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## INTEREST OF HIGHER SECONDARY STUDENTS IN CHEMISTRY AND THEIR SCIENTIFIC APTITUDE

1

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### INTRODUCTION

The prosperity and growth of a nation very much depends upon the educational system of a country since it shapes the physical, emotional and spiritual aspects of one's personality by focusing right attitudes, habits, values, skills, knowledge and interest. The students' place in the society is of a paramount importance. He/She is the nerve centre of any system of education. School can be regarded as the most significant and comprehensive formal agency of education. Education is the best way to satiate our curiosity, without extinguishing the burning desire to learn and explore more.

### NEED FOR THE STUDY

Acquiring of scientific knowledge and scientific out look are the two main objectives of teaching of science. Chemistry is an incredibly fascinating field of study. Chemistry is often referred to as the "Central Science" because it connects other sciences to each other. Interest in science is necessary for pupils to pursue science education. Without having sizeable amount of interest, one cannot have science education properly and of course even one cannot adjust in daily life.

Scientific aptitude is the ability or the inner potential in science. Scientific aptitude refers to the application of general intellectual capacity to the concepts of science, scientific materials and problems. Scientific aptitude is a potentiality for future achievement in scientific endeavour. The present study, therefore, attempts to find out the relationship between interest of higher secondary students in chemistry and their scientific aptitude.

### STATEMENT OF PROBLEM

The present study is stated as "Interest of Higher secondary students in chemistry and their scientific aptitude".

### Operational definitions of key terms

(i) **Chemistry:** Chemistry, in the study, is the science of the composition, structure, properties and reactions. Chemistry is chiefly concerned with atoms and their interactions with other.

(ii) **Interest:** Interest here means something each and everyone has to endure instead of thinking as a task.

(iii) **Scientific Aptitude:** Scientific aptitude, here, refers to the ability or

the inner potential in science. Scientific aptitude refers to the application of general intellectual capacity to the concepts of science. This term here, refers to the knowledge and understanding of the students regarding science.

**(iv) Higher secondary students:** The term 'Higher secondary students' means the students studying XI and XII standards in higher secondary schools. In this study the term 'Higher secondary students' refers to the XII standard students studying chemistry as one of their subjects.

## OBJECTIVES

1. To find out the level of interest of higher secondary students in chemistry and in the dimensions namely psychological, sociological and economic.
2. To find out the level of scientific aptitude of higher secondary students.
3. To find out the significant positive correlation, if any, between interest of higher secondary students in chemistry and their scientific aptitude.
4. To find out the significant positive correlation, if any between scientific aptitude and interest of higher secondary students in chemistry 'in total' and in different dimensions.

## METHOD

In the present study, survey method of research has been adopted. The population for the present study was identified as the higher secondary students. Among the population 500 students were selected for the present paper. Simple random sampling

technique was adopted by the investigator. The investigators have used two tools of which 'Interest in chemistry' is self-made tool and scientific aptitude is standardized tool to collect data. The content validity of the tool was established by experts opinion. The items were validated through item-total correlation. Test re-test method was followed for establishing the reliability of the tool.

The tool to measure 'Interest in chemistry of higher secondary students' consists of 70 items of which (i) 53 items for psychological (ii) 12 items for sociological and (iii) 5 items for economic. The maximum mark is 280 and minimum mark is 0.

The tool to measure scientific aptitude was developed by Chatterjee, S, and S. Mukherjee. It consists of 72 items. Maximum mark is 72 minimum mark is 0. The statistical techniques applied were percentage analysis and correlation analysis.

## DELIMITATION

- (i) Only limited items are included in the tools used
- (ii) Only a few variables are selected for this study.

## FINDINGS

1. It is inferred from the table 1, that 67.40% of higher secondary students have medium level of interest in chemistry, 16.80% of higher secondary students have low level of interest in chemistry and 15.80% of higher secondary students have high level of interest in chemistry 'in total'. The



table also shows the higher secondary students' interest in chemistry in the

dimensions psychological, sociological and economic.

**Table 1**  
***The percentage level of interest in chemistry of higher secondary students in total and in dimensions***

Sl. No.	Dimensions	Number	Low		Medium		High	
			No.	%	No.	%	No.	%
1	Psychological	500	83	16.60	337	67.40	80	16.00
2	Sociological	500	83	16.60	337	67.40	80	16.00
3	Economic	500	72	14.40	338	67.60	90	18.00
4	Total	500	84	16.80	337	67.40	79	15.80

2. It is inferred from the table 2, that 63.60% of higher secondary chemistry students have medium level of scientific aptitude, 17.80% of higher secondary chemistry students have low level of scientific aptitude and 18.60% of higher secondary chemistry students have high level of scientific aptitude.

**Table 2**  
***The percentage level of scientific aptitude***

Sl. No.	Dimensions	Number	Low		Medium		High	
			No.	%	No.	%	No.	%
1	Psychological	500	89	17.80	318	63.60	93	18.60

3. From table 3, it is inferred that there is significant positive correlation between interest in chemistry and their scientific aptitude among higher secondary students.

**Table 3**  
***The correlation between interest of higher secondary students in chemistry and their scientific aptitude***

Sl. No.	Variables	Number	'r' value	Table value	Remarks
1.	Interest in chemistry and scientific aptitude	500	0.273	0.088	S

4. Table 4 shows that there is significant positive correlation between different dimensions of interest in chemistry of higher secondary students and their scientific aptitude.

**Table 4**

*The correlation between the different dimensions of interest in chemistry of higher secondary students and their scientific aptitude*

Sl. No.	Dimensions of interest	Scientific Aptitude		
		'r' value	Table value	Remarks
1.	Psychological	0.271	0.088	S
2.	Sociological	0.249	0.088	S
3.	Economical	0.149	0.088	S

### RECOMMENDATIONS OF THE STUDY

It is found out from this study that only 15.80% and 18.60% of higher secondary students were found to have high interest in chemistry and scientific aptitude respectively. It is further found that the significant positive correlation exists between scientific aptitude and interest in chemistry 'in total' and in different dimensions. The following recommendations are, therefore, given for the educational implications.

- i. Teachers should create interest in chemistry among higher secondary students.
- ii. Easy and interesting home work relating the subject may be assigned to them.
- iii. School libraries may be equipped with adequate amount of books and study materials regarding chemistry.

iv) The chemistry related entertainment activities may be designed and taught. The students also may be involved in this task.

v) Chemistry related projects and field trips etc. may be insisted on the part of the school education.

vi) Quiz programmes and essay competitions with special importance to chemistry should be conducted.

vii) The efforts which are taken for improving study habits may be adopted for improving the scientific aptitude of higher secondary students.

### CONCLUSION

Chemistry, being an important subject, is included as one of the main subjects in the curriculum for higher secondary students. The interest of the students in this subject is found to be related with their scientific aptitude. Scientific aptitude is useful for the students in selecting their career for their upliftment, which in turn, will lift the society.

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## INTERNET ADDICTION AND CYBER CRIME ENGAGEMENT OF UNDERGRADUATE STUDENTS

2

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### INTRODUCTION:

Internet revolution has ushered in an era of change in our lives especially the teenagers. Significant development, availability and affordability has made internet accessible to all. There is a significant increase in the use of internet among students. Internet access has become easier and more affordable than ever before. Internet has become so popular that students access the internet at least once a day and spend approximately 8 hours a week online.

One of the most common problems of the internet is its addiction. Some type of Internet Addiction is affecting a large number of populations. A small but growing number of internet users are starting to visit their doctors for help with unhealthy attachments to cyberspace. Such individuals have a strong drive to compulsively use the internet to check e-mail, make blog entries or visit websites or chat rooms. Internet Addiction might include an extreme fondness for pornography, online relationships, online gambling, online games and role play and some non-essential internet activities.

Teenagers might indulge in illegal activities like downloading illegal software, gain access to pirated files, hacking and cracking other internet user's computer or even company systems to spread viruses. Out of curiosity of for having fun, some skilled kids might fall in wrong company and may start doing what they think is harmless or simply mischievous, indulge in hacking or use others profile and try to do activities that might put them at risk on violating laws. Sometimes the teenagers who become the victims of such activities are not even aware that their account is being hacked or their identity is being used. Care must be taken and an adult supervision is a must when the teenagers are using internet.

### Internet Addiction:

According to **Dr. Kimberly Young (1999)** "Internet Addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling". Some Internet users may develop an emotional attachment to on-line friends and activities they create on their computer screens. Internet users may enjoy aspects

of the Internet that allow them to meet, socialize, and exchange ideas through the use of chat rooms, social networking websites, or “virtual communities.” Other Internet users spend endless hours researching topics of interest Online or “blogging”. Similar to other addictions, those suffering from Internet Addiction use the virtual fantasy world to connect with real people through the Internet, as a substitution for real-life human connection, which they are unable to achieve normally. The various types of Internet Addiction are: Information overload, Compulsion, Cybersex addiction, Cyber-relationship addiction and Addictions to video games and online role-playing games.

### **Cyber Crime Engagement:**

Cyber world is the combination of computer and other communication convergence technology. A working definition is offered by **Thomas and Loader (2000)** who conceptualize cybercrime as those “computer-mediated activities which are either illegal or considered illicit by certain parties and which can be conducted through global electronic networks”. It is true that new multimedia technology presents uncontested opportunity worldwide to promote and progress human society. With this we must not forget that nothing is absolute in this universe and everything has its own merits and demerits. Same is applicable to the internet and new technology in the era of communication convergence. These internet and new technology can be used for commission of crime or to cause damage or injury to society.

A new breed of criminals have appeared to destroy computer, computer systems, mobile phones with internet connection, wireless network, internet telephony system, web camera and the like which are applicable in electronic commerce, electronic – governance and so on.

Cyber space has no specific jurisdiction therefore criminals can commit crime from any location through computer in the world leaving no evidence to control. The various classifications of cyber crime are: Unauthorized access, Hacking, Cracking, Cyber Fraud, Cyber Theft, Cyber Terrorism, Flowing of Viruses and Cyber pornography.

### **Background:**

**Sargin, (2012)** studied the **Internet Addiction among Adolescence**. The risks related with the Internet use is Internet Addiction. The study focused on examining Internet Addiction in adolescence in terms of gender, Internet access at home and grades. The research design used was survey method. The study population consisted of second stage students attending primary school in Konya in 2010-2011 education years. To form the sample, 3 primary schools from high, medium and low socio-economic level were randomly chosen. The sample group was composed of 300 [150 (50%) females; 150 (50%) males; 6th graders (n: 110, 36.7%), 7th graders (n: 118, 39.3%) and 8th graders (n: 72, 24%)]; age range was between 13 to 15. The findings of the study showed that adolescent males are more addicted to the Internet compared to females; 8th graders are more addicted to the Internet compared to the 6th graders; and adolescents who have computers at home are more inclined to be Internet addicts.

**Hernandez, Julio and Boiten, (2014)** explored on **prevalence and impact of cybercrime victimization, cyber security practices, and risks as seen by a sample of the UK population.** The survey was composed of 8 questions that covered a wide range of cybercrime and cyber security related issues. A total of 1,502 individuals from throughout the UK responded to the survey, of the 968 who indicated their gender, 407 were male and 561 were female. Ages were recorded in bands from 18 to 65+. Participants were asked about their experiences of cybercrime and cyber security practices over the last 12 months between January 2013 and January 2014. The majority of respondents felt at risk of being a victim of online crime over the last twelve months (67.7%), representing 926 individuals from the total sample. However, a significant proportion declared not feeling any risk at all (6.6%), just under 100 people, suggesting more work needs to be done in terms of campaigns for raising public awareness and education over the threat presented by online crime. Over a quarter of respondents reported being a victim of a cyber-dependent crime over the last twelve months (26%), representing around 390 individuals, and a proportion of them experienced multiple incidents. These findings suggest a relatively high prevalence of cybercrime, despite the wide availability of security software and well-known best practices. Eleven percent of respondents affirmed being a victim of a cyber-enabled crime over the last twelve months, representing 165 individuals from the total sample. 102 individuals reported being a victim of either online harassment/bullying, stalking or online sexual offenses. While the

vast majority of respondents did not report any significant impact as a result of being a victim of cybercrime, psychological and/or emotional consequences of victimization were the most common response given, selected by 82 individuals from the total sample. These findings suggest there are other noticeable effects from online crime, which require further research in order to understand how best to address the needs of victims. These results suggest a lack of awareness of available support from law enforcement agencies.

**Mehta and Singh (2012)** carried out a research on **Internet Usage and Cyber Victimization in India Society.** The investigator prepared and standardized a questionnaire on Internet Usage and Cyber Victimization that measures responses on a 3 point scale. The study aimed to collect responses with regards to the knowledge and awareness of respondents towards cyber-victimization while using the internet for various purposes. Such data were collected from the students, teachers, employees who are UG/PG or IT professionals. The inference was drawn that the female are falling more prey to cybercrime than male. It may be concluded that the male employees are utilizing more of internet services as compared to male students/teachers; female employees are using more of internet services than female students/teachers; the female employees are using more of internet services than male students/teachers. It is revealed that the male employees are using more of internet services than female students/teachers.

**Nykodym, Ariss, and Kurtz (2008)** undertook a study on **Computer addiction and cyber crime.** This research explored the

relationship between computer addiction and cyber crime. There is evidence of computer addiction in medical settings, scholarly journals and legal proceedings. Reviewing the history of computer addiction has shown that computer addiction can be related to cyber crime. The research defined computer addiction and showed how various cyber crimes, especially those against businesses and organizations, can be motivated by computer addiction and propose further research on how managers can deal with cyber crime in a business, by recognizing addictive behaviors and computer addiction in their employees. The study concluded that Computer addiction, though not officially recognized by the APA as a disorder, nonetheless is commonly believed to be such a problem that treatment is needed to correct it. Symptoms are numerous, but one predisposing factor that can lead to computer addiction is a person with a history of other addictions. There is also growing support in favor of viewing crime as an addiction. A business setting can be a tempting atmosphere for an individual who has a problem with addictive behavior, since computer networks provide an easy vehicle through which cyber crime can be committed. Managers in businesses can fight back against cyber crime by learning to recognize addictive behavior and businesses in the future may be able to further thwart insider cyber crime by providing treatment programs for people suffering from computer addiction.

#### **NEED FOR THE STUDY:**

This study is very important to investigate the seriousness of Internet Addiction in the society. Presently internet is not only used for seeking information but

being used to fill leisure time as well. Hence, this study seeks to find out how serious Internet Addiction among college student is. This study also will explain the negative consequences of Internet Addiction. When the usage of internet becomes an addiction, the user tends to get involved in unpleasant activities. These activities are termed as cyber crime. They will sometimes even get victimized in such crimes without their knowledge. The undergraduate students are selected to be the sample because they are the ones who are more vulnerable to be affected by Internet Addiction and knowingly or unknowingly gets engaged in cyber crime. It is in this age that the individuals would like to try novel ideas in technology without giving a thought about the pros and cons of it. Therefore this research is intended to find out the relationship between Internet Addiction and Cyber Crime Engagement of undergraduate students.

#### **OBJECTIVES OF THE STUDY:**

1. To find out whether there is any significant relationship between Internet Addiction and Cyber Crime Engagement of undergraduate students.
2. To find out the difference between male and female undergraduate students in their Internet Addiction and Cyber Crime Engagement
3. To find out the difference among undergraduate students of arts, science and professional courses in their Internet Addiction and Cyber Crime Engagement
4. To find out the difference among undergraduate students belonging to the government, government aided

and self-financing colleges in their Internet Addiction and Cyber Crime Engagement

5. To find out the difference between rural and urban undergraduate students in their Internet Addiction and Cyber Crime Engagement
6. To find out the difference between first generation learners and non-first generation learners in their Internet Addiction and Cyber Crime Engagement
7. To find out the difference between those undergraduate students who have internet facility at home and those who do not have internet facility at home in their Internet Addiction and Cyber Crime Engagement
8. To find out the difference between students who visit browsing center and those who do not visit browsing center in their Internet Addiction and Cyber Crime Engagement

**METHOD OF STUDY:**

In the present study normative method is employed. The study is based on the cross sectional survey, intended to gather information on a population at a single point of time.

**RESULTS:**

The tools used in the study are: Internet Addiction Test, which was developed by Dr. Kimberly Young (1996) Internet Addiction Test was modified by the investigator in terms of language and content, wherever necessary to suite the age, maturity and psychological need of the students. The Cyber Crime Engagement questionnaire was constructed by the investigator. The Cyber Crime Engagement questionnaire consists of 24 questions. These 24 questions are distributed among 5 dimensions namely: illegal downloading, piracy, plagiarism and image abuse, identity theft, hacking/spam and others. The students were asked to give response based on their preferences against two options namely: Yes or No.

Population of the present study was the undergraduate students. The main study was conducted on undergraduate students from Chennai, Kancheepuram and Chengalpattu districts, keeping Chennai as urban area and Kancheepuram and Chengalpattu as rural areas. The data were collected from 600 samples of undergraduate students drawn from eight colleges selected at random. The male and female undergraduate students belonging to professional, arts and science courses were chosen for the study.

**Table 1**

*The correlation between Internet Addiction and Cyber Crime Engagement*

Variable	Internet Addiction	Cyber Crime Engagement
Internet Addiction	1.000	0.262**
Cyber Crime Engagement	x	1.000

\*\* - 0.01 level significance

The above table shows that there is significant relationship among Internet Addiction and Cyber Crime Engagement of undergraduate students. Internet Addiction

is related to Cyber Crime Engagement at 0.01 level. It is inferred that Internet Addiction is positively and significantly related to Cyber Crime Engagement.



Table 2:

*The analysis of Internet Addiction and Cyber Crime Engagement among Undergraduate students with respect to Gender, Locality of the College, Generation of Learner, Availability of Internet Facility at Home, Visiting Browsing Center, Course and Type of Management of College*

	Gender				Locality				Generation of Learner				Internet Facility at Home					
	Male		Female		Rural		Urban		First Generation		Non-First Generation		Yes		No		CR - Value	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Internet Addiction	62.98	18.37	50.38	18.10	54.50	17.40	58.86	20.79	2.78*	55.68	19.20	58.29	19.33	59.45	19.25	54.04	18.96	3.46*
Cyber Crime Engagement	9.97	3.68	6.73	2.89	8.90	3.87	7.80	3.40	3.70*	8.71	3.76	7.77	3.49	7.77	3.37	8.90	3.88	3.82*

	Visiting Browsing Center				Course				Type of Management of College											
	Yes		No		Arts		Science		Professional		Government Aided		Self-Financing		F-Ratio	Groups differing significantly				
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD						
Internet Addiction	57.49	19.37	55.32	19.09	62.49	18.18	53.85	19.46	53.71	18.93	14.20*	18.2, 18.3	57.56	16.95	49.03	16.19	62.29	21.67	25.10*	18.2, 18.3, 28.3
Cyber Crime Engagement	9.09	3.77	7.11	3.17	9.15	3.59	9.09	3.83	6.81	3.12	28.55*	18.3, 28.3	8.46	3.59	8.06	3.81	8.48	3.66	0.80	-

\*- 0.01 Level Of Significance

## MAJOR FINDINGS:

- There is significant and positive relationship between Internet Addiction and Cyber Crime Engagement among undergraduate students.
- Male undergraduate students have more Internet Addiction and more Cyber Crime Engagement than female undergraduate students. The reason for this is that male students have more facility to make use of internet. They tend to look out for newer technologies whereas the female students are home bound and they are more work oriented and they tend to use internet only for their work and they don't get much time to spend on internet for leisure activities and thus they do not get addicted to internet.
- The undergraduate students belonging to arts course have high Internet Addiction and Cyber Crime Engagement. The same are found to be low for undergraduate students belonging to professional courses. It may be noted that the science and professional course students will have more of academic work to be done and with the time they get to work on internet most of their time are spent on academic activities and they get less time to use internet for entertainment purpose. The arts courses are comparatively easier and the students get time for academic as well as leisure activities on Internet.
- The undergraduate students belonging to self – financing colleges have high Internet Addiction and Cyber Crime Engagement. It can be reasoned out that it is because of the technological support provided to them in the college. They tend to misuse the opportunity provided to them. The undergraduate students belonging to government aided college have low Internet Addiction and Cyber Crime Engagement.
- The undergraduate students belonging to urban colleges have more Internet Addiction than the undergraduate students belonging to rural colleges. This may be because the urban students have more access to internet and technology whereas in the case of rural students the facility is not provided and even if provided is not as accessible as compared to their urban counterparts.
- The undergraduate students belonging to rural college have more Cyber Crime Engagement than undergraduate students belonging to urban college. It is because of the fact that the rural students are not given much technological support and with the little support they have they tend to involve in unwanted activities as such in cyber crime.
- There is no significant difference between first generation and non – first generation undergraduate students with respect to Internet Addiction.
- The first generation undergraduate students have more Cyber Crime Engagement than non-first generation undergraduate students. It is a fact that the first generation learners will not have literate people at home to monitor their activities on the internet and this

will result in them engaging more in cyber crime.

- The undergraduate students who have internet facility at home have more Internet Addiction than the undergraduate students who do not have internet facility at home. The students who have internet facility at home can access the internet any time they want. They initially start using for academic purpose but end up in entertainment and communication purposes. This stands to be the reason for addiction.
- The undergraduate students who do not have internet facility at home have more Cyber Crime Engagement than undergraduate students who have internet facility at home. Those students who do not have internet facility at home may have other means of using the internet and there will be no one to monitor their activities on internet and eventually they land up in unpleasant activities on the Internet.
- There is no significant difference between undergraduate students who visit browsing center and those who do not visit browsing center with respect to Internet Addiction.
- That the undergraduate students who visit browsing center have more Cyber Crime Engagement than the undergraduate students who do not visit browsing center. The main reason is those who visit browsing center will not have any one to monitor their activities and thus they tend to involve in unwanted activities like cyber crime.

## **DISCUSSION:**

From the research conducted, it is inferred that the Internet Addiction and Cyber Crime Engagement are positively and significantly correlated to one another. The major findings and the possible reasons are as listed above. The findings are supported by the studies conducted earlier. It is inferred that male undergraduate students have more Internet Addiction and Cyber Crime Engagement than female undergraduate students and the undergraduate students who have internet facility at home have more Internet Addiction than those who do not have internet facility at home and these findings are supported by the study conducted by Sargin, 2012.

With all the inferred results, it is prominent that most of the undergraduate students are addicted to internet and the fall a prey to the cyber crime activities. It is of utmost importance that the students has to be given proper awareness on the pros and cons of Internet Addiction and the cyber crime activities as stated in the study of Hernandez, Julio and Boiten, (2014) so as to prevent them from getting addicted and getting involved in unpleasant activities of cyber crime. The awareness will also help them in not being victimized by any of the cyber crimes.

Not many studies have concentrated on the Cyber Crime Engagement and its relationship with the Academic Performance of the students. There is a research gap in this area. This area may be concentrated. Relationship between Internet Addiction and Cyber Crime Engagement can be studied on student teachers, medical science students, students of Polytechnique College

and higher secondary school. Cyber Crime Engagement may be investigated with stress management, productivity, behavior, emotional intelligence, relationships and home environment and academic achievement.

### CONCLUSION:

The increase in Internet Addiction and Cyber Crime Engagement will affect

the performance and participation of the undergraduate students. Proper guidance should be given to the undergraduate students on the use of internet to help them control this addiction. The undergraduate students should be given proper awareness on the various cyber crime activities so that they will be alert and will not be victimized by these cyber crime activities.

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## EFFECTIVENESS OF MULTIPLE INTELLIGENCE THEORY BASED MULTIMEDIA PACKAGE IN LEARNING BIOLOGY AMONG IX STANDARD STUDENTS

3

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### INTRODUCTION

Multimedia technology has the potential and functionality to hold enjoyment for users compared to that of a standard textbook. Any learning or teaching should be associated with feelings of pleasure and enjoyment instead of boredom or fear (Freeman, 1996). Nowadays, it is obvious that visual materials have been used in every field and technological devices, especially computers, have affected students learning. As a result of instructional materials that are supported by a variety of sound, image and animations are observed as more lasting, enjoyable and effective ones.

Multimedia helps students to learn the content in a given discipline. It allows for self-pacing and discovery. Students can take the time they need and choose the path of learning, making learning meaningful and pleasurable. These are immense need for production and research in the area of computer package immediately. Multimedia simplifies the work of teachers and will be helpful in better understanding of concept otherwise taught by traditional methods. It will be a sort of motivation to the teacher of other discipline to entertain facilities provided by multimedia to

cope with modern society of science and technology.

Major aspects of incorporating technology in the biology classroom include motivating students, increasing student achievement, and greater interaction with subject matter. In today's society, students are constantly surrounded by many aspects of technology. The use of technology based on multiple intelligence in the classroom, can make learning more meaningful and exciting compared to traditional teaching.

### REVIEW OF RELATED STUDIES

**Owolabi Olabozde Thoms, and Oginni Omoniyi Israel. (2014)** conducted a study on Effectiveness of Animation and Multimedia Teaching on Students Performance in Science Subjects. This study presents the effect of animation and multimedia teaching on academic performance of students in sciences. The findings revealed that there was a significant difference in the performance of students exposed to cartoon style multimedia teaching and those that are conventionally taught. It was recommended that the use of cartoon style animation and multimedia teaching should be encouraged so as to

complement other methods of teaching science in schools and colleges.

**Krishna Kumar, M. (2013)** conducted a study on Impact of using Multimedia Package in Teaching Science. Since this is experimental study, the Investigator attempted to know the treatment effect of the experimental factor. The purpose of this study was to know how far the multimedia approach was found effective and the usefulness of this approach in learning to the needs of the students. On the basis of the findings, it can be broadly concluded that the effect of multimedia in teaching sciences is high, because the findings of the study have proved that multimedia techniques are very effective in teaching science concepts.

### **The Present Study Entitles**

“Effectiveness of Multimedia Package in Learning Biology among IX Standard Students”.

### **Research questions**

1. Is the multiple intelligence theory based multimedia package effective in learning biology?

### **OBJECTIVES OF THE STUDY:**

To compare the effectiveness of learning Biology through the traditional, Learning with teacher's assistant and the Self learning by multiple intelligence theory based multimedia package on academic achievement of the 9<sup>th</sup> standard students.

### **Hypotheses**

1. There is no significant difference among the three groups in their post test means score

2. There is no significant difference between the post test mean score of male and female in the experimental group 1
3. There is no significant difference between the post test mean score of male and female in the experimental group 2

### **Tool for the study**

1. Raven's Intelligence test
2. Pre test Prepared by researcher
3. Post test Prepared by researcher. As a result of the pre-tryout and the pilot study, 50 questions in biology for the final tool for finding out the effectiveness of multiple intelligence theory based multimedia package on Learning Biology through the Traditional Method, Learning with teacher's assistant and the Self learning at IX Standard Level. The test used to find out the effectiveness of multiple intelligence theory based multimedia package on Learning Biology through the Traditional Method, Learning with teacher's assistant and the Self learning at IX Standard Level.
4. Multiple intelligence theory based multimedia Package in selected topic in Biology was prepared by the Investigator and modified according to the advice given by experts in biology and computer experts. The same package was used for both Experimental group 1 (Learning Biology with teacher's assistant) and Experimental group 2 (Self Learning).

**Sample :**

A total of 102 students studying in standard IX were selected by using random sampling technique. The researcher was divided these 102 students in three equal group by raven's intelligence test and pre test scores. A total of 34 students were learnt through traditional method, 34 students were Learning Biology through teacher's assistant method by using multiple intelligence theory based multimedia package and another 34 students were learnt through Self Learning method by using multiple intelligence theory based multimedia package

**Method:** The method selected for the present study is Experimental method.

**Statistical tools used:** The data were analyzed using SPSS package.

**ANALYSIS AND DISCUSSION:**

Post test constructed by the investigator was used to test the students achievement after the treatment. The achievement scores of samples after the treatment is consider as post test scores. The scores obtained by the samples using the post test scores were analyzed. The means, standard deviation and test of homogeneity of variance of the post test scores of the three groups are computed and presented in table 1.1. The homogeneity of variance was tested using Leven's test.

**Table 1.1*****Mean, Standard Deviation, Test of Homogeneity of Variance: Post test Scores***

Variable	Groups	Mean	Std. Dev	N	Levene's Test for Equality of Variance	
					F	Sig
	Control Group	70.32	8.71	34		
Post Test	Experimental Group 1	73.37	8.02	34	0.43	0.65
	Experimental Group 2	82.60	8.40	34		

From the above table 1.1 the result shows that there is difference in the post test mean scores of the three groups. The mean value of post test score of control group is less than the experimental group 1

and experimental group 2. The above table also shows that the significant value,(0.65) is greater than 0.05. Since the significant level is greater than 0.05 the group variance are equal. Hence, the equality of variance

was assumed among the three groups and ANOVA was performed. The result of analysis of variance was presented in table 1.2. The graphical representation of the mean values are given in figure.1

FIGURE.1

Post Test Means Score

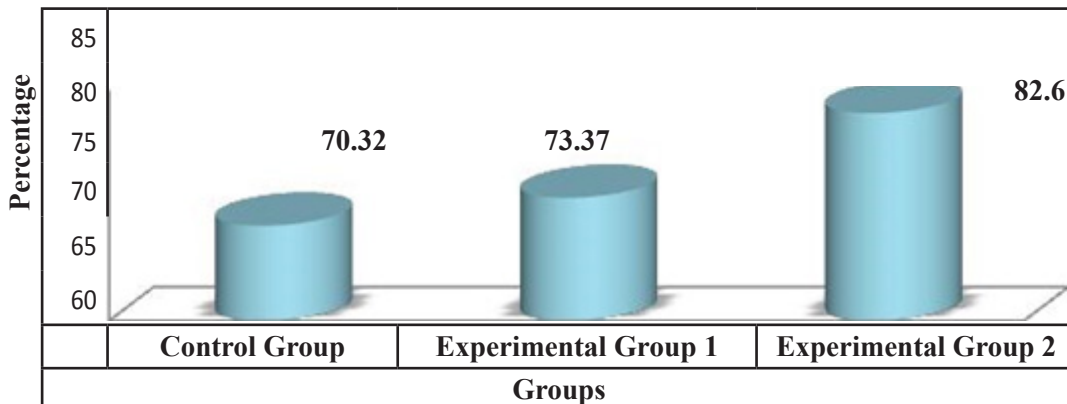


Table 1.2

ANOVA for Post Test Scores

Variable	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Post Test	Between Groups	2781.022	2	1390.511	19.79*	0.00
	Within Groups	6956.541	99	70.268		
	Total	9737.563	101			

\* Significant at P= 0.05 level

From the above table 1.2 the calculated F value 19.79 is greater than the table value 3.07 at 5 % level of significance. This shows that there is significant difference among the three groups in the mean of their post test scores. Hence, the null hypothesis “There is no significant difference among the

three groups in their post test means score” is rejected.

Therefore, there is significant difference among the three groups in their post test mean scores. To evaluate the mean difference among the three groups, post-hoc test was carried out, the results of which are shown in Table 1.3



**Table – 1.3**

***Tukey-Kramer Multiple Comparison Test: Post Test Scores***

Dependent Variable	(I) Groups	(J) Groups	Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Post Test	Control Group	Experimental Group 1	-3.05	2.03	0.30	-7.89	1.79
		Experimental Group 2	-12.28	2.03	0.00*	-17.12	-7.44
	Experimental Group 1	Control Group	3.05	2.03	0.30	-1.79	7.89
		Experimental Group 2	- 9.23	2.03	0.00*	-14.07	- 4.40
	Experimental Group 2	Control Group	12.28	2.03	0.00*	7.44	17.12
		Experimental Group 2	9.23	2.03	0.00*	4.40	14.07

\*The mean difference is significant at 0.05 level.

Table 1.3 reveal that the difference in the mean scores of experimental group 1 and Control Group is not statistically significant, as it is indicated by the significance value, which is greater than 0.05. Hence, there is no significant difference between the mean of the post test scores of experimental group 1 and control group. The researcher used Cohen’s d value to find the effect size of the treatment. Cohen (1992) considers the effect size as small if the value is 0.2, the effect size as medium if the value is 0.5 and the effect size as large if the value is 0.8. The Cohen’s d value for the treatment of experimental group 1 and control group is calculated as 0.25 (Effect size is small).

The difference in the mean of the experimental group 2 and control group

is statistically significant, as it is indicated by the significance value, which is less than 0.05. The mean difference between the experimental group 2 and control group is 12.28. The positive difference shows that the mean of the Post test scores in experimental group 2 is higher than that of the control group. Hence, there is significant difference between the mean value of experimental group 2 and control group. This indicates that the experimental group 2 treatment (mean =82.60) is more effective than the control group treatment (mean = 70.32).

Hence, the performance of students in experimental group 2 is higher than that of the control group students. The researcher used Cohen’s d value to find the effectiveness of the treatment given to

experimental group 2 (self learning using Multimedia package) and the control group. The Cohen's d value for the treatment was calculated as 0.94 (Effect size is Large). This also reveal that the treatment given to experimental group 2 is more effective than that of control group.

The mean difference in the mean scores of experimental group 2 and experimental group 1 is statistically significant, as it is indicated by the significance value, which is less than 0.05. The mean difference between the experimental group 2 and experimental group1 is 9.23. The positive difference shows that the mean of the post test scores of experimental group 2 is great than that of the experimental group 1. Hence, there is a significant difference between the mean score of experimental group 2 and experimental group 1. This indicates that the experimental group 2 treatment (mean =82.60) is more effective than the treatment of experimental group 1 (mean = 73.37). Hence, the performance of students in

experimental group 2 is higher than that of the students in experimental group 1. The Cohen's d value for the experimental group 2 and experimental group 1 is calculated as 1.30 (Effect size is Large).

From the above analysis it is clear that the treatment given to experimental group 2 (learning biology on their own using multimedia package) is more effective than the treatment given to experimental group 1 (learning biology using multimedia package with the help of teacher) and control group (traditional method).

**Gender wise Analysis:**

Analyses of post test scores of the male students of three groups are given below. Table 1.4 represent the normality test result of post test scores of male students among the three groups. The post test scores of male and female student's in experimental group 1 is analyzed. The following table gives mean standard deviation and t value of male and female students of experimental group 1.

**Table 1.4**  
*Post test scores: Male and Female*

Variables	Groups	Gender	Mean	Std. Deviation	t' Value
Post Test	Experimental Group 1	F	61.67	13.10	0.39
		M	63.41	10.11	

From the above table1.4, it is clear that the calculated t-value (0.39) is less than the table value (2.02) at 5% level of significance. Hence, the null hypothesis **“There is no significant difference between the post test mean score of male and female in the experimental group 1”** is accepted. Therefore, there is no a significant difference between post test

mean score of male and female students in experimental group 1. This result shows that the performance of male and female students is same in experimental group 1. The post test scores of male and female student's in experimental group 2 are analyzed. The following table gives mean standard deviation and t value of male and female students of experimental group 2.

**Table1.5**  
**Post test scores:**

Male and Female Students	Groups	Gender	Mean	Std. Deviation	t' Value
Post Test	Experimental Group 2	F	56.36	4.18	0.97
		M	53.56	12.53	

From the above table1.5, it is clear that the calculated t-value (0.97) is less than the table value (2.02) at 5% level of significance. Hence, the null hypothesis “**There is no significant difference between the post test mean score of male and female in the experimental group 2**” is accepted. Therefore, there is no significant difference between post test mean score of male and female students in experimental group 2. This result shows that the performance of male and female students is same in experimental group 2.

### FINDINGS

1. There is significant difference among the three groups in their post test means score.
2. There is no significant difference between the post test mean score of male and female in the experimental group 1.

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3. There is no significant difference between the post test mean score of male and female in the experimental group 2.

### CONCLUSION

The finding of this study shows that the integration of multimedia learning material based on Dr.Gardner’s Theory of Multiple intelligence theory will enhance Biology achievement, even without the help of the teacher (self learning). But there is no gender wise difference among the three groups in performance by using multiple intelligence theory based multimedia package.

So the planners, Administrator and Educators must insist the teacher to prepare and use self learning multimedia package (based on multiple intelligence theory) in the classroom to have quality education.

## INFLUENCE OF EMOTIONAL ENVIRONMENT OF SCHOOLS ON THE FEELING OF SECURITY OF ADOLESCENTS

4

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### INTRODUCTION

Creating an emotionally safe school is essential in developing intrapersonal and interpersonal intelligence (Bluestein, 2001). Emotionally safe schools can be established through creating environments where children feel safe, can take risks, are challenged but not overly stressed, and where play, pleasure, and fun are facilitated (Bluestein, 2001). An emotional environment of school promotes safe, respectful and supportive of mental health issues is a priority for all schools. Schools are able to create influence and maintain emotional environments that promote healthy minds and respond to mental health issues effectively.

Adolescence years are said to be of critical importance in mental, social, emotional and physical growth and development. In this context, school occupies the first and the most significant place for the development of the adolescents. Inadequate school environment is likely to cripple the personality of the child from the point of his/her abilities and behaviour adjustments. Thus nature of environment provides the necessary sensory inputs,

stimulation and experimental basis for the development of perceptual and cognitive skills in adolescents. In light of the above, the present study intends to assess the emotional environment of school in relation to feeling of security of adolescents.

### Significance of the study

Emotional Environment is an important factor which directly or indirectly affects the feeling of security of adolescents where as an unfavourable environment can bring about a serious handicap in feeling of security of adolescents. Adolescence is a period of stress and strain. They face many problems like identity crisis, generation gap etc. Adolescents with disabilities are at increased risk for school failure, and these in special education as the result of emotional disturbance consistently have the highest dropout rate of any disability (Carolyn, 2006). Maslow in his Hierarchy of Needs placed the need for security immediately after the physiological needs. Accordingly, if the need for security is not fulfilled, the following needs, that is, the need to belong, the need for esteem, and the need for self-actualization, will not be satisfied (Haghtalab, 1993). By fostering

safe and emotional environments schools can support students to achieve positive learning and wellbeing outcomes while feeling safe, supported and able to act when they have concerns. A significant body of research indicates that “feeling of security of adolescents are influenced by the quality of emotional environment of school”. This study initiate desirable emotional environment of school helps the pupil to feel security inside the school. The results of the study will be helpful to create new security strategies that will help to improve the security of adolescence students inside the school campus.

### **Statement of the problem**

Adolescence is considered as crucial and significant period of an individual's life. So in this stage emotional environment of school is very much essential for the students to feel safe inside the school campus. The aim of the study is to find the influence of emotional environment of schools on the feeling of security of adolescents.

### **OBJECTIVES**

- ❖ To find out whether there is any significant difference among the mean scores of perception of emotional environment of school by adolescents and its dimensions with respect to type of school.
- ❖ To find out whether there is any significant difference among the mean scores of feeling of security of adolescents with respect to type of school.

- ❖ To find out whether there is any significant correlation between emotional environment of school and feeling of security of adolescents.

### **HYPOTHESES**

- ❖ There is no significant difference among the mean scores of perception of emotional environment of school by adolescents and its dimensions with respect to type of school.
- ❖ There is no significant difference among the mean scores of feeling of security of adolescents and its dimensions with respect to type of school.
- ❖ There is no significant correlation between emotional environment of school and feeling of security of adolescents.

### **Research Methodology:**

The investigators had employed descriptive method using survey as technique to study the influence of emotional environment of school and feeling of security of adolescents. The population of the study consisted of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> standard school students of Tamilnadu. The investigators had randomly selected 1000 students from twenty two schools. The tools used for this study were Emotional Environment Scale and Feeling of Security Scale which were developed and validated by S. Francisca and P. Thivya (2015). The statistical techniques used to analyze the data were mean, standard deviation, F-test and correlation.

## ANALYSIS

**Table: 1**

*Difference among mean scores of emotional environment of school and its dimensions as perceived by adolescents with respect to type of school.*

Dimensions	Category	Count	Sum of Squares	df	Mean Score	F value	R	Scheffe
Supportive atmosphere	Govt	340	916.108	2	37.49	15.061	S	1&2 1&3
	Aided	350	30321.456	997	36.17			
	Private	310	31237.564	999	35.13			
Promotion of active learning	Govt	340	822.617	2	23.47	21.873	S	1&2 1&3 2&3
	Aided	350	18748.007	997	22.34			
	Private	310	19570.624	999	21.22			
Policy towards Emotional Environment	Govt	340	730.226	2	39.90	5.818	S	1&3
	Aided	350	62569.285	997	38.68			
	Private	310	63299.511	999	37.79			
Development promoting creative Environment	Govt	340	229.344	2	29.68	3.457	S	1&3
	Aided	350	33073.631	997	29.32			
	Private	310	33302.975	999	28.52			
Connecting school & home environment	Govt	340	1528.253	2	35.47	17.878	S	1&2 1&3 2&3
	Aided	350	42613.178	997	33.73			
	Private	310	44141.431	999	32.42			
Students participation in Governance	Govt	340	1155.792	2	26.49	19.501	S	1&2 1&3 2&3
	Aided	350	29545.644	997	25.29			
	Private	310	30701.436	999	23.82			
Emotional Environment in total	Govt	340	30089.763	2	192.50	19.725	S	1&2 1&3 2&3
	Aided	350	760424.668	997	185.52			
	Private	310	790514.431	999	178.89			

It is inferred from the above table that there is significant difference among adolescents in their perception of emotional environment of school and its dimensions with reference to type of school. The Scheffe test proves that students of government schools perceived good emotional environment than the students of private schools and also students of government school perceived desirable in supportive atmosphere, promotion of active learning, connecting school and home environment,

students' participation in governance and emotional environment in total than the students of aided schools. The students who are studying in aided schools perceived desirable emotional environment when compared with the students of private schools in the dimensions such as promotion of active learning, connecting school and home environment, students' participation in governance and emotional environment in total.

**Table 2**

***Difference among the mean scores of feeling of security of adolescents and its dimensions with respect to type of school***

Dimensions	Category	Count	Sum of Squares	df	Mean Score	F value	R	Scheffe
School security	Govt	340	514.875	2	27.18	12.183	S	1&2 1&3
	Aided	350	21067.525	997	26.05			
	Private	310	21582.400	999	25.43			
Peer group security	Govt	340	136.407	2	25.68	3.287	S	1&3
	Aided	350	20687.349	997	24.91			
	Private	310	20823.756	999	24.89			
Self security	Govt	340	955.807	2	61.34	4.430	S	1&2
	Aided	350	107549.024	997	59.13			
	Private	310	108504.831	999	59.47			
Feeling of security in total	Govt	340	4050.927	2	114.19	7.201	S	1&2
	Aided	350	280440.752	997	110.09			
	Private	310	284491.679	999	109.79			

There is significant difference among the students of aided schools. Scheffe test the feeling of security of adolescents and its dimensions with reference to type of school. also reveals that students of government schools felt more secured than the students of private schools. The Scheffe test shows that the students of government schools felt more secured than

**Table 3**

***Correlation between Emotional Environment of Schools and its dimensions reported by Adolescents and Feeling of Security of Adolescents with reference to Total Sample***

Dimension	count	table value	'r' value	Result
Supportive atmosphere	1000	0.062	0.255	S
Promotion of active learning	1000	0.062	0.219	S
Policy towards Emotional Environment	1000	0.062	0.147	S
Development promoting creative Environment	1000	0.062	0.190	S
Connecting school & home environment	1000	0.062	0.202	S
Students participation in Governance	1000	0.062	0.236	S
Emotional Environment in total	1000	0.062	0.260	S

It is inferred from the above table the calculated 'r' values are greater than the table value. Hence there is significant positive correlation between perception of emotional environment of school by adolescents and its dimensions such as supportive atmosphere, promotion of active learning, policy towards emotional environment, development promoting creative environment, connecting school and home environment, students' participation in governance and emotional environment in total and feeling of security of adolescents with respect to total sample.

## DISCUSSION

Significant difference is found among adolescents in their perception of emotional environment of school with regard to type of school. The result shows that government school students perceived desirable emotional environment of school than their counterparts. This is because students those who are studying in government school feel free when they are inside the school. The teachers also give parental care for the poor and socially marginalised.

Significant difference is found among adolescents in their perception of feeling of security at schools with regard to type of school. The Scheffe test found that students of government schools feel more secured than their counterparts. This may be due to

the fact that as per the government norms there is no corporal punishment given to the students. This may be strictly followed in government schools. So the students who belong to government school are free from the corporal punishment.

Positive significant relationship is found between the perception of emotional environment of school and its dimensions and feeling of security of adolescents. This may be due to the reason that an emotional environment of school is one that ensures feeling of security of adolescents when they are inside the school campus.

## CONCLUSION

The schools must have the responsibility in providing a secure environment as well as guidance to the adolescents as patterns of development during adolescence will greatly influence their adult role. From the observation of the present study it is found that there is a significant difference found in the perception of feeling of security among adolescence in schools with respect to type of school and also there is significant difference found in the emotional environment of school as perceived by adolescents with respect to type of school. The correlation coefficient results states that there is a positive relationship between the emotional environment of school and feeling of security of adolescents.



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## ANALYZING THE DIFFERENT ASPECTS OF TEACHING HINDI GRAMMAR AT SECONDARY SCHOOL LEVEL

5

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### INTRODUCTION

Language is one of the devices that we use not only for communicating our ideas, thoughts and desires to other persons, but also for exposing them to our own awareness or consciousness. The thoughts and ideas would normally occur in an implicit form in our brains, they would influence our actions and responses but they would not be open to our awareness or reasoning. We have the ability to encode these thoughts in the form of linguistic expressions and make them exclusive.

Hindi shares with English and most other European languages the same ancestral roots. It was evolved from a language thought to have been spoken in Central Asia around 5,000 B.C which was called by linguists the Indo-European parent language. Hindi is a direct descendant of Sanskrit through Prakrit and Apabhramsha. Hindi started to emerge as Apabhramsha in the 7th century and by the 10 century it became stable. Several dialects of Hindi have been used in literature. Braj was the popular literary dialect until it was replaced by Khadiboli in the 19th century. In addition it is the state language

of Himachal Pradesh, Haryana, Uttar Pradesh, Rajasthan, Madhyapradesh and Bihar. It is related to Punjabi in the west; Bengali, Assamese and Oriya in the east; Gujarati and Marathi in the south and more remotely to Kashmiri in the north. It has been influenced and enriched by Dravidian, Turkish, Farsi, Arabic, Portuguese and English. It is a very expressive language. More than one hundred and eighty million people in India regard Hindi as their mother tongue. Another three hundred million use it as second language.

All the major educational commission reports namely Secondary Education Commission report and Kothari Commission report stressed the significance of teaching Hindi in schools. According to the Report of Secondary Education Commission (1952-1953a), *Hindi is expected to become the lingua franca of the country. Hindi can bring the common people closer together politically, socially and culturally. A common language like Hindi if well known all over the country, would promote national unity and solidarity.*

Hindi is taught as a third language to students in Kerala. So learning Hindi is

not as natural as it is to natives. For non Hindi speaking people, learning Hindi is essentially a deliberate effort in developing a command and control of the different components of the language, its phonology (sound system), its morphology (the pattern and parts of words) and its syntax (the pattern of phrases and sentences). As Kerala is a non Hindi speaking state, more effort is necessary for the acquisition of Hindi. Every language has its grammar. Whether it is one's own mother tongue or a second language that one is learning, the grammar of the language is important. This is because acceptability and intelligibility, both in speech and in writing, within as well as outside one's own circle or group depend on the currently followed basic notions and norms of grammar. Knowledge of grammar is perhaps more important to a second language learner rather than to a native speaker. This is because in the process of acquiring the language the native speaker has intuitively internalized the grammar of the language whereas the second language learner has to make a conscious effort to master those aspects of the language which account for grammaticality. It is therefore very important how these concepts are transmitted to the learners.

A person can learn a language other than mother tongue accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us. It helps to consolidate forms and structures already learnt. It offers a set of labour saving rules, explanations and patterns which economize

effort in language learning (West, 1996). So grammar is indispensable for the students.

So the methodology adopted should be chosen very carefully so that it not only help the learner understand the usages unknowingly but also inculcate in him the ability to think and reason which is the basis of developing problem solving skills which will help the learner to lead a successful life.

### **OBJECTIVE OF THE STUDY**

The objective of the study is:

- To collect the views of secondary school teachers in Hindi language regarding the different aspects of teaching Hindi grammar at secondary school level.

### **METHODOLOGY**

Survey method was adopted for the study. A Questionnaire consisting of nine questions on different aspects regarding teaching Hindi grammar was prepared and administered to secondary school teachers. It was administered to understand the methods used by teachers for teaching Hindi grammar in schools as well as to understand the extent of effectiveness of the methods adopted by teachers for imparting knowledge regarding Hindi grammar. The questionnaire was administered to twenty five secondary school teachers. The respondents were asked to indicate their opinion by putting a tick mark (✓) against any one of the three dimensions: Great Extent, Some Extent and Not at all. Both open ended questions and closed type questions were also provided. Percentage was calculated to analyze the tool. Questionnaire was administered to secondary school teachers (N=25).

## PROCEDURE

The analysis of ratings of secondary school Hindi language teachers regarding the different aspects of teaching grammar in schools were analysed using percentage calculation. Mainly details on nine aspects was collected:

- 1) Ways of imparting information regarding Hindi grammar while teaching in classrooms.
- 2) Need and the reason for teaching grammar in classrooms.
- 3) Method adopted by teachers for teaching Hindi grammar and the level of satisfaction.
- 4) Extent of realization of objectives of teaching Hindi.
- 5) Awareness about the latest developments in the methods of teaching Hindi grammar.
- 6) Extent of use of teaching aids used for teaching Hindi grammar.
- 7) Activities involved while teaching grammar.
- 8) Classroom atmosphere maintained.
- 9) Cognitive aspects sustained while using the method for teaching Hindi grammar.

## MAJOR FINDINGS

### 1.1. Ratings of Secondary School Teachers Regarding the ways of imparting Information Regarding Hindi grammar in Classrooms

The major findings emerged from the analysis of ratings of secondary school

Hindi language teachers regarding the ways of imparting information in Hindi grammar revealed that 55% of the teachers used separate time for teaching Hindi grammar. This finding highlights the importance of teaching Hindi grammar separately in schools.

### 1.2. Ratings of Teachers Regarding the Need for Teaching Hindi Grammar in Secondary Level and the Reasons for it

The major findings emerged from the analysis regarding the necessity of grammar teaching in classrooms and the reasons for it are given below:

#### (i) Ratings of Teachers Regarding the Need for Teaching Hindi Grammar in Secondary School Level

The ratings of teachers regarding the need for teaching Hindi grammar at secondary school level revealed that majority of them (75%) opined that grammar teaching is necessary in our classrooms.

This finding highlight that Hindi Grammar should be taught in schools.

#### (ii) Reasons Cited by Teachers Regarding the Need for Teaching Hindi Grammar in Secondary School Level

According to the opinion of majority (40%) of teachers teaching grammar will help the learners to write the language with out any mistakes, followed by help the learners to speak the language without any mistakes (30%), followed by understanding the language while listening to others and to read the language without mistakes (15%).

This finding highlights that the teaching of Hindi Grammar at secondary school level help them to use the language without any mistakes.

### **1.3. Ratings of Secondary School Teachers Regarding the Method Adopted by Them and Level of Satisfaction for Teaching Hindi Grammar at Secondary School Level**

The ratings of secondary school Hindi language teachers regarding the method adopted and the level of satisfaction by teachers for teaching Hindi grammar at secondary level are given below under the following heads:

(i) Method adopted by Teachers for Teaching Hindi Grammar at Secondary School Level

Majority (70%) of the teachers reported that they used deductive methods for teaching grammar at Great extent dimension. Only 15% rated inductive methods to great extent dimension. This finding highlights the need for using innovative methods for teaching Hindi Grammar.

(ii) Level of Satisfaction Regarding the Method adopted by Teachers for Teaching Hindi Grammar at Secondary School Level

In the opinion of teachers regarding the level of satisfaction regarding the method adopted by teachers for teaching Hindi grammar at secondary level majority (55%) of the teachers were not satisfied with the method used by them for teaching grammar. This finding highlight that the present method adopted by them lack certain

elements that satisfy the needs of the students for the successful acquisition of grammar concepts. It also highlights the need for using new strategies which helps in successful acquisition of concepts in Hindi grammar.

### **1.4. Ratings of Teachers Regarding The Extent of Realization of Objectives of Teaching Language through the Method Adopted for Teaching Hindi Grammar in Classrooms**

The analysis of responses of secondary school Hindi language teachers regarding the extent of realization of the objectives of teaching Hindi through the method adopted revealed that majority (60%) of the teachers felt that the method adopted by them not at all enabled pupils to speak the national language fluently, 55% of the teachers reported that the method adopted by them did not enabled pupils to write the national language correctly, 44% of the teachers reported that the method adopted by them did not enable pupils to read the national language effectively and 35% of the teachers reported that the method adopted by them helped to understand the national language meaningfully. This finding highlights the need of modifying current strategy for teaching Hindi grammar to suit the realization of the major objectives of teaching a language.

### **1.5. Ratings of Teachers Regarding The Awareness about the Latest Developments about the Method adopted for Teaching Hindi grammar in Classrooms**

The analysis of responses of secondary school Hindi language teachers regarding

the awareness of the latest developments in methods of teaching Hindi grammar revealed that majority (80%) of the teachers were not aware of the latest developments regarding the use of new methods of teaching grammar.

This finding highlights the lack of use of innovative methods and the need for making teachers aware about the latest developments in methods of teaching Hindi grammar at secondary school level.

#### **1.6. Ratings of Teachers Regarding the Extent of Using Teaching Aids while Using the Method adopted for Teaching Hindi Grammar at Secondary School Level.**

The analysis of responses of secondary school Hindi language teachers regarding the use of teaching aids while using the method adopted for teaching Hindi grammar at secondary school level revealed that all the teachers used blackboard as teaching aid. But majority of them reported that other teaching aids were not at all (Concept maps-95%, Film strips-95%, Computer-90%, Lingua Phone record-85%, Diagrams-65%, Models-60%, Flannel Board-55%, Tape Recorder-50%, Charts-50%, Pictures-45%, Objects-35%, Flash card-25%) used by them.

This finding highlight the lack of using teaching aids by teachers for teaching Hindi grammar at secondary school level and the need for making teachers aware about the use of innovative teaching aids for teaching grammar.

#### **1.7. Ratings of Teachers Regarding the Activities involved in the Method adopted for Teaching Hindi Grammar at Secondary School Level**

The analysis of responses of secondary school Hindi language teachers regarding the use of activities involved for teaching Hindi grammar at secondary school level revealed that 90% not at all used language games, 85% of them not at all used seminars, 80% not at all asked the students to refer books other than textbooks, 70% not at all used group discussion, 60% not at all used group activity, 45% not at all used group drilling or individual work. 85% of teachers asked students to record blackboard details, 70% used loud reading, 60% silent reading and 50% sentence correction at Great Extent dimension for teaching Hindi grammar.

This finding highlights the lack of the use of activities for teaching Hindi grammar at secondary school level.

#### **1.8. Ratings of Teachers Regarding the Classroom Atmosphere Maintained while using the Method for Teaching Hindi Grammar at Secondary School Level**

The analysis of responses of secondary school Hindi language teachers regarding the classroom atmosphere maintained while using the method for teaching Hindi grammar at secondary school level revealed that majority (75%) of them used teacher dominant methods where as 50% reported that no student-student co-operation existed in their classroom atmosphere and

45% rated there existed no teacher-pupil co-operation in their classrooms.

This finding highlights that still in teaching grammar teacher dominant methods are used and it shows the lack of using student centered learning strategies in classrooms.

### **1.9. Ratings of Teachers Regarding The Extent Use of Cognitive Aspects in The Method Adopted For Teaching Hindi Grammar at Secondary School Level**

The analysis of responses of secondary school Hindi language teachers regarding the extent of cognitive aspects involved in the method adopted for teaching Hindi grammar at secondary school level revealed that 90% reported that the method adopted by them not at all helped in nurturing creativity and problem solving skills, followed by brainstorming, drawing conclusions (80%), independent thinking, discovering concepts and formulating hypotheses (75%), presenting problematic situations and sustain individual attention (70%), observation and reasoning ability (60%).

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This finding highlights that the present method adopted by teachers not at helped in developing the cognitive aspects in learning. So it is evident that other innovative learner centered methods should be adopted for teaching Hindi Grammar.

### **RECOMMENTATIONS**

Majority of teachers reported that difficulties like: they not at all used inductive methods for teaching Hindi grammar, are not satisfied with the method used by them for teaching grammar, the method adopted by them not at all enabled the students to acquire the objectives of teaching Hindi, the method they adopt do not help in developing cognitive aspects of learning like Independent thinking, Creativity, Sustain individual attention, Reasoning ability, Problem solving skills, Observation, Brainstorming, Discovering concepts, Presenting problematic situations, Formulating hypotheses and Drawing conclusions. So it is recommended that learner centered constructive methods will encourage the teachers and help the learners in developing these aspects.

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## SOCIAL CRISIS AND ITS MANAGEMENT

6

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### INTRODUCTION

Crisis means a stage in a sequence of events at which the trend of all future events, especially for better or for worse, is determined; turning point. It is a condition of instability or danger, as in social, economic, political, or international affairs, leading to a decisive change. Crisis is a dramatic emotional or circumstantial upheaval in a person's life. It influences the course of life in a harmful way.

A sudden change in the course of a process, toward process improvement or deterioration, an emotionally stressful event or traumatic change in a person's life. A crisis any event that can, within any time, harm your institution's constituents, facilities, finances or reputation. It destroys all efforts, already made for progress, and results in loss.

In Medicine or Medical terminology crisis means, the point in the course of a serious disease at which a decisive change occurs, leading either to recovery or to death. The change itself is the point in a play or a story at which hostile elements are most tensely opposed to each other. It is

of, referring to, or for use in dealing with a crisis.

### SOCIAL CRISIS

Social Crisis is the crisis which hampers the social life of an individual. It can include Recession, World War, Terrorism etc.; these are the major factors which are responsible for Social Crisis.

- 1) **Recession:** It is a temporary economic de line during which trade and industrial activity are reduced. It mars the entire running of monetary life and as a result, financial doldrums arise in the cycle of life.
- 2) **World War:** Two world wars have been recoded so far in out history. They are said to have caused damage in all walks of social, cultural, economic, educational and moral spheres all over the world. They are supposed to be red lessons.
- 3) **Terrorism:** It is the worst social evil as depicted by many humanitarians. In our country the states of Punjab, Assam and Jammu-Kashmir are the main seats of terrorism. Terrorists involve

in anti-social and anti-governmental activities to fulfill their demands and consequently crisis strengthens itself.

### **Crisis management:**

The field of crisis management is generally considered to have originated with Johnson & Johnson's handling of a situation in 1982, when cyanide-laced Tylenol killed seven people in the Chicago area. The company immediately recalled all Tylenol capsules in the country and offered free product in tamper-proof packaging. As a result of the company's swift and effective response, the effect to shareholders was minimized and the brand recovered and flourished.

A crisis happens more than we imagine. They are not always easy to see unless they affect us.

Crisis management is the application of strategies designed to help an organization to deal with a sudden and significant negative event. A crisis can occur as a result of an unpredictable event or as an unforeseeable consequence of some event that had been considered a potential risk. In either case, crises almost invariably require that decisions be made quickly to limit damage to the organization. For that reason, one of the first actions in crisis management planning is to identify an individual to serve as crisis manager.

### **DEFINITION**

The identification of threats to an organization and its stakeholders, and the methods used by the organization to deal with these threats. It is due to the unpredictability of global events,

organizations must be able to cope with the potential for drastic changes to the way they conduct business. Crisis management often requires decisions to be made within a short time frame, and often after an event has already taken place. In order to reduce uncertainty in the event of a crisis, organizations often create a crisis management plan. It is considered to be the "source of solace" to the diseased organization and the force of healing its disorder.

### **Types of crisis incidents:**

- a) **Local:** Death, suicide, health related issues, accidents, intruders, and acts of violence or crime within the local community.
- b) **Global:** Natural disasters, terrorism and death of a public figure.

### **OBJECTIVES OF CRISIS MANAGEMENT:**

- 1) **To end the crisis as soon as possible and to assure security:** Crisis management aims at solving the problem of crisis as early as possible. It is to strive to find out reasonable conclusions for the security of the organization. It directly attempts to uproot the crisis which destroys the progress of the organization.
- 2) **To demonstrate commitment or expertise:** Crisis management is alive to demonstrate commitment for the welfare of the organization. It instructs certain ways of commitment or expertise to the organization for its healthy stature as well as sound performance on its own way.

- 3) **To control the flow of accurate information, for pacifying the situation:** Crisis management controls everything that stands on the way of prosperity. It is to open all doors in an effective manner to pacify every negative situation, causing crisis in the heart of the organization, so that relief can be restored to some extent.
- 4) **To manage resources effectively:** Crisis management strives to make an effective use of the resources available for the organization. Misuse of resources results in anti-progressive trends that cause crisis on the path of the organization. Crisis management is ready to resist whatever negative on the line.

#### **Common features of a crisis:**

- 1) The situation develops unexpectedly.
- 2) Immediate decisions are required.
- 3) Urgent demands for information are received.
- 4) There is sense of loss of control.
- 5) Pressure or expectations build over time.
- 6) Routine business becomes increasingly difficult.
- 7) Demands are made to identify someone to blame.
- 8) Outsiders take an unaccustomed interest.
- 9) Reputation suffers based on false information.
- 10) Communication is increasingly difficult to manage.

- 11) Problems and challenges in crisis decision making.
- 12) Surprise and hesitation.
- 13) Pressure and stress must be guided by the discipline of a strategy.
- 14) Incorrect information distributed for communication.
- 15) Treating key audiences as “opponents”.

#### **Five most important leadership traits in Crisis Management:**

- 1) **Honesty:** In crisis management the leader should be honest enough to take accurate decisions. Dishonest traits mar the decisive mind and it obstructs the very purpose of crisis management.
- 2) **Forward-looking or vision:** The leader should have a proper vision to look forward. It is the main impetus to take proper decisions for the redress of the grievance caused by the born crisis.
- 3) **Competency:** Assumption of competency because of your position: Competency is the ability to grasp the situation or to face the ordeal. It is the rock-basis on which crisis management stands. Without competency, the leader can find no way to end crisis either in organization or in mind.
- 4) **Life-long learner:** The leader needs to learn many things from time to time in life. No solution is standard or final. It gets changed as the situation demands. No theory is permanent. It moves on changing according to circumstances. So the leader is said to be a life-long learner of lessons.

- 5) **Inspection:** It is the care-growing organ of crisis management. The leader should inspect every department of the organization to know whether the taken decisions are fruitful or not. If not fruitful, they should be changed to suit the situation.
  - 2) Establishing monitoring systems and practices to detect early warning signals of any foreseeable crisis.
  - 3) Establishing and training a crisis management team or selecting an external crisis management firm with a proven track record in your business area.
  - 4) Involving as many stakeholders as possible in all planning and action stages.
- Other crisis management best practices include:**
- 1) Planning in detail for responses to as many potential crises as possible.

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