisis. India ranks first among the rain fed agricultural countries of the world in terms of both extent and value. Temperature and rainfall are the key factors for agriculture production that will affect yield of rain fed crops. India ranks first among the rain fed agricultural countries of the world in terms of both extent and value of produce. Rain fed agriculture is practiced in two-thirds of the total cropped area of 162 million hectares. In India 65 per cent of agriculture is heavily dependent on natural factors such as rainfall, temperature, weather condition etc. In crops, cotton has been chosen purposively since cotton has prominent cash crop for Indian farmers in achieving food security and well being of the country.

OBJECTIVES

- To find out the level of conceptions of Global Warming and Climate change among under graduate students.
- To find out the significant difference in conceptions of Global Warming and Climate change among under graduate students with respect to gender.
- To find out the significant difference in conceptions of Global Warming and Climate change among under graduate students with respect to type of institution.
- To find out the significant difference in conceptions of Global Warming Climate change among under graduate students with respect to locality of student.
- To find out the significant difference in conceptions of Global Warming and Climate change among under graduate students with respect to parental qualification.
- To find out the significant difference in conceptions of Global Warming and Climate change among under graduate students with respect to parental occupation.
- To find out the significant difference in conceptions of Global Warming and Climate change among under graduate students with respect to family status.

HYPOTHESES

1. There will be a significant mean score difference in conceptions of Global Warming and Climate change among under graduate students with respect to gender.

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2. There will be a significant mean score difference in conceptions of Global Warming and Climate change among under graduate students with respect with type of institution.
3. There will be a significant mean score difference in conceptions of Global Warming and Climate change among under graduate students with respect with locality of student.
4. There will be a significant mean score difference in conceptions of Global Warming and Climate change among under graduate students with respect to parental qualification.
5. There will be a significant mean score difference in conceptions of Global Warming and Climate change among under graduate students with respect to parental occupation.
6. There will be a significant mean score difference in conceptions of Global Warming and Climate change among under graduate students with respect to family status.

RESEARCH DESIGN

Based on the objectives and hypotheses, the investigators have adopted normative survey method for the present study. The investigators have developed a Questionnaire on "Global Warming and Climate Change" among under graduate students administered to a random sample of 262 students who are studying Environment science are one subject at under graduate students located Ayothiyapatinam Taluk in Salem District. The data have been subjected statistical techniques like descriptive and differential analysis.

From the table 1, it is noted that the mean value is higher than the mid value. It is inferred that the conceptions of Global Warming among under graduate student is higher level with respect to Gender, Locality of students, Type of institution, Parental qualification, Parental occupation, Family status.

DESCRIPTIVE ANALYSIS

Conceptions of Global Warming among under graduate students
Maximum value – 75, Mid value - 37.5 , Sample – 262

ANALYSIS AND INTERPRETATION

TABLE-1: CONCEPTIONS OF GLOBAL WARMING AMONG UNDER GRADUATE STUDENTS

S.No.	Group	Variable	Sample	Mean
1.	Gender	Male	109	47.99
		Female	153	49.72
2.	Locality of student	Rural	164	48.89
		Urban	98	50.54
3.	Types if institution	Government	73	52.41
		Private	189	48.55
4.	Parental qualification (Father)	Literate	201	49.6
		Illiterate	61	49.43
5.	Parental qualification (Mother)	Literate	92	49.98
		Illiterate	170	48.65
6.	Parental occupation (Father)	Employ	106	48.36
		Self- employ	156	50.37
7.	Parental occupation (Mother)	Employ	118	48.83
		home maker	144	50.15
8.	Family status	Joint-family	116	50.03
		Neutral- family	146	48.96

ANALYSIS AND INTERPRETATION

TABLE-2: CONCEPTIONS OF GLOBAL WARMING AND CLIMATE CHANGE AMONG UNDER GRADUATE STUDENT WITH RESPECT TO GENDER

Variable	N	Mean	SD	't'-value	Level of Significance
Male	109	47.99	8.5	1.74	NS*
Female	153	49.72	9.14		

According to the table (2) it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-1 is rejected. It can be concluded that there is no significant difference between male and female in the conceptions of Global warming and Climate change among under graduate students. It is also inferred that both Male and Female the conceptions of Global warming and Climate change among under graduate students.

TABLE-3: MEAN SCORE DIFFERENCE IN THE CONCEPTIONS OF GLOBAL WARMING AND CLIMATE CHANGE AMONG UNDER GRADUATE STUDENT WITH RESPECT TO LOCALITY OF STUDENT

Variable	N	Mean	SD	't'- value	Level of Significance
Urban	97	50.54	8.84	1.41	NS*
Rural	163	48.89	9.43		

It is seen from the table (3) it the calculated t-value is less than tabulated value at 0.05 Level. So, hypothesis-2 is rejected. It can be concluded that there is no significant mean score difference in the Conceptions of Global warming and Climate change among under graduate student. It is concluded that, the student belonging to rural and urban areas shows same the Conceptions of Global warming and Climate change among under graduate student.

TABLE -4: MEAN SCORE DIFFERENCE IN THE CONCEPTIONS OF GLOBAL WARMING AND CLIMATE CHANGE AMONG UNDER GRADUATE STUDENTS WITH RESPECT TO TYPE OF INSTITUTION

Variable	N	Mean	SD	't'-Value	Level of Significance
Government	73	52.41	10.61	2.76	S*
Private	189	48.55	8.45		

It is seen from the table (4), the calculated t-value is greater than tabulated value at 0.05 levels. So, the hypothesis- 3 is accepted. It can be concluded that there is a significant difference among under graduate students studying is Private and Government. Further, the government institute students are Conceptions of Global Warming and Climate change among under graduate students.

TABLE -5: MEAN SCORE DIFFERENCE IN THE CONCEPTIONS OF GLOBAL WARMING AND CLIMATE CHANGE AMONG UNDER GRADUATE STUDENTS WITH RESPECT TO PARENTAL EDUCATIONAL QUALIFICATION

Variable		N	Mean	SD	't'- Value	Level of Significance
Father	Illiterate	61	49.43	8.56	0.16	NS*
	literate	201	49.6	9.45		
Mother	Illiterate	91	48.65	9.15	1.14	NS*
	literate	168	49.98	9.33		

From the table (5) it is clear that the calculated t- value is less than the tabulated value at 0.05 Level. So, hypothesis-4 is rejected. It is also concluded that the parental qualification does not influence the Conceptions of Global Warming and Climate change among under graduate students

TABLE- 6: MEAN SCORE DIFFERENCE IN THE CONCEPTIONS OF GLOBAL WARMING AND CLIMATE CHANGE AMONG UNDER GRADUATE STUDENTS WITH RESPECT TO PARENTAL OCCUPATION

Variable		N	Mean	SD	't'-Value	Level of Significance
Father	Self Employ	156	50.37	9.4	1.69	NS*
	Government	106	48.36	9.01		
Mother	Government	117	48.83	8.56	1.18	NS*
	Home Maker	143	50.159.30	9.26		

It is clear from the table (6), there is a mean score difference in mean score difference in the conceptions of Global Warming and Climate change among under graduate student with respect to parental occupation. So, hypothesis-5 is rejected. So, the parental occupation does not influence the conceptions of Global Warming and Climate change among under graduate students.

TABLE- 7: MEAN SCORE DIFFERENCE IN THE CONCEPTIONS OF GLOBAL WARMING AND CLIMATE CHANGE AMONG UNDER GRADUATE STUDENTS WITH RESPECT TO FAMILY STATUS

Variable	N	Mean	SD	't'- Value	Level of Significance
Joint Family	146	50.03	9.61	0.93	NS*
Neutral family	116	48.96	8.86		

From above the table (7) it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-6 is accepted. It can be concluded that there is no significant difference in the Conceptions of Global Warming and Climate change among under graduate students with respect to the family status. It is also concluded that family status does not influenced the Conceptions of Global Warming and Climate change among under graduate students.

FINDINGS

- From above the table 1, it is noted that the mean value is higher than the mid value. It is inferred that the Conceptions of Global Warming and Climate change among under graduate students is higher level with respect to gender, Locality of student, type of institution, Parental qualification, Parental occupation, Family status.
- According to the table (2), it is noted that the calculated t-value is less than the tabulated value at 0.05 Level. So hypothesis-1 is rejected. It can be concluded that there is no significant difference between male and female in the Conceptions of Global Warming and Climate change among under graduate students. It is also inferred that both Male and Female under graduate student are similar in the conceptions of Global Warming.
- It is seen from the table (3) it the calculated t-value is less than tabulated value at 0.05 Level. So, hypothesis-2 is rejected. It can be concluded that there is no significant mean score difference in the Conceptions of Global warming and Climate change among under graduate students. It is concluded that, the student belonging to rural and urban areas shows same the Conceptions of Global warming and Climate change among under graduate student.
- It is seen from the table (4), the calculated t-value is greater than tabulated value at 0.05 levels. So, the hypothesis-3 is accepted. It can be concluded that there is a significant difference among under graduate student studying is private and government students. Further, the government institute students are Conceptions of Global Warming and Climate change among under graduate students.
- From the table (5) it is clear that the calculated t-value is less than the tabulated value at 0.05 Level. So, hypothesis-4 is rejected. It is also concluded that the parental qualification does not influence the Conceptions of Global Warming and Climate change among under graduate students.
- It is clear the table (6), there is a mean score difference in mean score difference in the Conceptions of Global Warming and Climate change among under graduate student with respect to parental occupation. So, hypothesis-5 is rejected. So, the parental occupation does not influence the Conceptions of Global Warming and Climate change among under graduate students.
- From above the table (7) it is noted that the calculated t- value is less than the tabulated value at 0.05 Level. So, hypothesis-6 is accepted. It can be concluded that there is no significant difference in the Conceptions of Global Warming and Climate change among under graduate students with respect to the family status. It is also concluded that family status does not influenced the Conceptions of Global Warming and Climate change among under graduate students.

CONCLUSION

Climate change and Global Warming is thus creating a lots of problem for environment and as well as for the plants and human beings. This global problem can only be solved with the cumulative efforts. Even the host community can contribute a lot towards maintaining the sustainability and reducing the impacts of pollution by applying some do's and don'ts in their own life. Production of Eco-friendly herbal products and installation of recycling can reduce the over stress emission of dangerous greenhouse gases into the environment It is concluded that teaching and learning with Conceptions of Global Warming and Climate

change among under graduate students with there is effective. The Global Warming is reduced and saves to our environment for the post graduate students. Hence, it can be students supporting and phenomena strategy in teaching-learning process.

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9 AVAILABILITY AND UTILIZATION OF ELECTRONIC RESOURCES BY THE POSTGRADUATE STUDENTS, RESEARCH SCHOLARS AND FACULTY MEMBERS

Abstract

E-resources have become an essence of every intellectual activity of higher education. Realizing the importance of the E- resources most of the universities in India copiously investing to provide access to these resources to support learning, teaching and research. In this way Periyar University gained a prominent place by providing huge number of valuable and quality E-resources to the students, research scholars and faculty members with a more advanced infrastructure. The present paper examines the existence of various E-resources, awareness about E-resources, preference to E-resources, frequency and purpose of E-resources usage in the university library by students, research scholars and teachers.

Key Words : *E-resources, E-books, E- journals and Online Databases.*

INTRODUCTION

The digital resources available in a library play prominent role in facilitating access to the required information to the user are an expediency manner. Further one need not go to the library to make use of print formats as the digital resources can be made use of by any user through on- line access via networks or authentication methods at any time by comfortably. Now web-based electronic resources have become most popular tools in academic research. Electronic Resources is one of the emerging environment in libraries and Information communication in the competitive service (Ali, 2005). E-resources usually consist of e-books, e-Journals, articles, newspaper, thesis, dissertation, databases and CD-ROMs, which are likely to be the alternative to the print media. ERIC, Emerald, Ebsco, Scopus are some of the examples of online databases. All updated information is published in these e-resources (Kebede, 2009).

The familiarity and use of electronic information resources in the libraries for rapid development is necessary and important. Because Universities are the highest learning centres and intellectual hubs of every nation and university libraries are the driving force behind all the intellectual activities of universities (Nikam,2007). Libraries in Universities are today moving towards having access to more and more E-resources in their collection as they form major intellectual research output of the world. To support teaching, learning and research activities of the academic community of the university, Periyar University is having access to huge number of E-resources.

NEED AND IMPORTANCE OF THE STUDY

Electronic resources (E-resources) have become the most sought after modern library's reserves in satisfying varied needs of students, teachers, and researchers with minimum risk and time. Information technology has changed the world and has become one of the important tools for retrieving information. The electronic information resources have acquired a major portion of library collections. The value and use of information resources, particularly E- resources, have increased with the time. Therefore, there is necessity to make study on the different aspects of resources and the issues relating to the use of E-resources by users, more particularly by the students, research scholars and faculty members of academic institutions.

University libraries are the heart of every university as it supports every teaching, learning and research activity. Libraries are now moved from traditional resources to more dynamic and flexible E-resources. Periyar University Library is ahead of many other libraries in this way as it have the access to huge and valuable E-resources. Understanding the constructive impact and cost effectiveness of any new service is the intelligent strategy of every manager to know how well their initiations influenced the targeted group and purpose. With this concern to measure the impact of E-resources the present study has been taken up to know the current state of the availability of E-resources and its utilization by the teachers, students and research scholars of the Periyar University.

INFONET, DELNET, Electronic Theses and Dissertations (ETD), EPW, ISID, J-GATE (JCCC), JSTOR, Wiley Online

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books, E journals , Open Access E-Book, NPTEL, Science Direct and Web of Science, E magazines, Question Bank and CD/DVD Collections.

OBJECTIVES

The objectives of the present study are as follows.

- To find out the most preferred source by the users in the university library.
- To identify the most preferred format of the journals by the users.
- To identify the frequency of the use of e-resources by the users in the library.
- To find out the level of awareness on e-resources available in the university library.
- To know the reasons for using e resources by the users in the library.

METHODOLOGY

The present study is carried out by using survey method. A structured questionnaire was designed to collect the data from the post graduate students, research scholars and faculty members studying/working in the various faulty of arts, science and humanities in Periyar University, Salem district.

Keeping in mind, the basic objectives of this study, the data were also personally collected from 412 users (189 PG students, 152 Research scholars inclusing M.Phil and Ph.D Scholars and 71 faculty members from various departments. For the purpose of this study, 500 questionnaires were distributed among the PG students, research scholars and faculty members. Of all distributed questionnaires, 412 questionnaires received back duly filled by the respondents. The data collected were anaysed by using percentage analysis.

Table 1 showed the results about most preferred source by the users in the library. The majority of the respondents 156 (37.85%) preferred E-journals for their academic purpose. Simultaneously, a good number of respondents that is, 123 (29.85%) preferred print journals. There are 80 (19.41%) respondents also consult the back volumes of periodicals. On the other hand, the 40 (09.70%) respondents preferred computerized database to fulfill their information need and 13 (03.15%) respondents like to prefer other information sources such as educational CDs, cassettes, and e-books. It is noticed that E- journals is the first choice of the users followed by other resources.

DATA ANALYSIS AND INTERPRETATIONS

TABLE-1: MOST PREFERRED SOURCE BY THE USERS IN THE LIBRARY

Library Resources	User Category and the Response in Percentage			
	PG students	Research Scholars	Faculty Members	Total (%)
Print Journals	58 (30.68)	47 (30.92)	18 (25.35)	123 (29.85)
Back Volumes of Periodicals	43 (22.75)	25 (16.44)	12 (16.90)	80 (19.41)
E-Journals	65 (34.39)	59 (38.81)	32 (45.07)	156 (37.85)
Computerized Database	16 (08.46)	18 (11.84)	06 (08.45)	40 (09.70)
Others	07 (03.70)	03 (01.97)	03 (04.22)	13 (03.15)
Total (%)	**189 (100)**	**152 (100)**	**71 (100)**	**412 (100)**

TABLE-2: MOST PREFERRED FORMAT OF THE JOURNALS BY THE USERS

Library Resources	User Category and the Response in Percentage			
	PG students	Research Scholars	Faculty Members	Total (%)
Print Format	79 (41.79)	47 (30.92)	17 (23.94)	143 (34.70)
E-Format	89 (47.08)	65 (42.76)	32 (45.07)	186 (45.15)
Both of them	21 (11.11)	40 (26.31)	22 (30.98)	83 (20.14)
Total (%)	**189 (100)**	**152 (100)**	**71 (100)**	**412 (100)**

Table 2 showed that the most preferred format of the journals by the Users for their study/ research/ teaching. The higher proportion of respondents 186 (45.15%) indicated that they wish to get their desired information from the electronic version of the journals and 143 (34.70%) respondents preferred the print version of the journals, whereas 83 (20.14%) respondents pointed out that they give the same preference to the both electronic as well as print version to get their desired information.

TABLE -3: FREQUENCY OF THE USE OF E-RESOURCES BY THE USERS IN THE LIBRARY

Library Usage	User Category and the Response in Percentage			
	PG Students	Research Scholars	Faculty Members	Total (%)
Daily	42 (22.22)	30 (19.73)	16 (22.53)	88 (21.35)
Several time a week	51 (26.98)	68 (44.73)	22 (30.98)	141 (34.22)
Occasionally	76 (40.21)	40 (26.31)	26 (36.61)	142 (34.46)
Never	20 (10.58)	14 (09.21)	07 (09.85)	41 (09.95)
Total (%)	**189 (100)**	**152 (100)**	**71 (100)**	**412 (100)**

Table 3 showed the response of users about the frequency of using E-resources in their relevant area. It is appeared from the analysis that 88 (21.35%) respondents used the E-resources daily. However, 141 (34.22%) respondents have access to E-resources several times in a week. Apart from that, 142 (34.46%) respondents may be termed occasional users of he E-resources. On the other hand, 41(09.95%) respondents have never access the E-resources. It is noted that during the survey period and due discussion with the users, due to examination and tight academic/class schedule they don't have sufficient time to use the E-resources daily. In addition to aforementioned frequency of use, they also use the E-resources whenever need arises

TABLE-4: AWARENESS ABOUT THE AVAILABILITY OF E-RESOURCES IN LIBRARY

User Category	Response in percentage		
	Yes	No	Total (%)
PG students	100 (52.91)	89 (47.08)	189 (100
Research Scholars	98 (64.47)	54 (35.52)	152 (100)
Faculty Members	62 (87.32)	09 (12.67)	71 (100)
Total (%)	**260 (63.10)**	**152 (36.89)**	**412 (100)**

Table 4 revealed the analysis regarding user's awareness about the various E-resources available in the library. It showed that majority of the respondents 260 (63.10%) have stated that they knows very well about different e resources like E books, E-journals, E thesis, database and magazine that are available in the library concerned to their subject/discipline. Whereas, 152 (36.89%) respondents specified that they do not know exactly about the electronic resources available in the library.

TABLE-5: REASON FOR USING ELECTRONIC RESOURCES

Reasons for using E-resources	PG Students	Research Scholars	Faculty Members	Total (%)
Time Saving	70 (37.04)	50 (32.89)	22 (30.99)	142 (34.47)
Easy to Use	45 (23.81)	23 (15.13)	11 (15.49)	79 (19.17)
More Informative	56 (29.63)	62 (40.79)	30 (42.25)	148 (35.93)
Less Expensive	18 (9.52)	17 (11.18)	08 (11.27)	43 (10.43)
Total	**189 (100)**	**152 (100)**	**71 (100)**	**412 (100)**

Table 5 revealed the reasons for using electronic resource in university library among the library users. It showed that majority of the post graduate students 70 (37.04) preferred to use e resources because of time saving. Most of the research scholars 62 (40.79) preferred to use e-resources because of more informative details and time saving - 50scholars (32.89). Majority of the faculty members 148 (35.93) used the e resources because of its more information followed by time saving.

DISCUSSION

The study had sought to investigate the existence of various E-resources in Periyar university library and awareness about E-resources, preference to E-resources, frequency and purpose of E-resources usage in the university library by the students, research scholars and teachers. The study revealed that majority of the respondents used electronic resources, were aware and have become familiar with electronic resources available in the library. The study also revealed that faculty members, research scholars and students used e-resources to access information available worldwide for teaching, learning and research. It also showed that majority of teachers and research scholars are dependent on e-resources to get desired and relevant information.

The study revealed that most of the users acknowledged the usefulness and importance of e-

resources to research and productivity. It is suggested that the authorities of university library and faculty members in the department of library science should organize awareness and training programmes and seminars to educate the users on seeking information from e resources and maximize the use of library resources and services.

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10

SCIENTIFIC ATTITUDE OF STUDENTS AT SECONDARY LEVEL

Abstract

The present study discuss about the scientific attitude of students at secondary level. The main purpose of this study is to identify scientific attitude of students. The objectives of the study focus on to identify the level of scientific attitude among students at secondary level. Normative survey method is used in the present study. The investigator used simple random sampling to collect data. The investigator also established split half method of reliability and the content validity was established. The reliability value is 0.93. The descriptive type of percentage analysis and differential analyses were used to analyze the data. The findings of the study revealed that the female students have higher level of positive attitude than male students towards science subject at secondary level.

Key Words: *Scientific Attitude, Positive Attitude and Secondary Students.*

INTRODUCTION

Science has played key role in transforming the world from prehistoric age to the present age of globalization. The boon and the curse of science, the world has experienced is well known to the present generation. The advancement of world in the field of agriculture, industry, health facility, education and other service sectors are all because of the development of science and technology. Today's blooming global economy and the development of all nations in all walks of life is directly related to the development of science and technology. The endeavour of Science has been successful in achieving its objectives except the values and ethics of science, which requires to be nurtured in the younger generation and needs proper attention and honest attempt by the teachers, teacher educators and educational policy makers. The most important of these values and ethics is the scientific attitude, which is one of the most important objectives of science teaching learning at school level. The tying threads of human relations are weakening, human being is becoming more materialistic and less value oriented. It is the cloudy sign on the shining world.

Everyone should understand that "Science is for society, society is not for science". Science is for humanity; it should not prosper at the cost of humanity. Science education is extremely important for the growth and development of the world but it is equally important that it should be taught applying right transaction strategies. So, which it can nurture right kind of values and much desired scientific attitude which has the potential to eliminate superstition and other evils of the society and may solve all kinds of problems. If we have scientific attitude and if we consider this in our life, social life, political life, economic spheres etc., and thus can bring peace and harmony in our societies. The present world has perceived the importance of science for all the global citizens, this reason that slogans life," Science for all" and "Scientific literacy" are being widely talking out at global area.

NEED AND SIGNIFICANCE OF THE STUDY

Present age is known as age of science. In this era of science, larger numbers of people are being employed in scientific pursuits and for these, the need knowledge of science. The dawn of space age and explosion in knowledge have also necessary for teaching science to every student.

Knowledge of science develops in man a passion truth and duty. The sole responsibility of developing scientific attitude among the students lies on the teachers who can manipulate a variety of situations to instil in pupils the characteristic features of scientific attitude, and at the same time present themselves as an example to the students for their intellectual honesty, respect for others point of views, unbiased and impartial behaviour on their dealings and the like. Scientific attitude also makes pupil become free of superstitions and prejudices, depends for his judgement only on verified facts and not on opinion. They readily reconsider his own judgement when some more facts are brought to his notice. And also have ability to use scientific method, ability to organise science fair, science exhibition, science club. Many transactional strategies have been evolved and suggested to develop scientific attitude. In

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this study, the investigator planned and identified the scientific attitude of students at secondary level. And the investigator gives some suggestion to improve their scientific attitude and scientific knowledge.

Teaching of science is essential for developing scientific attitude and scientific temper. Science helps us to develop positive attitude such as open mindedness reasoning etc. the learning of science is based on the fundamental principles of psychology (i.e.) 'learning by doing', 'learning by observing concrete and living specimens'. Being an activity oriented subject science helps to satisfy basic human desire of knowing about wonders of nature and so its satisfies common instincts as creativeness, self-assertion curiosity etc.

If scientific attitude is inculcated among learners, they can face their problems of life boldly and solve them successfully. A student must have scientific attitude has an open-minded, desire for accurate knowledge and a confident to solve a problem using his sense of reasoning. A student must also have scientific attitude which helps him to lives in a peaceful and successful life. They can solve all their problems in a scientific manner, the personal problem, family problem, social problem or problems of any level or any kind may be solved.

OBJECTIVES

- ✓ To identify the level of scientific attitude among students at secondary level.
- ✓ To find out the positive and negative scientific attitude of students at secondary school students.
- ✓ To find out the significant difference of any between different groups of demographic variables such as area, gender in positive and negative scientific attitudes.
- ✓ To give suggestion if any to change the negative scientific attitude of science students into positive scientific attitude.

HYPOTHESES

1. The students have high level of positive attitude towards scientific activities.
2. There exists significant difference between group of demographic variable such as gender, location of school, type of school time duration for a week in scientific activities at secondary level.

RESEARCH METHOD

The investigator preferred normative survey method to collect data from school students around Sivaganga District.

RESEARCH TOOL

The investigator herself developed a questionnaire on scientific attitude on scientific attitude of students at secondary level.

DATA COLLECTION

The investigator got permission from the principal or Headmaster of various schools in and around sivaganga district and collected data from the students of the school concerned.

DATA ANALYSIS

Then, the Investigator used the obtained scores for applying statistical techniques such as descriptive analysis and differential analysis.

DESCRIPTIVE ANALYSIS

TABLE-1: DISTRIBUTION OF MEAN PERCENTAGE OF OVERALL ATTITUDE OF SCHOOL STUDENTS TOWARDS SCIENCE SUBJECT

S.No	Types of School	Response Category		
1.	Over all	Positive Attitude	Neutral Attitude	Negative Attitude
		85.69	7.25	7.118

The school students studying in secondary schools have positive attitude towards science subjects (i.e. 85.69).

TABLE-2: DISTRIBUTION OF MEAN PERCENTAGE OF MALE AND FEMALE SCHOOL STUDENTS AND THEIR ATTITUDE TOWARDS SCIENCE SUBJECT

S.No	Sex	Response Category		
		Positive Attitude	Neutral Attitude	Negative Attitude
1.	Male	83.82	4.367	3.21
2.	Female	87.84	3.949	4.91

Female students have higher level of positive attitude (87.84) than male students towards science subject at secondary level.

TABLE-3:DISTRIBUTION OF MEAN PERCENTAGE OF STUDENTS STUDYING IN RURAL AND URBAN SCHOOLS STUDENTS AND THEIR ATTITUDE TOWARDS SCIENCE SUBJECT

S.No	Location of School	Response Category		
		Positive Attitude	Neutral Attitude	Negative Attitude
1.	Rural	88.09	7.433	5.736
2.	Urban	82.287	7.56	10.157

Rural students have higher level of positive attitude (88.09) than urban students towards science subject at secondary level.

TABLE-4: DISTRIBUTION OF MEAN PERCENTAGE OF STUDENTS STUDYING IN GOVT. AND GOVT. AIDED SCHOOLS STUDENTS AND THEIR ATTITUDE TOWARDS SCIENCE SUBJECT

Sl.No	Types of School	Response Category		
		Positive Attitude	Neutral Attitude	Negative Attitude
1.	Govt. school	89.4	4.755	5.845
2.	Govt. Aided school	88.902	5.438	5.66

Govt. and Govt. Aided schools students have positive attitude towards the science subject at secondary levelare more or less same (89.4, 88.902).

DIFFERENTIAL ANALYSIS

TABLE-5: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN THE MALE AND FEMALE SCHOOL STUDENTS ATTITUDE TOWARDS SCIENCE SUBJECT

Sl.No.	Sex	Mean	SD	N	't' value	Level of Significant
1.	Male	50.4	17.81	108	0.878	Not Significant
2.	Female	52.13	15.69	92		

Male and Female school students have similar positive attitude towards science subject.

TABLE-6: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN THE RURAL AND URBAN SCHOOL STUDENTS ATTITUDE TOWARDS SCIENCE SUBJECT

Sl.No.	Location of school	Mean	SD	N	't' value	Level of Significant
1.	Rural	58.2	9.3	100	2.652	Significant
2.	Urban	47.3	18.02	100		

Rural students have better positive attitude towards science subject than urban students.

TABLE- 7: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN THE GOVT. AND GOVT. AIDED SCHOOL STUDENTS ATTITUDE TOWARDS SCIENCE SUBJECT

S.No	Type of School	Mean	SD	N	't' Value	Level of Significant
1.	Govt. school	54.3	15	72	0.939	Not Significant
2.	Govt. Aided school	49.09	17.6	128		

Government and Government Aided school students have similar attitude towards science subject.

TABLE- 8 :SIGNIFICANCE MEAN DIFFERENCE BETWEEN THE STUDENTS BELONGING TO DIFFERENT TYPE OF SCHOOLS STUDENTS AND THEIR ATTITUDE TOWARDS SCIENTIFIC ATTITUDE AT SECONDARY LEVEL

S.No	Location & Type of school	Mean	SD	N	't' Value	Level of Significant
1.	Rural Govt. Vs. Urban Govt.	M_1 = 53.7	S_1=16.33	N_1= 50	1.79	Not Significant
		M_2=64.14	S_2=25.096	N_2= 22		
2.	Urban Govt. Vs. Rural Govt. Aided	M_1=64.14	S_1=25.096	N_1=22	1.49	Not Significant
		M_1=55.7	S_2=13.04	N_2=50		
3.	Rural Govt. Aided Vs. Urban Govt. Aided	M_1=55.7	S_1=13.04	N_1=50	2.63	Significant
		M_2=48.83	S_2=16.29	N_2=78		

- Rural and Urban Govt. schools students have similar attitude towards science subject.
- Urban Govt. students and Rural Govt. aided students have similar attitude towards science subject.
- Rural Govt. aided students have better positive attitude towards science subject than Urban Govt. aided students.

RESEARCH IMPLICATIONS

- This study implies that the students studying in secondary school, have positive attitude towards science subject.
- The research study further reveals that the female students have higher level of positive attitude (37.84) than male students towards science subject at secondary level.
- Further, this research reveals that rural students have higher level of positive attitude (88.09) than urban students towards science subject at secondary level.
- Further this research reveals that rural Govt students have better positive attitude towards science subject than urban government aided students.

CONCLUSION

The present study attempted to identify the attitude of school students towards science subject. The overall students response level towards scientific attitude is 85.569%. Therefore the secondary level students have positive scientific attitude. The discovery and development of the creative genius of our youth is of prime importance in educational process. It is precisely this ability that we must want to develop "catch them young" is a popular slogan. The secondary stage is considered right for identifying such talent. So that they will get high level of positive attitude towards science subject.

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11 ACHIEVEMENT IN SCIENCE OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR INTERIORITY OF THE SCIENTIFIC TECHNOLOGY

Abstract

The study is conducted with the aim of measuring the level of interiority of scientific technology of high school students and their achievement in science. In this study, descriptive survey method and simple random technique was used among 300 high School students in Trichy District to measure the interiority of scientific technology of high school students and their achievement in science. For that, tool on interiority of scientific technology of high school students and their achievement in science was developed by the investigator and administrated among high school students. Percentage analysis and Student 't' test were used to test the hypotheses. The findings clearly visualize the fact that male students have different outward exposure than the female counterparts. Rural students are better than the urban students. Rural students may have interest over particular scientific concepts than the cute urban counterparts, because of their eagerness to know more about the technological or scientific development.

Key Words: *Scientific Technology, Achievement in Science and High School Students.*

INTRODUCTION

Science and Technology are major cultural products of human history, and all citizens, independently of their occupational needs, should be acquainted with them as elements of human culture. While Science and technology are obviously important for economic well-being, they must also seen from the perspective of a broadly based liberal education. Discussion, argument and analysis are vital parts of scientific technology. It is thus necessarily open admitting every point of view elements of fairness equality and democracy are build into it operationally, it means the total score obtained on the scientific technology.

NEED FOR THE STUDY

Education plays a vital role in developing skills of an individual. India is a developing country in science and technology. So, introducing science curriculum is essential in all levels of education. The aim and objective of teaching science in high school level is to develop the scientific interest and attitude among the students. Moreover, the achievement in science is basic for getting higher education like medicine, engineering and related fields of Science. Level of interiority of the scientific technology is the probable attainment by the individual in the present days. It may vary individual to individual and place to place. As factors affecting the level may increase or diminished. The internet opens up vast possibilities it could provide an e-platform for discussion of topics relevant to school children both curricular and co-curricular. Innovative scientific experiments using a PC could be designed for school students through a software and hardware interface to help students to measure common physical parameters. This digital satellite communication radio system uses. Access to news educational broadcasts, and entertainment from all around the world through its unique global relay capability is remarkable features of this system. So the investigation plans a study, which answers the question of whether there is any relationship between the achievement in science and scientific technology of high school students

OBJECTIVES

- To find out the level of interiority of the scientific technology of high school students.
- To find out the level of achievement in science of high school students.
- To find out the significance difference between male and female high school students in interiority of the scientific technology.
- To find out the significance difference between rural and urban high school students in their interiority of the scientific technology.
- To find the significant relationship between interiority of high school students and their achievement in science with regard to gender.
- To find the significant relationship between interiority of scientific technology of high school students and their achievement in science with regard to locality.

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HYPOTHESES

1. The level of interiority of the scientific technology of high school students is average.
2. The level of achievement in science of high school students is average.
3. There is no significant of difference between male and female high school students in their interiority of the scientific technology.
4. There is no significant of difference between rural and urban high school students in their interiority of the scientific technology.
5. There is no significant relationship between interiority of the scientific technology high school students and their achievement in science with regard to gender.
6. There is no significant relationship between interiority of scientific technology of high school students and their achievement in science with regard to locality.

METHOD

The present study is belong to descriptive survey method, as it intended to measure the interiority of scientific technology of high school students and their achievement in science. The investigator randomly selected 10 High Schools from Trichy District in which 300 Secondary School students are studied to measure the interiority of scientific technology of high school students and their achievement in science. Tool on interiority of scientific technology was developed and validated by the investigator. The dependent variable in this study is interiority of scientific technology used by students and the independent variable is achievement in science, gender and locale. After collecting data, the investigator classified and tabulated in order to ensure perfect interpretation of data. The entire data were processed and analyzed by making use of SPSS 11.0 version. The percentage analysis and student 't' test is used to analyze the data. The results and its interpretation is displayed as follows.

ANALYSIS AND INTERPRETATION

TABLE -1 : LEVEL OF INTERIORITY OF THE SCIENTIFIC TECHNOLOGY OF HIGH SCHOOL STUDENTS

Variable	Total	Low		Moderate		High	
		N	%	N	%	N	%
Interiority of the Scientific Technology	300	58	19.3	196	65.33	46	15.3

From the above table (1), it is found that 65.33% of the high school students have an average level of interiority of the scientific technology, 15.33% of the high school students have high level of interiority of the scientific technology and 19.3% of the high school students have low level of interiority of the scientific technology.

TABLE -2: LEVEL OF ACHIEVEMENT IN SCIENCE OF HIGH SCHOOL STUDENTS

Variable	Total	Low		Moderate		High	
		N	%	N	%	N	%
Achievement in Science	300	63	21	178	59.3	59	19.67

From the above table (2), it is found that 59.3% of the high school students have an average level of Achievement of science, 19.67%of high school students have high level of the achievement in science ,and 21%of the high school students have low level of achievement in science

TABLE -3: SHOWING THE DIFFERENCE IN INTERIORITY OF THE SCIENTIFIC TECHNOLOGY OF HIGH SCHOOL STUDENTS WITH REGARD TO GENDER.

Gender	N	Mean	Standard Deviation	Calculated Value	't' Value	Level of Significance
Male	139	25.9	3.40	2.76	1.96	Significance 5% level
Female	161	24.6	3.75			

It is evident from the table (3) that mean scores of interiority of the scientific technology of the male and female high school students are 25.9and 24.6 respectively, the corresponding standard deviation is 3.405 and 3.756.the computed 't' value 2.76 is more than the critical value of 1.96 at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that the male and female high school students differ significantly in their interiority of the scientific technology.

TABLE -4 : SHOWING THE DIFFERENCE IN INTERIORITY OF THE SCIENTIFIC TECHNOLOGY OF HIGH SCHOOL STUDENTS WITH REGARD TO LOCALITY.

Locality	N	Mean	Standard Deviation	Calculated Value	't' value	Level of Significance
Rural	150	26.04	3.323	3.20	1.96	Significance 5% level
Urban	150	24.43	3.79			

It is evident from the table (4) that mean scores of interiority of the scientific technology of the rural and urban high school students are 26.04 and 24.43 respectively, the corresponding standard deviation is 3.323 and 3.79.the computed 't' value 3.20 is more than the critical value of 1.96 at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that the rural and urban high school students differ significantly in their interiority of the scientific technology.

TABLE -5: SHOWING THE RELATIONSHIP BETWEEN INTERIORITY OF THE SCIENTIFIC TECHNOLOGY AND ACHIEVEMENT IN SCIENCE OF HIGH SCHOOL STUDENTS WITH REGARD TO GENDER

Gender	N	Calculated Value	Table Value	Remarks
Male	138	0.9197	0.159	Significance
Female	162	0.978	0.428	Significance

As the calculated 'r' value 0.919 and 0.978 is greater than the table value for 258 degrees of freedom at 5%. Level of significance, the null hypothesis is rejected, there is relationship between interiority of the scientific technology and achievement in science with regard to male and female high school students.

TABLE -6 : SHOWING THE RELATIONSHIP BETWEEN INTERIORITY OF THE SCIENTIFIC TECHNOLOGY AND ACHIEVEMENT IN SCIENCE OF HIGH SCHOOL STUDENTS WITH REGARD TO LOCALITY

Locality	N	Calculated Value	Table Value	Remarks
Rural	150	0.9199	0.159	Significance
Urban	150	0.978	0.159	Significance

As the calculated 'r' value 0.919 and 0.978 are greater than the table value for 258 degrees of freedom at 5%. Level of significance, the null hypothesis is rejected; there is relationship between interiority of the scientific technology and achievement in science with regard to urban and rural high school students.

DISCUSSION

From the percentage analysis, the investigator found that majority of the high school students have average level of interiority of the scientific technology students of the study area have average level of academic achievement. The findings from the correlation analysis reveal significant correlation is found between the dependent variable and independent variable s. This due to the fact that the interiority of the scientific technology is significantly influences their achievement in science. The reason is that high school students are concentrated the scientific technology as well as the overall achievement. Scientific technology plays the scientific important role in the education. While studying in terms of their background characteristics such as gender and locality there is the same stratum is found. In some classifications, a good percentage (26.08%) of male students has high level of interiority of scientific technology. Moreover, a good percentage (26.67%) of rural students has high level of interiority of scientific technology. And a good percentage (24.02%) of aided school students has high level of interiority show average performance in the achievement in science. Now - a-days, students irrespective their type of school, nature etc know very well about the educational values and its impact over the target achievement of their life.

From the differential analysis, no significant difference is observed between the male and female students, rural and urban students in their interiority of the scientific technology. Moreover, there is no significant difference is found between the male and female students, rural and urban students in their achievement in science. From the findings of the differential analysis in terms of the said background variables, the investigator feel that the interiority of the scientific technology and achievement in science does exerted significantly their impact on the sample respondents.

From the correlation analysis, the investigator found that significantly relationship between interiority of the scientific technology of high school students and their achievement in science with regard to female students. Significantly relationship is noted between scientific technology of high school students and their achievement in science with regard to urban students. This is due to the fact that urban students have private tuitions for difficult subject like science. They have different education all aids like charts, globs, picture s, apparatuses even at their home also. So, they are better than their rural counterpart of scientific technology. These findings clearly visualize the fact that male students have different outward exposure than the female counterparts. For rural students, they are better than the urban students. Rural students may have interest over particular scientific concepts than the cute urban counterparts, because of their eagerness to know more about the technological or scientific development. This will motivate the scientific technology of the rural students. Considering the achievement in science, the rural students show average level of achievement. This is because; rural students understood the value of education and its impact throughout their life. So, they There is significant relationship between scientific technology of high school students. As already discussed, aided school students can have extra particulars regarding the scientific advancement with the help of journals, magazines, pictures, small video session etc. In some schools, there may be aquarium, working and non-working models, etc for the better understanding of the scientific concepts.

CONCLUSION

From the analysis, it is concluded that majority of the high school students have moderate level of interiority of the scientific technology students of the study area have average level of academic achievement. Hence, it is realized that the students should be motivated for accepting the scientific concepts even if it is not accepting the scientific concepts even if it is not accepted by their elders. The teachers should be discussed the matter in the classroom and analyze the merits and demerits.

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12

SECONDARY SCHOOL STUDENTS ATTITUDE TOWARDS EDUCATIONAL FIELD TRIP

Abstract

Children can learn from textbooks and other resources such as internet and periodicals. More classroom teaching may create boredom to the students. However, actual experiences help students to get easy learning also children can learn more about the world and how to interact with each other's when they leave the sheltered environment of the classroom. Venturing into the public allows children to be exposed to different situations. Field trips have always been considered as a healthy source of learning for all the students. Field trips help the students to have educational experience they could never had in the classroom. The classroom situation within the four walls make the students feel boredom, but in field trips the students learn with more interact. The sample consists of 305secondary school students. Survey method was adopted for this study. The data were analyzed by descriptive and differential analyses.

Key Words: *Educational Fieldtrip, Educational Experience and Secondary School Students.*

INTRODUCTION

Education meets the immediate needs of a child and also prepares him for his future life. It develops all his intellectual and emotional powers; so that he is able to meet the problems of life squarely and solve them successfully. It also develops the social qualities of service, tolerance, co-operation and fellow felling. Education is the process of living through a continuous reconstruction of experience. It is the development of all these capacities in the individual which will enable him to control his environment and fulfill his responsibilities. Education is aimed to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuits of truth and to interpret old knowledge and benefits in the light of new needs and discoveries.

EDUCATIONAL FIELD TRIP

A field trip consists of a group of students and their teacher going to a site other than their classroom to increase their understanding and exposure to curriculum related topics. The trip may include visits to a facility to explore its collections, a walking tour to learn about some aspect of the surroundings or some other type of educational experience. Field trips introduce students to the different worlds which can be enjoyed throughout their lives. School field trips provide an organized learning experience that is different from visiting a field for entertainment purposes with parents and Scouts. Field trips extended the resources available to students in the classroom. They expand learning by giving the student access to the real thing. Teacher includes field trips in their units of study for this purpose. Field trips are linked to the classroom because they are within the classroom curriculum.

OBJECTIVES

- To find the level of secondary school students attitude towards educational field trip.
- To find out the significant difference in the level of secondary school students attitude towards educational field trip between the sub groups of secondary school students based on the demographic variables such as Gender, Locality of the School Residence of the Student, Nature of the School, Parental Education and Parental Occupation.

OBJECTIVES

- To find the level of secondary school students attitude towards educational field trip.
- To find out the significant difference in the level of secondary school students attitude towards educational field trip between the sub groups of secondary school students based on the demographic variables such as Gender, Locality of the School students have high level of attitude towards educational field trip.
- There is no significant difference in the level attitude towards educational field trip between the sub groups of secondary school students based on the demographic variables such as

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Gender, Locality of the School, Residence of the Student, Nature of the School, Parental Education and Parental Occupation.

METHODOLOGY

In the present study survey method was adopted by the investigator. For the purpose of the study, investigator selected 305IXStandard students in Salem districts in Tamilnadu by using random sampling technique. After data collection the data were analyzed descriptive (Mean and Standard Deviation) and differential analyses ("t"- test and F test).

ANALYSIS AND INTERPRETATION

From the table (1) it is inferred that the result the calculated mean value is 80.76 and the standard deviation value is 4.66 respectively. The total mean score of attitude towards educational field trip secondary school students' score found to be 80.76. Therefore, the secondary school students' attitude towards educational field trip is low.

TABLE - 1 : MEAN SCORE OF SECONDARY SCHOOL STUDENTS'ATTITUDE TOWARDS EDUCATIONAL FIELD TRIP MAXIMUM SCORE: 150

Variables	Categories	Number of Sample	Mean	Standard Deviation
Gender	Boys	161	80.49	5.01
	Girls	144	81.07	4.22
Locality of the School	Rural	149	79.94	4.34
	Urban	156	81.55	4.84
Residence of the Student	Rural	159	80.38	4.59
	Urban	146	81.10	4.87
Nature of the School	Government	112	80.14	4.77
	Aided	108	81.40	4.61
	Private	85	80.74	4.48
Parental Education	Uneducated	63	79.95	5.01
	School Level	194	80.79	4.72
	College Level	48	79.97	4.87
Parental Occupation	Coolly	154	80.59	4.61
	Government	37	79.88	4.08
	Private	114	81.11	4.89
Average		**305**	**80.76**	**4.66**

From the table (2), the calculated 't' value for the demographic variables namely Gender, Locality of the School and Residence of the Students are1.08, 3.06 and 1.34 respectively. The Locality of the School differs significantly at 0.05 level of the significance. Rural and urban differ significantly in their level of secondaryschool students attitude towards educational field trip. Thus the null hypothesis is rejected. Thus the Gender and Residence of the student doesn't differ significantly in their level of secondary school students attitude towards educational field trip. Thus the null hypothesis is accepted

TABLE- 2: DIFFERENCE IN THE LEVEL OF SECONDARY SCHOOL STUDENTS ATTITUDE TOWARDS EDUCATIONAL FIELD TRIP WITH RESPECT TO THEIR FOLLOWING DEMOGRAPHIC VARIABLES

Variables	Number of Sample		Mean	S. D	't' value
Gender	Boys	161	80.49	5.01	1.08*
	Girls	144	81.07	4.22	
Locality of the School	Rural	149	79.94	4.34	3.06@
	Urban	156	81.55	4.84	
Residence of the Student	Rural	159	80.38	4.59	1.34*
	Urban	146	81.10	4.87	

From the table (3), it is noted that the calculated 'F' values2.02, 1.04 and 1.06which are lower than the tabulated value at 0.05 levels. Consequently the null hypotheses are accepted. Therefore it is concluded that there is no significant difference the Nature of the School, Parental Education and Parental Occupation of the student doesn't differ significantly in their level of secondary school students' attitude towards educational field trip.

CONCLUSSION

The investigator has analyzed the secondary school students' attitude towards educational field trip in this study. It is revealed that the secondary school students have low attitude towards educational field trip. The differed in their attitude towards educational field trip based on the demographic variables Locality of the School. It is showed that these variable some differences in the level of attitude towards educational field trip. On the other differences in the level of attitude towards educational field trip did not existed among the secondary school students based on their Gender, Residence of the Student, Nature of the School, Parental Education and parental Occupation.

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Research Paper

13 ANXIETY LEVEL OF XI STANDARD STUDENTS OF THANJAVUR DISTRICT

Abstract

This study aimed to find out the anxiety level of XI standard students of Thanjavur district. Normative survey research has been conducted on by using random sample of 731 XI standard students of Thanjavur District, Tamilnadu State. In this study, the investigator used demographic variables as independent variable because it is a special type of independent variable such as Gender, Locality, and Medium of Instruction. Descriptive and inferential analyses were used to test the hypotheses. The study revealed that the anxiety level of XI standard students is moderate; it is significant with Gender, Locality of School and Medium of Instruction.

Key Words: *Anxiety, XI Standard Students and Thanjavur.*

INTRODUCTION

Education is an indispensable ingredient of development and a fundamental right of every individual. Education is a social process, which ensures the development of an individual from a similar and lower position to a more complex and higher one. Today, the academic achievement is considered as a primary thing of knowledge. But it will not be a blossom of knowledge. Parents of the students are wish that our students should get more marks in all subjects and it will show our student knowledge. Knowledge is a broad term than academic achievement. Academic achievement is simply called as performance of an individual regards to their subject beyond. The academic achievement is affected by many factors. In those factors, the anxiety is one of them. Before entering the room the students' exam anxiety is varied depends upon the individual psychological activities. Sometimes the high anxiety of an individual may suffer in loss of concepts and it turns less achievement. In this context, the investigator of this paper has conducted a research on Anxiety level of students. Its function of preparing people for development has therefore become more difficult to discharge because of the extremely rapid changes taking place and the constantly increasing complexity and diversity of their forms.

Anxiety is disorders of an individuals' personality. It produces mental health problems of childhood and adolescence. As many as 1 in 10 young people may suffer from an anxiety disorder. About 50 percent of children and adolescents with anxiety disorders also have a second anxiety disorder or other mental or behavioral disorder such as depression. It is not known whether the anxiety disorders are caused by biology, environment, or both. Studies do, however, suggest that young people are more likely to have an anxiety disorder if their parents have anxiety disorders. Anxiety is the apprehensions carried off by a threat to some value which the individual holds essential to his existence as a personality. The logical meaning of Anxiety is that the free ambiguous moves of the mind. It is not easy to identify and it is not easy to become free from it. A person is not aware of its birth and its effect.

NEED FOR THE STUDY

Students with anxiety disorders are easily frustrated; they may have difficulty in completing their work or task or examinations. They may worry so much about taking much longer time to finish a work or a task or examination even they have to do right thing than other students. This type of fears of being embarrassed, humiliated, or failing may result in school avoidance. Getting behind in their work due to numerous absences often creates a cycle of fear of failure, increased anxiety and avoidance, which leads to more absences attaining high achievement. Furthermore, children are not likely to identify anxious feelings, which may make it difficult for educators to fully understand the reason behind poor academic achievement. With this background, the investigator has selected the topic entitled Anxiety Level of XI Standard Students of Thanjavur District objectives. Time to finish a work or a task or examination even they have to do right thing than other students. This type of fears of being embarrassed, humiliated, or failing may result in school avoidance. Getting behind in their work due to numerous absences often creates a cycle of fear of failure, increased anxiety and avoidance, which leads to more absences attaining high achievement. Furthermore, children are not likely to identify anxious feelings, which

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may make it difficult for educators to fully understand the reason behind poor academic achievement. With this background, the investigator has selected the topic entitled Anxiety Level of XI Standard Students of Thanjavur District objectives

HYPOTHESES

The following hypotheses have been formulated for the research.

1. The Anxiety level of XI standard students is in moderator level.
2. There is no significant difference in anxiety level of XI standard students with regard to the demographic variables such as gender, locality of school, and medium of instruction.

METHODOLOGY

This study aimed to find out the anxiety level of XI standard students of Thanjavur district. Normative survey research has been conducted on by using random sample of 731 XI standard students of Thanjavur District, Tamilnadu State. In this study, the investigator used demographic variables as independent variable because it is a special type of independent variable such as Gender, Locality, and Medium of Instruction. The Anxiety Scale has been constructed and standardized by the investigator with 60 statements (5 point rating scale) and they are subjected to item analysis with t-test. 52 items were retained with the critical value 1.75 and its greater the face and content validity were found by the subject experts' opinion including two associate professor and one school teacher from Tamilnadu. The reliability of the scale is found to be by using split-half method and the intrinsic validity of the tool is 0.89. Descriptive and inferential analyses were used to test the hypotheses.

ANALYSIS AND INTERPRETATION

TABLE-1 : DESCRIPTIVE ANALYSIS OF TEST ANXIETY LEVEL

N	Mean	Median	Mode	S.D	Skewness	Kurtosis	Range
731	213.41	212.21	209.01	9.88	.965	.899	36

The table 1 showed that the anxiety level of XI standard students is in moderator level.

TABLE-2: DIFFERENTIAL ANALYSIS ON DIFFERENCE BETWEEN DEMOGRAPHIC VARIABLES

S.No.	Demographic	Variable	N	Mean	Standard Deviation	't' Value	Significance
1	Gender	Male	397	199.32	13.74	18.33#	Significant
		Female	334	219.70	18.44		
2	Locality	Rural	349	225.31	10.33	21.90#	Significant
		Urban	382	213.17	15.23		
3	Medium of Instruction	Tamil	415	193.67	12.17	16.47#	Significant
		English	316	213.62	15.43		

The table 2 revealed that there is a significant difference in Anxiety level of XI standard students with regard to the demographic variables such as, gender, locality of school and medium of instruction.

CONCLUSION

Conclusion is the scientific rationale which acts behind the result of findings. The following conclusion was made by the investigator based on the findings of the study.

The Anxiety level of XI standard students is in moderator level. It may be due to exam fear of the students. Because they are shifted from secondary education to higher secondary education. In this case, the entire syllabus of science and mathematics is different and having a great gap due to the psychological factors of students. Nonetheless the science is classified with physics, chemistry and biology. In this stage some students compromise themselves and some others having high anxiety and most of students' having normal fear in examination. This meanly make the students moderate test anxiety towards students.

There exists a significant difference in Anxiety level of XI standard students with regard to their Gender. Normally, the girl students before writing examination having high stress and always having high preparation to examination. The boys' students having the thought like

'It is not a matter' that may lead the variation between their test anxiety levels.

- There exists a significant difference in Anxiety level students with regard to Locality of School.
- The democratic environment between rural and urban schools may be different and this may lead the variation in anxiety level of students with regard to Locality of School.
- There exists a significant difference in Anxiety level students with regard to Medium of Instruction.

Most of the XI th standard students studying in English medium are joined before those who were completing their secondary education in Tamil medium. This is the struggle to the students to write examination in English. This may lead the variation in anxiety level between Tamil and English medium students.

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14

PROFESSIONAL COMPETENCY AND SKILLS AMONG STUDENT- TEACHERS

Abstract

The investigator wants to identify the professional competency and skills among student teachers which is a need of present situation. The study inquired into the curriculum, policies and practices relevant in the context of student teachers professional preparation. The survey was conducted with colleges of education in Coimbatore district through survey method, customized for B.Ed and M.Ed. students. Data collected from the respondents were analysed by using 't' test. The results reveal that there is no significant difference in professional competency and skills among student teachers with adhere to their gender and locality. It is found to be significant difference in their educational qualification.

***Key Words**: Professional Competency, Skills and Student - Teachers.*

INTRODUCTION

Every country develops its system of education to meet the challenges of changing times. India being a developing country, the teachers have the great responsibility of making the students competent enough to stand with their counterparts in the developed countries and to make the country economically independent. "Competence or skill signifies a more or less consistent ability to realize particular sorts of purposes to achieve desired outcomes." Competence is usually associated and a direct link in the field of education between a teacher's professional competence and pupil performance. Professional competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession.

To mould the students into ideal democratic citizen with competency and skill, the teacher educators should be exemplary, competent, effective and devoted to the profession with expertise and intellect. Teachers' professional skills and competency reveals a shared concern for making the educational standard required of aspiring teachers both more comprehensive and more rigorous. Professional competency focuses on teaching while bearing in mind the teaching-learning process and its management. This competency is reflected in the schedules, specific teaching methods for various fields, subjects and topics, diversity awareness, classroom management, teaching materials and resources and students' marks.

Thus, in particular, competent teachers are who deploy their knowledge, abilities, skills, talents, values, attitudes and behaviour patterns to meet the challenge of educating their students. They possess the professional competency needed and adequate to perform their assigned duties and attain the educational goals that the law requires. This implies that teachers must be capable of resolving issues and problems arising from community life and that may ensue from personal relationship among members of the educational community.

NEED OF THE STUDY

- In this regard there is a need of systematic study on professional competency and skills among students teacher for the analysing the context of professional competency and skills exhibited by student teachers.
- There is no significant difference between the professional competency and skills among B.Ed and M.Ed. student teachers with adhere to their educational qualification.
- There is no significant difference between the professional competency and skills among B.Ed and M.Ed. student teachers with adhere to their locality.

Conceptions should be developed and misconceptions should be avoided. The emergence of a globalised world in a frame work of competitions together with the pressure of an exploding knowledge base has given rise to new challenging roles for the students' teacher. The study will help to know how far they are equipped and trained themselves so as to cope with the challenges in modern education system especially in the B.Ed and M.Ed. Therefore, the present study reveals the existing status of professional competency and skills among students teacher studying under college of education in Coimbatore district of Tamilnadu state in India.

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TOOL

The investigators prepared the tool for this study which consists of 25 items. The tool was administered to the sample selected from Coimbatore district. The data were collected from the students' teacher and were adopting appropriate statistical techniques for measuring their professional competency and skills.

SAMPLE

Sample of 250 students from college of education in Coimbatore district of Tamilnadu were chosen for the study by using simple random sampling technique

RESULTS

From the above table showed the mean scores of male and female student teachers (27.51& 28.05), rural and urban student teachers (28.063&27.59). respectively. It is inferred from the table, 't' value of respectively. It is inferred from the table, 't' value of gender and locality which are less than the table value, hence there is no significant difference in professional competency and skills among student teachers with adhere to their gender and locality. Thus the framed null hypothesis was accepted. Further the table represents the mean scores of UG and PG student teachers as (27.25 and 28.63) and the 't'value is greater than the table value, hence the framed null hypothesis was rejected. It is found to be significant difference in their educational qualification.

TABLE-1: REPRESENTS THE MEAN SCORE DIFFERENCE IN PROFESSIONAL COMPETENCY AND SKILLS AMONG STUDENT TEACHERS WITH ADHERE TO THEIR GENDER, EDUCATIONAL

Variable	N	Mean	Mean Difference	SD	't' Value	Level of Significance
Male	92	27.51	0.54	3.126	1.218	Not significant
Female	158	28.05		3.517		
UG	141	27.25	1.38	3.474	3.273	Significant (at 0.05 level)
PG	109	28.63		3.236		
RURAL	151	28.03	0.44	3.474	1.008	Not significant
URBAN	99	27.59		3.236		

CONCLUSION

Many factors contribute to the quality of teaching, such as the professional competence and skill of the teacher, which includes curriculum, policies and practices relevant in the context of teacher educators' professional preparation, subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, teaching experience, and certification status.

Teacher is a maker of man. He is the builder of a nation. He is foundation of all education. He is the light kindling other light. Hence it is the primary task of any nation that it should give highest importance and highest effort in producing a good teacher mass. In order to do so, it should provide ample opportunities to the teachers & teacher educators to be well equipped with the professional competences and adopting the professional ethics.

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15 STYLE OF LEARNING AND THINKING OF PROSPECTIVE TEACHERS

Abstract

This study is intended to study about the Style of learning and thinking of prospective teachers who are doing two years of B.Ed pre-service training programme in B.Ed colleges in Coimbatore district. In order to get the reliable and valid data, a normative method and survey technique has been adopted to a sample of 130 prospective teachers using stratified sampling technique. Styles of Learning and Thinking (SOLAT) constructed and standardized by the ***Paul Torrence (1988)*** *was employed to measure the style of learning and thinking of prospective teachers. Simple percentage analysis was computed. It was found that for the whole sample, 46.15 percentages of prospective teachers had right hemisphere dominance, 46.29 percentages of male prospective teachers had right hemisphere dominance, 56.58 percentages of female prospective teachers had left hemisphere dominance, 50.00 and 35.73 percentages of Graduate and post Graduate prospective teachers had integrated hemisphere dominance. This research paper highlights about the present status of prospective teachers' style of learning and thinking in terms of right, left and integrated hemisphere dominance.*

Key Words: *Style of Learning and Thinking and Prospective Teachers.*

INTRODUCTION

Styles of learning and thinking depends upon the cerebral dominance of an individual in retaining and processing different modes of information in his/her own style of learning and thinking. Style indicates the hemisphericity functions of the brain and students learning strategy and information processing are based on the preference of the brain area (Venkataraman, 1990). Styles are propensities rather than abilities. They are the ways of directing the intellect which an individual finds comfortable. The style of learning and thinking are as important as levels of ability and we ignore to identify and develop students thinking styles at their earlier and appropriate stage.

It is foremost important for the teacher to focus their attention on students favoured thinking styles before imparting the subject matter. If they fail to do so, the consequences may be serious, because the teachers may tend to confuse styles of students mind. Since the method of teaching adopted by teachers often reflects their personal thinking style, the students who have the same thinking style of the teachers are only benefited and rewarded. Otherwise the students whose styles are different do not correspond with the teacher's styles are labelled as 'Slow" or "Backward" or "Poor Performers". If there is a mismatch exists between the preferred styles of the teacher and that of students, such students are frequently seen to be uninterested in the content, feel bored and reject the learning activity. Since any subject can be taught in any way that is compatible with any style, students will seek learning activities that are compatible with their own preferred styles. Both teachers and students tend to exploit their preferred styles, which may or may not match. Therefore, it is important for the teachers to know the students preferred styles, so that the teachers can capitalize the opportunities for students learning and make them to excel in their achievement and performance. An important aspect of understanding learning styles is understanding the brain functioning and its dominance. Our brain seems to be designed to govern actions based on our needs and desires. The action always seems to be practical and successful goal oriented. It organizes information form our sense organs to provide in an orderly manner for our perception of the world affairs to us. It learns from our experiences and stores in our memories. It retains appropriate memories, plans for the future, and reasons creatively. It is divided into two hemispheres, the right and the left hemispheres. The functions of the right hemisphere have been described as creative, divergently productive, deductive, intuitive, holistic, concrete and anagogic. The left hemisphere is considered to be a rational linear mind specializing in sequential processing, logical, analytical thinking, inductive and convergent in production of ideas.

Torrance (1980) identified the following characteristics of left and right brain dominance by using Styles of Learning and Thinking (SOLAT) scale. The left

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brain dominance may be intellectual, remembers name, responds to verbal instructions and explanations, experiments systematically and with control, make objective judgments, planned and structured, prefers established certain information, analytic reader, relies on images in thinking, prefers multiple choice test, controls feeling, not good as interpreting body language and favours logical problem solving. The right brain dominance may be intuitive, remembers faces, responds to demonstrated, illustrated or symbolic instruction, experiments randomly and with less restraint, makes subjective judgment, fluid and spontaneous, prefers elusive uncertain information, synthesizing reader, relies on languages in thinking and remembering, prefers drawing and manipulating objects, prefer open ended questions, more free with feeling, frequently uses metaphors and favours intuitive problem solving.

NEED AND SIGNIFICANCE

Today the students at the secondary and higher secondary level are trained to achieve more in their subjects with lot of efforts taken by the respective class, subject teachers who taught the subjects assisted and supported by the various governmental policies . If the students learning and thinking style and the teacher learning and thinking styles should be found as similar which leads to more cooperation in the teaching and learning process. It should be successful for a teacher who handles the students for the same subject to a longer time. But in the case of prospective teachers it is more challenging issues to whom face the students at very short interval of time during their limited internship former training programmes. But a very few problematic students' achievement, poor achievers at the school level indicates that students thinking and learning style should not match between the teachers learning and thinking style which results mismatch and deviation in their achievement needs. Therefore it requires proper remediation and assessment of students' learning and thinking style often by the teacher for a long time. Handling such students by the prospective teachers during their internship training for short period is highly challengeable and notable issue. At the present context after the implementation of the new regulations of NCTE (December, 2014), the prospective teachers have to undergone two years training programme with long duration of internship training programme which consists twenty day observation at the first year level and eighty days teaching training programme at the second year level. Therefore study about the learning and thinking style of the prospective teachers leads to awareness to know about their learning and thinking style. It helps them to make experimentation with their students learning and thinking styles during the time of their internship programme in which the prospective teachers have to meet the students for a long time. Hence the investigator felt a strong motive to study about the identification and assessment of the style of the learning and thinking of the prospective teachers and understanding their right and left brain hemisphere dominance which helps to approach and solve the students need and problems at the present context.

METHODOLOGY

In this study Normative method and survey technique has been followed. The population for the entire study is prospective teachers who undergone two year training programmes as per new NCTE, December 2015 regulations in B.Ed colleges in Coimbatore district of Tamilnadu. Coimbatore is a well known knowledge and education hub centre in southern India. The investigator has selected a sample of 130 prospective student teachers from three different colleges including one each from private, government and aided category. The sample has been selected by applying stratified random sampling technique. The SOLAT was a standardized tool constructed and validated by Torrance (1988) has been used to find out styles of learning and thinking. It consisted of fifty items each twenty five items under learning styles and thinking styles. The reliability of the tool was measured by test-retest method. The reliability co – efficients of the tool for the right, left and integrated hemispheres were found as 0.89, 0.65 and 0.71. The concurrent validity correlation co-efficient values between the two scores of standardised SOLAT tool developed by Torrance and tool prepared by the investigator for the right, left and integrated hemispheres were 0.84, 0.62 and 0.81 revealed that tool has possesses reasonable level of concurrent validity. After getting prior permission form the Head of the B.Ed Training colleges, the investigator met the prospective teachers and explained the procedure for answering the tool. Simple percentage analysis was employed to analyse the data.

OBJECTIVES

- ✓ To study the right hemisphere dominance of prospective teachers with respect to whole sample, gender, and educational qualification.
- ✓ To study the left hemisphere dominance of prospective teachers with respect to whole sample, gender, and educational qualification.
- ✓ To study the integrated hemisphere dominance of prospective teachers with respect to whole sample, gender, and educational qualification.

ANALYSIS AND INTERPRETATION

TABLE – 1: SOLAT PERCENTAGE SCORES OF RIGHT, LEFT, AND INTEGRATED HEMISPHERE DOMINANCE OF PROSPECTIVE STUDENT TEACHERS

S.No	Category	Category	N- Count	Percentage
1	Whole sample	Right Hemisphere Dominance	60	46.16
		Left Hemisphere Dominance	30	23.08
		Integrated Hemisphere Dominance	40	30.76
Sample			**130**	**100.00**
2	Male	Right Hemisphere Dominance	25	46.29
		Left Hemisphere Dominance	12	22.23
		Integrated Hemisphere Dominance	17	31.48
	Sample		**54**	100.00
	Female	Right Hemisphere Dominance	22	28.94
		Left Hemisphere Dominance	43	56.58
		Integrated Hemisphere Dominance	11	14.48
	Sample		**76**	**100.00**
3	Graduate	Right Hemisphere Dominance	12	20.00
		Left Hemisphere Dominance	18	30.00
		Integrated Hemisphere Dominance	30	50.00
	Sample		**60**	100.00
	Post Graduate	Right Hemisphere Dominance	22	31.42
		Left Hemisphere Dominance	23	32.85
		Integrated Hemisphere Dominance	25	35.73
	Sample		**70**	**100.00**
Whole Sample			130	100.00

From the Table.1, it reveals that for the whole sample, 46.15, 23.08 and 30.76 percentages of prospective teachers have right hemisphere dominance, left hemisphere dominance and integrated hemisphere dominance; 46.29, 22.23 and 31.48 percentages of Male prospective student teachers have right hemisphere dominance, left hemisphere dominance and integrated hemisphere dominance; 28.97, 56.58 and 14.48 percentages of Female prospective student teachers have right hemisphere dominance, left hemisphere dominance and integrated hemisphere dominance; 20.00, 30.00 and 50.00 percentages of Graduate prospective student teachers have right hemisphere dominance, left hemisphere dominance and integrated hemisphere dominance; and 31.42, 32.85 and 35.73 percentages of Postgraduate prospective student teachers have right hemisphere dominance, left hemisphere dominance and integrated hemisphere dominance.

DISCUSSION

Hemispherity is the cerebral dominance of an individual in retaining and processing modes of information in his own style of learning and thinking (Venkataraman, 1989). The present study shows that 46.15 percentages of prospective teachers and 46.29 percentages of male prospective teachers had right hemisphere dominance. Many researches conducted during the past two decades have shown that human right

cerebral hemisphere is to be specialized for primarily non-verbal holistic, concrete, creative, anagogic and aesthetic functions. Research findings from the study of Wittrock M.C.(1978) inferred that the right hemisphere may be more intuitive, imaginative, insightful has a rudimentary verbal conceptual scheme, aesthetic experiences, produces visual imagery, sees things in a broader perspective, uses the information from the left hemisphere to elaborate, to form new combinations, to attribute new meanings to it. 56.58 percentages of female prospective teachers had left hemisphere dominance. Left cerebral hemisphere is to be specialized for primarily verbal analytical, abstract, temporal and digital operations. 50.00 and 35.73 percentages of Graduate and post Graduate prospective teachers had integrated hemisphere dominance. This finding shows that the combined efforts of both the right and left hemisphere dominance in the case of educational qualification of prospective teachers. More and more research have to be probed in this area for locating the correct dominance of hemisphericity in terms of right and left brain functioning.

CONCLUSION

Not only for common life but also in terms of teaching and learning process, for the individual there is a need of flexibility in using styles and they try with varying degrees to adopt themselves to the stylistic demands according to situation. This is because mind plays a flexible role in accomplishing variety of tasks. It is therefore important for teachers to understand the nature of the students mind and its function in different styles of learning and thinking patterns. Parents are able to perceive the wards, children and their natural tendencies of how they think, act and learn in different ways and in different situations. Similarly teachers perceived their student activities in a structured and unstructured pattern of behaviour. The students perform task in an orderly and systematic can vary with individuals due to individual differences in their style of learning and thinking. It is necessary to identify the students preferred style of learning and thinking and it is appropriate time by the prospective teachers must eventually come forward to understand and identify their styles of learning and thinking. Understanding their own preference of style of learning and thinking helps to understand and asses the styles of students for developing intelligence and creativity in the fields of their preferred styles in academic areas.

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16

CONSTRAINTS OF FIRST GENERATION WOMEN LEARNERS IN HIGHER EDUCATION

Abstract

Women are the heart of most societies. Regardless of whether they are working or not, mothers are very influential people in children's lives. Educating girls is one of the most important investments that any country can make in its own future. Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation, etc. But in getting higher education the first generation women learners may have some constraints. This study is aimed to study those constraints in pursuing higher education among first generation women learners. In order to carry out the study descriptive survey method was adopted. The population of this study consisted of first generation women learners in Salem districts in TamilNadu, India. The researcher made questionnaire was used to collect data from the sample. Descriptive and differential analyses have been used to analyse the data. The outcomes of this study will help to identify and eradicate the constraints of women learners in Higher Education and to improve the enrolment and literacy rate of women learners that leads to enhance the status of women in our society.

Key Words: *Constraints, Women Learners and Higher Education*

INTRODUCTION

Women education in India has been a major pre- occupation for both the government and civil society as educated women can play a very important role in the development of the country. Education is a milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and changes their life. So that we can't neglect the importance of education in reference to women empowerment, India is poised to become superpower, a developed country by 2020. The growth of women's education in rural areas is slow and rarely gradual. This obviously means that still large womenfolk of our country are illiterate, the weak, and backward are exploited. Education to women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family.

The education of Women plays a very important role in India's social and national development. The question of the education of children cannot be solved unless different are made simultaneously to solve the Women's education'- Gandhiji. 'Women are human beings and have as much right to full development as the men. The position of Women in any society is a true index of its cultural and spiritual level' - Radha Krishnan.

In spite of various developmental programmes, protecting laws and policies by the Central and State Government the plight of women in terms of education is still in the state of an enigma in India for several reasons. Therefore, globalization and increasing privatization leading to their downsizing have aggravated gender inequalities (Nithya 2013). Traditionally, it was believed that women are physically and mentally week and hence they are not fit for risky tasks. But with the increasing empowerment of women in the world, now no job or profession is such that women 2010). In tribal communities, the role of women is substantial and crucial. Various constraints, which were observed in empowerment of tribal women, were social, political, economic, technological and psychological constraints. The main reason for poor empowerment of tribal women was noted as 'lack of knowledge about new technology and information'(Das 2012).

NEED AND IMPORTANCE

Women education is considered to be a vital component of overall strategy of securing equity and social justice for women. Women's education needs special focus in the context of globalization. The need of women education is based on purposeful occupational achievement and satisfaction by deep self - awareness and understanding can be achieved through the provision of effective and functional education. Women education has a lead role in developing the individuality in life and serves in the modern society without any problems usually faced by other women. Women education helps to live independently without depending others.

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Higher education is the milestone of women empowerment because it enables them to responds to the challenge, to confront their traditional role and the changes in their life. Higher education also brings a reduction in inequalities and functions as a means of improving their status in the society. Higher education can only provide women with more prestigious forms of jobs and professional employment. Further higher education makes women independent, self-reliant and self- conscious in walks of their life. In this view, Higher education system should have an inbuilt mechanism for women empowerment. At the same time, there are many obstacles for women to be enrolled in the higher education system. In general parents are not willing to allow their female children for higher education particularly from rural areas. It is due to the economic background, lack of awareness on importance of higher education and negative attitude that prevail like societal discriminations.

OBJECTIVES

- To identify difference in the constraints among first generation women learners based on locality of college and students, type of college, course and stream of the study, parental qualification, occupation and income.

HYPOTHES1S -1

- There is no significant difference in constraints between the selected demographic variables like locality of college and students, type of college, course and stream of the study, parental qualification, occupation and income among first generation women learners in Salem district.

METHODOLOGY

The major aim of this study is to identify and analyses the home, educational, psychological and social Constrains of First Generation Women Learners in Higher Education. In order to carry out the study descriptive survey method was adopted. The population of this study consisted of first generation women learners in Salem districts in Tamilnadu, India. The researcher made questionnaire was used to collect data from the sample. Descriptive and differential analyses have been used to analyse the data. The outcomes of this study will help to identify and eradicate the constraints of women learners in Higher Education and to improve the enrolment and literacy rate of women learners that leads to enhance the status of women in our society.

ANALYSIS AND INTERPRETATION

Based on the table (1) it reveals that, the mean value of women students belongs to urban is 111.2 and rural is 111. It shows that students studied in colleges located in urban area have more constraints than rural area. Analysis based on the locality of college students revealed that the mean value of students is 113.07 in rural and urban is 109.07 which shows that rural students have more constraints than students of urban.

Among the analysis, in the course of the study, the mean value of post graduate students is 114.04 and under graduate students is 108.28. It shows that PG students have more constraints than UG students. Further in the students' stream of the study, revealed in the analysis that the mean value of arts students is 113.03 and science students is 109.42 and it clearly explains that students studying in arts stream have more constraints over the students in science stream.

Analysis based on the educational qualification of father revealed that the mean value of students with illiterate father is and students with literate fathers is 108.06 which proved that students with illiterate parents have more constraints than students with literate parents. More over the Educational qualification of mother explained that the mean value of students with illiterate mothers is 113.77 and students with literate mother are 108.28. It showed that students with illiterate parents have more constraints than students with literate parents.

Analysis based on the marital status of student revealed that the mean value of married students is 112.77 and unmarried students is 109.36 which showed that married students have more constraints than unmarried students.

The calculated' values (0.445, 1.795, 1.255) are less than the table value at 0.05 level of significance. Hence the null hypothesis is accepted for the demographic variables. Thus it is concluded that statistically there is no significant difference exists in constraints among first generation women learners in salem districts with respect to the locality of college, their stream of the study, and their marital status. On the other hand calculated 't' values (1.982, 3.004, 2.917, 2.474) are greater than table value at 0.05 level of significance. Thus it is concluded that statistically there is a significant difference exists in constraints among first generation women learners in Salem districts with respect to their locality of students, their course of the study, educational qualification of fathers and mothers and marital status. Hence the null hypothesis is rejected. So irrespective of their locality of students, course of the study, educational qualification of parents, and marital status first generation students faced more constraints.

TABLE -1 : MEAN SCORE DIFFERENCE IN CONSTRAINTS BETWEEN THE SELECTED DEMOGRAPHIC VARIABLES AMONG FIRST GENERATION WOMEN LEARNERS

Variable		N	Mean	SD	't' value	p value
Locality of the College	Urban	356	111.2	23.720	0.445	0.657
	Rural	123	111	30.556		
Locality of the student	Urban	250	109.07	22.053	1.982	0.048
	Rural	229	113.07	21.907		
Course of study	UG	271	108.28	22.235	3.004	0.003
	PG	208	114.04	19.957		
Stream of study	Arts	190	113.03	22.144	1.795	0.073
	Science	289	109.42	22.673		
Father's qualification	Literate	227	108.06	23.611	2.917	0.004
	Illiterate	252	114.08	21.780		
Mother's qualification	Literate	168	108.28	21.932	2.474	0.014
	Illiterate	311	113.77	24.340		
Marital Status	Married	66	112.77	19.411	1.255	0.213
	Un Married	413	109.36	20.861		

TABLE-2: MEAN SCORE DIFFERENCE IN CONSTRAINTS AMONG THE FIRST GENERATION WOMEN LEARNERS WITH RESPECT TO THE TYPE OF COLLEGE

Variable		N	Mean	SD
Type of college	**Government**	81	120.4	17.997
	Private	123	102.8	23.042
	Aided	275	110.39	22.535

ANOVA

Source of variation	Sum of Squares	df	Mean Square	F value	p value
Between Groups	15007.104	2	7503.552	15.54	0.00**
Within Groups	229833.251	476	482.843		
Total	244840.355	478			

It is revealed from the table 2 that the mean value of students studied in government college is 120.4, aided college is 110.39 and Private college is 102.8 which shows that student in government college have more constraints followed by aided and private college students. Since the calculated F value 15.54 is greater than the table value at 0.05 level of significance, it is concluded that there is a significance difference exists in the constraints of first generation women students in Salem districts with respect to the type of college in which they studied. Hence the null hypothesis is not accepted. In order to identify the difference between the groups post hoc analysis (Tukey's HSD Honest significance).

It is noted from the above table of post hoc analysis that among the type of colleges, women students belongs to government college shows more constraints among students of aided college institution. Further it is proved that women students in private college has less constraints than students of aided college. Hence among students belong to all the types of colleges, only government students have more constraints.

POST HOC ANALYSIS

Type of college (I)	Type of college (J)	Mean difference (I-J)	Std. Error	Sig
Government	Private	17.6*	3.144	.000
	Aided	10.01*	2.778	.001
Private	Government	-17.6*	3.144	.000
	Aided	-7.59*	2.384	.005
Aided	Government	-10.01*	2.778	.001
	Private	7.59*	2.384	.005

TABLE -3: MEAN SCORE DIFFERENCE IN CONSTRAINTS AMONG THE FIRST GENERATION WOMEN LEARNERS WITH RESPECT TO THE PARENTAL OCCUPATION.

Variable		N	Mean	SD
Parental occupation	Government	37	110.16	30.822
	Private	145	111.34	19.010
	Self	297	111.59	25.917

ANOVA

Source of variation	Sum of Squares	df	Mean Square	'F' Value	'p' Value
Between Groups	57.602	2	28.801	0.048	0.953
Within Groups	285060.594	476	598.867		
Total	285118.196	478			

It is revealed from the table that the mean value of students with their parents working as self employee is 111.59, private sector is 111.34 and government sector is 110.16. The differences in mean scores showed that students with their parents who have self employee have more constraints followed by parents working in government and private sectors. Since the calculated 'F' value 0.48 is less than table value at 0.05 level of significance, it is concluded that there is no significant difference existed in the constraints among first generation women students with respect to their parental occupation.

TABLE-4: MEAN SCORE DIFFERENCE IN CONSTRAINTS AMONG FIRST GENERATION WOMEN LEARNERS WITH RESPECT TO THE PARENTAL INCOME

Variable		N	Mean	SD
Parental income	**B‹10**	278	108.66	28.934
	A›10	124	113.01	20.883
	A›20	77	112.16	24.062

ANOVA

Source of variation	Sum of Squares	df	Mean Square	'F' value	'alue p'
Between Groups	2015.082	2	1007.541	1.455	0.234
Within Groups	329531.582	476	692.293		
Total	331546.664	478			

The table (4) stated that the mean value of students with their parents income above 10,000 rupees per month is 112.16, parents earning above 20,000 rupees is 112.16 and parents earning below 10,000 rupees is 108.66 which stated that students with their parents earning above 10,000 rupees per month have more constraints followed by students with their parents earning above 20,000 rupees and below 10,000. Since the calculated 'F' value 1.455 is less than the table value at the 0.05 level of significance, it is concluded that there is

no significant exists in the constraints of first generation women learners with respect to the parental income. Here the null hypothesis is accepted.

FINDINGS AND CONCLUSION

The results from the statistical analysis showed that significant difference existed between and among the groups in the selected variables like locality of students, type of college, course of the study, educational qualification of fathers and mothers. It may be due to influence of parent's socio economic status and the structure of college and management. Most of the students stated that major constraint faced by them is educational and social. They require those facilities for their development in higher education. It is suggested that the higher officials of the, private management, government and parents should take necessary remedial measures to fulfill the requirements of students that will lead to improve the enrolment of students and status of women learners. By educating Women we can expect a happier family life, better hygienic conditions, and greater reduction in the fertility rate, increased production and economic prosperity. The Kothari Commission has rightly remarked, 'For full development of our human resources, the improvement of home, and for moulding the character of children during the most impressionable years of infancy, the education of Woman is of greater importance than that of man'. Nehru has also emphasized that 'Education of a boy is the education of one person, but education of a girl is the education of the entire family'.

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17 AWARENESS ON TAMIL TRADITIONAL MEDICINE AMONG ARTS AND SCIENCE COLLEGE STUDENTS IN ERODE DISTRICT

Abstract

In the present study an attempt is made to investigate the awareness on Tamil Traditional Medicine among Arts and Science college students in Erode District. The study was carried out on a sample of 126 college students. The data were collected by using questionnaire developed by the investigators. The percentage analysis and the t-ratio were calculated to find out the significance difference between the sample means. The results revealed that there exists significant difference between male and female students and students hailing in rural and urban areas in their level of awareness on Tamil traditional medicine. The awareness level of college students on Tamil traditional medicine has below average level.

Key Words: *Tamil, Traditional Medicine, Arts and Science Students and Erode District.*

INTRODUCTION

Traditional Medicinal System is one of the centuries- old practices and long-serving companions to the human kind to fight against disease and to lead a healthy life. Every indigenous people have been using their unique approaches of traditional medicine system practice where among, the Chinese, Indian and African traditional medicine systems are world-wide renowned. India has a unique Indian System of Medicines consisting of Ayurveda, Siddha, Unani, Naturopathy and Homoeopathy. Today certain forms of traditional, complementary and alternative medicines play an increasingly important role in health care. Function of home-grown medicine includes a wide range of activities, from physical cures using herbal medicines and other remedies, to the promotion of psychological and spiritual well-being for counseling through the accumulated wisdom of elders. The preparation and dispensing of herbal medicines is one of the most common forms of Indigenous medicine practiced in different parts of the world (Rajagopalan, 1991). Attention across the world has focused towards alternative systems of medicine (ASM) in the recent past as no medical system is complete for all the ailments encountered. Most of the therapeutic approaches aim at symptomatic relief rather than providing the unambiguous cure to the sickness. Hence, there is a growing interest in traditional systems of medicine that caters to the healthcare needs for a wider population across the globe, especially in the developing countries. Also, the World Health Organization (WHO) recommends the practice of the traditional system of medicine as it is affordable, safe and culturally acceptable (Zhang, 1998).

TRADITIONAL SYSTEM OF MEDICINE (TSM)

Traditional System of Medicine is often termed "complementary", "alternative" or "non-conventional" medicine (WHO, 2002). Practices of traditional medicine vary greatly in India, and from region to region, as they are influenced by factors like culture, history, personal attitudes and philosophy. In many cases, their theories and applications are quite different from those of conventional medicine. Long historical use of many practices of traditional medicine, including experience passed on from generation to generation, has demonstrated the safety and efficacy of traditional medicine (WHO, 2000).

SIGNIFICANCE OF TRADITIONAL MEDICINE

Over one-third of the population in developing countries lack access to essential medicines (WHO, 2003). Furthermore, traditional medicine is also highly popular in many countries because it is firmly embedded within wider belief systems (WHO, 2002). Traditional medicine is widely used and of rapidly growing health system and economic importance. In Africa up to 80% of the population uses Traditional medicine to help meet their health care needs. In Asia and Latin America, populations continue to use Traditional medicine as a result of historical circumstances and cultural beliefs (WHO, 2002).

STRUCTURE OF TRADITIONAL MEDICINE

India has the unique distinction of having six recognized systems of medicine in this category. They are Ayurveda, Siddha, Unani, Homoeopathy, Naturopathy and Yoga. Though Homoeopathy came to

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India in the 18th Century, it is completely assimilated in to the Indian culture and got enriched like any other traditional system; hence it is considered as a part of Indian system of medicine. However, three traditional medicinal systems predominate in modern India; Ayurveda, Siddha, and Unani. Ayurveda is found mostly in northern India and in Kerala in the south. Siddha medicine has been in practice in Tamilnadu and parts of Kerala. Unani, which derives from Arabic medicine, is found throughout India, mainly in the urban areas. The present review focuses on the Siddha System of Medicine and its history, basic principles, diagnostic procedures, Siddhar materia medica and, the treatment and practice in south India. It also describes about the existing major challenges and the opportunities to improve this ancient indigenous Tamil traditional health system in the global perspective in the near future

OBJECTIVES

- The objectives of the study are,
- To find out the level of awareness on Tamil traditional medicine among Arts and Science college students.
- To find out the significant difference if any in the awareness level on Tamil traditional medicine with respect to gender, Locality and subject.

HYPOTHESES

1. The awareness level of college students on Tamil traditional medicine is average.
2. There is no significant difference in the level of awareness on Tamil traditional ,medicine among the students with respect of Gender, Locality and Subject.

METHODOLOGY

The present study deals with the awareness of college students towards Tamil traditional medicine in Erode District. The investigator adopted the survey method which was found suitable to gather the essential and relevant data. In this study, Arts and Science college students of Erode District form the population. Convenience sampling technique is used in the study. The investigator collected 126 samples for the study. A questionnaire on awareness on Tamil traditional medicine was constructed and standardized by the investigators whish has 25 items. Statistical techniques such as Mean ,Standard Deviation and t – test were used.

TABLE- 1: THE AWARENESS LEVEL OF COLLEGE STUDENTS TOWARDS TAMIL TRADITIONAL MEDICINE

S.No	Sample	N	Overall Percentage
1.	All Students	126	48.08 %

The above table indicates the awareness level of college students towards Tamil traditional medicine. The awareness level of students on Tamil traditional medicine is 48.08% which is found to be average level. Hence the hypothesis is accepted.

TABLE- 2: MALE AND FEMALE STUDENTS' LEVEL OF AWARENESS ON TAMIL TRADITIONAL MEDICINE

Gender	N	Mean	SD	't'- Value	Level of Significance
Male	53	76.43	15.47	7.66	S
Female	73	56.40	19.76		

In this table reveals that the calculated 't' value 7.66 is higher than the table value 1.96 at 0.05 level. Hence the Null hypothesis **"**There is no significant difference between the awareness level of college students towards Tamil traditional medicine with respect to Gender is rejected. Therefore it is concluded that there is significance difference existed between male and female students in their respect of awareness on Tamil traditional medicine.

TABLE- 3 : ARTS AND SCIENCE STUDENTS' LEVEL OF AWARENESS ON TAMIL TRADITIONAL MEDICINE

Subject	N	Mean	S.D	't'- Value	Level of Significance
Arts	35	77.07	15.65	0.96	NS
Science	91	79.28	16.44		

In this table reveals that the calculated 't'- value 0.96 is less than the table value 1.96 for 124 degree of freedom. Hence the Null hypothesis **"**There is no significant difference between arts and science subject students, in their awareness towards Tamil traditional medicine is accepted. Hence it is stated that there is no significant difference existed between Arts and Science subject students in their level of awareness on Tamil traditional medicine

TABLE-4: RURAL AND URBAN STUDENTS' LEVEL OF AWARENESS ON TAMIL TRADITIONAL MEDICINE

Locality	N	Mean	S.D	't'- Value	Level of Significance
Urban	36	75.54	15.98	2.52	S
Rural	90	81.15	15.28		

In this table reveals that the calculated 't'-value 2.52 is higher than the table value 1.96 for 124 degree of freedom. Hence the Null hypothesis **"**There is no significant difference between the awareness of students towards Tamil traditional medicine with respect to Locality is rejected. Therefore it is concluded that there is significance difference between the rural and urban students in their level of awareness on Tamil traditional medicine.

CONCLUSION

Globally, since time immemorial, each and every society had its their unique way of indigenous health practice system in order to treat various illnesses. The stimulation of modern health care services has posed immense threat to indigenous health practices due to their potential speedy therapeutic effect. In the past, the traditional medicinal systems are disappearing, displaced, and undervalued by the people. However, traditional medicine systems have been playing the major role for the rural poor and act as a natural boon.

The Tamil traditional medicinal system is an ancient indigenous practice the flourished and practiced for many centuries in Tamil Nadu, India. The basic principle of the Tamil traditional medicine system is, "food itself is a medicine". The million-year old Siddha literature indicates that the Tamil traditional medicine system can cure many chronic diseases. At the moment there are numerous scientific findings that support the potentiality of the Tamil traditional medicine system to treat various illnesses. However, there are many challenges and issues that need to be take care for this indigenous health practice by conducting more research and development on the potentiality of traditional medicine system.

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EFFECTIVENESS OF POWERPOINT PRESENTATION ON TEACHING TRIGONOMETRY OVER CONVENTIONAL LECTURE METHOD AMONG NINTH STANDARD STUDENTS

Abstract

The main objectives of the study were to find out the effectiveness of PowerPoint presentation on teaching trigonometry over conventional lecture method among ninth standard students. The experimental method was adopted in this study. The sample was collected from school students using random sampling technique. Experimental group were treated with power point presentation in a particular period of time. 't' test was used to study the effect of power point presentation on teaching trigonometry over conventional lecture method. The result of the study revealed that posttest achievement scores of the experimental group were significantly higher than of the control group students. From the above study the result were prove that using power point presentation of teaching is more effective technique for teaching trigonometry among ninth standard students.

Key Words: *PowerPoint Presentation, Trigonometry and Conventional Lecture Method*

INTRODUCTION

Mathematics as an interdisciplinary language and tool. Like reading and writing, math is an important component of learning and "doing" (using one's knowledge) in each academic discipline. Mathematics is such a useful language and tool that it is considered one of the "basics" in our formal educational system. Power Point Presentation is one of the user friendly modern teaching-aid that anyone could prepare with ease. The person involved in preparing PowerPoint Presentation must take utmost care in the pin points with relevant picture but not in the beauty, because it is one of the effective teaching aid that helps students better understanding.

Today's teachers must develop instructional styles that work well in diverse classrooms. Effective teaching methods engage gifted students, as well as slow-learning children and those with attention deficit tendencies. This is where differentiated instruction and a balanced mix of teaching styles can help reach all students in a given classroom not just the few who respond well to one particular style of teaching. Laptops and tablets, videoconferencing and podcasts in classrooms play a vital role in today's teaching styles.

Hence, the investigator has made an attempt to develop a PowerPoint Presentation on teaching trigonometry and find its effectiveness over conventional lecture method.

NEED FOR THE STUDY

The methods of maths teaching normally used are examination oriented. The content of the subject is given importance and the development of reasoning ability is ignored and also the individual differences are neglected. To develop reasoning ability among the students, new methods of teaching should be introduced. Education should develop interest, curiosity, scientific attitudes to keep face with the explosion of knowledge in the field of mathematics and teaching. These activities cannot be developed by the traditional methods of teaching. Education research has indicated the need for a systematic approach for effective teaching and learning.

A computer or an electronic data processing machine is one of the greatest innovations of the scientist in present era.

This was originally owned only by the technologically advanced countries and now become common equipment used in various organizations for multiple purposes. The uses of power point has been felts by the educators and hence have taken to the classroom paradoxically, by following this power point presentation, many students find the subject mere intellectually stimulating.

Hence the investigator has made an attempt to study the effectiveness of PowerPoint presentation on teaching trigonometry over conventional lecture method among ninth standard students.

OBJECTIVES

- Present study was designed to realize the following specific objectives such as,

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- To compare the mean difference of Pre-tests of control group and experimental group on teaching trigonometry.
- To find out the mean difference between Pre-test and Post-test scores of control group on teaching trigonometry
- To find out the mean difference between Pre-test and Post-test scores of Experimental group on teaching trigonometry.
- To compare the mean difference of Post-tests of control group and experimental group on teaching trigonometry.
- To find out the effectiveness of the Power Point Presentation on teaching trigonometry

HYPOTHESES

1. There is no significant difference between the mean scores of pre-test on academic achievement of trigonometry in mathematics with respect to control group and experimental group.
2. There is no significant difference between the mean scores of pre-test and post-test of control group on academic achievement of trigonometry in mathematics.
3. There is no significant difference between the mean scores of pre-test and post-test of experimental group on academic achievement of trigonometry in mathematics.
4. There is no significant difference between the mean scores of post-test on academic achievement of trigonometry in mathematics with respect to control group and experimental group.
5. Power point templates are more effective than the traditional teaching in mathematics.

METHODOLOGY

In this study experimental method is used because we have to compare both the lecture method and treatment method. So, experimental method is the only suitable method for this study. 70 students from ninth standard at R.V.S Matriculation Higher Secondary School formed the cohort for the study.

TOOL

The achievement test is used as a tool for comparing the achievement of the control and experimental group. In this achievement test, the questions are framed based on the content in mathematics which already taught by the researcher.

ANALYSIS AND FINDINGS

TABLE- 1 : THE SCORES OF PRETEST OF CONTROL GROUP AND EXPERIMENTAL GROUP ON TEACHING TRIGONOMETRY

Group	Test	N	M	SD	't' Value	Remarks
Control Group	Pretest	35	39.86	10.25	1.89	Not Significant at 0.05 level
Experimental Group	Pretest	35	44.4	9.84		

From the table 1, it is observed that the calculated 't' value is 1.89 which is less than the table value 1.960 at 0.05 level. Hence null hypothesis is accepted and concluded that there is no significant difference between the mean scores of Pre-test of control group and Pre-test of experimental group in teaching trigonometry in Mathematics.

TABLE- 2 : THE SCORES OF PRETEST AND POST TEST OF CONTROL GROUP

Group	Test	N	M	SD	't' Value	Remarks
Control	Pre-test	35	39.86	10.25	9.99	Significant at 0.05 level
Group	Post-test	35	67.00	12.37		

From the table 2, it is observed that the calculated 't' value is 9.99 which is greater than the table value 1.960 at 0.05 level. Hence null hypothesis is rejected and concluded that there is significant difference between the mean scores of Pre-test of control group and Post-test of control group in teaching trigonometry in Mathematics.

TABLE- 3: THE SCORES OF PRETEST AND POST TEST SCORES OF EXPERIMENTAL GROUP

Group	Test	N	M	SD	't' Value	Remarks
Experimental	Pretest	35	44.40	9.84	14.65	Significant at 0.05 level
Group	post-test	35	79.00	9.91		

From the table 3, it is observed that the calculated 't' value is 14.655 which is greater than the table value 1.960 at 0.05 level .Hence null hypothesis is rejected and concluded that there is significant difference between the mean scores of Pre-test of Experimental group and Post-test of experimental group in teaching trigonometry in Mathematics.

TABLE 4: THE SCORES OF POST TEST OF CONTROL AND EXPERIMENTAL GROUP

Group	Test	N	M	SD	't' Value	Remarks
Control Group	Post test	35	67	12.37	3.57	Significant at 0.05 level
Experimental Group	Post test	35	79	9.91		

From the table 4, it is observed that the calculated 't' value is 3.57 which is greater than the table value 1.960 at 0.05 level. Hence null hypothesis is rejected and concluded that there is significant difference between the mean scores of Post-test of control group and Post-test of experimental group in teaching trigonometry in Mathematics.

FINDINGS

The results have been drawn keeping in mind the objectives framed for the study and by testing the hypotheses formulated thereafter. The major findings of the study are:

- The pre-test scores of control group and experimental group on academic achievement on trigonometry in mathematics is not differing. Hence the null hypothesis is accepted. So it is concluded that the experimental and control groups are identical.
- The pre-test scores and post test scores of control group on academic achievement on trigonometry in mathematics differ significantly. Hence the null hypothesis is rejected. The relatively small difference in the mean scores between the pre-test and post-test of control group is due to the introduction of the traditional lecture method.
- The pre-test scores and post test scores of experimental group on academic achievement on trigonometry in mathematics differ significantly. Hence the null hypothesis is rejected. So it is concluded that the experimental group, post-test treated using "Power Point Template" performed significantly when compared to the pre-test scores of experimental group.
- The post-test scores of experimental group and control group on academic achievement on trigonometry in mathematics differ significantly. Children who learned mathematics concepts through power point template scored more than those who learned through Traditional lecture method.
- It is found that the teaching method using Power Point Template is more effective than the traditional lecture method in teaching trigonometry in Mathematics.

CONCLUSION

Improved science education in schools depends upon teachers teaching strategies. In this way, the research study of the investigator can be considered as a small but a significant contribution to education especially at a time when the educationist are exploring innovative methods to improve the teaching-learning process in the classroom. Innovative power point presentation can really make a difference in the attitude and achievement and also in the personality development of the students. So there is a need to employ a combination of all these strategies to make the teaching learning process more interesting, effective and purposeful. The investigator in this study found a significant improvement in the achievement of students after they were exposed to power point presentation.

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AWARENESS ON CLASSROOM MANAGEMENT TECHNIQUES TO OVERCOME CORPORAL PUNISHMENT AMONG SCHOOL TEACHERS

Abstract

School is a best place to learn certain deeds for life where everyone should learn things for remaining future life. Discipline and education can be modifying a student to adapt this society with well manner. Corporal punishments are banned by central and state government. In early years, Students are disciplined by canning, punishment and all. But now these are not working to discipline a child. Even a scold of teacher for good deed too, creates a big issue in present condition of the society and law. In this paper, the investigator concerned about awareness on classroom management techniques of teachers. The population of the study was school teachers and 250 teachers were taken as a sample. The standardized tool was developed by the investigator, simple random sampling technique was used and by SPSS package the t-test , percentiles were calculated, the result of the research was moderate level of awareness was found among school teachers, no significant difference were found in sex, locality of the teachers on awareness of classroom management techniques to overcome corporal punishment

Key Words: *Awareness Class Room Management and Corporal Punishment*

INTRODUCTION

School is a special place, where certain qualities of life and certain types of activities and occupations are provided with the object of child's development. We can say school is a mini society. In that mini society teacher is a molder and second parent of the students. A teacher has many responsibilities for a student, not only teaching, but also the behavior of the students should be developed in right manner among many challenges. Establishing a positive climate for learning is one of the major challenges that teachers face today. There has been a dramatic change in the society, and consequently the school atmosphere, in the past few decades. Today, young as well as older children have more exposure compared to the earlier times. For instance, students today are more tech savvy and are not afraid of breaking the rules. In view of this, classroom management techniques for high school students that were applicable a decade back do not work today. Several factors contribute towards a child's behavior in the society. These may include their financial status, family background, what they watch on television, and so on. For instance, some students do not hesitate to use violence as a means to oppose their teachers simply because they watched something similar on TV. High school students are particularly vulnerable as many find it difficult to handle different aspects related to their age. They are not yet adults and are still expected to behave like one. On the other hand, there are many things for which they are required to take permission, like coming home late, buying a new gadget, and so on. Making them understand the difference is one of the biggest challenges for both teachers and parents. The only way to overcome these challenges in the classroom is to have some effective classroom management techniques.

OBJECTIVES

- To find out the awareness on Classroom management techniques to overcome corporal punishment
- To find out the awareness on Classroom management techniques to overcome corporal punishment between male and female teachers'.
- To find out the awareness on Classroom management techniques to overcome corporal punishment between rural and urban school teachers'.

HYPOTHESES

1. There will be a significant difference in the level of awareness on classroom management techniques to overcome corporal punishment among school teachers.
2. There will be a significant mean score difference between a male and female teachers' awareness on classroom management techniques to overcome corporal punishment.

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3. There will be a significant mean score difference between a rural and urban school teachers' awareness on classroom management techniques to overcome corporal punishment. punishment and all. But now these are not working to discipline a child. If a teacher scold a child, that would create a big issue. So, they should know to utilize the various techniques to control the students in class room situation. Now a day's school environment only concerned the importance of mark and rank seeking. Teachers are hurry to make their students to pass and promote to next level. Besides they should sow the good acceptable behavior among them without any punishment. As it is very important in present situation the investigator has taken this as to find the awareness of teachers. The study analyses the awareness on the classroom management techniques from school teachers in Sulur Taluk, Coimbatore district, Tamilnadu. Finally the present problem reads as a study of awareness on classroom management techniques to overcome corporal punishment among school teachers.

POPULATION

There are 106 private and government schools located in the Coimbatore Education District. Sulur is one of the Taluk of Coimbatore which is developing town area where numerous government and private schools are located. The investigator had taken only 11 government schools and 7 private schools' teachers as population which is located in Sulur Taluk.

SAMPLING TECHNIQUE

The present study concerned with the school teachers. The teachers from government and private schools were taken to constitute the population for the present study. The size of the sample is 250. The investigator has used simple random sampling technique.

TOOL

The Questionnaire was a scale on awareness on the classroom management techniques to overcome corporal punishment" which was developed and validated by the investigator. The reliability of the scale was found out by running SPSS package and obtained reliability co-efficient value of awareness on classroom management techniques to overcome corporal punishment is 0.947. For validity, the face validity and content validity of the questionnaire were established

ANALYSIS AND INTERPRETATION

TABLE – 1 : FREQUENCY AND PERCENTAGE DIFFERENCES IN THE LEVEL OF AWARENESS ON CLASSROOM MANAGEMENT TECHNIQUES TO OVERCOME CORPORAL PUNISHMENT AMONG SCHOOL TEACHER

S. No	Name of The Factors	Low			Moderate			High			Total
		Q1	F	%	Q2	F	%	Q3	F	%	
1.	Classroom rules	47	73	29.2%	50	96	38.4%	53.25	81	32.4%	250
2.	Self-Concept/ Confident	24	77	30.8%	26	97	38.8%	28	76	30.4%	250
3.	Teachers' Approach	19	78	31.2%	15	93	37.2%	17	79	31.6%	250
4.	Physical Environment	19	65	26%	22	93	37.2%	23	92	36%	250
5.	Teacher–To-Parents' Communication	20	69	27.6%	22	94	37.6%	24	87	34.8%	250
6.	Behaviour Management	12	85	34%	13	63	25.2%	14	102	40.8%	250
7.	Understanding Students' Problem	16	63	25.2%	18	82	32.8%	19	105	42%	250
8.	Discipline Of The Classroom	21	97	38.8%	22	90	36%	24	63	25.2%	250
TOTAL		**175**	**64**	**25.6%**	**186**	**122**	**48.8%**	**197**	**64**	**25.6%**	**250**

The Table: 1 Exhibits the result of the level of awareness on classroom management techniques to overcome corporal punishment of the school teachers, According to the table

a) 32.4% of the school teachers belong to the high level of awareness respect to the classroom rules, 38.4% of the school teachers belong to the moderate level of awareness respect to the

classroom rules, 29.2% of the school teachers belong to the low level of awareness respect to the classroom rules in the level of difference moderate level is high percentage.

b) Based on self-concept / confident 30.4% of the high level of awareness respect to the self-concept / confident, 38.8 % of the moderate level of awareness respect to the self- concept / confident, 30.4% of the low level of wareness respect to the self-concept / confident in the level of difference moderate level is high percentage.

c) Based on teachers' approach 31.6% of the high level of awareness respect to the teachers' approach, 37.2% of the moderate level of awareness respect to the teachers' approach, and 31.2% of the low level of awareness respect to the teachers' approach, in the level of difference moderate level is high percentage.

d) Based on physical environment 36% of the high level of awareness respect to the physical environment, 37.2 % of the moderate level of awareness respect to the physical environment, 26% of the low level of awareness respect to the physical environment, in the level of difference moderate level is high percentage.

e) Based on teacher –to- parents' communication 34.8% of the high level of awareness respect to the teacher –to- parents' communication, 37.2 % of the moderate level of awareness respect to the teacher –to- parents' communication 27.6% of the low level of awareness respect to the teacher –to- parents' communication, in the level of difference moderate level is high percentage.

f) Based on behavior management 40.8% of the high level of awareness respect to the behavior management, 25.2 % of the moderate level of awareness respect to the behavior management 25.2% of the low level of awareness respect to the behavior management, in the level of difference high level is high.

g) Based on understanding students' problem 42% of the high level of awareness respect to the behavior management,

h) 32.8 % of the moderate level of awareness respect to the behavior management 42% of the low level of awareness respect to the behavior management, in the level of difference high level is high.

i) Based on discipline of the classroom 25.2% of the high level of awareness respect to the discipline of the classroom, 36 % of the moderate level of awareness respect to the discipline of the classroom, 38.8% of the low level of awareness respect to the discipline of the classroom, in the level of difference low level is high percentage.

j) The totally percentage 25.6% is belong to low level of awareness, 48.8% is belong to moderate level of awareness, 25.6% is belong to high level of awareness. As the percentage of moderate level of awareness was high among them, it was concluded that the level of awareness was moderate.

TABLE – 2: MEAN SCORE DIFFERENCE AND T-RATIO OF SCHOOL TEACHERS' AWARENESS ON CLASSROOM MANAGEMENT TECHNIQUES TO OVERCOME CORPORAL PUNISHMENT BASED ON SEX.

Name of the variable		N	Mean	SD	df	Calculated 't' Value	't' Value	Result
Sex	Male	23	180.83	15.19	248	-1.65	1.96	NS
	Female	227	186.43	15.55				

It is evident from the table (2) that mean scores of awareness on classroom management techniques to overcome corporal punishment between male and female teacher educators are 180.83and 186.43 respectively, the corresponding Standard Deviation are 15.19 and 15.55. The computed 't' value -1.65 is less than the critical value of 1.96 at 0.05 levels. Hence, the hypothesis (H01) is rejected and it is concluded that there is no significant mean score difference in awareness on classroom management techniques to overcome corporal punishment between male and female school teachers.

TABLE-3: MEAN SCORE DIFFERENCE AND T-RATIO OF SCHOOL TEACHERS' AWARENESS ON CLASSROOM MANAGEMENT TECHNIQUES TO OVERCOME CORPORAL PUNISHMENT BASED ON LOCALITY

Name of the Variable		N	Mean	SD	df	Calculated 't' Value	't' Value	Result
Locality	Rural	128	186.36	14.80	248	0.46	1.96	NS
	Urban	122	185.45	16.39				

It is evident from the table (3) that mean scores of awareness on classroom management techniques to overcome corporal punishment between rural and urban teacher educators are 186.36 and 185.45 respectively, the corresponding Standard Deviation are 14.805 and 16.398. The computed 't' value 0.460 is less than the critical value of 1.96 at 0.05 levels. Hence, the hypothesis ($H_0$1) is rejected and it is concluded that there is no significant mean score difference in awareness on classroom management techniques to overcome corporal punishment between rural and urban school teachers.

MAJOR FINDINGS

Analysis revealed that from the total sample, only 25.6% is belong to low level of awareness, 48.8% is belong to moderate level of awareness, 25.6% is belong to high level of awareness. As the percentage of the level of awareness on classroom management techniques to overcome corporal punishment was studied and the findings reveal that the awareness of large majority of school teachers was found moderate awareness on classroom management techniques to that mean scores of awareness on classroom management techniques to overcome corporal punishment between male and female teachers are 180.83 and 186.43 respectively, the corresponding Standard Deviation are 15.19 and 15.55, there is no significant mean score difference in awareness on classroom management techniques to overcome corporal punishment between male and female school teachers, the mean scores of awareness on classroom management techniques to overcome corporal punishment between rural and urban teachers are 186.36 and 185.45 respectively, the corresponding, Standard overcome corporal punishment. Differential analysis revealed and 185.45 respectively, the corresponding Standard Deviation are 14.80 and 16.39, that there is no significant mean score difference in awareness on classroom management techniques to overcome corporal punishment between rural and urban school teachers.

CONCLUSION

The level of awareness on classroom management techniques to overcome corporal punishment was studied and the findings reveal that the awareness of large majority of school teachers was found moderate awareness on classroom management techniques to overcome corporal punishment. The gender of school teachers had no influence in the awareness on classroom management techniques to overcome corporal punishment. The locality of the working place of the teachers had no influence in the awareness on classroom management techniques to overcome corporal punishment. Hence it was concluded that there was moderate level of awareness on classroom management techniques to overcome corporal punishment. The sex and locality of teachers had no influence in the awareness on classroom management techniques to overcome corporal punishment. . Teachers also should enhance their knowledge of Educational Psychology to lead their students without corporal punishment. Parents' participations in the school environment like Parents – Teachers Meeting should be increased. Students should be guided and counseled by Educational Counselors. Every School must be having at least one Educational Counselor or Guide whose duty should be planned for students' welfare which should be related to their education, future life and career. There should be mutual contact between teachers and parents that would be avoiding many misunderstanding between them. There should be friendly relationship and warm interaction between teachers and students that would help teachers to understand their students and lead them as well.

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20 ENVIRONMENTAL ETHICS AMONG PROSPECTIVE TEACHERS

Abstract

Environment is a global concept today. Environmental education is an approach to create a way of thinking requiring people to overcome prejudices. It helps the pupils to know how unchecked and unplanned development pollutes air, water and soil and there by threatening our subsistence and existence. Man is related with environment and he is solely dependent on nature. Due to man's interaction with nature on a large scale, the balance of nature has been upset and environmental degradation has occurred in most parts of the world, due environmental pollution, improper and unscientific exploitation of natural resources etc,. Environmental ethics is a new sub-discipline of philosophy that deals with the ethical problems surrounding environmental protection. It aims to provide ethical justification and moral motivation for the cause of global environmental protection. The present study aimed to identify the level of environmental ethics among prospective teachers (B.Ed student teachers). The investigators used survey method and selected 149 B.Ed student teachers as samples from Salem district in Tamil Nadu. The investigators have constructed an environmental ethics scale which consisted of fifty statements that are positive in nature. Descriptive and differential analysis have been used to analyse the collected data.

Key Words : *Environment, Environmental Ethics and Prospective Teachers*

INTRODUCTION

Environment is the sum of all social, economical, biological, physical or chemical factors which constitute the surroundings of man, who is both creator and moulder of his environment. Environment refers to the sum total of conditions which surround man at a given point in space and time. Environmental ethics is a branch of philosophy that considers the moral relations between human beings and their natural environment. Rachel Carson (1969) defines "Environmental Ethics is a cluster of beliefs, values, and norms regarding how humans should interact with the environment". Environmental Ethics is the part of environmental philosophy, which considers the ethical relationship between human beings and the natural environment. This will lead to sustainable development and make the world a better place to live in today, tomorrow and every day.

The success of environmentally sound development depends on proper understanding of social needs, opportunities and of environmental characteristics. So, there is a need to increase awareness and understanding of those environments and man's impact on them and to find out the effective ways to manage them. To achieve the above goal, environmental ethics is the need of the day.

OBJECTIVES

- To find out the level of Environmental Ethics among B.Ed student teachers.
- To find out whether there is a significant difference in the level of environmental ethics among B.Ed student teachers based on their demographic variables namely.

HYPOTHESES

The hypotheses of the study are,

1. The level of Environmental Ethics among B.Ed student teachers is high.
2. There is no significant difference in the level of environmental ethics among B.Ed student teachers based on their demographic variables namely

- Gender (Male / Female)
- Locality (Urban / Rural)
- Educational status (UG/ PG)
- Nature of college (Aided / Private college)
- Subject / Stream (Arts/ Science)

METHODOLOGY

In order to carry out the present study the investigators used survey method which comes under the category of descriptive research. The sample of the study was 149 B.Ed student teachers studying in government studying in government aided and private colleges of education in Salem district.

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The investigators have constructed an "Environmental Ethics Scale" which consisted of fifty statements that are positive in nature. The reliability (0.82) and validity of the tool have been established by using split half method and, face and content validity. Descriptive (Mean and SD) and differential analysis (t - test) have been used to analyse the collected data.

ANALYSIS AND INTERPRETATION

Based on the objectives and hypothesis the collected data have been analyzed and hypotheses were tested using appropriate statistical measures. The analysis of the data and interpretation are given below.

TABLE-1: LEVEL OF ENVIRONMENTAL ETHICS AMONG B.Ed STUDENT TEACHERS

Variables		Number	Mean	SD
B.Ed Student Teachers		149	162.50	10.59
Gender	Male Female	26 123	158.41 166.60	09.91 10.59
Locality	Rural Urban	103 46	162.63 162.38	10.12 11.96
Nature of College	Private College Aided College	100 49	160.97 164.11	10.38 10.95
Educational Status	Undergraduates Postgraduates	117 32	164.58 160.52	10.08 12.48
Subject/ Stream of Study	Arts Science	69 80	161.64 163.41	10.47 10.88

It is revealed from the table 1 that the overall mean value 162.505 is high. It showed that student teachers have high level of environmental ethics. Hence the research hypothesis 'the level of Environmental Ethics among B.Ed student teachers is high' is accepted.

TABLE-2: DIFFERENCES IN THE LEVEL OF ENVIRONMENTAL ETHICS AMONG B.Ed., STUDENT TEACHERS BASED ON THEIR DEMOGRAPHIC VARIABLES

Variable		Number	Mean	S.D	't' value	Significance
Gender	Male	26	158.41	09.91	2.79	Significant
	Female	123	166.60	10.59		
Locality	Rural	103	162.63	10.12	0.16	Not significant
	Urban	46	162.38	11.96		
Nature of College	Private College	100	160.97	10.38	2.03	Significant
	Aided College	49	164.11	10.95		
Educational Status	Undergraduates	117	164.58	10.08	1.29	Not significant
	Postgraduates	32	160.52	12.48		
Subject / Stream of study	Arts	69	161.64	10.47	2.86	Significant

FINDINGS

- The B.Ed student teachers have high level of Environmental Ethics.
- There is a significant difference in the level of Environmental Ethics between male and female B.Ed Student teachers. Female student teachers have higher level of environment ethics compared to male counterparts.
- There is no significant difference in the level of Environmental Ethics between student teachers residing in urban and rural areas.
- There is a significant difference in the level of Environmental Ethics between student teachers studying in private and aided college. Student teachers in aided colleges have higher level of environment ethics compared to private college.
- There is no significant difference in the level of Environmental Ethics between student teachers who have completed their under graduation and post graduation degree.

- There is a significant difference in the level of Environmental Ethics between student teachers studying in arts stream and science stream. Student teachers in science stream have higher level of environment ethics compared to student teachers in arts stream.

CONCLUSION

The investigators have studied the Environmental Ethics among B.Ed Student teachers in this study. It is revealed that the B.Ed Student teachers have higher level of Environmental Ethics. Though there is a difference existed between the groups based on demographic variables it can be eradicated through teaching and learning environmental education. Since it is the responsibility of teachers and student teachers to create environmental awareness among students the study has been carried out. It is recommended that colleges of education should conduct awareness programs to preserve the nature and environment for the betterment of future generation.

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21 EMOTIONAL MATURITY OF B.Ed., SPECIAL EDUCATION TRAINEES

Abstract

Emotional Maturity or development is one of the major aspects of the human growth and development. Emotions like Love, Anger, and Fear etc., play a great role in the development of a child's personality. Not only their physical growth and development is linked with his Emotional make-up but his Intellectual, Social, Moral and Aesthetic development are also controlled by their Emotional behavior and experiences. The overall importance of Emotional experiences in the life of a human being makes it quite essential to know about the Emotions. The Emotional experiences are associated with some instincts or biological drives. The core of an Emotion is feeling, which is essentially linked with some sort of impulsive act or urge to do. (Mangal,2005). The main objective of the research is to study the Emotional Maturity of the B.Ed., Special Education trainees based on their personal and geographical variables. The sample of the study was selected randomly from different B.Ed., Special Education trainees. The size of sample is 150. The "t" test and correlation of co-efficient procedure was employed.

Key Words: *Emotional Maturity and Special Education Trainees*.

INTRODUCTION

Educational psychology has helped the teacher to understand human relations. Teaching and learning afford adequate opportunity for group and individual relations. Educational psychology assists in improving the relations between teachers and students and in understanding the importance of Emotional aspects and relations of learning. Emotions are chaotic and of an incoherent nature. Emotions are often followed by moods. Conversely, a mood may, "flare up" into a true Emotional response. School and society should provide socially desirable outlets for Emotions, in school the fields of Art, Music, and Literature are desirable outlets. But strong Emotions should be discouraged, for their results are entirely harmful. The fact then that Emotions are great spenders of energy, that they throw the organisms into strains that must be released through some kind of action, and that the release and return to equilibrium are the satisfying elements in all such behavior, would tend to put it beyond doubt that the strong annoyances are off-equilibrium conditions and that strong satisfactions are toward and on conditions. *(Jafar Mahmud, 2004).*

OBJECTIVES

The main objective of the research is to study the Emotional Maturity of the B.Ed., Special Education trainees based on their personal and geographical variables. The following are the objectives of the study:

- The study attempts to find out the significant difference of the B.Ed., Special Education Trainees on Emotional Maturity on the basis of the sex.
- The study attempts to find out the significant difference of the B.Ed., Special Education Trainees on Emotional Maturity on the basis of the locality.
- The study attempts to find out the significance difference on Emotional Maturity of B.Ed., Special Education Trainees on the basis of their Educational Qualification.
- The study attempts to identify whether the type of family of the B.Ed., Special Education Trainees.

SIGNIFICANCE OF THE STUDY

Role of Education and especially of teachers in bringing balanced emotional development of children deserves special mention. Emotionally Matured teachers, make the learners well and take care of their multidimensional development. Teachers need to understand when behavior is normal and when it is a symptom of something wrong. The causes for the Emotional deviation should be sought and when behavior is excessively immature, the service of skilled guidance personnel should be obtained. Teachers should recognize the place of emotion in the learning process. Balanced emotional feelings can serve as a stimulating factor of exciting experience. The teacher should make the child emotionally involved in this work. Good academic adjustment is realistic and satisfying. Frustrations, tensions and anxieties are reduced to the minimum

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Emotional Maturity of the teachers plays a vital role and largely influenced their development, job satisfaction and innovation in their profession.

HYPOTHESES

The following are the hypothesis formed by the researcher for the present study.

1. Male and Female B.Ed., Special Education Trainees do not differ in their Emotional Maturity.
2. Differ in their Emotional Maturity.
3. Rural and Urban B.Ed., Special Education Trainees do not differ in the Emotional Maturity.
4. Educational Qualification of the B.Ed., Special Education Trainees do not differ in their Emotional Maturity
5. B.Ed., Special Education Trainees from the Joint and the Nuclear family do not.

SAMPLE

A sample is any number of measures of a population that have been selected to represent the population (Lindquist). The sample of the study was selected randomly from different B.Ed., Special Education trainees of Coimbatore district. The size of special is 150.

RESULTS AND DISCUSSION

TABLE-1: REPRESENTS THE MEAN SCORE DIFFERENCE IN EMOTIONAL MATURITY OF THE B.Ed., SPECIAL EDUCATION TRAINEES WITH RESPECT TO THEIR GENDER

Variable	N	Mean	SD	Critical ratio	SEms	Level of Significance
Male	80	22.78	3.95	6.07	0.72	0.001
Female	70	27.82	4.25		0.65	

Table -1 examines the Mean Score, Standard Deviation, Standard Error of Mean, the difference C.R and level of significance of the difference for Male and Female Special Education Trainees on Emotional Maturity. The Mean Scores of Male Special Education trainees (22.78) and female special education trainees (27.82) show that they differ in their Emotional Maturity. The scores of the groups show little difference is significant at 0.01 level. The high score of female Special Education trainees indicate that they are more Emotional Maturity than Male Special Education trainees. Therefore, the null hypothesis that Sex of the B.Ed., Special Education Trainees do not differ in their Emotional Maturity is rejected.

TABLE-2 : REPRESENTS THE MEAN SCORE DIFFERENCE IN EMOTIONAL MATURITY OF THE B.Ed., SPECIAL EDUCATION TRAINEES WITH RESPECT TO THEIR LOCALITY

Variable	N	Mean	SD	Critical ratio	SEms	Level of Significance
Urban	60	21.63	4.68	5.54	0.82	0.001
Rural	90	28.56	5.35		0.75	

Table -2 examines the Mean Scores, S.Ds, S.Em.S, the Mean difference C.R. and level of significance of the difference for the Special Education trainees in rural and urban areas on Emotional Maturity scores. The Mean Scores for the rural (28.56) and urban (21.63) Special Education trainees show that they differ in their Emotional Maturity. The rural trainees show a high Emotional Maturity scores than the urban. The mean difference, (5.54) is significant at 0.001 level. The high scores of rural trainees indicate that they are more Emotionally Mature than the urban trainees. Therefore, the null hypothesis Rural and Urban of the B.Ed., Special Education Trainees do not differ in the Emotional Maturity is rejected.

TABLE-3: REPRESENTS THE MEAN SCORE DIFFERENCE IN EMOTIONAL MATURITY OF THE B.Ed., SPECIAL EDUCATION TRAINEES WITH RESPECT TO THEIR EDUCATIONAL QUALIFICATION

Variable	N	Mean	SD	Critical ratio	SEms	Level of Significance
UG	80	29.68	3.75	2.56	0.62	Not Significant
PG	70	31.72	3.02		0.45	

Table -3 examines the Mean scores, SDs, SEms, the Mean difference CR and the level of significance of the Special Education trainees with U.G degree and trainees with P.G degree on Emotional Maturity scores. The Mean scores for the trainees with U.G. degree (29.68) and the trainees with degree (31.72) show that they differ in their Emotional Maturity scores. The trainees with P.G degree show a high Emotional Maturity scores than the trainees with U.G degree. The mean difference, (2.56) is not significant. The high scores of the trainees with P.G. degree indicate that they have more Emotional Maturity than the trainees with U.G. degree. Therefore, the null hypothesis, Educational Qualification of the B.Ed., Special Education trainees do not differ in their Emotional Maturity is accepted

TABLE-4 REPRESENTS THE MEAN SCORE DIFFERENCE EMOTIONAL MATURITY OF THE B.Ed., SPECIAL EDUCATION TRAINEES WITH RESPECT TO THEIR FAMILY TYPE

Variable	N	Mean	SD	Critical ratio	SEms	Level of Significance
Joint Family	68	29.78	3.74	2.478	0.62	Not Significant
Nuclear Family	92	28.82	3.25		0.45	

Table- 4 examines the Mean Scores, S.Ds, S.Em.S, the Mean difference, CR and level of significance of the difference of the Special Education trainees from the Nuclear and joint family on Emotional Maturity scores. The Mean Scores for the trainees from the Nuclear family (29.78) and the trainees from Joint family (28.82) shows that there is a significant difference in the Emotional Maturity. The trainees from the Nuclear family show a high Emotional Maturity scores than the trainees from the Joint family. The mean difference (2.48) is not significant. The high scores of the Nuclear family Special Education trainees indicates that they have more Emotional Maturity than the trainees from Joint family. Therefore, the null hypothesis, B.Ed., Special Education Trainees from the joint and the Nuclear family do not differ in their Emotional Maturity is accepted.

FINDINGS

The investigator has drawn the following findings.

- Male and Female B.Ed., Special Education Trainees differs in their Emotional Maturity.
- Rural and Urban of the B.Ed., Special Education Trainees differ in the Emotional Maturity.
- B.Ed., Special Education Trainees do not differ in their Emotional Maturity with respect to their Educational Qualification.
- B.Ed., Special Education Trainees from the Joint and the Nuclear family do not differ in their Emotional Maturity.

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22 AWARENESS TOWARDS NOISE POLLUTION AMONG HIGH SCHOOL STUDENTS

Abstract

Blended learning denotes a mixture of various learning strategies and delivery methods that will optimize the learning experience of the learner. Effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction make blended learning an efficient teaching strategy. In this context every teacher should be aware of Blended Learning which provides various benefits over using any single learning delivery medium alone. This research paper is an attempt to find out the attitude of secondary school teachers towards blended learning. The results indicate that secondary school teachers have favourable attitude towards blended learning. The emphasis is that the blended designs seek to provide an effective combination of delivery modes, teaching and learning models, expert guidance, and peer learning. The analysis also shows that there is no significant difference in the attitude of male and female teachers towards blended learning while significant difference exists in their attitude towards blended learning in terms of the following categories namely type of school, teaching experience, and subject taught.

Key Words: *Blended Learning, Active Learning and Learner Engagement.*

INTRODUCTION

Noise Pollution is defined as the unwanted, unpleasant or disagreeable sound that causes discomfort for all living beings. In general there are three important categories, which are the major sources of noise pollution in developing countries. Appliances used in the home such as mixer grinders, vacuum cleaners, washing machines, loudspeakers, television sets and music systems used with high volumes are the main sources of this kind of pollution. Small factories using machines cause a lot of noise pollution.

CAUSES AND EFFECTS OF NOISE POLLUTION

Noise is a problem chiefly of the urban area. Loud noise is considered as pollutant. High frequency loud sound, creates various kinds of physical and mental problems. The unit of measurement of sound is decibel (dB). Any sound above, 80 decibel harms the ciliary cells situation Sources of Noise pollution explained below: Domestic gadgets : Mixers, pressure cookers, washing machines, desert coolers, generators (as high as 100d B) fans, exhaust fans, air conditioners, vacuum cleaners, telephones etc. Personal entertainments : Personal entertainment sources responsible for noise pollution are transistors, radio, record/ cassette.

The noise decibel value is reduced from its origin itself. Individuals can protect themselves by using earplugs or mufflers. The decibel value of noise can be controlled at its point of the origin.

The intensity of sound is measured using the unit called decibel (dB). Human ear is extremely sensitive to the wide range of intensity of sound from 0 to 180 decibel, anything beyond 140 decibel is deleterious to health. Noise pollution leads to increase in increased stress levels, blood pressure.

OBJECTIVES

- To find out level of awareness towards noise pollution among high school students.
- To find out significant difference among the students awareness towards Noise pollution with respect to gender .
- To find out significant difference among the students awareness towards Noise pollution with respect to Location.
- To find out significant difference among the students awareness towards Noise pollution with respect to their parents education.

HYPOTHESES

1. The level of awareness towards noise pollution among high school students is high.
2. There is no significant difference in the level of awareness towards noise pollution with respect to gender .
3. There is no significant difference in the level of awareness towards noise pollution with respect to locality.

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4. There is no significant difference in the level of awareness towards noise pollution with respect to their parents education.

METHODOLOGY

In this study survey method is adopted in which 1048 high school students (standard IX) were selected as sample by using simple random sampling. A researcher made tool namely 'Noise Pollution Awareness Test' is used to collect data from the sample. Descriptive and differential analysis (Mean, SD, t Test and F Test) have been used to analyze the data.

ANALYSIS AND INTERPRETATION

TABLE- 1:LEVEL OF NOISE POLLUTION AWARENESS BASED ON THE DEMOGRAPHIC VARIABLES

Variable		N	Mean	SD	't' / 'F' value
Overall		1048	57.02	11.62	
Gender	Male	630	60.14	11.98	2.76 S
	Female	418	54.18	10.47	
Locality	Rural	542	56.24	11.01	4.24 S
	Urban	506	62.08	12.03	
Parents' Education	Illiterate	90	40.18	12.07	
	School Education	805	65.28	11.06	6.32 S
	Graduate	153	71.04	11.48	

The table showed that students have average level of awareness on noise pollution. It revealed that there is a significant difference existed between the groups based on their gender, locality and parents' education. Hence the null hypotheses are rejected.

The mean values showed that comparing with girls boys had high level of awareness. Similarly urban students have high level awareness than rural students. Students with their parents studied college education have higher level of noise pollution followed by parents with school education and illiterate.

FINDINGS

- The level of noise pollution awareness is average among the students.
- There is significant difference in the level of awareness towards Noise pollution with respect to gender.
- There is significant difference in the level of awareness towards Noise pollution with respect to Locality.
- There is significant difference in the level of awareness towards Noise pollution with respect to their parents' education.

CONCLUSION

The awareness of noise pollution among the student community is significantly average. In order to increase the awareness level, different programmes related to environmental pollution and noise pollution should be conducted in schools. Discussions, debates, seminars, and workshop should be conducted in schools

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23 DOES EMOTIONAL INTELLIGENCE AND DEMOGRAPHIC VARIABLES PREDICT LEADERSHIP BEHAVIOUR?

Abstract

Leaders form an emotional attachment with their followers that enhance the quality of their relationships and the effectiveness of the team and organization. Effective processing of emotional information may help leaders to deal with complex ambiguous information by directing their attention to the issues or threats that require immediate attention. This paper is an attempt to study whether emotional intelligence and demographic variables predict leadership behavior of the B.Ed. trainees. 1000 B.Ed. trainees from thirteen colleges in Coimbatore district have been selected as sample. Emotional Intelligence Scale (EIS) constructed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was adopted and Leadership behaviour rating scale constructed by Sathiya Sivagirirajan (2008) were used as research tools. The study reveals that the variables namely emotional intelligence, type of college, locality, age, educational qualification, optional subject and internet usage are useful predictors of leadership behaviour.

Key Words: *Leadership Behaviour, Emotional Intelligence and B.Ed. Trainees.*

INTRODUCTION

The role of emotions in the leadership process has been a neglected area of research as a result of the belief that emotions may interfere with effective behaviours (George, 2000). Traditional theories of leadership suggested that leaders must plan and think rationally without the influence of their emotions (George, 2000). Researchers have made reference to the notion that transformational or charismatic leaders "emotionally engage their followers" and "display emotions" in order to motivate their followers to adopt the goals and values of the organization (e.g., Ashforth & Humphrey, 1995; Bass, 1998; Bass & Avolio, 1994; Conger & Kanungo, 1998; Shamir et al., 1993). Furthermore, leaders form an emotional attachment with their followers that enhance the quality of their relationships and the effectiveness of the team and organization (e.g., Bass, 1998). Effective processing of emotional information may help leaders to deal with complex ambiguous information by directing their attention to the issues or threats that require immediate attention (George, 2000). Furthermore, Bass (1990) suggested that there is a social or emotional element inherent in transformational leadership.

Researchers have questioned for many years what predisposes certain individuals to adopt a transformational style of leadership, and what makes some leaders more effective than others (e.g., Barling et al., 2000; George, 2000; Judge & Bono, 2000; Mumford, Zaccaro, Johnson, Diana, Gilbert, & Threlfall, 2000). Several researchers have suggested that emotional intelligence may be a useful predictor of transformational / charismatic leadership behaviours (e.g., Barling et al., 2000; George, 2000; Goleman, 1995; Goleman, 1998; Sosik & Dworakivsky, 1998). However, there have been few attempts to determine the emotional processes involved in effective transformational leadership behaviours (e.g., Ashforth & Humphrey, 1995; Barling et al., 2000; Gates, 1995; Megerian & Sosik, 1996). The limited evidence associated with transformational leadership (i.e., idealized influence, inspirational motivation,and contingent reward; Barling et al., 2000).

Nevertheless, the importance of social or emotional relationships are more evident in transformational versus transactional theories of leadership (Barling et al., 2000; Megerian & Sosik, 1996). Transactional leaders are reactive and do not tend to be concerned with engaging in interpersonal relationships with followers or being empathetic to follower's needs (Barling et al., 2000). The present review of emotional intelligence and leadership is concerned with effective leadership behaviours. Thus, a theoretical link will be made between ability-based emotional intelligence (i.e., emotional perception, emotional facilitation / integration, emotional understanding, and emotional management; Mayer & Salovey, 1997) and elements of effective leadership as operationalized by the theory of transformational leadership (i.e., idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation).

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OBJECTIVES

- To assess the level of leadership behavior and emotional intelligence among B.Ed. trainees
- To find whether emotional intelligence and demographic variables predict leadership behavior.

RESEARCH QUESTIONS

1. Whether the sample distribution is normal or not?
2. Is there any difference in the level of emotional intelligence and leadership behavior among B.Ed. trainees?
3. Does emotional intelligence & demographic variables predict leadership behavior?

METHODOLOGY

Descriptive survey design is adopted using simple random sampling technique. 1000 B.Ed. trainees from thirteen colleges in Coimbatore district have been selected as sample. Emotional Intelligence Scale (EIS) constructed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was adopted and Leadership behaviour rating scale constructed by Sathiya Sivagirirajan (2008) were used as research tools. Shapiro-Wilk test of normality, Percentage analysis and Regression analysis were the statistical techniques adopted for the study.

FINDINGS AND DISCUSSION

The collected data was screened to check whether the distribution is normal or not. Skeweness and Kurtosis were found and Shapiro – wilk normality test values are shown in the following table.

TABLE- 1:SKEWNESS AND KURTOSIS WITH SHAPIRO-WILK TEST OF NORMALITY

S.No.	Varible	Skewness	Kurtosis	Shapiro- Wilk	Skewness	Kurtosis	Shapiro-Wilk
		Statistic	Std Error	Statistic	Std Error	Statistic	Sig.
1	Emotional Intelligence	-.107	.077	-.273	.155	.978	.000
2	Leadership Behaviour	-.327	.077	-.741	.155	.969	.000

From the above table. skewness and kurtosis values are found to be within the limit (ie. between -2 & +2) and the Shapiro-Wilk test of normality shows that the distribution is normal. Similar tests have been done based on the demographic variables also and the result showed that the distribution is normal

TABLE- 2 : PERCENTAGE ANALYSIS OF LOW, MODERATE AND HIGH LEVELS OF EMOTIONAL INTELLIGENCE, LEADERSHIP BEHAVIOUR AND ACADEMIC ACHIEVEMENT OF THE SELECTED B.ED. TRAINEES

S.No.	Variable	Low		Moderate		High	
		F	%	F	%	F	%
1	Emotional intelligence	146	14.6%	708	70.8%	146	14.6%
2	Leadership Behaviour	210	21.0%	676	67.6%	114	11.4%

The results given in the table 2 shows the frequency and the percentage difference in the emotional intelligence and leadership behaviour among B.Ed. trainees. According to the table 14.6%^ of the B.Ed. trainees belong to low level of emotional intelligence, 70.8% belong to moderate level and 14.6% belong to high level of emotional intelligence. It is found that the majority of B.Ed. trainees have moderate level of emotional intelligence. Also the table reveals that 21%^ of the B.Ed. trainees belong to low level of leadership behaviour, 67.6% belong to moderate level and 11.4% belong to high level of leadership behaviour. It is found that the majority of B.Ed. trainees have moderate level of leadership behaviour. Hence it is inferred that the level of Emotional intelligence and Leadership behavior among B.Ed. trainees is moderate

TABLE- 3:MODEL SUMMARY OF REGRESSION- LEADERSHIP BEHAVIOUR (D.V)

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.574[a]	.329	.324	11.871

From the above table, R indicates the correlation between the observed and the predicted value of the leadership behavior which is 0.574. R Square indicates the proportion of the variance in the dependent variable namely leadership behavior that is explained by the combined effect of the independent variables namely emotional intelligence, type of college, locality, age, educational qualification, major subject and internet usage. The adjusted R Square value is 0.324. It implies that 32.4 % of variance in leadership behavior can be explained by the independent variables emotional intelligence, type of college, locality, age, educational qualification, major subject and internet usage.

a) *Predictors (Constant), emotional intelligence, type of college, locality, age, educational qualification, major subject and internet usage*

b) *Dependent Variable Leadership.*

TABLE:-4:ANNOVA OF REGRESSION- LEADERSHIP BEHAVIOUR (D.V)

S.No	Model	Sum of Squares	Mean Square	F	Sig
1.	Regression	73029.924			
2.	Residual	135285.192	9128.740		
	Total	**208315.116**	**136.514**	**66.870**	**.000[a]**

In the above table, the sum of squares associated with the three variance regression, residuals and the total. The total variance is partitioned into regression (73029.924) and residuals (135285.192) which indicate the variance explained by the independent variables and the variance not explained by the independent variables.

The F value is statistically significant at 0.01 level that suggest a linear relationship among the variables. The stepwise multiple regression revealed a significant model for predicting leadership behaviour, F=66.870, p<.01, R^2 =.345. There exists enough evidence to conclude that the slope of the population regression line is not zero which implies that the independent variables namely emotional intelligence, type of college, locality, age, educational qualification, optional subject and internet usage are useful predictors of leadership behaviour.

Hence it is concluded that there is significant effect of emotional intelligence and the demographic variables on the leadership behavior of the selected B.Ed. trainees The above table reveals the p value which is lesser than or equal to 0.05 infers that there exist enough evidence to conclude that the slope of the (population) regression line is not zero. The regression equation is

$Y= B_0 + B_1 X_1 + B_2X_2 + B_3X_3 \ldots\ldots\ldots\ldots\ldots B_nX_n$

Where Y is the value of predicted value leadership, B_0, B_1, B_2 ….are the values of Unstandardized coefficients - 8.619, 2.447, -4.366,etc. and X_1, X_2, X_3,….are the values of the independent variables namely type of college, optional subject, educational qualification, locality, age, internet usage and emotional intelligence. Also among the independent variables, internet usage seems to be a stronger predictor of leadership behavior. The independent variables Optional subject and age have a negative relationship with leadership behavior. The significance levels given for each independent variable indicates whether that particular independent variable is a significant predictor of the dependent variable leadership behavior. The beta coefficients specifically determine the relationship between leadership behaviour and the independent variables. The beta coefficient value of emotional intelligence is 0.514 that would mean that for one unit increase in emotional intelligence, leadership behaviour would increase by 0.514 units. Similar inferences can be made for other independent variables included in regression model.

CONCLUSION

The study reveals that the leadership behavior of the B.Ed. trainees is moderate. Also there is significant difference in the leadership behavior of the B.Ed. trainees based on the gender and age. But there is no significant difference in the leadership behavior of the B.Ed. trainees based on their locality. This study has been evolved with a wider scope of studying the field of education. The scope therefore encompasses an impact on various student teacher development areas.

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24 UTILIZATION OF LIBRARY RESOURCES IN EDUCATIONAL INSTITUTIONS

Abstract

Library is the place of resource where any individual can develop their knowledge in any field in which they can enhance their knowledge. Particularly, the role of Public libraries plays a vital role in this aspect. Libraries carry out the role of education that can provide necessary materials such as text books, journals, magazines and exercise books related to curriculum of the existing institutions in the community and it is very convenient place to enrich the knowledge particularly among students. Since library is growing resources in all areas that are to be studied by the students and enrich their knowledge in rural areas, these resources are considered as an essential one to live in the Modern knowledge Society. Today's libraries are repositories and access points for print, audio, and visual materials in numerous formats, including maps, prints, documents, microform (microfilm/microfiche), audiotapes, CD's, Cassettes, Videotapes, DVD's, Video games, e-books, audio books and many other electronic resources. Libraries are used by general public, students, teachers, researchers, businessmen, doctors, housewives and so on. On this basis libraries can be classified as under:-1).Public Libraries 2).Academic libraries (School, College, and University Libraries) 3) Special Libraries and 4) National Libraries. University Libraries have become the silent workshop for scholars. In higher education system, classroom teaching is not enough. The teachers can only give guidance. It is for the students to go to the library, refer various books and journals and prepare for their examination/research. It is therefore essential that the students must know 'how to use a library' the library resources are very helpful to improve the students reading ability, to improve their general knowledge, and creativity thinking. By the above discussion, thematic paper reveals the importance of utilization of library resources in different ways for the betterment of learner, teachers and the public in various Educational Institutions.

Key Words: *Library Resources, Educational Institutions and Knowledge.*

INTRODUCTION

Library is the place of resource where any individual can develop their knowledge in any field in which they can enhance their knowledge. Particularly, the role of Public libraries plays a vital role in this aspect. It is also a place for collection of books and other printed resources that are provided and interferer of creations, cultural and aesthetic needs of the varied uses and it is usually financed with public library funds. It is actually promoting functional literacy and education for adults outside the formal educational system. They provide appropriate reading materials to assist the government efforts in providing the illiterate adults in improving their educational standard and technical competence. Library provides books and non books materials to meet the educational needs and support the effort of the students' educational programmes to help and contribute to the growth of the nation. It continues to play in an important role in the among students in education programme to have sustaininable diverse from of cultural expressions. It acquires, in process, organization and preservation of materials which depict the way of life and experiences from others through library. Libraries carry out the role of education that can provide necessary materials such as text books, journals, magazines and exercise books related to curriculum of the existing institutions in the community and it is very convenient place to enrich the knowledge particularly among students. Since library is growing resources in all areas that are to be studied by the students and enrich their knowledge in rural areas, these resources are considered as an essential one to live in the Modern knowledge Society.

LIBRARY RESOURCES-MEANING

Today's libraries are repositories and access points for print, audio, and visual materials in numerous formats, including maps, prints, documents, microform (microfilm/microfiche), audiotapes, CD's, Cassettes, Videotapes, DVD's, Video games, e-books, audio books and many other electronic resources. Libraries often provide public facilities to access to their electronic resources and the internet. Modern libraries are increasingly being redefined as places to get unrestricted

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access to information in many formats and from many sources. They are extending services beyond the physical walls of building by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing tremendous amounts of information with a variety of digital tools.

OBJECTIVES OF LIBRARY RESOURCES

Library Resources provides, "Right information to the right users at the right time in the right form".

1. It infuses awareness among students of the sources of information and encourage them to make extensive and comprehensive use of information stored in a library.
2. It takes care of economic, educational, social and cultural information needs of the local population.
3. It converts uneducated/illiterate and non-literate into potential library users.
4. It provides information on employment opportunities on various fields.
5. It guides and counseling direction on all matters public hygiene, family planning, legal matters etc.
6. It provides information on agriculture to improve the production.
7. It provides a collection of materials and resources that supported the curriculum that at tress student needs.
8. It provides learning opportunity related to information technology and
9. It helps students and teachers to identify, locate and interpret information in the library media centre.

TYPES OF LIBRARIES

Though the concept of service and basic functions are the same for all libraries, there are different types of libraries depending on the clientele (customers) they serve. Libraries are used by general public, students, teachers, researchers, businessmen, doctors, housewives and so on. On this basis libraries can be classified as under;-

1. Public Libraries.
2. Academic libraries (School, College, and University Libraries.
3. Special Libraries and
4. National Libraries

PUBLIC LIBRARIES

Public libraries cater to the needs of all sectors of society, irrespective of age, sex, occupation, social or economic status. Public libraries service the public.

Ranganathan (1967) defines Public Library as Public institution maintained for and by the community for the social purpose of self and lifelong education.

A model public Library fulfills the educational, cultural and occupational and information needs of all.

FUNCTIONS

a. Providing information to the needed people is the main function of the public library. A variety of information is needed. Some information may be required about history, engineering techniques, space science, etc. and sometimes a lay man might require information for his survival. In these circumstances, it is the duty of the public library to provide the information.

b. Providing Education is the second function. Success of a democracy depends upon universal education of people.

c. Recreation and entrainment is the next function of the public library.

ACADEMIC LIBRARIES

The libraries in academic institutions such as School, College and Universities are called Academic Libraries. Academic libraries are considered as the heart of that institution just like the hub of a wheel. They help the students and staff to supplement their class room teaching/learning. School libraries, Colleges libraries, University libraries.

SCHOOL LIBRARIES

A school library means for the child a new world of spiritual and cultural adventure; it means for the school a new atmosphere of learning, a new vision of things intellectual. The School library is an active force in the educative process and hence the educational aims and objectives of school library are well understood and accepted by administrators and teachers.

a) To develop love of books.
b) To help the child acquire. 'Reading habit' and self-study habit.
c) To develop in pupils the ability to learn from books without a teacher.
d) To give civic and social training in observance of democratic principles.

e) To supply teachers with materials needed in the teaching for their own professional growth.

f) To serve as a stepping stone to the use of all public library resources.

g) To creates a lifelong liking and longing for new knowledge.

h) To helps an individual to realize the full potentialities of his personality.

i) To develops educational opportunities among students.

j) To contributes to the fulfillment of the educational aim of the school.

STANDARDS

The functions of a school library depend upon the qualities and standards. The following are the essential qualitative standards prescribed for a school library.

a. The librarian, the teachers and the students must plan together regarding the selection of materials to be added.

b. The library should contribute to the development of the social, cultural development of students.

c. The librarian should be consulted in the curriculum making.

d. It should serve as a laboratory for reference work.

e. The library must have all kinds of materials like pamphlets, pictures, audio-visual aids, etc.

f. Sufficient financial provision should be made in the school budget.

g. The library building should be designed to suit the purpose.

SERVICES

The following are the essential services provided by the school library:-

1. Book selection is an art and not a science. The library must procure standard books and journals to the standards of the students.
2. The resources that are available in the library should be informed to the students and teachers.
3. The librarian should understand the interest of the students.
4. It must help boys and girls broaden their fields of knowledge through use of books.
5. It must teach and encourage the use of library materials.
6. It must encourage students to build personal libraries.

COLLEGE LIBRARY

College libraries occupy a unique position in a College, because of its services to the students and teaching community.

A college Library offers-Service to the College Community, Service to the Alumni, Service to the Society at large.

1. SERVICES TO THE COLLEGE COMMUNITY

A college Library offers a central study hall for students reading their text books.

A college library is essential because the teaching programme consist of lectures, assignments and frequent tests.

A student/teacher needs books at the text book level, general knowledge level and independent study level.

A college library must develop the habit of independent library use among the students.

2. SERVICE TO THE ALUMNI

This may be in the form of permitting the alumni in

i. Full use of the library.

ii. Direct loan service, and

iii. Providing reading list on specific subjects

3. SERVICE TO THE SOCIETY

College Library must serve the society by enriching the knowledge of the people in and around.

FUNCTIONS

- To provide materials to students and teachers for their study, examination and research.
- Organize orientation programmes and make the students aware of the materials available.
- Providing catalogues, bibliographies and indexes.
- Encourage wide reading through open access system, reader's guidance, book displays, etc.
- Work in close co-operation with the faculty.

- Arrange for inter library loan from other libraries.
- Provide a congenial atmosphere for study inside. Provide extended hours of service.

UNIVERSITY LIBRARIES

A University Library is attached to a University. It must serve the students, teachers and researchers in the various faculties of the University. The University Library must help the University to carry out its important teaching, research and extension. Universities of today do not only teach according to a prescribed syllabus. These are also expected to enable the students to learn how to investigate independently. To learn it, and to know may unknown matters, the students will need libraries. University libraries therefore are expected to-Collect the books and other materials relating to syllabus, Arouse and sharpen student's intellectual curiosity and mental faculty, University and College Libraries have great role to play in higher educational system.

Ranganathan (1967),

suggests that a University Library must carry out the following five functions:-

1. Collection and organization of materials.
2. Documentation
3. Initiation of students and teachers.
4. User-education, and
5. Promoting use of the library.

NEED AND IMPORTANCE

In view of proliferation of knowledge in all field and the enormous increase in the number of publications in the form of books, journals, etc. University Libraries have become the silent workshop for scholars. In higher education system, classroom teaching is not enough. The teachers can only give guidance. It is for the students to go to the library, refer various books and journals and prepare for their examination/research. It is therefore essential that the students must know 'how to use a library'

FUNCTION

To collect, process, organize and make available the materials- books, journals, etc. Need by the students and teachers. The collection should the help them compute reading, teaching and research.

NATIONAL LIBRARY OF INDIA

A National Library of a country has been defined as "the library which has the duty of collecting and preserving for posterity the written productions of that country".

FUNCTIONS

- Acquisition and collection of all documents published in India and other countries.
- Serving as a Depository library for all the Government documents and publications received through Copyright Act. Acting as a centre for co-operation between libraries and Inter –library loan. Preparation of National Bibliography Preparing Pre-natal cataloguing and classification and Maintenance of Union Catalogue of all other libraries.
- Establishing a data bank for scientific and technological information.
- Establishment of National Referral Centers.
- Promoting the use of microfilms and microfiches of documents.
- Establishing a unit for the supply of reprographic copies of documents on request.
- Rendering translation facilities in various languages.
- Organizing seminars, conferences, etc. for the development of library movement.
- Establishing adequate computer facilities for information handling and
- Offering expertise service and training to the library professionals.

ORGANIZATIONAL SET-UP

To perform the above mentioned functions, the National Library has established the following units:-

- Home Section
- National library for the blind
- National Bureau of Copy right.
- Contact Libraries a broad.
- National Bureau of bibliography.
- National Bureau of international exchange.
- National Library.
- National Bureau of technical services.
- National Bureau of Inter-Library loan.

CONCLUSION

The rural library is to provide timely, pertinent, accurate and reliable information services to all population.

Information with emphasis on local history, local commerce and industry, local tourist place, local agricultural product and local and general employment opportunities. Students have awareness on library

resources can develop their own knowledge and improve their reading ability in their future life.

The library resources are very helpful to improve the students reading ability, to improve their general knowledge, and creativity thinking. By the above discussion, thematic paper reveals the importance of utilization of library resources in different ways for the betterment of learner, teachers and the public in various Educational Institutions.

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25 HOSTILITY: A VIOLATION OF MENTAL HEALTH AMONG ADOLESCENTS

Abstract

Attitude may be considered the wholesome representation on one's own mental health. Mental health, an unstable continuum, may have many different possible values. In Children, Social and behavioural skills usually develop at the early ages. The most common mental illnesses in adolescents are ADHD, autism, depression, aggression, hostility and anxiety disorder. Among these hostility is a state of deep-seated ill-will. This emotionally charged angry behavior is an internal reaction of anger, enmity of resentment directed toward an object, person or occurrence (Rohner, 1980). Clinically, the concept of hostility has been considered as a personality trait. The relationship between anxious attachment with anger and hostility had been confirmed (Bung, 1997; Mikulincer & Shaver, 2007). A deeper understanding of hostility and the reasons behind from the empirical evidences are discussed below.

***Key Words**: Mental Health, Hostility, Hostile Behaviour, Adolescent, Effect, Evidences and Management*

INTRODUCTION

Individuals develop optimistic or pessimistic attitude based on their experiences and it in turn is one's mental health. It is an unstable continuum with many different possible values. Menninger (1945) defines mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is an ability to maintain temper, alert intelligence, socially considerate behaviour and a happy disposition. Mentally healthy person is free from all types of maladjustment (Klein, 1956). In Children, social and behavioural skills along with their thought process usually develop at the early ages. Learning socially acceptable behaviour is very essential for a child. Among most common mental illnesses in children ADHD, autism, depression, aggression, hostility and anxiety disorder are prominent.

INSIGHT ON HOSTILITY AND HOSTILE BEHAVIOUR

According to Merriam-Webster Dictionary, 'Hostility' is the state of deep-seated ill-will. It is an internal or emotional reaction of anger, enmity of resentment directed toward an object, person, or occurrence (Rohner, 1980). "Bitterness is a kind of morbid characterological hostility toward someone, something or toward life itself, resulting from the consistent repression of anger, rage or resentment regarding how one really has or perceives to have been treated" Diamond, S. A. (1996). Anger/ aggression and hostility are invariably used but we need to know the difference, since it affects how we deal with people. Suppose anger is an emotion and aggression is a response, then hostility is the most socially damaging product of anger.

MEDILEXICON DICTIONARY DEFINES

'Hostile Behavior' as the varying degrees of antagonistic behavior manifesting ill will or malice for the purpose of negating or destroying some aspects of another who is suspected of being, or is represented as, an enemy. Antagonism.

EFFECT OF HOSTILITY ON MENTAL AND PHYSICAL HEALTH

They attempt to force or coerce the world to fit their view, even if this is a forlorn hope, and even if it entails emotional expenditure and/or harm to self or others. In this sense, it is an alternative response to cognitive dissonance. As it is a negative driving force one may be isolated due to this. Researchers have found that men with a repressive coping style (a reluctance to express discomfort, anger, or hostility) tend to experience a particularly sharp rise in blood pressure and heart rate when are stressed (Coy, 1998; NAMHC, 1996). It may increase blood pressure and lead to depression, stress, fatigue, heart attack, etc. Thus, mental health is inhibited or violated by hostility and hostile behavior which in turn affects one's own health.

Though hostility attracts social scientist, evidences show that it is more pronounced by clinical psychologist. Clinically, hostility has been considered as a personality trait/style. Friedman & Rosenman (1959) introduced two personality styles namely Type A & B. The former is characterized by hostility, cynicism, driveness, impatience, competitiveness and ambition. It produces continual stress and often leads to coronary heart disease. Particularly, hostility is very likely to be related to heart diseases (William, 2001; Siegman et al., 2000). Studies

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prove that feelings of anger may directly impair the heart's pumping action and efficiency (Ironson et al., 1992). A mental illness is so wide affecting a person's mood, thinking and behavior.

EVIDENCES OF HOSTILE BEHAVIOUR AMONG ADOLESCENTS

Predictors of adolescent hostility have received modest attention and investigations of the multiple effects of these predictors are identified. Recently, Sivaram (a six-year-old boy) was beaten to death, in a quarrel, by his schoolmate who was just 12 years, inside the school premises in Tirupur City, Coimbatore on 27th January 2016. This incident shook not only their parents and school administrators but even the public. Consistent attempts are being made to analyze the empirical evidences for hostile behaviour and the reasons behind. Some key factors causing hostile behaviour among adolescents are identified as below:

- Attachment behaviour
- Media influence
- Hereditary influence
- Posttraumatic Stress Disorder (PSTD)

MANAGING HOSTILITY IN CLASSROOM

Trying to prove that their view of the world is always right, hostile students create a considerable amount of disruption around them. They can be arrogant, abusive, abrupt, intimidating, overwhelming and contemptuous of their victims. If they perceive any resistance to their way of thinking, their impatience turns quickly to irritation or anger. They try to bully inferior students and create confusion or frustration in them. But the cost for their act is even losing friendships. They are, incapable of receiving feedback, accepting constructive criticism about them along with acute listening problems.

In spite of a teacher's best attempts at successful classroom management, hostile situations can and do arise among students. For the teacher, diffusing the situation and gain focus on learning is a tough and time taking task. However, it is wiser to give time and think about what factors actually trigger hostility in school before acting. After the occurrence of a hostile event, reflect on the following evident factors to identify the root cause and deal effectively.

DEALING WITH HOSTILE STUDENTS IN CLASSROOM

In classroom situation, often teachers get puzzled and helpless in handling students with hostile or aggressive nature. While dealing with hostile student, a teacher needs to find the reasons fueling their hostile or aggressive behavior. Here are some basic tips to be followed by a teacher to bring hostile students to normalcy and for effective classroom management. The primary rule for dealing with anyone is to stand up for yourself without being hostile.

EVADE TALKATIVENESS : Do not allow the students to talk much among them in classroom, because of their behavior may cause a considerable amount of disruption in your classroom activity; in turn disturbing and provoking other students to behave hostile. Especially check if they talk too much in your absence. Also encourage them to discuss more and more academically In short, keep the students engaged in their self- learning process by the help of activities.

- **AVOID CONFRONTATION:** Do not allow other students to confront them as it may pave way to unwarranted arguments among them leading to hostile behaviour. Do not allow them to get into arguments about who is right or wrong. Frequent arguments may bring inferior or superior feelings among students, raising the level of enmity. If they consider them to be inferior, they feel others are deserved to be bullied. Some hostile people wish to be authoritative.
- **AVOID INTERRUPTING AND DISAGREEING DIRECTLY:** Since hostility is also said to be an alternative response to cognitive dissonance avoid interrupting, blaming and/ or disagreeing with them directly or straightforwardly.
- **DON'T GIVE A STRAIGHTFORWARD NEGATIVE FEEDBACK:** An adverse feature of these people is that they are incapable of receiving feedback or accepting constructive criticism about their behaviour. They immensely need to prove to others and themselves as well, that their view about the world is always right. They become impatient with people who have a different opinion. If they see any opposition to their ideas, their impatience turns quickly into hostility.
- **DON'T PRODUCE UNPREDICTABLE BEHAVIOR AS A TEACHER:** Nevertheless, hostile students are universally detested by their teachers, don't show any sign of dissatisfaction (like scolding, beating, arguing, etc.) to their behaviours. Sometimes, these may be interpreted as your personal hatred towards them and they may permanently cease listening to you. Always keep in miund that the culprit is their hostile behaviour and not themselves. Try to ignore it once or twice, as lack of attention may make them silent and normal.

- **DON'T GET PUSHED AROUND:** If a hostile student detects a sign of weakness, he/she will try to push you and others around (their victims). They have tremendous power to do it as a typical reaction to their behavior. They create confusion or a sense of helpless frustration in you and other students. They come charging out, not always physically, but their whole approach is one of attack. Moreover, if you let yourself get pushed around by hostile students, they will regard you, and your views as even more insignificant. Hence, don't let yourself get pushed around by students. Show such students that you are not responding to their expectations.
- **GAIN STUDENT' ATTENTION:** It is essential to get students' attention during classroom interaction, especially when the class had recently faced some hostile/ aggressive events. Discuss about some interesting facts and mysteries related to your subject and simultaneously watch them carefully until they run out of draft and try to relax. When the situation falters, that's the right time to make them have a open talk with you.
- **CALM DOWN, CONVERSE AND EASE:** Look directly and wait for the hostile student to calm down. Make them to sit down if possible and have a conversation to ease them. Remember that the conversation should not be too personal or as a revision of the hostile incident as it may evoke them instead of calming. Try to constructively discuss about their interest and ambition. After all these efforts try to bring them back into the classroom activity.
- **ORIENT TO NEW LEARNING SITUATIONS AND ACTIVITIES:** When hostile students are put in a new learning situations, they feel helpless, unguided and soon get irritated and frustrated. Though they accept challenges, while they notice others succeeding them in the new learning environment their hatred and antagonism increases. They either harm them or try to succeed by deceiving them. Hence, when they get introduced to a new way of learning, always try to give sufficient orientation to students.
- **IDENTIFY THE STUDENTS' ACADEMIC DIFFICULTIES:** Normally students may have academic stress to a larger extent. Many of them cope-up with it and excel in their endeavors while some find it difficult. The foremost thing that a teacher needs to do is to manage students hostility is to identify their academic difficulties and to give interventions/ remedies. Reducing or removing hurdles from their learning process makes them succeed and also amicable.
- **STRENGTHEN THE CONNECTIVITY BETWEEN HOME AND SCHOOL :** While trying to find the reasons for such hostile behaviors among students, we must bridge the wide gap between home and school environment to strengthen the connectivity. It is obvious that school environment cannot be liberal as that of home. Unfortunately, some family situations are so worst that they lead to child's hostility. Hence we should identify the major differences between home and school, understand and rectify the specific factors which are likely to fuel hostile behavior especially at school.
- **IDENTIFY PERCEIVED THREATS AND REASONS:** A student may behave hostile due to various reasons like psychological wound caused by family and/or society, delusional attitude about the world around them, communication problems, etc. It is not sufficient to just solve the hostile problem arouse in the class temporarily, but beyond that identify the root cause to the student's hostile behaviour and try to rectify those.

TRANSCENDING HOSTILITY IN ADOLESCENTS

To overcome hostility, school could act as a vital means and teacher could play a key role apart from parents and community. Yoga, moral education, balanced diet, Guidance & counseling, secured attachment, proper treatment for mental illness (PSTD, anxiety, depression, anger, hostility, etc.) are some of the best practices to transcend hostility. Nevertheless, for an effective classroom management, a teacher must make use of innovative teaching-learning practices like brainstorming, role play, discussions, quiz, etc. Adding, we can also encourage team work by assigning group assignments to develop co- operation, friendliness and team spirit. Allotting special duties to a hostile student in school makes them responsible. Making them lead a team enables them to feel more accountable and all their energy is channelized toward optimistic production. Their sense of liability leads their team towards success. All their arrogant, antagonistic, malice, hatred nature will be collectively focused on one pivotal point- Success. Also, Selective viewing of Television programmes, Selective Use of Communication Media, Spending Time with Elders & Peers, Reducing Academic Stress, Good Parenting and Violence Free Environment could be the additional remedial measures to be taken to surpass hostility.

CONCLUSION

Hostility is the outcome of a prolonged, resentful feeling of disempowered and devalued victimization; long- term mismanagement of annoyance, irritation, frustration, anger. Although researches show that the quality of attachment, media, PSTD and other minor factors influence the individuals' mental health, most of these investigations have been conducted in the United States and European countries. Adding, any stressful situation could be dealt by an individual if proper guidance and support is being available at the right time. Since Indians are different from Americans and Europeans in terms of their cultural and religious backgrounds, investigating the relation of these constructs among Indian is necessary. To fills the existing gap in the understanding, diagnosing and treating hostility in Indian context empirical evidences are must.

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26 DEVELOPMENT OF URDU LANGUAGE EDUCATION IN KERALA

Abstract

Urdu language is not a speaking language in kerala. However, Most of the Muslims in India use Urdu language as their mother tongue. It was in the sixteenth century , Urdu emerged in kerala through Adilshahi forces. It had flourished in kerala by Tipu Sulthan and samuthiri developed my Kralites by twentieth century. At present, Urdu language is a one of the four elective language in Schools in Kerala. Urdu language association had the major role to implement Urdu in the School curriculum.

Key Words: *Urdu Language, Mother Tongue and School Curriculum.*

INTRODUCTION

Year's ago Kerala comprised three regions- Malabar, Cochin and Travancore which had Malayalam as the regional language. Urdu made its inroads in Kerala from the coastal area of Malabar. In the sixteenth century, Bijapuri ruler of the Adilshahi dynasty sent forces to check the portugese intraders in order to help the local Samudiri Raja. These soldiers settled in Calicut after the end of hostilities. They used Urdu as their mother tongue. Thus, Urdu got its entry in the Malayalam lexicon. This is how Urdu got gradually established in Kerala.

DEVELOPMENT OF URDU DURING TIPU SULTAN'S REIGN

Urdu flourished in Kerala during Tipu Sultan's reign, who had his regime covering several parts of Kerala. The military gazette for the soldiers as well as official proclamations team time to time used to reach Kerala. These used to be in Urdu most of Tipu Sultan's soldiers decided to settle here and through them Urdu began spreading elsewhere making its impact on the Malayalam language. Several words of Urdu origin have become a part of Malayalam lexicon.

ROLE OF RAJA OF COCHIN TO PROMOTE URDU IN KERALA

The Raja of Cochin and his Ministers developed relations with Tipu Sultan which gave an impetus to learning and teaching of Urdu for facilating mutual discussions. A separate room in the Raja's Thripunithara palace was made available for such purpose where teachers from Mumbai used to arrive and teach Urdu and they were called Urdu Munshi. This practice continued till 1930. All the members of this non Muslim rulers were well versed in Urdu.

ROLE OF TRAVANCORE RULERS IN PROMOTING URDU IN KERALA

Travan core also lord Eimilar development. In 1960 a few powers were invested in the Arcot Muhammed Ali. The Arcot Nawab Played a Significant. Role in promoting Urdu as it is known to everyone. Travancore rulers established contacts with the East India company with the help of Urdu teachers. This also made its impact on Travancore. Thus, Urdu got firmly rooted in Kerala from various sources through different channels.

ROLE OF NIZAM OF HYDERABAD TO FLOURISH URDU IN KERALA

The language remained in Kerala for the purpose of conversations and it did not expand its scope as it has done in other states. The Nizam of Hyderabad Trust provided financial support and arranged the service of Urdu teachers' in order to popularize it in Kerala as well for promoting its teaching which yielded excellent results. Kerala witnessed a flourishing in Urdu poetry.

ROLE OF ARAKKAL FAMILY TO FLOURISH URDU IN KERALA

The sole Muslim dynasty in Kerala in the state of Arakkal had its regime in Cannoore. He had close affinity with the Nizam of Hyderabad. In the nineteenth century, Arakkal court had the traditional Qawwali and Naa't recitation. Poets, Qawals an singers used to be called from Hyderabad. Dr. Nawaz Kalim, a doctor in the Madras Presidency as Medical officer was one of the such Qawals whom the Nizam of Hyderabad personnly used to depute for singing Qawalis in different states. Dr. Nawaz arrived in the Arakal Court to present Qawali and decided to settle there. He was also a poet.

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Arakkal ruler Raja Abdul Rahman Ali who was coroneted in 1930 was a great patron of poetry and music. Several poets used to visit the court during his tenure. Raja Ali was fond of Ghazal and Qawali. Nawaz Kalim's son Abdul Qadir Kalim was well versed in Indian music. He too was fond of poetry. He too had his association with the Arakkal Court. His son Chand Pasha, who died recently, rendered several Urdu songs in Indian music. He too had a great liking for poetry as well as the Memons in Kerala who also played a significant role in promoting Urdu in Kerala. Memon families have been residing in Cochin and Thalasseri for years

EXPANSION OF URDU TO TALASSERY AND CALICUT

In the twentieth century Thalasseri remained the cradle for politics. Prominent leaders of that period like Haji Abdul Ishaque Sait (Political as well as Social activist) worked hard for promoting and spreading the language. The language as well as literature in Urdu began developing at a rapid pace. Thalasseri and Kozhikkode were centers which proved very congenial for the development of Urdu. Freedom movement as well as the Khilafath agitation also proved to be extremely beneficial for Urdu's development and expansion. Leaders from northern Indian used to arrive here quite frequently and they often used to address people in Urdu. The eminent journalist Maulana Zafar Ali Khan also toured Thalasseri and Calicut and he published a long poem covering this tour which was published in 'Zamindar'.

FORMATION OF ANJUMAN ISLAHUL LISAN

Abdussathar Sait and his colleagues established on 5th September 1931 at Thalasseri. 'Anjuman Islah ul Lisan' (Society for Linguistic Refinement) Urdu was taught here. Persons like Ibrahim Sulaiman Sait, Ibrahim Musa Naseh and Ishaq Faqir were associated with the Anjuman. Ibrahim Sulaiman Sait wrote many songs and ghazals during that period which got published in Urdu newspapers. He chose Kauthas as his pen name.

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27 NEW HORIZONS FOR LEARNING: MULTIPLE INTELLIGENCE – 21ST CENTURY LEARNING INITIATIVES

Abstract

The idea of multiple intelligences is important because it allows for teachers to identify differing strengths and weaknesses in students and also contradicts the idea that intelligence can be measured through IQ. In researching about genius, we found that Howard Gardner's theory of Multiple Intelligences provides a great alternative to the popular measurable IQ method. Upon doing well on these tests, the chances of attending a prestigious institutions increase, which in turn creates contributing members of society. While many students function well in this environment, there are those who do not. Gardner's theory argues that students will be better served by a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at linguistic and logical intelligence. It challenges teachers to find "ways that will work for this student learning this topic". In this paper the author discussed the importance and some learning activities of all intelligence. These papers provide the platform about learning activities of various intellectual developments of learners and also teachers.

Key Words: *Multiple Intelligence, Learning Activities and Development.*

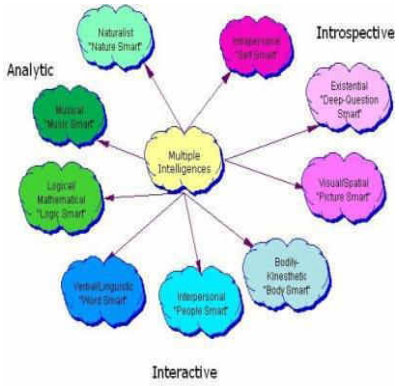
INTRODUCTION

In recent years, new definitions of intelligence have gained acceptance and have dramatically enhanced the appraisal of human competencies. In 1983, Howard Gardner introduced his *Theory of Multiple Intelligences* in a seminal book, **Frames of Mind**. Based on his work as professor in the Harvard Graduate School of Education, his work as a psychologist researching brain injuries, and his long interest and involvement in the arts, he suggested that intelligence is not a single attribute that can be measured and given a number. He pointed out that IQ tests measure primarily verbal, logical-mathematical, and some spatial intelligence. Believing that there are many other kinds of intelligence that are important aspects of human capabilities, he proposed that they also include visual/spatial, bodily/kinesthetic, musical, interpersonal intrapersonal intelligences and naturalist intelligence. More recently he added existential intelligence to this list and suggested that there may be other possibilities. At the present time educators throughout the world are finding effective ways to implement this theory as they seek to help students identify and develop their strengths and in the process discover new and more effective ways of learning.

MULTIPLE INTELLIGENCES

"Multiple intelligences is a psychological theory about the mind. It's a critique of the idea that there's a single intelligence which we're born with, which can't be changed, and which psychologists can measure. It's based on a lot of scientific research in fields ranging from psychology to anthropology to biology. It's not based upon based on test correlations, which most other intelligence theories are based on. The claim is that there are at least nine different human intelligences. Most intelligence tests look at language or logic or both - those are just two of the intelligences. The other seven are musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalist and existential.

The theory of multiple intelligences suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:



Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember

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information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

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Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. It entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. Musical intelligence runs in an almost structural parallel to linguistic intelligence.

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.

Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others.

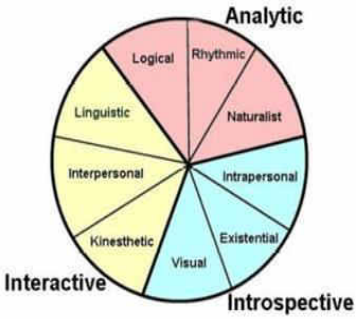
Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. It involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment.

Existential intelligence**,** It is the capacity to tackle deep questions about human existence, such as the meaning of life, why we die, what my role is in the world. This intelligence seeks connections to real world and allows learners to see their place in the big picture and to observe their roles in the classroom, society and the world or the universe.

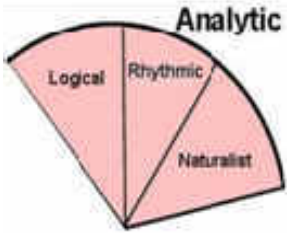
MULTIPLE INTELLIGENCES DOMAINS

Multiple Intelligences Domain Multiple intelligences consist of three domains: the analytical, introspective and interactive domains. These three domains serve as an organizer for understanding the fluid relationship of the intelligences and how the intelligences work with one another. Teachers can plan lessons and units which effectively address all of the intelligences in the classroom (McKenzie, 2002). Figure 1.2 presents the three domains. The following is a presentation of each domain and its sub-branches in details.



THE ANALYTIC DOMAIN

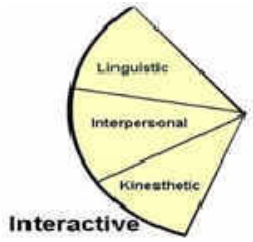
According to McKenzie (2002), the analytic domain consists of the logical, musical and naturalist intelligences. These are the intelligences that promote analysis of knowledge that is presented to the learner. These three intelligences are considered analytic because they promote the processes of analyzing and incorporating data into existing schema, even though they may have other components. The analytical intelligences are by their nature heuristic processes.



THE INTERACTIVE DOMAIN

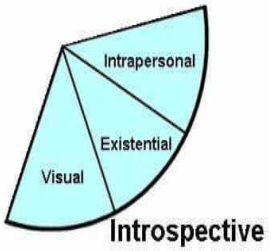
McKenzie (2002) indicates that the interactive domain consists of the linguistic, interpersonal and kinesthetic intelligences. These are the intelligences that learners typically employ to express themselves and explore their environment. These three intelligences are regarded as interactive because they typically invite and

encourage interaction to achieve understanding. Even if a student completes a task individually, s/he must consider others through the way s/he writes, creates, constructs and makes conclusion. The interactive intelligences are by their nature social processes (McKenzie, 2002).



THE INTROSPECTIVE DOMAIN

The introspective domain consists of existential, intrapersonal, and visual intelligences. These are the intelligences that have a distinctly affective component to these areas. These intelligences are characterized as introspective because they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning. The introspective intelligences are by their nature affective processes (McKenzie, 2002).



CURRENT SCENARIO OF MULTIPLE INTELLIGENCE

Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," " Attention Deficit Disorder," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection and much more. The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds.

APPROACHES FOR INTEGRATING MULTIPLE INTELLIGENCE INTO THE CURRICULUM

The Intelligence Curriculum share four models that represent four different approaches to integrating these intelligences into the curriculum. The four models have been adapted from approaches used in various schools and districts in North America. The goal of each model is to embed the various capacities of the intelligences into the existing curriculum.

YEARLONG MI CURRICULUM JOURNEY

This approach works with a matrix in which the year's curriculum content is listed across the top of the matrix and the intelligences are listed down the side. The various capacities from each intelligence are then dragged across the curriculum. The task is to find a home for the various capacities in all areas of the curriculum.

MULTIPLE INTELLIGENCES UNIT STRETCHING

The fundamental intent of this approach is to work with the plans for an existing unit of study or for a theme that is to be explored. Begin with an inventory of the unit, using the screen of the multiple intelligences capacities. The goal of this approach is threefold : 1] to recognize the intelligence capacities that are already being addressed in the unit; 2] to note the intelligences that have a weak showing, have been avoided altogether, or are represented only superficially; and 3] to stretch the unit to incorporate the capacities of weak and neglected intelligence areas in teaching the content.

MI STATIONS/LEARNING CENTERS

In this model, the teachers sets up learning centers, with intelligence appropriate tasks in each station or center. The tasks provide students an opportunity to process the information in unity in a variety of unique

and creative ways. Students are provided with whatever introductory materials is necessary to get them started. Then they are divided into teams, and the remainder of the unit [including the learning] tasks place in a very hands on fashion as the teams visit each of the stations, exploring, discovering and interacting with the curricular material by performing the learning tasks.

School wide or department wide MI focus : The goal of this model is to provide time for teachers and students to zero in on the development of the full range of capacities for targeted intelligences in and through a given unit of instruction. Within the allotted time frame, make sure students have ample opportunities to practices using the various capacities of the focal intelligence in their learning of the curricular material. Also, make sure that teachers are held accountable for using capacities in their instruction throughout the week. This model is probably one of the best for implementing a project – based and a problem solving based approach to teaching and learning.

Giles E. et al., in their paper have put forward many ways to incorporate Multiple Intelligences Theory into the curriculum and there is no set method by which the theory can be incorporated. Some teachers set up learning centers with resources and materials that promote involving the different intelligences. Some of the ways in which Multiple Intelligence can be introduced in the classroom are :

- Creating an area with art supplies.
- Designing simulations that immerse students into real life situations.
- Project based models
- Collaborative learning
- Inquiry – based models.

IDENTIFYING MULTIPLE INTELLIGENCE IN YOUR STUDENTS

- Students need to recognize or discover the various intelligences in themselves. They need to learn that they have at least eight ways of knowing but that not all eight ways are equally developed. Some tend to be stronger. Others may be in various states of latency. Nevertheless, since all of the intelligences are part of our biology and neurology as human beings, each of them can be further developed, enhanced, strengthened, and amplified.
- Students need to be taught to recognize, honor, respect-even celebrate-the various intelligences in their classmates. The truth is that most students have intuitively known about the various ways of knowing, both in themselves and each other, for many years, but without consciously recognizing and naming them. Once they are named, however, they can be embraced and become a conscious part of students' regular daily repertoires, both in school and beyond.
- Students need to be given regular opportunities to exercise all eight of the intelligences, along with many occasions that challenge.

MULTIPLE-INTELLIGENCES -IMPLEMENTATION IN THE CLASSROOM

Like most teachers probably familiar with Howard Gardner's theory on multiple intelligences that there are eight different types of intelligence and that these intelligences guide the way we learn and process information. What you may not be as familiar with is how to apply a multiple intelligence approach to learning in your classroom. To refresh your memory on each of the intelligences and pinpoint learning activities that will appeal to your students based on their particular strengths. However, if we can develop ways to teach and learn by engaging all nine intelligences, we will increase the possibilities for student success and create the opportunity to do.

VERBAL-LINGUISTIC INTELLIGENCELEARNING ACTIVITIES (WORD SMART)

Verbal-linguistic students love words and use them as a primary way of thinking and solving problems. They are good writers, speakers, or both. They use words to persuade, argue, entertain, and/or teach.

- Completing crossword puzzles with vocabulary words.
- Playing games like Scrabble and Confuse.
- Writing short stories for a classroom activity.
- Writing feature articles for the school magazine.
- Writing a letter to the editor in response to articles.

LOGICAL-MATHEMATICAL INTELLIGENCE LEARNING ACTIVITIES (MATH SMART)

Logical-mathematical students enjoy working with numbers. They can easily interpret data and analyze abstract

- Creating costumes for role-playing, skitsor simulations
- Performing skits or acting out scenes from books or key historical events
- Designing props for plays and skits
- Playing games like Twister

INTERPERSONAL LEARNING ACTIVITIES (PEOPLE SMART)

Students strong in interpersonal intelligence have a natural ability to interact with, relate to, and get along with others effectively. They are good leaders. They use their insights patterns. They have a well-developed ability to reason and are good at chess and computer programming. They think in terms of cause and effect.

- Playing math games like chess, checkers and Monopoly
- Searching for patterns in the classroom, school, outdoors and home
- Conducting experiments to demonstrate science concepts
- Using math and science software

SPATIAL INTELLIGENCE LEARNING ACTIVITIES (PICTURE SMART)

Students strong in spatial intelligence think and process information in pictures and images. They have excellent visual receptive skills and excellent fine motor skills. Students with this intelligence use their eyes and hands to make artistic or creatively designed projects.

- Taking photographs for assignments and classroom contest
- Taking photographs for the school yearbook, school newsletter and science assignments
- Using clay or play dough to make objects or represent concepts from content-area lessons
- Using pictorial models such as flow charts, visual maps, Venn diagrams and timelines to connect new material to known information

MUSICAL INTELLIGENCE LEARNINGACTIVITIES (MUSIC SMART)

Musical students think, feel and process information primarily through sound. They have a superior ability to perceive, compose, and/or perform music. Musically smart people constantly hear musical notes in their head.

- Writing their own songs and music about content- area topics
- Putting original poems to music and then performing them for the class
- Setting a poem to music and then performing it for the class
- Incorporating a poem they have written with a melody they already know

BODILY-KINESTHETIC LEARNING ACTIVITIES (BODY SMART)

Bodily-kinesthetic students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds.

They can control their bodies with grace, expertise and athleticism. about others to negotiate, persuade and obtain information. They like to interact with others and usually have lots of friends.

- Working in cooperative groups to design and complete projects
- Working in pairs to learn math facts
- Interviewing people with knowledge about content- area topics
- Tutoring younger students or classmates

INTRAPERSONAL INTELLIGENCE LEARNING ACTIVITIES (SELF SMART)

People with a strong intrapersonal intelligence have a deep awareness of their feelings, ideas and goals. Students with this intelligence usually need time alone to process and create.

- Writing reflective papers on content-area topics.
- Writing essays from the perspective of historical figures.
- Writing a literary autobiography, reflecting on their reading life.
- Writing goals for the future and planning ways to achieve them.

NATURALISTIC INTELLIGENCE LEARNING ACTIVITIES (NATURE SMART)

This intelligence refers to a person's natural interest in the environment. These people enjoy being in nature and want to protect it from pollution. Students with strong naturalistic intelligence easily recognize and categorize plants, animals and rocks.

- Caring for classroom plants
- Caring for classroom pets
- Sorting and classifying natural objects, such as leaves, rivers, jungle and rocks
- Researching animal habitats.

BENEFITS OF MULTIPLE INTELLIGENCES

Using multiple intelligences theory in the classroom has many benefits. The theory was not originally designed for use in classroom application it has been widely embraced by educators and enjoyed

numerous adaptations. As a teacher and learner you realize that there are many ways to be "smart".

- All forms of intelligences are equally celebrated.
- By having students create work that is displayed to parents and other members of the community. The school could see more parent and community involvement.
- A sense of increased self-worth may be seen as students build on their strengths and work towards becoming an expert in certain areas.
- Students may develop strong problem-solving skills that they can use in real life situations.

CONCLUSION

Schools have often sought to help students develop a sense of accomplishment and self-confidence. Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning.

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