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Journal of
EDUCATIONAL
RESEARCH AND
EXTENSION

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SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION (AUTONOMOUS)
Coimbatore - 641 020

CONTENTS

V.PARTHIBAN
Research Scholar,
Department of Education,
Periyar University,
Salem-636011.

Dr M.VAKKIL
Assistant Professor,
Department of Education,
Periyar University,
Salem-636011.

Dr. A. ALMA JULIET PAMELA
M.sc.,M.phil (Maths)., M.Ed., Ph.d
Associate Professor of Education,
Stella Matutina College of Education,
Ashok Nagar, Chennai-600 083.

S. KAVITHA
Research Scholar,
Research and Development Centre,
Bharathiar University,
Coimbatore- 641046.

Dr. R. VENKATESWARAN
Principal,
Periyar University College of Arts and Science,
Idappadi-PO & Tk,
Salem - 637 105.

Dr. Sreevrinda Nair. N
Assistant Professor,
NSS Training College of Pandalam.

SRINIVASA RAO BODA
M.A.(Psy.), M.Ed., M.Phil, (Ph.D)
Assistant Professor,
S. V. College of Education,
P.L. Puram (Post),
Payakaraopet-531126,.
Visakhapatnam District, A.P.

SURIBABU MEESALA
M.A.(Eco), M.A.(Edn.), M.phil, (Ph.D)
Lecturer,
S. V. College of Education,
P.L. Puram (Post),
Payakaraopet-531126,
Visakhapatnam District, A.P.

VEMULA THRIMURTHULU
Principal,
Siddartha College of Education,
Pentakota Road, Tuni -533 401
East Godavari District,
Andhra Pradesh.

AWARENESS ON PERFORMING ARTS THERUKOOTHTHU (STREET PLAY) AMONG STUDENT TEACHERS IN NAMAKKAL DISTRICT

1

V. Parthiban
Research Scholar,
Department of Education,
Periyar University,
Salem-636011.

Dr M. Vakkil
Assistant Professor,
Department of Education,
Periyar University,
Salem-636011.

INTRODUCTION

India is a famous country all over the world for its culture and tradition. It is the land of various culture and tradition. The vital components of the Indian culture are good manners, civilized communication, rituals, beliefs, values, and art forms etc. Even after the life styles of everyone has been modernized, Indian people have not changed their traditions and values. The property of togetherness among people of various cultures and traditions has made India, a unique country. People here live peacefully in India by following their own culture and traditions. Language differentiates human beings from animals and culture, from the primitive man. Art and Culture represent the finesse of a civilization and are transmitted through generations and preserved by practice. Buildings and structures constitute the hardware part. Art, music and the like, form the software part. Science and Art are complementary and they contribute mutually to enhance each other. Both have resemblance in exploration, curiosity and creativity. Inventions and innovations in science contribute to better preservation, greater dissemination and higher reach of the art forms. Art gives mental relaxation and rejuvenates us in the hectic schedules.

PERFORMING ARTS

Art is an expression of all characteristics of the human mind aesthetically. These characteristics, i.e. the varied human emotions, it can be categorized into nine sub-headings or 'navras'. They are:

1. Hasya   - laughter
2. Bhayanak   - evil aesthetics
3. Rudra   - chivalrous
4. Karun   - pathos
5. Vir   - courage
6. Adbhut   - astonishing
7. Vibhatsa   - terrifying glory
8. Shaanti   - peace
9. Shringaar   - decorating self

Art reflects human emotions and human beings spontaneously express their frame of mind through various art forms. Thus the intellectual mind merges with the artistic streak, giving birth to art. The expression is reflected in various styles like singing, dancing, drawing, painting, acting,

sculpture. Some of these are expressed through live performances and others through visual arts. Sketching, painting, sculptures are visual arts. Singing, dancing and acting are attributes of performing arts.

DRAMA AND THERUKOOTHU

The origin of Indian drama originated from the Vedas. In the Ramayana we hear of drama troupes of women while Kautilyas Arthshastra mentions musicians, dancers and dramatic shows. Drama is a performing art, which has also been practised since times immemorial. Drama could spring from a child's play. The child enacts mimics, and caricates which was definitely the beginning of drama. Since early times mythological stories of war between the gods, goddesses and the devils are known. The great Bhasa who wrote plays based on the stories of Udayana, the Ramayana and Mahabharata, Swapana Vasabdatta being his masterpiece. In the second century B.C. Patanjalis' Mahabhasya refers to several aspects of drama i.e. the actors, the music, the stage, rasa in the performances called Kamsavadha and Balibandha. Music and dance also played a vital role in increasing the appeal of drama.

In the context of drama, two types developed — the classic drama, which had intricacies of theme and subtle nuances of dramatic traits and folk theatre. It was of spontaneous and extempore nature. Local dialect was used in folk theatre and hence in different provinces many types of folk theatres developed. Acting with accompaniment of music and dance was the popular practice. Many names were given to the forms of folk theatre in different provinces like: 1) Bengal - Jatra, Kirtania Natak 2) Bihar-Bideshia 3) Rajasthan - Raas, Jhumar, Dhola Maru 4) Uttar Pradesh - Raas, Nautanki, Svaang, Bhaand 5) Gujarat - Bhawaii 6) Maharashtra - Larite, Tamasha 7) Tamil Nadu, Kerala, Karnataka - Kathakali, Yakshagana, and therukoothu.

Therukoothu refers to that a street dance or street play or street drama .since it will be performed in the village squares. At early age the art of entertainment reached its peak in Tamilnadu a southern state in India. The Sangam literatures mentions about the development of iyal (literature), isai (music) and natagam (drama). More than entertainment, therukoothu educates the rural people about religion and their history. Koothu is an informal dance structure; the performances generally depict scenes from ancient epics like Ramayana, Mahabharatha and Tamil classical epics. There will be no dialogues instead only songs. Artists are trained to sing in their own voice and in a high pitch to reach entire crowd, since no technology available that time. The artists dressed up with complex heavy costumes and have a very bright elaborated makeup. They put on high towering head dress, sparkling shoulder plates and wide colourful skirts. Usually the whole trope will be played by males, even female characters also been performed by males.

PRESENT SCENARIO OF THE PERFORMING ARTS

Presently, all the three art forms i.e. dance, music and drama are flourishing in the country. Several music institutions like Gandharva Mahavidyalaya and Prayag

Sangeet Samiiti have been imparting training in classical music and dance for more than fifty years. A number of schools, colleges and universities in India have adopted these art forms as a part of their curriculum. Indira Kala Sangeet Vishwa Vidyalaya of Khairagarh is a university of music. Kathak Kendra, National School of Drama, Bharatiya Kala Kendra and many institutes are all propagating music in their own ways. Music conferences, baithaks, lecture demonstrations are being organised and musicians, music scholars, music teachers and music critics are trying to popularise music and dance. Societies like Spic-macay, Sangeet Natak Academies are also working hard to protect, develop and popularise Indian music, dance and drama at the national and even international level. At the international level musicians have made significant contribution. Many foreign universities have departments of Indian performing arts and they award degrees and diplomas to students. All over the world Indian artists are invited to perform and participate in various festivals. Various agencies like Indian Council of Cultural Relations (ICCR) and the Ministry of Human Resource Development continuously propagate all these art forms by giving grants, scholarships and fellowships to renowned artists as well as to young artists and by arranging exchange programmes in the field of Indian music, dance and drama.

PERFORMING ARTS AND EDUCATION

Education and performing arts are similar in that they are closely linked in the learning process and they deal with children. Traditional education may be summed up the centre as curriculum centred outside the child. However, the new movement in education, which has introduced the concept of child centred education, is combined with children's play. It is a fact that the meaning of child centred education is deemed close to children's play rather than subject centred education. Moreover, drama is seen as the "play way" to education. Both imagination and play are inherent parts of effective education. Thus, performing arts like drama is a vital part of education in educational institutions.

BENEFITS OF USING PERFORMING ARTS IN EDUCATION

Performing arts is an important device of educational experience which should be available to all students. There are some benefits of using performing arts as a method in education they are listed below

- Personal or emotional development

- Self actualization

- Engages students in creative decision making

- Develops verbal and nonverbal communication

- Can enhance students' psychological well-being

- Develops empathy and new perspectives

- Builds cooperation and develops other social skills

- Increases concentration through engagement

OBJECTIVES OF THE STUDY

➢ To find out the level of awareness on performing arts Therukoothu towards B.Ed., student teachers.

➢ To find out any significant difference in awareness of performing arts Therukoothu towards student teachers with respect to their demographic variables such as

  ❖ Gender (Male/ Female)

  ❖ Locality of Students (Rural/ Urban)

  ❖ Type of the College (Government/ Private)

  ❖ Stream of Study (Science/ Arts)

  ❖ Educational Qualification (UG / PG)

HYPOTHESES OF THE STUDY

➢ B.Ed., student teachers have high awareness towards Performing arts Therukoothu.

➢ There is no significant difference in awareness of performing arts Therukoothu towards student teachers with respect to their demographic variables such as

  ❖ Gender (Male/ Female)

  ❖ Locality of Students (Rural/ Urban)

  ❖ Type of the College (Government/ Private)

  ❖ Stream of Study (Science/ Arts)

  ❖ Educational Qualification (UG / PG)

METHODOLOGY

In the present study survey method was adopted to collect the data, since the study is descriptive in nature. The Therukoothu awareness identifying questionnaire was developed by the researcher and validated through pilot study and the cronbach alpha reliability of the questionnaire was found to be 0.87. The questionnaire has 50 items among the fifty items 33 items are positive sentences and remaining 17 items are in negative form. The validated questionnaire was administered to 250 B.Ed student teachers in Namakkal district of Tamilnadu state. The data were analyzed using descriptive and differential analysis and level of awareness was calculated.

ANALYSIS AND INTERPRETATION

Hypothesis – 1

B.Ed Student teachers have high awareness towards Performing arts Therukoothu.

Table 1

Maximum score: 50

S. No	Variables		Sample	Mean	SD
1	Gender	Male	112	38.19	6.4
		Female	138	39.81	6.82
2	Locality of the Students	Rural	175	37.54	6.32
		Urban	75	38.84	6.57

S. No	Variables		Sample	Mean	SD
3	Type of College	Government	56	37.98	6.24
		Private	194	37.56	6.34
4	Stream of study	Arts	94	39.74	4.6
		Science	156	36.32	6.91
5	Educational Qualification	UG	184	36.44	6.6
		PG	66	41.89	3.48
	Total			38.43	6.02

From the Table (1) shows that the averages mean value is 38.43. Therefore the B.Ed., student teachers have above average of awareness on performing arts Therukoothu in Namakkal district of Tamilnadu.

Hypothesis – 2

There is no significant difference in awareness on performing arts Therukoothu among B.Ed student teachers with respect to their demographic variables such as gender, locality of students, type of college, stream of study, and educational qualification.

Table 2

Mean difference in awareness on performing arts therukoothu among B.Ed student teachers with respect to their demographic variables.

S. No	Variables		Sample	Mean	SD	't' Value
1	Gender	Male	112	38.19	6.4	1.93*
		Female	138	39.81	6.82	
2	Locality of the Students	Rural	175	37.54	6.32	0.90*
		Urban	75	38.84	6.57	
3	Type of College	Government	56	37.98	6.24	0.44*
		Private	194	37.56	6.34	
4	Stream of Study	Arts	94	39.74	4.6	3.86@
		Science	156	36.32	6.91	
5	Educational Qualification	UG	184	36.44	6.6	8.38@
		PG	66	41.89	3.48	

*- Not Significant   @- Significant

From the table (2) inferred that the calculated 't' values Gender(1.93), Locality of the Students(0.90), Type of College(0.44) are less than the tabulated value 1.96 at 0.05 level of significant. As like as from the table (2) is indicated that Stream of study (3.86) and educational qualification (0.38) are greater than the tabulated value 1.96at 0.05 level of significant. Consequently the null hypothesis (2) is partially accepted and partially not accepted. Because the result revealed that the gender wise, locality of students wise and type of college wise analysis indicated that there is no significant difference in awareness on performing arts therukoothu among B.Ed student teachers in Namakkal district. At the same time the result indicated that the stream of study wise and educational qualification wise analysis revealed that there is significant difference in awareness on performing arts therukoothu among B.Ed student teachers in Namakkal district of Tamilnadu.

CONCLUSION

From the analysis indicated that the B.Ed student teachers have above average awareness on performing arts therukoothu in Namakkal district. As like as from the analysis of demographic variables revealed that the gender wise analysis female student teachers are better than the male student teachers in awareness on performing arts therukoothu. The locality of student teachers wise analysis showed that the urban student teachers are greater than the rural student teachers in awareness on performing arts therukoothu. The type of college wise analysis indicated that the government B.Ed student teachers are superior to private B.Ed teachers in awareness on performing arts therukoothu. The streams of study wise analysis inferred that the arts stream B.Ed student teachers are higher than the science stream B.Ed student teachers in awareness on performing arts therukoothu. And the educational qualification wise analysis revealed that the PG qualification B.Ed student teachers are better than the UG qualification B.Ed student teachers in awareness on performing arts therukoothu.

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CONFIRMATORY FACTOR ANALYSIS OF DECISION MAKING AMONG XI STANDARD STUDENTS

2

Dr. A. Alma Juliet Pamela
M.sc.,M.phil (Maths)., M.Ed., Ph.d
Associate Professor of Education,
Stella Matutina College of Education,
Ashok Nagar, Chennai-600 083.

INTRODUCTION

One of the major recurring and the most constant activities in life is decision making. Decision making processes are significant psycho-logical structures that allows for examination and that enables one to discover the connection between thinking and action (Kiener, 2006).It includes a variety of processes that are all intermediate steps between thought and action which are the precursors to behaviour (Talley, 2011). How and what types or kinds of decisions are made, when and by whom doesn't matter as long as the outcome of those decisions are directed towards an accomplishment of goal in life. The concept of decision making however, have been interpreted differently by different scholars. In the words of Harris (2009) decision making involves an act of identifying and ably selecting among an array of alternatives based on the preference. A student is only called a good decision maker if he/she is capable of making effective decisions. It is all about conscious choice of an alternative course of action (Chabbra, 2005; Jones & George, 2006). Decision making depicts a process of adequately reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made from within and among them.

Decision making ability is the process of identifying as many alternatives as possible and choosing the one that best fits the decision maker's goals, desires, values, lifestyle etc. The process of Decision making begin in the puberty period, and are fully crystallized in the emerging adolescence period. Arnett, 2007 advocates that in this period individuals focus on their conceits in terms of what they want to do, where they want to go and who they want to be with. The emerging adults while searching for job and education opportunities search about the issues which are important in terms of their uniqueness (Atak, 2011; Atak & Çok, 2010). Owing to trying different job and different education alternatives they learn better about themselves and take a further step towards clarifying what sort of a future they want. In this period the decisions taken on issues including selection of job, professional life and university affect the health, careers, psychological

wellbeing as well as social acceptance of the individuals for their life time (Baiocco, Laghi, & D'Alessio, 2009; Man, Har¬mon, & Power, 1989).So individuals while in schooling should be assisted for gaining the appropriate and unique skill of decision making in order to be satisfied with his/her life and realize himself/herself (Ersever, 1996).

Decisions must be made by a certain time. The major challenge of decision making is uncertainty. Every decision is made within a decision environment. It is impossible to have all information needed to make a decision with certainty; most decisions involve in a certain amount of risk. As time passes the decision environment continues to grow and expand. New information and alternatives appear. Many real-world decision making situations are dynamic, time – dependent, complex.

In these situations, the problem requires not one decision, but a long series, and these decisions are, in return, completely dependent on one another.

OBJECTIVE

The purpose of this study was to develop a research tool on Decision Making for the assessment of Decision Making ability of higher secondary students.

METHODOLOGY

Normative survey has been used for this study. A Decision Making Questionnaire was developed by selecting items from Flinders measure which was designed to assess how individuals approach decision situations. It is a modification of Mann's (1982) original Flinders Decision Making Questionnaire containing 30 items using 5 sub-scales called Decision Self-Esteem, Vigilance, Panic, Cop out and Complacency which was later replaced by the Melbourne Decision Making Questionnaire containing 22 items using 4 sub-scales called Vigilance, Hyper vigilance, Procrastination and buck-passing. The present study involves 5 sub-scales Decision self-esteem, Vigilance, Hyper-vigilance, Procrastination and Buck-Passing. The study sample comprised 250 XI standard students.

ANALYSIS

Factor analysis is a multivariate statistical approach used in the development, refinement and evaluation of tests, scales and measures that can be used in education. It is considered the method of choice for interpreting self-reporting questionnaires. In the present study Confirmatory Factor Analysis was carried out for 5 dimensions of Decision Making Questionnaire. Two tests namely Kaiser- Meyer- Oklin measure of sampling adequacy and Bartlett's Test of sphericity initially were carried out. Principal Component Factor Analysis was done for the extraction of factors and Varimax Rotation with Kaiser Normalization was carried out. The summary scores were expected to be amenable to statistical analysis.
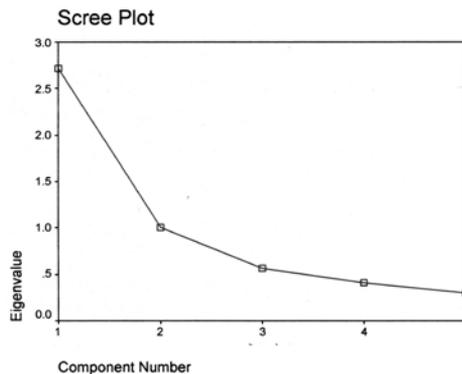
Table 1

Correlation Matrix

	SEST	VIG	HYPERV	PRO	BUCK
Correlation SEST	1.000	.436	-.414	-.324	-.366
VIG	.436	1.000	-.213	-.276	-.242
HYPERV	-.414	-.213	1.000	.673	.633
PRO	-.324	-.276	.673	1.000	.592
BUCK	-.366	-.242	.633	.592	1.000

KMO And Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.750
Bartlett's Test of Sphericity	Approx. Chi-Square	416.554
	df	10
	Sig.	.000

Principal Component factor analysis was done to extract the initials factors. An orthogonal rotation of the initial factors structure was done by varimax method with Kaiser Normalization was carried out. This rotation was carried out to maximize the variance explained by each factor independently and to obtain simple results. Kaiser - Meyer - Olkin measure of sampling adequacy was 0.750. If Kaiser - Meyer - Olkin value is > 0.7, variables are highly reliable. Hence the value of 0.750 from the investigation showed that the factor analysis for the selected variables is appropriate to the data. Bartlett's test of sphericity was significant ($\chi2$ = 416.554, df=10, significance = 0.000). This test shows that there exists a high relationship among variables. The Kaiser - Meyer - Olkin and Bartlett's test showed that the data were amenable to factor analysis. So Factor Analysis was done to classify variables into "Factors" or "Latent Variable". Rotated factor structure of the five dimensions yielded two factors with Eigen value greater than one as evidenced by scree plot.

Figure 1

The variance explained by the initial solution, extracted components and rotated components are displayed in the table below.

Table 2

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
				Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.715	54.304	54.304	2.715	54.304	54.304	2.267	45.345	45.345
2	1.007	20.149	74.453	1.007	20.149	74.453	1.455	29.108	74.453
3	.567	11.335	85.788						
4	.411	8.225	94.013						
5	.299	5.987	100.000						

Extraction Method: Principal Component Analysis.

The two factors extracted togetner for 74.453% of total variance, This is good because we were able to economize on the number of dimensions (from five dimensions, we have reduced them to two underlying factors), while we lost only about 25% of the information content 75% is retained by two factors extracted out of the five original dimensions.

Hence the dimensions Hyper Vigilance, Procrastination, Buck- Passing, Vigilance and Self-Esteem are a combination of two factors. Factor one is a combination of Hyper Vigilance, Procrastination, Buck-Passing and therefore this factor can be interpreted as **'Conflict-dimension'** and factor two is a combination Vigilance and Self-Esteem. These can be clubbed into a single factor called **'Adaptive Dimension'.**

Thus the five dimensions emerged into two factors.

These factors were labeled as

✓ Adaptive Dimension

✓ Conflict Dimension

Together, they determined 74.453% of the variance among the observed variables.

CONCLUSION

It is found that Vigilance and Self-Esteem have high loadings on the first component where as Hyper Vigilance, Procrastination, Buck-Passing have high loadings on the second component extracted. We name the first component as **Adaptive Dimensions** and the second component as **Conflict Dimensions.** Hence Decision Making

Questionnaire measured by five dimensions can be classified as Adaptive Dimensions and Conflict Dimensions and these two are Principle Components identified. This tool will be very useful to assess the decision making ability of the higher secondary students.

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ROLE OF PROSPECTIVE TEACHERS IN QUALITY ENHANCEMENT AND VALUE EDUCATION

3

S. KAVITHA
Research Scholar,
Research and Development Centre,
Bharathiar University,
Coimbatore- 641 046

Dr. R. VENKATESWARAN
Principal,
Periyar University
College of Arts and Science,
Idappadi-PO & Tk, Salem - 637 105

INTRODUCTION

Education is the most potent instrument for bringing about socio-economic transformation and improving the quality of life. Education is related to transformation of both man and the world in which he lives. Education can never be complete unless it equips the individual for meeting the real challenges of life and helps him in achieving full growth. Value-Oriented Education does not imply only moral education; it also includes all the objects and all the teachers who can correlate teaching to values in their respective fields. In other words, Value oriented education comprises all types of education, aesthetic, ethical and spiritual education. The role of value education is to bring out integration of the hand, head and heart to ensure that education does not alienate the students from the family, community and life. Values are the basis for the social, intellectual, emotional, spiritual and more development of an individual. Value education is not a sphere of activity distinct from other activities. Values are regarded as abstract beliefs that transcend, specific situations, objects and issues and they function as standards of conduct as compared to attributes which are evaluative judgments related to specific issues and situations. Values are more central constructs and relate more closely to basic human needs and societal demands. As an integral part of education system, Teacher education is intimately related to society. The need of the hour is to have competent, committed and professionally qualified teachers who can meet the demands of the society. There has been a rapid corrosion of ethical and moral values in this society. This may be due to various reasons like modernization, knowledge expansion, industrialization, urbanization etc.

QUALITY EDUCATION

It is said that quality is not destination, it is a continuous journey. Quality means doing the right things right. Doing things right - is efficiency and doing right things is effectiveness. Quality in education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. Quality has become the key word in education. Today, improving the quality is the biggest challenge before the education system. Access to the global economy will depend more on the quality and productivity. This problem can be solved by making available more and

more professional skills. Quality education is the education that best fits the present and future needs of the learners. In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Quality education can never be a neutral process, it will always be value based. It must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these situations, when they find that necessary. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education. Teachers teach the ways of life, channelize youth power and mold their character. In a real sense, the teachers are the backbone of the nation.

REVIEW OF RELATED LITERATURE

Singh and Nath (2008) emphasized that value education inculcates in a child higher moral and social ideals together with spiritual values so that he is able to form a strong character useful to his own self and the society of which he is an integral part.

Kuldeep (2013) denotes that the teacher educators must have his own standard of quality and values which is to be imbibed by the teacher trainees and to the young youth of the nation. Time to time various introspective and retrospective measures must be taken to assess the quality of value education at all levels.

OBJECTIVES OF THE STUDY

➢ To study the role and status of teachers in the society.

➢ To find out the reasons for devaluation of teachers' status in the field of education.

➢ To analyze the factors responsible for decline in teaching values and quality of education.

➢ To find out the reasons responsible for the poor performance of the teachers in higher education.

➢ To find out the impact of privatization on the quality of higher education.

➢ To analyze the importance of religious/ spiritual books and women education in rejuvenating the Educational Value System.

METHODOLOGY

The sample includes 70 prospective teachers belonging to colleges of education from whom the information's were collected purposively through interview schedule/ questionnaire and observation method. The data was analyzed by simple statistical method like percentage and averages.

RESULTS AND DISCUSSION

Role and Status of Teachers in Society

The ideal teacher is one who guides his students to the source of knowledge and learning that will substantiate or refute their own beliefs and values. So the task of teacher is providing value clarification and this task should be effective performed

by those who exercise their life style and daily activities to ideals they preach. They should play an important role in shaping and molding the habits and manner of their students. While analyzing the factors responsible for role and status of teachers in the society, it was found that 42.7% of the respondents perceived that all the factors were responsible whereas, 35.8% perceived that the teachers should be nation builders, personality developers and guide.10% of the respondents considered teachers as guide, 5.8% as personality developers, 4.3% as nation builders and 1.4% as learners.

Table 1

Role and status of Teachers in Society

S.No.	Factors	Responses	Percentage
1.	Nation Builders	3	4.3%
2.	Personality Developer	4	5.8%
3.	Guide	7	10%
4.	Learner	1	1.4%
5.	Nation Builders and Personality Developer and Guide	25	35.8%
6.	All of the above	30	42.7%
	Total	70	100
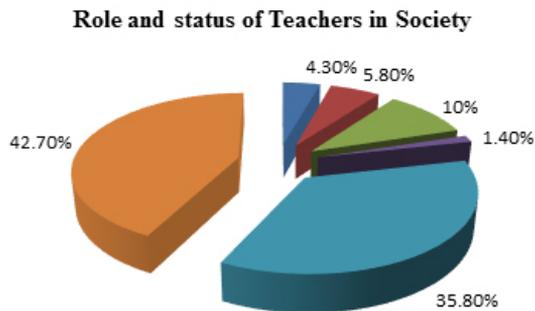
Figure 1

Devaluation of Teachers Status

Today, most of the institutions have become factory of degrees only. Students / teachers are running after attaining or providing degrees and not towards the gaining knowledge and wisdom. Attendance in the institution has dropped drastically and class room teaching is becoming only a ritual, to be followed mechanically. Though, it is said that the destiny of nation is shaped only in the class rooms, very little importance is being given to class room teaching. The overall Scenario of higher education in India does not match with the global quality standards. It does not foster the global competencies and even does not make significant contribution to the national development. The present education system does not match with the needs and expectations of the employment

sector. 22.8% of participants considered poor quality of teaching, changing social attitude and professionalism are the major factors responsible for devaluation of teacher status. 21.4% of participants considered that professionalism alone is the major factor. While 14.2% considered that all the factors jointly affect teacher status, 15.7% considered changing social attitude alone is the cause behind it. 11.4% participants considered the role of welfare state as the factor, 5.8% of the participant considered that poor teaching methods as the factor for devaluation of teacher status.

Table 2

Devaluation of Teachers Status

S.No.	Factors	Responses	Percentage
1.	Poor quality of teaching	2	2.9%
2.	Poor teaching methods	4	5.8%
3.	Changing social attitude	11	15.7%
4.	Professionalism	15	21.4%
5.	Role of welfare state	8	11.4%
6.	Poor quality of teaching and changing social attitude	4	5.8%
7.	Poor quality of teaching, changing Social attitude and professionalism.	16	22.8%
8.	All of the above	10	14.2%
	Total	70	100
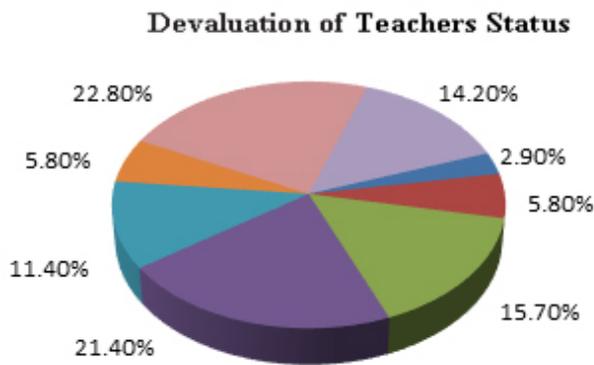
Figure 2

Declining Teaching Values

In the present scenario, the 'personality' of the teachers has deteriorated. Teaching is considered as one of the noblest professions but unfortunately this profession is losing its status in the society because of modernization, political influence, corruption and other unfair means. Changing social attitude, non responsiveness and poor level of accountability, emphasis on western system of education, impact of modernization,

absence of the traditional Indian education system, etc. are the factors responsible for the degradation of teaching values in the society.24.3% considered that changing social attitude, non-responsiveness and low accountability are the main reasons for declining teaching values. 22.9% consider large number of institutions; teachers and students are the major factors while 17.1% consider the impact of modernization as the key factor for declining teaching values.11.4% considers that all the factors in aggregate are responsible whereas, 8.6% consider Non-Responsiveness and Poor Level of Accountability are the reasons for declining teaching values.

Table 3
Declining Teaching Values

S.No.	Factors	Responses	Percentage
1.	Changing Social Attitude	1	1.4%
2.	Non-Responsiveness and Poor Level of Accountability	6	8.6%
3.	English/ Western System of Education	2	2.9%
4.	Absence of traditional Indian Education System	8	11.4%
5.	Impact of Modernization	12	17.1%
6.	Larger number of Institutions, Teachers and students	16	22.9%
7.	Changing Social Attitude and Non- Responsiveness and low Accountability	17	24.3%
8.	All of the above	8	11.4%
	Total	70	100
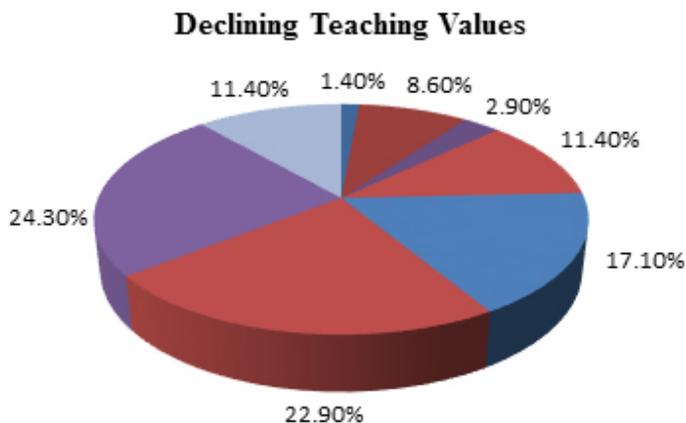
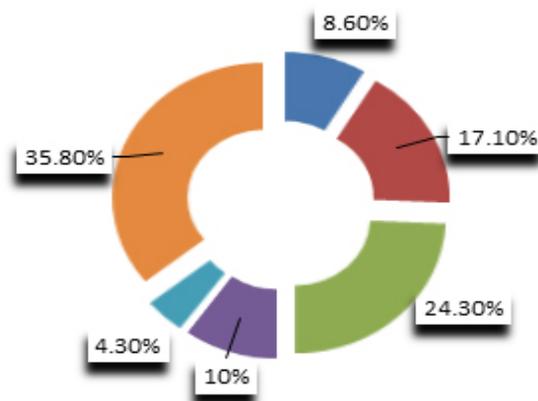**Figure 3**

Weak Performance of Teacher

Teachers are required to evolve suitable method, strategy and skills to cultivate the choice values. The tendency works round that the teachers in the schools should teach the value education to the students with the designed contents and curriculum. They should not prove as hurdles in teaching and learning value education. They forget that it is their secret duty to share the responsibility of value education when the children are spending more time with them.

They are the most important part of the qualitative education. The analysis showed that 35.8% of the respondents considered all the factors to be responsible for teachers weak performance. 24.3% considered that ignorance of merit as the reason, 17.1% considered political intervention as the reason, 10% considered inadequate salary as the reason, 8.6% considered lack of training and 4.3% considered poor infrastructural facility as the factor for poor performance of the teachers.

Table 4

Weak Performance of Teacher

| S.No.	Factors	Responses	Percentage
1.	Lack of Training structure	6	8.6%
2.	Political Intervention in Selection of Teacher	12	17.1%
3.	Ignorance of Merit	17	24.3%
4.	Inadequate Salary	7	10%
5.	Poor Infrastructural Facility	3	4.3%
6.	All of the above	25	35.8%
	Total	70	100%

Weak Performance of Teacher

Figure 4

Privatization on the Quality of Higher Education

One could say while non-profit private schools work for the benefit of the poor, for-profit ones serve for middle-high class. Free-compulsory education was provided for primary level by the government. However, schools' poor facilities and less quality of education are still serious problems for the government. Private schools conditions are different from public schools and serve better with good facilities. Another debatable area is the position of students from poor households. High tuition fees at private schools causes inequity and limited free places for poor students are not enough to solve the problem. Private schools will continue to exist as long as the demand exists. 31.4% of the respondents considered that profit oriented institutions are the major factor for privatization, 24.3% considered divided society as the factor, 21.4% considered that quality degradation and institutions run by non academicians were the reasons whereas 12.8% considered that all the factors are responsible for impact of privatization on higher education. Only 5.8% and 4.3% of the respondents considered quality degradation and entry of non academicians as individual factors for impact of privatization on higher education.

Table 5

Impact of Privatization on Higher Education

S.No.	Factors	Responses	Percentage
1.	Degraded the Quality	4	5.8%
2.	Entry of Non-Academicians	3	4.3%
3.	Divided Society into Two Groups	17	24.3%
4.	Profit Oriented Institutions	22	31.4%
5.	Degraded the Quality of Education and Institution Run by the Non Academicians	15	21.4%
6.	All of the above	9	12.8%
	Total	70	100
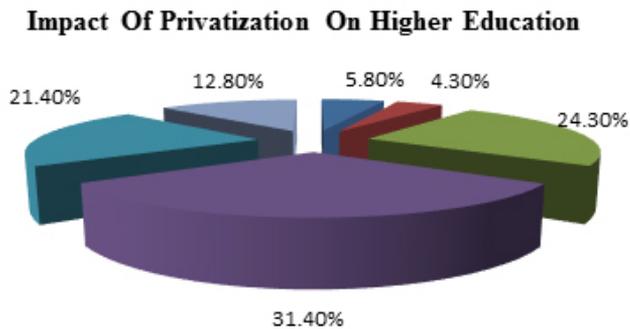
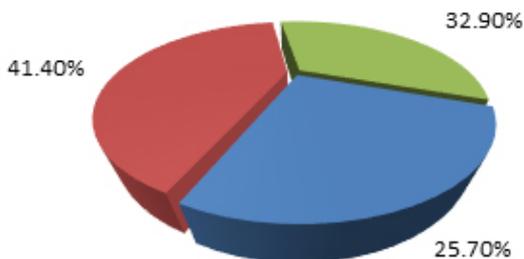**Figure 5**

Importance of Religious/Spiritual Books

The role of value education is to bring out integration of the hand, head and heart to ensure that education does not alienate the students from the family, community and life. Religious and spiritual knowledge tends to nourish an attitude of respect towards values, morality and ethics so that an intellectual person applies his knowledge in creative fashion for his/her own and other developments. Among the respondents 42.4% of them perceived that religious spiritual books have impact on higher education to some extent. 32.9% of them considered that these books do not have impact whereas 25.7% of them perceived that these books have impact to great extent.

Table 6

Importance of Religious/ Spiritual Books

S.No.	Factors	Responses	Percentage
1.	To Great Extent	18	25.7%
2.	To Some Extent	29	41.4%
3.	Not at All	23	32.9%
	Total	70	100

Importance of Religious/ Spiritual Books

Figure 6

CONCLUSION

A good teacher should have a sound psychological knowledge of the different qualities that come into play in various actions, and of the right laws of the development of personality in relation to the development of capacities and values of and integrated personality. The role of the teacher is to put the child on the right road to his perfection and to encourage him in his growth by watching, suggestions and helping, but not imposing or interfering. The teacher should ensure that the student gradually begins to become aware of his deeper self and that with this growing awareness the student is able to harmonize and resolve his inner conflicts. The role of the teacher assumes greater significance in this deteriorating scenario of higher education. It is a daunting task for the teachers to improve the quantity, quality and equality in higher education. It is said

that a good teacher can bring the entire world to the class room. The teacher being a sculptor has to play multidimensional role to inculcate the nuances of subjects to the heterogeneous cult of students. He has to inspire to students to show interest in their subjects, even if he confronts students who are completely demotivated and dispirited. Quality education is the solution to all the problems and teachers are the main ingredients in giving quality education. Thus, teachers play critical role in taking quality education and in shaping the future and destiny of a nation. For many teachers, especially in medical and dental sciences, teaching profession has become easy source of earning money. Making many money by unfair means like malpractices in examination resulted in decline of the quality of teaching values. They must be guiding light to lead the students towards their goal, spiritually, mentally, logically, psychologically etc. No doubt without teachers' students' life is like radar less ship. Teaching learning process in education involves interaction between the teacher and the taught resulting in the achievement of the desired competencies.

However privatization does not appear to be promising in the sense of raising the quality of national education. Governments, while taking steps to regulate the existing private institutions, should concentrate on enhancing the adequacy and quality of public education through not only increasing the investments but also improving the system particularly in regard to teachers' quality and motivation. Thus depleting the demand for private schools can be aimed in long term. Adherence to spiritual or Dharmic principles can help a person in power to be endowed with strong human values; and thereby, we may have a solution in spirituality. The educational system in a society or a nation should help to develop a noble value system in its citizens. In order that the desired spiritual values are understood and accepted by the population, both those in power and those who are not, we need to incorporate the teaching of these principles at all levels of education in a country. It can be concluded that the sustainable human development is based on values, ethics, social growth etc. To attain this value, need and spiritual based education is important.

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ANALYSIS OF THE EFFECTIVENESS OF GRAPHIC ORGANIZER ON THE ACADEMIC ACHIEVEMENT OF STUDENTS HAVING VARIED LEARNING STYLES

4

Dr. Sreevrinda Nair. N
Assistant Professor,
NSS Training College of Pandalam.

INTRODUCTION:

A graphic organizer is a visual and graphic display that depicts the relationship between facts, terms or ideas within a learning task. These organizers activate and engage learners in the instructional process and enable them to capture and focus their attention in an exciting way. They are valuable assets in the brain compatible classroom, stimulate the activities in the brain, and are used to organize and analytically structure and display information into meaningful schemes. Graphic organizers were developed based on Ausubel's theory of meaningful verbal learning. Research suggests that the implementation of G.Os results in increasing the retention and comprehension of students which also been linked to higher learner motivation,(Machemer &Crawford, 2007) increased confidence, and improved critical thinking and become independent learners(David Hyerle,2009).They are tools in a visual form and are charts, diagrams and pictorial representations that allow students to sequence the large amount of information into manageable bits.

REVIEW OF RELATED STUDIES

Snyder (2012) conducted a study, which aims to investigate the effects of graphic organizers, level of text structure complexity and content familiarity on students' comprehension, recall, and sensitivity to cause/effect text structure. Solomon (2012) examined the effectiveness of graphic organizers in writing a summary. Cully (2010) examined the use of graphic organizers in secondary mathematics classrooms to solve high-level mathematics problems.

STATEMENT OF THE PROBLEM

Analysis of the effectiveness of Graphic Organizer on the academic achievement of students having varied learning styles

Hypotheses of the study

1. There is no significant difference in the academic achievement of Visual students with regard to the implementation of Graphic Organizer strategy

2. There is no significant difference in the academic achievement of Auditory students with regard to the implementation of Graphic Organizer strategy

3. There is no significant difference in the academic achievement of Kinesthetic students with regard to the implementation of Graphic Organizer strategy

OBJECTIVES OF THE STUDY

1. To identify the learning styles based on the sensory modalities of students selected for the study

2. To identify the effectiveness of Graphic Organizer on Visual students

3. To identify the effectiveness of Graphic Organizer on Auditory students

4. To identify the effectiveness of Graphic Organizer on Kinesthetic students

Sample selected for the study: 165 Secondary school students from four schools belong to three districts of Kerala namely, Pathanamthitta, Alappuzha and Kottayam were selected as experimental and control groups.

Methodology adopted for the study: In the present study, a mixed method of research design, incorporating both quantitative and qualitative data collection and analysis was used.

Tools employed for the study: Learning style inventory, Lesson designs based on Graphic Organizer, Test on Academic achievement

PROCEDURE ADOPTED FOR THE STUDY

### Preparation and Standardization of learning style inventory:

The investigator prepared a learning style inventory with special reference to the sensory modalities of secondary school students. Opinion and suggestions of experts were used for qualitative process of standardization and the students' scores were taken for the quantitative aspects. The draft inventory with 105 statements was subjected to the experts' opinion and they were requested to validate and rate the draft inventory statements. It was administered to 150 students of standard VIII from various schools. The highest 27% and the lowest 27% of the response sheets were separated. The statements for which 't' value is greater than or equal to 1.75 was regarded as an item, which possesses internal consistency and hence discriminating power. 30 statements having 't' value lower than 1.75 are rejected from the draft form. Thus the finally selected 60 statements were arranged from 1-60 numbers in such a way that the first 20 (1-20) statements were meant for 'Visual' learning style group, the next 20 (21-40) for the 'Auditory' learning style group and the last 20 (41-60) for Kinesthetic' learning style group.

Validity & Reliability: In the present context, the investigator discussed the items in the learning style inventory with various experts in the field of language education and made appropriate modifications in the items and hence ensured content validity. For establishing reliability Test-retest reliability co-efficient were calculated For this purpose, a sample consisting of 90 boys and 80 girls were selected and the Learning style inventory was administered over them at the interval of 60 days. Co-

efficient of co-relation for Visual learning style scores, Auditory learning style scores, Kinesthetic leaning style scores were 0.918, 0.904 and 0.929 respectively. All of the three values were high and significant. It means the learning style inventory was reliable.

After identifying the learning styles of the students, the investigator implemented the Graphic Organizer strategy as a classroom practice. For that purpose varied types of graphical representations of content were used. Students were given opportunities to practice this strategy with their topic. Some of the sampling formats of varied types of G.Os used in the classroom settings are briefly described in the succeeding section.
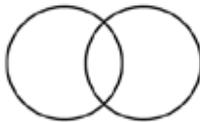
Figure 1. Venn Diagrams:

It consists of two or more intersecting circles each representing a set or sets.
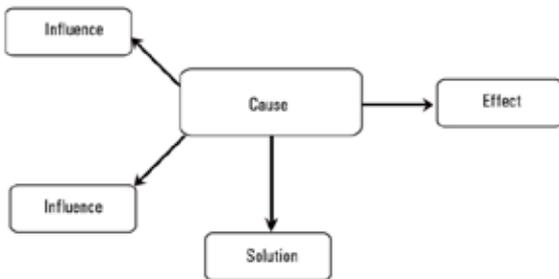
Figure 2. Problem and Solution Map:

When an activity is planned in which students are required to write a problem solution essay, the terms to be used could be defined or the structure for the map is supplied.
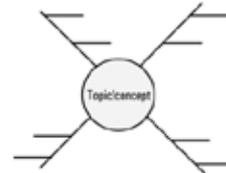
Figure 3. Spider Map:

If the topic involves investigating attributes associated with a single topic and then obtaining more details on each of these ideas it is useful to use a spider map.
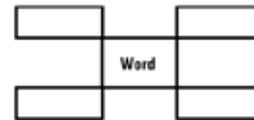
Figure 4. Vocabulary Map

These Graphic organizers can be useful in helping a student learn new vocabulary words, having them list the word, a synonym, an antonym, a drawing that represent the word and a sentence using the word. The next section intends to analyze the effectiveness of Graphic Organizer strategy based on the scores obtained by the students categorized as Visual, Auditory and Kinesthetic. The effectiveness of the classroom practice, Graphic Organizer among Visual, Auditory and Kinesthetic group of students was analyzed by comparing the pre test and posttest achievement scores of them in both the experimental and in the control group.

1. Analysis of the effectiveness of Graphic Organizer on Visual students in enhancing the academic achievement in Malayalam language.

The descriptive statistics of pre and posttest scores of Visual students in both groups were found out and described in the table below.

Table1

Descriptive statistics of pretest and post test achievement scores of Visual students in both experimental and in control group.

variable	group	N	AM	SD	SE	LCL	UCL
pre	control	29	4.07	2.00	0.37	3.31	4.83
	Expt.	28	5.36	2.36	0.45	4.44	6.27
post	control	29	9.59	2.37	0.44	8.69	10.49
	Expt..	28	27.07	4.17	0.79	25.45	28.69

From table 1,it is understood that the pre test achievement scores in the control group and in the experimental group are approximately equal to the population mean .

Determining the effectiveness using ANCOVA:

ANCOVA with pre experimental status in achievement as co variate was employed to investigate the effectiveness of the classroom practice namely G.O in improving academic achievement of students at secondary level in their Malayalam language learning. The details are given in table 2.

Table 2

ANCOVA of post test achievement scores of Visual students in both experimental and in control group by eliminating the effect of pre test achievement scores

variable	SV	SS	df	MSS	F	P
ADJ.Post	BV	4126.25	1	4126.25	362.83**	<0.01
	WV	614.12	54	11.37		
	T	4740.37	55			

**: Significant at 1% level (P<0.01), R squared=0.877 (Adjusted R Squared=0.872)

ANCOVA shows that the experimental and control group differ significantly in the post test achievement scores after eliminating the effect due to their initial pre test achievement scores (F=362.83, P<0.01). The comparative bar diagram

of pre test, post test and Adj. post test achievement scores of Visual students in both Experimental and in control is shown in the Figure below.
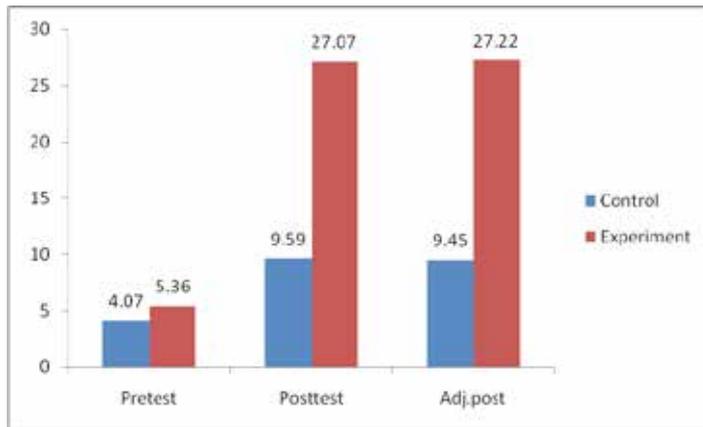
Figure 5

Comparative bar diagram of pre test, post test and Adj. post test achievement scores of Visual students in both experimental and in control group

The graph indicates that the Visual students in the experimental group showed significant improvement in their academic achievement in Malayalam language.

Analysis of the effectiveness of Graphic Organizer on Auditory students

in enhancing the academic achievement in Malayalam language.

The descriptive statistics of pre and post test achievement scores of Auditory students in both Experimental and in Control group were found out and described in the Table below.

Table 3

Descriptive statistics of pretest and post test achievement scores of Auditory students in both experimental and in control group

variable	Group	N	AM	SD	SE	LCL	UCL
pre	control	27	4.67	1.71	0.33	3.99	5.34
	expt	33	4.27	1.97	0.34	3.57	4.97
	total	60	4.45	1.85	0.24	3.97	4.93
post	Contl.	27	8.93	1.62	0.31	8.29	9.56
	expt	33	20.24	2.18	0.38	19.47	21.02
	total	60	15.15	6.00	0.77	13.60	16.70

From table 3, it is understood that the pre test achievement scores in the control group and in the experimental group are approximately equal to the population mean.

Determining the effectiveness using ANCOVA: ANCOVA with pre experimental status in achievement as co variate was employed to investigate the effectiveness of the classroom practice namely G.O in improving academic achievement of Auditory students. The details are given in the Table .

Table 4

ANCOVA of post test achievement scores of Auditory students in both experimental and in control group by eliminating the effect of pre test achievement scores.

variable	SV	SS	df	MSS	F	p
Adj.post	BV	1909.72	1	1909.72	518.98**	<0.01
	WV	209.75	57	3.68		
	T	2119.47	58			

**: Significant at 1% level (P<0.01), R squared=0.901 (Adjusted R Squared=0.898)

ANCOVA shows that the Auditory students in experimental and control groups differ significantly in their post test achievement scores after eliminating the effect due to their initial pre test achievement scores (F=518.98, P<0.01). The comparative bar diagram of pre test, post test and Adj. post test achievement scores of auditory students in both experimental and in control group are shown in the Figure 6 .

Figure 6

Comparative bar diagram of pre test, post test and Adj. post test achievement scores of Auditory students in both experimental and in control group

The graphic representation indicates that the experimental group exposed to the classroom practice namely G.O performed better than the control group in their academic achievement of Malayalam language.

Analysis of the effectiveness of Graphic Organizer on Kinesthetic students

in enhancing the academic achievement in Malayalam language.

The descriptive statistics of pre and post test achievement scores of Kinesthetic students in experimental group and Kinesthetic students in control group were found out and described in the Table below.

Table 5

Descriptive statistics of pre test and post test achievement scores of Kinesthetic students in both experimental and in control group

Variable	gp	N	AM	SD	SE	LCL	UCL
pre	control	27	4.26	1.77	0.34	3.56	4.96
	expt	21	4.81	2.38	0.52	3.73	5.89
post	contl	27	8.96	1.26	0.24	8.47	9.46
	expt	21	19.19	1.86	0.41	18.34	20.04

From table 5 ,it is understood that the pre test achievement scores in the control group and in the experimental group are approximately equal to the population mean .

Determining the effectiveness using ANCOVA: ANCOVA with pre experimental status in achievement as co variate was employed to investigate the effectiveness of the classroom practice, G.O in improving academic achievement of kinesthetic students . The details are given in the Table given below.
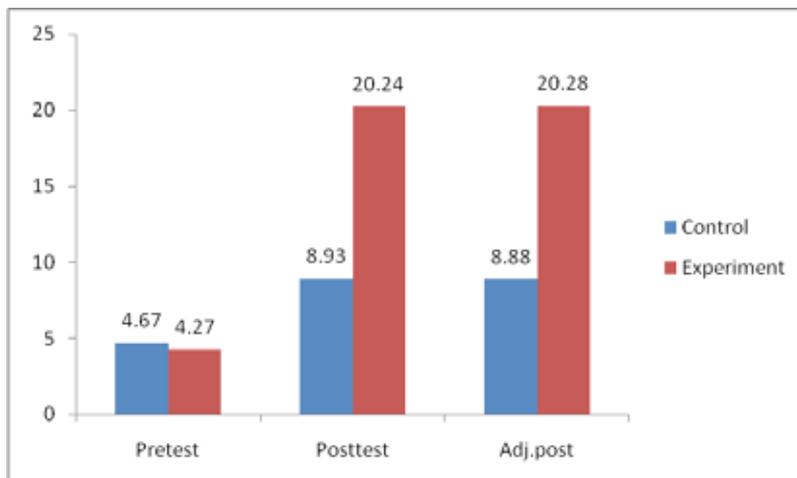
Table 6

ANCOVA of post test achievement scores by eliminating the effect of pre test achievement scores of Kinesthetic students in both experimental and in control group

variable	SV	SS	df	MSS	F	P
Adj.post test	BV	1172.66	1	1172.66	579.57**	<0.01
	WV	91.05	45	2.02		
	T	1263.71	46			

**:Significant at 1% level (P<0.01), R squared=0.932 (Adjusted R Squared=0.929)

ANCOVA shows that the Kinesthetic students in experimental and control groups differ significantly in the post test achievement scores after eliminating the effect due to their initial pre test achievement scores (F=579.57, P<0.01). The comparative bar diagram of pre test, post test and Adj. post test achievement scores of Kinesthetic students in both experimental and in control groups is shown in the Figure .
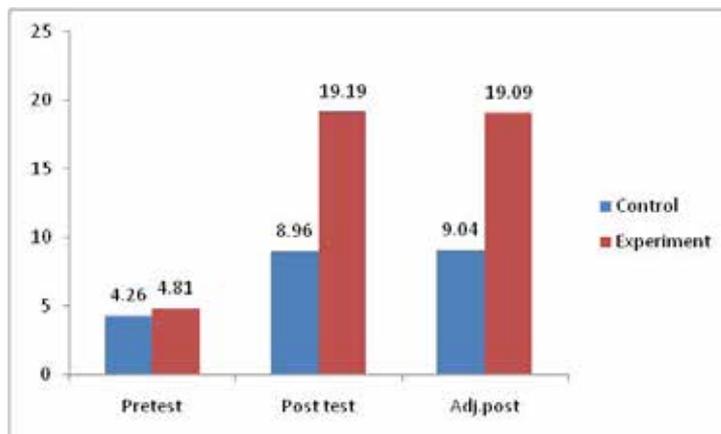
Figure 7

Comparative bar diagram of pre test, post test and Adj. post test achievement scores of Kinesthetic students in both experimental and in control group

This graphical representation also reveals the heightened effect of Graphic Organizer in promoting the academic achievement of Kinesthetic students at secondary level. The analysis shows that even though the students prefer varied learning modalities, they exhibited remarkable improvements in their academic achievement in Malayalam language learning when they exposed to the classroom practice, Graphic Organizer.

the learners in sorting, organizing, and arranging ideas in a clear pattern. It helps to prioritize the ideas and elaborate the relationship between different pieces of information. They involve students in skills like sequencing, comparing and classifying to create representations of concepts and processes. As a learning device, graphic organizers create a powerful synergy, which has been highly recommended towards creating expert learners in the classrooms.

SUMMARY AND CONCLUSIONS

The study reveals that these organizers activate and engage learners in the instructional process and enable them to capture and focus their attention in an exciting way. Conceptual and strategic essence of lesson become more evident through these excellent tools which assist

IMPLICATIONS OF THE STUDY

The new trends in innovative practices and instructional designs need to focus on the higher order forms of thinking which depict the process of learning rather than the product of learning. The patterning of information with the help of this practice allowed the students to retain the information

in an organized format. The study shows that learners practiced the task with a spirit of co-operation and made conscious effort to produce valuable outcomes. he findings of the present study have implications for learners, teachers, curriculum designers and text book constructors .Timely initiatives taken by the educational agencies related to quality of education with regard to the implementation of innovative classroom practices provide a valuable space for deep success in the learning of Malayalam language.

Abbreviation: G.O –   Graphic Organizer.

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WORK ORIENTATION OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR MENTAL HEALTH

5

SRINIVASA RAO BODA
M.A.(Psy.), M.Ed., M.Phil, (Ph.D)
Assistant Professor,
S. V. College of Education,
P.L. Puram (Post),
Payakaraopet-531126,.
Visakhapatnam District, A.P.

SURIBABU MEESALA
M.A.(Eco), M.A.(Edn.), M.phil, (Ph.D)
Lecturer,
S. V. College of Education,
P.L. Puram (Post),
Payakaraopet-531126,
Visakhapatnam District, A.P.

INTRODUCTION

The concept of work orientation refers to the attitudes and motivations of people in their work environment. While for some people work is worship, for others work is a means to earn money or to gain social status. Research studies in the area of management science have tried to understand several behaviour patterns. There were attempts to understand these patterns as work orientation. Research studies by people like Indiresan (1986) minimized these orientations to about four patterns. He has also developed a tool to measure the work orientation of people.

The Concept of work occupies an important place in the history of mankind. It can be seen that, work moulds our lives, present and future, with the result some are poor, some are rich, some have materialistic attitude, some have spiritualistic, some are poets, and others are engineers and so on. This concept presents a remarkable solution of the great riddle of the diversity of human conditions and the origin of suffering, and enables us to understand the various aspects of life in a manner which is satisfying to our reason.

Orientation to work or work orientation has been recognized as an important factor influencing work place behaviour, states Indiresan (1986). In any work-place an individual behaves in a definite way. His way of behaving in a particular way depends on certain significant factors like his understanding of work value, his expectation of achievement, or for his subsistence social prestige, self identity etc. Of these innumerable extrinsic and intrinsic factors leading to the definite behaviour of the individual in a particular work place like a factory or in an educational institution, work orientation is most significant.

TYPES OF TEACHER'S WORK ORIENTATION

In the past study on the work orientation of teacher educators, attention is focused on, two categories of work orientation. They are achievement orientation and affiliation orientation. Indiresan (1986) stated that achievement orientation includes the meaning orientation and the

affiliation orientation includes significant other orientation. It is because meaning orientation and achievement orientation are having greater similarity indicated by a correlation of 0.737 and the same phenomenon in case of reproduction orientation and significant other orientation indicating a positive correlation of 0.563. Secondly, achievement orientation is negatively related with reproduction orientation and significant other orientation and meaning orientation is also negatively related with reproduction orientation and significant other orientation.

ACHIEVEMENT ORIENTATION OF TEACHERS

This orientation refers to organized work methods, general attitude to working and the achieving as the main component. For individuals high in this orientation, achieving is all important and would try all means of reaching their set goals. They internalize work values with an emphasis on intrinsic motivation. They try to find meaning in what they are doing and having no boundaries with in which they will work. They set their own standards and directions for work and prefer freedom from close supervision.

AFFILIATION ORIENTATION OF TEACHERS

This orientation refers to the extrinsic motivation and fear of failure and doing just what is required looking at work as a means to an end. Individuals high in this orientation work for satisfying the person or institution to whom they affiliate. They work for social status or prestige. Their work is predominantly ritualistic and they wait for direction to work from superiors.

Mental health is one's ability to handle problems (Donovan, Watson, Henley, Williams, 2003; Nesse, 2005). Mental health prompted when student teacher relationship is good (Ediger, 2004). So some teachers find it hard to cope with classroom and other pressures and as a result they may develop common mental health problems including anxiety and depression. The need for supportive guidance to assist employers, governing bodies, head teachers and others to respond to these issues has been recognized by the department for children, schools and families. Teacher must have the knowledge of fundamental principles of human behaviour to tackle the problems of his students. He must be emotionally stable and should have positive attitude towards teaching. He must take been interest in students and their welfare. His behaviour with students should be that of a friend, guide and philosopher. He should not show favour to students. He should try to develop philosophy of life in his students. He should create confidence in his students to free them from the realities of life. Students should not be criticized unnecessarily and no sarcastic remarks should be passed against any student. Conducive social climate should be created in the class and in the school. Mental health is an important aspect of the total health of a person because it is both cause and effect of other types of health. Mental health is the balance between all aspects of life–Social, Physical, Spiritual and emotional. It impacts on how we manage our surrounding make choice in our lives clearly it is an integral part of

our overall health.

REVIEW OF RELATED LITERATURE

Gough, H. C. (1985) based on his studies using the managerial potential scale and the work orientation scale, found two types of managerial performance. 1) Those who would be inclined to function in circumspect, rule following and prudent way, and 2) Those that are likely to take risks break new ground and venture into the unknown. **Prasad (1997)** in his research study on "work style of secondary school teachers of Guntur District" revealed that teachers' qualities like sex, type of management of their schools and experience have a say in achievement orientation. He noticed that, men teachers are more achievement oriented than female teachers, teachers working in aided, municipality and government schools are more achievement oriented where as missionary school teachers are high affiliation oriented. The more experienced teachers have tendency of achievement orientation than less experienced teachers. **Sarah Basu (2008)** studied the gender and mental health–a comparative study of teachers in primary schools and colleges. His findings revealed that college teachers have significantly better mental health than primary school teachers, and male teachers working in primary schools as well as colleges have significantly higher level of mental health than their female counterparts. **Selvakumar, K. R. and Ramesh, C. (2014)** studied on job stressors and mental health of primary school teachers in Ariyalur district. Major findings of the study were 4.73% of primary school teachers have poor, 81.07% of them have moderate and 14.20%

of them have good level of mental health, There is no significant difference between male and female primary school teachers in their mental health, There is no significant difference between unmarried and married primary school teachers in mental health, and The rural and urban primary school teachers do not differ significantly in their mental health.

STATEMENT OF THE PROBLEM

Title of the present study of the investigation is "A study of the work orientation of secondary school teachers in relation to their mental health".

METHODOLOGY OF THE STUDY

Sample

The investigator had used simple random sampling technique for selecting a sample of 530 secondary school teachers from 39 schools in Visakhapatnam District of Andhra Pradesh state.

Tools used

Work-Orientation Inventory (W.O.I) developed by Indiresan (1986) was used to measure the work orientation of teacher educators after establishing its reliability and validity. The original inventory was developed for managers. R. K. Mohanty (1990) modified it for teacher educators.

The test - retest method was used by R. K. Mohanty (1990) to find out its reliability. The coefficient of correlation was found to be 0.78 on a sample of sixty teacher educators indicating a high reliability of the test. The W.O.I consists of twenty four (24) items of which twelve (12) items each are intended to measure affiliation orientation

and achievement orientation. The items of the two sub scales were mixed. So every respondent gets two scores on the two sub scales. The Inventory is Likert type rating scale to be rated on a four point scale for two types of orientation i.e., Achievement orientation and Affiliation orientation. Each item in the W.O.I. is provided with a set of four responses like 'Rarely' is to scored as 1, 'Sometimes' is to scored as 2, 'Often' is to scored as 3, 'Very often' is to scored as 4. Thus, on the total inventory the range of score will be from minimum of 24 to a maximum of 96.

Mental Health Inventory (M.H.I) designed by Dr. Jagadish and Srivastava, A. K. (1983), and the scale consists of 56 statements. The scale is related to 1.Positive Self-Evaluation (PSE) 2.Perception of Reality (PR) 3.Integration of Personality (IP) 4.Autonomy (AUTNY) 5. Group Oriented Attitudes (GOA) 6.Environmental Mastery (EM). In the present scale, 4 alternative responses had been given to each statement i.e., Always, Most of the times, Sometimes, Never. A response of 'Always' is given a score of 4, a response of 'Most of times' is given a score of 3, a score of 2 is given to a ' Sometimes', a response of 'Never ' is given a score of 1 for true keyed (positive) items, where as 1, 2, 3 and 4 scores are given for 'Always', 'Most of times', 'Sometimes' and 'Never' respectively in the case of false keyed (negative). Of the 54 statements, 23 are positive keyed and remaining negatively keyed. The test-retest reliability on 50 individual with an interval of 20 days was found to be 0.77.

STATISTICAL TECHNIQUES USED

Fisher **'Z'** function is taken as the statistical techniques to study and analyze the variables.

$$\sigma_{D_z} = \sigma_{z_1 - z_2} = \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}} \ldots\ldots(68)$$

OBJECTIVES OF THE STUDY

The investigator has designed the following specific objectives for his study.

1. To study the influence of the following variables on the relationship between the achievement orientation and mental health of secondary school teachers.

2. To study the influence of the following variables on the relationship between the affiliation orientation and mental health of secondary school teachers.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated basing on the objectives

1. The following variables have a significant influence on the relationship between achievement orientation and mental health of secondary school teachers.

   Locality, Type of management, No. of orientation programmes attended

2. The following variables have a significant influence on the relationship between affiliation orientation and mental health of secondary school teachers.

   Locality, Type of management, No. of orientation programmes attended.

Table 1

Achievement Orientation -Mental Health –Locality– r_s -C.R

Variable	N	r	Z	Dz	σ_{D_z}	C.R.
Urban	288	0.57	0.65	0.09	0.09	
Rural	242	0.51	0.56			1.00*

*Not significant at 0.05 level

It is evident from table No.1 that the obtained C.R. value (1.00) is less than the table value of 1.96. It is not significant at 0.05 level. Therefore, the null hypothesis is retained. Hence, it can be inferred that the urban secondary school teachers do not make a significant influence on the relationship between achievement orientation and mental health, when compared to their rural counterparts.

Table 2

Achievement Orientation -Mental Health - Type of Management - r_s and C.R.

Variables	N	r	Z	Dz	σ_{D_z}	C.R.
Government	044	0.51	0.56			0.12*
Local body	274	0.52	0.58	0.02	0.17	
Government	044	0.51	0.56	0.25	0.21	1.19*
Private aided	054	0.30	0.31			
Government	044	0.51	0.56			0.17*
Private unaided	158	0.53	059	0.03	0.18	
Local body	274	0.52	0.58	0.27	0.15	1.80*
Private aided	054	0.30	0.31			
Local body	274	0.52	0.58			0.10*
Private unaided	158	0.53	059	0.01	0.10	
Private aided	054	0.30	0.31			1.75*
Private unaided	158	0.53	059	0.28	0.16	

*Not significant at 0.05 level

It is evident from table No.2 that the obtained all C.R. values are less than the table value of 1.96. They are not significant at 0.05 level. Therefore, the null hypotheses are retained. Hence, it can be inferred that the type of management of secondary school teachers do not make a significant influence on the relationship between achievement orientation and mental health.

Table 3

Achievement Orientation -Mental Health -Number Of Orientation
Programmes Attende - r_s and C.R.

Variables	N	r	Z	Dz	σ_{Dz}	C.R.
Not attended	135	0.48	0.52			1.18*
Attended Upto 5	228	0.57	0.65	0.13	0.11	
Not attended	135	0.48	0.52			0.50*
Attended above 6	167	0.52	0.58	0.06	0.12	
Attended upto 5	228	0.57	0.65	0.07	0.10	0.70*
Attended above 6	167	0.52	0.58			

*Not significant at 0.05 level

It is evident from table No. 3 that the obtained all C.R. values are less than the table value of 1.96. They are not significant at 0.05 level. Therefore, the null hypotheses are accepted. Hence, it can be inferred that the number of orientation programmes attended of the secondary school teachers do not make a significant influence on the relationship between achievement orientation and mental health.

Table 4

Affiliation Orientation - Mental Health – Locality– r_s -C.R

Variable	N	r	Z	Dz	σ_{Dz}	C.R.
Urban	288	0.29	0.30	0.16	0.09	1.78*
Rural	242	0.14	0.14			

*Not significant at 0.05 level

It is evident from table No.4 that the obtained C.R. value (1.78) is less than the table value of 1.96. It is not significant at 0.05 level. Therefore, the null hypothesis is retained. Hence, it can be inferred that the urban secondary school teachers do not make a significant influence on the relationship between affiliation orientation and mental health, when compared to their rural counterparts.

Table 5

Affiliation Orientation -Mental Health -Type of Management- rs and C.R

Variables	N	r	Z	Dz	σ_{Dz}	C.R.
Government	044	0.12	0.12	0.01	0.17	
Localbody	274	0.11	0.11			0.06*
Government	044	0.12	0.12			
Private aided	054	0.18	0.18	0.06	0.21	0.29*
Government	044	0.12	0.12			
Private unaided	158	0.24	0.24	0.12	0.18	0.67*
Localbody	274	0.11	0.11			
Private aided	054	0.18	0.18	0.07	0.15	0.47*
Localbody	274	0.11	0.11			
Private unaided	158	0.24	0.24	0.13	0.10	1.30*
Private aided	054	0.18	0.18			
Private unaided	158	0.24	0.24	0.06	0.16	0.40*

*Not significant at 0.05 level

It is evident from table No.5 that the obtained all C.R. values are less than the table value of 1.96. They are not significant at 0.05 level. Therefore, the null hypotheses are retained. Hence, it can be inferred that the type of management of secondary school teachers do not make a significant influence on the relationship between affiliation orientation and mental health.

Table 6

Affiliation Orientation -Mental Health Number of Orientation Programmes Attended - rs and C.R.

Variables	N	r	Z	Dz	σ_{Dz}	C.R.
Not attended	135	0.29	0.30	0.16	0.11	
Attended Upto 5	228	0.14	0.14			1.45*
Not attended	135	0.29	0.30	0.18	0.12	
Attended above 6	167	0.12	0.12			1.50*
Attended upto 5	228	0.14	0.14	0.02	0.10	
Attended above 6	167	0.12	0.12			0.20*

*Not significant at 0.05 level

It is evident from table No. 6 that the obtained all C.R. values are less than the table value of 1.96. They are not significant at 0.05 level. Therefore, the null hypotheses are accepted. Hence, it can be inferred that the number of orientation programmes attended of the secondary school teachers do not make a significant influence on the relationship between affiliation orientation and mental health.

MAJOR FINDINGS OF THE STUDY

1. Locality, type of management, and number of orientation programmes attended of the secondary school teachers do not make a significant influence on the relationship between achievement orientation and mental health.

2. Locality, type of management, and number of orientation programmes attended of the secondary school teachers do not make a significant influence on the relationship between affiliation orientation and mental health.

EDUCATIONAL IMPLICATIONS

As number of orientation programmes attended, locality of living and type of management of the secondary school teachers influence their affiliation orientation, secondary school teachers can be made to commit to the task by providing them opportunities to work under different managements so that they may derive a broader perspective on their affiliation orientation.

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PROFICIENCY IN AND AROUND THE SPHERE OF SOCIAL STUDIES TEACHERS

6

VEMULA THRIMURTHULU
Principal,
Siddartha College of Education,
Pentakota Road, Tuni -533 401
East Godavari District,
ANDHRA PRADESH

INTRODUCTION

At the outset let us know about the concept of professional development. A real professional takes care of home tools. This is the first requisite quality of the professional. Secondly, any professional replaces his tools with new ones frequently. He gets in touch with the available new tools and he moulds them as per his desires/as he desires. With these facts, we may define professional development like this. "To suit to the changing needs of the society and ability to adjust himself and updating his knowledge." To say in other words - to take care of the tools/materials needed for his profession and to have updated knowledge of his profession. Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The term "professional development" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. In the words of **Rudduck (1991)** professional development is the ability of the teacher in maintaining the zeal of the class, to identify the desired interests in the teaching learning process, wish to take the support of the experienced colleagues in analyzing the situations. In this point of view professional development of teachers may be stated as the attitude of the teachers to question continuously and search for solutions. Professional development of the teachers is a comprehensive field. This is a process of improving the dexterity, attitudes, understanding and involvement in present and future roles... **Fullan, 1990** Professional development of the teachers may be defined as the total process of improving the knowledge, skills and attitudes of the teachers…**Sparks and Loucks, Horsley, 1990** It is the development of the teacher in his profession as a result of analyzing his experiences and his behavior. **Villegeas and Reimers, 2003**

COMPULSORY PROFESSIONAL DEVELOPMENT

Teacher's professional development may be, or may not be, compulsory. Some professional development may be deemed compulsory because the skills and knowledge the development activities aim at enhancing are considered important for teacher quality. In some cases participation in such activities may even be required for teacher certification. It can also be important for teachers to exercise their

own professional judgment by identifying and taking part in development activities which they feel is most beneficial to them. A high degree of compulsory professional development may be indicative of a more highly managed professional development system with less discretion for teachers to choose the development, they feel they need.

NEED FOR PROFESSIONAL DEVELOPMENT

Like engineering and medicine, teaching is also viewed as a profession.' Farrant' (1993) pointed out that a teacher, to be a professional, should have the following qualities.

1. He should be friendly and joyful.

1. Kind hearted and sympathetic.

2. Have concern towards the interest of his students.

3. Tolerance towards problematic students.

4. Should be a hard worker with zeal.

5. Ability to make his teaching interesting.

6. Should be able to motivate the students to be active in learning.

7. Should be able to explain complex aspects easily.

8. Should be fair and impartial.

★ Along with the above qualities, teachers should

1. Know perfectly about his profession.

2. Should be able to answer the questions asked by the students.

3. Should know how to deal with the situations which the parents are not able to do.

★ Good teacher training programmes should strive to develop the above listed qualities among teachers. These qualities should be achieved in in–service training programmes also.

★ As per the views of the National Commission - 2000 on 21st century Teaching of Mathematics and Science, professional development should

1. Deepen the knowledge of the teacher in the subjects taught.

2. Sharpen his teaching skills.

3. Be in touch with the current developments or changes in the field of education in general and his teaching subjects in particular.

4. Be innovative and add new knowledge to his profession.

5. Evaluate the knowledge of students continuously and give feedback and revise his teaching process accordingly.

TYPES OF PROFESSIONAL DEVELOPMENT

Teachers are first asked to indicate whether or not they had participated in each of the following activities:

1. Courses/workshops on subject matter or methods and /or other education-related topics.

2. Education conferences or seminars at which teachers and/or researchers present their research results and discuss education problems.

3. Qualification programmes e.g. a degree programme.

4. Observation visits to other schools

5. Participation in a network of teachers formed specifically for the professional development of teachers

6. Individual or collaborative research on a topic of professional interest, and

7. Mentoring and /or peer observation and coaching as part of a formal school arrangement.

Social studies teacher should ever endeavour for his professional development. For this four things are suggested.

I TEACHER DEVELOPMENT GROUPS

This concept has grown in England. International Association of Teachers of English as a foreign language, which is a famous institute, has provided the opportunity to the teachers with the same similarities to join together and form as special interest groups.

This created the opportunity to the teachers' forums to discuss the matters about the classroom strategies, teaching learning material, problems and attitudes of the learners, team teaching etc. Teacher development groups which have been functioning successfully in India are

1. Forum of college teachers of English-Bangalore.

2. English language teachers with Indian perspective, Vallabh Vidyanagar, Gujarat.

3. English language teachers association of India-Chennai.

As per the available information, social studies teachers' forums have not been seen. Hence, it would be better if social studies teachers of a town or mandal may form into a forum to discuss the matter about classroom problems and make use of the experiences of other teachers in their classroom. Previously Rajeev Vidya Mission has brought the "subject forums" on to the screen. But the present situation is not known. The teachers who organize these forums should feel that they function for a long time successfully. Government of Andhra Pradesh conducted orientation programme on the revised syllabus of 6 and 7 classes which is prepared as per AP SCF 2011, in the year 2012 and orientation programme on continuous and comprehensive evaluation to the teachers of 6 and 7 classes in the year 2013. The purpose of these orientation programmes is to provide an opportunity to teachers to mould themselves as per the changes brought about.

II ACTION RESEARCH

This is an important aspect in professional development. Knowing the importance of this, Rajeev Vidya Mission has invited interested teachers and it has been receiving proposals for research, conducting working camps, conducting discussions on the themes, revising the proposals, where needed and extending financial assistance for conduction action research projects. This work is being done in the headquarters located at Hyderabad. But if the proposals for action research are received and discussions are taken up at the district level, it would be easier to conduct

action research. The research papers may be presented in a meeting.

Previously National Council for Educational Research and Training has invited proposals for new researches Nationwide at school level, college of education, District Institute of Education and Training levels and made to discuss them in a meeting at Delhi and rewarded the best researches with cash prize and certificate of merit.

After the year 2005 there was a change in this procedure. The State Council of Educational Research and Training of our state has to adopt the previous procedure i.e. inviting new proposals, selecting the best ones and awarding rewards and certificates. As this will be done at state level, the best researchers should be honoured as the best teachers. The teacher may select the students of his class or the classroom problem faced by him for action research. He may compare the solutions found by the other teachers for the same type of problem which they have faced with the solution he found. In this way he could compare his experiences with that of others. In other words this is exchange of experiences.

What is action research?

A succinct definition of action research appears in the workshop materials we use at the Institute for the Study of Inquiry in Education. The definition states that action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions.

Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.

Perhaps even more important is the fact that action research helps educators be more effective at what they care most about—their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile.

Why action research now?

If ever there were a time and a strategy that were right for each other, the time is now and the strategy is action research! This is true for a host of reasons, with none more important than the need to accomplish the following:

1. Enhance the motivation and efficacy of a weary faculty.

2. Meet the needs of an increasingly diverse student body.

3. Achieve success with "standard-based" reforms.

Process of action research

Educational action research can be engaged in by a single teacher, by a group

of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven - step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus.

2. Clarifying theories.

3. Identifying research questions.

4. Collecting data.

5. Analyzing data.

6. Reporting results.

7. Taking informed action.

Purpose for action research

As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

1. Building the reflective practitioner.

2. Making progress on school wide priorities.

3. Building professional cultures.

III OPEN AND UNIVERSAL DISTANCE EDUCATION

Teachers who are in–service may utilize this opportunity i.e., those who entered the teaching profession with D.Ed. qualification may do B.Ed., and M.Ed. also. Indira Gandhi National Open University, New Delhi, Open University in our state and other universities are also providing this opportunity for in-service teachers.

IV INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) COURSES FOR SELF DEVELOPMENT

ICT is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication. Hence IT has become ICT (Information and Communication Technology.)

The computer has entered the education field and occupied a key place and become an important tool in teaching learning process. ICT uses the tools in a wide range to communicate, disseminate, store and organize the information. Every teacher should be mentally prepared to utilize the ICT in the classroom. This ICT assists the teacher but cannot replace him. Every teacher should keep this in mind every minute. He should not feel that he had taught without this technology for years together and he can teach without this technology now also. We are now enjoying more facilities which were not there 50 to 60 years also. We are habituated to these facilities now and we worry how to live without them.

To-day's youth are utilizing the advanced technology i.e. computer and internet. Some- times students are more forward than teacher. To teach today's youth, the teacher should be more advanced, if necessary the teacher may take the help

of students. Information on the lessons available on the computer and internet may be given as assignment to students, and teaching may be done more effectively by adding that information to the information available with us. The teacher may make his teaching more effective using power point presentation or adding the information down loaded from internet. Students are more interested if animation slides are presented. In teaching social studies pictures of national leaders or scientists may be down loaded and displayed. The teacher may use the ICT at any time and in any way, When, what and how to use ICT depend on the creativity of the teacher.

What is a useful concept of ICT?

It depends on the local culture and the particular ICT available and how it is configured and managed. The understanding, management and configuration of the available technology might vary the concept of ICT from

1. A collection of tolls and devices used for particular tasks e.g. Publishing, course delivery, transaction processing.

2. An organized set of equipment (like a workshop) for working on information and communication

3. Components of integrated arrangements of devices, tools, services and practices that enable information to be collected, processed, stored and shared with others.

4. Components in a comprehensive system of people, information and devices that enable learning, problem solving and higher order collaborative thinking, that is, ICT as key elements underpinning a (sharable) work space.

CONCLUSION

It becomes clear from the above discussion that the professional development of social studies teachers is no less important in teaching process than the other steps.

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