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## ASSESSMENT OF TEACHER'S IMPLEMENTATION OF INCLUSIVE EDUCATION AT UNIVERSAL BASIC EDUCATION LEVEL IMPLICATION FOR SPECIAL NEEDS CHILDREN

Obi, Rita Obianuju Ph.D\*  
Josephine Uzoamaka Anekwe Ph.D\*\*

### Abstract

*The research work focuses on teachers' implementation of inclusive education at basic education level; Implication for special needs children. A survey research design was adopted for the study. The population consists of basic education teachers teaching in public schools in Aguata education zone of Anambra state. Purposive sampling technique was used to sample forty teachers. The questionnaire was the major instrument for data collection and it was validated by an expert in teacher education and measurement and evaluation. The mean statistics was used to analyse the data collected. The finding of the study showed that inadequate physical facilities and architectural barrier, inadequate funding of UBE programme, lack of instructional materials, lack of reliable data on the number of children with special needs, lack of quality and quantity of teachers and personnels are some of the barriers to implementation of inclusive education at UBE level. The paper also discovered that adequate funding of UBE programme, recruitment of qualified teachers, public enlightenment on the importance of education for special needs children, improvement of infrastructural facilities among others are measures to address the barriers to implementation of inclusive education. The paper concluded that if challenges militating against the implementation of inclusive education such as architectural barrier, inadequate funding, lack of instructional materials lack of accurate data on children with special needs are not tackled, UBE programme may fail to meet the needs of children especially the special needs. Relevant recommendations were made.*

**Keywords:** Teachers, Implementation, Inclusive, Basic, Education, etc.

### Introduction

National development is realizable through education. This is why Nigeria has adopted education as an instrument for national development in ensuring that Nigerian citizens are educated. The

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Federal government has mounted different programmes. One of such programme is the Universal Basic Education (UBE). The Universal Basic Education is an attempt to achieve equal educational opportunities for citizens irrespective of social status, religion and tribal origin. In a related development, inclusive education is that type of education that provides students with disabilities full membership in their neighborhood schools with appropriate supplementary aids and supports services. Olajide (2012) sees inclusive education as the educational process that provides opportunity, access and enabling environment for all children to be equitably educated without segregation or discrimination, irrespective of perceived disabilities. The platform for implementing inclusive education is at the basic education level. According to Ukeje (2000) Basic education is the education that prepares an individual for life and for living. It is also a legal imperative as well as a social necessity. Disabled persons are however individuals who require special attention to be able to achieve the objectives of the UBE goal. These individuals are still members of the society and should not be neglected. They also have the right to a further life and vigorous activities as their abilities and disabilities can afford them. Many of these disabled children need special aids in order to function effectively. If these aids are not provided, they will be at disadvantage and may not be able to cope with other normal children. Special needs persons need the provision of special education facilities to enable them to learn effectively which could lead to self-reliance.

The objectives and scope of the Universal Basic Education include: the provision of free universal basic education of every Nigerian child of school age;

reducing drastically the incidence of school dropout from the formal school system; catering for the learning needs of young people who for one reason or the other, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

The bane of Nigerian policies, by the political, economic, social or educational, has been implementation. At the proposal level our policies are lofty and grandiose, but more often than not, we have failed woefully at the implementation stage (Okafor 2009, p. 108). The implementation of inclusive education at basic education is faced with many challenges and problems. One of the problems encountered in implementing inclusive education at basic education level is lack of on special needs children. The issue of enrolment is a crucial one. If planners of educational programmes in general and UBE in particular do not have at least an estimated percentage of all school age children, school aged adult or target population for whom the programme is meant for, how can they effectively provide the needed facilities and personnel? According to Weber (2010), the United States Bureau of Education for the Handicapped (USBEH) as far back as 1968 estimated that approximately 10% of all school aged children were handicapped Nigeria should do the same because such information is important for effective planning and implementation. Lacks of quality and quantity of personnel have continued to militate against the effective

implantation of inclusive education at basic education level. Okafor (2007) maintains that basic education may not take root without the presence of an effective teacher. The teacher imparts knowledge, information, skills, values and attitudes to learner who are assumed to be inexperienced. In spite of the teachers' proficiency in pedagogy, we do know that not every teacher can manage the different needs area of the special children. Apart from the teacher, there is other support staff, like the interpreters, the brail list and others. Are the teachers and the support staff efficient and adequate to successfully lead special needs persons or children to benefit from the UBE programmes? Yaya (2001) observes that the problem facing basic education is that of having teachers of required quantity in appropriate quality. Having quality teachers means having effective teachers. Some of the teachers who teach special needs children at basic education level may be professionally qualified, but lack the pedagogical skills, the commitment and practical orientation required for effective teaching of special needs children.

The issue of using appropriate instructional materials to teach children with special needs has been the concern of scholars (Omabe, 2009). More attention was and is still being paid to how the materials and the teacher should work in the classroom to the neglect of how learners should benefit from the classroom and learning situation. This led to the more importantly to reverse the centre of instructional activities from the traditional 'teacher centered' to 'learner centered' structure (Okafor, 2012). Instructional materials are print materials and equipment which have been selected, arranged and

presented in such a way as to serve the needs of teachers and students in the in the effort to improve teaching and learning. They the teacher to increase his students learning experiences as children learn with materials, they become conversant with many issues or ideas. Literatures on audio-visual or instructional material and graphic materials have proved useful instructional materials at all levels and for many parts of many subjects (Enem, 2003). Russel (2008) stressed that audio-visuals help to facilitate the learning of abstract concepts, skills and students' new skills through practice. There is also research evidence that students learn better when audio-visual aids are employed. Okafor (2007) found that students who were taught with audiotape achieve significantly than students taught using the conventional teaching method. Therefore, it is an exaggeration if one says that instructional materials are indispensable in the teaching and learning of children in general and special needs children in particular. Through the appeal they make to eye and ear, they provide for systematic improvement of knowledge and skills as well as favorable influence and on attitude and appreciation. Thus the Chinese saying "a look is worth a thousand words". In spite of the place of instructional materials in the teaching and learning enterprise, one scarcely notices the use of them in the Nigerian classrooms. An investigation into the use of audio-visual aids in teaching children with special needs at some primary schools in Anambra State showed that the government has not done much in the provision of teaching materials and teachers employed to teach do not improvise materials.

Inadequate funding of education and low morale of the teachers have negatively affected the implementation of inclusive



education at the basic education level. The Federal Republic of Nigeria in her National Policy of education (2013), made it clear that the aim of teacher education is to produce highly motivated conscientious and efficient classroom teachers and enhance their commitment to the teaching profession. But researchers, Yusuf and Ajere (2014) have shown that the stipulated aims in the National policy on Education have not been achieved as teachers are neither properly paid nor are they committed to teaching profession. The things in teaching profession could only be done if teachers are motivated to attend to their duties regularly. Some of the Policy Education at the basic education level could not be implemented because of lack of funds.

Inadequate of physical facilities and architectural barrier are constraints to accommodating the special needs persons in current UBE programme. Some of the school buildings do not take into account the special needs of the handicapped. In the schools, some of the buildings and staircases to these buildings are not accessible yet the policy statement on making buildings accessible to all and sundry disabilities notwithstanding has been there for over a decade. The UBE programme has been conceived and launched without addressing the issue under consideration.

To make basic education inclusive at the current UBE programme, Ofoefunna and Onyejekwu (2010) have advocated for adequate funding of UBE programme, recruitment of qualified teacher, public enlightenment, on the importance of education for special needs children, data collection and analysis, improvement of instructional facilities, provision of

textbooks and instructional materials, training and re-training of teachers.

Basic education is for life and living. Universal basic education is geared towards laying basic foundation for lifelong education. Its objectives and implementation plan if properly planned, coordinated, integrated and implemented can go a long way in improving the lots of the Nigerian child.

### **Research Questions**

The study has guided by the following research questions

1. What teaching materials are appropriate for teaching special needs children?
2. What are the barriers to the implementation of inclusive education at UBE level?
3. How can the barriers to the implementation of inclusive education be addressed?

### **Methodology**

A survey research design was adopted for the study. The population is made up of fifty public teachers teaching at basic education level at Aguata education zone of Anambra State; using purposive sampling technique, forty respondents were sampled for the study.

The instrument for data collection is the questionnaire which has fifteen items designed to elicit information teachers implementation of inclusive education at UBE level. The instrument was first validated at by expert in teacher education at Nnamdi Azikiwe University, Awka and expert in measurement and evaluation at Nwafor Orizu College of Education Nsugbe.



The reliability of the research instrument was determined through a measure of internal consistency of the items. The Cronbach Alpha was used to establish the internal consistency of 0.70. The measure is high enough for the instrument to be considered reliable. For data analysis, the research questions were analyzed using mean. Any mean of 2.5 and above is said to be high and effective and those below 2.5 are said to be low and ineffective.

## Results

The following are the results of the data analysis

Research Question 1: what teaching materials are appropriate for teaching special needs children?

*Table 1*

*mean rating score on materials appropriate for teaching special needs children.*

S/N	Items	$\bar{X}$	Remarks
1	Films and audiovisuals materials appeal to the senses	3.4	Agree
2	Audio tape is good for teaching special needs children	3.5	Agree
3	Graphic materials are good for teaching all classes of learners	3.2	Agree

The result presented in table one shows that items 1-3 were rated high by the respondents. This is clearly indicated from their respective mean scores of 3.4, 3.5, and 3.2 which are above the criterion of acceptance fixed at 2.5 and above. It means that films and audiovisual materials,

audiovisual tapes and graphic materials are good for teaching all classes of learners especially children with special needs.

Research Question 2: what are the barriers to implementation of inclusive education at UBE level?

*Table 2*

*mean rating score on barriers to implementation of inclusive education at UBE level.*

S/N	Items	$\bar{X}$	Remarks
4	Inadequate physical facilities and architectural barrier	3.2	Agree
5	Inadequate funding of UBE programme	3.4	Agree
6	Inadequate motivation of teachers	3.1	Agree
7	Lack of instructional materials	2.9	Agree
8	Lack of quality and quantity of teachers and personnel	3.1	Agree
9	Lack of reliable data on the number of children with special needs	2.9	Agree

The result presented in table two shows that items 4-9 were rated high by the respondents. This is clearly indicated from their respective mean scores of 3.2, 3.4, 3.1, 2.9, 3.1, and 2.9 which are above the criterion of acceptance fixed at 2.5 and above. It means that inadequate

physical facilities and architectural barrier, inadequate motivation of teachers, lack of instructional materials and lack of reliable data on the number of children with special needs among others are some of the barriers to implementation of inclusive education at UBE level.

Research Question 3: how can the barriers to implementation of inclusive education be addressed.

*Table 3*

*mean rating scores on the measures to address the barriers to Implementation of inclusive education.*

S/N	Items	$\bar{x}$	Remarks
10	Adequate funding of UBE programme	3.5	Agree
11	Recruitment of qualified teachers	3.2	Agree
12	Public enlightenment on the importance of education	2.9	Agree
13	Improvement of infrastructural facilities	3.1	Agree
14	Provision of instructional facilities	3.2	Agree
15	Provision of accurate data on special needs children	3.4	Agree
16	Training and re-training of teachers	2.9	Agree

The result presented in table three shows that items 10-16 were rated high by the respondents. This is clearly indicated from their respective mean scores of 3.5, 3.2, 2.9, 3.1, 3.2, 3.4 and 2.9 which are above the criterion of acceptance fixed at 2.5 and above. It means that adequate funding of UBE programme, recruitment

of qualified teachers, public enlightenment on the importance of education for special needs children, improvement of infrastructural facilities among others are some of the measures to address the barriers militating against the implementation of inclusive education.

## Discussion of Findings

The result of the analysis of research question one shows that film and audiovisual materials, audio tape and graphic materials are good for teaching all classes of students especially children with special needs. This finding is in line with Russel (2008) and Okafor (2007) discovered that student who were taught with audio tape achieve significantly than students taught using conventional teaching method. Enem (2003) revealed film and graphic materials have proved useful instructional materials for all levels of learners.

The result of the analysis of research question two shows that inadequate physical facilities and architectural barriers, inadequate funding of UBE programme, inadequate motivation of teachers, lack of instructional materials among others are some of the barriers to implantation of inclusive education at UBE level. These findings are in agreement with Yusuf and Ajere (2014) observed that some of the provision I the national policy on education at the basic education level could not be implemented because of lack of funds.

The result of the analysis of research question three shows that he measures to address the barriers militating against the implantation of inclusive education; adequate funding of UBE programme, recruitment of qualified teachers, improvement of infrastructural facilities, provision of instructional materials, training

and re-training of teachers among others. These findings are in line with Ofoefuna and Onyejekwe (2010), both scholars have advocated for adequate funding of UBE programme, recruitment of qualified teachers, improvement of infrastructural facilities, training and re-training of teachers.

## Conclusion

Implementation of inclusive education through the universal basic education (UBE) is a welcome development for all and sundry, disability notwithstanding. However, lack of accurate data on children with special needs, inadequate physical facilities, architectural barrier, inadequate funding of UBE programme, lack of instructional materials, lack of quality and quantity of teachers and personnel among others are constraints that can prevent special needs children from benefiting maximally from the programme. If the above issues are not addressed, the UBE programme may fail to meet the needs of children especially the special needs.

## Recommendations

Based on the findings of this research, the following recommendations are made:

1. There is need for private individuals, federal and state government to adequately fund UBE programme.
2. Federal and State government should recruit qualified teachers and supporting staff to pilot the UBE programme.
3. There is need for public enlightenment on the importance of education for special need children.
4. Provision of accurate data on special needs children will help in planning and provision of infrastructures.

5. Regular training and re-training of teachers will equip them with skills to teach all classes of learners especially special needs children.
6. Adequate motivation of teachers through enhanced salary and allowance, promotion as and when due will strengthen UBE programme.

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## CHILD NAMING IN TRADITIONAL IGBO SOCIETY OF NIGERIA: A GENDER ISSUE

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### Abstract

*This paper exposed the phenomenon of gender discriminatory practices in Igbo land and by extension, African countries. The phenomenon which cuts across all human endeavours has even engulfed a practice like child naming in Igbo land. The statusquo of gender equality at creation was highlighted and it became obvious that gender inequality is traceable to society. Apart from the physiological differences as arranged by God, He did not create the female to be inferior to their male counterparts. He endowed them with intellectual gifts and good reasoning faculty. By research in books and personal interviews the finding is that parents in Igbo land give their children unisex names, names that are exclusively males' and those to be borne by females, names that show belief in protective power of physical elements which they are borne by only males, powerful praise names for the males and for the females names that celebrate beauty or an appendage to the husband. It is recommended that parents should re-orientate their mind set and give their children equal opportunities to develop themselves. Affluent members of the society should empower the less privileged ones to develop themselves.*

**Key words:** Gender, empower, discrimination, inequality, physiological, etc.

### Introduction

At the beginning, the Creator of human race created male and later saw the need to give the male a suitable companion, and a help mate. This made Him form all the animals and birds which he presented to man to name. Man after seeing and naming them found none a suitable companion. "Then the Lord God made man fall into a deep sleep and while he was asleep, he took

out one of the ribs and formed woman out of the rib and brought her to him" Gen:2:21.

It is pertinent in this Biblical account, to see the source and essence of woman i.e. female-formed from the same ribs from Adam's body, without any further re-fashioning or amendments. Man's reaction to the presentation of woman to him was. "At last this is one of my kind... Woman is her name because, she was taken out of

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man” (Gen: 2:23). Both God and the first man created by God attest to the equal dignity and responsibility of woman with man. This position is further strengthened by Pope John Paul II: ‘In creating the human race ‘male and female’, God gave man and woman an equal personal dignity, endowing them with the inalienable rights and responsibilities proper to the human person’ Odozor (ed.) 2001:276)

### **Origin of Gender Discrimination and Differences**

It is obvious therefore that this deviation from the ‘norm’ at creation, can be traced to societal organizations. After investigation and study of male and female behaviours in primitive peoples of New Guinea the view by Margaret Mead, student of Boas, one of founders of social anthropology is, ‘... Standardized personality differences between the sexes are...cultural creations to which each generation, male and female, is trained to conform” (Howard Sherman, and Wood 1982:113). A traditional anthropologist Clellan Ford observes that ‘in every culture, men are the more dominant, aggressive, sexually active while women are more emotionally expressive and nurturing’ (109).

The social structure of many societies give rise to early socialization of children, which eventually culminate in gender discrimination and gender roles ascribed to them. Societies have been known to operate patrilineal structure and this forms a strong base to people’s level of gender equality or inequality and their socialization processes are built on this framework. Although many world societies are patrilineal, matrilineal societies can still be found in some areas of Africa, among America and Canadian Indians, among the Dravidians of India.

In matrilineal societies, the status of women is very high and in some of them, it is similar to the status of men. Even then, there is no clear evidence of matriarchy- a clear evidence of female dominance. Studies reveal that through socialization people have already become sexually biased and so treat the male and female children differently. A study of parent’s reactions to their new born infants show that ‘girl babies are described as softer, finer featured, smaller or more inattentive than boy babies’ (Rubin, J., Provenzano, F. and Luria, Z. 1974 quoted in Sherman and Wood :131). Another study by Luria and Rubin shows that students described girl babies, as ‘littler’, weaker’ or ‘cuddler’ as reported in Parade 22<sup>nd</sup> Feb, 1976.(Luria in Sherman &Wood :131). These biases have resulted in over protection of little girls as against independent and exploratory behavior by boys, which give them the early intellectual head start in being better at spatial perception (visualizing objects out of context) a requirement for sciences. That is why girls are tended towards non-science subjects. Boys explore, solve problems on their own. Evidence of parents’ and societies’ encouragement of gender differences include producing and buying boys’ toys which are more varied, more likely to encourage activities outside the house and have, competency- eliciting values (Vaughter, R.M 1976 quoted in Sherman and Wood 1982: 132). Even in nursery schools, children are strongly encouraged to play with appropriate toys.

In one study, father takes pride in his son being ‘holly terror’, but is worried if his daughter is ‘bossy’. Fathers rather expect their daughters to be nice, sweet, pretty, affectionate and well liked’ (Aberle,D.F and Naegle;K. D in Sherman and Wood: 132.)



In another study of nursery school, “parents valued malleability, co-operativeness and willingness to take directions but disapproved of assertiveness and quarrelsomeness in girls. In boys, independence, assertiveness and inquisitiveness were valued; timidity and fearfulness disapproved” (132).

The writer of this paper had had a similar orientation as a secondary school student in a boarding school headed by a white woman principal. She drummed it into the ears of students especially at the assembly ground, ‘that ladies are seen and not heard’. Any sign of assertiveness or boldness was vehemently suppressed. Generally, the result of this type of socialization is that as children grow up, girls’ opinion of boys’ abilities grow better with age while the boys’ opinions of girls grow worse. Girls begin to develop a negative self-image (if not corrected) at an early age. Even television programmes, children’s books, home, chores etc. influence the child’s perception of what is ‘normal and appropriate’ i.e. men’s work is outside the home and women’s work in the home. In specific areas of family life, there is a widespread social and cultural tradition, which has considered women’s role to be exclusively that of wife and mother, without adequate access to public functions, inadvertently, supporting the axiom ‘a lady is seen but not heard.’

This unfortunate socio-cultural stigma has formed the bane of discriminatory acts against women. Areas gravely affected include education where the boy child is sent to school in preference to the girl child who is rather betrothed to a man old enough to be her father. Some courses have been (until recently), exclusively reserved for boys e.g. science-oriented courses. In business

and commercial enterprises, the males are readily encouraged to undertake huge investments while the females are directed to sell foodstuffs, and other petty wares. In politics, the males dominate the field and edge out females, preferring to vote them into less functional posts. In governance, ministerial and high-powered posts are shared among the males with insignificant ratio thrown across to the females. In employment circle, entrepreneurs prefer to engage male workers for fear of women going on a maternity leave and where the female is eventually given a job, half salary is paid to such a person while she is on a maternity leave. In literature, males present females in a negative form example, as prostitutes, appendages to men, being responsible for failure of marriages etc. Even in religion both traditional and modern, women are hardly made priests. In community leadership, men dominate, leaving the subsidiary groups to be managed by women. Some forms of discriminatory practices which affect and seriously harm particular categories of women, e.g. childless wives, widows, separated and divorced women and unmarried mother, still persist in some societies. In other words, gender discrimination cuts across all human endeavors.

### **Child Naming in Contemporary Societies**

It is obvious that naming a child in many societies center around adult male members of the child’s kindred, to the conscious neglect of the female members- a gender practice. This is underscored in the Biblical account of the naming of John the Baptist when his kindred male members were trying to give him a befitting name, since Zachariah his father was struck

with dumbness because of his unbelief. Elizabeth his mother, suggested the name John but they rejected the name claiming that no relatives of theirs bears such a name. Then they made signs to his father, asking him what name he would like the boy to have. Zachariah asked for a writing tablet and wrote, "His name is John" (Luke 1:62-63.) In some societies child naming is often treated with levity; after all, Shakespeare's Juliet retorts:

'Tis but thy name that is my enemy;  
Thou art thyself:

though not a Montague.... O! be some  
other name; What

is in a name? That which we call rose  
by any other name

would smell as sweet....

Romeo & Juliet Act 11sc. 11

In the same vein such people as Juliet believe people can bear names without adherence to semantic consideration. That is why some English names like Lynda which means serpent, Sylvester which means bush, are borne by people. Other names like Stone, Drink water, Pepper e.t.c. abound. In Christian religion, names of people who had led good lives (saints) are suggested, in fact, are insisted upon in naming children because it is believed that names have effect on the behaviors of the people that bear them. However nobody is known to have taken the name Judas especially after his encounter with Jesus Christ. To recognize the equality of gender, provisions are made for female gender in many names in Christian religion e.g. Patrick/Patricia, Dominic/Dominica, Reginald /Regina, Felix/Felicia, Wilfred /Winifred, Joseph/Josephine, Clement/Clementina, Paul /Paulina, Anthony /Anthonia, Emmanuel /

Emmanuela etc. This type of provision in child's naming showing equality of genders, demonstrates the status of human person as God established it at creation. It is therefore important to underline the equal dignity and responsibility of women with men.

## **Child-Naming in Traditional Igbo Society of Nigeria**

### **Who Are The Igbo?**

The geographical location of the South East of Nigeria houses one of the largest ethnic groups in Nigeria called the Igbo. Cardinal Arinze Francis delimits the Igbo land boundary thus: "The neighbors of the Igbo are the Igala and Tiv in the North, and the Ekoi and the Ibibio in the East, the Ijaw and Ogoni in the South and the Benin and Isoko in the West". (Arinze, F. 1970:1) A further description of the Igbo is stated thus: 'They occupy a common territory, speak a common language though with many dialectal variations. There are a number of cultural factors which are common to all Igbo areas, such as kingship structure, cult symbols (like ancestral cults) which are widely spread' (Green, in Nwala, 1996:17).

Before naming a child in Igbo society, many ceremonies of purification of the mother of the new-born baby take place. These are circumcision of the baby, official presentation of the new baby to his father's kindred members. At this presentation, "the father of the new, —born invites and presents the baby to the adult male members of the kindred, with items of gifts as a goat (for male) or hen (for female) (Ogbukagu, 1997:216). The items given here are symbolic of the aspiration of the child at adult stage of life. The question is then, why goat for male and hen for female babies? This is gender bias because a female

shall never rise up to a successful farming enterprise, to be able to keep goats. It must be keeping of less significant, less valued, less finance- yielding domestic stock, like fowls.

At the naming ceremony, 'male adult members of the child's kindred are given a choice dish e.g. yam fufu i.e. pounded yam with vegetable soup, while the (inyom-di) wives of kindred men of the child are served with items of food like tapiocca (abacha-ncha) mixture of okoro and spices, a less superior dish, at the entertainment grounds' (Ogbukagu.; 217). While the child is being named, only the men folk are invited at the village arena where the ceremony takes place. The mother of the new baby is made to hold a newly born clayware oku as a drinking cup for the baby. Her sitting position is backing her husband (*italics mine*). One may ask, why must the baby's mother back her husband? perhaps, to remind her of her inadequacy for equal participation at the naming of a child born by her. Will there be any wonder if a name given to a girl child is fraught with gender sensitivity?

Igbo parents and relations give names that are reflective to their offspring; 'The day of birth, special circumstances at the time of birth, experience with people around them, events occurring at the time of birth, all control and suggest names parents adopt for their children' (2 I 7). Other areas covered in child naming include belief in the supreme deity, philosophy of life, belief in the creative and protective power of physical elements, resignation to the phenomena of death, praise names to celebrate prowess and achievements. In all these, there are traces of gender bias, gender discrimination here and there. This

paper therefore attempts to highlight such a tendency even in child naming in the Igbo traditional society.

## **Kinds of Names Given in Igbo Traditional Society**

### **i. Unisex names:**

These take their bearing from the supreme deity-Chukwu or chi which is a variant of the Supreme God. Because of the equality of male and female before God, these names fit into the circumstances of both genders. Examples are:

Chukwu-ebuka - God is mighty/great.

Chinedum - God leads me

Esomchi - Am I in the company of God when or during His works

Chidera - Once God has sanctioned

Chekwube Chukwu - Trust in God

Chukwuweike - Power belongs to God

Chimaobim - God knows my desire

Chinwendu - God owns life/author of life

Chiagorom - God has vindicated me

### **ii. Names given exclusively to male children**

Ifeanacho - (that which is desired) (the Igbo are a patrilineal society and so the gender desired is male)

Obiajulu - (the heart is quietened) The family now has a male after a succession of female children.

Nwaorah - Child destined to serve the people

Obiorah - Child desired by the people

Nwa-eke/oye/ofo/nkwo - A male child born on any of the four market days or to the market deity. The prefix nwa should equally

apply to female because nwa means a child. But no! It must be further qualified to get the female equivalent e.g. nwamgbo-eke/oye/afor/nkwo. Mgbo means a girl child. Other names are:

Chiagorom - G

Igboanugo - the Igbo race has heard something — the birth of a male child

Ibezimako - My kindred should advise me (the women folk are regardless, people without intelligence and so the women can't advise people and cannot be given this name.

Afamefunu - let my name not be forgotten. Males are believed to be ones to continue the family lineage.

Igboezue - the Igbo race is complete. With the birth of a male child, Igbo race is seen to be complete i.e. continuity of race and humanity. To show the superiority of males these males names are usually used as surnames.

### **iii. Names that show Igbo philosophy of life**

Ndubuisi - life first before any other thing.

Arubalueze-ama - There's no mark to predict who will be a king in future i.e. you can't predict destiny.

Emenanjo - Don't do evil

Uwaezuoke - Life is not a bed of roses. No perfection in life

Igwebuikie - Numerical strength is power

Ora-abueze - The populace cannot be a king at a time. Someone must be a ruler.

Bilikambili - Live and let live

Nkechinyelu - Which ever gender God gives is accepted (instead of none)

Chikadibia - God is greater than concoction by diviners.

Akubuilu - Wealth generates envy

Nebechi - Look up to your God for what He has in stock for you.

Igbo philosophy of life has bestowed on the males the ownership of the majority of these names. Only a few names in this category can be taken by the female.

### **iv. Names That Show Belief in The Creative And Protective Power of Physical Elements**

Here, gender discrimination is evident because only males are given these names.

For reverencing land.

Anichebe - Let the land protect

Aniereobi - Impossibility of land to change its location

Aniagbaoso - Land is not hasty/remains where it is.

For reverencing hill

Ugwueke - Hill has created

Ugwuneche - Hill protects

Ugwuanyi - Our Hill

Ezeugwu - King of Hill

For reverencing some creatures

Agunecheibe - The leopard that protects others

Agukwu - The big leopard

Agunta - The small leopard

Ubaenyi - Footstep of an elephant.

No female Children bear any name from this category.

### **v. Names reflecting resignation to the phenomenon of death**

Onwubiko - Death please spare me

Onwudinjo - Death is bad.

Onwurah - Death leave us alone

Onwumechiliuzo - Death has closed the gate

Onwujuluwa - Death is all over the world

Onwuamaeze - Death does not recognize kingship

Ohwuanua - Death has ravaged

Onwuasoigwe - Death does not consider large population

Onwuanuoge - Death does not consider time.

Onwuanumba - Death does not listen to admonitions

In all these names the female gender is excluded because these names are used as family names which females are consciously denied.

#### **vi. Exclusive Female Names**

Adaora - daughter of the people

Ifeoma - that which is good

Ukamaka - religion is good

Obiageliaku - She who has come to enjoy wealth

Nnennaya - Mother of her father

Akuabata - Wealth has come in to the family

Ndidiamaka - Patience is goad

Onyinyechukwu - Gift from Good

Uzoamaka - Road is good

Nwamaka - A child is a good thing

Ezinne - A good mother

Nneka - Mother is supreme

Ebelechukwu - God's mercy

Chioma - Good destiny

It is obvious from these names that beauty, goodness, tenderness are celebrated

and that is why the males hardly bear such names. The males settle for prowess, dominance and superiority over women wealth e.t.c. For the fact that there are names set aside for male or female children, gender bias is already entrenched.

#### **vii. Praise Names /Titles**

This is where the female gender is most cheated. The praise /title names recognize achievements of all sorts. Rather than extend such names to females, they are given names that celebrate beauty, dependence, tenderness, and never prowess. Let us consider these names,

Nwokeadinjo- Men can't be considered ugly as long as they are wealthy. Omemgboji- He who is benevolent when he has the where withal

Agbanwodike izu- if an important man is excluded in consultation meeting the meeting is repeated.

Ofiadiulu - the bush /wilderness that is profitable.

Ebube dike - Mighty in strength and prowess.

Udoabagunonu - The noose never enters the leopard's neck

Dike n'ubosiogu - Powerful man on the day of battle.

Ogbata obie - One whose arrival settles a disputes.

Omekagu - One who behaves like a leopard.

Nkenke-enyi an' chu igwe enyi oso - Small elephant that scares numerous elephants /small but mighty

#### **viii. Female Title Names**

Oyilidiya - One who resembles her husband.

Omenwa - One who enjoys being petted

Omuma awuaru - one who needs no bathing because of her beauty

Mkpulumma - seed of beauty

Agbomma - lineage of beauty.

Oyidiya - friend of her husband

Adaku - A daughter of wealth

Erimma - Can we eat beauty

Arukakwa - Glossy skin that is better than cloth

Ngala kwesili - One whom pride fits best

Ugodiya - glory of her husband

Egbediya - Her husband's gun that is a shield from her husband enemy

Despite the efforts of women to match men's activities e.g. in politics, social situations, prowess, academics, the female gender has consistently been denied the privilege of such attributive names, just to perpetrate and perpetuate gender bias, gender discrimination and inequality of opportunities. Women like Moremi of Yoruba land, Queen Amina of Zaria are females in the west and northern parts of Nigeria who have distinguished themselves and had shown prowess, and had militantly saved their people in wars. In spite of these, nobody had deemed it justifiable to honour them with names befitting their achievements. It is still the effect of sociological barrier which oppresses the female gender in general and especially in the Igbo society.

In conclusion gender bias and discrimination cuts across all spheres of human life and it continues to be an issue

to be redressed and balanced. The fight for gender equality has started gaining grounds in the African Continent, and in no distant time the female gender will start to bear such names which are regarded as exclusive rights of the male gender. The on the spot experience which parents come face to face with is that the girl child is more serviceable, more caring in their homes than the boy child. This has helped to reshape their mind set and so, consider seriously giving their male and female children equal opportunities in all spheres of life. Through this the issue of gender inequality will be a thing of the past.

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## MULTI-DIMENSIONAL PROGRAMS FOR EMPOWERMENT OF RURAL WOMEN

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### Abstract

*Education plays a pivotal role in empowering women in the rural areas of India. 'Women Empowerment' expounds gender equality and a prosperous and peaceful global society in the near future. Multi-dimensional programs for women is an extension of education, beyond the school going age, to improve the quality of life through equivalency education, income generation, individual interest promotion, life quality improvement, NIRBHAYA and SUCCESS programs. These programs for rural women, adolescent girls and underachievers posits that all the programs helped them comprehensively in multi-dimensional empowerment.*

**Key Words:** Multi-dimensional program, Women empowerment, Continuing education, NIRBHAYA, SUCCESS program, etc.

### Introduction

Life is a continuous process of adjustment by which man makes harmonious existence with ever changing socio-cultural environment. The task of education is to equip individuals with skills and competencies necessary for their empowerment (Aggarwal, 2002). Continuing education helps an individual to keep up-to-date with new knowledge. In order to improve their quality of life and raise their income, the villagers and neo-literates need to continue to develop their

knowledge and skills through continuous education. It enables the learner to make continuous adjustment with ever changing and ever growing knowledge-driven digital world. It keeps people professionally alive, growing and productive (Abdul Kalam, 2006).

In India, the new scheme of continuing education is taking shape in the background of extensive literacy campaigns launched in various parts of the country after the establishment of National Literacy Mission in May 1988, although the idea of post

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literacy and continuing education evolved much earlier (Sivadasan, 1987). Realizing the absence of a learning environment, adult education program was envisioned as one year of basic literacy followed by four months of post literacy program.

### **Women Empowerment – Need and Status**

Unless women are empowered, the issues related to health, literacy, and population will remain unsolved problems of the developing countries and especially in Indian. Empowerment refers to enabling people to take charge of their own lives. For women, it emphasizes the importance of increasing their power and taking control over decisions and issues. Empowerment is the expansion of assets and capabilities of women to participate in, negotiate with, influence, control and hold accountable institutions that affect their lives. Jawaharlal Nehru, the first Prime Minister of India admitted that ‘education of a boy is the education of one person, but the education of a girl is the education of the entire family’. The major objectives of Women Empowerment programs are; to develop sense of internal strength and self-confidence to face the realities of life, to improve the performances by delegating responsibility, to give authority and autonomy to choose and to make self-decisions, to enhance the participation in decision-making at all levels, to influence the direction of social change, to contribute towards national development, etc.

Education liberates women from the clutches of inequalities. It is a force to reduce gender inequalities and access to mobility, share in decision-making and contributes to national development. Education enhances women’s productivity in the farm and

non-farm sectors. In the home, women’s education has a greater effect on family welfare than men’s education. The most significant means to empower women is ‘Education’ (Kundu, 1984).

The development indicators of women in Kerala are relatively very high compared to the rest of the country. The sex ratio as well as the literacy rate and the life expectancy rate of women in Kerala are the highest in the country (Sreedharamenon, 1996). Despite all these accolades gender disparity still persists; social inhibitions and customs restrict women from taking their proper role in the development process of the country. In respect of the work participation ratio, the women in Kerala occupy a position which is far below the national average (Padma & Vasantha, 2005). A significant feature of Kerala’s unemployment situation is that women outnumber men (18.72 men, 23.13 women).

Differential wage structure, decline in the sex ratio of the girl children, unequal property rights, violence against women and insufficient representation of women in governance are the crucial issues being faced by the people. The social evils can be exterminated only through a mass movement coupled with a stern and strict enforcement of law. The Continuing Education Centre established for post literacy, empowerment, lifelong education, etc. selects those components which are suitable to the beneficiaries in their area. It is useful to find out the impact of each component in terms of objectives and with reference to women. This may help to develop proper guidelines and good practice for the existing system which may in turn improve the quality of life of the ordinary women folk and thereby improve national progress (Jayakumar, 1996).

## **Multi-Dimensional Program for Empowerment of Women**

Education plays a pivotal role in empowering women. This 'women empowerment' is for attaining a very simple and obvious target i.e gender equality and a prosperous, developed, happy global society in the near future. Women's education is an indicator of educational development of a region (Liat & Hofit, 2011). The Multi-dimensional programs for Empowerment of Women offered, initiated, supported or co-ordinated are present here. They are; Continuing Education Programs, Library for Rural Mothers, SUCCESS program for underachievers, Nirbhaya (A Safety awareness and Counseling for adolescent girls and women) and Peace Value Model Training. The influence of all these programs is analyzed descriptively. This is not purely a research study; but a series of programs and projects undertaken by a team in collaboration with Local Self Governments, Educational Offices, NGOs, etc. The influence of these programs on different aspects women empowerment, social renaissance, employment, rural development, peaceful problem solving, etc are analyzed here.

### **1 Continuing Education Programs**

In the 2011 census, Kerala has a literacy rate of 93.91%. Least Literate state in India is Bihar with a literacy rate of only 63.82%. The National average is 74.02 with 82.14 male and 65.46 females literacy. Among the districts Pathanamthitta which is first in Kerala got the fourth place in the national context and Kottayam District achieved fifth place. The Top five districts in the literacy rate in India are; Serchhip and Aizwal in Mizoram, Mahe in Puducherry and Pathanamathitta and Kottayam in

Kerala (Census report, Government of India, 2011).

The high literacy rate and strong grassroots democracy in the southern states are significant factors for the success of continuing education. Under the grassroots democratic system, local self-government, comprising elected members of the community, plan and implement the development schemes. These elected bodies, located at the district, block and village levels, are called district, block and village panchayats respectively (Sivadasan, 1987). The elected members of these committees represent people from all sections of society including women and marginalized groups. They are sensitive to the needs of people, who are in a position to influence action through their representatives.

The concept of continuing education program has been accepted as a means of bringing about change in the knowledge, skills, attitudes and behavior of beneficiaries especially, the women learners. It can be said that continuing education programs aim at improving the quality of life of the learners by imparting adequate knowledge along with providing various opportunities for obtaining occupational skills (Jayakumar, 1996). This creates confidence among women which is the first step towards their empowerment.

Continuing education is an extension of education, formal or non-formal, part-time or fulltime for young people and adults beyond the school learning age, aiming at the achievement of certain specific knowledge, attitudes or skills, which may improve the quality of life in personal, social, economic, political, cultural, technical and scientific aspects of life. In brief continuing education is expected to improve the quality of life

(Mohapatia, 1987). Continuing education includes; Literacy education for illiterates, post literacy and continuing education for literates, higher educational opportunities for school and college drop-outs and refresher education for specialists and so on (Supriya, 2006). The major programs in Kerala under Lifelong Education and Awareness Program (LEAP) are;

- Equivalency Education Program
- Income Generating Program
- Quality of Life Improvement Program
- Individual Interest Promotion Program

The services offered by a faculty team in Meenachil Continuing Education Center fulfills the motto “each one teach one”. In Kerala, the government is offering 4<sup>th</sup> standard, 7<sup>th</sup> standard and 10<sup>th</sup> standard equivalency examinations for the adult persons through continuing education centers and other agencies (Sivadasan, 1987). The teachers of this college prepare the illiterates and neo-literates to appear for the equivalency examinations at different levels.

It is my humble expectation that the findings of the present study would point out the necessity of strengthening and updating continuing educational program as an instrument for enhancing the empowerment of its beneficiaries. This study is of great help to the government authorities and local bodies to adopt necessary steps for improving the quality and efficiency of Continuing Education Programs. Moreover, it would encourage concerned authorities to examine the effectiveness of various programs carried out from time to time so that necessary modifications and suitable

changes might be made to re-vitalize the process.

## **2. Library for Rural Mothers**

Awareness to all sections of the society is one of the major activities to be organized as part of the extension activities, specifically to the rural women (Ruhela, 2000). The extension services of the college with respect to the establishment of a rural library for mothers aims at; to spread literacy among adult women, to give education on the principles and rules of hygiene and health, to arrange occupational and industrial education in order to raise the economic status of the adults, and to develop a good sense of citizenship among the adults by making them conscious of their rights and duties. Rural development strengthen social and communal harmony, and enable everyone to study his or her role as parent and a member of the community; as a wage earner and as a responsible citizen and transform the society through controlling social evils and practices (Abdul Kalam, 2006).

In association with Meenachil Continuing Education Centre, Meenachil Public Library and Meenachil Aided Lower Primary School, we started a project for mothers of school children and neo-literates of Meenachil area, a Rural Library for them called Library for Rural Mothers. I am in charge of extension activities and co-ordinates all the activities of the Continuing Education Center and Library for Rural Mothers under the extension stream of the college. The teacher trainees and teacher educators of the college donate books for the library. Every year the book bank is updated by the teacher trainees and is verified by the headmaster of the rural school, Meenachil Aided Lower Primary

School. The record is kept in the college also. A reading competition is conducted for the beneficiaries of the library. The data (opinion) for this paper is collected from 48 women (mothers & neo-literates) beneficiaries of the library for rural mothers.

### **3. Success - A Program for Under Achievers**

Learning is very important or crucial for human being. Without it we can neither adapt to our environment nor survive. The term 'learning' covers every modification in behavior to meet environmental requirements. The efficiency and effectiveness of learning depend on many factors. The conditions influencing the efficiency of the learners and their success are: age, sex, maturation, readiness, motivation, socio-economic status, personality traits, physical features, psychological factors, etc. No method can be universally accepted as the best method. The method should be selected on the basis of age, physical and psychological conditions of the learner, the nature of the learning material, the nature of the environment, etc (NCERT, 2005).

Physical and psychological conditions prevailing in the home have a significant effect in children's learning. Poor family environment adversely affect learning. Conditions in the school, quality of teachers, quality of the syllabus, etc affect learning efficiency. Good working conditions such as fresh air, light, absence of distraction, absence of fear, anxiety, etc are important for effective learning. Classroom climate i.e., the psychological condition prevailing in the class or the relationships between teacher and students, between students, between teachers, etc, affect learning. Community influences learning and in

culturally disadvantaged societies learning is retarded (Abdul Kalam, 2009).

Educational backwardness and under achievement may due to a complex of causes. Some possible causes are; Home Environment – Adverse home environment influences children's educational attainment. Children of poor families suffer from malnutrition due to want of proper food. They do not get proper education at home. Poverty, illiteracy of parents, frequent conflicts and quarrels amongst family members, alcoholism and broken homes, divorce or death of parents contributes towards educational backwardness of children. Social Environment – Besides home, other social agencies like clubs, television, radio, religious and other social places greatly influence the scholastic attainment of the children. School Environment – Defective examination system, uninteresting methods of teaching, lack of proper guidance and motivation often make a child truant from school. Prolonged absence or irregular attendance in school contributes to the backwardness of the child. Defective Intelligence – The low intelligence was the cause of backwardness in 60% of the cases. Physical Defects – Physical deformities, poor health, faulty hearing, defective eyesight and impaired speech seriously interfere with children's educational attainment. Lack of Motivation – Lack of care and concern from teachers, parents and peer group, lack of commitment from the part of the teachers and school authorities, etc. (NPE, 1986)

The under achievers from Pala Educational District were selected with the help of the District Educational Officer and the Head masters of the schools. Each school identified the under achievers and



the backward children in schools and at least five from each school were sent to the college for participating in the SUCCESS program. Special preference was given to the girl children. 224 adolescent children (standard ten) participated in the program. The program started with a motivation class by me and the second session was on SUCCESS opportunities and challenges. A counseling session was also conducted for the children and was led by 35 teacher educators from the college. The program provided scientific training for writing the examination, designing the future, selecting good career and problem solving in life.

#### **4. NIRBHAYA – A Safety Awareness & Counseling For Adolescent Girls**

The Government of India and different state governments proposed and initiated the program called NIRBHAYA (no fear/without fear), a safety project for women and adolescent girls due to increasing atrocities among women. Discrimination against women has contributed to gender wage differentials, with Indian women on average earning 64% of what their male counterparts earn for the same occupation and level of qualification. Discrimination against women has led to their lack of autonomy and authority. Although equal rights are given to women, equality may not be well implemented. In practice, land and property rights are weakly enforced, with customary laws widely practiced in rural areas.

The problem of violence against women is not new. Women in the Indian society have been victims of humiliation, torture and exploitation. Gender discrimination is an act of discriminating an individual on the basis of sex. Ideologies, institutional

practices and the existing norms in society have contributed much to their harassment. Violence against women may be categorized as; Criminal violence- rape, abduction, murder etc; Domestic violence- dowry deaths, wife battering, sexual abuse, maltreatment of widows or elderly women; Social violence- forcing the wife/ daughter-in-law to go for female infanticide and infanticide, refusing to give a share to women in property, forcing a young widow to commit sati, harassing the daughter-in-law to bring more dowry (Morshedul, Towfiqua, Ismail & Golam, 2011).

NIRBHAYA is a program for women safety and security in India. The Government of Kerala offers the program and was undertaken by local self-governments to ensure safety and security for adolescent girls and women. Under my leadership the college undertook a 'safety cum counseling program for adolescent girls in Mutholy Grama Panchayat of Kottayam district in Kerala state. 78 adolescent girls participated in the program. The awareness on self-defense, problem solving, decision making, study habits were given. 35 teacher educators and trained counselors provided counseling services to them. It was platform for sharing, caring and loving.

The present investigation is expected to throw light on the contribution of continuing education program, SUCCESS (training program for underachievers) and NIRBHAYA (Safety Awareness and Counseling) program to the empowerment and growth of its beneficiaries especially adolescent girls and rural women. After the introduction of Panchayat Raj system in India especially in Kerala state, Local self governments have been actively involved in the development of these programmes.



St. Thomas College of Teacher Education, Pala, Kerala is in the forefront of all the community development programs proposed by government of Kerala and India. Emphasis was laid on education as an instrument for socio-economic development of various sections (Supriya, 2006). The study will also provide an understanding of the influence of continuing education program for the development of the women beneficiaries.

### Major Objective of the Study

1. To analyze the opinion of the Preraks and the Beneficiaries of the Continuing Education Programs on the Empowerment of Women.
2. To study the benefits of Library for Rural Mothers established in Meenachil Village in Kerala state in the Empowerment of Women Beneficiaries.
3. To study impact of SUCCESS program conducted for underachievers in Pala Educational District in Kerala state.
4. To study influence of NIRBHAYA (Safety Awareness and Counseling program) for adolescent girls in Kerala state.

### Methodology of the Study

The present study was a qualitative survey study; but the training given in peace value model is quasi-experimental. This is not purely a research study; but a series of programs and projects undertaken by me and the college in collaboration with Local Self Governments, Educational Offices, NGOs, etc. The influence of these programs is analyzed here descriptively.

The investigator visited the Continuing Education Centre in Kottayam district and interviewed the preraks and assistant

preraks from different Panchayats of Kottayam district of Kerala state. At the same time the data is collected from preraks, assistant areraks, women beneficiaries with the help of Interview Schedule for preraks and assistant preraks, and Questionnaire for Beneficiaries of Continuing Education Programmes. The problem solving session on Peace Value Model were also given to the beneficiaries.

Opinions were collected from the beneficiaries of Library established for Rural Mothers in Meenachil Village in Kerala state. The data related to the impact of the major programs for the underachievers (SUCCESS) and the adolescent girls (NIRBHAYA) were collected after the completion of the program. The influences of these programs were analyzed descriptively.

### Sample of the Study

The population selected by the investigator is all the beneficiaries of the Continuing Education Programs, Library for Rural Mothers, NIRBHAYA and SUCCESS Program in the rural population of different panchatays (local self governments) in Kerala state. The sample distribution is given in table 2.

*Table 2*

*Sample selected for different women empowerment programs*

Sl. No.	Program	Type	No
1.	Continuing Education Programs	Preraks (Local level women motivators) Women Beneficiaries	30  200

2. Library for Rural Mothers	Rural Mothers & Neo-Literates	46
3. NIRBHAYA Program	Adolescent Girls	78
4. SUCCESS Program	Under Achievers	224

### Tools Used

In the proposed study the investigator prepared and used the following tools.

1. Interview Schedule for Preraks and Assistant Preraks.
2. Questionnaire for Beneficiaries of Continuing Education Programmes.
3. Opinionnaire for the beneficiaries of NIRBHAYA and SUCCESS program.

### Statistical Techniques

The data were analyzed by using the statistical techniques such as number, mean, SD and percentage. As mentioned earlier, this multi-dimensional programs use descriptive statistics mainly. But for analyzing the fourth objective, 't' test also was used with the help of SPSS 20<sup>th</sup> version.

### Data Analysis and Findings

The first, second and third objective was analyzed descriptively. The fourth objective uses inferential statistics.

#### I. Opinion of the Preraks and the Beneficiaries of the Continuing Education Programs on the Empowerment of Women

1. In continuing education centres all the preraks are conducting classes for 10<sup>th</sup>, 7<sup>th</sup>, 4<sup>th</sup> std equivalency examinations.
2. 97% of the beneficiaries are interested in writing equivalency examination.
3. All the preraks opinioned that the beneficiaries of Continuing Education

are giving more attention in the education of their children. 50% were of the opinion that they are participating PTA meetings, 17% encourage their children to go libraries, 23% encourage their children to watch TV programmes related to education.

4. The investigator asked the preraks about various Financial Development Programmes conducted in their Continuing Education Centers. 47% of the preraks are conducting tailoring and embroidery classes, 33% are attending type writing classes, 17% in book binding and 3% in matchbox making.
5. 48% of the preraks were of the opinion that the beneficiaries were able to find profitable job, 17% of the preraks were of the opinion that the beneficiaries were effectively utilize opportunities, 32% of the preraks were of the opinion that the beneficiaries were contributed for economic development and the rest of 2% of the preraks were of the opinion that the beneficiaries were the effectively utilize the leisure time.
6. The investigator asked the preraks, whether they encourage the beneficiaries in making handicrafts. 41% of the preraks are provide loans, 28% of the preraks are provide marketing facilities, 21% of the preraks are provide raw materials and rest of the 10% of the preraks are encourage handicrafts in other ways.
7. 83% preraks said that, the beneficiaries are receiving the benefits of health insurance under their Continuing Education Centres.
8. The study showed that 63% of the preraks are conducting yoga classes under their Continuing Education Centre.

9. The investigator observes that the 47% of the preraks are conducting awareness classes to improve the quality of life of the beneficiaries, while 33% said that they are conducting citizenship training and 20% said that they are conducting seminars.
10. 95% of preraks said that through Continuing Education the Quality of life of the beneficiaries has improved.
11. The beneficiaries were asked whether they seek the advice of others when they have to take some important decisions in their life. It is clear that, 99% of the beneficiaries seek the advice of others. Most of them (56%) discuss it with their family members, 25% discuss with respected persons in the society, 9% discuss with Preraks and 10% discuss with friends.
12. Among the beneficiaries of Continuing Education Programme, 38% of the beneficiaries got training to take important decision from awareness classes, 5% from discussions, 13% from Continuing Education 4% from special training and 40% from personality development programme conducted by Continuing Education Centre.
13. The beneficiaries were asked to give the reason for joining Continuing Education Class. The data showed that 8% of the beneficiaries joined Continuing Education class to learn to sign, 29% to learn to read and write, 16% to earn more, 1% to spent time, 2% to calculate and 44% beneficiaries joined Continuing Education to read, write, calculate and earn more.
14. Among the beneficiaries of Continuing Education Programme, 88% have written equivalency examination.
15. 87% of the beneficiaries were received knowledge about the consumer rights through continuing education program.
16. 85% of beneficiaries were aware about widow pension, old age pension and pension for agriculturalists.
17. The study revealed that 84% were aware about the India's relation with the neighbouring countries.
18. Among the beneficiaries of Continuing Education, 79% were of the opinion that Financial Development Programmes (FDP) helped the beneficiaries to do their job in a better way. The study revealed that 92% of the beneficiaries had received training for new job.
19. The study revealed that 87% of the beneficiaries were of the opinion that Continuing Education helped for the improvement of their job.
20. Regarding scholarship for the minorities, 74% were having the knowledge of such facilities. The participants of Continuing Education are supposed to take interest in their children's studies, so they should not face the difficulties.
21. The data showed that the majority (87%) of the beneficiaries take interest in their children's education.
22. 40% of the beneficiaries providing learning facilities at home, 25% of the beneficiaries arranging tuition classes for their children, 20% of the beneficiaries encouraging them to study, 10% of the beneficiaries taking active part in PTA.
23. Data revealed that 96% of beneficiaries were aware about the legal age of marriage of girls.

24. The study revealed that, 93% of the beneficiaries engage in social work. Majority 82% said that social organization has helped their study centers.
  25. The study revealed that 12% of beneficiaries have very good relation with neighbors, 58% of the beneficiaries have good relation with neighbors, 13% have moderate relation with neighbor and the rest of the 7% has indifferent relation with neighbors. Majority, (80%) of the beneficiaries said that they help their neighbors in various ways.
  26. Regarding the reaction of beneficiaries against injustice and crime, the data revealed that 96% of the beneficiaries felt there is a need to react against injustice and crime. Similarly with regard to participation in public function, 75% participate in the public functions.
  27. The present study showed that majority, (95%) celebrate the days of national importance. 78% of the beneficiaries were members of some of the cultural organizations.
  28. 56% of the beneficiaries were found to treat themselves when they are ill. The data showed that major part 51% were dependent on Allopathic treatment, 15% on homeo treatment 29% on Ayurveda, 5% on naturopathy. Interestingly, 64% of the beneficiaries keep a separate account for health care.
  29. The study revealed that 94% of the beneficiaries were aware of environmental pollution.
  30. 51% of the beneficiaries make sure that they eat nutritious food. Also, 97% of the beneficiaries include meat, fish, egg, milk and fruits along with vegetables as a part of their diet.
  31. The study revealed that 64% of beneficiaries are aware of population explosion. Interestingly, 84% of the beneficiaries believe in small family norm. Also, 92% of the beneficiaries have positive attitude towards family planning, 7% of the beneficiaries have negative attitude towards family planning and 1% of the beneficiaries have no knowledge about family planning.
  32. The study revealed that 86% of the beneficiaries have participated in awareness classes. The 76% of the beneficiaries participated in community development programme.
  33. Regarding the social activities, the data revealed that 51% of the beneficiaries engage in social work.
  34. The study revealed that 89% of the beneficiaries were aware about Life Quality Improvement Programmes conducted under their Continuing Education Centre.
  35. 91% beneficiaries believe in superstitions. But 89% of the beneficiaries were against abortion of girl child. Also 90% were aware of the value system existing in India.
- ## **II. The benefits of Library for Rural Mothers in the Empowerment of Women Beneficiaries**
1. All beneficiaries opined that the use of the rural library spread literacy among adult women.
  2. 88% of the beneficiaries of the library got awareness on the principles and rules of hygiene and health.

3. 67% of the neo-literates said that they got occupational and industrial education in order to raise the economic status of them.
4. 94% of the beneficiaries developed a good sense of citizenship and are conscious of their rights and duties.
5. 68% women agreed that the library helped them for functional literacy.
6. 98% of women beneficiaries said that the programs improved the quality of leadership among them in their village activities.
7. 78% said that the continuous reading of good books strengthen social and communal harmony among them.
8. 86% of the beneficiaries agreed that the books had given them proper means of recreation and amusement, keeping in view the requirements of the individuals and the society.
9. 63% opined that their reading enabled them to transform the society through controlling social evils and practices.
10. 86% suggested that this library would help them to orient the people towards national development.
11. 97% said that these types of rural experiments will help them to develop the reading habits of rural women and neo-literates.
12. 94% of the beneficiaries suggested that the local self governments should undertake such projects in every village and should conduct reading and writing competitions, etc.

### **III. The impact of SUCCESS program conducted for underachievers**

1. All the students said that the training given is a memorable event in their life.

2. 64% opined that the motivation class enabled them for continuous reading of good books to achieve more results in their examination.
3. 76% of the students said that they could share their personal and academic problems in the counseling session.
4. 83% opined that they will consult their teacher in the concerned schools for clarifying their doubts.
5. 86% of the girls said that they increased their confidence level to write the examination, managing the time, etc.
6. 94% opined that the motivation class enabled them to take good decisions on self-study and achieving good results in their examination.

### **IV. The influence of NIRBHAYA (Safety Awareness and Counseling) program for adolescent girls**

1. 94% of adolescent girls said that after the training program they got awareness on the government project called NIRBHAYA.
2. 71% said that self-defense is the best strategy for women safety and security for girls. 29% opined that legal protection only can give safety for women. 82% said that the developing the moral background (moral male and moral female) in the society is the best strategy for women safety and security.
3. 98% opined that the atrocities against women in India are increasing.
4. 61% said that discrimination against women has led to their lack of autonomy and authority.
5. All the adolescent girls said that the counseling program given to them was more useful. Majority of them (77%)



said that they receive the personal counseling first time.

6. 89% said that the problems in society with respect to women and girls are not effectively handled in the school and college curriculum. They opined that, it is necessary to include the discussions on the problem of dowry, abduction, rape, substance abuse, human traffic, etc. in the higher level meeting and should reach at the grass root levels.

### **Suggestions, Implications and Social Contributions**

The above elaborated multi-dimensional programs meant for rural women of Kerala, adolescent girls and underachievers posits that all the programs helped them comprehensively in multi-dimensional empowerment, specifically in problem solving in the context of peace conflicting situation. The analysis and interpretation of the data gives some suggestions and contributions to the society.

The influence of the series of programs conducted revealed that the women are getting benefits from Continuing Education Programs. So it is better to take necessary action to increase the number of Continuing Education Centers and provide need based training in Kerala and other states of India to empower the rural women.

Continuing the education of the women beneficiaries after their 4<sup>th</sup> /7<sup>th</sup> /10<sup>th</sup> standard examinations shall be extended for higher education. The higher education institutions should include these groups also for higher levels of lifelong learning.

The library instituted for rural mothers and neo-literates significantly influenced the multi-dimensional empowerment of

women. So such facilities should be given in all villages under local self governments and social service projects.

The under achievers undergone SUCCESS program said that they could share their personal and academic problems in the counseling session. So in every educational institution, training is to be implemented for motivation, counseling and personal achievement.

The government program called NIRBHAYA is to be implemented in every village in collaboration with police department, educational institutions, religious organization, social groups, etc. From the school level itself the self-defense practices are to be given for girls.

As majority of the sample said that the problems in society with respect to women and girls are not effectively handled in the school and college curriculum. They opined that, it is necessary to include the discussions on the problem of dowry, abduction, rape, substance abuse, human traffic, etc. in the higher level meetings and should reach at the grass root levels. So it is necessary to include the problems of the hour in the curriculum for open deliberations for a better peaceful future.

### **Conclusion**

The programs persuasively revealed that the Continuing Education Program contribute much in the multi-dimensional development of the rural women and paves way for further research in the area of lifelong education mainly in the areas of empowerment of women. The projects like library for rural mothers, SUCCESS, NIRBHAYA, etc improve the quality of life, income generation, individual interest



promotion among the rural women and these enable them in solving the problems in the context of peace conflicting situation. Let me conclude with the words of the father of the nation – Mahatma Gandhi, ‘We must be the change we wish to see in the world’.

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## SKILLS ON INFORMATION TECHNOLOGY AND PERFORMANCE OF PROSPECTIVE TEACHERS

Dr. Sajith Lal Raj S.T.\*

### Abstract

*In the present study was carried out to find out the impact of computer skills and performance of prospective teachers was adapted normative survey method. Sample of 400 Prospective Teachers were selected from 7 Colleges from Kanyakumari district. Computer skill test tool was used and Terminal Examination marks of B.Ed. students were taken. Product moment correlation, Significance of difference between two correlation coefficients"-test were used as the statistical techniques. The result showed that there is significant difference in the relationship between impact of computer skills and performance of the prospective teachers in theruralsample, urban sample, UG sample and PG sample.*

**Key words:** Computer skills, Prospective skills, Information Technology etc.

### Introduction

Computer education, it mean, gaining the know-how of the basic concepts related to a computer and gaining the basic knowledge of computer operation. Knowing about the basic components of a computer, the basic concepts behind the use of computers and the know-how of some of the elementary computer applications constitutes computer education. Learning about the computer basics followed by a practical experience of using a computer is the key to computer education. As computers are widely used today, acquiring computer education is the need of the day.

Computers are not only storage devices and processing units, but also are excellent communication media. They are the means to access the Internet and get connected to the world. They are also an effective audio-visual media. Computers can be used to access a vast knowledge base and search for information archives over the Internet. Only computer education can facilitate the use of computers for purposes of communication and entertainment.

Computer knowledge coupled with certain other job skills increases one's chances of getting a job. Those with

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knowledge of computers are considered trainable for many kinds of jobs. As most of the jobs involve the use of computers, computer education is an eligibility criterion for almost all the modern-day jobs. Higher education involving network administration, hardware maintenance or software skills open doors for brighter job opportunities.

Computer education helps one manage one's own business assets and personal finances. Computers serve as efficient means for management of information. Personal financial assets, medical records and important documents can be stored in an electronic format in a computer system. Internet and computers have taken an entry in all the fields, so they ought to be used in education too. Computers have greatly changed the pattern of studies and completely revolutionized the concept of education.

Computer can be customized according to the needs and requirement of different people. Some people are capable of performing difficult tasks, while some do not have the caliber to do this. There are different learning games. Some may develop their skills, while others may test their skills. In the end, what so ever is the nature of the software, one may get an overview of what one know and what one need to learn. All this is possible because the computer is intelligent and can comprehend in level.

### Objectives

1. To find out significant difference in the relationship of computer skills and performance of the rural prospective teachers.
2. To find out significant difference in the relationship of computer skills and performance of the urban prospective teachers.
3. To find out significant difference in the relationship of computer skills and performance of the UG prospective teachers.
4. To find out significant difference in the relationship of computer skills and performance of the PG prospective teachers.

### Hypotheses

1. There is significant difference in the relationship of computer skills and performance of rural prospective teachers.
2. There is significant difference in the relationship of computer skills and performance of urban prospective teachers.
3. There is significant difference in the relationship of computer skills and performance of UG prospective teachers.
4. There is significant difference in the relationship of computer skills and performance of PG prospective teachers.

### Methodology

The investigator used normative survey method and simple random sampling technique to select the sample. The sample consisted of 400 from Prospective Teachers Kanyakumari district. Computer skill test tool was used and Terminal Examination marks of B.Ed. students were taken. Product moment correlation, Significance of difference between two correlation coefficients<sup>3</sup>-test were used as the statistical techniques.

## Results

### Hypotheses 1

There is significant difference in the relationship of computer skills and performance of rural prospective teachers

*Table 1*

*Relationship between computer skill and performance of rural sample*

Category	'r' between $V_1$ and $V_2$	SEr	Confidence Level 0.01	$r^2 \times 100$ shared	Verbal interpretation of 'r' value
Rural	0.53	0.050	0.40 to 0.65	28.09	Substantial relationship

The above table 1 shows that the coefficient of correlation between the variables computer skill and performance of the male sample was found to be which is statistically significant. In the population the correlation will ranging from 0.40 to 0.65. The shared variance 28.09. According to H.E. Garret (1961) there is a Substantial relationship exists between the variable. So it is interpreted that there is a significant Substantial relationship between computer

skill and performance of the prospective teachers. Hence there is hypothesis 1 "There is significant relationship between computer skill and performance of the rural prospective teachers" is accepted.

### Hypotheses 2

There is significant relationship between computer skill and performance of the urban prospective teachers.

*Table 2*

*Relationship between computer skill and performance of urban sample*

Category	'r' between $V_1$ and $V_2$	SEr	Confidence level 0.01	$r^2 \times 100$ shared variance	Verbal interpretation of 'r' value
Urban	0.38	0.076	0.18 to 0.57	14.44	Substantial relationship

The above table 2 shows that the coefficient of correlation between the variables computer skill and performance of the Female sample was found to be which is statistically significant. In the population the correlation will ranging from 0.18 to 0.57. The shared variance 14.44. According to H.E. Garret (1961) there is a Substantial relationship exists between the variable. So it is interpreted that there is a significant Substantial

relationship between computer skill and performance of the prospective teachers. Hence there is hypothesis 2 "There is significant relationship between computer skill and performance of the Urban prospective teachers" is accepted.

### Hypotheses 3

There is significant relationship between computer skill and performance of the UG prospective teachers.

Table 3

*Relationship between computer skill and performance of UG sample*

Category	'r' between $V_1$ and $V_2$	SEr	Confidence level 0.01	$r^2 \times 100$ shared variance	Verbal interpretation of 'r' value
UG	0.39	0.081	0.18 to 0.59	15.21	Low relationship

The above table 3 shows that the coefficient of correlation between the variables computer skill and performance of the Female sample was found to be which is statistically significant. In the population the correlation will ranging from 0.18 to 0.59. The shared variance 15.21. According to H.E. Garret (1961) there is a Low relationship exists between the variable. So it is interpreted that there is a significant

Low relationship between computer skill and performance of the prospective teachers. Hence there is hypothesis 3 "There is significant relationship between computer skill and performance of the UG prospective teachers" is accepted.

#### Hypotheses 4

There is significant relationship between computer skill and performance of the PG prospective teachers.

Table 4

*Relationship between computer skill and performance of PG sample*

Category	'r' between $V_1$ and $V_2$	SEr	Confidence level 0.01	$r^2 \times 100$ shared variance	Verbal interpretation of 'r' value
PG	0.56	0.055	0.41 to 0.70	31.36	Substantial relationship

The above table 4 shows that the coefficient of correlation between the variables computer skill and performance of the Female sample was found to be which is statistically significant. In the population the correlation will ranging from 0.41 to 0.70. The shared variance 31.36. According to H.E. Garret (1961) there is a Substantial relationship exists between the variable. So it is interpreted that there is a significant Substantial relationship between computer skill and performance of the prospective teachers. Hence there is hypothesis 4 "There is significant relationship between

computer skill and performance of the PG prospective teachers" is accepted.

#### Conclusion

Computer skill and performance of the prospective teachers that, there is significant difference in the Computer skill and Performance of rural, urban, UG and PG prospective teachers. As computers are used daily, they have gained immense importance in day-to-day life. Their increasing utility has made computer education the need of the day. Computers are not only storage devices and processing units, but also are excellent communication media.



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## ENDOSULFAN - A CURSE ON MANKIND

Dr. Jenu Mary Mathews\*

### Abstract

*This article is about the harmful impacts caused by the insecticide 'Endosulfan' on human beings. Endosulfan is a harmful insecticide. It causes several health hazards in human beings. Endosulfan was aerially sprayed on the cashew plantations for more than 20 years. The terrain was unsuitable for aerial spraying considering the relatively high rainfall and its geological structure. Unusual diseases and even deaths were observed in and around the region.*

**Key words:** Endosulfan, Mankind, Curse, etc

### Introduction

India is amongst the largest producer and consumer of endosulfan in the entire world. Excel Crop Care, Coramandel Fertilizers and Hindustan Insecticides Ltd. are the three Indian companies that produce 4,500 tonnes annually for domestic use and another 4,000 tonnes for export. During 2000-2001 the victims of endosulfan got huge media attention and resulted in study on the victims. This study showed that endosulfan effects are larger abnormality such as mental retardation, cancer and infertility in the victims supporting its ban. This would greatly hamper the endosulfan manufacturing companies which would in turn greatly affect Indian economy as India is amongst the largest exporters of endosulfan in the world. In the Stockholm Convention on Persistent Organic Pollutants

of 2011, when an international consensus arose for the global ban of the pesticide, India ironically stood against this move because of the pressure from the endosulfan manufacturing companies. This flared up a protest. The global conference decided on a global ban on endosulfan while India still maintained its stance. India asked for a remission for 10 years. Later, a petition was filed in the Supreme Court which led to a temporary ban on 13 of May 2011, and later permanently by the end of 2011.

### Endosulfan banned in kerala

Endosulfan is a chlorinated hydrocarbon insecticide of the cyclodiene subgroup which acts as a contact poison in a wide variety of insects and mites. It can also be used as wood preservative. It is used primarily on food crops like tea, fruits, and vegetables on grains. Commercial names

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for the product include Thiodan, Endocide, Beosit, Cyclofan, Malix, Thimul and Thifor.

Endosulfan was banned in the Kerala state as early as 2001 following a report by the National Institute of Occupational Health. Karnataka Government also banned the use and production of endosulfan with immediate effect. People are still facing the side effects of the insecticide, endosulfan in Kerala and Karnataka. The pesticide is used for cotton and cashew plantations in many parts of India: Karnataka, Punjab, Assam and Andhra Pradesh.

### **Environmental impact**

Endosulfan sulphate will be present in the environment as a result of the use of endosulfan as an insecticide. If endosulfan sulphate is released to water, it is expected to absorb to the sediment and may bio concentrate in aquatic organisms. Photolysis may not be an important fate process based on the stability of thin films of endosulfan sulphate exposed to light >300nm. Endosulfan standard was not found degraded in standard screening tests using settled domestic waste water as in columns. However, endosulfan sulphate has been reported to bio degrade when exposed to mixed cultures from a sandy loam soil. Hydrolysis in water may be an important fate process based on reported hydrolysis half-lives for endosulfan isomers of 35 to 37 days at pH 7.0 and 150 to 187 days at pH 5.5. Evaporation from water may be an important transport process based on an estimated half life of 43 hr for evaporation from a river 1m deep, flowing 1m/s with a wind velocity of 3m/s. Evaporation from lakes and deeper streams and rivers will be slower and adsorption

to sediments will slow evaporation. If released to atmosphere, it will react with a resulting estimated pour phase half life in the atmosphere of 1.23 hr. Exposure to endosulfan sulphate will result from the ingestion of contaminated food.

### **Drinking water impact**

Residues found in the Brantas River system, and Madura sea, and the canals and ponds in the Brantas River system for endosulfan sulphate collected during March, where a major portion of the spraying was also carried during this period (ie rainy season, January–April (range) were :Canals <0.01-0.55 ug/l. No endosulfan sulphate residues were detected (method sensitivity 10 ug/l) in well waters located near treaded fields in Wisconsin and Florida 282 and 100 days respectively, after the last endosulfan application.

### **Environmental fate**

Endosulfan does not easily dissolve in water. It does not stick to soil particles readily. Transport of this pesticide is most likely to occur if endosulfan is attached to soil particles in surface runoff. Large amounts of endosulfan can be found in surface water near areas of application. It may also be found in surface water at very low concentrations and can be detected in the air at minute levels.

In raw river water at room temperature and exposed to light, both isomers disappeared in four weeks during the experiments conducted at California. A breakdown product first appeared within the first week. The breakdown in water is faster (five weeks) under neutral conditions than at more acidic conditions (five months).

Under strongly alkaline conditions, the half-life of the compound is one day.

Endosulfan and endosulfan residues have been found in numerous food products at very low concentrations. They have been detected in vegetables (0.0005-0.013 ppm), in tobacco, in various sea foods (0.2ppt-1.7ppb) and in milk.

### **Health hazards in and around cashew plantation**

Aerial spray of endosulfan, a pesticide is being blamed for all the health problems in the area by the people. In places like Muliya, Periyar, Enmakaje, Cheemeni and Pedre in the cashew plantations aerial spraying of pesticide to wipe off tea mosquitoes was undertaken by Plantation Corporation of Kerala (PCK) back from 1978 onwards. Aerial spray of endosulfan using helicopter was banned under High Court order in the area recently as per the petition filed by individuals. In these places, lot of children, who have been exposed to aerial spray, are considered to be living martyrs. There is no doubt that all the unusual diseases affected in the residents of these places are due to Endosulfan. Records show that the symptoms resemble those of the poisonous effects of pesticides. Pesticides create problems and have been reported from various parts of the world.

It was in 1977 the Plantation Corporation of Kerala started growing cashew saplings on 2000 Hectares of land in Kasaragod. Ever since that time endosulfan was sprayed in the area aerially three times a day. The people who were living near by areas have been suffering from various diseases thereafter. Congenital diseases

in children, cancer, physical deformity, skin allergy, etc. are some of them. All the above defects are seen in places like Padre, Bellur, Bovikanam, Periyar, Cheemeni and Rajapuram. Several householders in Padre Village suffering from diseases like liver cancer, blood cancer, cerebral palsy, Epilepsy, Mental retardation, asthma and infertility.

### **Enquiries and studies**

The Government of Kerala appointed 11 commissions to investigate the issue. Various non-governmental organisations, independent researchers and international NGOs have also conducted enquiries on endosulfan. Most of the studies reveal endosulfan to be a very hazardous material for humans and other animals. The environmental hazards that could be caused by the exposure of endosulfan and its variants have also been widely studied and reported.

### **Government inefficiency**

Though the Government of Kerala was in the forefront of the demand for a worldwide ban on endosulfan, the performance of the government to address the issues of the affected people have been disappointing. Successive governments have only promised and not delivered much.

The government failed to decontaminate the water sources or arrange alternate water supply—either through large schemes or rain water harvesting. The sources of several of the existing water supply schemes are contaminated. Even water supplied through tankers in summer is not tested for presence of pesticides. The attempts of government to provide medical care and ensure

rehabilitation of the affected people was often delayed and failed to achieve much. Though a relief and remediation cell was formed at the Kasaragod collectorate, its activities had been hampered by absence of drive, shortage of funds and other problems.

But civil society organisations have been very proactive in providing medical care and other services to the people. With the combined efforts of these agencies and the government, and with the stopping of the spraying of endosulfan in 2001, a semblance of normalcy has begun to return to the district. The poison seems to be fading, however gradually, from the environment. Insects, butterflies and other species, which had almost disappeared from the affected areas have returned. The incidence of congenital abnormalities, neurological disorders, abortions, epilepsy and other diseases were now comparable to the rest of the population in the State.

## **Conclusion**

There has been no doubt that there has been heavy damage to the human beings, animals and the environment in Kasaragod. There has also been no doubt that endosulfan is a harmful pesticide. Various Pollution Control Boards and Environment Protection Agencies of various countries have certified the fact. It is currently totally banned in at least 88 countries, with the others partially banning its use and following plans to completely phase out its use. The Gov. of India has been defending endosulfan for commercial reasons for too long. In the melee, one view point hasn't been given much thought to. That pesticides and insecticides are

harmful to the ecological balance and that they should be replaced as soon as possible by herbicides.

In recent decades, the whole concept of Green Revolution, in which the use of high-yielding varieties of seeds, intensive irrigation, insecticides, pesticides etc. have come under a lot of criticism for damaging the environment. The environmental costs of following these methods haven't been compensated by the increase in the productivity. Also, as seasons pass, the productivity is declining as well.

Development and environmental protection should go hand in hand. We believe in humanity, in a peaceful world of mutual helpfulness, and in the high mission of science.

The time is well past that we adopt and integrate environment-friendly methods of agriculture. What the government needs to focus is how to rehabilitate the victims of endosulfan fully, with health, medical, educational and overall care assured. It needs to think about ways to replace harmful chemical insecticides and pesticides and move towards an organic, environment-friendly methods of agriculture, which will ensure and preserve the richness and fertility of the soil for the coming generations.

This is intended as a plea for this belief at a time which compels every one of us to overhaul our mental attitude and our ideas. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

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## ISSUES AND CHALLENGES OF MENTAL HEALTH: AN OVERVIEW

Dr. N. Theresita Shanthi\*

### Abstract

*Mental health is more than the absence of mental illness. This paper primarily addresses the ways in which individuals and collectively as a society interact with mental health issues and the extent to which this relationship is changed as a result of social exposure. What one knows or feels about those who are categorised or labelled as 'mentally ill' is subject to continual change and is influenced by the type of information accessed and the degree of credibility afforded. This plays a significant part in the construction of what the society knows or feels about issues connected with the topic of mental health and the ways of relating which may either be of a connecting or distancing type. This relates to the degree to which we are able either to connect with and get closer to understanding the inner world of those affected by mental health problems or to maintain a 'safe' but uninformed distance. Mental health promotion involves actions that improve psychological well-being and concern towards mental disorders.*

**Keywords:** Mental health, Issues and challenges, Mental health promotion.

### Introduction

Good mental health means being generally able to think, feel and react in the ways that one needs and wants to live the life. But if one goes through a period of poor mental health one might find the ways of frequently thinking, feeling or reacting become difficult, or even impossible, to cope with. This can feel just as bad as a physical illness, or even worse. Mental health problems affect around one in four people in any given year. They range from

common problems, such as depression and anxiety, to rarer problems such as schizophrenia and bipolar disorder.

### Types of Mental Health Issues

Mental illness is a general term for a group of illnesses that may include symptoms that can affect a person's thinking, perceptions, mood or behaviour. Mental illness can make it difficult for someone to cope with work, relationships and other

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demands. The relationship between stress and mental illness is complex, but it is known that stress can worsen an episode of mental illness. Most people can manage their mental illness with medication, counselling or both. The following are some of the more common mental health issues and mental illnesses.

### **Anxiety disorders**

Anxiety disorders is a group of mental health disorders that includes generalised anxiety disorders, social phobias, specific phobias (for example, agoraphobia and claustrophobia), panic disorders, obsessive compulsive disorder (OCD) and post-traumatic stress disorder. Untreated, anxiety disorders can lead to significant impairment on people's daily lives.

### **Behavioural and emotional disorders in children**

Common behaviour disorders in children include oppositional defiant disorder (ODD), conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD). Treatment for these mental health disorders can include therapy, education and medication.

### **Bipolar affective disorder**

Bipolar affective disorder is a type of mood disorder, previously referred to as 'manic depression'. A person with bipolar disorder experiences episodes of mania (elation) and depression. The person may or may not experience psychotic symptoms. The exact cause is unknown, but a genetic predisposition has been clearly established. Environmental stressors can also trigger episodes of this mental illness.

### **Depression**

Depression is a mood disorder characterised by lowering of mood, loss of interest and enjoyment, and reduced energy. It is not just feeling sad. There are different types and symptoms of depression. There are varying levels of severity and symptoms related to depression. Symptoms of depression can lead to increased risk of suicidal thoughts or behaviours.

### **Dissociation and dissociative disorders**

Dissociation is a mental process where a person disconnects from their thoughts, feelings, memories or sense of identity. Dissociative disorders include dissociative amnesia, dissociative fugue, depersonalisation disorder and dissociative identity disorder.

### **Eating disorders**

Eating disorders include anorexia, bulimia nervosa and other binge eating disorders. Eating disorders affect females and males and can have serious psychological and physical consequences.

### **Obsessive compulsive disorder**

Obsessive compulsive disorder (OCD) is an anxiety disorder. Obsessions are recurrent thoughts, images or impulses that are intrusive and unwanted. Compulsions are time-consuming and distressing repetitive rituals. Treatments include cognitive behaviour therapy (CBT), and medications.

### **Paranoia**

Paranoia is the irrational and persistent feeling that people are 'out to get you'. Paranoia may be a symptom of

conditions including paranoid personality disorder, delusional (paranoid) disorder and schizophrenia. Treatment for paranoia include medications and psychological support.

### **Post-traumatic stress disorder**

Post-traumatic stress disorder (PTSD) is a mental health condition that can develop as a response to people who have experienced any traumatic event. This can be a car or other serious accident, physical or sexual assault, war-related events or torture, or natural disasters such as bushfires or floods.

### **Psychosis**

People affected by psychosis can experience delusions, hallucinations and confused thinking.. Psychosis can occur in a number of mental illnesses, including drug-induced psychosis, schizophrenia and mood disorders. Medication and psychological support can relieve, or even eliminate, psychotic symptoms.

### **Schizophrenia**

Schizophrenia is a complex psychotic disorder characterised by disruptions to thinking and emotions, and a distorted perception of reality. Symptoms of schizophrenia vary widely but may include hallucinations, delusions, thought disorder, social withdrawal, lack of motivation and impaired thinking and memory. People with schizophrenia have a high risk of suicide. Schizophrenia is not a split personality.

### **Preventive Strategies**

Another way of conceptualising prevention strategies is based on a risk-benefit point of view, i.e. the risk to an individual of getting a disease against the cost, risk, and discomfort of the preventive

strategy (Gordon, 1987). The following categories have been identified:

#### **Primary Prevention:**

- Universal prevention

Targeting the general public or a whole population group.

- Selective prevention

Targeting individuals or subgroups of the population whose risk of developing a mental disorder is significantly higher than that of the rest of the population.

- Indicated prevention:

Targeting persons at high-risk for mental disorders.

#### **Secondary Prevention**

Secondary prevention refers to interventions undertaken to reduce the prevalence, i.e. all specific treatment-related strategies.

#### **Tertiary Prevention**

Tertiary prevention would include interventions that reduce disability and all forms of rehabilitation as well as prevention of relapses of the illness

### **Mental Health Promotion and Protection**

The process of enabling people to increase control over, and to improve their health" (WHO, 1986). Mental health promotion often refers to positive mental health, rather than mental ill health. The following outcome measures have been used in studies involving prevention and promotion in mental health.

#### **Health Impact**

- Reduction of incidence and prevalence of mental disorders

- Improvement of quality of life
- Improved physical and mental health of mother, child and other specific populations
- Increased coping skills and self-efficacy
- Better psychological adjustment

### **Social Impact**

- Increase in social skills, social support and peer attitude
- Better academic performance
- Reduction in substance abuse, delinquency, school dropout, child abuse, divorce, absenteeism
- Reduction in stigmatization and better understanding and acceptance of the mentally ill by the family and society
- Increase in number of mutually supported programmes in the community

### **Economic Impact**

- Increase in economic benefits and productivity for the individual and community
- Reduction in in-patient days in hospital
- Reduction in costs incurred for treatment
- Reduction in lost work-days
- Reduction in expenditure on judicial system and public welfare services

### **Conclusion**

Not everyone finds it helpful to think about mental health this way. Depending on traditions and beliefs each one might have different ideas about how best to cope.

In many cultures, emotional wellbeing is closely associated with religious or spiritual life. And difficult experiences may be just one part of how one understands the identity overall. Mental health promotion covers a variety of strategies, all of which have the aim of making a positive impact on mental health. Actions taken to promote mental health include strategies and programs to create environment and living conditions to support mental health and allow people to adopt and maintain healthy lifestyles.

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## OCCUPATIONAL STRESS MANAGEMENT- A THEORETICAL STUDY ON THE BACKGROUND OF IT EMPLOYEES

Dr. Resmi R.\*

### Abstract

*The seventeenth century was called the age of enlightenment, the eighteenth, the age of reason; the nineteenth the age of progress and the twentieth, the age of anxiety. The path to meaningful and satisfying way of life has never been easy, but it seems to have become increasingly difficult in modern time mainly due to the fourfold explosion such as knowledge explosion, explosion of technology, population explosion and explosion of expectations. Work pressure is there for both men and women but still is true that women to cope with practical problems of balancing work at home and office in our social and family set-up. A study shows that high salaries and social status associated with the IT sector has attracted many to take up these jobs, but suffer on account of various factors like late working hours. Covering 150 women in the IT sector and 50 others in allied areas, the study found that long working hours at the desk and job related pressure creates a lot of physical discomfort and mental tension. So in this context the researcher has made an attempt to know what are the various consequences of stress of employees and what are the measures to overcome.*

**Key words:** Occupational Stress, Stress Management, Employees, Theoretical Study, etc.

### Introduction

**Occupational stress** is stress involving work. According to the current World Health Organization's (WHO) definition, occupational or work-related stress "is the

response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope"

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Taber's Cyclopedic Medical Dictionary defines stress as "the result produced when a structure, system or organism is acted upon by forces that disrupt equilibrium or produce strain". In simpler terms, stress is the result of any emotional, physical, social, economic, or other factors that require a response or change. It is generally believed that some stress is okay (sometimes referred to as "challenge" or "positive stress") but when stress occurs in amounts that you cannot handle, both mental and physical changes may occur.

"Workplace stress" then is the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress.

Stress in the workplace can have many origins or come from one single event. It can impact on both employees and employers alike. As stated by the Canadian Mental Health Association:

Fear of job redundancy, layoffs due to an uncertain economy, increased demands for overtime due to staff cutbacks act as negative stressors. Employees who start to feel the "pressure to perform" can get caught in a downward spiral of increasing effort to meet rising expectations with no increase in job satisfaction. The relentless requirement to work at optimum performance takes its toll in job dissatisfaction, employee turnover, reduced efficiency, illness and even death. Absenteeism, illness, alcoholism, "petty internal politics", bad or snap decisions,

indifference and apathy, lack of motivation or creativity are all by-products of an over stressed workplace.

Some stress is normal. In fact, it is often what provides us with the energy and motivation to meet our daily challenges both at home and at the workplace. Stress in these situations is the kind that helps us "rise" to a challenge and meet our goals such as deadlines, sales or production targets, or finding new clients. Some people would not consider this challenge a type of stress because, having met the challenge, we are satisfied and happy. However, as with most things, too much stress can have negative impacts. When the feeling of satisfaction turns into exhaustion, frustration or dissatisfaction, or when the challenges at work become too demanding, we begin to see negative signs of stress.

While some workplace stress is normal, excessive stress can interfere with our productivity and impact our physical and emotional health. And our ability to deal with it can mean the difference between success or failure. We can't control everything in our work environment, but that doesn't mean we are powerless—even when you're stuck in a difficult situation. Finding ways to manage workplace stress isn't about making huge changes or rethinking career ambitions, but rather about focusing on the one thing that's always within our control:

### **The cost of Stress**

Most organizations have no idea just how much employee stress costs them each year. A 1990 study by the Princeton, NJ, firm of Foster Higgins & Co. indicated that corporate health benefits cost the average company 45 percent of its after-tax profits. With research implicating stress in 60



percent to 90 percent of medical problems, companies cannot afford to ignore the huge health-care expense employee stress creates.

Although the relationship between stress and health care costs has received considerable attention, the true price tag is far greater than health care costs alone. Studies show that stress adds to the cost of doing business in a number of ways. In this paper, the investigator explored the depth and breadth to which employee productivity and well-being is compromised by stress. Just How Costly Is Employee Stress? To paint a complete picture of how stress costs organizations would require a far longer article than space permits, but we will address some of the most serious consequences of employee stress.

### **Absenteeism**

Stressed-out employees are more likely to miss work both as a coping mechanism and due to health-related problems. A recent study published in the American Journal of Health Promotion found that workers experiencing high stress were over two times more likely to be absent more than five times per year. Lost productivity and replacement costs make absenteeism a costly consequence. Workers Compensation Claims Stress-related claims have skyrocketed. The California Workers' Compensation Institute (CWCI) reports that the number of workers compensation claims for mental stress increased by almost 700 percent between 1979 and 1988. Nine out of ten stress claimants ended up receiving compensation benefits. "Job pressures" account for nearly seven in ten stress claims, according to the CWCI. In Maine, stress-related claims have increased by 1,000 percent since 1985, according to Bureau of Labor Standards statistics.

### **Litigation**

Litigation is becoming an increasingly more common occurrence - not just in the workers compensation system, but in employer-employee relations. The feeling of powerlessness, a major contributor to employee stress, also contributes to the desire for retribution. When people feel helpless, when they feel they have no control over their lives, they are more likely to resort to extreme measures. In our litigious society, many organizations are reluctant to identify and address worker stress, fearing that admitting workers are stressed would provide "ammunition" for employee lawsuits. Although understandable, this approach creates the opposite effect. Stacey Moran, Ph.D., co-author of St. Paul Fire and Marine Insurance Company's landmark report, American Workers Under Pressure Technical Report, addresses this issue: Discovering specific stressors and dealing with them is by far the best course of action for organizations. There is a better likelihood of litigation if a company ignores stress-related problems than if it addresses them up-front.

There are a variety of steps you can take to reduce both your overall stress levels and the stress you find on the job and in the workplace. These include:

### **Tips to Reduce Occupational Stress**

Tip 1 Reduce job stress by

- **Taking responsibility** for improving your physical and emotional well-being.
- **Avoiding pitfalls** by identifying knee jerk habits and negative attitudes that add to the stress you experience at work.

- **Learning better communication skills** to ease and improve your relationships with management and coworkers

When you feel overwhelmed at work, you lose confidence and may become irritable or withdrawn. This can make you less productive and less effective in your job, and make the work seem less rewarding. If you ignore the warning signs of work stress, they can lead to bigger problems. Beyond interfering with job performance and satisfaction, chronic or intense stress can also lead to physical and emotional health problems.

When stress at work interferes with your ability to perform in your job, manage your personal life, or adversely impacts your health, it's time to take action. Start by paying attention to your physical and emotional health. When your own needs are taken care of, you're stronger and more resilient to stress. The better you feel, the better equipped you'll be to manage work stress without becoming overwhelmed.

Taking care of yourself doesn't require a total lifestyle overhaul. Even small things can lift your mood, increase your energy, and make you feel like you're back in the driver's seat. Take things one step at a time, and as you make more positive lifestyle choices, you'll soon notice a reduction in your stress levels, both at home and at work.

**Regular exercise is a powerful stress reliever**—even though it may be the last thing you feel like doing. Aerobic exercise—activity that raises your heart rate and makes you sweat—is a hugely effective way to lift your mood, increase energy, sharpen focus, and relax both the mind and body. For maximum stress relief, try to get at least 30 minutes of heart-pounding

activity on most days. If it's easier to fit into your schedule, break up the activity into two or three shorter segments.

### **Food habits**

Low blood sugar can make you feel anxious and irritable, while eating too much can make you lethargic. Healthy eating can help you get through stressful work days. By eating small but frequent meals, you can help your body maintain an even level of blood sugar, keep your energy up, stay focused, and avoid mood swings.

### **Get enough sleep**

Not only can stress and worry can cause insomnia, but a lack of sleep can leave you vulnerable to even more stress. When you're well-rested, it's much easier to keep your emotional balance, a key factor in coping with job and workplace stress. Try to improve the quality of your sleep by keeping a sleep schedule and aiming for 8 hours a night.

Tip 3: Reduce job stress by prioritizing and organizing

When job and workplace stress threatens to overwhelm you, there are simple steps you can take to regain control over yourself and the situation. Your newfound ability to maintain a sense of self-control in stressful situations will often be well-received by coworkers, managers, and subordinates alike, which can lead to better relationships at work. Here are some suggestions for reducing job stress by prioritizing and organizing your responsibilities.

### **Time management tips for reducing job stress**

**Create a balanced schedule.** Analyze your schedule, responsibilities, and daily tasks. All work and no play is a recipe for

burnout. Try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime.

- **Don't over-commit yourself.** Avoid scheduling things back-to-back or trying to fit too much into one day. All too often, we underestimate how long things will take. If you've got too much on your plate, distinguish between the «shoulds» and the «musts.» Drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.
- **Try to leave earlier in the morning.** Even 10-15 minutes can make the difference between frantically rushing to your desk and having time to ease into your day. Don't add to your stress levels by running late.
- **Plan regular breaks.** Make sure to take short breaks throughout the day to take a walk or sit back and clear your mind. Also try to get away from your desk or work station for lunch. Stepping away from work to briefly relax and recharge will help you be more, not less, productive.

#### **Task management tips for reducing job stress**

- **Prioritize tasks.** Make a list of tasks you have to do, and tackle them in order of importance. Do the high-priority items first. If you have something particularly unpleasant to do, get it over with early. The rest of your day will be more pleasant as a result.
- **Break projects into small steps.** If a large project seems overwhelming, make a step-by-step plan. Focus on one manageable step at a time, rather than taking on everything at once.

- **Delegate responsibility.** You don't have to do it all yourself. If other people can take care of the task, why not let them? Let go of the desire to control or oversee every little step. You'll be letting go of unnecessary stress in the process.
- **Be willing to compromise.** When you ask someone to contribute differently to a task, revise a deadline, or change their behavior at work, be willing to do the same. Sometimes, if you can both bend a little, you'll be able to find a happy middle ground that reduces the stress levels for everyone.

#### **Tip 4: Reduce job stress by improving emotional intelligence**

Even if you're in a job where the environment has grown increasingly stressful, you can retain a large measure of self-control and self-confidence by understanding and practicing emotional intelligence. Emotional intelligence is the ability to manage and use your emotions in positive and constructive ways. When it comes to satisfaction and success at work, emotional intelligence matters just as much as intellectual ability. Emotional intelligence is about communicating with others in ways that draw people to you, overcome differences, repair wounded feelings, and defuse tension and stress.

#### **Emotional intelligence in the workplace:**

Emotional intelligence in the workplace has four major components:

- **Self-awareness** – The ability to recognize your emotions and their impact while using gut feelings to guide your decisions.

- **Self-management** – The ability to control your emotions and behavior and adapt to changing circumstances.
- **Social awareness** – The ability to sense, understand, and react to other's emotions and feel comfortable socially.
- **Relationship management** – The ability to inspire, influence, and connect to others and manage conflict.

### The five key skills of emotional intelligence

There are five key skills that you need to master in order to raise your emotional intelligence and manage stress at work.

**Realize when you're stressed**, recognize your particular stress response, and become familiar with sensual cues that can rapidly calm and energize you.

- **Stay connected to your internal emotional experience** so you can appropriately manage your own emotions. Your moment-to-moment emotions influence your thoughts and actions, so pay attention to your feelings and factor them into your decision making at work.
- **Recognize and effectively use nonverbal cues and body language.** In many cases, what we say is less important than how we say it or the other nonverbal signals we send out, such as eye contact, facial expression, tone of voice, posture, gesture and touch.
- **Develop the capacity to meet challenges with humor.** There is no better stress buster than a hearty laugh and nothing reduces stress quicker in the workplace than mutually shared

humor. But, if the laugh is at someone else's expense, you may end up with more rather than less stress.

- **Resolve conflict positively.** Resolve conflict in healthy, constructive ways can strengthen trust between people and relieve workplace stress and tension.
- **Resist perfectionism.** No project, situation, or decision is ever perfect, so trying to attain perfection on everything will simply add unnecessary stress to your day. When you set unrealistic goals for yourself or try to do too much, you're setting yourself up to fall short.
- **Clean up your act.** If you're always running late, set your clocks and watches fast and give yourself extra time. If your desk is a mess, file and throw away the clutter; just knowing where everything is saves time and cuts stress. Make to-do lists and cross off items as you accomplish them. Plan your day and stick to the schedule—you'll feel less overwhelmed.
- **Flip your negative thinking.** If you see the downside of every situation and interaction, you'll find yourself drained of energy and motivation. Try to think positively about your work, avoid negative-thinking co-workers, and pat yourself on the back about small accomplishments, even if no one else does.
- **Don't try to control the uncontrollable.** Many things at work are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

## **Conclusion**

Job stress results from various interactions of the worker and the environment of the work they perform their duties. Location, gender, environment, and many other factors contribute to the buildup of stress. Job stress results from the interaction of the worker and the conditions of work. Views differ on the importance of worker characteristics versus working conditions as the primary cause of job stress. The differing viewpoints suggest different ways to prevent stress at work. Differences in individual characteristics such as personality and coping skills can be very important in predicting whether certain job conditions will result in stress. In other words, what is stressful for one person may not be a problem for someone else. This viewpoint underlies prevention strategies that focus on workers and ways to help them cope with demanding job conditions. Although the importance of individual differences cannot be ignored,

scientific evidence suggests that certain working conditions are stressful to most people. Such evidence argues for a greater emphasis on working conditions as the key source of job stress, and for job redesign as a primary prevention strategy.

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## PEACE VALUE MODEL: THEORETICAL AND PRACTICAL IMPLICATIONS

Dr. T. C Thankachan\*

### Abstract

*Peace education is a value based conflict/issue analysis for better adjustment in a conflicting situation, which leads to peace of mind. Education for peace is a long-term pro-active strategy to nurture peaceful persons who resolve conflicts non-violently. A model developed for Peace Education, i.e., Peace Value Model focus on more on the conflict resolution style for solving the peace dilemmatic situation. The paper given an explanation on the process of conflict analysis or analysis of the peace conflicts is done through the help of scientifically prepared worksheets. The work sheet is considered as a data record used by the students during teaching learning process. In the Peace Value Model the students have to move from phase one to phase seven and through the sub phases. The recording under different phases would help the students to proceed higher phases of peace conflict management.*

**Keywords:** Peace Value Model, Theory, Practical Implications, Conflict Analysis, Peace Values, etc

### Introduction

One of the most valuable things in this world is peace. Peace is not the absence of war, violence or conflict; it is the presence of spirituality; and spirituality is the presence of human and moral values. Peace education is not just training for conflict management or solving the conflicts; it is a value based conflict/issue analysis for better adjustment in a conflicting situation, which leads to peace of mind. Peace begins with the individual and spreads to the family, to the community, to the nation, and to the

global village. The members of a society need to be oriented toward peace rather than toward violence. At the same time, social, economic, and political systems have to be reoriented to peace. The discipline of peace must shape our way of life. For this to happen education has to go beyond the warehousing of information to a celebration of awareness, which is best facilitated through education for peace.

At the individual level peace means Compassion, Trust, Courage, Acceptance, Joy, Sense of freedom, Absence of

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Conflicts. At the interpersonal level it means Love, Empathy, Co-operation, Listening, Acceptance of Differences, Appreciation and Friendship. At the community level it means Reconciliation, Tolerance, Mutual respect, Healthy family relationships, Appreciation and protection of environment. At the National level respect for child and human rights, citizenship, freedom from bias and stereotypes, National integration, secularism, and inter-cultural and multi-cultural harmony. At the Global level peace means awareness of global issues, peaceful resolution of international conflicts, environmental concerns, and appreciation of world's cultural heritage. The harmony and love originate from one individual but it spreads out and influences interpersonal, community, national and even global levels.

### **Need for a New Model for Peace and Peace Education**

We have completed the decade for the promotion of culture of peace approved by the UN General Assembly in 1999. The period 2000-2010 was declared by the UNESCO as the International Decade for promotion of a culture of peace and non-violence for the education of the world. UNESCO's recommendations on education for International understanding peace, human rights and UNESCO's 1994 action plan for education for peace human rights and fundamental freedoms (1974) democracy, endorsed by 144 countries, are two of the prominent land marks. ASPnet was launched by UNESCO in 1953 to promote international understanding and peace. As of 2003, ASPnet includes 7500 institutions ranging from nursery schools to teacher training institutions in 170 countries. The network is dedicated to the pursuit of peace, liberty, justice and human development.

Education for peace seeks to nurture the knowledge, skills, attitudes and values that comprise a culture of peace. It is a long-term pro-active strategy to nurture peaceful persons who resolve conflicts non-violently. To Gandhiji, exploitation was the most familiar and practical form of violence; the individual by State, Group, Individual or machine; women by men and nation by nation. Peace mandates the practice of values such as love truth, justice equality, tolerance, harmony humility, togetherness and self-control.

The need for Peace and Education for Peace has prominence at present as we are living in a world where peace is threatened. It is paradoxical that on the one hand the human being has grown as the most developed and intelligent species ever existed on the earth but on the other hand he has become extremely self-centered, individualistic, intolerant and even self-destructive. Every individual faces conflicting situation in his day to day life without finding a suitable peaceful solution. Therefore the growing need was felt to create awareness to focus attention on the peace components of education.

### **Peace Value Model**

The University Grants Commission, New Delhi has sanctioned a major research project on developing peace values and peace skills through peace value model to the project team (T.C. Thankachan, Anandi Martis and T.M. Mollykutty). As a result of the team work, the project team prepared an innovative model called peace value model for resolving the peace conflicts through systematic self analysis of the conflicting situations. A model of peace education is not restricted to the development of a particular domain of the value system.

The peace of mind of the individual is the basis of peace at familial, social, national and international levels. Solving the peace conflicts at the individual level is the most important and the first step to attain peace at the expected level. The Model prepared by the Project team enables all to analyse the value dilemma or peace conflict and solve the conflicting situation based on the preferred values and value system.

The project team (T.C. Thankachan et al. 2010) prepared the draft of the model for developing peace values and peace skills, procedure for conflict resolution, consequence analysis, etc. The proposed model was evolved out of the theoretical bases of values and peace education and follows the formalities of the scientific models prepared by Bruce Joyce and Marsh Weil. The draft peace value model was introduced before the resource team for suggestions and clarification. The developed model was given for open discussion at the international seminar on 'Peace Education'. The project team participated and presented a paper on 'Peace Value Model – An Innovative Approach to Peace Education' in the Seminar. The discussions, suggestions and creative evaluation made the project team to develop the second draft of the model. The syntax of the model was modified to suit the requirements for peace conflict resolution. The model was given to five expert teacher educators for expert validation. The suggestions and recommendations of the experts were positive and the final model and syntax was fixed based on the suggestions.

### **Fundamental Elements of the Model**

Models of Teaching are really models of learning. Joyce and Weil suggested some concept in the procedure of the

implementation of any instructional model. These concepts are focus, syntax, social system, principle of reaction, support system, application context and instructional and nurturant effects. The peace value model evolved out of the UGC Major Research Project, also focus on the fundamental elements already established by Joyce and Weil. But the peace value model concentrate more on the conflict resolution style for solving the peace dilemmatic situation.

1. **Focus:** focus is the central aspect of the teaching model. Objectives of teaching and aspect of the environment generally constitute the focus of the model.
2. **Syntax:** the syntax includes the sequences of steps or activities (called phases) involved in the organization of the complete programme of teaching. Each model has a distinct flow of phases.
3. **Principle of reaction:** this element is concerned with the way a teacher should regard and respond to the activities of the students. These responses should be appropriate and selective.
4. **Social system:** it provides the description of the student and teacher roles and relationships and the kinds of norms that are observed and student behaviour which is rewarded.
5. **Support system:** the support system relates the additional requirements other than the usual human skills or capacities of the teacher and the facilities usually available in the ordinary class room. These requirements refer to special skills, special audio-visual materials like films, self instructional materials, visit to special places etc.

6. **Application context:** several types of teaching models are available. Each model attempt to describe the feasibility of its use in varying context.
7. **Instructional and nurturant effect:** Instructional effects are those directly achieved by leading the learner in certain directions. The nurturant effect comes from experiencing the environment created by the model.

The implementation of a model of peace value development in a real situation of the classroom is a challenging job and it requires a perfect understanding of the theoretical aspect as well as a competence in the practical aspects of the model. In analyzing a peace dilemma through peace value model, a teacher has to follow some procedures and processes in the classroom situation, which are: Presenting the peace conflicting situation, Identifying and clarifying values which conflict in this situation, Identifying the alternatives before the central character, Listing the possible positive and negative consequences of each alternative, Identifying the values under each consequences, Creative suggestions for solving the problematic situation, Selecting the best alternative considering the consequences, Evaluating the reasons for the selection of the particular alternative, Citing the related examples, etc.

### Syntax of the Model

There are seven phases in this model. All these seven phases includes different instructional styles and learning activities for conflict resolution.

1. **Presentation** – presenting the peace conflicting situation.
2. **Identification** – identifying and clarifying the values which conflict in

the situation, identifying the alternatives before the central character, listing the positive and negative consequences of the major alternatives, etc

3. **Dialogue** – formation of small groups, discussions within groups, open discussions on values under each consequences, presentation of the views, etc
4. **Creative suggestions** – creative suggestions for problem solving from all groups, listing of the suggestions based on effective problem solving, determining the value criterion to analyse the consequences, etc.
5. **Selection** – selection of the best alternative considering the values, consequences, long term effect, etc
6. **Evaluation** – evaluation of the process of conflict resolution, evaluating the best alternative, suggestions from the groups, etc.
7. **Conflict resolution** – value based conflict resolution, declaring the values helped in the process of solving the peace conflict and citing related examples.

### Peace Value Model – Classroom Practice

The process of conflict analysis or analysis of the peace conflicts is done through the help of scientifically prepared worksheets. The work sheet is considered as a data record used by the students during teaching learning process. In the Peace Value Model the students have to move from phase one to phase seven and through the sub phases. The recording under different phases would help the students to proceed higher phases of peace conflict management. The main items given in the students' worksheet are given below.

- a) Main points in the peace conflict: - Here the students are asked to write the main points mentioned in the dilemma case.
- b) Identification of the difficult terms and asking questions: - The students are asked to identify and write the difficult terms in the dilemma and get it clarified. Here the students ask questions which need more explanation and clarify them.
- c) Values which conflict in the dilemma: - Here the students write about the peace value conflict faced by the central character.
- d) Alternatives open to the central character: - Students find out the major alternatives open to the central character.
- e) Positive and Negative consequences of alternatives: - At this stage the students identify and write consequences for each alternative.
- f) Identifying the values under each consequence: - After listing maximum positive and negative consequences, the students identify the values under each consequence.
- g) Suggestions for solving the peace conflict: - Here the students give their creative suggestions for solving the conflict based on the consequences.
- h) Best alternative open to the central character: - After analyzing each consequence and the creative suggestions the students' select one alternative, which they think, is the best.
- i) Reasons for the selection of the best alternative: - Here the students state the reasons for the selection of the best alternative open to the central character.
- j) Evaluation points – students give the evaluation of the process of conflict resolution, selection of the best alternative, etc.
- k) Value declaration - declaring the values helped in the process of solving the peace conflict.
- l) Citing the related examples: - The students list some related examples and in the next class it can be taken for analysis.

## Conclusion

Conventional pedagogy develops information and knowledge. For developing values, attitudes and peaceful (peace loving) mind-set, it will be necessary to develop an innovative pedagogy. Without solving the individual life conflicts, no system can go for effective peace consciousness among people. Individual conflict resolution is one of the most important strategies to develop peace values, skills, attitudes and consciousness among people. The research studies and initiatives showed the urgency of evolving an innovative and specific strategy or model to develop the qualities, values and skills associated with peace and to continue researches in the new areas of instructional models such as Peace Value Model.

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## **PEACE VALUE MODEL - SAMPLE LESSON PLAN (Love & Harmony)**

Teacher's name : T. C. Thankachan

Class : B. Ed

College : St. Thomas College of Teacher Education, Pala, Kerala

Subject : Peace Education

Time : 60 minutes

### **Instructional Objectives**

1. To identify the peace values, which conflict in the peace conflicting situation.
2. To analyze the conflicting situation, the alternatives for problem solving, consequences of alternatives, etc
3. To acquire ability to think critically and creatively in analyzing the peace conflicting situation.

4. To develop the skill of co-operation to work effectively with others towards a common goal.
5. To develop peace values, peace skills and other related values and skills.
6. To develop the competencies for open discussions and creative suggestions in every problematic situations for efficient conflict resolution.
7. To develop the skill of applying the values in daily life.
8. To apply the scientific procedures for peace conflict analysis and ensure conflict resolution and conflict management.
9. To evaluate the entire process of conflict resolution.

### **Instructional Materials Used**

OHP/ LCD Projector, Xerox copies

### **Phase -1: Presentation**

The teacher presents the conflicting situation before the students with the help of OHP/LCD Projector/stories/Experience sharing

#### **i) Presenting the Peace Conflicting Situation**

Mohan is a college student. He is brilliant in his studies. His family consists of father, mother and a younger brother. His father Kumar is a business man and his mother is a house wife. Kumar's business was going well, but of late Kumar's business had declined. Slowly Kumar moves to serious financial crisis and becomes bankrupt. There is a considerable change in Kumar's behavior too. He starts drinking alcohol and his behavior also becomes rude. He beginning to hurt Mohan's mother and this leads to many problems. Shouting



father, crying mother, frightened brother ... The peaceful atmosphere of the family is disturbed. Mohan wishes to solve his problems peacefully. What should Mohan do in this situation to solve the problem?

### **Main Points in the Peace Conflict**

1. Mohan is a brilliant college student.
2. His family consists of father, mother and a younger brother.
3. Kumar is a business man and his wife is a house wife.
4. Kumar faces a financial crisis in his business and becomes bankrupt.
5. Kumar's behavior changes a lot after the bankrupt and starts drinking alcohol.
6. The peaceful atmosphere of the family is affected.

### **Difficult terms**

Bankrupt, Crises, Rude, etc.

### **Questions to be answered**

1. What type of business Kumar is?
2. Does Kumar have any other investment?
3. Does father's bankrupting and changed behaviour affect Mohan's studies?
4. How does Mohan behave with his father?
5. Is Kumar telling about the financial crisis to Mohan?
6. What type of financial crisis Kumar faced?

### **Phase 2: Identification**

The teacher clarifies the value questions and helps the students to do the same. There may be different values and values systems that conflict in the presented situation, which has been clarified through class room discussions.

### **Values which conflict in the dilemma**

Love and Harmony

### **Alternatives open to the central character to solve the peace conflict**

1. Talk lovingly with his father and find out the causes of the problems faced by him.
2. Mohan can take initiative to carry out a productive dialogue to his father with the help of grand parents and his father's friend.
3. Mohan can help his father to start a new business.
4. Mohan can pray to god to solve the problem.
5. Mohan can advice his father to stop his drinking alcohol.
6. ....

### **Most important alternatives**

1. Talk lovingly with his father and find out the causes of the problems faced by him.
2. Mohan can take initiative to carry out a productive dialogue to his father with the help of grand parents and his father's friends.
3. ....

### **Positive consequences for the first alternative**

- Peace and happiness will be restored.
- Mohan gets an ability to solve the crises.
- Mohan finds out the route cause of the problem.
- Mohan can give courage and self confidence to his father.
- Mohan can take a wise decision regarding this dilemma.
- Mohan's father will stop drinking.



### **Negative consequences for the first alternative**

- There will be no peace and happiness in the family.
- Kumar will not be able to solve the financial crises.
- Mohan's father will continue drinking alcohol.
- Kumar will not be able to do other business in his life.

### **Positive consequences for the second alternative**

- Peace and happiness will be restored.
- Mohan gets an ability to take an initiative to solve the problem.
- Mohan gets an ability to take a decision by seeking co-operation from grandparents and friends of his father.
- Mohan gets ability to solve various problems.
- Mohan's self courage increases.
- Kumar accepts other's suggestions.
- Kumar can start a new business.
- The financial crisis of Kumar will be solved.
- Mohan's father will stop taking alcohol.

### **Negative consequences for the second alternative**

- There will be no peace and happiness in the family.
- Kumar will not be able to solve the financial crises.
- Mohan's father will continue drinking alcohol.
- Kumar will not accept other's suggestions.
- Kumar will not be able to do other business in his life

## **Phase 3: Dialogue**

### **Formation of groups**

The teacher divides the whole class into small groups for open discussion and for free flow of ideas.

### **Open discussion**

The teacher asks students to identify the values under each consequence.

### **Values underlying the positive consequences for the first alternative**

- Peace and happiness will be restored. (Compassion, Love, Peace)
- Mohan gets an ability to solve the crises. (Dignity)
- Mohan finds out the root cause of the problem. (Seek solution)
- Mohan can give courage and self confidence to his father. (Courage, Self confidence)
- Mohan can take a wise decision regarding this dilemma. (Decision making)
- Mohan's father will stop drinking. (Non-violence, Harmony)

### **Values underlying the positive consequences for the second alternative**

- Peace and happiness will be restored. (Compassion, Love, Peace)
- The financial crisis of Kumar will be solved. (Interdependence, Co-operation)
- Mohan's father will stop taking alcohol. (Human dignity, Non-violence )
- Mohan gets ability to solve various problems. (Courage)
- Mohan's self courage increases. (Self confidence, Courage)

- Kumar accepts other's suggestions. (Acceptance, Love)
- Kumar can start a new business. (Self confidence, Unity)
- Mohan gets an ability to take an initiative to solve the problem. (Courage)
- Mohan gets an ability to take a decision by seeking co-operation from grandparents and friends of his father. (Co-operation, Listening, Love)

#### **Phase 4: Creative Suggestions**

Teacher co-ordinates the various suggestions provided by the students.

Students suggest the following;

- Find out various sources of money with the help of his father's friends.
- Along with this he needs prayer which gives confidence.

#### **Value criterion**

Based on the open discussion the major values are Compassion, Love, Co-operation, Human dignity, Non-violence, Acceptance, Listening, Courage, Decision making and Self confidence.

#### **Phase 5: Selection**

The teacher asks the students to select the best alternative based on the values, long term effect of the consequences, the impact of the positive and negative consequences, modeling with respect social implications, the applicability of the creative suggestions, etc.

#### **Best alternative open to the central character**

"Mohan can carry out a productive dialogue with his father, grand parents and his father's friends to find out a new source of money to continue his business. Along

with this prayer is needed".

The teacher points out the reason for selecting this as the best alternative.

#### **Phase 6: Evaluation**

The teacher directs the students to evaluate the process of conflict resolution.

#### **Evaluation points**

The main difficulties faced by the students while going through the model were the following;

- Overlapping values.
- Difficulty in finding the alternative based on different values.
- Difficulty in finding out the positive and negative consequences of various alternatives.
- Among the various alternatives to select the best alternative was difficult.

#### **Phase 7: Conflict Resolution**

The students are listed the values which helped for the conflict resolution process and the teacher gives explanations on the importance of these values. The major values are declared by the students in their groups and the teacher co-ordinate the values and declare for all.

#### **Value declaration**

Co-operation, Self confidence, Courage and Spirituality based on Love

#### **Citing related examples**

Teacher encourages the students to cite related examples from various sources which will help them to analyse various peace conflicting situations and they can analyse it in a scientific manner using the Peace Value Model.

## Lesson Transcript For Peace Value Model

Process And Responses	Syntax
<p><b>Introduction of the learning strategy- Peace Value Model</b></p> <p>Teacher explains the learning strategy- Peace Value Model, its specialties and different steps.</p> <p>Dear students, all of us have experienced conflicting situations in our life. On some occasions we find it difficult to solve the problem. Today we shall discuss a peace conflicting situation. I will read for you a conflicting situation and you can go through the printed material given to you. I shall introduce you to a new strategy which will help you to arrive at a solution. This is a particular strategy for teaching. It has got definite seven steps. Firstly, a peace conflicting situation or social issue is presented. The second step is the identification of the values which, conflict in the given situation and finding out the alternatives and consequences. In the third step you have to divide into small groups for open discussion and for free flow of ideas. The fourth step is creative suggestions for problem solving from all groups, listing of the suggestions based on effective problem solving, determining the value criterion to analyze the consequences. The fifth step is the selection of the best alternative considering the values, consequences and long term effect. The sixth step is the evaluation of the process of conflict resolution, evaluating the best alternative, suggestions from the groups, etc. The last step is the value based conflict resolution, declaring the values helped in the process of solving the peace conflict and citing related examples.</p>	<p><b>Teacher introduces the Syntax of Peace Value Model</b></p>
<p>Students; please listen; now I will read the peace conflicting situation. After having gone through the printed material and all of you are requested to write down the important ideas briefly in your work sheets.</p> <p>Mohan is a college student. He is brilliant in his studies. His family consists of father, mother and his younger brother. His father Kumar is a business man and his mother is a house wife. Kumar's business was going well, but of late Kumar's business had declined. Slowly Kumar move to serious financial crisis and becomes bankrupt. Kumar's behavior also changes a lot. He started drinking alcohol and his behavior also become rude. He started to hurt Mohan's mother and results in many problems. Shouting father, crying mother, frightened brother... The peaceful atmosphere of the family is disturbed. Mohan wishes to solve his problems peacefully. What should Mohan do in this situation to solve the problem?</p>	<p><b>Phase 1: Presentation</b></p>

<p>Students find out the main points in the peace conflict.</p> <ol style="list-style-type: none"> <li>1. Mohan is a brilliant boy studying in standard X.</li> <li>2. His family consists of his father, mother and younger brother.</li> <li>3. Kumar is a business man and mother is a house wife.</li> <li>4. Kumar faces a financial crisis in his business and becomes a bankrupt.</li> <li>5. Kumar's behavior changes a lot and starts drinking alcohol.</li> <li>6. The peaceful atmosphere of the family is destroyed.</li> </ol> <p>Students find out the difficult terms peace conflict.</p> <p>Bankrupt, Crises, Rude, etc.</p>	
<p>Students identify the peace values which conflicts in the given dilemma with the help of the teacher.</p> <p><b>Love, Harmony</b></p> <p>The students in the whole class discuss the alternatives open to the central character to solve the peace conflict and positive and negative consequences of each alternative.</p> <p>Teacher supports the ideas of students and explains each of the alternatives and gives more clarifications.</p> <p>The discussion is based on the following;</p> <p><b>The alternatives open to the central character to solve the peace conflict</b></p> <ol style="list-style-type: none"> <li>1. Talk lovingly with his father and find out the causes of the problems faced by him.</li> <li>2. Mohan can take initiative to carry out a productive dialogue to his father with the help of his grand parents and his father's friends.</li> <li>3. Mohan can help his father to start a new business.</li> <li>4. Mohan can pray to god to solve the problem.</li> <li>5. Mohan can advice his father to stop his drinking alcohol.</li> <li>6. ....</li> </ol> <p>From the all possible alternatives through discussions the most important alternatives (two or three) are selected.</p> <p><b>Most important alternatives</b></p> <ol style="list-style-type: none"> <li>1. Talk lovingly with his father and find out the causes of the problems faced by him.</li> <li>2. Mohan can take initiative to carry out a productive dialogue to his father with the help of his grand parents and his father's friends.</li> <li>3. ....</li> </ol> <p>Students predict the possible positive and negative consequences of each alternative.</p>	<p><b>Phase two:</b> <b>Identification</b></p>

<p><b>Positive consequences for the first alternative</b></p> <ul style="list-style-type: none"> <li>• Peace and happiness will be restored.</li> <li>• Mohan gets an ability to solve the crises.</li> <li>• Mohan finds out the route cause of the problem.</li> <li>• Mohan can give courage and self confidence to his father.</li> <li>• Mohan can take a wise decision regarding this dilemma.</li> <li>• Mohan's father will stop drinking.</li> </ul> <p><b>Negative consequences for the first alternative</b></p> <ul style="list-style-type: none"> <li>• There will be no peace and happiness in the family.</li> <li>• Kumar will not be able to solve the financial crises.</li> <li>• Mohan's father will continue drinking alcohol.</li> <li>• Kumar will not be able to do other business in his life.</li> </ul> <p><b>Positive consequences for the second alternative</b></p> <ul style="list-style-type: none"> <li>• Peace and happiness will be restored.</li> <li>• Mohan gets an ability to take an initiative to solve the problem.</li> <li>• Mohan gets an ability to take a decision by seeking co-operation from grandparents and friends of his father.</li> <li>• Mohan gets ability to solve various problems.</li> <li>• Mohan's self courage increases.</li> <li>• Kumar accepts other's suggestions.</li> <li>• Kumar can start a new business.</li> <li>• The financial crisis of Kumar will be solved.</li> <li>• Mohan's father will stop taking alcohol.</li> </ul> <p><b>Negative consequences for the second alternative</b></p> <ul style="list-style-type: none"> <li>• There will be no peace and happiness in the family.</li> <li>• Kumar will not be able to solve the financial crises.</li> <li>• Mohan's father will continue drinking alcohol.</li> <li>• Kumar will not accept other's suggestions.</li> <li>• Kumar will not be able to do other business in his life</li> </ul> <p>The discussion can be arranged based on the following questions.</p> <ol style="list-style-type: none"> <li>1) What might be the consequences of each alternative?</li> <li>2) What are the positive and negative consequences of each alternative?</li> <li>3) What might be the short term and long term consequences?</li> <li>4) What might happen if the alternative were to become a reality?</li> <li>5) Who would be affected and how?</li> <li>6) What about the effects on the future generation?</li> </ol>	
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<p>The teacher divides the whole class into groups for open discussion and free flow of ideas through communication with less formality.</p> <p>After listing all the consequences of each alternative the teacher asks the student to identify the values under each consequence.</p> <p><b>Values underlying the positive consequences for the first alternative</b></p> <ul style="list-style-type: none"> <li>• Peace and happiness will be restored.(Compassion, Love)</li> <li>• Mohan gets an ability to solve the crises. (Dignity)</li> <li>• Mohan finds out the root cause of the problem. (Seek solution)</li> <li>• Mohan can give courage and self confidence to his father. (Courage, Self confidence)</li> <li>• Mohan can take a wise decision regarding this dilemma. (Decision making)</li> <li>• Mohan's father will stop drinking. (Non-violence, Harmony)</li> </ul> <p><b>Values underlying the positive consequences for the second alternative</b></p> <ul style="list-style-type: none"> <li>• Peace and happiness will be restored. (Compassion, Love)</li> <li>• The financial crisis of Kumar will be solved. (Interdependence, Co-operation)</li> <li>• Mohan's father will stop taking alcohol. (Human dignity, Non-violence)</li> <li>• Mohan's self courage increases. (Self confidence, Courage)</li> <li>• Kumar accepts other's suggestions. (Acceptance, Love)</li> <li>• Kumar accepts other's suggestions. (Acceptance, Love)</li> <li>• Kumar can start a new business. (Self confidence, Unity)</li> <li>• Mohan gets an ability to take an initiative to solve the problem. (Courage)</li> <li>• Mohan gets an ability to take a decision by seeking co-operation from grandparents and friends of his father. (Co-operation, Listening)</li> </ul> <p>The students present their views on each consequence, its desirability and on the ideas shared by other group and the teacher.</p>	<p><b>Phase three: Dialogue</b></p>
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<p>The students are asked to give their suggestions. The teacher co-ordinates the creative suggestions given by the students.</p> <p>Students suggest the following;</p> <ol style="list-style-type: none"> <li>1) Find out various sources of money with the help of his father's friends.</li> <li>2) Along with this he needs prayer which gives confidence.</li> <li>3) .....</li> </ol> <p>The teacher motivated and reinforced the creative suggestions of the students.</p> <p>The students determine the value criterion to analyze the consequences.</p> <p><b>Value criterion</b></p> <p>Based on the open discussion the major values are Compassion, Love, Co-operation, Human dignity, Non-violence, Acceptance, Listening, Courage, Decision making and Self confidence</p>	<p><b>Phase four: Creative suggestions</b></p>
<p>The teacher asks the students to select the best alternative based on the values, long term effect of the consequences, the impact of the positive and negative consequences, modeling with respect social implications, the applicability of the creative suggestions, etc.</p> <p>Students after considering the positive and negative consequences related to the problem and based on the opinions, suggestions, etc. given by the teacher identify the effective way to solve the issue.</p> <p>The teacher assesses the best alternative suggested by the students and if necessary.</p> <p><b>Best alternative open to the central character</b></p> <p>“Mohan can carry out a productive dialogue with his father, grand parents and his father's friends to find out a new source of money to continue his business. Along with this prayer is needed”.</p> <p>Teacher points out the reason for selecting this as the best alternative</p>	<p><b>Phase five: Selection</b></p>
<p>The teacher directs the students to evaluate the process of conflict resolution through the difficulties felt by them at the beginning. Phase six: Evaluation</p>	<p><b>Phase six: Evaluation</b></p>
<p>The students are listed the values which helped for the conflict resolution process and the teacher gives explanations on the importance of these values. The major values are declared by the students in their groups and the teacher co-ordinate the values and declare for all.</p> <p>The major values declared by the students are co-operation, self confidence, courage and spirituality based on love</p> <p>The teacher encourages the students to cite related examples from different life situations. The students are asked to go through the various steps mentioned in the strategy to solve conflicts.</p> <p>Teacher concludes the lesson. Thank You</p>	<p><b>Phase seven: Conflict resolution</b></p>

**WORKSHEET – PEACE VALUE MODEL LESSON PLAN**  
**(Love & Harmony)**

Name :  
Class/Subject/Designation :  
Group :  
Name of the group members :  
Name of the institution :

**Phase One: Presentation**

Main points in the peace conflict

Difficult terms and questions to be answered

**Phase Two – Identification**

Values which conflict in the dilemma

Alternatives open to the central character to solve the peace conflict

Positive and Negative consequences of alternatives

### **Phase Three – Dialogue**

Values under each consequence

### **Phase Four – Creative suggestions**

Suggestions for solving the peace conflict

Value criterion to analyse the consequences

### **Phase Five – Selection**

Best alternative open to the central character

Reasons for the selection of the best alternative

### **Phase Six – Evaluation**

Evaluation points

### **Phase Seven – Conflict Resolution**

Value Declaration

Related examples



## IS IT THE REAL “HER”? - A SOCIOLOGICAL GLIMPSE INTO THE REPRESENTATION OF WOMEN IN HINDI MOVIES

Dr. Sajitha J, Kurup\*

### Abstract

*Bollywood has been a major point of reference for Indian culture in the last century and will indisputably continue for years to come. To an extent, Bollywood has shaped the way in which people understand Indian culture and it has become a pervasive and inescapable force in Indian society. Women have been and to an extent still are represented as mere wallpaper in Bollywood films. Issues around gender, gender-based violence, femininity, women's rights and are often ignored and in most cases, subverted. Feminist discourse in the west has taken this up in relation to Hollywood, however, discussions of gender in eastern cinema has yet to be fully developed. Even though there is a plethora of research literature in this field, there is scope for far more in-depth investigation. This paper focuses on a content analysis of two Bollywood films, 'Queen' and 'English Vinglish', through which representation of women in Bollywood cinema is examined, in a more positive outlook, wherein empowerment becomes the major theme of analysis.*

### Introduction

Empowerment is a multi-dimensional social process that helps people to gain control over their own lives and in their society, by acting on issues that they consider as important. Empowerment occurs within sociological, psychological and economic spheres and at various levels such as individual, group and community and challenges our assumptions about the status-quo, asymmetrical power

relationships and social dynamics. The World Bank defines empowerment as “the process of increasing the capacity of individuals or groups to make choices and transform those choices into desired actions and outcomes” (World Bank, 2011).

Empowerment of women refers to developing them as conscious individuals, who are politically active, economically productive and independent and are able to

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make intelligent decisions in matters that affect them. Women empowerment as a concept was introduced at the International women Conference in 1985 at Nairobi, which defined it as redistribution of social power and control of resources in favour of women. Empowerment is an active multi-dimensional process, which would enable women to realize their full identity and powers - in all spheres of life. Empowerment does not mean setting women against men. Indeed, it means making both men and women realize their changing roles and status and develop a consensus for harmonious living in the context of an egalitarian society. It means redistribution of work roles, redistributing their values to the changing world and attitudes and evolving new kinds of adjustments, understanding and trust with each other. Empowerment of women is a new ideology for carrying democratic values into the family and society (Mamta Mokta, 2014).

### **Characteristics of empowered women**

There are many distinctive characteristics for empowered women-

- i) Empowered women define their attitude, values and behaviours in relation to their own real interest. They have autonomy because they claim their freedom from existing male hierarchies, whether they live in traditional societies or modern industrial societies.
- ii) Empowered women maintain equal mindedness. They act out roles that challenge male dominance. They respond as equals and co-operate to work towards the common good.
- iii) Empowered women use their talent to live fulfilling lives. They not only survive the harshness of their own

subjugation but also transcend their subjugation.

- iv) Empowered women maintain their strength on the face of pressures from the religion and work and contribute towards the empowerment of all women.
- v) Empowered women define their values and formulate their beliefs themselves, they do not derive their sense of being from male authorities nor do they live vicariously through men.

### **Dimensions and Parameters of Women Empowerment**

The process of empowerment has five dimensions, viz. Cognitive, psychological, economic, political and physical:

- i) The cognitive dimension refers to women having an understanding of the conditions and causes of their subordination at the micro and macro levels. It involves making choices that may go against cultural expectations and norms;
- ii) The psychological dimension includes the belief that women can act at personal and societal levels to improve their individual realities and the society in which they live;
- iii) The economic component requires that women have access to, and control over, productive resources, thus ensuring some degree of financial autonomy. However, she notes that changes in the economic balance of power do not necessarily alter traditional gender roles or norms;
- iv) The political element entails that women have the capability to analyse, organise and mobilise for social change; and

- v) There is a physical element of gaining control over one's body and sexuality and the ability to protect oneself against sexual violence to the empowerment process (Mamta Mokta, 2014).

### Indicators of Women Empowerment

Beijing Conference 1995 had identified certain quantitative and qualitative indicators of women empowerment-

**Qualitative Indicators:** (i) increase in self-esteem, individual and collective confidence; (ii) increase in articulation, knowledge and awareness on health, nutrition reproductive rights, law and literacy; (iii) increase in personal leisure time and time for child care; (iv) increase on decrease of workloads in new programmes; (v) change in roles and responsibility in family and community; (vi) visible increase on decrease in violence on women and girls; (vii) responses to, changes in social customs like child marriage, dowry, discrimination against widows; (viii) visible changes in women's participation level attending meetings, participating and demanding participation; (ix) increase in bargaining and negotiating power at home, in community and the collective; (x) increase access to and ability to gather information; (xi) formation of women collectives; (xii) positive changes in social attitudes; (xiii) awareness and recognition of women's economic contribution within and outside the household; (xiv) women's decision-making over her work and income (Mamta Mokta, 2014).

**Quantitative Indicators:** (a) demographic trends – maternal mortality rate – fertility rate – sex ratio – life expectancy at birth – average age of marriage (b) Number of women participating in

different development programmes; (c) Greater access and control over community resources/ government schemes—creche, credit cooperative, non-formal education; (d) Visible change in physical health status and nutritional level; (e) Change in literacy and enrollment levels; and (f) Participation levels of women in political process. Components of Women Empowerment: Four components of women's empowerment are identified: (i) Acquiring knowledge and an understanding of gender/power relations and ways in which these relations may be changed; (ii) Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life; (iii) Gaining the ability to generate choices and thereby acquiring leverage and bargaining power; and (iv) Developing the ability to generate, organise or influence the direction of social change to create more just social and economic orders nationally and internationally (Mamta Mokta, 2014).

### Empowerment of women in India

In harmony with the global trends, educated Indian women seem to gradually evolve a vision of equality with men. They have acquired a tremendous zeal to secure what they call 'lost rights', which they lost throughout the centuries. They no longer consider themselves silent spectators in this dynamic world situation, but is enthusiastically contributing to socially relevant roles. They have started breaking away from hackneyed traditions, warped social thinking and double standards of morality, that have blocked the worthwhile contributions they could make to the country's welfare. In the decade ahead, Indian women appear to be determined to devote individual and collective attention to the problems irking them and commence a



cleansing crusade in the thinking-patterns of society, educate public opinion at all levels to sweep aside anachronistic values, and discard the dead and decadent elements in Indian culture and rebuild the vitally, progressive ones.

### **Representation of Women in Bollywood**

Cinema is one of the most effective medium for visual communication which contributes immensely to the socio-cultural set of Indian society. It is more or less accepted that movies' function in our culture goes beyond that of being simply an exhibited aesthetic object. Film is a social practice for its makers and its audience; in its narratives and meanings, we can locate evidence of the ways on which our culture makes sense of itself (Turner, 1999:3). Feminist discourse concerning film has taken these areas into consideration as areas of debate in which power struggles are exercised.

From this inquiry into representation within film studies, we can focus on a derivative of film studies, which is feminist film studies. Feminist studies as a larger field of study has become a 'global movement' in which femininity in all walks of life have been scrutinised. Feminist film studies, being a microcosm of this, have examined representation of women on screen, television and writings on gender and films. This is because "film can be considered a language of its own, but the language that it uses still symbolises the same binary order that has dominated our society with its phallogocentric perspective" (Fram-Kulik, 2002:1). Many theorists have addressed the topic of women in film (cf. Mulvey, 1975; Kuhn, 1984, 1994; Kaplan, 1983; Humm, 1997; de Lauretis, 1984). The impact of cinema on critical studies over the years

has been significant and has focused on the misrepresentation or lack of representation of women in film. The reasoning behind this being, as Kaplan (1983:33) suggests, is that "all dominant images are basically male constructs". The gendered nature of film is one that has been documented and questioned greatly. Bollywood1 cinema, in turn, has been as inspected in a similar manner to any other category of cinema. Even though studies on Bollywood were previously seen as not viable, due to the escapist nature of the medium, the growing interest in India's development has led to an international concern over the media that comes out of India, especially their largest export, Bollywood cinema. There has been much research on Bollywood cinema as a whole (cf. Sircar, 1995; Gokulsing & Dissanayake, 1998; Kabir, 2001; Pendakur, 2003; Ganti, 2004), mostly explaining what it is, how it works and the culture behind Bollywood. Due to the emergent Indian Diasporas all over the world, Bollywood has started to export more films and gain more western influences, which also been a focal point that researchers have discovered and begun to explore. The significance of studying Bollywood has never been more pertinent, not only because of the growth of Bollywood as an industry but because of its following and significance in reading culture and making sense of society and its workings.

Of late, focus has shifted from merely discussing Bollywood as a cinematic domain to the roles of women in Bollywood. Since this shift, there has been increasing research done in this sphere (cf. Butalia, 1984; Chatterji, 1998; Datta, 2000; Radhakrishnan, 2001). The focus of these writers has been mainly on the representation of women in Bollywood

in their traditional roles of daughter, wife and mother, as well as of the increasing influence of western culture, which created the character of the vamp. As much as there has been a large amount of research done in terms of the roles of women in Bollywood, the field is still wide open to a great deal of investigation.

### **Case Studies -The ‘Queen’ and ‘English Vinglish’**

The Bollywood movies ‘Queen’ and ‘English Vinglish’ are taken as case studies, in this research paper, because the women portrayed in these films counteracts with traits which are the generally accepted codes of femininity. Throughout history, it has been articulated that “truly feminine women do not want careers, higher education, political rights...all they had to do was devote their lives from earliest girlhood to finding a husband and bearing children” (Friedan, 1963) . However, the content analysis of these films on a gendered perspective exposit certain extraordinary traits of the leading women characters in these films, which questions the stereotyped image of women in Indian society.

The film ‘English Vinglish’ revolves around the issue of colonial mindset where people’s worth is judged on the basis of their proficiency in English. In this movie, the protagonist is a woman-Shashi Godbole ( played by actress Sridevi) gets mocked by her husband and children, and literally devalued, because of the fact that, she does not speak ‘English’. She is a typical married Indian woman, very much caught up in the web of her marital life and family, that she merges into a stereotyped role, rather than have a self identity. Shashi’s husband Satish (played by actor Aadil Hussane) , and daughter, Sapna (played by actress

Navika Kotia) take her for granted, and also make her feel insecure, just because her English is not good. Despite the lack of appreciation that her family shows towards her, Shashi never sways in performing her motherly and wifely duties. She also runs her small business of making ‘laddus’, but never finds a place for herself in the race of life.

Meanwhile, Shashi’s elder sister Manu (played by Sujatha Kumar) calls her to America for her daughter’s wedding and incidentally, Shashi has to travel to America alone for the event. Landed in America, Shashi encounters a bitter experience at a coffee shop because of her inability to communicate in English. And then, she comes across an advertisement regarding an English class that promises fluency in four weeks. She enrolls to that conversational English class by using money she made while selling laddoos. This scene clearly give us an indication that Shashi is a person who has the ability to navigate to unknown domains alone.

Later in the movie, we can see, Shashi attending the English classes in a persistent manner. Her classmates are from various nationalities and ethnicities and all of them are struggling with their language skills. We can see Shashi smoothly sailing among these waves of people, and while self introducing, she calls herself an “entrepreneur” and her classmates feel very proud about her.

Shashi soon becomes a committed and promising student. She gains self respect with her charming behaviour which gives her confidence. Her classmate Laurent starts developing a fascination for her, which shocks Shashi, as it was something which she missed in her family. In the mean time,

Shashi's niece Radha (played by Priya Anand) comes to know about her secret English classes and supports her. Shashi is very dedicated towards learning English that she starts watching English channels on TV and also does her homework given by the teacher promptly. They are asked to prepare a five minute speech in order to complete her course and certificate. Meanwhile, Shashi's family joins her in Newyork earlier than planned to surprise her. But, then on, Shashi finds it difficult to attend classes because of her commitment to family affairs and asks Radha to inform the teacher about her plight. Her test date coincides with that of wedding date, so Shashi is forced to miss the test. But somehow she manages to listen to the classes with the help of an audio record. At the wedding party Shashi surprises everyone by speaking English. She reminds the couple getting married as well as her husband and daughter of the values of family and the need to support one another without being "judgemental" – A word Shashi has picked up from one of the many English films she has watched to learn the language. After her speech, both Satish and her daughter apologise to Shashi for their ill-manners. However, we see that, this apology happens only after Shashi has learned English, and in doing so, learned her own self-worth. Then onwards, Shashi starts to appreciate herself, her work and her identity and becomes a more confident woman. During their flight back home, Shashi ask the flight attendant in fluent English whether she has any Hindi news papers.

Shashi is a representative of every Indian woman who craves for making an identity of her own. It is often seen that over

the years, wives and mothers are always taken for granted, they are misjudged, ill-treated, insulted and misbehaved with. Shashi is a winner who by learning a new language, won over this gender stereotyped domain. But, the question is, are all Indian women, so lucky?

The movie "Queen" resembles Gowri Shinde's, 'English Vinglish' in its theme but the execution and premises are different. The film revolves around Rani (played by Kangana Ranaut), who is a very unassuming and innocent Punjabi girl from Delhi who is engaged to Vijay (played by Rajkumar Rao). However, one day prior to her wedding, Vijay tells her that he no longer wishes to marry her since his' life abroad has changed his lifestyle, taste, likes and dislikes and her conservative background and habits would be a wrong match for him. Confused by his refusal, Rani shuts herself in her room for a day. The very next day, she takes control of the situation to go alone on her pre-booked honeymoon to Paris and Amsterdam. In Paris, Rani befriends Vijayalakshmi (played by Lisa Hadyon) a free spirited women of French- Spanish- Indian descent, who works at the hotel in which Rani stays. Rani starts enjoying a series of adventures, both in Paris and Amsterdam. Rani slowly starts gaining confidence by taking control of her life and decisions. She also realises her potentials, like her cooking ability by winning a cooking competition by selling gol gappas (an Indian street snacks).

She learns more from her foreign friends and begins to understand how different life can be for peoples of other parts in the world. Later on in the movie, Vijay proposes to her again, seeing the changed persona of Rani, but she dramatically hands

over her engagement ring and walks away with a smile on her face saying 'thank you'.

### **Appraisal of the Films from the perspective of Women Empowerment**

The Bollywood movies 'Queen' and 'English Vinglish', are representations of clear cut deviation of women from their stereotyped roles. Till some decades ago, women were accorded the role of the inferior sex and prized possession of man. However, in recent times also, as seen in the movies, the acceptance of man's gender role has been willingly taken up by women, however, the change in gender roles is accepted by men with a pinch of salt. The present scenario is still that while a girl is groomed to become an efficient career woman as well as an efficient house maker, men are expected to excel mainly in professional fields. The situation is that while any effort from men to undertake a domestic job is welcomed and assisted by their counterparts, any such effort by women in the professional field is still seen as a threat to male supremacy or the patriarchal social structure. Hence men do not have to struggle hard to prove their worth, women most of the times have to work harder to prove not just that they are efficient but that they can work much harder, and deliver the results.

Lately, an open and educated society is paving the way for role-swapping which seems to be gaining ground in the highly demanding developmental social scenario. Domestic life has become almost unthinkable without flexibility in gender roles. While men are beginning to shed their inhibitions about working in the kitchen, women are already working late hours in their professional arena. The changing trends are reflected in men and women taking up unconventional work such as

pilots and astronauts while men are honing their skills as chefs and fashion designers. Changing roles to accommodate the social or professional pressures has become a common phenomenon. However it is in the urban centers that the flexibility is most evident.

The study of gender roles and how men and women learn different roles has been the subject of many debates over the past several decades. According to Musse (1971), It is a banal truth that an individual's sex role is the most salient of his many social roles. No other social role directs more of his overt behavior, emotional reactions, cognitive functions, covert attitudes and general psychological and social adjustment. Nor is the ascription of any role more fundamental for the maintenance and continuity of society. Activities, tasks, characteristics and attitudes are assigned differently to men and women in all cultures. (p. 707). Because gender is such a defining characteristic for culture, researchers have varying views about the fundamental factors of how humans come to understand gender and the development of gender roles. In truth, in the areas of gender and gender role research, nowhere has "so much been written, with so little agreement" (Fagot, 1995, p. 2). However, the glaring reality is that gender roles are changing radically, so as to incorporate the agenda of women empowerment in its real sense. The traditional roles of women are blurring as they take up more and more professional roles in the growing arena of a globalized society. Though many consider the empowered nature of women today as merely a hype, due to the increasing statistics relating to crime and violence against women, its is indeed a reality that, more and more women are liberating

themselves from the shackles of stereotyped images, as the case studies discussed in this research paper, clearly point out.

## Conclusion

What causes the unequal power relation between gender? Why are women's identities limited to their sexuality in our sociocultural context? This research paper was fuelled by these research questions, and the search for answers were highlighted by the content analysis of the Bollywood films, which forms the heart of the socio-cultural dimension of Indian society.

There are different genres of Bollywood films but at a basic level, almost every Bollywood movie revolves around a 'boy-meets-girl' storyline consisting of a hero and heroine, and a villain who serves as an opposition to their romance. The portrayal of women in majority of Bollywood films is highly stereotypical. Women are portrayed as either homemakers, nurturers of the family, exclusively dependent on men, or as objects of male attention. Many hold the view that, the stereotypical portrayal of women in Bollywood films, and the objectification of women in item songs not only demean women, but also make it okay for men to eve-tease and harass women, among others. Out of the 200 films produced annually, only 20 per cent are a box-office hit (Dudrah 2006: 33). In this regard, the producers of the films are catering to the audience's demand. Therefore, if a film with an item song is a hit, it is because the content of the film is appreciated by the masses. The portrayal of women, be it through the storyline or item songs, creates gender roles determining how women and men should carry themselves, how they should act, think, dress and speak.

Hence films like 'Queen' and 'English Vinglish' are really laudable attempts for improving the image of women in a very positive manner. It has indeed succeeded in breaking the barriers of typical power discourse in Indian society and creating a paradigm shift with regard to the concept of empowerment and equality of women.

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### Online Resources

- [www.unifem.org](http://www.unifem.org)
- [http://en.wikipedia.org/wiki/Gender\\_Inequality\\_Index](http://en.wikipedia.org/wiki/Gender_Inequality_Index)
- <https://www.mapsofindia.com/my-india/society/women-empowerment-in-india>
- <http://www.counterpoint-online.org/cgi-bin/item.cgi?id=558>
- <http://en.wikipedia.org/wiki/English-Vinglish>
- [http://en.wikepedia.org/wiki/Queen-\(film\)](http://en.wikepedia.org/wiki/Queen-(film))
- <http://www.importantindia.com/19050/essay-on-women-empowerment.womenempowerment>





## TECHNO PEDAGOGIC CREATIVITY AND TEACHER EFFECTIVENESS: A CRITICAL ANALYSIS

Dr. T V Bindu\*

### Abstract

*In the 21<sup>st</sup> century of technological era every student is in the midst of technological devices and they have the capability of using any new software in their daily life situations. The classroom teaching learning contexts are one of the major daily life situations. These students are to be dealt with lesser technology known teachers. The gaps between “2G, 3G and 4G generation” learners are to be addressed properly in the classroom by the teachers. In this scenario the teachers are expected to analyse the teaching contents using various taxonomical objectives along with digital taxonomy. The pedagogic content knowledge of a teacher is one of the most predominating attribute contributing to the effectiveness of teaching. Any novelty in the mode of presentation of content by a teacher will lead to greater effectiveness of teaching and also greater influence on learning if there is higher techno pedagogic creativity among the teachers. The learning process of the “net generation” students is more influenced by the digital world. Their interest, learning strategies and techniques are different. This assumption leads to the present study. The study is conducted on 5 student teachers and 213 secondary school students. The data was collected through observation of original classroom practices and tools like science interest inventory, scientific attitude scale and an achievement test in physical science. The study revealed that techno-pedagogic creativity enhances the teacher effectiveness in terms of achievement of learning objectives both in summative and formative evaluation and also in terms of affective domain variables like science interest and scientific attitude, scientific aptitude the psycho motor domain and achievement.*

**Key terms:** Techno pedagogic creativity, teacher effectiveness

### Introduction

Teaching is a process where a learner can change his/her various domains in brain. It is the process of interaction of a learner with his environment and analysis

of his/her own experiences to make changes in the three domains; affective, psycho-motor and cognitive domains. In the formal context of classroom, the teacher is expected to provide both the learning

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environment and experiences to students. The creativity of the teacher in presenting learning materials, learning environment and experiences for students plays a vital role in the achievement of students both in the scholastic and non-scholastic domains. Here comes the importance of pedagogic capacity and pedagogic creativity of the teacher. When combined these two we can expect pedagogic creativity from the teacher.

Pedagogy is defined as the science of teaching. It is sometimes considered as the act of teaching including planning and its execution. Instructional strategies are managed by the previous knowledge of the students and their experiences. It also depends on situation, environment and learning goals set by the teacher and the students.

The technological revolution that occurred in the middle of the 20<sup>th</sup> century leads to many studies related to the study of creativity patterns, which has become a productive force, having a significant impact on many fields. In the field of education and educational psychology studies were concentrated on different types of creativity like scientific creativity, mathematical creativity, literary creativity, pedagogic creativity etc. Now in the 21<sup>st</sup> century the question of finding teachers with techno-pedagogic creativity is on high agenda. We need to conduct a lot of studies to identify the impact of techno pedagogic creativity in the effectiveness of teaching for acquiring the curricular objectives.

In this context the investigator went through the related studies of pedagogic creativity. Very few studies were conducted to explore the classroom impacts of pedagogic creativity. Being a teacher

educator the present investigator is getting opportunity to train student teachers in analysing the content to teach by using various aspects. One among this is the involvement of offline, online e-materials for teaching-learning in the normal classroom. ICT based classroom teaching is common everywhere at the school level. Samagra portal become part and parcel of teaching learning process at the school. To impart ICT based teaching –learning processes in the classrooms of Kerala, smart classrooms and smart teacher training programmes were planned and executed by IT@ school along with SCERT, Kerala. Both the development of ICT supported learning materials and implementation of them for teaching in the normal classroom was done by the Government of Kerala.

### **Need and significance of the study**

Constructivistic teaching learning processes if handled by techno pedagogic teachers with creative ideas, will lead to the development of creative thinking among students and also develop higher order thinking skills like critical thinking, logical thinking, analytical thinking etc. Now the major challenge faced by the teachers is digital natives and alpha generation kids in the classrooms. These students are interested in getting techno-based teaching learning process. They can learn better if presented through digital forms and web tools. The teachers are receiving sufficient support and training to meet the challenges made by digital natives to them. Contemporary methods of teaching cannot achieve this as the students are more interested in ICT based teaching learning methods. Only a teacher who can think and create something new in a technological platform will be accepted by the students as well as parents.

Yildiz (2017) has found an average level of techno pedagogic competencies and critical thinking skills among pre-service Mathematics teachers and also found out a significant positive relationship between the above two variables.

A teacher can enhance creative thinking ability if he/she is able to use more and more technology in the classroom in a creative and challenging mode to satisfy the needs and the demands of the “net generation” students. This requires a very high competency in techno pedagogy. A graduate or post graduate student in a particular subject will possess sufficient content competency, but while planning a lesson for transaction the technological challenge arises. In order to prepare an ICT based lesson, whenever required, the teacher should also know how to use different ICT tools which they might have used during their degree course. Also it should be in a creative mode. Here comes the importance of techno-pedagogic creativity. Every teacher had this feeling when they are expected to conduct online classes during Covid-19 lock down period. When they are trying to transact curriculum through online mode they are facing many challenges. If they are following the same mode of transaction every day the students are not ready to receive since they are easily bored by repetition of methodology in every day.

From this we can understand that the creativity in using different web 3.0 tools and different learning platforms, using artificial intelligence, multidimensional exhibits, audios, videos, augmented realities etc during online classroom transaction will be accepted by students population in all levels of learning. Teacher effectiveness will be assessed in terms of creative use

of these possibilities. Blending these tools in suitable mix will be appreciated. The techno-pedagogic creativity need to be enhanced in order to “prepare” future teachers through pre-service courses and sufficient training needs to be provided to in-service teachers to meet these challenges. The next century teachers have to carry out technology based researches since they are the core figures who will carry their education programmes into effect through the use of techno-pedagogy competencies with creative interventions in teaching.

Technology integration in classroom teaching and learning activities has become one of the important requirements in education. It is a multi-dimensional and complex process. The modern concept of techno pedagogy is the integration of technology into the teaching-learning process. For this purpose, our teachers must have a thorough knowledge of technology along with critical and creative pedagogical analysis of curricular objectives.

Research findings suggest that many pedagogical creativity challenges remain unsolved. Thus, these findings can become the basis for subsequent studies on the improvement of the existing and creation of new approaches to the development of pedagogical creativity in modern educational process. In today’s world, creative ideas, creative activity are the most profitable areas of human activity (Savic, 1923). Therefore, identification of creative individuals, as well as development of creativity fundamentals is an urgent task of psychology and pedagogy (Isurmatova, 2016).

Rubinshtein describes creativity as “human activity, which creates the new material and spiritual values that have social

significance” (Ilyin, 2009). At the same time, Kuzmina (1990) considers this concept, emphasizing the importance of creative aspects in teachers’ work. She believes that pedagogical work can be considered fruitful if provided its focus on the ways to prepare students for life and future activities, ways of teaching self-education, self organization and self-control.

In this context the following research questions were originated in the mind of the investigator: i. Is there any influence of techno pedagogic creativity in achieving the curricular objectives? ii. Can ICT based lessons improve or enhance interest in learning science? iii. Can ICT rich learning environment help the students at secondary level to improve their scientific aptitude and scientific attitude? iv. Whether techno pedagogic creativity enhances the achievement along with the above said variables? These research questions were put together to form the present title “Techno Pedagogic Creativity and Teacher Effectiveness: A Critical Analysis”

### Objectives of the study

The study is conducted around the following objectives:

1. To find out the pedagogic creativity of student teachers in physical science.
2. To find out the influence of pedagogic creativity on teacher effectiveness in terms of science interest, scientific attitude and achievement in physical science.

**Methodology:** In the present study the investigator used a mixed method for both data collection and analysis of data. 5 student teachers were taken as sample. The effectiveness of pedagogic creativity was studied in terms of science interest, scientific

attitude, scientific aptitude and achievement in physical science of secondary school students to whom these student teachers transacted the content. Observation schedule with an intention of identifying the techno pedagogic creativity along with science interest inventory, scientific attitude scale and an achievement test in physical science were used for data collection. Both qualitative and quantitative analysis were carried out to draw the conclusions. Test of significance of difference between means of pre-test and post test scores was adopted to find out the effectiveness of teaching. In the present study teacher effectiveness the impact of teaching on selected variables namely; science interest, scientific attitude and achievement in physical science of secondary school students. Techno-pedagogic creativity is defined as the ability to do pedagogic analysis of the content to be taught using various ICT tools and e-materials and their uses in the process of teaching-learning physical science.

**Procedure adopted:** The investigator oriented 5 student teachers in physical science in preparing lesson plans with techno pedagogic creativity using web 3.0 tools and other digital means and platforms. The student teachers were practiced these lesson plans in the first phase of teaching practice and the investigator observed these classes with an observation schedule using proper rubrics having techno-pedagogic creative components. In this phase the investigator trained the student teachers to prepare and implement the techno-pedagogic creative lesson transcripts. The original study was conducted in the second phase of teaching practice. The student teachers were expected to use ICT based lesson plans in a

blended mode where they have used techno-pedagogic creative modes for transaction. Before starting the second phase of teaching science interest inventory, scientific attitude scale and an achievement test in physical science were administered to 213 secondary school students. The scores were noted and the student teachers taught the secondary school students with new ICT based lesson plans. After the intervention science interest inventory, scientific attitude scale and an achievement test in physical science were again administered as post test. The scores were noted. The lesson plans were evaluated with rubrics of techno-pedagogic creativity and transactions of these lesson plans were observed using an observation schedule. The score obtained in the three variables under study were compared using test of

significance of the difference between two means of correlated large samples. The study details are given below:

### Analysis and discussion of results

The data collected were analysed with respect to the objective set for the present study. Comparison of science interest, scientific attitude and an achievement in physical science of secondary school students was done using test of significance of the difference between two means of correlated large samples. Mean and standard deviation of science interest, scientific attitude and an achievement in physical science of 213 secondary school students were calculated. The details regarding the t-test are given in Table 1.

*Table 1*

*Data and results of test of significance of difference between means of science interest, scientific attitude and an achievement in physical science of secondary school students*

Variables	N	Pre-test		Pre-test		r	$\sigma_D$	t-value
		Mean	SD	Mean	SD			
Science interest	213	35.8	2.58	43.2	3.51	0.54	0.208	35.58
Scientific attitude	213	42.7	4.11	56.3	2.13	0.48	0.248	26.61
Achievement in Physical science	213	11.6	3.45	19.4	2.08	0.51	0.204	38.24

From Table 1 it is evident that the secondary school students are differing significantly in their science interest (t-value = 35.58), scientific attitude (t-value = 26.61) and an achievement in physical science (t-value = 38.24) and all are significant at 0.01 level of significance. The higher mean value is associated with the post-test scores. It indicates that there is significant influence of techno pedagogic creativity of teachers on science interest, scientific attitude and an achievement in physical science.

The present study revealed that pre-service student teachers possess good techno pedagogic creativity. This finding is in coincidence with several reported studies which say that university students have a medium level of techno pedagogical skills and critical thinking skills. Lee and Kim (2014) conclude that pre-service teachers were at the lowest level in terms of understanding technology integration. Researchers are of the opinion that there are negative beliefs that affect teachers' or pre-



service teachers' effective implementation of technology integration in terms of techno pedagogical competencies and that they are at the beginner level in practice (Yildiz, 2017).

A significant difference has been found when the secondary school students were compared with respect to the study variables before and after intervention. The significant difference in science interest, scientific attitude and an achievement in physical science have been identified. These findings of the study showed that if the teachers are planning and implementing techno-pedagogic creative lessons, secondary school students can enhance their science interest, scientific attitude and an achievement in physical science. This may be due to the fact that when teachers frequently use techno pedagogy in the classroom the students will be more enthusiastic in learning.

The following suggestions have been derived from the findings of the present study:

The curriculum of pre-service teacher training programme needs to be promptly reviewed and modernized giving more emphasis on improving student teachers' techno pedagogic skills and creativity in using digital media and material in the teaching learning process.

Opportunity should be created and provided to student teachers, guided by the faculty members, for effective implementation of technology integration during classroom teaching learning process, during practice teaching and internship

Opportunity may be provided to student teachers learning settings in which they could frequently use technological applications since those who frequently use ICT will not have difficulty in integrating thinking processes into active use.

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## IFRS CONVERGENCE BENEFITS AND CHALLENGES IN THE INDIAN CONTEXT

Cyndrella V.S.\*

### Abstract

*International Financial Reporting Standards (IFRS) is a set of accounting standards developed by International Accounting Standards Board (IASB), an independent body which succeeded International Accounting Standards Committee (IASC). IFRS today is considered as the global accounting language which will standardize accounting statements and improve transparency and comparability of accounts. The reasons behind implementation of IFRS are to attract international investment, improve international trade, access to overseas capital market and to ensure comparability. In India, Ministry of Corporate Affairs has laid down a roadmap for convergence with IFRS. India has opted for IFRS convergence rather than IFRS adoption and prepared its own standards in line with IFRS which is popularly known as Ind- AS. This paper attempts to study the significance of IFRS convergence in the Indian context. It also tries to understand the benefits and challenges in implementation of IFRS in India. The emphasis would be on the need for implementing IFRS in India, given the fact that many countries including USA, the largest capital market in the world, has not accepted IFRS which is considered to be an international accounting language. The focus would be to highlight if the benefits derived from the IFRS convergence would overcome the challenges in implementing the same in a country like India where we have a mixture of large and small scale businesses.*

**Keywords:** IFRS Convergence, IFRS implementation, IFRS benefits and Challenges, etc.

### Introduction

IFRS is International Finance Reporting System which is a set of standards developed by an independent body called International Accounting Standard Board (IASB). International Accounting Standard Board (IASB) was succeeded by International

Accounting Standards Committee (IASC). IFRS is a global accounting language to standardize accounting statements and improve transparency and comparability of accounts. IFRS was introduced for the development of international trade and increase the opportunities for growth.

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According to IFRS Foundation “The mission of IFRS is to develop IFRS Standards that bring transparency, accountability and efficiency to financial markets around the world. Our work serves the public interest by fostering trust, growth and long-term financial stability in the global economy.” IFRS is implemented because it helps to attract international investment, improve international trade, access to overseas capital market and to ensure comparability.

The IFRS was first implemented in European Union and quickly it spread to other parts of the world. Now most of the major economies have implemented IFRS or are in the process of implementing IFRS. Today about 113 countries around the globe has adopted IFRS making it the universal accounting standard. Even though large economies like United Kingdom, Japan, and Canada have opted for IFRS, United States, the largest capital market of the world, has not yet adopted IFRS. This is because of the differences in US GAAP and IFRS. IFRS is successful as an international accounting standard only if all the countries in the world implement the same.

India also has started implementation of IFRS. The Ministry of Corporate Affairs has laydown a roadmap for convergence with IFRS. India has opted for IFRS convergence rather than IFRS adoption and prepared its own standards in line with IFRS which is popularly known as Ind- AS. In India, IFRS will be adopted by different phrases. It was on 16 February 2015 the Ministry of Corporate Affairs announced a road map for transition into Ind AS. From 1 April 2015 it was on voluntary basis and from 1 April 2016 as mandatory. The Institute of Chartered Accountants of India (ICAI) has

announced that IFRS will be mandatory in India for financial statements for the periods beginning on or after **1 April 2016** in a phased manner.

IFRS have many benefits like attracting world capital, improve international trade, provide uniformity of accounting standards and specially useful for MNCs in preparation of their financial statements. In implementation of IFRS there are many huddles like lack training and education about IFRS, difference in GAAP and IFRS etc. This paper try to understand the benefits and challenges in implementation of IFRS in Indian context.

This paper also attempts to study the significance of IFRS convergence in the Indian context. It also tries to understand the benefits and challenges in implementation of IFRS in India. The emphasis would be on the need for implementing IFRS in India, given the fact that many countries including USA, the largest capital market in the world, has not accepted IFRS which is considered to be an international accounting language. The focus would be to highlight if the benefits derived from the IFRS convergence would overcome the challenges in implementing the same in a country like India where we have a mixture of large and small scale businesses.

### **Statement of the Problem**

The paper tries to understand the benefits and challenges in convergence to IFRS in Indian scenario. International Financial Reporting Standards are a set of accounting standards developed to harmonize the financial statements across the globe. The implementation of IFRS is essential in this era of globalization to ensure global compatibility, enable

systematic review of MNCs, increase transparency and reliability of accounts. There are many barriers in implementing a different accounting standard in a large country like India like lack of awareness and training, cost of implementation and a large number of small and medium firms. Moreover the above barriers the success of IFRS as a universal accounting standard is also questionable since all the countries has not yet opted for IFRS. In this context this paper examines whether IFRS convergence is needed in India. The paper also consider the benefits and challenges of implementing IFRS in India.

### Objectives

1. To understand the benefits of implementing IFRS in India.
2. To study the barriers in convergence to IFRS
3. To find whether the benefits from IFRS convergence overcome the challenges in implementation.

### Methodology of the Study

To study the benefits and challenges of IFRS convergence in Indian context, we use mainly secondary source of data. The variables under the study are International Financial Reporting Standards, its need, convergence in India, benefits from the convergence and challenges in transition to IFRS. This research paper provides an insight on the basic concepts of IFRS along with its reasons for implementation, advantages and disadvantages of IFRS. The study also collect primary data from 20 respondents using the questionnaire method. The primary data is collected to support the secondary data.

### Limitation

The main limitation of the study is that the IFRS is recently introduced in India. The lack of awareness and knowledge about IFRS is the major difficulty in this study. The study is limited to analyzing the benefits and limitations of implementation of IFRS in India. The study does not consider any other aspects regarding IFRS.

### Review of Literature

Meenu Sambaru Dr. N. V. Kavitha (July 2014): In their article “A Study on IFRS in India has examined the significance of IFRS in Indian business environment and the similarities and distinction between IFRS and AS”. Irrespective of the varying opinions convergence of IFRS with local standards is now not just a forum of discussion but a reality. There are significant differences between the accounting treatments laid down in the existing Accounting Standards as against the treatments envisaged in the converged Indian Accounting Standards. These differences necessarily will have an impact on the depiction of profit and financial position of an enterprise.

Dr. Preetishrivastava D.S Rawat (July 2015): A Study on Challenges and Prospects of IFRS in Indian Accounting System has specified that Accounting Standards (AS) at par with IFRS so that the Indian corporate and the accounting professional reap the benefits of global accounting standard Irrespective of various challenges, adoption of converged IFRS in India will significantly change the contents of corporate financial statements as a result of more refined measurements of performance and state of affairs, and enhanced disclosures leading to greater transparency and comparability.

Dr. Mahender K. Sharm, Jignesh R. Vaja (July 2013) : IFRS and India: its problems and challenges has suggested that the regulatory bodies should ensure changes in existing Companies Act 1956, Taxation, Banking Laws, and Insurance Act etc. these changes will be beneficial to line up Indian Accounting Practices with IFRS. With a view to make sure adoption of IFRS in India in time, skilled and trained professional accountants and auditors in IFRS are required in large numbers. India need to build a bridge in the gap between available trained professionals and required such professionals.

Santanu Kumar Das(2014) did study entitled of “Indian Accounting Standards and IFRS” in the year of 2014. The main aim of this study is to thus; global accounting standards would remove a frictional element to capital flows and lead to wider and deeper investment in markets with IFRS is also in the interest of the industry since compliance with them would be able to create greater confidence in the mind of investors and reduce the cost of raising foreign capital.

ShamnaniGopichand B (2012) in their article GAAP & IFRS, and It would be appreciate to understand some of the qualitative as well as Procedural differences between the two. An analysis of differences Between Indian GAAP and IFRS.

Dr. A Vinayagamoorthy.Ph.D(2014): Opportunities and challenges in adopting IFRS ,has suggested for three links thatexist in the enforcement sequence they are the Directors and top management who must ensure that financial statements are prepared in compliance with established standards and Auditors who must act independently and judiciously to ensure that financial statements comply with applicable accounting standards

As evident from the literature review, few of the studies have also brought out the procedural aspects of implementation of IFRS. Some of the studies have given a contradictory view wherein the articles talk about the difficulties and complications faced in implementing IFRS.

### **Analysis and Interpretation**

International Financial Reporting Standards (IFRS) is a set of accounting standards developed by International Accounting Standards Board (IASB), an independent body which succeeded International Accounting Standards Committee (IASC). IFRS is considered as the global accounting language which will standardize accounting statements and improve transparency and comparability of accounts. The reasons behind implementation of IFRS are to attract international investment, improve international trade, access to overseas capital market and to ensure comparability. In India, Ministry of Corporate Affairs has laydown a roadmap for convergence with IFRS. India has opted for IFRS convergence rather than IFRS adoption and prepared its own standards in line with IFRS which is popularly known as Ind- AS. Still there are many barriers in India to implement IFRS such as lack of knowledge and proper training, difference in Indian GAAP and Ind AS, large number of small and medium enterprises etc.

### **Need for Convergence with IFRS**

In this era of globalization, liberalization and privatization the whole world is knit as a single largest market. According to the literatures regarding IFRS, this International accounting standard is a need in this era of globalization. IFRS

is a comparable universal standard. Even though convergence to IFRS is a tedious process, it will standardize the financial reporting system all over the world. IFRS is very useful especially for multinational corporations to present their financial statements in one global accounting language. IFRS also make entry into international trade easy. The reasons behind the implementation of IFRS are as follows

- To ensure global compatibility
- Impact of globalization
- To enable systematic review of MNCs
- Listing in overseas stock exchange
- Maintain transparency in accounting statements
- Build good image for the company in the international level
- Reduce information asymmetry.
- Different disclosure requirement
- Prevent material manipulations and errors
- Meaningful comparisons

## **Benefits of IFRS**

### **1. Attract world capital**

India is a developing country and there is a need for investment in infrastructure. IFRS being an international accounting standard make our financial statements more transparent and comparable. Difficulty in understanding the accounts has always been a barrier for foreign investment. Hence adoption of IFRS will help Indian economy to get access to overseas funds.

### **2. Improve international trade**

International Financial Reporting Standard is an international accounting standard. It also provide a global language

for comparison and improve reliability for companies. A single accounting language improves the quality of information and thus the international trade.

### **3. Uniformity of accounting standards**

A uniform accounting standards is the most important reason for formulation of IFRS by International Accounting Standard Board (IASB). A single global accounting standard will increase the transparency and reliability of accounting statements. IFRS also remove the barrier of difficulty in understanding accounting statements of different countries.

### **4. Prevent frauds**

IFRS requires more disclosures in financial statements. It will give more clarity, transparency and reliability to accounts. IFRS with its disclosure requirements make accounting statements more true and fair. It thereby prevent frauds.

### **5. Ensure reliability and high quality**

IFRS make accounting statements more transparent. It improves the reliability and increases the quality of information. It also prevent information asymmetry.

### **6. Ease in accounts preparation for Multi-National companies**

IFRS is especially useful for Multi-National Companies (MNC) which operate in multiple countries. In absence of an international accounting standard these MNCs need to prepare their financial statements in multiple formats. IFRS is a boon for MNCs. Indian MNCs such as TATA, Reliance etc are listed in Indian and foreign stock exchanges.

The others benefits of IFRS apart from the above are as follows



- Better quality of information.
- Investors' confidence
- Standardize books of accounts
- Reduce cost of preparing financial statements

## **Challenges in Transition from Indian Gaap to IFRS**

### **1. Difference in GAAP and IFRS**

The main difficulty in implementation of IFRS in India and many other countries is the difference in domestic accounting standard and International Financial Standard. There are many difference in Indian GAAP and IFRS such as change in valuation, depreciation disclosures etc.

### **2. Lack of awareness**

In similar studies about IFRS awareness, majority of the business post graduate students are not properly aware of IFRS. The lack of knowledge among finance professionals is a major problem in implementing IFRS.

### **3. Lack of training**

Providing proper training and education about IFRS especially among professionals is another barrier in implementing IFRS in India. Once IFRS is compulsorily implemented there should professionals to prepare accounts as per the new standards.

### **4. Regulatory and legal requirements**

The present regulatory and legal system may be changed to incorporate IFRS. For example the present Income Tax Act does not accept calculation of depreciation under IFRS

### **5. Lack of adoption by all countries in the world**

IFRS as an international standard is successful only if it is implemented in all countries across the globe. Many countries especially US are not willing to adopt IFRS. United States is one the largest capital market in the world has not yet implemented IFRS.

The following are other imitations of implementation of IFRS apart from the above.

- Re-negotiation of contracts
- Affect day to day operations of company
- Impact on reported profitability
- Large number of small and medium enterprises.
- Cost of implementation
- Treatment of tax liability
- Complex structure of IFRS
- To keep pace with IACB

## **Primary Data Analysis, Interpretation and Suggestions**

Analysis of data has been done through structured questionnaire administered among 20 respondents.

- On analyzing the demographic aspects of the respondents 33.3% of the respondents are chartered accountants, 22.2% CMA, 11.1% finance managers and rest constitute other occupations.
- As per the survey it is clearly identified that 89.9% of the respondents suggest that introduction of IFRS is beneficial to Indian companies.
- Based on their opinion for the reasons behind need for convergence with IFRS nearly 88.9% of them opine that it is to ensure global compatibility,



followed by meaningful comparability, systematic review of MNC's and for maintaining transparency.

- On suggesting the benefits of IFRS almost 100% of the respondents suggests that it ensures uniformity in accounting standards. 55.6% opt it as it provides easiness in accounts preparation of MNC's. 44.4% prefer it for ensuring reliability and high quality followed by other reasons.
- It has been found that 55.6% of the barriers faced in transition to IFRS is due to difference in its accounting treatment, lack of awareness, and cost of adoption. 44.4% opine for lack of training. 33.3% opt against it due to regulatory and legal complications, hesitation for adoption by major countries and large number of small and medium enterprises followed by other minority representations for other reasons.

## Conclusion

International financial Reporting Standards have many benefits like attracting world capital, improving international trade, providing uniformity of accounting

standards. It is also useful for MNCs in preparation of their financial statements. In this era of globalization an international accounting standard is a need. Even though IFRS is being implemented in all major economies, there are many countries yet to introduce IFRS like US. Only if IFRS is implemented in all countries it can be a global standard. In implementation of IFRS there are many huddles like lack training and education about IFRS, difference in GAAP and IFRS etc. In order to overcome these barriers and for the successful implementation of IFRS there is a need to increase awareness and training programs in IFRS. IFRS should be made part of academics.

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## OCCUPATIONAL STRESS OF SPECIAL EDUCATORS

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### Abstract

*The issues of special educators have always been a neglected field in India. The level and nature of stress experienced by this population have hardly been the focus of study. Hence this research study examined the level and nature of stress factors involved in this occupation. A comparison of the special educators in terms of the demographic variables like gender and nature of special schools was also attempted. The sample comprised of 200 Special school teachers working in Tamil Nadu. Survey method was adopted by employing Occupational Stress Scale validated by the investigator, which included the dimensions work related factors, organizational factors, personal and inter-personal factors. The study revealed that most of the special educators experienced moderate level of stress related to the study dimensions. It was also found that the level of occupational stress differed with regard to gender and nature of the special schools. Special educators working in schools for the Hearing impaired had more occupational stress than those working in schools for the Visually impaired. As stress leads to burnout and low job involvement, factors of occupational stress should be tackled effectively by promoting their organizational context variables and resources.*

**Key words:** occupational stress, special educators, organizational context variables, etc.

### Introduction

Teaching is an occupation which is always demanding as teachers strive to produce a mankind who are emotionally, intellectually, spiritually, culturally and physically balanced. With the increasing accountability, teachers' work is becoming more intense, leaving many teachers feeling emotionally exhausted (Hargreaves, 1994).

Special education teachers experience many sources of stress in their work (Gersten, Keating, Yovanoff, & Harniss, 2001). Stress reduces teacher's motivation and can have deleterious effects such as alienation from the workplace, absenteeism, and attrition. To survive and thrive in the classroom, the ability to successfully manage stresses

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related to teaching is inevitable. A synthesis of attrition research indicates that work environment is an important variable related to special education teacher's job satisfaction and intent to stay (Billingsely, 2004).

The experience of stress is mediated through a cognitive appraisal of the individual's ability or resources to cope with the demands of the work environment (Lazarus & Folkman, 1984). Most recent models of occupational stress define stress as the relationship between the environment and individual responses. Stress is a negative emotional state experienced out of challenged organizational structure and climate, inadequate personal and professional efficiency, strained intra and interpersonal interactions and, environmental factors existing within the organization. Teachers who work with the differently - abled should be physically and mentally fit. They face many challenges like increased specialization, lack of control over the curriculum, limited resource and less autonomy. The various occupational stressors can contribute to organizational inefficiency, absenteeism due to sickness, decreased quality and professional burnout.

### **Review of Related Literature**

A systematic review of the literature about stress revealed that the causes of stress may include increased workload, students with behavioural problems, problem in the parent-teacher relationship, conflicts in cooperating with colleagues, lack of support from the school leadership, and lack of autonomy (Skaalvik and Skaalvik, 2007). Overall, principal support is associated

with more professional development opportunities, fewer role problems, greater job satisfaction, reduced stress, and higher level of commitments (Singh and Billingsely, 1996). Interpersonal interactions with other teachers and administrators can be either a significant source of support or stress for special education teachers. In terms of organizational structure, role conflict and role ambiguity have emerged as two sources stress (Edmonson & Thompson, 2002). In particular, principals are in a unique position to reduce the role conflict and ambiguity unique to special education teachers (Cross & Billingsley, 1994).

### **Need and Significance of the study**

The education of exceptional children either in special schools or in an integrated set-up depends on the efficiency of the teacher. There is a paucity of research that explores the personal experiences and contextual factors associated with the work of special education teachers. They face unique socio-emotional challenges in carrying out their care-giving roles and addressing the individual differences and needs of special children. The level and nature of stress experienced by this population have hardly been the focus of study. Hence this research study examined the level and nature of stress factors involved in this occupation. A comparison of the special educators in terms of the demographic variables, gender, locale and nature of special schools was also attempted. Teachers' stress is a profound problem that must be attended to enhance the quality and productivity of education. There is a need to cope with workplace

stressors arising out of the environmental factors related to organization as well as personal and interpersonal factors.

### Objectives

1. To construct and validate a tool (Occupational Stress Inventory for Special Educators) to measure the occupational stress of Special Educators.
2. To study the nature and level of occupational stress of Special Educators.
3. To find out the significant difference, if any in the mean scores of occupational stress of Special Educators based on the demographic variables gender and nature of special schools

**Hypotheses**-There exists no significant difference in the mean scores of occupational stress of Special Educators based on the demographic variables gender and nature of special schools (for aurally challenged, visually challenged and mentally challenged).

**Methodology of the study** - The method used in the study was normative survey method.

**Tools**- Occupational Stress Inventory for Special Educators

(constructed and validated by the investigator). Included statements from four dimensions of stress ie., work related factors, organizational factors, personal and inter-personal factors. The reliability was found to be 0.85.

**Sample**-The study was conducted on 200 special school teachers working in various schools of Kanniyakumari and Madurai districts of Tamilnadu.

**Statistical techniques used** – Percentage analysis, t-test and ANOVA.

*Table 1*

*Occupational stress of special educators-Mean and standard deviation*

Mean	58.43
Std Deviation	2.14
Count	200

Percentage distribution of different levels of occupational stress revealed that 73.50 percentage of special educators possessed moderate level of occupational stress, 7.00 percentage of special educators possessed high level of occupational stress and, 19.50 percentage low level. Thus, majority of the special educators experienced moderate levels of occupational stress.

*Table 2*

*Comparison of Occupational stress based on Gender*

Gender	Mean	SD	N	t	p	Remark
Female	60.78	12.27	69			
Male	57.18	11.97	131	1.99	0.048	Significant at 0.05 level

$P < 0.05$ , hence there exists significant difference between male and female

special educators on occupational stress at 0.05 level.

Table 3

*Comparison of Occupational stress based on Nature of Special School*

Nature of school	Mean	SD	Source of variation	Sum of square	df	Mean square	F	p	Remark
Hearing impaired	62.35	10.34	Between group	2034.0	2	1017.01			
Visual impaired	54.86	11.38	Within group	27272.86	197	138.44	7.35	0.029	Significant at 0.05 level
Mentally retarded	57.96	13.81	Total	29306.88	199				

$P < 0.05$ , hence there exists significant difference in the occupational stress of special educators working in different types of special schools at 0.05 level. Higher mean was found for Hearing impaired schools.

### Findings

1. The four dimensions of the tool measured occupational stress of special educators related to work, organizational, personal and inter-personal factors.
2. The current study revealed that majority of the special educators experienced moderate levels of occupational stress.
3. Female special educators experienced more occupational stress than their counterparts.
4. Special educators working in Hearing impaired schools had more occupational stress than those of visually impaired schools.

### Conclusion

The present study suggests that there is a need to cope with the stressors arising out of the environmental factors related to work and organization as well as personal and interpersonal factors. Thus, authority and personnel engaged with the

administration of the special education institutions shall give due consideration to reduce stress factors related to these dimensions, while planning about educational management. Transforming the work environment will reduce the stressors arising out of organizational factors. The administration should involve the staff in decision making process and supervisory activities must be supportive to moderate the impact of stressors at special schools. In hearing impaired schools overall working conditions may be strenuous due to reasonably large groups of students, lack of adequate facilities, resources and problems with communication. The identification of higher stress among this group of special education teachers gives the information for implementation of specific preventive stress management programs. The study recommends the policy makers, national bodies, administrators, teachers and researchers to work towards reducing occupational stressors of this group of teachers.

### Implications of the study

1. A national concern should emerge to transform the quality of institutional environment of the special education school teachers by taking steps to alleviate occupational stress.

2. Evidence from this study underscores the importance of administrative support to special education teachers. Principals should give attention to strategies to reduce conflict and ambiguity, like creating clear communication and decision making protocols, and including special education teacher participation into curriculum adoptions.
3. Special education teachers should have adequate access to supportive special education personnel, such as school psychologists, speech therapists, and motor therapists.
4. Policy makers should foster incentives for the successful assimilation of special education teachers into public education.
5. The prevention and management of workplace stress requires organizational level interventions like emotional intelligence training and cognitive behavioral management. In-service and pre-service teacher preparation should raise awareness regarding occupational stress.
6. Conditions like, lack of control over decisions affecting jobs, lack of resources, not being informed about job relevant information, work interfering with personal life and insufficient time to do their jobs are to be taken care of.

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## THERAPY TREATMENTS IN MODERN ERA

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### Abstract

*Therapy is the attempted remediation of a health problem, usually following a diagnosis. In the medical field, it is synonymous with treatment. Treatment decisions often follow formal or informal algorithmic guidelines. There are many forms of therapy treatments in this modern era. The main forms of therapeutic treatment are aroma therapy, hydro therapy, spa therapy, music therapy, color therapy etc. Hydrotherapy is the use of water to revitalize, maintain, and restore health. Hydrotherapy treatments include saunas, steam baths, foot baths, sitz baths, and the application of cold and hot water compresses. Aromatherapy is a holistic therapy that treats the mind, body and spirit. When essential oils are applied to the body during a massage, the essential oils enter the skin through the hair follicles where they are absorbed in to the blood stream and circulated around the body. in the field of sports and physical education these treatments place a vital role for relieve pain, muscle tension and helps for relaxation and rehabilitation.*

**Key words:** *Therapy Treatment, Health Problem, Diagnosis, Remediation, Massage, etc*

### Introduction

Therapy is the attempted remediation of a health problem, usually following a diagnosis. In the medical field, it is synonymous with treatment. Treatment decisions often follow formal or informal algorithmic guidelines. Treatment options can often be ranked or prioritized into lines of therapy: first-

line therapy, second-line therapy, third-line therapy, and so on. First-line therapy (sometimes called induction therapy, primary therapy, or front-line therapy) is the first therapy that will be tried. Its priority over other options is usually either (1) formally recommended on the basis of clinical trial evidence for its best-available combination of efficacy, safety,

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and tolerability or (2) chosen based on the clinical experience of the physician. If a first-line therapy either fails to resolve the issue or produces intolerable side effects, additional (second-line) therapies may be substituted or added to the treatment regimen, followed by third-line therapies, and so on.

## **Aroma Therapy**

Aromatherapy is a form of alternative medicine that uses plant materials and aromatic plant oils, including essential oils, and other aromatic compounds for the purpose of altering one's mood, cognitive, psychological or physical wellbeing. Aromatherapy is the practice of using the natural oils extracted from flowers, bark, stems, leaves, roots or other parts of a plant to enhance psychological and physical well-being.

The inhaled aroma from these "essential" oils is widely believed to stimulate brain function. Essential oils can also be absorbed through the skin, where they travel through the bloodstream and can promote whole-body healing. A form of alternative medicine, aromatherapy is gaining momentum. It is used for a variety of applications, including pain relief, mood enhancement and increased cognitive function. There are a wide number of essential oils available, each with its own healing properties.

Aromatherapy, also referred to as Essential Oil therapy, can be defined as the art and science of utilizing naturally extracted aromatic essences from plants to balance, harmonize and promote the health of body, mind and spirit. It seeks to unify physiological, psychological and spiritual processes to enhance an individual's innate healing process.

It was the French perfumer and chemist, Rene- Maurice Gattefosse, who coined the term "aromatherapie" in 1937 with his publication of a book by that name. Aromatherapy, or essential oils therapy, is using a plant's aroma-producing oils (essential oils) to treat disease. Essential oils are taken from a plant's flowers, leaves, stalks, bark, rind, or roots. The oils are mixed with another substance (such as oil, alcohol, or lotion) and then put on the skin, sprayed in the air, or inhaled. The people should massage the oils into the skin or pour them into bath water. Aromatherapy as used today originated in Europe and has been practiced there since the early 1900s.

Practitioners of aromatherapy believe that fragrances in the oils stimulate nerves in the nose. Those nerves send impulses to the part of the brain that controls memory and emotion. Depending on the type of oil, the result on the body may be calming or stimulating. The oils are thought to interact with the body's hormones and enzymes to cause changes in blood pressure, pulse, and other body functions. Another theory suggests that the fragrance of certain oils may stimulate the body to produce pain-fighting substances.

## **What is aromatherapy used for?**

Aromatherapy may promote relaxation and help relieve stress. It has also been used to help treat a wide range of physical and mental conditions, including burns, infections, depression, insomnia, and high blood pressure. But so far there is limited scientific evidence to support claims that aromatherapy effectively prevents or cures illness.

## **Benefits of Aromatherapy**

Aromatherapy is a holistic therapy that treats the mind, body and spirit. When

essential oils are applied to the body during a massage, the essential oils enter the skin through the hair follicles where they are absorbed in to the blood stream and circulated around the body.

Aromatherapy has many benefits to the person being treated and can:

- Enhance mood and general feeling of well-being through massage and the use of essential oils.
- Improve blood and lymphatic circulation through massage and the use of essential oils. Depending upon the essential oils used the blood vessels will either constrict or dilate thereby raising or lowering blood pressure.
- Balance the hormone production by the endocrine system. Essential oils such as clary sage can mimic oestrogen.
- Strengthen the immune system by helping to kill viruses, bacteria and fungal infections.
- Reduce pain.
- Encourage restful sleep.
- Improve digestion.

## **Hydrotherapy**

Hydrotherapy is a generic term for any type of therapy that involves the use of water to treat illness, manage pain, or relieve stress. Taking a shower or soaking in a bath are the simplest forms of hydrotherapy. Hydrotherapy is the use of water to treat a disease or to maintain health.

The theory behind it is that water has many properties that give it the ability to heal:

- Water can store and carry heat and energy.
- Water can dissolve other substances, such as minerals and salts.

- Water cannot hurt you, even if you are sensitive to your surroundings.
- Water is found in different forms, such as ice, liquid, or steam. Ice may be used to cool, liquid is used in baths and compresses at varying pressures or temperatures, and steam is used in steam baths or when breathing in.
- Water can help blood flow.
- Water has a soothing, calming, and relaxing effect on people, whether in a bath, shower, spray, or compress.

Exercise in water takes the weight off a painful joint while also providing resistance. Hydrotherapy is the use of water to treat a disease or to maintain health. The theory behind it is that water has many properties that give it the ability to heal: Water can store and carry heat and energy. Water can dissolve other substances, such as minerals and salts.

Hydrotherapy, or water therapy, is the use of water (hot, cold, steam, or ice) to relieve discomfort and promote physical well-being. Hydrotherapy is the medicinal use of water for positive health benefits. These health benefits come from the mechanical and thermal effects of water interacting with the body. It includes the use of physical water properties, specifically temperature and pressure, and sometimes the delivery of minerals or herbal treatments to manipulate the body's flow of blood, the endocrine system and associated neural systems in order to treat the symptoms of certain diseases. The term "Hydrotherapy" is derived from the Greek words "Hydro" meaning water, and "Therapia" meaning healing.

Hydrotherapy is the use of water to revitalize, maintain, and restore health.

Hydrotherapy treatments include saunas, steam baths, foot baths, sitz baths, and the application of cold and hot water compresses. Father Sebastian Kneipp, a 19th century Bavarian monk, is said to be the father of hydrotherapy. Hydrotherapy is popular in Europe and Asia. A hydrotherapy session usually includes a wide variety of exercise types. This may include stretching, strengthening, functional training, balance, core strengthening and cardiovascular fitness training.

### **Types of Hydrotherapy**

Hydrotherapy treatments are often given at health spas or recommended as home self-care treatments. These are some types of hydrotherapy:

- Sitz bath - There are 2 adjacent tubs of water, one hot and one cold. You sit in one tub with your feet in the other tub, and then alternate. Sitz baths are recommended for hemorrhoids, PMS and menstrual problems, cystitis, polyps.
- Warm water baths - Soak in warm water for up to 30 minutes, depending on the condition. Epsom salts, mineral mud, aromatherapy oils, ginger, moor mud, and dead sea salts may be added.
- Sauna - Dry heat
- Steam bath or Turkish bath
- Compresses - Towels are soaked in hot and/or cold water.
- Wraps - Cold wet flannel sheets are used to cover the a person lying down. The person is then covered with dry towels and then blankets. The body warms up in response and dries to wet sheets. This is used for colds, bronchitis, skin disorders, infection, and muscle pain.

- Wet sock treatment - Used for sore throat, ear infections, headaches, migraines, nasal congestion, upper respiratory infections, coughs, bronchitis, and sinus infections.

### **Thermal Hydrotherapy**

Hot and cold water act in different ways on the body. Besides the obvious tactile sensory effect, there are other “hidden” changes that take place in your body as a result of its interaction with hot or cold water.

### **Hot Water Hydrotherapy**

In a reflexive response to external heat, your body initiates changes that help keep the body cool, including dilating blood vessels to increase the blood flow through them, diverting blood flow to the extremities and to the skin’s surface, opening the pores of the skin, activating sweat glands and relaxing muscles.

Over short durations, a hot bath will cause organs of the endocrine system to become less active, particularly the adrenal gland, and can decrease blood pressure. This results in a relaxed, less stressful state and helps calm the nervous system.

Inhaling hot water vapor (steam) has a beneficial effect on the lungs as well. Moist, hot air causes the small airways and air sacs in the lungs to dilate and increases the lung’s ability to move phlegm and mucus out. It can also help people breathe in more easily, since the volume of space in the lungs slightly increases.

### **Cold Water Hydrotherapy**

Cold water or ice has, in essence, an opposite effect on the body than hot water. Cold water and ice causes the body to try

and conserve heat. As a result, blood vessels in the body constrict, decreasing the amount of blood that flows through them. Blood flow is diverted from the extremities to the core of the body and to internal organs, to help keep them warm and operating correctly. The pores of the skin close, sweat glands shut down, muscles tense, and some endocrine system organs, like the adrenal gland, become more active.

Over short durations, cold water makes a person more alert and makes them feel less tired as the body activates these neural networks that work to create heat and raise blood pressure in response to the cold.

### Benefits of Hydrotherapy

Hydrotherapy benefits and soothes the body in a number of ways. The low-impact nature of hydrotherapy makes it one of the most successful treatments for bones and muscles. Our heated hydrotherapy pool at KW Physio is especially adept in arthritis treatment, in addition to helping relieve pain, strengthen muscles, improve balance and increase fitness generally. Arthritis can be an extremely painful ailment to live with. A major strength of hydrotherapy is to strengthen muscles and mobilise stiff joints, which provides lasting relief from arthritis and muscular injuries.

### Key Benefits of Hydrotherapy

- Patients start therapy earlier and recover faster
- Greatly reduces pain
- Decreases joint stress
- Increases strength and range of movement
- Improves balance and coordination
- Reduces muscle spasms

- Increases the patient's feeling of achievement even in the acute stages of rehabilitation

### Conclusion

There are many forms of therapy treatments in this modern era. The main forms of therapeutic treatment are aroma therapy, hydro therapy, spa therapy, music therapy, color therapy etc. Hydrotherapy is the use of water to revitalize, maintain, and restore health. Hydrotherapy treatments include saunas, steam baths, foot baths, sitz baths, and the application of cold and hot water compresses. Aromatherapy is a holistic therapy that treats the mind, body and spirit. When essential oils are applied to the body during a massage, the essential oils enter the skin through the hair follicles where they are absorbed in to the blood stream and circulated around the body. in the field of sports and physical education these treatments place a vital role for relieve pain, muscle tension and helps for relaxation and rehabilitation.

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## EFFECTIVENESS OF WEB BASED COLLABORATIVE INQUIRY LEARNING IN SCAFFOLDING KNOWLEDGE INTEGRATION IN THE SCIENCE CLASSROOM

Dr. V.K. Sobha\*

### Abstract

*Modern science education tries to help students learn how to organize and construct their own views, reflect on problems, form hypothesis, and seek evidence. An effective collaborative learning environment could facilitate the communication, negotiation, and consolidation of knowledge among students. Inquiry learning is very interesting and motivating and students will rally enjoy learning. Web based learning will be helpful for students to get in depth knowledge in the area of their interest. In the paper the investigator tried to find out the effectiveness of web based collaborative inquiry learning in scaffolding knowledge integration among students in science classrooms. 60 students studying at secondary level are taken as the sample. The detailed methodology is presented in this paper. The study found out that there is a significance difference in the mean scores of knowledge integration in science between secondary school students following Web based Collaborative Inquiry Learning method and those following existing method of teaching.*

**Keywords:** *Web based Collaborative Inquiry Learning, Scaffolding, Knowledge Integration, Science Classroom, etc.*

### Introduction

According to the National Science Education Standards (1996), inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Inquiry also refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study

the natural world. Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires

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identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.

Modern science education focuses on enabling students to take an active role in learning through their own exploratory processes. Specifically, it tries to help students learn how to organize and construct their own views, reflect on problems, form hypothesis, and seek evidence. Such processes can help students build up their thinking skills and cultivate their problem-solving abilities, thus facilitating the learning of scientific concepts (Tabak et al., 1996). The World Wide Web can be used to provide instruction and instructional support. Web-based instruction offers learners unparalleled access to instructional resources, far surpassing the reach of the traditional classroom. It also makes possible learning experiences that are open, flexible, and distributed, providing opportunities for engaging, interactive, and efficient instruction (Kahn, 2001).

Recent science education reform initiatives (American Association for the Advancement of Science, 1993; NRC, 1996) emphasize using inquiry-based teaching to help students learn science. Scientific inquiry should consist of asking questions, formulating hypotheses, designing experiments, gathering and analyzing data, and drawing conclusions. The World Wide Web offers activities that provide opportunities to learn science through inquiry-based activities. Just like classroom-based science inquiry activities, Web-based inquiry activities (WBIs) for learning science fall along a continuum from learner directed to materials-directed. Learner-directed activities tend to focus on individual decisions and much learner

involvement in making decisions on how to complete the inquiry. Materials-directed inquiries tend to be very specific about what learners should do in order to complete the inquiry and often lead the learner towards expected conclusions and explanations.

### **Need and significance of the study**

An effective collaborative learning environment could facilitate the communication, negotiation, and consolidation of knowledge among students. Collaborative learning also will help students to achieve mutual assistance and enhance their learning effects as a result. Through sharing of ideas, ideas become more clear and firm. The system offers a group discussion mechanism, and learners were told to exchange their inquiry data, products and other related ideas. Group members can exchange ideas, support and assist each other in acquiring knowledge. Inquiry learning is very interesting and motivating and students will rally enjoy learning. Web based learning will be helpful for students to get in depth knowledge in the area of their interest. In the present study the investigator tried to find out the effectiveness of web based collaborative inquiry learning in scaffolding knowledge integration among students in science classrooms.

### **Objectives of the study**

1. To prepare a learning design based on Web based Collaborative Inquiry Learning methodology.
2. To expose Web based Collaborative Inquiry Learning methodology to secondary school students
3. To compare the effect of Web based Collaborative Inquiry Learning methodology in scaffolding knowledge integration in the science classroom.

## **Hypothesis of the study**

1. There is a significance difference in the mean scores of knowledge integration in science between secondary school students following Web based Collaborative Inquiry Learning methodology and those following existing method of teaching.

## **Methodology in brief**

The investigator prepared a lesson plan based on DNA structure from plus two biology 'making DNA concrete and comprehensible'. Based on previous studies of inquiry models (Tinnesand & Chan, 1987; Igelsrud & Leonard, 1988; Suthers, 1996; Suthers & Jones, 1997), it seems that the inquiry process should include the following: 1 - familiarising; 2 - hypothesising; 3 - exploring; 4 - explaining; 5 - revising; and 6 – reporting. The investigator divided the lesson plan into 4 phases. 60 students studying at secondary level are taken as the sample. They are given necessary information about the topic to be studied, web sites to be searched and activities have to be completed. The students are divided into two groups each group consisting of 30 students. One group was taken as the Experimental group and the other group as the control group. A pretest was conducted for each group to test the entry level knowledge. The experimental group was then exposed to web based collaborative inquiry learning and the control group learned by existing methods. The activities undergone by experimental group is as follows.

## **Description of activities**

### **Phase 1- activities included**

1. The students are directed to read the materials given by the investigator

and are asked them to reflect upon the problem raised in the reading material and asked them to frame a hypothesis based on it.

2. Preparing individual concept map
3. A pre test was given by the investigator. Due weight was given for application level questions, including problem solving.

### **Phase 2- activities included**

1. Students are directed to search supportive resources from web.
2. Individual inquiry based on web resources.
3. Asked them to prepare notes and evidences by their own to verify the tenability of the hypothesis .
4. Revising the concept map

### **Phase 3- activities included**

1. Small group discussion
2. Sharing of ideas and data
3. Collaborative inquiry based on web resources
4. Modification of concept map and notes based on discussion.
5. Concluding group discussion, verification of hypothesis and finding conclusion.

### **Phase 4-activities included**

1. Post test was given by the investigator to both experimental and control group by giving due weight to application level questions including problem solving.

## **Analysis and interpretation**

For experimentation the investigator selected two groups with 30 students each. One group is selected as the experimental

group and the other group as the control group. Experimental method with parallel group pretest post test design was used for

analysis. The data collected were analyzed using different statistical techniques such as mean, standard deviation and 't' value .

*Table 1*

*Comparison of the mean post test scores of the Experimental and Control groups in terms of total achievement, knowledge level, comprehension, application, and creating*

	Experimental group		Control group		
	Mean	SD	Mean	SD	t value
Total achievement	43	2.01	25	2.32	2.89
Knowledge	9	2.30	8	2.12	1.67
Comprehension	8	2.21	4	2.07	3.01
Application level	9	2.11	4	2.01	2.01
Analyzing	9	2.01	5	2.33	2.92
Creating level	8	2.33	4	2.13	2.48

## Major finding

There is a significance difference in the mean scores of knowledge integration in science between secondary school students following Web based Collaborative Inquiry Learning method and those following existing method of teaching. The mean score of the students learned by Web based Collaborative Inquiry Learning method is higher; hence knowledge integration is higher in those students than the students learned by existing method. With regard to comprehension application, analyzing and creating level performance of experimental group is significantly higher (significant at 0.01 level) than the control group. But in the case of knowledge level there is no significant difference between the two groups.

## Conclusion and suggestion

With collaborative learning, the members of a group are encouraged to help each other to achieve the shared goals of learning, thereby improving individual

learning as well. A web-based system designed according to the procedure of inquiry learning, with easy arrangement of various activities for classroom practice, will empower teachers' instruction a lot. Collaborative learning is powerful in motivational, cognitive developmental and cognitive elaboration perspective. Learners will work as a team because group members achieve their personal goal only when the group is successful. Social cohesion will also increase since the team members help one another to learn because they want everyone for the group to succeed.

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## PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION OF HEARING IMPAIRED CHILDREN AT THE SECONDARY LEVEL

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Honey Philip\*\*

### Abstract

*The present study was undertaken to find out the relationship between parental involvement and achievement motivation of hearing impaired children. Survey method was adopted for the study. The analysis of data obtained revealed that there is a significant relationship between parental involvement and achievement motivation of hearing impaired children. A sample of 200 parents and students were selected for conducting the study. The investigator used parental involvement inventory and achievement motivation scale for measuring parental involvement and achievement motivation respectively. The data was collected, consolidated and analyzed by using statistical procedures like Arithmetic mean, Standard deviation, Percentage, Correlation and t-test.*

**Key Terms:** Parental Involvement, Achievement Motivation, Hearing Impairment

### Introduction

Education is centrally and necessarily concerned with the transmission of knowledge. According to James Welton "Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life". Learning is not confined to periods of formal training; it is implicit on every aspect of human life. In the course of maturation new skills become attainable because of increasing size, strength and

control over responses. The motor control of a child who can walk is much more highly integrated than that of a baby who can barely sit. The case is quite different for children with impairments. Hearing impairment occurs when there is a damage to one or more parts of the ear.

The most important function which gets affected due to hearing loss is the natural language acquisition and speech. However language development is vital as it is the basis of communication. It is the most important factor in the all-round

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development of a child. It is the basis of most learning, not only in the formal aspects of education, but also in the development of character, emotional state of mind and social relationship of the children. Children without hearing problems acquire or learn language from the parents and the family members around them through constant exposure and interaction. Parents unconsciously teach and reinforce the language. Hearing impaired child also has the same innate capacity to learn language as a hearing child but they lag behind because of the inability to hear the language around him.

Each person has a different learning style. This is true with hearing impaired children also. The truth is that there is an ongoing controversy over the best ways to educate the deaf, and most of the arguments center around communication methods. There are a number of different learning environments that can exist for a deaf child. The availability of these environments is dependent on locality. In many cases, if the appropriate setting is not available, parents may need to deal with the local school authorities. Traditionally, residential deaf schools have had a long and venerable history in this country. They are well known for being the best agency for providing education to deaf children and most deaf kids who attend them eventually learn. These schools are designed with the needs of deaf students in mind. Some of the schools have excellent programmers. The opportunity for peer interaction is available, as there are extracurricular activities like boy scouts and after school clubs. A child who lives in a locality where he is the only deaf person for miles in any direction will not be able to meet other deaf children. Deaf kids have adult deaf

role models. “Educators and parents who advocate for the availability option point out that the presence of deaf adult who are well –educated and fluent in sign language has a significant long-term impact on young deaf children’s educational and personal well-being”. In many cases, friendships are made that last a lifetime. The children are exposed to the cultural values of the deaf community and to the language of the Deaf, ASL.

There are some real disadvantages as well as many families are not comfortable sending young children away to deaf school. Some families feel that the home and family is the best environment for any child. Many parents feel that the act of sending their child to residential school isolates the child from the family. Finally, here is the issue of the quality of the education itself. Education quality varies from school to school. Integrated education is yet another option. It does not mean just enrolling hearing impaired children in regular classrooms. The children need assistance. Therefore there is a need for a special teacher to assist hearing impaired children. It is believed that these children can learn more than 85% of teaching in regular class itself if they are provided with the right type of material. The special teacher only can develop certain skills in hearing impaired children. Integrated education is a recent phenomenon in special education and is been accepted by national and international agencies.

Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that is personal in nature. The basic of achievement motivation is achievement motive ie, a motive to achieve. Those who



engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. Achievement motivation is a psychological need and energetic drive that prompts an individual to strive for and work forwards mastering his or her environment by the successful accomplishment of a goal or goals, accompanied by a sense of satisfaction in mastery of difficulty and challenging performances whereas in the field of education in particular it stands for the per suit of excellence. Sufficient motivation should be provided to all level of students especially in hearing impaired children. The study thus gains importance in this context.

Hearing is the auditory process of sense perception for oral communication and language development. Hearing disorders interfere with verbal expression. They also affect various aspects of mental maturity and educational and social attainments. Impaired hearing can also influence a child's behavior and social-emotional development. Hearing impaired persons, particularly those who experience adventitious loss of hearing, frequently express feelings of depression, withdrawal, and isolation. Some hearing impaired children, unfortunately, have experienced deep frustration and failure because of rigid adherence to an oral-only programs. They have left oral programs without having developed a usable avenue of communication. Equally unfortunate is the fact that other hearing impaired children have not been given an adequate opportunity to develop their auditory and oral skills, because they were placed in educational programs that did not provide good oral instruction. In both cases, children have been unfairly penalized. Every hearing impaired child should have

access to an educational programs that uses a communication method appropriate to his unique abilities and needs. Also parents must properly involve in the education of their wards.

### **Need and significance of the study**

Reviewing the literature reveals the stages of emotional crisis faced by the parents and family of hearing impaired children. First parents are said to experience a period of emotional crisis characterized by shock, denial, and disbelief. This initial reaction is followed by a period of emotional disorganization that includes alternating feelings of anger, guilt, depression, shame, lowered self-esteem, rejection of the child, over protectiveness and so on. Finally it is presumed that parents eventually reach a third stage in which they accept their disabled child. At this stage they start thinking about the education of hearing impaired children. Parents are the most important people in the life of a hearing impaired child. The habilitation or rehabilitation of the hearing impaired child should in fact start from the family. The parents are generally ignorant about implications of hearing impairment on the personality development of the child. Early detection of hearing impairment has a lot of effect on the personality development of the child. Parents can play a significant role in life of the hearing impaired child. This is the time for the schools and organizations working for the aurally handicapped to offer guidance and counseling programs to the families of these children. It is therefore very evident that the parents of these children should be involved in planning the educational programmes for them. In doing so, the parent would be able to appreciate their role in assisting the child to get ready for his total habilitation or rehabilitation.



## Statement of the problem

The present study is entitled as “A study on Parental involvement and Achievement motivation of Hearing Impaired Children at the secondary Level”. On the basis of the statement of the problem, the investigator gives the operational definitions.

## Operational definition of key terms

Operational definitions of the important terms used in the present study are given below:

### Parental Involvement

Parental involvement refers to the amount of participation a parent has when it comes to schooling and other activities of the child. It is the participatory behavior of parents in the education of their children (Berger, 1995).

### Achievement Motivation

According to Atkinson and Feather (1966) the achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.”

### Hearing Impaired

Hearing impairment is a sensory deficiency that prevents a person from receiving the stimulus of sound in all or most of its forms (Katz, Mathis, P Merrill, 1978) and a condition in which perceivable sounds (including speech) have no meaning for ordinary life purpose (Wolfe and Rawlings, 1986). Both deaf and hard-of-hearing children are said to be hearing impaired.

## Objectives of the study

- To find out the relationship between parental involvement and achievement

motivation of hearing impaired at the secondary level.

- To find out the difference in the mean scores of parental involvement of the male and female hearing impaired children.
- To find out the level of achievement motivation of hearing impaired at the secondary school level.
- To find out the difference in the mean scores of achievement motivation of male and female hearing impaired children.
- To find out difference in the mean scores of parental involvement of hearing impaired children with respect to socio economic status.
- To find out difference in the mean scores of achievement motivation of hearing impaired children with respect to socio economic status.

## Hypotheses of the study

- There is relationship between parental involvement and achievement motivation of hearing impaired at the secondary level.
- There is significant difference in the mean scores of parental involvement of the male and female hearing impaired children.
- There is a significant difference in the mean scores of achievement motivation of male and female hearing impaired children.
- There is a significant difference in the mean scores of parental involvement of hearing impaired children with respect to socio economic status.
- There is a significant difference in the mean scores of achievement motivation

of hearing impaired children with respect to socio economic status.

### Methodology in brief

In the present study “theparental involvement and achievement motivation of hearing impaired children”. Normative survey method was adopted. Considering the nature of the study stratified random sampling techniques was used. The sample consists of 200 parents and 200 students of hearing impaired at the secondary level, studying in schools of Kottayam and Ernakulam districts. Questionnaire for parents and students was used to obtain theparental involvement and achievement motivation of hearing impaired children at the secondary level. The data collected were codified suitably and used for analysis. For analyzing the data statistical technique like Arithmetic mean, Standard deviation, Percentage, Correlation and t-test were used.

### Population and Sample

In the present study the population consists of hearing impaired students at the secondary level. The sample of the study consist of 200 parents and 200 students at the secondary level. The sample was drawn from both male and female students of rural and urban area from different socio economic status.

### Tools used for the study

The tools used by the investigator were

- a) Parental involvement inventory - Parental involvement inventory was developed by the investigator in order to measure the support in the activities of the hearing impaired children at the secondary level.

- b) Achievement motivation scale – It was developed and standardized by Pradibha Deo.

### Scope of the study

The present study points out an important factor affecting training and education of hearing impaired children. That means the study is intended to find out the involvement of parents and achievement motivation of hearing impaired children at the secondary level.

### Limitations of the study

Every attempt has been done to make the study precise and objective as possible, but minor limitations might have crept into the study. The sample for the study was taken from five schools for the hearing impaired children. More samples can produce more generalized results. But due to practical difficulties, the investigator decided to select sample from Kottayam and Ernakulam districts. Due to the short span of time the investigator was not able to visit all Hearing impaired schools in Kerala State. In spite of all these limitations, the investigator feels that a sincere attempt has made to study the different aspects of the problem in detail as far as possible.

**Analysis and interpretation of objective one: To find out the relationship between parental involvement and achievement motivation of hearing impaired children at the secondary level:**

The first objective was to find out the relationship between parental involvement and achievement motivation of hearing impaired children at the secondary level. In order to determine whether there is any significant relationship, Person’s product moment correlation was employed .The results are given in the table 1.

Table 1

*Correlation between parental involvement and achievement motivation of hearing impaired children at the secondary level.*

Variable	N	df (N-2)	'r'-value	Significance at 1%
Parental Involvement	200	198	1.149	Significant
Achievement Motivation	200	198		

At 1% level of significance the table value 'r' is 1.149

It is revealed from table 1 that 'r' value is 1.149, which is greater than table value of .139 at 0.01 levels with degrees of freedom 198. Hence the null hypothesis formulated, that is, "There is no significant relationship between the mean scores of parental involvement and achievement motivation of hearing impaired children at the secondary level was rejected and the research hypothesis that "There is significant relationship between the mean scores of parental involvement and achievement motivation of hearing impaired children at the secondary level was accepted and the value is found to be significant at 0.01 level. Hence it can be concluded that there is a

significant relationship between parental involvement and achievement motivation of Hearing impaired children at the secondary level.

**Analysis interpretation of objective two: To find out the significant difference in the mean scores of parental involvement of male and female hearing impaired children at the secondary level.**

The second objective was to find out the difference in the mean scores of parental involvement of male and female hearing impaired children at the secondary level which was tested with the help of t-test. The results are given in table 2.

Table 2

*Mean and standard deviation scores of parental involvement of hearing impaired children based on gender and calculated t-value.*

Description	Gender	N	Mean	SD	df	t-value	Significant 5% level
Parental Involvement	Boys	104	23.07	4.17	102	1.443	Not significant
	Girls	96	24.15	6.27	94		

At 0.05 level of significance the table value t is 1.96.

### Interpretation

From table 2 it is observed that the calculated t-value 1.443 is lesser than the table value 1.96 at 0.05 level of significance.

Hence the null hypothesis saying there is no significant difference between parental involvement of male and female hearing impaired at the secondary level is accepted at 0.05 level.

**Analysis & interpretation of objective three: To find out the level of achievement motivation of hearing impaired children at the secondary level.**

The third objective was to determine the level of achievement motivation of hearing impaired students. The data was

analyzed by percentage analysis and using descriptive statistics namely, mean, median and standard deviation. The percentage analysis of the level of achievement motivation of hearing impaired children at the secondary level is given in following table 3.

*Table 3*

*Level of Achievement motivation of hearing impaired students*

Categories	Achievement Motivation	% of Students
High	40	20
Average	128	64
Low	32	16
Total	200	100

**Interpretation**

From Table 3, it is clear that 20% of students belong to the category of high level achievement motivation. Majority

of students 64% belongs to the average category of achievement motivation and 16% of students belong to the low level of achievement motivation.

*Table 4*

*Frequency scores of achievement motivation of hearing impaired children at secondary level.*

Class	Frequency	Mid value	Smoothed Frequency
100-115	38	107.5	27
115-130	43	122.5	44
130-145	51	137.5	44.66
145-160	40	152.5	-39.66
160-175	28	167.5	22.66

**Interpretation**

Table 4 shows the smoothed frequency polygon of the scores made by 200 hearing impaired students in secondary students. The distribution shows that most of the cases fall at the middle portion of the curve & there are a few cases at the extreme ends. The majority of secondary school students scores from 130 to 145.

**Analysis & interpretation of objective four: To find out the difference in the mean scores of achievement motivation of male and female hearing impaired children at the secondary level.**

This objective is to find out the difference in the means scores of achievement motivation of male & female hearing impaired children at the secondary level. For this the investigator used standard deviation, mean and t-test.

Table 5

Mean, standard deviation and t-test scores of achievement motivation of hearing impaired children at the secondary level based on gender

Description	Gender	Mean	SD	df (n-2)	t value	Significant
Achievement Motivation	Boys	104	200.00	31.09	102	Not significant at 5% level
	Girls	96	200.55	29.23	94	

The tab 5 shows the difference in the means scores of achievement motivation of hearing impaired students based on Gender. Since the calculated t value -1.443 is lesser than the table value of 1.90, the null hypothesis saying there is no significant difference between the mean scores of achievement motivation of hearing impaired children at the secondary level based on gender is accepted. Therefore the investigator rejected the alternative hypothesis that there is significant difference between the mean scores of achievement motivation of hearing impaired children at the secondary level based on gender.

**Analysis & interpretation of objective Five: To find out the difference in the mean scores of parental involvement of hearing impaired children with respect to socio economic status.**

The fifth objective was to find out the difference between low socio economic status & high socio economic status hearing impaired students in their achievement motivation. In order to analyse this objective the data was classified on the basis of socio economic status of the students. The data was then analyzed by using descriptive statistics namely mean, Standard deviation & inferential statistics namely t- test.

Table 6

Mean, SD & 't' value of test of significant difference between low socio economic status and high socio economic status hearing impaired students in parental involvement

Parental involvement	N	Mean	SD	df	't' value	Level of significance
Low socioeconomic status	89	23.65	4.84	198	0.135	Not significant at 0.05 level
High socio economic status	111	23.54	5.65			

At 0.5 % level of significant the table of 't' is 0.135.

### Interpretation

The above table 6 shows the mean, standard deviation & 't' value of test of significant difference between low & high

socio economic status of hearing impaired in parental involvement in secondary level students. The table shows that the obtained 't' value is 0.135 which is less than the table value

1.96. Hence, we accept the null hypothesis that there is no significant difference between low socio economic status & high socio economic status of hearing impaired students in their parental involvement.

**Analysis & interpretation of objective Six: To find out the difference in the mean scores of achievement motivation of hearing impaired children with respect to socio economic status.**

*Table 7*

*Mean, SD & 't' value of test of significant difference between low socio economic status and high socio economic status of hearing impaired students in Achievement motivation.*

Achievement Motivation	N	Mean	SD	DF	t-value	Level of significance
Low socio economic status	89	205.87	36.93	198	2.38	Significant at 0.05 level
High socio economic status	111	195.76	22.50			

At 0.5 % level of significance the 't' value is 2.38.

### **Interpretation**

The above table 7 shows that the obtained 't' value 2.38 which is higher than the table value 1.96. So there is significant difference between low & high socio economic status hearing impaired students in achievement motivation. So we accept the alternative hypothesis there is significant difference between low & high socio economic status of hearing impaired students in achievement motivation.

### **Findings of the study**

1. There is significant relationship between parental involvement and Achievement motivation of Hearing impaired students at the secondary level.
2. Male and Female students among Hearing impaired students do not differ in their Parental involvement.

The sixth objective was to find out the difference in the mean scores of achievement motivation of hearing impaired students with respect to socio economic status. In order to analyze this objective the data was classified on the basis of socio economic status of the students. The data was then analyzed by using descriptive statistics namely mean, Standard deviation and inferential statistics namely t- test.

3. Percentage analysis of Achievement motivation of Hearing impaired at the secondary level shows that 16 percentage of students has low achievement motivation, 64 percentage possess average level of achievement motivation 20 percentage have high level of achievement motivation.
4. Male and Female Hearing impaired students do not differ significantly in their Achievement motivation.
5. There is no significant difference between low socio economic status & high socio economic status hearing impaired students in their parental involvement.
6. There is significant difference between low & high socio economic status hearing impaired students in their achievement motivation.



## Educational implications of the study

The present study reveals that the parental involvement and achievement motivation of hearing impaired children at the secondary level is positively related. Like normal children, the hearing impaired children also need the warmth from their parents and friends. Nowadays most of the parents take much effort in developing various skills among their hearing impaired children. Role of parents is one of the significant factors for the overall development of hearing impaired children. First of all parents should communicate to the child freely and enable him to get out of fear in his ability to express. The expressive skills of child would be developed in the family. The study reveals that high level of involvement from the part of parents is required in developing achievement motivation of hearing impaired children. Parents also play a significant role in the education and school related activities of hearing impaired children.

## Conclusion

The present study throws light on the importance of Parental involvement, and Achievement motivation of hearing impaired children. This study is very relevant as it

highlights the relationship between parental efforts and the achievement motivation of children with hearing problems. It will enhance the success rate and educational outcomes of them. Such children need special care and support from parents and society and if it is provided they can be successful in all endeavors of life.

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## REFRAMING EDUCATION IN THE ONLINE ERA

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### Abstract

*As the world is going through a difficult phase due to the Covid-19 pandemic every normal procedure has been substituted by 'new normal'. In the present scenario one of the most challenging tasks is to maintain the younger generation involved in the academic discourse despite of the external barriers like lockdown. This paper primarily focuses on the new normal method of teaching called online education. From kindergarten to higher education this is the only practical method that has been adopted by the educators to start a new academic year. The purpose of this paper is to provide a detailed analysis regarding the pros and cons of online education, challenges faced by learners and educators, and also to give a glimpse regarding the impact of online methods in the future of young generation. It also discusses about the so called changes in the roles of teachers in the present scenario. It is based on the study of opinions of many people who have been involved in online education system this includes both learners and educators. It is hoped that this study will provide an outline regarding this new mode of education. As the most debated and discussed issue is regarding the quality of education provided online, this study will definitely help in improving the understanding of varied positive and negative impacts of online education system.*

**Keywords:** Online education, social world, future generation, technology, effective education, conventional teaching, modern teaching, etc.

### Introduction

Times are changing and new trends in education have also emerged. Technology has been considered as the sole reason for making the online education possible even during this Covid-19 pandemic.

A revolutionary change is happening in almost all fields including education. The conventional classroom education has been replaced by online video chat applications and seminars are substituted by webinars. Students who were requested once to stay

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offline in order to focus on studies are now advised to stay online to attend classes. The world is now online, exploring new areas of interests and developing knowledge in their particular subject areas. Online education is defined as “electronically supported learning that relies on the internet for teacher-student interaction and the distribution of class materials.” The question whether technology can replace traditional teaching methods does not even stand a chance as the whole system of education has turned into a collaboration of convention and technology.

### **Dissecting the New Trend in Education**

From the very beginning of education system which is popularly known as ‘gurukul’ teacher centric education has been followed. The primary goal of teaching was sharing knowledge and information to students. Only recently education shifted its focus from conventional teaching to modern which includes shaping the mentality and attitude of students through education so that they possess not only excellent subject knowledge but also human values. Curriculum oriented teaching was the main element of traditional method and in modern system, inculcating right mentality and developing communicative skills are also added. Classroom teaching is highly beneficial in conveying values, shaping mentality and attitude, developing self-confidence of students, creating a rapport with young minds etc. Effective communication has always been helpful in influencing the younger generation and the response oriented method has doubled its benefits. Traditional method, though old, has focused on giving the best from the part of teachers and influence is analysed by evaluating the method through the collective responses.

Though the trend of online education has emerged a decade ago its popularity can be traced from recent times only. Certificate courses of various foreign universities, online courses of NPTEL Swayam etc. started getting recognition and popularity only a few years back. The possibility of sharing valid knowledge and quality of teaching methods were widely questioned. And later on when internet became a part of our daily life online education platforms were widely accepted and propagated. Various YouTube channels, applications and other online learning platforms brought standard education to our doorstep. This revolutionary step taken in the field of education has made drastic changes in learners as well as in educators. From time immemorial the education system has been going on in the same track and this sudden change will definitely have a lot of positives and, without any doubts, negatives impacts as well. To determine the standard it is inevitable to evaluate and understand the negative and positive impacts rendered by online system on the education sector.

### **Online Classes in the Present Context**

These days online classes have made education a most discussed and debated topic as it is essential to analyse the pros and cons of this newly adopted method. The strategy to ensure education without any delay due to the Covid-19 pandemic gave birth to the concept of covering the entire syllabus through online platforms. To an extent this initiative has benefited the student community so as to engage them in the process of learning irrespective of the barriers like lockdown. But still, the question how effective is online education remains a million dollar one. This system

has made education convenient but has it succeeded in making it effective and of the expected standards. According to the study conducted by Anna Sun and Xiufang Chen, “Based on the findings, the authors argued that effective online instruction is dependent upon 1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning community; and 3) rapid advancement of technology” (Sun).

To get a big picture regarding the impact or influence of online education the most appropriate way is to critically interpret the opinion of teachers who conduct these online classes. Most of them think that this shift from classroom to online system is going to affect the standard of education in one way or the other. The inability to assess the student involvement in the learning process remains a major trouble of following the online method. Unless and until the idea or concept gets imbibed by the student the teaching – learning process remains incomplete. The chance of students getting distracted is high in this online mode and thus reduces the effect of lecturing method. Another major challenge is in analysing their improvement using student assessment methods as the probability of proper analysis is practically impossible.

One of the merits that can be pointed out in this method includes making the content of lecture more interesting and creative using technology. Presenting to students a combination of visual and audible content regarding a particular topic will definitely help in deepening the understanding level of that topic. Another merit is regarding class control, in online method a teacher can fully

focus on delivering the lecture as internal disturbances are comparatively lesser in online platforms. Options like pre-recording content, editing, preparing content as per convenience etc. indeed make this method more suitable for teachers.

Teaching becomes effective only when the method is found appropriate by both teachers and students. Till the time of this pandemic students used internet mostly for the purpose of entertainment. This sudden shift in the consumption of internet in a different way would have made things a bit strange for students in the beginning. The classroom atmosphere ensures seriousness and focus from the part of students while online classes may miss out these elements that are vital in learning process. Usually in classroom education a topic is discussed in detail by following various methods like seminars, debates, group discussions etc. which instill a thorough knowledge on the topic along with personality development of students, as being a part of all these activities automatically result in self-development. But in online platforms the idea of quality self-improvement remains suspended. All these can be considered as the drawbacks of this system as per the analysis of receivers of online classes. There are certain beneficial aspects as well including accessibility to the content anytime according to the students’ convenience, multiple ways of learning (audio, visual etc.), doubts clearing session through messaging etc.

### **Teachers and Technology**

The ultimate aim of education irrespective of whether it is traditional or modern, is to mould a future generation that is extraordinary both as a student and a human being. Is online education an appropriate method to fulfill this goal? In the current

scenario it seems impossible to get back to the old method of classroom teaching. As long as this pandemic remains a threat to the world education can be imparted only through online methods. We might wonder what will happen to a generation that is practically following 'social-distancing' and currently staying away from the web of social world. Problems may arise in matters related to mingling and learning to get adjusted to the world outside the four walls. A better future generation can be created not simply by imparting subject knowledge but also effective communication, teacher-student rapport etc. are all inevitable. Perhaps inventing proper ways to inculcate value and character building along with teaching subject and finding some real time to communicative with students can be considered a solution.

Questions like "Will technology replace teachers?"; "Is technology going to predict the quality of future?" are outdated as it is a well-known truth that no matter how far the technology grows, imparting the basic values and thoughts that will help one to become a better human being will always be the responsible role played by a teacher in framing a smarter future generation. As always a teacher will be the one who guides an individual to understand what he is capable of. Overcoming the challenges posed by online methods like lack of proper interaction, activity based learning, chances to help slow learners etc. are not easy but still teachers do have alternative ways for ensuring quality and standard education to their students, something that technology can never accomplish. Even though online is taking back the system to teacher centric there are a lot of possible ways that can be implemented to make effective education possible even in the worst of times.

## Conclusion

Education is meant for developing an individual in all aspects in order to enable him to survive in a society which has high standards of expectations. Be it offline or online a teacher plays a highly influential role in enhancing the capabilities of an individual. In the present moment as the world is stricken with the fear of pandemic, online methods made it possible for teachers to equip the future generation with all the necessary knowledge and talents. Online education, like the conventional one, also has a lot of pros and cons, challenges and advantages. The mode might have changed but the goal of education still revolves around the betterment of future generation. Though online method has a lot of differences from classroom teaching, by adapting to the new normal both students and educators must find out possible ways to make the best out of online education system.

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## AWARENESS ON BALANCED DIET AMONG HIGHER SECONDARY SCHOOL STUDENTS

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### Abstract

*The present study explore the awareness on Balanced Diet among Higher Secondary School Student of Kozhikode District., survey method was used for the study .. The study was conducted on a sample of 400 Higher Secondary School Students in Kozhikode District Balanced Diet Awareness Test was used to collect data from higher secondary students Percentage analysis and Test of significance of difference between means for large independent sample was used for statistical analysis of data The results showed that the majority of Higher Secondary Students have average level of Awareness towards Balanced Diet.*

**Keywords:** Awareness, Balanced Diet, Higher Secondary School Students, etc.

### Introduction

Health plays a vital role in human life. The development of a nation depends upon individual development of persons. The main source of development of a nation is human capital. Therefore, it is the fundamental duty of the country or a state to provide good health facilities to its people. According to WHO (1948) "A state of complete physical, mental and social, well-being and not merely the absence of disease or infirmity" Health is the combination of physical, emotional and social components of life balanced in a way that products

satisfaction and happiness for an individual. Health education can play an important part in motivating children in the development of healthful habits and attitudes.

Food is the substance which gives the nutrition to human body. Different types of food supply different nutrients. In recent decades people are constantly talking about healthy eating and lifestyle but also at the same time we see the promotion of foods that are full of fats, salt and preservatives. People need to eat a balanced diet that provides all the nutritional elements, and to eat enough food to avoid hunger. Balanced

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Diet is a diet containing adequate energy and all of the essential nutrients that cannot be synthesized in adequate quantities by the body, in amounts adequate for growth, energy needs, nitrogen equilibrium, repair and maintenance of normal health (Medical dictionary 9<sup>th</sup> edition - 2009)

A balanced intake of protein, carbohydrate, fat, vitamins and minerals with or without cooked foods and distribution of meals during the day is a premise for maximizing the health and the quality of life. Healthy food may reduce cholesterol, the risk of stroke, help control glucose, halt progress of osteoporosis, and reduce the risk of infections and cancer. Healthy eating can be defined as a balanced intake of food to meet the psychological needs of the body. It will also help to ensure normal growth, employability and creating prerequisites for good health and life

### **Need and Significance**

Now a days, in this fast moving society people are facing many health problems. The unhealthy food habits of human beings lead to the diseases like cancer. One can easily observe shocking fast food culture among students. Today most youngsters neglect health and prefer fast food and are lazy to do physical exercise. While comparing with the elders the food habits of children have a tremendous transition which leads to obesity, hypertension among the children. In this context the investigator intends to study the Awareness on Balanced Diet among Higher Secondary School Students of Kozhikode

### **Objectives of the study**

1. To find out the level on Awareness regarding Balanced Diet among Higher Secondary School Students of Kozhikode District for the total sample
2. To find out the level of Balanced diet among Higher secondary school students for the sub sample based on Gender, Locale and Type of Management
3. To find out whether there exist any significance difference in the mean score of Balanced Diet Awareness among Higher secondary school students for the sub sample based on Gender, Locale and Type of Management

### **Methodology**

The method adopted in this study is survey method.

### **Sample for the study**

The study was carried out on a representative sample of 400 HSS students in Calicut district selected by stratified random sampling technique giving due to representation like gender locale and type of management.

### **Tools used for the study**

Balanced Diet Awareness Test was used to collect data from higher secondary students

### **Statistical technique**

Preliminary statistics: Mean, Median, Mode, Standard deviation, Skewness and Kurtosis

1. Percentage analysis
2. Test of significance of difference between means for large independent sample

### **Data analysis and interpretation**

Data collected from a sample of 400 Higher Secondary School Students were used for analysis of awareness of balanced diet among higher secondary school students Data and result of preliminary analysis are presented in table 1.

Table 1

*Statistical Constants of the Variable for the Total Sample and Subsamples*

Category	N	Mean	Median	Mode	S.D	Skewness	Kurtosis
Total	400	22.43	23	24	5.79	-.514	-.172
Male	156	21.02	22	23.95	6.67	-.319	-.706
Female	244	23.34	24	25	4.96	-.404	-.142
Rural	185	23.28	24	24.4	5.43	-.561	-.181
Urban	215	21.26	22	23	5.85	-.466	-.206
Government	189	22.02	22	22.2	5.96	-.212	-.517
Aided	211	22.80	24	25	5.63	-.820	-.372

Results given in table 1 suggest that there is not much variance in the measures of central tendency. The value of skewness is -.514 and kurtosis -.172

shows the distribution is negatively skewed and leptokurtic. This shows the distribution follows approximately a normal curve.

Table 2

*Levels of Awareness on Balanced Diet among Higher Secondary School Students with Respect to Total Sample and sub sample based on Gender, Locale, and Type of Management*

Category	High		Average		Low	
	N	%	N	%	N	%
Total N	57	14.25	285	71.25	58	14.5
Male	31	7.75	346	86.5	23	5.7
Female	37	9.25	330	82.5	33	8.25
Rural	26	6.5	346	86.5	86.5	7
Urban	31	7.75	338	84.5	31	7.75
Government	37	9.25	331	82.75	32	8
Aided	26	6.5	343	85.75	31	7.75

Table 2 shows that the majority of the students 71.25% have an average level of awareness on balanced diet when comparing the higher secondary school students on the basis of total sample. The majority of male and female students, urban and rural students, Govt and Aided school

students shows an average level of balanced diet Awareness. In the case of gender the average level of balanced diet Awareness of male (86.5%) is greater than the female students (82.5%).

In the case of Locale, the average level of balanced diet Awareness among rural higher secondary school

students are (86.5%) is slightly greater than the urban school students (84.5%)

82.75% of Govt school students and 85.75% of Aided school students shows average level of Awareness on balanced diet

### Mean Difference Analysis

Test of significance difference between mean of large independent sample was used to compare mean scores of Awareness on Balanced Diet based on the sub samples-Gender, Locale and Type of management of the school.

*Table 3*

*Data and Result of Significance of Difference between Mean Scores of Awareness of Balanced Diet among Higher Secondary School Students with Respect to Gender*

Sub sample	Number of Students	Mean	Standard Deviation	t - value	Level of Significance
Male	156	21.08	6.60	3.87	0.01
Female	244	23.34	4.96		

From the above table 3 it is observed that the t- value obtained for male and female students are 3.87 which is greater than the table value of 't' required for the significant

at 0.01 level. This shows that there exists significant difference in the mean scores of Awareness on Balanced diet among higher secondary school male-female students

*Table 4*

*Data and Result of Significance of Difference between Mean Scores of Awareness on Balanced Diet among Higher Secondary School Students with Respect to Locale*

Category	Number of Students	Mean	Standard Deviation	t-value	Level of Significance
Rural	185	23.8	5.43	4.46	0.01
Urban	215	21.26	5.85		

From the above table 4 its observed The t-value obtained for urban and rural higher secondary school students are 4.46 which is greater than the table value of 't' required for the significant at 0.01 level. This shows

that there exists significant difference in the mean scores of Awareness on Balanced Diet among higher secondary school urban and rural student.

Table 5

*Data and Result of Significance of Difference between Mean Scores of Awareness on Balanced Diet among Higher Secondary School Students with Respect to Type of Management*

Category	Number of Students	Mean	Standard Deviation	t-value	Level of Significance
Govt	189	22.02	5.96	1.36	Not Significant
Aided	211	22.81	5.63		

From the above table 5 it is observed that the t-value obtained for Govt higher secondary schools students are 1.36 which is less than the table value of 't' required for the significant at 0.05 level. This shows that there is no significant difference in the mean scores of Awareness on Balanced diet among Govt and Aided higher secondary schools

### Findings of the study

Of the total sample 14.25% students showed a high and 71.25 % showed an average level of Awareness on balanced diet. Only 14.5 % showed low Awareness on balanced diet among higher secondary school students. The result showed that the majority of higher secondary students have an average level of Awareness towards balanced diet.

The present study reveals that students belong to six sub samples (Male, female, rural, urban, Govt, Aided) showed comparatively an average level of Awareness on balanced diet

Analysis of the mean scores of Awareness on balanced diet on the basis of sub samples (Gender and Locale) revealed that there exists a marked significant difference in the mean scores of Awareness on balanced diet based on gender and locale,

but there is no significant difference in the mean scores of Awareness on balanced diet based on type of management.

### Conclusion

The present study found that the total sample and sub samples are having an average level of Awareness on balanced diet. So Educational institutions can take an active role to improve the Awareness on balanced diet. Teacher can saw the need of balanced diet in younger mind of students .Teachers should give awareness to the students about healthy eating habits among adolescents. and problems and diseases of using fast food. Teachers should encourage students for proper diet control To make awareness about the importance of physical activity among them. Government should take appropriate steps to inform the students and public about balanced diet by organizing seminars, and discussion/talk using social medias Educational medias like VICTORS should continuously post the need for a balanced diet and importance of physical activities among students all over Kerala

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