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Dear Esteemed Readers and Well Wishers,

Greetings from Editorial Board!

We are glad to release this Twelfth issue of EduReach Journal with blessings of Our Honorable Founder Secretary Kulapathi Shri A.P.C. Veerabahu. We express our sense of gratitude to the faculties, research scholars and academicians who are committed to the core of education for extending their generous heart in encouraging and motivating our team in bringing out this issue of our journal.

We live in a digital era. In the digital world, technology plays vital role in the field of teacher education. We know that teaching learning process through offline/online mode is order of the day. In this context, technology utilization is inevitable. It strives to help learners grow in all dimensions such as intellectual, emotional, social, artistic, moral, psychological, physical, aesthetic, creative and spiritual values.

This issue consists of a series of eight articles which focuses on Impact of Secondary School level Chemistry teacher's awareness on availability and utilization of community resources on achievement of Xth Standard students, Senior Secondary School teachers attitude towards flipped classroom, Impact of continuous practice on map reading skills among VII Standard Students, Identifying Students creative Art Aptitude by using Psychological test devices, Problem Solving Abilities in Mathematics among higher Secondary Students, Attitude of teachers towards inclusive education, Attitude towards E-learning among the undergraduate students, Stress Management Strategy.

Dear Users, Your feedback, Valuable Comments and Suggestions are solicited.

With Regards,

Editorial Board

IMPACT OF SECONDARY SCHOOL LEVEL CHEMISTRY TEACHERS' AWARENESS ON AVAILABILITY AND UTILIZATION OF COMMUNITY RESOURCES ON ACHIEVEMENT OF X STANDARD STUDENTS

*A. Devi
**Dr. T. Kanakaraj

Abstract

The main objective of the study was to find out whether there is any impact of secondary school level chemistry teachers awareness on availability and utilization of community resources on achievement of X standard students. The investigator has adopted the survey method. The population of the present study includes all the high school chemistry handling teachers and their X standard students of Thoothukudi district. Four tools were developed by the investigators to study the variables. Percentage analysis, t-test, correlation analysis were used for analysis of data. The major findings were that,the secondary level chemistry teachers have moderate level of utilization of community resources.There is significant difference between Tamil and English medium school students of standard X in their achievement in chemistry. There is no significant relationship between awareness on availability of community resources of the secondary level chemistry teachers and achievement of their standard X students in chemistry.

Keywords : *Community resources, Achievement.*

Introduction

Education is a powerful tool which can bring about a radical transformation in society.It develops social and community responsibility in learning. Science teaching has been and is still oral in character with demonstrations occasionally thrown in. There is very little of practical work up to the eighth class. Chemistry is an important branch of science. Chemistry is, useful in understanding the changes taking place in the constituents of the environment and the resulting advantages. The study in chemistry in modern times has been greatly facilitated because of effective inter-linking of numerous facts and principles established from it.

Rationale of the Study

The community by means is away from the learning environment. Community resources and experiences can enrich science instruction. The community is a laboratory in which pupil can experiment many life oriented science concepts. The education from the community resources is not only different in nature but also an interesting and valuable supplement to formal school experiences. Out of classroom experiences it promotes learning, enhances the units taught in the classroom and provides learning experience not gained in the classroom (Lambeth and Virgil, 2000).

Statement of the Problem

Impact of secondary school level Chemistry teachers Awareness on Availability and Utilization of Community Resources on achievement of X standard students.

Objectives of the Study

1. To find out the level of awareness on utilization of community resources in teaching chemistry by the secondary level chemistry teachers.
2. To find out whether there is any significant difference between Tamil and English medium school students of standard X in their achievement in chemistry.
3. To find out whether there is any significant relationship between awareness on availability of health resources, industrial/chemical resources, energy resources, human resources, environmental resources and community resources of the secondary level chemistry teachers and achievement of their standard X students in chemistry.

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Hypothesis of the Study

1. The level of awareness on utilization of community resources of secondary level chemistry teachers in teaching chemistry is moderate.
2. There is no significant difference between Tamil and English medium school students of standard X in their achievement in chemistry.
3. There is nosignificant relationship between awareness on availability of health resources, industrial/chemical resources, energy resources, human resources, environmental resources and community resources of the secondary level chemistry teachers and achievement of their standard X students in chemistry.

Methodology of the Study

The investigator has adopted the survey method for the present study. The population of the study consists of all secondary school chemistry teachers in Thoothukudi district. The sample consists of 200 secondary level chemistry teachers and 550 X standard students. Multistage random sampling technique was used. Checklist and questionnaire were used to find the awareness on availability and utilization of community resources and achievement test respectively. The investigators constructed and validated the tools. Percentage analysis, 't'-test and Pearson correlation coefficient were used for the present study.

Analysis of the data

Table - 1

Level of Utilization of Community Resources of the Secondary Level Chemistry Teachers.

Community Resources and its Dimensions	Low		Moderate		High	
	No.	%	No.	%	No.	%
Health Resources	32	16.0	144	72.0	24	12.0
Energy Resources	40	20.0	134	67.0	26	13.0
Chemical Resources	44	22.0	126	63.0	30	15.0
Environmental Resources	45	22.5	120	60.0	35	17.5
Human Resources	48	24.0	132	66.0	20	10.0
Scientific Attitude	44	22.0	136	68.0	20	10.0
Community Resources	38	19.0	135	67.5	27	13.5

It is inferred from the above table that secondary level chemistry teachers have moderate level of awareness on utilization of health resources, energy resources, chemical resources, environmental resources, human resources, scientific attitude and community resources.

Table - 2

Difference between Tamil and English Medium School Students of Standard X in their Achievement in Chemistry.

Background Variable		Mean	S.D.	N	Calculated 't' Value	Table Value at 5% level	Remarks
Medium of Instruction	Tamil	32.08	7.29	328	8.53	1.96	S
	English	39.84	12.17	222			

The calculated't' value is greater than the table value at 5% level of significance. Therefore, there is significant difference between male and female standard X students in Academic Achievement in Chemistry. Hence, the null hypothesis is rejected.

Table - 3

Relationship between Awareness on Availability of Community Resources of the Secondary Level Chemistry Teachers and Achievement of the Standard X Students in Chemistry.

Availability of Community Resources	N	Calculated Value of 'r'	Table Value of 'r'	Remarks at 5% level
Health Resources	200	-0.085	0.138	NS
Industrial Chemical Resources		-0.091		NS
Energy Resources		-0.095		NS
Human Resources		-0.002		NS
Environmental Resources		0.004		NS
Community Resources		-0.093		NS

It is inferred from the above table that there is no significant relationship between awareness on availability of health resources, industrial/chemical resources, energy resources, human resources, environmental resources and community resources of the secondary level chemistry teachers and achievement of their standard X students in chemistry. Hence, the null hypothesis is accepted.

Findings of the Study

1. The secondary level chemistry teachers have moderate level of utilization of health resources, energy resources, chemical resources, environmental resources, human resources, scientific attitude and community resources.
2. There is significant difference between male and female standard X students in Academic Achievement in Chemistry.

3. There is no significant relationship between secondary level chemistry teachers awareness on availability of health resources, industrial/ chemical resources, energy resources, human resources, environmental resources and community resources of the secondary level chemistry teachers and achievement of their standard X students in chemistry.

Conclusion

From this study it is clearly understood that, teachers should use community resources regularly in the classroom. So, chemistry teachers should develop their knowledge and adopt techniques of utilization of community resources to enhance the student's achievement.

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SENIOR SECONDARY SCHOOL TEACHERS' ATTITUDE TOWARDS FLIPPED CLASSROOM

*Deepika Chauhan
**Dr. I. Muthuchamy

Abstract

In the present era, the economic development of a country depends on effective use of Information and Communication Technology.Digital literacy is the capacity to use a variety of digital technologies to efficiently and analytically explore, assess, and generate information. Schools often update their digital literacy curricula to keep up with the increasing pace of technology advancement in the educational environment. Flipped learning is a method that teachers use to give students a first-hand experience before class by moving direct instruction from the group educational activity to the individual learning space. It is a creative, engaging experience for learners where instructors support students as they apply knowledge and get innovation for delivering the content. The investigator has adopted a normative survey method. A Sample of 300 Private and Government Schools have been takenfrom Uttar Pradesh. Teachers were selected by using a simple random sampling technique in this study. The study found that the level of Attitude towards Flipped Classroom among Senior Secondary SchoolTeachers areFavourable. No significant difference was found in the Attitude towards Flipped Classroom mean score with respect to Gender, Locality, and Types of institution.The researchers examine how teacher's attitude about using flipped classrooms in the schools. According to the study, employing flipped classrooms is likely to produce more valuable outcomes in the way that students learn and encourage environmental awareness.

Keywords : *Information and Communication Technologies Flipped Classroom, Digital Literacy and Pedagogical Approach.*

Introduction

"Nowadays, fast-developed innovations influence all fields of education. In tandem with the pace of technological development, educational requirements also evolve various demands for learning emerge" (Celen, Celik, & Seferoglu, 2011). Flipped learning is an entirely unique technique that enables lecturers to use one or more techniques in their classrooms. "Teachers work from home and homework at Schools" was the phrase used. The flipped classroom turns conventional teaching methods on their sides by moving "homework" into a study space and conducting instruction online.With the flipped learning approach, teachers can use online asynchronous instructional video, record assignments or lectures, and then devote time to tackling problems or activities by incorporating group-based content created. The teaching strategies may combine visual representations of sound and sight, such as clear illustrations, images, or activities. When watching the video or reading the information, students have the option to modify the speed of the visual and auditory assault to fit their self - directed learning interests. "To focus on the topics that students are having difficulty with, the teachers design their lesson plans accordingly. One significant advantage is that most of the input students require is given in class. It minimizes the necessity of teachers to deliver in-depth analysis beyond their classroom". (Walvoord and Anderson, 1998).The flipped classroom can help teachers make the transition from teacher-driven education to student-centered learning because it places an emphasis on students becoming the agents of their own learning rather than the object of instruction.

The Foundations of Flipped Learning

- Flexible Environment
- Learning Culture
- International Content
- Professional Instructors

Moreover, Teachers who are advocators of the flipped classroom are also flexible in their

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assessments of students' learning and in their expectations for students' learning timelines. There is opportunity for frequent feedback and two-way conversation because they actively participate and evaluate their learning and learners are involved in the development of knowledge. The teachers decided the materials that students should explore and the lessons that need to be taught.They are always ready and willing to provide relevant feed back and access their work.

Review of Related Literature

Lee and Lina (2021) examined "attitudes on the modern ideal of flipped language education". The observation demonstrates the importance of well-designed assignments and the need for instructor mentoring to assist college students in learning course material. The analysis contributes a novel flipped coaching strategy that successfully aided L2 development. Hussain Aburayash (2020) determined" how open education students felt about the flipped classroom method used in the other grade and how it related to self-learning abilities". The scale of self-learning capabilities and the opposing grade were used to develop a measure of the direction toward education in order to meet the study's objectives. 60 male and female students with higher degrees in education who were studying educational psychology and administrative decisions at the Arab Open University in Jordan made up the study's sample. The study's findings revealed a 90% overall percentage of favorable tendencies, with university students showing a positive trend for education in the grade opposite.

Need and Significance of the Study

Today's learners using new media become less diligent with completing assignments and paying enough attention to instructors.It is interesting to find out those factors digital tools handling, digital technological operating skills, and digital learning skills.The present generation has arrived at the stage that makes it necessary to implement true educational reform that will increase student content satisfaction while fostering crucial 21st-century skills. Contemporary educators and teachers must acknowledge the realities of the digital age and how prominent it is in learners' life. The present investigation is being carried out to see the learning skills, tools operating skills, Hence, the investigator personally operate that those digital technological tools academic in his life. The attitude towards flipped classroom has given modern digital software for learning. Therefore, the learners can save theirexpenses and time through digital technological instruments. They need to consider this as a great opportunity to face the changing needs and trends in education. Therefore, it is paramount importance to conduct the research study on **"Senior Secondary School Teachers' Attitude towards Flipped Classroom."**

Objectives of the Study

The objectives of the study are stated as follows,

1. To find out the Senior Secondary School Teachers' Attitude towards Flipped Classroom.
2. To find out whether there exists any significant difference of Senior Secondary School Teachers' Attitude towards Flipped Classroom with respect to Gender, Locality and Types of Institution.

Hypotheses of the Study

Based on the objectives the following hypotheses are formulated for testing.

1. The attitude of Senior Secondary School Teachers' Attitude towards flipped Classroom is not favourable.
2. There exists no significant difference of Senior Secondary School Teachers' Attitude towards flipped Classroom with respect to Gender, Locality and Types of Institution.

Methodology in Brief

The present study is a descriptive method with normative survey technique. The sample consisting of 300 Sr. Secondary School Teachers from various Government and private Schoolsfrom Uttar Pradesh were collected by using simple random sampling technique and analyzed by using appropriate statistical techniques. Percentage analysis and t-test for measuring the variables for the study.

Data Analysis

Hypothesis-1 :

Level of Senior Secondary School Teachers Attitude towards Flipped Classroom is not favourable.

Table 1 :

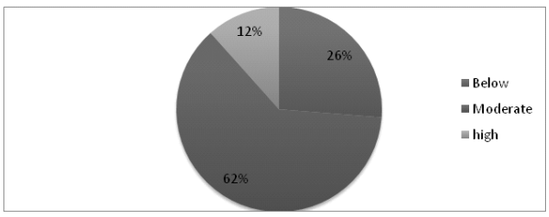
Level of Senior Secondary School Teachers' Attitude towards Flipped Classroom

Variable	N	Low		Average		High	
		No.	%	No.	%	No.	%
Attitude towards flipped classroom	300	52	17.33	185	61.66	63	21

It is found that 61.66% of Sr. Secondary School Teachers are having moderately favourable Attitude towards Flipped Classroom. 21.0 % of Senior Secondary School Teachers are having highly favourable Attitude towards Flipped Classroom and 17.33% of Senior Secondary School Teachers are less favourable Attitude towards Flipped Classroom.

Fig.1

Level of Senior Secondary School Teachers' Attitude towards Flipped Classroom.



Hypothesis-2 :

To find out whether there exists any significant difference in the Senior Secondary School TeachersAttitude' towards Flipped Classroommean score with respect to Gender, Locality and Types of Institution.

This hypothesis was tested by using t-test. The t-value was compared to find out the significance of difference in the mean score of Senior Secondary School Teachers' Attitude towards Flipped Classroomwith respect to Gender, Locality and Types of Institution School Teachers.

Table-2

Mean, Standard deviation and t-value for Senior Secondary School Teachers'Attitude towards Flipped Classroom with respect to Gender, Locality and Types of Institution

Attitude towards Flipped Class-room	Sub Variable	N	Mean	S.D.	Calculated Value	Significant 0.05 Level
	Male	51	116.50	25.66	0.07	NS
	Female	249	116.23	27.47		
	Rural	105	113.89	27.73	0.11	NS
	Urban	195	117.56	26.78		
	Govern -ment	174	114.45	25.21	1.39	NS
	Private	126	118.55	28.37		

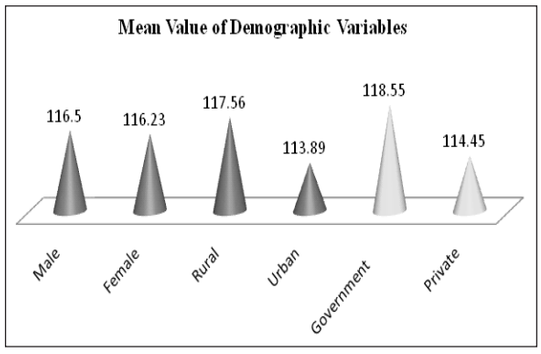
The calculated t-value is 0.07, which is less than the table value 1.97 corresponding at 0.05 level of significance. This implies that the difference inAttitude towards Flipped Classroom between male and female Senior Secondary School Teachers under consideration is not significant. Hence, the null hypothesis is accepted.Therefore, it can be concluded that the male and female Senior Secondary School Teachers do not differ significantly in respect of theirAttitude towards Flipped Classroom.Both male and female School Teachershave similar Attitude towards Flipped Classroom.

The calculated t-value is 1.11, which is less than the table value 1.97 corresponding at 0.05 level of significance. This implies that the differences inAttitude towards Flipped Classroom mean score between rural and urban Senior Secondary School Teachers under consideration is not significant. Hence, the null hypothesis is accepted. Therefore it can be concluded that the rural and urban Senior Secondary School Teachers have similar Attitude towards Flipped Classroom**.**

The calculated t-value is 1.39, which is less than the table value 1.97 corresponding at 0.05 level of significant. This implies that theAttitude towards Flipped Classroommean score between Government and Private Senior Secondary School Teachers under consideration is not significant. Hence, the null hypothesis is accepted. Therefore, it can be concluded that the Government and Private Senior Secondary School Teachers do not differ significantly in respect of their Attitude towards Flipped Classroom.Both Government and Private Senior Secondary School Teachers have similar Attitude towards Flipped Classroom.

Fig-2

Significance of difference in the Senior Secondary School Teachers' Attitude towards Flipped Classroommean score with respect to Gender, Locality and Types of Institution.



Findings of the Study

- The senior secondary school teachers have favourable attitude towards flipped classroom.
- No significant difference is found in the attitude towards flipped classroom mean score between male and female senior secondary school teachers. Both of them have similar attitude towards flipped classroom.
- No significant difference is found in the attitude towards flipped classroom mean score between rural andurban senior secondary school teachers. Both the rural and urban senior secondary school teachers have a same level of attitude towards flipped classroom.
- No significant difference is found in the attitude towards flipped classroommean score between government and private school teachers. The senior secondaryschool teachers from both government and private have a similar level of attitude towards flipped classroom.

Interpretation and Discussion

The results of the current study showed that there is no significant variation in attitudes toward the flipped classroom with respect to gender between male and female teachers. Female teachers (116.23) had a higher degree of attitude than male teachers (116.50), taking gender into consideration.

The majority of the male teachers were supportive of employing flipped classrooms. This locating is contradicting by the finding of, Johnson (2013), Al Jaser (2017), Sirakaya and Ozdemir (2018)where female were more higher degree of attitude to use flipped classroom.

The results of the current study show that, with regard to locality, there is no difference between rural and urban teachers' attitudes regarding flipped classrooms. When comparing the attitudes of rural and urban teachers regarding the flipped classroom, urban teachers (117.56) had higher attitudes than rural teachers (M=113.89) with regard to locality.Because they had been incorporating the flipped study room actively, urban teachers had positive opinions about the utilization of flipped classrooms. According to an analysis of past research, these findings concur with those of Nielson, Burke, and Alison S (2017) Maintain Lynne (2018) Zainuddin, ZamzamiGuo, Jianpeng (2019).

In the present study result showed that Private School Teachers have more favourable attitude towards Flipped classroom Because of Availability of Facilities and trained teachers in Urban Schools . It is supported by C.Manoharan and Brindha (2019).

Conclusion

Senior Secondary School Teachers' Attitude towards the flipped classroom in the teaching process was at moderately Favourable. For making highly favourable, it will help them refine their understanding of how to use the flipped study room as part of the learning process. As a result, it might assist them in forming their expertise for the purpose of using flipped classrooms effectively. According to the study, teachers should offer opportunities for formative assessment so that students can understand what they already know and what they need to learn because modifying the guidelines will make many students anxious, and they may also need to be retaught on what constitutes success in flipped classrooms.

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A STUDY OF MAP READING SKILLS AMONG VIII STD STUDENTS IN GHSS SAMBAVAR VADAKARAI

Dr. C. Natarajan
Dr. T. Kanakaraj

Abstract

The present study aims at Map Reading Skills among eight standard students in Government higher secondary school, Sambavar Vadakarai. The study found out causes of difficulties in locating geographical areas in the map, ability in using signs, symbols and colours used in map, name the four directions, name the relative direction of features in relationship to a stationary position on the school's playing field, draw an imaginary town and place the four directions on this map. The data were analysed using mean score only.

Keywords : *Continuous Practice, Map Reading Skills and Eight standard students.*

Introduction

Social mapping is visual representation of a specific area (village, section, Sub-district, district, region) which contains all community and geographical information. Social mapping involves getting key participant groups to map out the following: Social groups, neighborhoods areas, Community assets, institutions Networks, influencers, actors etc. access, acceptance, resistance and problems It is useful to identify households with eligible children and important locations such as : Human settlements (houses) Internally Displaced People (IDP) camps, Mosques, Market, Schools, Bus stations, Health facilities, Traditional courts, Main roads, Water points. The Map is a pictorial representation of the earth surface as looked from above, on a flat surface drawn to scale.

- ❖ To be able to find your way
- ❖ To send accurate information to obtain in help.
- ❖ To guide stranger.

Purpose of Map Reading

- ❖ To find one's own position on the Earth.
- ❖ To determine the distance and direction of one object to another.
- ❖ To locate and estimate the shapes and sizes of various feathers of the ground.
- ❖ To prepare plans for movements and journeys.

Classification of map

1. Topography map
2. Atlas
3. Wall maps
4. Tourist map
5. Revenue mp

Kinds of map

1. Physical map
2. Political map
3. Weather map
4. Vegetation map
5. Population map
6. Cultural map
7. Geological map

Types of scale

1. Verbal scale - Ex. 1cm = 1km
2. Representative Fraction - 1:50000 = 50000
3. Linear scale – 0,1,2, 3, cm – 0, 1, 20, 30, km

COLOUR

1. Blue colour - water features. River, tank, sea,etc.
2. Red colour - living area, buildings, bridges, roads.
3. Black colour – Boundaries, power lines, railway lines, telegraph lines meridians.
4. Brown - to join equal height line, valley.
5. Yellow — the cultivation area.
6. Green – vegetation, forests, gardens.
7. Violet – grid lines

DIRETIONS

CARDINAL POINTS

- ☞ NORTH - 0.360^{o}
- ☞ EAST - 90^{o}
- ☞ SOUTH - 180^{o}
- ☞ WEST - 270^{o}

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SUB CARDINAL POINTS

1. N.WEST - 315°
2. N. EAST - 45°
3. S. EAST - 135°
4. S.WEST - 225°

Mid Points

NNE - 22.5
ENE - 67.5
ESE - 112.5
SSE - 157.5
SSE - 202.5
WSW - 247.5
WNW - 292.5
NNW - 337.5

PROPLEMS OF MAP READING SKILLS

- To study the causes of difficulties in locating geographical areas in the map among class VIII students.
- To study the students' ability in using signs, symbols and colours used in map among class VIII students.
- To study the students' ability to name the four directions.
- To study the students' ability to name the four directions on his map of the classroom.
- To study the students' ability to name the relative direction of features in relationship to a stationary position on the school's playing field.
- To study the students' ability to draw an imaginary town and place the four directions on this map.

Target Group

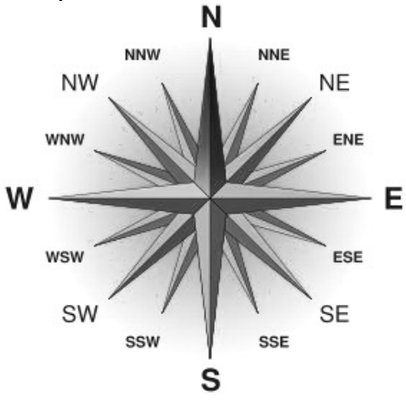
The investigator has selected 31 students in VIII std in Govt. Hr.Sec.School, Sambavar Vadakarai, Tenkasi Dist during 2022-23.

Tool Used

A questionnaire was prepared and administered to 31 students in VIII std in Govt. Hr. Sec. School, Sambavar Vadakarai, Tenkasi Dist during 2022- 23. There were 10 questions each carrying two marks Pre test and Post test was conducted using the same question.

Methodology

Experimental method was followed. Single group pre-test, post test design was adapted. They were various method of techniques used to school students such as wall map teaching, group activity, Atlas usage in class room, daily home work, power point presentation, self leaning, through (QR code) and YouTube channel. The use of digital maps in explaining map skills related topics, computer-aided mapping software, teaching aids compass. Different studies displaying the effectiveness of the Social Studies Instructional Program in improving students' map skills should be conducted. Social Studies course books and teachers' books should help improve students' map skills. The influence of different methods and techniques over students' map skills should be determined. Schools'



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dary School,

Statistical Techniques Applied

The following statistical techniques were used for analyzing the collected data in the form of Pre-test and post test.

Difference between Pre-test and Post-test scores of students of Government Higher Secondary School, Sambaar Vadakarai, Tenkasi Dist.

No	Name of the Students	Pre-test In percentage (X)	Post-test In percentage (Y)	Difference (X—Y)
1.	K. Balaji	5	10	5
2.	B. Bharathgobi	5	9	4
3.	M. Balarajesh	4	10	6
4.	J. Inbaraj	4	10	6
5.	K. Iyyappan	5	10	5
6.	K. Manojgoutham	4	10	6
7.	M. Mohammed Althaf	3	9	6
8.	J. Nabeel	5	10	5
9.	M. Premkumar	4	8	4
10.	M. Mukielavarasu	4	10	6
11.	S. Maheshwaran	3	10	7
12.	A. Arun	3	10	7
13.	S. Kingsly	3	10	7
14.	S. Sakthivel	5	9	4
15.	A. Babu	6	10	4
16.	V. Gowshika	3	9	6
17.	G. Mthulakshmi	5	9	4
18.	M. Muthulakshmi	5	10	5
19.	P. Priyadharshini	4	10	6
20.	C. Pushpa	2	8	6
21.	E. Ramalakshmi	5	10	5
22.	K. Ramalakshmi	5	10	5
23.	L. Sharmila	4	10	6
24	V. Sathya	4	10	6
25.	M. Suba	3	9	6
26.	A. Syed Meeral	4	10	6
27.	S. Surya	5	10	5
28.	E. Vijayapriya	5	10	5
29.	G. Venisharani	4	9	5
30.	S. Abinaya	4	9	5
31.	S. Ananthi	4	10	6
	TOTAL	**130**	**298**	**169**
	MEAN	**4.5**	**9.5**	**5.5**

The above table shows that the performance of students. The pre-test mean is 4.5 and the mean of post test is 9.5.

Distribution of the Pre-test and Post- test scores of the sample

Pre-test and Post -test Mean comparison

Test	Target group	Mean
Pre-test	31	4.5
Post test	31	9.5

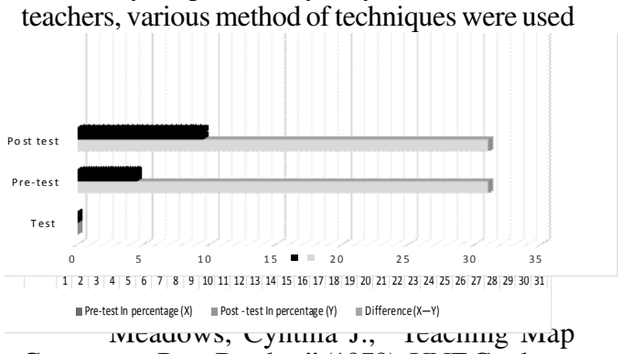
Pre-test and Post -test Mean comparison Graphical Representation

DATA ANALYSIS

The continuous practice for the VIII students brought good result. The results revealed that pre-test average is 45% and the post test average is 95%. Hence, the score gained due to exposure to the practice is 55%.

FINDINGS

Teacher have encouraged and motivated to class room activities. The students needed more practice in placing directions on a map and in locating the relative direction of a feature in relation to another, to develop the understanding of this concept. The usage of many activities and videos has considerably improved the thinking skill of students. The graphical representation shows the importance of activities. he problem shown with the understanding and applying of the concept of direction and relative directions implied the need of more exposure to this particular higher level concept. This study helps in many ways to students and teachers, various method of techniques were used



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IDENTIFING STUDENTS' CREATIVE ART APTITUDE BY USING PSYCHOLOGICAL TEST DEVICES

Dr. M. Dona Amalorpavam
Dr. I. Muthuchamy

Abstract

An attempt has been made by applying various materials and critically reviewed the area of "Psychological Testing" from different angles for identifying students creative art aptitude by using psychological test devices in order to understand their aesthetic potentials and students hidden talents in art. The nature of art and artistic ability have been a matter of interest and concerns to psychologists for well over a past many more years but the progress is not expected up to the marks among students in the present artistic age. This paper mainly focused upon the identification of school student's creative and artistic abilities to perform the art work and for development of aesthetic values among them through the psychological testing devices.

Keywords : *Psychological Testing, Aesthetic Value, Creative and Art Aptitude.*

Introduction

Every learner is an artist. The nature of art and artistic ability has been a matter of interest to psychologists for well over a hundred years. Although the development of tests specifically designed for measuring artistic abilities has been slow and scattered, little progress in the testing artistic aptitude has been made since early 1940's. So far number, scope and technical refinements are concerned, tests in this area have lagged far behind the other aptitude tests and the testing of other ability functions.

Need for Measures of Arts

Since, the scores on tests of general ability and grades in the usual school subjects are not well correlated with the specific psychological requirement in the art subjects, it is necessary to have special measures. It would be desirable to have instruments to assist in identifying students of superior promise in the arts, just as emphasis is given upon identifying students of superior intellectual promise for higher education in the science, maths, technologies, etc.

A small number of tests are available assessing aptitude in the graphic arts, but they are not so well developed as those of general intelligence or of educational achievement.

Hindrances in Development of Art Tests

In painting, architecture and other graphic arts, special talents certainly play a large part in success. But to identify such talents and dedication have proved exceedingly difficult task. Some hurdle in developing art aptitude tests are:-

1. The difficulties inherent in defining art aptitude.
2. The subjective judgment in evaluation of this aptitude and its products.
3. Although there is some common ground, the lack of complete agreement regarding the sub factors to be measured.
4. Some of the critics believe that the factors in arts are no measureable.
5. Artistic skills are considered to be god gifted, even by many artists and art teachers too.
6. Researcher himself should be an artist. Artists have never taken interest in quantifying artistic ability.
7. Many artists are rarely able to explain how they work. Moreover some artists and teachers wish the mysteries of art skills a guarded secret for success.

Present Status of Art Aptitude Tests

Standardized tests of artistic aptitude have traditionally concentrated for students on a few sub-factors considered to be basic of art activity. Whatever its form, available tests may be classified into two parts

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i. Tests of Creative Artistic Ability
ii. Tests of Art Appreciation

The tests of creative Artistic Ability are concerned with art appreciation as well as in measuring productive skills. A person may be a highly discriminating and sophisticated critic of painting without himself being able to paint. But production, except at a routine and mechanical level, undoubtedly presupposes superiority in both appreciative and productive skills. The tests of art appreciation may have broader applicability than tests of production because producers may be few, but appreciation can be more widespread.

I. Test of Creative Artistic Ability

Tests of productive ability in arts are work samples. They are influenced by formal art training. A few tests, however, have been designed especially for the prediction of performance in subsequent training and have therefore tried to minimize the demands on technical skills and information. E.g.

1. Kgauber Art ability Test
2. Horn Art Aptitude Inventory

II. Test of Art Appreciation

Tests of art appreciations have generally followed a common pattern. In each item, the examinee is requested to express his preference regarding two or more alternates of the same objects.

1. Meadory Art Test
2. Meier Art Tests: (i) Art Judgement Test
(ii) Aesthetic Perception
3. Graves Design Judgement Test
4. Ambasana Art Judgement Test

Importance of Creative Artistic Test

Aptitude in aesthetic judgement is not equivalent to aptitude in the production of art. Aesthetic judgement is one of the factors of artistic aptitude. A combination of both types should have greater predictive value.

Aptitude test is one designed to measure person's potential ability in an activity of a specialized kind and with a restricted range. Art aptitude tests are to be distinguished from

- General intelligence tests
- Tests of skill or proficiency, acquired after training or experience.
- Educational achievement tests.

Factors in Artistic Aptitude

Artistic aptitude comprises the following six major components.

1. Observation ability
2. Recall and retention ability (Memory)
3. Creative imagination
4. Art skills
5. Aesthetic Judgement
6. General Intelligence, and
7. Aesthetic value

The following model is a schematic representation of the above components:

All these abilities are not totally different. They are more or less interrelated. It is hard to find an individual with all these abilities equally developed. A person with superior observation ability employing artistic skills.

Art structures are normally produced by an intelligent organization of vividly experienced subject matter.

Test Items for Arts Aptitude Test

Keeping in view the factor in artistic aptitude, items can be prepared to measure these abilities. It is rather too difficult to make an item involving a single factor of art aptitude. Each of the items will cover more than one factor, to overcome this difficulty more emphasis could be put on a factor to be measured by a particular item. According to each factor of artistic aptitude some content of tests is indicated below

1. Observation Ability

This ability can be measured through the exercise of Imitation.

2. Creative Imagination

To measure this component of artistic aptitude, exercise of composition is suitable. Subject is required to organize fine pattern (Composition) with the help of given elements like lines, Squares, rectangles, triangles, circles, oblongs, ellipses…..etc.

3. Memory/ Recall and Retention Ability

To measure this ability function following types of activity can be asked :

(i) The subject has to produce sketches

(ii) Subject is provided with some incomplete pictures. He has to think of an object of the picture and to finish the picture.

(iii) Some simple objects are shown to subject for some fixed time. After removing this objects he has to draw or to list all of them.

4. Aesthetic Judgement

To measure this factors art judgement test is already available.

5. Art skills

To find the level of art skills following exercises may be given

1. Shading the design
2. Calligraphy

Conclusion

Testing art aptitude ability has lagged far behind the other aptitude tests in our country. Available art judgement tests should be made more familiar to art teachers. Further we need to focus on developing more comprehensive art aptitude tests to identify art talents among students.

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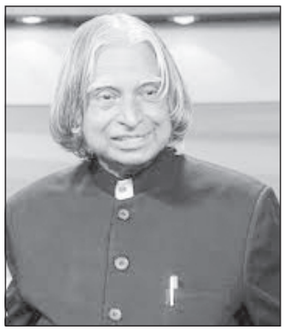
"Education is the manifestation of the perfection already in man".

- Swami Vivekananda

"Education is the most powerful weapon which we can use to change the world".

- Dr. A.P.J. Abdul Kalam



PROBLEM SOLVING ABILITIES IN MATHEMATICS AMONG HIGHER SECONDARY STUDENTS IN PUDUCHERRY (UT)

P. Karthikeyan
Dr. R. John Louis Manoharan

Abstract

This study aims to find the Problem Solving Abilities among Higher Secondary students. Problem solving ability is one of the key concepts to understand the students' ability to solve the problem provided in a situation by making use of one's previous knowledge and technique to find solution to the present situation.If the problem-solving ability of the students gets increased it will enhance their confidence level of the learners. The intelligence of the students must be kept up always, which is considered the royal road for success in the educational journey of the learners, when the level of intelligence is enhanced, the student's ambition and goal will be clear with the attainment. There is no doubt that the standard of problem solving abilities of students in the classrooms determines the quality of the students and their achievement too. The research was a survey type, which consists of simple random sampling of 700 higher secondary studentsselectedas sample for the study in Puducherry UT. The investigator has developed and validated the Problem solving ability questionnaire. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods namely 't'-test and F test.

Keywords : *Problem solving abilitiesandHigher Secondary Students.*

Introduction

Education is a broader discipline that engages an individual in getting nurtured and characterized across several elements the society that entails social and scientific conventions. Every individual has the right to get himself educated on a desired field or discipline of his choice to use the best of the time of his life to be put and engaged with the knowledge that he has acquired into applicative use. Hence, it is clear that education entails several phenomenal significance across the construction of life, livelihood and lifestyles. So, education represents itself both as a domain of academic illustration and predominantly as a streamline that preserves the nature and well-being of the learners.

Significance of the Study

The present study would provide information for teachers as to how to utilize relevant approaches to enhance problem solving ability and intelligence of higher secondary students. This study would also provide information for students, through which they can understand their mental capabilities in receiving, thinking, reasoning and solving problems. The results of this study will help the higher secondary school students to solve with problems efficiently by selecting one or more techniques to enhance the problem solving ability which would yield better achievement. This study would help the students and the teachers to know the correct or appropriate learning and teaching which would be responsible for selecting and using appropriate problem solving techniques that may result in best achievement. The research studies widely have dealt with problem-solving ability of higher secondary students. Due to the lack of problemsolving ability, the invention in the field of science and technology has declined.Here there is an urgency to provoke the learners in acquiring problem-solving ability which in turn will be a platform for an individual to inculcate the other psychological dimensions. The acquisition of these skills will mold the individual to become vibrant in all the sectors of education. Hence the researcher determined to explore a study entitledProblem Solving Abilities among Higher Secondary Students in Puducherry (UT).

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Objectives of the Study

1. To find out the level of problem solving abilities of higher secondary students.
2. To find out the significant difference in the problem solving abilities of higher secondary students with respect to gender.
3. To find out the significant difference in the problem solving abilities of higher secondary students with respect to location of student.
4. To find out the significant difference in the problem solving abilities of higher secondary students with respect totype of school.

Hypothesis of the Study

1. The level of problem solving abilities of higher secondary students is high.
2. There is no significant difference in the problem solving abilities of higher secondary students with respect to gender.
3. There is no significant difference in the problem solving abilities of higher secondary students with respect to location of student.
4. There is no significant difference in the problem solving abilities of higher secondary students with respect to type of school.

Review of the Related Studies

Kumar (2020) studied of problem solving ability and creativity among the higher secondary students. Creativity is universal. Every one of us possesses creativity to some degree. Although creativity abilities were natural endowments.Through the manifestation of creativity, something original or moral was created. The ability to solve problems is a mental activity that is a part of a larger problem-solving process that also involves problem-finding, problem-shaping and goal-setting. Any scenario in which you have the power to improve things is considered to be a problem. Singh (2006), the same needed to be developed among schoolchildren who will eventually become the nation's citizens. This essay outlines our attempt to research the creativity and problem-solving skills of upper secondary pupils in Nagapattinam District. The study's findings show that higher secondary pupils had a high level of problem-solving aptitude. According to the study's findings, higher secondary pupils often exhibit the modest level of inventiveness. In higher secondary pupils, there was no association between creativity and problem-solving skills, no discernible difference between boys and girls in terms of problem-solving skills and no discernible difference between higher secondary boys and girls in terms of creativity.

Badru (2018) conducted a Predicting Academic Success of Junior Secondary School Students in Mathematics through Cognitive Style and Problem Solving Technique. This study examined the prediction of academic success of junior secondary school mathematics students using their cognitive style and problem solving technique. A descriptive survey of correlation type was adopted for this study. A purposive sampling procedure was used to select five Public Junior secondary schools in Ijebu-Ode local government area, Ogun state. For the purpose of this study, an arm of intact class JSSII students were selected from each selected school through a simple random sampling procedure. Three valid and reliable instruments were used to collect data for this study as Sigel's cognitive style test (SICOST), Problem solving technique test (PSTT) and Mathematics achievement test (MAT). Their content validity values were 0.79; 0.74 and 0.84 respectively using Lawshe method. The test-retest reliability value was 0.82 of SICOST, the coefficient of reliability values of PSCT and MAT were 0.79 and 0.87 respectively using Kuder-Richardson (K-R 20)'s formula. The results of the Pearson correlation and multiple regression test show that: no significant relationship exists between the students' cognitive style and problem solving technique; the two predictor variables jointly significantly predicted academic success in mathematics; the relative effect of problem solving technique in mathematics is greater than that of cognitive style. It is recommended that problem solving intervention strategies should be used in handling the mathematical problems of students to enhance their academic success in other to serve as essential ingredients for achieving a holistic education.

Delimitations of the Study

1. This study was conducted in Puducherry(UT) only.
2. Only 700 higher secondary students were selected as a sample in the research study.
3. The variable in the study are Gender, Location of Student and Type of Family.

Method Used

In the present study "Survey method" is employed for collecting and analysing data, obtained from large number of respondents representing specific population collected through highly structured and detailed rating scale.

Population and Sample

Population refers to any collection of specified group of human beings or non-human entities such as objects, educational institution, time units, geographical areas and salaries drawn by individuals. Some distributions call it universe (Best and Khan, 2007). Population in the present study comprises of the students of higher secondary schools of the Puducherry UT. The sample of study was comprised 700 higher secondary students studying in various higher secondary schools of Puducherry UT. In order to keep the study manageable, simple random sampling technique was adopted in the study.

Tool Used

This study aims to study the Problem solving abilities of higher secondary students. The investigator has constructed and validated the Problem solving abilities Questionnaire. The researcher prepared a questionnaire consisting of 70 questions from selected 10 topics (Partnership, Time and Work, Simple Interest, Average, Profit and Lose, Ratio and Proportion. Percentage, Number system, Simple and Compound Interest) from 8th to 10th standard State Board and CBSE mathematics textbook.

Validity

The coefficient of validity was calculated by correlating the scores with the following tests :
Group Intelligence Test (R. K. Tandon) 0.68 Test of Reasoning Ability 0.85.

Reliability

The reliability coefficient of the test was calculated by the following methods: Spearman-Brown Formula (Split-half method) 0.78 Kudar – Richardson formula (Rational equivalence method) 0.76.

Final Tool for Identifying the Problem Solving Ability

As a result of the pre-try-out and the pilot study of the tool, 50 items were selected for the final tool for identifying the problem solving skill in mathematics covering themes such as, Partnership, Time and Work, Simple Interest, Average, Profit and Lose, Ratio and Proportion. Percentage, Number system, Mensuration Simple and Compound Interest.

Statistical Techniques Used

Percentage Analysis mean, S.D and 't' test were used in this study.

Analysis of Data

Table 1

Level of Problem Solving Ability of Higher Secondary Students.

Variable	Level	N	%
Problem Solving Ability	Low	98	14%
	Moderate	562	80%
	High	40	6%

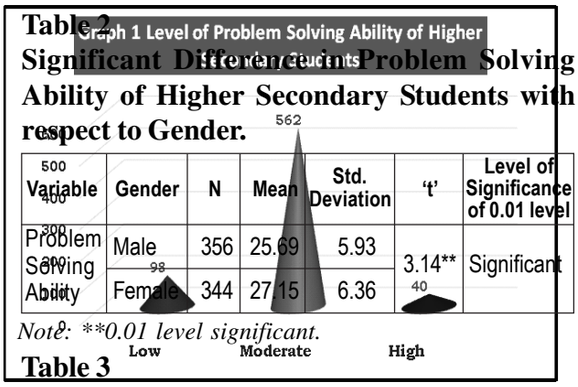

Table 2

Significant Difference in Problem Solving Ability of Higher Secondary Students with respect to Gender.

Variable	Gender	N	Mean	Std. Deviation	't'	Level of Significance of 0.01 level
Problem Solving Ability	Male	356	25.69	5.93	3.14**	Significant
	Female	344	27.15	6.36		

*Note: **0.01 level significant.*

Table 3

Significant Difference in Problem Solving Ability of Higher Secondary Students with respect to Location of Student.

Variable	Locality	N	Mean	SD	't' Value	Significance at 0.01 level
Problem Solving Ability	Urban	250	27.25	6.59	2.69**	Significant
	Rural	450	25.94	5.91		

*Note: **0.01 level significant.*

Table 4

Significant Difference in Problem Solving Ability of Higher Secondary Students with respect to Type of School.

Variable	Type of School	N	Mean	Std. Deviation	't'	Level of Significance of 0.01 level
Problem Solving Ability	Govt	250	24.32	5.96	6.89**	Significant
	Private	450	27.57	6.01		

*Note: **0.01 level significant.*

Results and Discussion

- The table 1 reveals that, the level of Problem Solving Ability of Higher Secondary students are 14% (low), 80% (Moderate) and 6% (High).
- The table 2 reveals the calculated t-value of Problem Solving Ability, of Higher Secondary Students with respect to Gender. The calculated 't' value (3.14) is greater than the table value 2.56 and it is statistically significant at 0.01 level. Hence, the framed null hypothesis "There is no Significant Difference in Problem Solving of Higher Secondary Students with respect to Gender" is rejected. Based on the mean score, female students have been found to better problem solving ability than male students.
- The table 3 reveals theproblem solving ability of higher secondary students with respect to Locality. The calculated t-value (2.69) is greater than the table value 2.56 and it is statistically significant at 0.01 level. Hence, the framed null hypothesis "There is no Significant Mean Difference in Problem Solving of Higher Secondary Students with respect to Locality" is rejected.Based on the mean score, urban area students havebeen found to betterproblem solving ability than rural area students.
- The table 4 reveals the calculated t-value of Problem Solving Ability, of Higher Secondary Students with respect to Type of School. The calculated 't' value (6.89) is greater than the table value 2.56 and it is statistically significant at 0.01 level. Hence, the framed null hypothesis "There is no Significant Difference in Problem Solving of Higher Secondary Students with respect to Type of School" is rejected. Based on the mean score, Private school students havebeen found to better problem solving ability than Government School students.

Recommendations

- The administrators can organize daily activities in classroom setting on problem solving abilities for male and rural area students.
- More workshops, special training programmes, special talks and professional development courses could be arranged to male and government school students in order to enhance their problem solving abilities.
- The male and government higher secondary school students may be given self-determination training which would develop their problem solving abilities.
- Students especially male and rural area higher secondary school students could be made to learn facts and problems. This would develop their problem solving abilities.

Conclusion

Problem solving ability could be included as an important component in the teacher education curriculum. Students should be encouraged in mathematics class to develop unique and new steps to solve the problem. This study will be more fruitful when further studies are undertaken and it will be of great help for those who want to study further in this field.

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ATTITUDE OF TEACHERS TOWARDS INCLUSIVE EDUCATION

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Abstract

The study was carried out to find out the attitude of teachers towards inclusive education. 150 teachers were selected from Erode District by using simple random technique. Attitude of inclusive education scale of teachers by Welder's was used for data collection. Mean, Standard Deviation and 't' test were computed for data analysis. This study concludes that there is significance difference in the attitude towards Inclusive Education with respect to marital status, educational qualification and locality of the school. The major findings showed that married teachers, post graduate teachers and teachers working in rural locality had high attitude towards inclusive education. Hence, it is the need of the hour to use social media like Whatsapp, Facebook, Twitter, linked in, to share the academic information relating to teachers profession for the development of inclusive education.

***Keywords** : Attitude, Inclusive Education and Social Media.*

Introduction

Inclusive education, which has its origins in special education, originally set out to meet the needs of learners who were being traditionally excluded from the school or were otherwise marginalized within the classroom. A series of shifts from focusing on the disabled child as a problem to focusing on changes in the management of the classroom, revealed surprising changes in learning. The results demonstrated benefits to those who were traditionally excluded from learning as well as all the others in the classroom. Today, inclusive education or 'inclusion in education' is a conceptual approach aimed at achieving quality education by-making changes to accommodate all learners regardless of their physical, social or psychological differences.

Inclusive education differs from previously held notion of 'integration' and 'mainstreaming', which tended to be concerned principally with 'special education needs 'and implied learners changing or becoming 'ready for' accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept and ensure this right. It is thus about rejecting exclusion of learners for any reasons, maximizing participation of all learners, making learning more meaningful for all children and rethinking and restricting school policies, curricula and practices so that all learning needs can be met. Only by removing physical and social barriers to learning, can we create truly inclusive classrooms and societies and speak of Education for All in a holistic sense.

Exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable.

Despite encouraging developments, there are still an estimated 130 million children not attending school. Ninety of them live in low and lower middle-income countries, and over 80 million of these children live in Africa. As alarming are the countless others within the school system being excluded from quality education. Among those who do-enroll in primary school, large numbers drop out before completing their primary education.

Significance of the Study

Teachers are the more powerful instrument in education especially in inclusive education. They handled many attitudes and analyses of the students based on their level of learning and teach to them in inclusive education. Many approaches are to be followed to analyse the disabled students. Teachers are main supporter for those children. The teacher is an important personality in the process of inclusive education. Only through an open-hearted teacher, a disabled child could be properly educated. A true

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teacher can enable a disabled child to overcome disability and makes over their level, education and inferiority complex to be swollen. The attitudes of teacher are main thing in inclusive education. So only the researcher wants to conduct this study.

Objective of the Study

1. To find out whether there is any significant difference in the attitude towards inclusive education among teachers with respect to background variables.

Hypothesis of the Study

1. There is no significant difference between male and female teachers in their attitude towards inclusive education.
2. There is no significant difference between married and unmarried teachers in their attitude towards inclusive education.
3. There is no significant difference between graduate and Post graduate teachers in their attitude towards inclusive education.
4. There is no significant difference between rural and urban school teachers in their attitude towards inclusive education.
5. There is no significant difference between government and private school teachers in their attitude towards inclusive education.
6. There is no significant difference among below 15k, 15k - 30k and above 30k salary of teachers in their attitude towards inclusive education.
7. There is no significant difference among below 10 years, 10-20 years and above 20 years teaching experienced teacher in their attitude towards inclusive education.

Methodology

Method Used

The investigator has chosen survey method for studying the attitude of inclusive education of teachers

Population and Sample

Teachers those who were working in high school in Erode District were considered as Population of this study. In this study, the investigator used simple random sampling technique. 150 teachers were selected as the sample for this study.

Tool Used

To measure the attitude of inclusive education, the investigator used the Attitude of inclusive education scale of teachers which is constructed and standardized by Welder's. The attitude of inclusive education scale consists of 15 items. The investigator established the content validity for the tool. The reliability of the tool has been established by using test-retest method. It was found to be 0.81.

Statistical Techniques Used

The investigator employed descriptive statistics (Mean and SD), parametric statistics ("t" test and 'F' test) to process the data collected from the sample.

Analysis Data

Table 1

Difference in attitude of inclusive education scores of teachers based on selected variables

Variable	Sub Variables	M	S.D.	't'	Remarks
Gender	Male	41.97	18.07	0.07	NS
	Female	41.72	16.12		
Educational Qualification	Graduate	33.75	12.99	2.17	S
	Post Graduate	42.48	16.67		
Marital Status	Married	42.57	16.82	2.27	S
	Unmarried	34.73	12.09		
Location of School	Rural	43.89	16.3	2.26	S
	Urban	37.44	16.29		

From the table 1, the calculated't' values between the attitude of inclusive education of teachers with respect to their gender is 0.07 respectively. This't' value is less than the table value 1.96 at 0.05 level of significance. Therefore, the hypotheses 1 is accepted. On the other hand, the calculated't' value between the attitude of inclusive education of teacher with respect to marital status, educational qualification and location of the school are 2.27, 2.17 and 2.26 respectively. These't' values are higher than the table value 1.96 at 0.05 level of significance. Therefore, the hypotheses 2, 3 and 4 are rejected.

Table 2

Attitude of Inclusive Education of Teachers based on Demo Graphical Variables.

From the table 2, the calculated F value among the teachers with respect to the variable type of school, salary and teaching experience are 2.44, 0.12 and 3.00 respectively. These F values are lesser than the respective table values at 0.05 level of significance. Therefore, hypotheses 5,6 and 7 are accepted.

Findings

1. There is no significant difference between male and female teachers in their attitude of inclusive education.
2. There is significant difference between married and unmarried teachers in their attitude of inclusive education.While comparing the mean scores of married (mean = 42.57) and unmarried (mean = 34.73) teachers, married teaches are better than the unmarried teachers in their attitude of inclusive education.
3. There is significant difference between graduate and post graduate teachers in their attitude of inclusive education.While comparing the mean scores of graduate (mean = 33.75) and post graduate (mean = 42.48) teachers, post graduate teachers are better than the graduate teachers in their attitude of inclusive education.
4. There is significant difference between rural and urban high schools teachers in their attitude of inclusive education.While comparing the mean scores of rural (mean = 43.89) and urban (mean = 37.44) teachers, rural school teachers are better than the urban school teachers in their attitude of inclusive education.
5. There is no significant difference among Government, Aided and Private teachers in their attitude of inclusive education.
6. There is no significant difference among below 15K, 15K to 30K and above 30K of salary teachers in their attitude of inclusive education.
7. There is no significant difference among below 10 years, 11 – 20 years and above 20 years teaching experience of teachers in their attitude of inclusive education.

INTERPRETATIONS

1. Married teachers have a very high attitude towards inclusive education because they have a better exposure and understanding on inclusive education than the unmarried one.
2. Post graduate teachers are having high favorable attitude towards inclusive education due to the reason that the age and maturity level of the post graduate students have great influence on the attitude of inclusive education.
3. The social set up of the rural teachers increased the attitude of inclusive education than the urban teachers.
4. There is no significant difference between the teacher towards inclusive education with respect to nature of the school, salary and teaching experience.

Recommendations

On the basis of the present findings, the investigator has given the following recommenda tions to educational administrators.

1. The Results of this research work will be useful for the teacher community especially for those teachers which are teaching in special schools and inclusive schools. The various types of social media like whatsapp, face book, LinkedIn and twitter etc can be used to unite the teachers into a groups. This enables them to share the academic information relating to their profession.
2. The findings are more beneficial to the society, in the respect of awareness about inclusive stop school methodology, curriculum and special skills for the parents.

Suggestions for Further Research

Due to the lack of time and typical nature of the study researcher had some limitations. So in-spite of the findings of the present study, cautions should be made for the further researchers, some suggestions for new researchers in this field are given below:

1. The same study can be carried out to get better and more authentic results on a large group.

2. A similar study can be carried out on the other groups of special teacher educator.
3. The same study can be carried out with other variables like creativity, attitude, aptitude and emotional intelligence.
4. This study can also be carried out at secondary and higher level.

CONCLUSION

This study was conducted with the aim of identifying the attitude of teacher towards inclusive education. In the past decade, education in India had undergone many changes. Attitude towards Inclusive Education is important variable which play a key role in the development of personality of an individual. The purpose of the present research is to study the Attitude towards inclusive education between General Teachers working at high school level. On the basis of analysis and interpretation of data, it may be concluded that there is significance difference in Attitude towards Inclusive Education with respect to marital status, educational qualification and location of the school.

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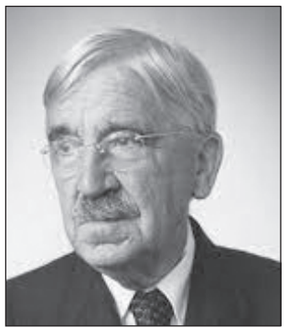
"Education is not preparation for life. Education is life itself".

- John Dewary



"Intelligence plus Character - that is the goal of true education"

- Martin Luther King Jr.

ATTITUDE TOWARDS E-LEARNING AMONG THE UNDERGRADUATE STUDENTS IN PONDICHERRY REGION

Mr. Rajesh
Dr. S. Leo Stanley

Abstract

A learning system based on formalised teaching but with the help of electronic resources is known as e-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of e-learning. For teacher and trainers, it offers a whole new world of exciting options to supplement classroom interaction with technology enabled content and to explore alternative options to extend the classroom. For learners, it signifies flexible and personalised learning options that are available to them at their convenience. The investigator selected 300 students using random sampling techniques from eight colleges. The findings show that the attitude towards e-learning of undergraduate students in Pondicherry region is favourable.

Keywords : *e-Learning, Attitude, Under-graduate students.*

Introduction

e-Learning is the name given to computer enhanced learning. Computers play a big role not only in learning but education as such. The role of computer in supporting the cause of education varies greatly. Information technology is used both as medium and tool in education. E-learning is fast emerging as the preferred solution for delivery online and virtual learning, regardless of barriers like time and location. Over the years, e-learning has also evolved into a full fledged mode of delivering learning at the convenience of the learners.

Review of Related Literature

Venkatesan (2000) studied that there is no adequate Internet awareness among students teachers. The Internet plays a prominent role in communication of human life. So it is necessary to know about them in detail. Internet awareness opens a window into the world of communication technology. It will also open avenues of education, business and employment, either self or external agency based. Internet plays a vital role in the education. So, student-teachers must be aware of Internet for development and evaluation of teaching process.

Sunder Rajan, K.V. (2004) conducted a study on " e-Learning Goals and Tools: its implementations and limitations in the Context of Digital Divide". This paper critically examines the potential of e-Learning in India in the background of its definition, goals and tools. The advent of e-Learning in India though a little late, has been prominent and holds out great potentials for the future inspite of the digital divide. This paper examines the various definition of e-learning in the literature reviewed and good e-learning content implies. The learning goals of e-learning include Electronic Performance Support, which can provide for upto three levels of support to a worker. Digital Collaborations, Knowledge Management and Training both synchronous and asynchronous learning also its main goads. E-learning tools have been studies as consisting of four generations of technology. The limitations of e-learning tools have been studied as consisting of four generations of technology. The limitations of e-learning are seen from the perspective of blended learning solutions. Two tables of data on the Return, Over Investment on e-learning ventures are reviewed. The rise of a much greater thrust on e-learning by its learners in educational sectors of India, are seen for the future.

Need for the Study

The teaching-learning technology has progressed from classroom lectures to seminars to videodiscs and CD-ROMs to web based training and wireless communication through various learning objects includes CDs, electronic books, electronic journals and audio visual aids etc.

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Technology continues to move forward. The development in computer technology has resulted in e-learning. E-learning is considered as more effective way of teaching to a large group of students, thereby providing consistency in educational quality. Now the opportunities made available through e-learning are both significant and numerous. Electronic media are unavoidable elements in the teaching and learning process. In traditional learning, students are passive listeners rather than the active participants, but in the case of e-learning, the students are expected to learn individually by relating their skills to the reflective and creative thinking. So the investigator has selected the topic "Attitude towards e-learning among Undergraduate students in Pondicherry Region".

Statement of the Problem

E-learning is considered as more effective way of teaching to the students. A present study is entitled "Attitude towards e-learning among the Undergraduate students in Pondicherry region".

Objectives of the Study

- To find out the significant mean difference between the male and female undergraduate students in their attitude towards e-learning.
- To find out the significant mean difference between the private and government colleges undergraduate students in their attitude towards e-learning.
- To find out the significant mean difference between the rural and urban colleges under graduate students in their attitude towards e-learning.
- To find out the significant mean difference between the arts and science group under graduate students in their attitude towards e-learning.

Hypothesis of the Study

- There is no significant mean difference between the male and female undergraduate students in their attitude towards e-learning.
- There is no significant mean difference between the private and government colleges under graduate students in their attitude towards e-learning.
- There is no significant mean difference between the rural and urban colleges undergraduate students in their attitude towards e-learning.
- There is no significant mean difference between the arts and science group undergraduate students in their attitude towards e-learning.

Description of the Procedure

The investigator selected 300 students using random sampling techniques from eight colleges namely Indira Gandhi College of Arts and Science, Periyar Kamarajar Arts College, Kasthuriba College for Women, Tagore Arts College, Pondicherry University Community College and RAAK Arts and Science College in the Pondicherry Region. The sample consist of 194 female undergraduate students and 106 male students. The sample include the various sub-groups regarding the background variables namely gender, course of degree, types of college, locality of college.

To study the attitude towards e-learning 'The ATELS scale constructed and standardized by Dr. M.S. Kumar and M. Anitha. (2012). The data obtained were analysed by employing the following statistical tools to arrive at meaningful conclusion,

i. Descriptive analysis
ii. Differential analysis

The score secured by the student is considered as the index of his /her level of attitude towards e-learning.

Tools Used in the Study

The tools used are,

1. Personal Data Sheet.
2. Attitude towards e-learning Scale by M.S. Kumar and M. Ananthi (2012)

Hypothesis – 1

There is no significant mean difference between the male and female undergraduate students in their attitude towards e-learning.

Back ground Variable	Sub group	N	Mean	SD	MD	't' value	Level of Sig. (0.05)
Gender	Male	106	100.16	16.32	0.49	0.26	N.S.
	Female	194	99.67	15.13			

N.S- Not Significant

The mean score 100.16 of attitude towards e-learning scores of male undergraduate students is greater than the mean score 99.67 of their counterpart, by the mean difference 0.49 between the mean score is found to be not significant, as the calculated 't' value 0.26 is lesser than the table 't' value 1.96 for the degrees of freedom 298 at 0.05 level of significance. Hence, the null hypothesis is accepted.

Hypothesis 2

There is no significant mean difference between the private and government undergraduate students in their attitude towards e-learning.

Back ground Variable	Sub group	N	Mean	SD	MD	't' value	Level of Sig. (0.05)
Type of Institution	Govt	225	100.28	16.15	1.75	0.84	N.S.
	Private	75	98.53	13.56			

N.S- Not Significant

The mean score 100.28 of attitude towards e-learning scores of government undergraduate students is greater than the mean score 98.53 of private college, but the mean difference 1.75 between the mean score is found to be not significant, as the calculated 't' value 0.84 is lesser than the table 't' 1.96 is lesser than the table 't' value 1.96 for the degrees of freedom 298 at 0.05 level of significance. Hence, the null hypothesis is accepted.

Hypothesis 3

There is no significant mean difference between the rural and urban undergraduate students in their attitude towards e-learning.

Back ground Variable	Sub group	N	Mean	SD	MD	't' value	Level of Sig.
Locality of Institution	Rural	126	101.07	13.72	2.12	1.17	N.S.
	Urban	174	98.95	16.71			

N.S- Not Significant

The mean score 101.07 of attitude towards e-learning score of rural college undergraduate students is greater than the mean score 98.95 of urban college, but the mean difference 2.12 between the mean score is found to be not significant, as the calculated 't' value 1.17 is lesser than the table 't' value 1.96 for the degree of freedom 298 at 0.05 level of significance. Hence the null hypothesis is accepted.

HYPOTHESIS – 4

There is no significant mean difference between the arts and science undergraduate students in their attitude towards e- learning.

Back ground Variable	Sub group	N	Mean	SD	MD	't' value	Level of Sig.
Type of Course	Arts	178	97.64	14.51	5.43	3.01	S
	Science	122	103.07	16.47			

S - Significant

The mean score 97.64 of attitude towards e-learning score of arts undergraduate students is less than the mean score 103.07 of science students, but the mean difference 5.43 between the mean score is found to be significant, as the calculated 't' value 3.01 is greater than the table 't' value 1.96 for the degrees of freedom 298 at 0.05 level of significance. Hence the null hypothesis is rejected.

Findings of the study

- There is no significant mean difference between the male and female undergraduate students in their attitude towards e-learning.
- There is no significant mean difference between the private and government colleges under graduate students in their attitude towards e-learning.
- There is no significant mean difference between the rural and urban college's undergraduate students in their attitude towards e-learning.
- There is a significant mean difference between the arts and science group undergraduate students in their attitude towards e-learning.

Recommendations of the Study

- Steps may be taken to create awareness about e-learning to the undergraduate students in the teaching learning process.
- Computer Training programs may be conducted to improve computer skills among the under-graduate students.
- Internet facilities may be provided in the under graduate students.
- The undergraduate students may be encouraged to make use of the online resources at the institution for their academic development.

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STRESS MANAGEMENT STRATEGY

Dr. N. Allimuthu

Abstract

Stress is physical or emotional reaction/ response to any kind of change, external or internal. Stress is a form of pain that comes to tell me there is something I need to change. The mental signs are tension, anger, anxiety, etc. Stress can come just from the strain of juggling demands of children and other family member or from a single event. In this article Stress management strategies, some important points are mainly focused.

Keywords : *Stress, Stress Management, Strategy, Emotional Reaction.*

Introduction

Stress management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning. It may seem that there's nothing you can do about stress.

1 Avoid unnecessary stress

Not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.

- **Avoid people who stress you out** - If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- **Avoid hot-button topics -** If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it's the topic of discussion.

Alter the situation

If you can't avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem doesn't present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

- **Express your feelings instead of bottling them up.** If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don't voice your feelings, resentment will build and the situation will likely remain the same.
- **Be more assertive.** Don't take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.
- **Manage your time better.** Poor time management can cause a lot of stress. When you're stretched too thin and running behind, it's hard to stay calm and focused. But if you plan ahead and make sure you don't over extend yourself, you can alter the amount of stress you're under.

3. Adapt to the stressor

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- **Reframe problems.** Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."
- **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

4. Accept the things you can't change

- **Don't try to control the uncontrollable.** Many things in life 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.

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- **Share your feelings.** Talk to a trusted friend face to face or make an appointment with a therapist. The simple act of expressing what you're going through can be very cathartic, even if there's nothing you can do to alter the stressful situation. Opening up is not a sign of weakness and it won't make you a burden to others. In fact, most friends will be flattered that you trust them enough to confide in them, and it will only strengthen your bond.
- **Learn to forgive.** Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

5. Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors.

Healthy ways to relax and recharge

- Go for a walk.
- Spend time in nature.
- Play with a pet.
- Work in your garden.
- Curl up with a good book.
- Listen to music.
- Watch a comedy.

Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- **Set aside relaxation time.** Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- **Do something you enjoy every day.** Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- **Keep your sense of humor.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

6. Adopt a healthy lifestyle

You can increase your resistance to stress by strengthening your physical health.

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

Conclusion

The bills won't stop coming, there will never be more hours in the day, and your career and family responsibilities will always be demanding. The simple realization that you're in control of your life is the foundation of stress management. Here above, all the stress management strategies may be used in your life. Managing stress is all about taking charge of your thoughts, emotions, schedule, and the way you deal with problems.

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MANUSCRIPT GUIDELINES FOR AUTHORS

The authors are expected to submit original, scholarly and unpublished research articles in the following format.

MANUSCRIPT FILE

Length of the manuscripts should be approximately 2000-3000 words (4-6 pages in A4 size paper) please send MS Word compatible files only. At the time of submitting a paper for review, please include tables and figures in the manuscript file with appropriate table and figure with title and number. Please do not send multiple files. You are requested to use Times New Roman with 12 font size with double space between the lines and one inch margin on all sides. Justify the main body text and indent first lines of paragraphs rather than spacing between them. Please number all pages except the cover page.

COVER PAGE

Place the title, author name(s) with designation, contact address with phone /mobile number and e-mail id of the corresponding author(s).

MAIN BODY

The main body should include the following major components.

Abstract

Title followed by an abstract summarizing the major points of the research paper comprising of 100 – 150 words. Abstract should be followed by key words.

Introduction

Introduction should pertain to specific area of study and should cover only relevant research information.

Need and Significance of the Study

The author should emphasize the necessity of selecting this study and its impact on the society.

Objectives

Objectives should be framed very obvious, specific and relevant to the variables of the study.

Hypotheses

Hypotheses may be framed based on objectives.

Methodology-in-brief

Methodology should cover method adopted, population, sample, tools and statistical techniques used.

Analysis of Data

Relevant data may be given preferably in the form of tables or figures. Avoid the repetition of data more than one form. Do not include many tables. If feasible, combine the tables together.

Findings and Interpretations

This is an important aspect of the research paper. It may be drafted carefully from the results drawn after analysis of the data in the concerned hypotheses framed and discuss those findings in the light of the relevant past research works and how the relevance of your results fits with other researches in the area.

Educational Implications

Write the possible effect of research findings in the field of education as in the form of recommendations and suggestions.

Conclusion

This is a summary of the most significant results/findings.

References: References should be as per American Psychological Association(APA) Format.