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S. No	Contribution	Article	Page No.
1.	Santhosh T. M Dr. Umer Farooque. T. K	Awareness about Emerging Trends in Commerce Among Higher Secondary School Commerce Students of Wayanad District	1-16
2.	Rajesh V. Nair	Writing as Resistance: An Analysis of Sister Jesme's Amen	17-27
3.	Saritha. V. S	Case Study as a Research Method	28-37
4.	U. V. Ajitha Kumari N. V. Sree Vani	Preparation and Testing of Computer Assisted Model for Learning Mathematics at Secondary Level	38-45
5.	E. Subbulakshmi	College and University Libraries	46-53
6.	Manguday Mercho	Multifaceted Innovative Strategies for Vocabulary Learning: An Empirical Study	54-61
7.	Dr. K. Senthil Kumar	Activity Based Learning Strategies in Higher Education	62-67
8.	Dr. N. Mary Usha	Contributions of Missionaries to Malayalam Language and Literature	68-71

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# Awareness about Emerging Trends in Commerce Among Higher Secondary School Commerce Students of Wayanad District

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*New economic policy of 1991 brought drastic changes in Indian economy. Protected markets wiped out. Professionalism came in its place for survival and growth of industries and commercial sectors. As a part of liberalisation and globalisation Commerce education becomes the most dynamic and emerging subject. Technology related opportunities in commerce are e-commerce, e-banking, electronic fund transfer, outsourcing, data recording etc. Commerce education must provide adequate information related to these changes through its syllabus. A study was conducted to find out the awareness about emerging trends in commerce among higher secondary school commerce students of wayanad district. The data were collected through a standardised test developed by the investigator. The sample for the present study includes 370 eleventh standard higher secondary school commerce students randomly selected from nine higher secondary schools in Wayanad district of Kerala. The sub-sample variables include gender, type of school, locale, religion and social category. The findings of the study were higher secondary school commerce students of Wayanad district have above average awareness about recent trends in commerce.*

**Keywords:** E-Banking, Data Recording, Outsourcing and Digital Money.

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## *Awareness about Emerging Trends*

### Introduction

Commerce stream of education includes a wide range of interdisciplinary courses such as accounting, management, business administration, financing, marketing, economics, taxation, business law, operational management, entrepreneurship development and many other short-term certificate courses.

The emerging scope of commerce education is the outcome of new economic policy in 1991. Liberalisation, globalisation and privatisation were the key factor of new economic policy. Regulated markets were replaced by competitive markets. Due to its impact professionalism came in the field of commerce and industrial sector. Professionalism demands commerce education in non-conventional areas too.

In India commerce education offers at three levels namely; under graduation, post-graduation and research programmes. But the beginning of commerce stream opted from higher secondary or senior secondary levels. In the higher secondary level students learnt fundamentals of commerce.

They are familiarising with accounting, business studies and management at the elementary level. Their syllabus also covers emerging trends in commerce in a general way. Emerging trends in commerce include e-commerce, outsourcing, e-banking, computerised accounting, database concept etc.

### Significance of the Study

Education is a process rather than a product. It helps the students to lead a good life in future. Commerce stream of education offers a lot of opportunities for higher studies and self-employment to students having business interests. Commerce education helps the student to earn a reasonable income in future for leading a better life.

Mere knowledge is not enough, professionalism demands thorough knowledge - both theory and practical skills. Students acquire knowledge differently depends up on their learning style, attitude, interest and their personal background. No studies were found in this area with the same variables and samples. The present study aims to find out the knowledge level



of higher secondary school commerce students with regard to data recording, e-commerce, outsourcing, e-banking, digital money etc.

## Operational Definitions

### Awareness Score

The test score obtained by each student in the given standardised test. Emerging Trends in Business. For the present study emerging trends in business refers e-commerce, data recording, e-banking, digital money and outsourcing only.

### Higher Secondary School Students

Higher secondary school Students refer to students studying in standards XI and XII in the higher secondary schools of Kerala. For the present study higher secondary school students mean that those students studying in class XI of commerce stream in higher secondary schools of Kerala.

### Statement of the Problem

The topic selected for the present study is 'Awareness about Emerging Trends in Commerce among Higher Secondary School Commerce Students of Wayanad District'.

### Objectives of the Study

- To find out the extent of awareness about emerging trends in commerce among higher secondary school commerce students of Wayanad district and the sub-groups based on gender, type of school management, locale, religion and social category.
- To find out whether there exists any significant difference in awareness about emerging trends in commerce between male and female higher secondary school commerce students.
- To find out whether there exists any significant difference in awareness about emerging trends in commerce among higher secondary school commerce students based on type of school management.
- To find out whether there exists any significant difference in awareness about emerging trends in commerce among higher

### *Awareness about Emerging Trends*

secondary school commerce students based on locale.

- To find out whether there exists any significant difference in awareness about emerging trends in commerce among higher secondary school commerce students based on religion.
- To find out whether there exists any significant difference in awareness about emerging trends in commerce among higher secondary school commerce students based on social category.

### *Hypotheses*

- There exists significant difference in the awareness test mean score between male and female higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between government and aided higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between urban and rural higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between Hindu and Christian higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between Hindu and Muslim higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between Christian and Muslim higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between general and OBC category higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between general and SC, ST & OBC category higher secondary school commerce students.
- There exists significant difference in the awareness test mean score between OBC and SC, ST & OBC category higher secondary school commerce students.

## Methodology for Study

### Method

The present study used survey as the method of research.

### Population and Sample

The population for the present study were higher secondary school commerce students in Wayanad district. The sample for the study were 370 eleventh standard higher secondary school commerce students randomly selected from nine government and aided schools in Wayanad district.

### Tool Used

The investigator used awareness test as the tool for research. The investigator prepared and validated a test to measure the awareness of higher secondary school commerce students about recent trends in commerce. The test was constructed on the basis of blue print. The tool was standardised by the process of item analysis and reliability test. Split half method was used for reliability testing ( $r = 0.68$ ). In the draft test 36 multiple choice test items were included. In the final test only 25 items were considered. For scoring, each correct item awarded one score. The maximum score obtained from the test was 25. The investigator also collected the personal information data of the students along with the response sheet. By using the above tool, the investigator collected the required data from the selected samples. The obtained scores of each sample were tabulated for analysis.

### Statistical Techniques Used

The statistical techniques used were -Preliminary statistics and test of significance of differences between means.

### Findings of the Study

The collected data were tabulated and the mean and standard deviation were calculated for the total sample and the sub samples. The difference between the mean scores of sub groups were tested for significance by finding the t-value. The results of the test of significance are given in the tables.

Table - 1  
Preliminary statistics of the total sample

Mean	Median	Mode	Skewness	Kurtosis	SD	N
15.31	16	15	-0.27	-0.69	4.19	370

The mean, median and mode of the total sample have a slight difference and shape of the distribution is slightly negatively skewed. The mean score of the total sample is 15.31 and standard deviation is 4.19, which is higher than the average test score of 12.5. It indicates that the selected samples have above average awareness about the recent trend in commerce.

Table - 2  
Score distribution

Score range	0-5	5-10	10-15	15-20	20-25
No. of students	0	45	99	158	68
Percentage	0	12.1	26.8	42.7	18.4

In the total sample, none of students secure below 5 score (below 20% of total score), 12.1% of students only got low score ie, below 10 score (below 40% of total score), 26.8% of students obtain average score, that is, score ranging from 10 to below 15 (40% to below 60% of total score), 42.7% of students got good score, that is, score ranging from 15 to below 20 (60% to below 80% of total score) and 18.4% of students secure excellent score, that is, 20 and above score (80% and above of the total score).

## Comparison of Sub-Group Samples

Comparison of sub-group helps to identify the variable that shows significant differences. The sub-sample variables are gender, type of school, locale, religion and social category. Gender taken as male and female. Type of school considered were government and aided schools. Locale were urban and rural. Religions taken were Hindu, Christian and Muslim. Social categories considered were three groups namely: general, OBC and SC, ST & OEC groups.

Table - 3

Gender wise comparison of test score about emerging trends in commerce

Content area	Gender	Mean	SD	N	t-value	Level of significance	
Data recording	Male	5.43	1.55	185	0.45	P<0.05	N.S
	Female	5.52	1.8	185			
e-banking and digital money	Male	6	2.2	185	0.26	P<0.05	N.S
	Female	5.62	1.73	185			
e-commerce and outsourcing	Male	4.08	1.56	185	0.63	P<0.05	N.S
	Female	3.97	1.72	185			
Total	Male	15.51	4.16	185	0.93	P<0.05	N.S
	Female	15.11	4.22	185			

Calculated t-value .45 is less than the table value for 368 degrees of freedom at 5% level of significance, hence there exist no significant gender difference of awareness about data recording.

Calculated t-value .26 is less than the table value for 368 degrees of freedom at 5% level of significance, hence there exist no significant gender difference of awareness about e-banking and digital money.

### *Awareness about Emerging Trends*

Calculated t-value .63 is less than the table value for 368 degrees of freedom at 5% level of significance, hence there exist no significant gender difference of awareness about e-commerce and out sourcing. Calculated t-value .93 is less than the table value for 368 degrees of freedom at 5% level of significance, hence there exist no significant gender difference of awareness about emerging trends in commerce.

Calculated t-value 2.69 is greater than the table value for 368 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about data recording between government and aided school students.

Calculated t-value 2.65 is greater than the table value for 368 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about e-banking and digital money between government and aided school students.

Calculated t-value 6.9 is less than the table value for 368 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about e-commerce and outsourcing between government and aided school students.

Table - 4  
School type comparison of test score about emerging trends in commerce

Content area	Type of school	Mean	SD	N	t-value	Level of significance	
Data recording	Government	5.74	1.47	157	2.69	P>0.01	Significant
	Aided	5.28	1.8	213			
e-banking and digital money	Government	6.13	2.05	157	2.65	P>0.01	Significant
	Aided	5.57	1.91	213			
e-commerce and outsourcing	Government	4.68	1.63	157	6.9	P>0.01	Significant
	Aided	3.54	1.48	213			
Total	Government	16.55	4.06	157	5.04	P>0.01	Significant
	Aided	14.4	4.05	213			

Calculated t-value 5.04 is less than the table value for 368 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about emerging trends in commerce between government and aided school students.

Table - 5  
Locale wise comparison of test score about emerging trends in commerce education

Content area	Locale	Mean	SD	N	t-value	Level of significance	
Data recording	Urban	5.75	1.53	147	2.63	P>0.01	Significant
	Rural	5.3	1.75	223			
e-banking and digital money	Urban	6.13	2.17	147	2.46	P>0.05	Significant
	Rural	5.6	1.83	223			
e-commerce and outsourcing	Urban	4.71	1.64	147	6.72	P>0.01	Significant
	Rural	3.58	1.48	223			
Total	Urban	16.59	4.31	147	4.8	P>0.01	Significant
	Rural	14.47	3.89	223			

Calculated t-value 2.63 is greater than the table value for 368 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about data recording between urban and rural school students. Calculated t-value 2.46 is greater than the table value for 368 degrees of freedom at 5% level of significance, hence there exist significant difference of awareness about e-banking and digital money between urban and rural school students.

Calculated t-value 6.72 is greater than the table value for 368 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about e-commerce and outsourcing between urban and rural school students. Calculated t-value 4.8 is greater than the table value for 368 degrees of freedom at 1% level of significance, hence there exist significant difference

### *Awareness about Emerging Trends*

of awareness about emerging trends in commerce between urban and rural school students.

Calculated t-value 1.73 is less than the table value for 282 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about data recording between Hindu and Christian students.

Calculated t-value .13 is less than the table value for 282 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-banking and digital money between Hindu and Christian students.

Table - 6  
Religion wise comparison of test score about emerging trends in commerce

Content area	Religion	Mean	SD	N	t-value	Level of significance	
Data recording	Hindu	5.65	1.71	188	1.73	P<0.05	N.S
	Christian	5.29	1.65	96			
e-banking and digital money	Hindu	6.02	1.92	188	0.13	P<0.05	N.S
	Christian	5.99	1.86	96			
e-commerce and outsourcing	Hindu	4.07	1.56	188	0.77	P<0.05	N.S
	Christian	3.93	1.5	96			
Total	Hindu	15.75	4.09	188	1.09	P<0.05	N.S
	Christian	15.21	3.9	96			
Data recording	Hindu	5.67	1.71	188	1.7	P<0.05	N.S
	Muslim	5.29	1.62	86			
e-banking and digital money	Hindu	6.02	1.92	188	3.26	P>0.01	Significant
	Muslim	5.14	2.14	86			
e-commerce and outsourcing	Hindu	4.07	1.56	188	0.17	P<0.05	N.S
	Muslim	4.03	1.95	86			



Total	Hindu	15.75	4.09	188	2.22	P>0.05	Significant
	Muslim	14.47	4.61	86			
Data recording	Christian	5.29	1.65	96	0.004	P<0.05	N.S
	Muslim	5.29	1.62	86			
e-banking and digital money	Christian	5.99	1.86	96	2.84	P>0.01	Significant
	Muslim	5.14	2.14	86			
e-commerce and outsourcing	Christian	3.93	1.5	96	0.42	P<0.05	N.S
	Muslim	4.03	1.95	86			
Total	Christian	15.21	3.9	96	1.17	P<0.05	N.S
	Muslim	14.47	4.61	86			

Calculated t-value .77 is less than the table value for 282 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-commerce and outsourcing between Hindu and Christian students.

Calculated t-value 1.09 is less than the table value for 282 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about emerging trends in commerce between Hindu and Christian students.

Calculated t-value 1.7 is less than the table value for 272 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about data recording between Hindu and Muslim students.

Calculated t-value 3.26 is higher than the table value for 272 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about e-banking and digital money between Hindu and Muslim students.

Calculated t-value .17 is less than the table value for 272 degrees of freedom at 5% level of significance, hence there exist no significant difference

### *Awareness about Emerging Trends*

of awareness about e-commerce and outsourcing between Hindu and Muslim students.

Calculated t-value 2.22 is higher than the table value for 272 degrees of freedom at 5% level of significance, hence there exist significant difference of awareness about emerging trends in commerce between Hindu and Muslim students.

Calculated t-value .004 is less than the table value for 160 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about data recording between Christian and Muslim students.

Calculated t-value 2.84 is higher than the table value for 160 degrees of freedom at 1% level of significance, hence there exist significant difference of awareness about e-banking and digital money between Christian and Muslim students.

Calculated t-value .42 is less than the table value for 160 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-commerce and outsourcing between Christian and Muslim students.

Calculated t-value 1.17 is less than the table value for 160 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about emerging trends in commerce between Christian and Muslim students.

Table - 7  
Social category wise comparison of test score about emerging trends in commerce

Content area	Social Category	Mean	SD	N	t-value	Level of significance	
Data recording	General	5.39	1.68	127	0.79	P<0.05	N.S
	OBC	5.54	1.67	200			
e-banking and digital money	General	5.94	1.88	127	0.86	P<0.05	N.S
	OBC	5.75	2.1	200			
e-commerce and	General	3.99	1.52	127	0.32	P<0.05	N.S

outsourcing	OBC	4.05	1.69	200			
Total	General	15.31	3.96	127	0.03	P<0.05	N.S
	OBC	15.33	4.31	200			
Data recording	General	5.39	1.68	127	0.26	P<0.05	N.S
	SC, ST & OEC	5.47	1.76	43			
e-banking and digital money	General	5.94	1.88	127	0.67	P<0.05	N.S
	SC, ST & OEC	5.72	1.8	43			
e-commerce and outsourcing	General	3.99	1.52	127	0.1	P<0.05	N.S
	SC, ST & OEC	4.02	1.75	43			
Total	General	15.31	3.96	127	0.14	P<0.05	N.S
	SC, ST & OEC	15.21	4.34	43			
Data recording	OBC	5.54	1.67	200	0.24	P<0.05	N.S
	SC, ST & OEC	5.47	1.76	43			
e-banking and digital money	OBC	5.75	2.1	200	0.08	P<0.05	N.S
	SC, ST & OEC	5.72	1.8	43			
e-commerce and outsourcing	OBC	4.05	1.69	200	0.09	P<0.05	N.S
	SC, ST & OEC	4.02	1.75	43			
Total	OBC	15.33	4.31	200	0.17	P<0.05	N.S
	SC, ST & OEC	15.21	4.34	43			

### *Awareness about Emerging Trends*

Calculated t-value .79 is less than the table value for 325 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about data recording between General and OBC students.

Calculated t-value .86 is less than the table value for 325 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-banking and digital money between General and OBC students.

Calculated t-value .32 is less than the table value for 325 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-commerce and outsourcing between General and OBC students.

Calculated t-value .03 is less than the table value for 325 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about emerging trends in commerce between General and OBC students.

Calculated t-value .26 is less than the table value for 168 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about data recording between General and SC, ST & OEC students.

Calculated t-value .67 is less than the table value for 168 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-banking and digital money between General and SC, ST & OEC students.

Calculated t-value .1 is less than the table value for 168 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-commerce and outsourcing between General and SC, ST & OEC students.

Calculated t-value .14 is less than the table value for 168 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about emerging trends in commerce between General and SC, ST & OEC students.

Calculated t-value .24 is less than the table value for 241 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about data recording between OBC and SC, ST & OEC students.

Calculated t-value .08 is less than the table value for 241 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-banking and digital money between OBC and SC, ST & OEC students

Calculated t-value .09 is less than the table value for 241 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about e-commerce and outsourcing between OBC and SC, ST & OEC students.

Calculated t-value .17 is less than the table value for 241 degrees of freedom at 5% level of significance, hence there exist no significant difference of awareness about emerging trends in commerce between OBC and SC, ST & OEC students.

## Conclusion

Higher secondary school commerce students in Wayand have above average awareness about emerging trends in commerce. In sub samples; gender and social category comparisons showed no significant differences. In school type comparison, government school student's awareness about emerging trends in commerce are better than aided school students. In locale wise comparison urban school students perform well than rural school students. In religion wise comparison; Hindu religion students and Muslim religion students showed a significant difference. In content area e-banking and digital money, Hindu religion students perform better than Muslim religion students. The same study can be extended to the entire states of Kerala for getting a consistent result by including more samples from various districts.

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# Writing as Resistance: An Analysis of Sister Jesme's Amen

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*Among the literary genres, autobiography is a unique mode of self-narration and self-reflexivity which foregrounds so-called truth statements; however, it has an added advantage of authenticity and truth. Perhaps, unlike other modes of writing, it acquires significance and value, notwithstanding its aesthetic value, when it is 'used' as a tool of protest/ resistance by the autobiographer giving vent to his inner thoughts and turmoil. In fact, the powerful, lasting literature of resistance has a personal and existential urgency. It may be observed that the life writer acts as a self-appointed spokesman who publicly unravels his/ her sentiments while standing from a particular vantage point. Women's autobiography has thus to be read as a "strategic necessity in a particular time, rather than an end in itself." (Rooney Ellen: 120). Apart from the aesthetic dimension, we may also investigate the political / ideological angle of autobiography when we study the autobiographies of Dalits and other subaltern sections of our society.*

Keywords: Inspiration, Reformation, Church, Priest and Nuns.

## Introduction

Here, one may add the recent one, Sister Jesme's gripping autobiography, *Amen: The Autobiography of a nun* (2009), is a scathing attack against the religious institution, Church. In fact, this taboo-breaking treatise is

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### *Writing as Resistance*

searing in its treatment and riveting in its honesty and directness, revealing “the hitherto hidden life inside the enclosures of the convents” (vii).

The name ‘Jesme’ was adopted instead of Memy Raphael by adding ‘me’ (herself) to the first three letters (Jes) from Jesus’s name. The title appears to be apt and as a matter of fact, ‘Amen’ is primarily used to conclude prayer or a statement to express assent or approval in Christianity and means so be it.

Sr. Jesme, after much consideration, selected this title as in a way it was the conclusion of her eventful celestial life inside the four strong walls of the congregation. Confessing inspiration behind the book, Sr Jesme bluntly admits, “. . . I escaped from a Formidable Fortress to His Safe Anchorage” (xi). In fact, she clearly states her agenda in the following manner: ...In my own humble way, but empowered by Lord Jesus Himself, my aim is solely the reformation of the Church; to enable society to have a peep into the panoramic but veiled ocean, like the seashell that holds a few drops of sea water.

So that the book should in no way hurt those inside the *iron curtain*, unlike in an autobiography, *I have purposely used fictitious names*. Let the fresh breeze enter the walls and purify its stinking corners. May the Holy Spirit liberate the chained souls in the dungeon-like interior of the Holy Abode. (vii: Italics added)

Fictional names are attributed to various characters in *Amen*, probably to avoid embarrassment for the persons concerned. Beginning with Paul John Eakins’ now standard *Fictions in Autobiography*, which argued that “the self that is the center of all autobiographical narrative is necessarily a fictive structure” (3) and that “fictions and the fiction - making process are a central constituent of the truth of any life as it is lived and of any art devoted to the presentation of that life” (5), most scholars have come to agree that the presence of fiction within autobiography is no more problematic than the presence of nonfiction within the novel.

He adds that, “autobiography is not about the truth of the lived experience; it is about the retrospection and interpretation of the experience as the writer is situated in her present moment in history and geo political location” (188).

Despite the autobiographer’s moral indignation and frank, straightforward self-revelation, her stand towards the culmination of the text puts the reader in a dilemmatic situation when the writer vacillates and wavers



*Rajesh*

to break free from all religious paraphernalia. She reveals: "...I am for the Church - my Amen is to Jesus, to the Bible and to the Church . . . I have only quit the Congregation of Mother of Carmel but am still the loyal daughter of the Church" (*Amen* :178).

On the one hand, she wants total reformation in the present church but on the other hand she wants to continue her position as a responsible servant of the congregation; she goes to the extent of apologizing to the Respectable Authorities of the Church for sullyng the sacred reputation of the church.

The reader becomes totally confused as the life writer seems to be both an 'insider' and 'outsider.' But, the text is worth studying because it becomes an eye opener which throws light on the plight of a unique, hitherto untouched segment of female community in India, nuns; it also deserves special attention for such burning social issues it addresses rather than the literary or aesthetic merits - Church and religion, gender and sexuality, caste, corruption etc. It is pertinent and crucial to critically analyze them one by one.

## Religion and Church

As per Census India 2001, Christianity is the third most practiced religion in Kerala, with 19% of the population. Although a minority in Kerala, Christianity has contributed significantly in the fields like education, healthcare, social uplift etc. Among the various church denominations in Kerala, the Indian Orthodox Church, the Roman Catholics of the Latin Rite, Syro- Malabar Catholic Church, the Malankara Mar Thoma Syrian Church and the Malankara Jacobite Syrian Orthodox Church are prominent (Web).

*Amen* that addresses "the present scenario of Church in Kerala " (viii), may be read from many dimensions given chastity, sacredness and numerous other moralistic ideals we associate with religious life. In fact, Jesme's work is a stunning exposition and pillorying of the Church, which according to her is never democratic but hierarchical. She is vocal that, "the Church should be transparent in its dealings" (xii). In its hierarchical system, Pope is the head of the Church and the nuns and priests are expected to report to the Bishop.

However, the Church believes that the hierarchical set up makes it a very powerful system in the world. To Jesme, it sadly proved to be a hegemonic institution with the religious ideology crippling and stultifying the identity of an individual. Here, we are reminded of Althusser, the French Marxist's theory of ideology; he argues that escape from ideology is totally

### *Writing as Resistance*

unwarranted and it is percolated down to the masses through the instrument of state apparatuses (SAs). In his highly influential essay, "Ideology and Ideological State Apparatuses," he dwells on his notion of ISA.

In fact, he was confounded with the question of how the exploited allow themselves to be exploited and as an answer to this, he introduced the multidimensional concept of the Ideological State Apparatus: the religious I S A (the system of different churches), the educational I S A (the system of the different public and private schools), the family I S A, the legal I S A, the political I S A, the trade union ISA, the communications I S A (press, radio and television etc.), and the cultural I S A (literature, the arts, sports etc.) (*Lenin and Philosophy and Other Essays*: 162) Jesme frankly reveals her plight: "I was able to see my father barely 15 minutes before the funeral. The alibi of the superiors was that the then senior sisters were not even lucky enough to see the bodies of their parents" (65).

In her latest work, a collection of essays titled *Njanum Oru Stree* (2011), the nun speaks out against the church: "I can see the replacement of spirituality with religiosity; Christianity has become an impoverished religion. The self-proclaimed apostles have failed to notice that real God has stepped out of the Church and it has become a place of power mongering and corruption..." (46-47). *Amen* exhorts the reader to shed the excessive secrecy surrounding the Church and generally all religious institutions, underlining the public's right to know what is happening around within such prison-like enclosures. Jesme narrates the irregularities in the admission procedure in the college where she worked. She also criticizes the petty politics which pervades the college where some students are unnecessarily discriminated against.

Corruption was rampant in Church by way of donations for college seats, sexual relations between some priests and nuns, and between nuns; class distinctions whereby the *cheduthies*, or poorer and less-educated sisters, did menial jobs and a wide gap between comforts and facilities enjoyed by the priests and nuns. She alleges that professional sisters, who have taken the Vow of Poverty like the other sisters, secretly take money and other valuables to their own families and relatives.

### Gender and Sexuality

Gender and sexuality are the two issues which are addressed and highlighted at length by Jesme in her polemical text, but unfortunately her stand towards them is far from convincing. Ann Oakley, the feminist scholar

argues, “gender is a matter of culture, it refers to the social classification of men and women into ‘masculine’ and ‘feminine’ (16). Church, a biased institution, in its collaboration with patriarchy, turns out to be a hegemonic and crushing machine, particularly to nuns. As a matter of fact, patriarchy is...both a social structure and an ideology or a belief system according to which men are superior. Religions have played an important role in creating and perpetuating patriarchal ideology. They have spread notions of male superiority through stories like, Eve was created from Adam’s rib; or man is created in the image of God, etc.

Today, media and even educational institutions spread patriarchal ideology by showing men to be stronger in decision-making positions, and women as voracious consumers, dependent and jealous. Ideology plays an important role in perpetuating social systems and controlling people’s minds. For example, by reducing women to bodies and objectifying them, media encourage violence against women. Ideology provides the justification for social behaviour and socio-economic structures. (Bhasin: 21)

Now nuns are the new victimized group, made more voiceless by male and higher female authorities to be backboneless puppets of religious authorities. Criticizing this inhuman tendency which is ingrained in scriptures, Jesme gushes out and decries the patriarchal postulation of St. Paul: “I desire that . . . women should adorn themselves modestly and sensibly in seemly apparel, not with braided hair or gold or pearls or costly attire... Let a woman learn in silence with all submissiveness. I permit no woman teach or to have authority over men; she is to keep silent . . .” (1 Timothy 2: 8 -15) (III)

Gender discrimination is noticeable in the difference of treatment meted out to nuns and priests. The priests are permitted to travel and go for movies in lay dress, officiate or attend wedding, and even consume liquor. The ceremony of anointing a priest is one of the sacraments of the Church, whereas the ceremony of the woman taking vows and entering the convent is not accepted as a sacrament. Even their financial status is quite sound. Jesme finds the rot too deep as many priests and nuns who have renounced worldly possessions while entering the order are after money and power.

Jealousy, intrigue and backbiting are quite common. To a great extent the nuns are not emancipated women; they are often kept under submission by the fear of revenge by priests. The diocesan priests treat them like servants; making them wash their clothes, prepare their food, wash the church, etc. and that too without getting paid. These are all unjust ways of treating the religious women, according to the autobiographer (176).

Christianity considers celibacy as a prerequisite for a true Christian and sexual relations outside marriage is treated as abominable, sinful and immoral. Originally, sex is treated as sinful in Christianity and it is placed at the center of Christian morality, as something shameful and obnoxious. The public narration of sexual truths through confession was an offshoot of this frame of thinking.

As Veronique Mottier observes “...in modern times, such confessional models spread to other areas of social life such as family, relationships, medicine, therapy, criminal justice, education, and the media, all settings where we are encouraged to communicate our deepest thoughts and desires” (26). Michel Foucault comments in his *History of Sexuality Volume I: An Introduction*. “we have since become a singularly confessional society” (59). St. Augustine (354-430 AD), one of the fountain fathers of Western Christianity was responsible for the influential doctrine of ‘original sin’; sex as the cause of the expulsion of Adam and Eve from the Garden of Eden narrated in Genesis (Mottier :19). In Christianity, “...sexual renunciation was valued as part of a male ethics of self- mastery” (18); virginity and sexual abstinence for men and women (18), ‘celibacy and purity came to be valorized, whereas sex and desire became policed (18).

Christianity raucously advocates that God created man first and women next (from man’s rib) and therefore man is the exemplary human, whereas woman is secondary and a dependent being. Ancient Hebrew texts suggest that as agriculture became a settled way of life, men began to assert that their ‘seed’ or semen was the source of the child’s soul and that woman was merely the substance or field in which it was sown. Like Hinduism, Islam also associates women’s bodies with impurities. In this way they were able to deny much of women’s power over birth. The philosopher Aristotle holds that women are naturally lacking in intelligence and rationality. Being natural fools, women do not deserve to be citizens who could participate in public affairs. They came up with an ingenious explanation: women are inferior because their bodies are unclean.

They menstruate and give birth, acts which have to do with blood and flesh. Most world religions enable men to attain positions of authority in religious matters. Such men alone are deemed capable of interpreting scriptural texts and laying down rules with other men and all women are to follow. When men turn religious zealots, they exhibit their zealotry by forcing women to follow religious strictures in the strictest, imaginable way. This may mean observing fasts, wearing a veil and so on. In fact, the *Manusmriti* lumps

together animals, *shudras* and women and considers all of them equally unclean, polluting and fit to be subdued and controlled by the men of the upper castes (The Gita: 40).

Early Christians saw families fundamentally as obstacles to religious devotion; they were warned against the temptations of the flesh, which reflected the works of the devil. Later, Sexual consummation through marriage was given the green signal. "Given the emphasis on reproductive sex within marriage and the disapproval of other lustful sexual practices, same-sex relationships between women were consistently condemned and suppressed by Christian authorities.

(Mottier: 220) According to Foucault sexuality is "an especially dense transfer point for relations of power: between men and women, young people and old people, parents and offspring, teachers and students, priests and laity, an administration and a population". (103)

The author mentions that illicit relations exist among priests and nuns; though vowed to celibacy there are priests and nuns who indulge in sexual relations. She recalls:

At a retreat for novices, I noticed girls in my batch were unsettled about going to the confession chamber. I found that the priest there asked each girl if he could kiss them. I gathered courage and went in. He repeated the question. When I opposed, he quoted from the Bible which spoke of divine kisses. (38)

Poor nuns have to face so many rivalries and advances made by priests and she adds:

The mental torture was unbearable. When I questioned the church's stand on self-financing colleges and certain other issues, they accused me of having mental problems. They have even sent me to a psychiatrist. There are many nuns undergoing ill-treatment from the order, but they are afraid of challenging it. The church is a formidable fortress. (116)

Jesme narrates her sexual encounter with a priest during her visit to Bangalore: the priest opined, "Mole, I have asked permission from each one of them. And only those who agreed, did I kiss. It is in the spirit of the Bible and Jesus"(38).After a while he shows me a milky liquid oozing from there and lectures me on the "thousand lives" it has (88).Although I resist undressing myself, after repeated persuasion, I oblige, and show him `a female 'on the condition that it will be for a twinkle of an eye`(88).

## *Writing as Resistance*

However, it may also be remembered that priests and nuns are also of flesh and blood with vulnerability of their own and the problem arises when we treat them as celestial beings dropped from heaven. Exceptions are there but generalizing the fathers and brothers as vultures preying on hapless girls is an exaggerated exercise. Talking about the Church's draconian rules, Jesme writes in *Amen* that she was not allowed to go home when her father died, or to even pray some extra hours for his soul: "I was able to see my father barely 15 minutes before the funeral. The alibi of the superiors was that the then senior sisters were not even lucky enough to see the bodies of their parents" (65).

Apart from the hegemonic male heterosexual relations within the Church, Jesme shockingly reveals the practice of lesbianism and she frankly confesses her traumatic experience during her brief relationship with 'SrVimy.' Homosexuality seems to be a bane many young girls have to silently endure at the nunnery and sister Jesme suffered it too. She plucks out an episode from her life as an example:

... I can't believe such things are happening, but as there is none to rescue me, am forced to succumb to her attentions for a while. When all are asleep at night, she creeps into my bed and does indecent things to me which I hate but cannot combat. Our 'rooms' are a large hall divided up, and are separated only by sheets, so there are no doors which can be shut, to protect ourselves. She tells me that she is cautious to have sex only with women, lest she becomes pregnant . . . (51)

Jesme further elaborates on the pervasiveness of 'special love' among sisters.

...The Rule of Touch, along with the Rule of Silence and the Rule of Sight, is very strict in the convent. No sister may touch another. But there are sisters, who sitting beside each other, play 'footsie,' as one sister entwines her foot with the other's and rubs against it; or sometimes a sister's hand lingers and caresses another's shoulder, on the pretext of smoothing her dress. These are only a few – and hopefully, stray instances..." (29)

## Class

Class hierarchy is rife in nunneries and for instance, nuns from lower class and economically weak sections of society are shabbily treated by the power-wielding privileged grouping of nuns. It may be observed that sometimes converted Christians are also the poor sufferers of class segregation. In *Amen*, Jesme pithily divulges:

“...Before I entered the convent in the 1970s, there was a sort of class distinction even among the sisters. The less-educated and less-privileged among the professed nuns belonged to a lower class, undergoing a different manner of training under a separate Mistress. These sisters, though also from the lower strata, were differentiated from the *cheduthies* as they, too, took the three Vows of Poverty, Chastity and Obedience, and wore the sister’s habit. These nuns could not sit on chairs alongside other more privileged sisters but only on their ‘trunks.’ They were given jobs in the kitchen, parlour, fields or compounds...it persisted in the minds of the sisters. There is a ‘Fair Ethelamma’ and a ‘Dark Ethelamma’ in the Province. The fair one belongs to the higher strata and the dark one to the lower, not only because of the difference in the complexion, but mainly because of the disparity in education and wealth. The two sections are treated differently...”(47)

Many of them are dissatisfied, grumbling about their predicament of neither belonging fully to the convent nor the family. Only those who remain virgin are allowed to continue in the convent. When they die, the *cheduthies* have the unique privilege of a religious funeral service and of being buried in the same place as the sisters(28).She refers to a clear class distinction prevalent as nuns who come from poor families and less educated ones are allowed to do only menial jobs in the convent. She also brings forth the authorities’ display of duplicity in their judgments and manner of punishments. She wonders at the practice of ‘justice’ there:

A sister undergoes a hysterectomy operation and stays in the sick room for rest. I am puzzled at the remark of the Superior, that she is relieved that the sister’s uterus has been removed, or else when she spends her nights elsewhere, they are all scared. (75)

## Reception and Readership

Whatever be the social implications of *Amen*, it does raise certain questions in the mind of the reader, yet to be answered convincingly. Throughout the text, the author wears the garb of a victimized, hapless soul. But, it may be observed that she had voluntarily joined the congregation much to the displeasure and discontentment of her parents and relatives and having spent 33 years in the Church, she enjoyed all the privileges and benefits. The protest came too late and the repeated appearances of “I” in the work together with the descriptions of her achievements may create an impression that it is a piece of self-promotion by raking up controversies, if not

### *Writing as Resistance*

unnecessarily. However, the true victims are the so-called marginalized class within the community of nuns and the poorer *cheduthies* who suffer too much trauma and total neglect and their predicament far outweighs Jesme's. Unfortunately, she fails to project these 'othered' and subaltern sections within the Formidable Fortress. Having devoted herself to the case of the church, she hardly seems to have renounced the world, and is always seen to be keen on languishing in material comforts and eventually gaining the nickname "cine nun" (122).

Sister Jesme deliberately tries to equate her with the likes of Abhaya and Anupama in her autobiography and other writings. Having placed her in the league of these victimized souls, she wants to evoke sympathy. If it were a text with an ardent social cause, the question what she has done for her community of sisters does not arise.

The classification of Jesme's work *Amen* is a problematic issue; it is obviously titled as *An Autobiography of a Nun* but there is a reference in the text that it is a memoir. She concedes: "I don't claim this to be an autobiography; it is only a revelation of a part of my life ... I can affirm it represents the truth, to the best of my ability and perception" (xii). However, the generic division may not be debated and discussed a lot as the intentionality of the author is beyond doubt.

Throughout the autobiography, Jesme is seen vacillating between patriarchal notions and the desire for liberation. The writing lacks flair and is often turgid, as the narrative lurches from one closet-drama to another. Yet she comes through as someone lively with intellectual doubt, yearning for moral certitude. Life histories of marginalized sections need to be judged at three levels: as a cathartic process for the sufferer, as a rebellion on the systems or institutions that victimize them and at the larger level as a desperate call for a renaissance. As such, the book remains the personal story of just one nun, who is unable to justify why her experience is in fact representative of many such experiences. She does not put forward so many reformative suggestions whatsoever for the betterment of the Church or her community. Instead, Jesme totally accepts the system when she says:

"...Once again, I would like to affirm that this is not an attempt to sully the sacred reputation of the Church or the Religious Congregations. I honour and respect the Church, the Head of which is Christ Himself. I bow before the present Respectable Authorities of the Church..." (xiii)



*Amen: An Autobiography of a Nun* has busted popularity charts by going into third edition barely three weeks after it was released in early February and is now being chased by many English publishers for translation rights. Through this text, Jesme targets not only the readers in India but also those outside the country. In the beginning itself, she states her agenda: “It has been made more comprehensible to those who are not familiar with the present scenario of the Church in Kerala” (viii). After quitting CMC, her secluded habitat, Sr Jesme has been working as a social activist voicing her views on various social issues, particularly of women. She still lives as a nun and frequently gives interviews in many magazines and periodicals.

Whatever may be the minor flaws in this work, Jesme may be appreciated for her audacity to share the drab, unravished truth about the cloistered life which virtually rocked Kerala society. Therefore, a study of *Amen* is a fruitful endeavour.

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## Case Study as a Research Method

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*Although case study methods remain a controversial approach to data collection, they are widely recognized in many social science studies especially when in-depth explanations of a social behaviour are sought after. This article, therefore, discusses several aspects of case studies as a research method. These include the design and categories of case studies and how their robustness can be achieved. It also explores on the advantages and disadvantages of case study as a research method. Case study research, through reports of past studies, allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic, in-depth investigation is required. Recognized as a tool in many social science studies, the role of case study method in research becomes more prominent when issues with regard to education (Gulsecen&Kubat, 2006), sociology (Grassel&Schirmer, 2006) and community based problems (Johnson, 2006), such as poverty, unemployment, drug addiction, illiteracy, etc. were raised. One of the reasons for the recognition of case study as a research method is that researchers were becoming more concerned about the limitations of quantitative methods in providing holistic and in-depth explanations of the social and behavioral problems in question.*

Keywords: Case Study, Pilot Study, Research Method and Data.

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## *Case Study as a Research Method*

### Introduction

Through case study methods, a researcher is able to go beyond the quantitative statistical results and understand the behavioural conditions through the actor's perspective. By including both quantitative and qualitative data, case study helps explain both the process and outcome of a phenomenon through complete observation, reconstruction and analysis of the cases under investigation (Tellis, 1997).

Past literature reveals the application of the case study method in many areas and disciplines. Among them include natural examples in the fields of Sociology (Grassel&Schirmer, 2006), Law (Lovell, 2006) and Medicine (Taylor &Berridge, 2006). In addition, there are also other areas that have used case study methods extensively, particularly in government, management and in education. For instance, there were studies conducted to ascertain whether particular government programmes were efficient or whether the goals of a particular programme were reached. In other examples, such as in education, evaluative applications were conducted to assess the effectiveness of educational programmes and initiatives. In these types of study, limiting to only quantitative method would obscure some of the important data that need to be uncovered.

### Definition of Case Study

Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their true essence, explore and case study as a research method investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships.

Yin (1984:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” In some case studies, an in-depth longitudinal examination of a single case or event is used. The longitudinal examination provides a systematic way of observing the events, collecting data, analyzing information, and reporting the results over a long period of time. For instance, studies on child language development can be conducted using this longitudinal case study method.

Data collected through observations are recorded to ascertain the language development of a child. In another example, a researcher conducting a case study may examine the reading processes of only one subject over a period of time. In other words, a case study is a unique way of observing any natural phenomenon which exists in a set of data (Yin, 1984). By unique it is meant that only a very small geographical area or number of subjects of interest are examined in detail. Unlike quantitative analysis which observes patterns in data at the macro level on the basis of the frequency of occurrence of the phenomena being observed, case studies observe the data at the micro level.

### Design of case study

Since case study method receives criticism in terms of its lack of robustness as a research tool, crafting the design of case studies is of paramount importance. Researchers can adopt either a single-case or multiple-case design depending on the issue in question. In cases where there are no other cases available for replication, the researcher can adopt the single-case design. For instance, a social study on the effects of the collapse of Highland Towers in Kuala Lumpur in the 1990s, or the effects of tsunamis in Aceh in 2004 can be conducted using a single-case design, where events are limited to a single occurrence.

However, the drawback of a single-case design is its inability to provide a generalizing conclusion, in particular when the events are rare. One way of overcoming this is by triangulating the study with other methods in order to confirm the validity of the process. The multiple-case design, on the other hand, can be adopted with real-life events that show numerous sources of evidence through replication rather than sampling logic. According to Yin (1994), generalization of results from case studies, from either single or multiple designs, stems on theory rather than on populations. By replicating the case through pattern-matching, a technique linking several pieces of information from the same case to some theoretical proposition (Campbell, 1975), multiple-case design enhances and supports the previous results. This helps raise the level of confidence in the robustness of the method.

For instance, research on dyslexic children with reading problems requires a number of replication that can be linked to a theory before conclusive results are generalized. Careful design of a case study is therefore very important. This is because case study method, through interviews or journal entries, must be able to prove that:

### *Case Study as a Research Method*

- It is the only viable method to elicit implicit and explicit data from the subjects.
- It is appropriate to the research question.
- It follows the set of procedures with proper application.

The scientific conventions used in social sciences are strictly followed a 'chain of evidence', either quantitatively or qualitatively, are systematically recorded and archived particularly when interviews and direct observation by the researcher are the main sources of data vi. The case study is linked to a theoretical framework (Tellis, 1997) *JurnalKemanusiaan* bil.9, Jun 2007

### Category of case study

There are several categories of case study. Yin (1984) notes three categories, namely exploratory, descriptive and explanatory case studies. First, exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher. For instance, a researcher conducting an exploratory case study on individual's reading process may ask general questions, such as, "Does a student use any strategies when he reads a text?" and "if so, how often?".

These general questions are meant to open up the door for further examination of the phenomenon observed. In this case study also, prior fieldwork and small scale data collection may be conducted before the research questions and hypotheses are proposed. As a prelude, this initial work helps prepare a framework of the study.

A pilot study is considered an example of an exploratory case study (Yin, 1984; McDonough and McDonough, 1997) and is crucial in determining the protocol that will be used. Second, descriptive case studies set to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader use them.

The goal set by the researcher is to describe the data as they occur. McDonough and McDonough (1997) suggest that descriptive case studies may be in a narrative form. An example of a descriptive case study is the journalistic description of the Watergate scandal by two reporters (Yin, 1984).

The challenge of a descriptive case study is that the researcher must begin with a descriptive theory to support the description of the phenomenon or story. If this fails there is the possibility that the description lacks rigour and that problems may occur during the project.

An example of a descriptive case study using pattern-matching procedure is the one conducted by Pyecha (1988) on special education children. Through replication, data elicited from several states in the United States of America were compared and hypotheses were formulated. In this case, descriptive theory was used to examine the depth and scope of the case under study.

Third, explanatory case studies examine the data closely both at a surface and deep level in order to explain the phenomena in the data. For instance, a researcher may ask the reason as to why a student uses an inferencing strategy in reading (Zaidah, 2003). On the basis of the data, the researcher may then form a theory and set to test this theory (McDonough and McDonough, 1997). Furthermore, explanatory cases are also deployed for causal studies where pattern-matching can be used to investigate certain phenomena in very complex and multivariate cases. Yin and Moore (1987) note that these complex and multivariate cases can be explained by three rival theories: a knowledge-driven theory, a problem-solving theory, and a social-interaction theory.

The knowledge-driven theory stipulates that eventual commercial products are the results of ideas and discoveries from basic research. Similar notions can be said for the problem-solving theory. However, in this theory, products are derived from external sources rather than from research.

The social-interaction theory, on the other hand, suggests that overlapping professional network causes researchers and users to communicate frequently with each other. Other researchers also mention about other categories of case study. For instance, according to McDonough and McDonough (1997) other categories include interpretive and evaluative case studies. Through interpretive case studies, the researcher aims to interpret the data by developing conceptual categories, supporting or challenging the assumptions made regarding them. In evaluative case studies, the researcher goes further by adding their judgement to the phenomena found in the data.

### Case study as a Research Method

Yin (1984) cautions researchers against any attempt to separate these categories or to conceive them as a hierarchy. Yin postulates that: A common misconception is that the various research strategies should be arrayed hierarchically. Thus, we were once taught to believe that case studies were appropriate for the exploratory phase of an investigation that surveys and

### *Case Study as a Research Method*

histories were appropriate for the descriptive phase, and that experiments were the only way of doing exploratory or causal inquiries.

The hierarchical view, however, is incorrect. Experiments with an exploratory motive have certainly always existed. In addition, the development of causal explanations has long been a serious concern of historians, reflected by the subfield known as historiography. Finally, case studies are far from being only an exploratory strategy.

In defining case studies, Stake (1995) distinguishes three types, the intrinsic, the instrumental and the collective. In an intrinsic case study, a researcher examines the case for its own sake. For instance, why does student A, age eight, fail to read when most children at that age can already read? In an instrumental case study, the researcher selects a small group of subjects in order to examine a certain pattern of behaviour, for instance, to see how tertiary level students study for examination.

In a collective case study, the researcher coordinates data from several different sources, such as schools or individuals. Unlike intrinsic case studies which set to solve the specific problems of an individual case, instrumental and collective case studies may allow for the generalization of findings to a bigger population. Advantages of case study

There are a number of advantages in using case studies. First, the examination of the data is most often conducted within the context of its use (Yin, 1984), that is, within the situation in which the activity takes place. A case study might be interested, for example, in the process by which a subject comprehends an authentic text.

To explore the strategies the reader uses, the researcher must observe the subject within her environment, such as reading in classroom or reading for leisure. This would contrast with experiment, for instance, which deliberately isolates a phenomenon from its context, focusing on a limited number of variables (Zaidah, 2003). Second, variations in terms of intrinsic, instrumental and collective approaches to case studies allow for both quantitative and qualitative analyses of the data.

Some longitudinal studies of individual subjects, for instance, rely on qualitative data from journal writings which give descriptive accounts of behaviour. On the other hand, there are also a number of case studies which seek evidence from both numerical and categorical responses of individual subjects (such as Block, 1986; Hosenfeld, 1984). While Yin (1984:25) cautions

researchers not to confuse case studies with qualitative research, he also notes that “case studies can be based ... entirely on quantitative evidence”.

Third, the detailed qualitative accounts often produced in case studies not only help to explore or describe the data in real-life environment, but also help to explain the complexities of real-life situations which may not be captured through experimental or survey research.

A case study of reading strategies used by an individual subject, for instance, can give access to not only the numerical information concerning the strategies used, but also the reasons for strategy use, and how the strategies are used in relation to other strategies.

#### Disadvantages of case studies

Despite these advantages, case studies have received criticisms. Yin (1984) discusses three types of arguments against case study research. First, case studies are often accused of lack of rigour. Yin (1984:21) notes that “too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions”. Second, case studies provide very little basis for scientific generalization since they use a small number of subjects, some conducted with only one subject.

The question commonly raised is “How can you generalize from a single case?” (Yin, 1984:21). Third, case studies are often labelled as being too long, difficult to conduct and producing a massive amount of documentation (Yin, 1984). In particular, case studies of ethnographic or longitudinal nature can elicit a great deal of data over a period of time. The danger comes when the data are not managed and organized systematically.

A common criticism of case study method is its dependency on a single case exploration making it difficult to reach a generalizing conclusion (Tellis, 1997). Yin (1993) considered case methodology ‘microscopic’ because of the limited sampling cases. To Hamel et al. (1993) and Yin (1994), however, parameter establishment and objective setting of the research are far more important in case study method than a big sample size.

#### Conclusion

In summary, we provide some discussion of case studies in terms of the different types of case studies found in the literature. Case studies are considered useful in research as they enable researchers to examine data at



### *Case Study as a Research Method*

the micro level. As an alternative to quantitative or qualitative research, case studies can be a practical solution when a big sample population is difficult to obtain. Although case studies have various advantages, in that they present data of real-life situations and they provide better insights into the detailed behaviours of the subjects of interest, they are also criticized for their inability to generalize their results.

Case study method has always been criticized for its lack of rigour and the tendency for a researcher to have a biased interpretation of the data. Grounds for establishing reliability and generality are also subjected to scepticism when a small sampling is deployed. Often time, case study research is dismissed as useful only as an exploratory tool. Despite these criticisms, researchers continue to deploy the case study method particularly in studies of real-life situations governing social issues and problems. Case studies from various disciplines and domains are widely reported in the literature.

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# Preparation and Testing of Computer Assisted Model for Learning Mathematics at Secondary Level

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*Computer-assisted instruction (CAI) programs are considered as a way to improve learning outcomes of students. However, little is known on the schools who implement such programs as well as on the effectiveness of similar ICT – programs. We provide a literature review which pays special attention to the existing causal evidence of computer - assisted programs on learning outcomes. The results suggest that schools with lower educational attainments use more frequently computer - assisted instruction programs. This suggests that they use CAI - programs to catch - up on learning outcomes. Working with a CAI – program seems therefore effective.*

**Keywords:** Computer, Learning, Mathematics, Education and Achievement.

## Introduction

“Education either function as an instrument which is used to facilities integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world”. Computer assisted instructions (CAI) are given procedures or steps provided by means of a

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### *Preparation and Testing of Computer Assisted Model*

computer to perform a certain action or solve a problem. This is a form of education that was introduced in the 1960's and can be done by either by straight presentation of data or in form of question and answer.

The use of computers in education started in the 1960s, with the advent of convenient microcomputers in the 1970s, computer use in schools has become widespread from primary education through the university level and even in some preschool programs. Instructional computers are basically used in one of two ways: either they provide a straightforward presentation of data or they fill a tutorial role in which the student is tested on comprehension.

If the computer has a tutorial program, the student is asked a question by the computer; the student types in an answer and then gets an immediate response to the answer. If the answer is correct, the student is routed to more challenging problems; if the answer is incorrect, various computer messages will incident the flaw in procedure, and the program will bypass more complicated questions until the student shows mastery in that area.

There are many advantages to using computers in educational instruction. They provide one-to-one interaction with a student, as well as an instantaneous response to the answer elicited, and allow students to proceed at their own pace. Computers are particularly useful in subjects that require drill, freeing teacher time from some classroom tasks so that a teacher can devote more time to individual students. A computer program can be used diagnostically, and, once a student's problem has been identified, it can then focus on the problem area. Finally, because of the privacy and individual attention afforded by a computer, some students are relieved of the embarrassment of giving an incorrect answer publicly or of going more slowly through lessons than other classmates.

### **Need and Significance of the Study**

The educational capacity of the student is judged by his achievement in the school. The academic performance in school subjects will lead them to choose the future course of life. In the high school level itself the basic things will be known by the students. This is an important stage not only for studying habits influencing the academic achievement, but also to bear on the whole personality of the school students. The investigator would like to know, 'Is there any relationship between parent's behaviour on the child's adjustment and academic achievement of the School students?'. The knowledge of the

relationship between these variables under study would help the parents and students to make the needed changes.

Understanding the relationship between parent's behaviour on the child's adjustment and his academic achievement will be of great importance in determining the interrelation between the variables under study. The results of the present study will be useful to understand the fact, whether parent - child relationship has greater impact on the child's adjustment and academic outcome of the students. The findings can be utilized in the field of education to develop remedial measures, favourable relationship between the parent and the child which in turn will help the high school students. As a result, healthier school community, society and the nation will be formed.

Information is presented in a structured form. It proves useful in the study of a subject where there is hierarchy of facts and rules. CAI forces active participation on the part of the student, which contrasts with the more passive role in reading a book or attending a lecture. CAI utilizes a responding system that provides the student with a clear of his progress.

Thus, students can identify the subject areas in which they improve and in which they need improvement. By enabling student to manipulate concepts directly and explore the results of such manipulations, it reduces the time taken to comprehend difficult concepts. CAI offers a wide range of experience that are otherwise not available to the student. It works as multimedia providing audio as well as visual inputs. It enables the student to understand concepts clearly with the use of stimulating techniques such as animation, blinking, graphical displays etc.

## Objectives of the Study

The objectives of the present study are

- To prepare the Computer Assisted Model (CAM) for learning mathematics in standard IX
- To test whether there is any significant difference between control group and experimental group with regard to pre-test.
- To test whether there is any significant difference between control group and experimental group with regard to post-test.
- To test whether there is any significant difference between Pre-test and Post-test achievement scores of control group.
- To test whether there is any significant difference between Pre-test and Post-test achievement scores of experimental groups.

## *Preparation and Testing of Computer Assisted Model*

### Hypotheses of the Study

Hypotheses of the present study are

- There will be significant difference between experimental (computer assisted model) group and control (active model) group method with regard to achievement scores when the treatment groups are exposed to experimental teaching. (Total sample)
- There will be significant difference between the pre- test achievement scores of male and female students in the control group.
- There will be significant difference between mean of post-test achievement scores male students of computer assisted model group and activity method group.
- There will be significant difference between Difference between means of post-test achievement scores of BC and MBC students of computer assisted model group.
- There will be significant difference among means of post-test achievement scores of students of computer assisted model group based on father's qualification.

### Method used for the Present Study

The investigator has used experimental method to preparation and testing of computer assisted model for learning mathematics at secondary level.

### Population & Sample

For the investigation of standard students were selected from Sree Krishna Hindu Vidyalaya Matric. Hr. Sec. School, Kanchinagar, Kanyakumari District as the sample. The sample of 60 students selected for the study.

### Analysis of Data

H<sub>1</sub>: There will be significant difference between experimental (computer assisted model) group and control (activity model) group method with regard to achievement screen when the treatment groups were exposed to experimental teaching.

The obtained value of  $F_1 F_x = 11.656$  and  $F_y = 34.724$  is greater than  $F$  at 0.05 level and 0.01 level, it can be concluded that the groups (I & II) differ significantly w.r.to pre-test and post- test achievement scores.

H2: There will be significant difference between the pre – test achievement scores of male and female students in the experimental group

Table - 1

Difference between means of pre-test and post-test achievement scores of computers assisted model group and activity model group.

S. No	Source of variance	df	SS <sub>x</sub>	SS <sub>y</sub>	MS <sub>x</sub>	MS <sub>y</sub>
1	Among groups	1	384	510.41	384	510.41
2	Within groups	58	1910.734	852.574	32.943	14.699
	Total	59	2294.734	1362.984	416.943	525.109

Table - 2

Difference between means of post-test achievement scores male and female students of computer assisted model group

S. No	Gender	Number of students	Mean	Variance	't' value	Level of significance
1	Male	8	46.625	3.125	1.944	Not Significant
2	Female	28	48.136	4.694		

It is evident from table 2 that there is no significant difference between male and female students with regard to post – test achievement scores of computers Assisted method group ( $t = 1.944$ ;  $p > 0.05$ )



### *Preparation and Testing of Computer Assisted Model*

H3: There will be significant difference the male students of control group and experimental group in their post – test achievement scores

Table - 3

Difference between mean of post-test achievement scores male students of computer assisted model group and activity method group

S. No	Group	Number of students	Mean	variance	't' value	Level of significance
1	Control group	16	38.875	19.716	6.083	Significant
2	Experimental group	8	46.625	3.125		

It is evident from table 3 that there is significant difference between male students with regard to post –test achievement scores of computers assisted model group and activity method group ( $t = 6.083$ ;  $p < 0.01$ )

H4: There will be significant between the community of students with difference regard to post – test achievement scores when the group is experimental teaching.

Table - 4

Difference between means of post-test achievement scores of BC and MBC students of computer assisted model group

S. No	Community	Number of students	Mean	Variance	't' value	Level of significance
1	BC	28	47.928	3.698	0.969	Not significant
2	MBC	2	45	18		

It is evident from table 4 that there is no significant difference between BC and MBC students with regard to post – test achievement scores of computer Assisted model group ( $t = 0.969$ ;  $p > 0.05$ ).

H5: There will be significant difference among the post-test achievement scores of students in the Experimental group based on the qualification of father.

Table - 5

Difference among means of post-test achievement scores of students of computer assisted model group based on father's qualification.

S. No	Father's educational status	Number of students	Mean	Variance	'F' value	Level of significance
1	SSLC	15	47.666	4.380	0.063	Not Significant
2	HSC	4	47.5	3.666		
3	Graduate	11	47.909	6.090		

The table 5 shows that calculated f value (0.063) is less than F critical value (3.354) at 5% level of significance. Hence it can be concluded that there is no significance among students based on father's qualification (SSLC, higher secondary, graduate) with regard to post - test achievement scores.

### Finding

- There is no significant difference between the pre- test achievement scores of male and female students in the control group.
- There is significant difference between mean of post-test achievement scores male students of computer assisted model group and activity method group
- There is no significant difference between Difference between means of post-test achievement scores of BC and MBC students of computer assisted model group
- There is no significant difference among means of post-test achievement scores of students of computer assisted model group based on father's qualification.

### Educational Implications

The findings of the study will be useful to develop innovative models and methods of teaching different subjects. The study can be used to collected details about the methods of teaching commerce using concept maps. It can be

### *Preparation and Testing of Computer Assisted Model*

used to develop various skill and capabilities in students at different levels of education.

The findings of the study can be utilized for planning curriculum including text book resource book, hand book, etc. Moreover, the findings can be used to develop learning models in different subjects to make the teaching learning process more effective and meaningful.

### Conclusion

Comparison of Achievement Scores (pre-test and post-test) of Experimental (Computer Assisted Model) and control group (activity model) using ANOVA revealed that there is significant between post-test achievement scores Computer Assisted Model group and activity model group. And the difference is in favour of computer assisted model. Hence it can be concluded that it is more effective than activity model group for teaching triangles in mathematics at standard IX.

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## College and University Libraries

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*College and university library perform an important function in the educational process. These educations provides a totally different environment for boys and girls who go for higher studies. Usually the classes comprise a large number of students and unlike school education, the students of college and university get much less individual attention from the teachers. The students, therefore, have to depend much more on self-learning. Today, university libraries have a very large and difficult role to play in order to meet a variety of demands of information and knowledge by far larger number of people on far larger number of subjects at far higher prices and negligible grants.*

Keywords: Teaching Material, University, Students, College and Library.

### Objectives and functions of a College library

- Giving young men and women a wider and deeper understanding of the various disciplines.
- Preparing the more precocious students for advanced studies in various disciplines.
- Preparing of young men and women for shouldering the higher responsibilities of manning schools, government departments, civic organizations, commercial establishments, business and industry, etc.

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### *College and University Libraries*

- Providing adequate and comfortable physical facilities for study.
- Providing bibliographical information and special materials for the research students and faculty.

For translating into practice all these objectives and functions, the college library has a central role to play. College life also provides students ample opportunities to involve themselves in group activities that help them to develop organizational skills and leadership qualities. Individual talents in fine arts, music, dance, sports and games and such other extra-curricular activities get full support during College education. Thus, College education aims to develop students into citizens with intellectual inputs as well as other desirable qualities useful for the country's advancement and progress.

### **Library – Keystone in the College Arch**

A good and efficient library will certainly help students to meet the new challenges they start facing at college. They can, within the four walls of the library, use their leisure more usefully and meaningfully, discover their own inherent potentialities, launch upon instructive and absorbing hobbies and generally lay the foundations of a good and more responsible life in the future. The libraries will therefore become equally, if not more, important than the classrooms. The libraries will become students' workshops. It is in this context that a college library has to play a very responsible role, *vis-à-vis*, the academic needs of young students.

### **Key Components of an ideal college library**

We shall now acquaint ourselves with the ingredients that go towards making an efficient college library system. These ingredients are:

- Finance and budget
- The college management
- Professional staff of the library
- Physical facilities like building, furniture, equipment
- A collection of books and other learning and teaching material
- The user community, comprising students, teachers, the college management and others getting standard library services

## Collection of books

- A good collection with multiple copies of text-books and other recommended books, at the rate of at least one copy for every ten users.
- Books of a more advanced nature for the benefit of the teachers and also for the more precocious students.
- A wide range of reference books such as general and subject encyclopedias, language and subject dictionaries, handbooks, manuals, biographical and geographical tools, carrier handbooks, Competition Success, General Knowledge, gazetteers, atlases.
- A browsing collection of light reading material like travelogues, humour books, art books, biographies, fiction etc.

On the size of the collection, educationists hold the view that a representative college library should have at least 50 books per student. Thus, a college library, with an enrolment of about a thousand students, should have at least 50,000 volumes. In addition, it has to have advanced books for the teachers, the management and other users.

## Collection Policy

The collection could be live and active, only if there is a policy of weeding out older textbooks and other overused books or unused books. This is important because these books occupy precious and costly shelf space. Related to this is the policy regarding loss of books. In an active library, there is bound to be loss of books, a reasonable percentage of this loss, must be written off. In modern times, when prices are going up each day, the libraries must go for resource sharing and networking. All needed material can no more be acquired by a single library. Therefore, various libraries shall have to pool up funds and rotate materials between them through the rules of sharing.

## Processing and Organization

A College library should give sufficient attention and thought to the processing and organization of the collection for shelving and display. The classification scheme chosen should fulfill the following criteria:

- The system should have a general acceptance of users.

### *College and University Libraries*

- The system should have a central organizational base with facilities for periodic updating of the schedules; and
- The system should also have an in-built mechanism for accommodating newly emerging subjects, without in anyway destroying the existing structure. In India, the Dewey Decimal Classification, the Colon Classification and the Universal Decimal Classification are the systems mostly used.

### **User Community and Library Services**

The Second component of a college library constitutes its user. In addition to teachers, students and staff, the clientele may consist of other users such as author and writers, high school teachers, lawyers, medical practitioners etc. The library must extend facilities to these users, treating them as its honored guests, adhering, however, to the rules governing the use of library. Important college library services are:

- Text-book services
- Reading room services
- Information and references
- Lending and inter library loan service
- Display of current additions or production of lists of current accessions.
- Documentation services, only on specific request, should include current awareness to literature, special journals.
- Preparation of current lists of reference, Indexing/Abstracting services on projects, etc.

### **Physical Facilities**

In order to be able to provide the amenities, referred to above, the college library will have to be housed in an independent building, functional and attractive. The University Grants Commission supports the independent buildings for college library. The college library should have central location with a commanding view and plenty of space around for future expansions. In addition, to the usual reading, stack and work areas; facilities for browsing, for arranging exhibition, seminars, film-shows, etc., should be provided. Special areas for teachers, researchers, need to be provided.

## Professional Staff

A College library must be headed by a person with high academic and professional qualification and experience. It is necessary to give the college librarian the academic status in addition to the salary scale of teachers. The success of the library, entirely depends on the professional services offered by the library staff.

## Finance and Budget

While the Radhakrishnan Commission recommended the setting apart of six per cent of the total college budget for the development of their respective libraries, the Kothari Commission raised it to about ten per cent. The Karnataka State Universities Review Committee went a step further and recommended the setting apart of 20 per cent of the college budget for the maintenance and development of the library. It is a genuine and necessary requirement. Allocation of an adequate funds, as recommended by the Raj Commission, is necessary for building a responsive service and for operating the library at the research and teaching level.

## University Libraries

A library is more important in a University, because a library can do without a university cannot function without a library. The number of universities in India has gone up from a mere twenty in 1947, to more than two hundred in the nineties.

## Objectives of a university

- To conserve knowledge and ideas for posterity.
- To train a band of research workers in all the areas mentioned above so that the results of research could be harnessed to improve the quality of life of the people.
- To provide intellectual and managerial leadership to the various fields of government, industry, health, engineering, law, defense, education, agriculture, etc., and imbue them with a sense of social purpose.

## Functions of university

- Learning and teaching
- Extension and services



### *College and University Libraries*

- Conservation of knowledge and ideas
- Research and generation of new knowledge
- Dissemination and publication of research results

### Objectives and functions of a university library

University libraries support and help the university in achieving each of the objectives of the University. The major functions that are derived from these objectives are:

- Development of a collection in a wide variety of subjects for learning, teaching, research, publication, etc.
- Getting the stock of knowledge materials organized and maintained for use.
- Organize and provide a variety of library, documentation and information services, both responsive and anticipatory.

### The User Community

The user community of university libraries include the following:

- Students at different levels of study in different subjects.
- Teachers, imparting instructions and guiding students at different levels and in different subjects.
- Research students working for M. Phil or Ph.D. degrees.
- Post – doctoral research scholars working on specific projects.
- Professors and experts guiding research projects and managing research activities of the university.
- Members of the various academic and executive bodies of the university.
- The university management involved in its major task of managing of a large-scale institution of higher learning and research.
- Scholars in general, who get special privileges of using the university library; and others.

### Services

The university library should offer a number of libraries, documentation and information services. Among others, the services may include the following:

### *Subbulakshmi*

- Library Services
- Specialized Services
- Bibliographic Services
- Condensation Services
- Current Awareness Services

### Professional Staff

The university professional staff must match the quality of the teaching and research community in terms of academic and professional qualifications, experience and expertise. The library, documentation and information services that are offered by the library system must reflect the professional competence of the library staff. Their constant interaction with students at different levels, faculty, research scholars, computer and communication experts, and management experts of the university should ensure credibility and appreciation from the user community. It is only through innovative approaches that the user communities would be attracted to the library and its services which in turn, would result in the best use of the library. It is for these reasons that the library staff should enjoy the status and salary of the teaching community and should be considered as part of the academic staff.

### Finance and Budget

The university library operates on the allocation of funds by university. This has been based upon norms set and recommended by the different commissions on education, reference to which has already been made. The recommendations of Raj Committee states that 20% of the university budget should be available for the university library. But as has been said in the earlier section, the cost of a university library must be viewed in the context of changing educational and information technology. It is learnt that the University Grants Commission is reviewing the entire situation to design a library network of university libraries. It is hoped that due emphasis will be laid on local and regional networks, as has happened all over the world, instead of going for inverted pyramid of a national structure alone, in absence of regional and local efforts. No inverted pyramid can ever be able to stand, be it INFLIBNET or any other body.

## *College and University Libraries* Commission on Libraries

In the last hundred years, a number of commissions and committees have been appointed by the government to review the educational system in India and make appropriate recommendations to improve and strengthen it. Notable among them are, the Radhakrishnan Commission on higher education (1948), the Mudaliar Commission on secondary education (1952-53) and Kothari Commission on education (1964) and Karnataka State Universities Review Committee, headed by Professor K.N. Raj (1979). The establishment of the University Grants Commission is yet another landmark in the growth of library and university education in India. The University libraries have gained very substantially in terms of getting book funds, grants for library buildings, and other facilities.

## Conclusion

The college and university libraries have a big responsibility and a very important role to play not only in shaping students for higher learning and research, but also in providing a variety of services to meet other demands.

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# Multifaceted Innovative Strategies for Vocabulary Learning: An Empirical Study

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*The main objective of this study was to inquire into EFL learners' vocabulary learning strategies with reference to grade eleven at AMSPS. To this end, qualitative method was used to conduct the study. The subjects of the study were fifteen purposely selected grade eleven students and three English teachers of the same class. Three data collection tools were used, namely textbook analysis, written reflection and interview. Textbook analysis was made to see the vocabulary learning strategies addressed in the textbook. Written reflection was conducted with fifteen sample students to assess EFL learners' view on these strategies to learn new words and to crosscheck the results with textbook analysis. The finding revealed that EFL learners predominantly used strategies like contextual clues, synonyms, antonyms, definition and dictionary meanings, whereas they rarely used strategies like word formation, word network, hyponymy, word game and picture interpretation due to poor background knowledge and references and compensate the difficulties through reading, practicing and working together. Based on the findings, it was suggested that EFL learners should consider the importance of all vocabulary learning strategies addressed in their textbook in relation to the new words and should use them to arrive at the meaning needed during vocabulary learning.*

**Keywords:** Innovation, Vocabulary, Learning, Knowledge and Challenges.

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## Background of the Study

Vocabulary learning strategies refer to actions that learners take to help themselves understand and remember vocabulary (Cameron, 2001:92). Nation (2001:217) says that, "Vocabulary learning strategies are language learning strategies which in turn are part of general language learning strategies". This indicates Vocabulary is central to language learning and is of great significance to language learners.

A good knowledge of vocabulary is essential for communication. Wilkins (1982) asserts that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." In many instances, people deal with a particular situation by learning specific words related to that context while they have hardly any mastery of grammatical structures. Words are not merely slot-fillers which simply fill in the pre-assigned function slots determined by structures of language. Rather, they are building blocks of a successful communication since they label objects, actions, ideas without which people cannot convey the meaning. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field.

Accordingly, numerous types of strategies, methods and techniques have been introduced into the field to learn vocabulary (Hatch & Brown, 1995). Thus, accompanied with the resurrection of interest in vocabulary, there has been recognition of the importance of equipping learners with how to acquire vocabulary on their own (Ranalli, 2003). This made the studies in the field of language learning strategy relevant to vocabulary learning strategy. Conversely, vocabulary learning is a very challenging and demanding process while learning any foreign language. As such, learners try to find out which vocabulary learning method is more beneficial or even the best one.

As stated in (Ellis, 1994) beginners prefer learning words separately, that is, using a list of words to memorize, whereas advanced students, although there are some exceptions, try to learn words in context. Several studies (e.g. Stahl and Clark 1987, Hall 1991, Newton 1993) investigating the moderating effect of generative processing on vocabulary learning reported findings which show that generation enhances the acquisition of vocabulary learning.

In addition, a few local studies have been conducted in the area of vocabulary learning strategies. Getnet Gidey (2008) conducted a study that dealt with the relationship between language achievement and vocabulary learning strategies: the case of high and low achiever students in Gondar

### *Manguday*

college of Teachers' Education. The aim of his study was to investigate vocabulary learning strategies used by high and low achiever students at Gondar college of Teachers' Education. His finding shows that there was a relationship between vocabulary learning strategy use and language learning achievement. Additionally, Alemu Hailu (1994) conducted a study that dealt with depth of vocabulary knowledge: assessing vocabulary knowledge and its role in learners' reading comprehension in English as a FL classroom: the case of two selected high schools at Addis Ababa. The aim of his study was to assess the depth of vocabulary knowledge and its role in learners' reading comprehension in EFL classroom. His finding shows that the depth of vocabulary knowledge played a fundamental role in EFL learners' reading comprehension processes.

The major difference between this study and the above-mentioned studies is the research area they are focusing on; educational levels and research designs they followed. Both the above local and international studies focused on the moderating effect of generative processing on vocabulary learning, the relationship between language achievement and vocabulary learning strategies, the depth of vocabulary knowledge and its role in adults' reading comprehension using quantitative research design and addressed higher institutions.

Additionally, the above studies did not incorporate EFL learners' vocabulary learning strategies whereas; this study focuses on EFL learners' vocabulary learning strategies and addresses secondary and preparatory school using qualitative research design.

### Statement of the problem

Learning a second language involves the manipulation of four main skills; speaking, writing, listening and reading, which lead to effective communication. One crucial factor is the amount of vocabulary one possesses as vocabulary forms the biggest part of the meaning of any language (McCarthy, 1990). Vocabulary, however, is the biggest problem for most learners in Ethiopian schools. In view of this, vocabulary acquisition is currently receiving attention in second language pedagogy and research in Ethiopia.

But it is still a controversial issue how learners acquire vocabulary effectively and efficiently or how it can best be learned. Schmitt (1997:215) states that one approach of facilitating vocabulary learning that has attracted

### *Multifaceted Innovative Strategies*

increasing attention is effective vocabulary-learning strategies use. But unable to use appropriate vocabulary learning strategies may lead students not to have adequate vocabularies and this in turn also leads them to lose interest in learning English language.

The researcher, therefore, believes that this stern limitation of using the language for communication at a desirable level of accuracy and fluency has resulted mainly from lack of effective vocabulary learning strategies in schools.

The objective of learning a foreign and a second language (FL and SL/L2) is to achieve an effective communication in the target language at the end of the day. In order to communicate, therefore, there must be knowledge of sufficient amount of its vocabulary without which communication is almost impossible. Wallace (1982:2) equates vocabulary learning exclusively to language learning when he writes “learning a foreign language is basically a matter of learning the vocabulary of the language”.

### Objectives of the study

The main objective of this study was to inquire into Grade eleven learners' vocabulary learning strategies at AMSPS. Specifically, the inquiry was intended to identify and find out:

- The vocabulary learning strategies addressed in grade eleven English textbook.
- Grade eleven learners' use of vocabulary learning strategies to learn new words.
- The difficulties grade eleven learners encountered during vocabulary learning and
- The way the learners compensate these difficulties during vocabulary learning.

### Research Questions

The following research questions were formulated to address the above objectives.

- How do grade eleven learners at AMSPS use vocabulary learning strategies addressed in the textbook during new word learning?

### *Manguday*

- How do grade eleven learners at AMSPS choose particular vocabulary learning strategy?
- What are the difficulties grade eleven learners at AMSPS encountered during the choose of particular vocabulary learning strategy?

### Significance of the Study

The findings of this study might have the following contributions to the users. Firstly, the result of this study might help the learners to practice different vocabulary learning strategies and make them cognizant of the ways they learn most effectively. Secondly, the study might provide valuable insights into the role teachers have to play in order to facilitate vocabulary instruction.

Thirdly, the study might help material and curriculum developers to obtain new directions of designing vocabulary lessons in textbooks. They might reconsider existing materials whether they reflect the common vocabulary learning techniques and encourage the use of various leaning strategies. Finally, the study might serve as a preliminary idea for other researchers who may be interested in the same area of study.

### Scope of the Study

The inquiry focused on EFL learners' vocabulary learning strategies in EFL classroom. Similarly, the study attempted to see what vocabulary learning strategies are addressed in EFL textbook of grade eleven, how EFL learners view these vocabulary learning strategies, the ways how EFL learners choose particular vocabulary learning strategy, difficulties EFL learners encountered during vocabulary learning and compensation strategies used by EFL learners to alleviate the difficulties. However, the study was not exhaustively explore all the strategies of vocabulary learning but it focused on contextual analysis of vocabulary, morphological knowledge and skills, word definition, guessing new words from context, synonym and antonym clues.

### Limitation of the Study

It should be stated that the study had gone through some limitations due to limited sample population of the study and inconvenient of time to address all grade levels in the school. Besides the textbook analysis requires a critical analysis of every unit to see what vocabulary learning strategies are



addressed in grade eleven textbook. This would have been possibly done with sufficient time. However, due to shortage of time the researcher could not analyze deeply those vocabulary learning strategies which are less likely addressed in the textbook.

Moreover, the study was based on fifteen grade eleven students and three English teachers of the same class. The data from fifteen students may not represent all EFL learners of the school in particular and other secondary and preparatory school in general. In addition, the setting of this inquiry is limited to one secondary and preparatory school, therefore; the findings may not be generalized to all secondary schools and all the analysis from the data sources is limited to grade eleven. However, an effort was made to manage and ensure the reliability of the study in spite of these limitations.

### Methodology of the Study

### Research Setting

The study was conducted at AMSPS with particular reference to grade eleven students in GamoGofa Zone, SNNPR. This school was selected purposively for this study for there has been little research that targeted the school and selected grade level in the area of vocabulary, particularly EFL learners' vocabulary learning strategies. The underlying premise of the selection of the school was the relative proximity of the location of the school to the researcher and homogeneity of the student population.

### Sources of Data

The study was conducted at AMSPS in GamoGofa zone. Hence, the data sources of this study were fifteen purposively selected grade eleven preparatory school students and three English teachers of 2010/2011 academic year in AMSPS. All relevant data were collected from these sources concerning the vocabulary learning strategies employed by EFL learners in FL classroom.

Purposive sampling was used to select the subjects for the inquiry. To gather the data for the inquiry three data gathering tools were employed. These are: textbook analysis, written reflection and interview. Textbook was analyzed to see the strategies addressed in the students' textbook. Written reflection was used to assess how the EFL learners view vocabulary learning

## *Manguday*

strategies addressed in the textbook and to supplement the data gathered through textbook analysis. Interview was conducted with ten students and three English teachers to find out the difficulties EFL learners encountered during vocabulary learning strategy and the way how the learners compensate the difficulties they encountered. To this end, the findings from the inquiry were analyzed, interpreted and discussed qualitatively following four research questions discussed under unit one.

## Conclusion

Based on the findings the following conclusions have been drawn.

- EFL textbook of grade eleven incorporates different vocabulary learning strategies like strategies for discovering new words (determination strategy), memory strategy (collocation, using mind maps, synonyms and antonyms, using punctuation), social strategy and metacognitive strategy (word tests, skip or pass new words).
- EFL learners' primarily focus on strategies that mainly promote contextual word learning like guessing new words from context, synonym clues, antonym clues, and guessing new words from reading passage (incidental learning).
- EFL learners rarely used strategies like word formation (morphological analysis), word network, punctuation, collocation, hyponymy, word game, picture interpretation and role plays during new word learning.
- As the findings from the study indicated, EFL learners choose particular vocabulary learning strategy to learn new words in their word learning session. However, the way they choose a particular vocabulary learning strategy is different from one another based on the learning strategy each student followed during new word learning.
- An important part of students' vocabulary development depends on the ability to use their own vocabulary learning strategy to cope up with new vocabulary in written or spoken texts and using different vocabulary learning strategies.
- Vocabulary learning strategies like vocabulary network, mind map, role play and picture interpretation are very important like other predominant techniques of vocabulary learning. However, the attention given to these strategies in grade eleven textbook was not sufficient. As a result, students might not learn different words in a circumstance of word net to make a change.

### *Multifaceted Innovative Strategies*

- Some vocabulary learning strategies like mind-maps, collocation strategies etc. implied in the textbook without practical examples and in a way that arouse students interest and they may not meet the level of students during new words learning.

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# Activity Based Learning Strategies in Higher Education

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*Active learning is an umbrella term for learning and teaching methods which put the student in charge of their own learning through meaningful activities. They think about and apply what they are learning, in a deliberate contrast to passive learning. Passively listening to a lecture can be useful at promoting learning at the lower end of a taxonomy of learning such as – to ‘remember’ and ‘understand’ – but is not as good at promoting higher-level skills like ‘apply’, ‘analyze’ and ‘evaluate’. “Active learning can be a good way of preparing students for future employment. By integrating activities such as case studies and problem-based learning scenarios into your teaching, it provides the opportunity for students to practice skills which are essential for the workplace.*

**Keywords:** Strategies, Learning, Customer and Collaborative.

## Introduction

In today's ultra-competitive work environment, the organization that trains in the most effective and efficient manner possible will always gain the upper hand. With emphasis on process, performance, and employee motivation as the keys to success, there is no denying the fact that learning has become a barometer of an organization's competitiveness. However, the passive

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approaches employed for the past generation of learners are now obsolete. Classrooms and lectures are now slowly becoming a thing of the past. The preferred learning approach has now turned the way of active learning methods.

### Click to Tweet

Now, put technology into the mix and things get a little complicated. First, there is a definite need to adapt active learning activities. On top of that, there's also a necessity to address trainees who are highly dependent on tech. Utilizing active training methods in the classroom is already a challenge in itself; but now, active online learning has also become part of the equation. This puts learning managers and professionals in a bit of a bind. Today's learning environment is more dynamic than ever.

Adapting to and getting informed on the latest effective methods have become almost impossible tasks. Technology will keep on evolving; and so, will the learners and learning methodologies. It has now become an integral part of a learning professional's job to keep up with everything that's going on. Keeping all that in mind, the learning professional's biggest challenge is effectively addressing the learning needs of this new generation of learners. Doing so will require them to use technology while simultaneously fostering an active learning environment and staying updated on modern learning approaches.

### Active learning Ideas that involve technology

#### Collaborative Virtual Classrooms

Collaborative virtual classrooms make online learning more engaging. Aside from the usual audio-video conferencing and chat features, virtual classrooms also provide synchronous and asynchronous annotation, communication, and resource sharing for facilitators and participants. It's a definite must-have for any eLearning platform!

## Mind Mapping / Brainstorming

These two are approaches that can also be classified under active learning methods. Mind mapping and brainstorming are staple methodologies for any problem-solving activity. In these sessions, learners come up with ideas and post them on a board. As a group, the students then select the best ones and use those to come up with a solution. For these methods, there are available apps that allow learners to use their own device and collaborate with others in coming up with a mind-map or idea tree.

## Scavenger Hunts

Here is another fun and engaging activity that involves the use of the company knowledge base. Scavenger hunts start off with a customer concern. The learner's task is to use the system and find the appropriate resource to address the issue. Not only does it familiarize the learners with the system, but it also prepares them to handle real-life customer scenarios.

### Role Playing

Role playing is also another effective approach founded on active learning methods. Role playing simulates real-life situation that requires problem-solving skills. More importantly, it is also a medium for gauging actual performance. Role playing activities can include job simulations like customer interaction (facilitator plays the customer, learner the agent) through the phones, email, chat, or in some cases, virtual reality.

## Data and Tools for Problem-Solving

A combination of a scavenger hunt and role-playing activity, this exercise is one of the more effective active learning strategies for adults. The facilitator assigns a case-study (preferably taken from common customer scenarios) to a learner. The learner, in turn, makes sense of the data and uses the available resources to solve the case.

## Online Discussion Boards

Online discussion boards are also one of many proven active participation strategies. Online boards are virtual boards where students can learn collaboratively. They post questions and answer queries. Most of the time, there is very little facilitator or subject matter expert intervention

### *Activity Based Learning Strategies in Higher Education*

involved, with most answers usually coming from the other participants who are more knowledgeable on the topic.

## Learning by Teaching

In a nutshell, learning by teaching means that you allow learners to prepare and teach the lessons (or part of them) to their fellow students. Although it may look like the facilitator is taking a very hands-off approach in this method, it actually involves a very elaborate process where the facilitator is both moderator and subject matter expert.

Do take note that learning by teaching does not simply mean a presentation or a lecture presented by the learners. In this particular approach, the learners are the ones who are facilitating the session by engaging with fellow students. The facilitator ensures that the learning gets processed correctly and also lends a hand to the student-hosts. Webinars and online discussion boards are the usual media used for this methodology.

## The Jigsaw Technique

The Jigsaw Technique is another approach that fully reaps the benefits of active participation and collaborative learning. In this approach, learners are given a “piece of the puzzle” that they need to solve on their own. After this, they need to collaborate with other learners to finally complete the puzzle. This approach would be a good addition to role playing and using data/tools to not only solve bigger problems but also gives participants a glimpse of the ‘bigger picture.’ It is a good exercise to let learners realize their role in the bigger picture by doing both individual and collaborative work and how those are all part of a process.

## The ‘Flipped Classroom’

The flipped classroom is a fairly new term in the learning and EdTech industry. Lessons are ‘flipped;’ meaning that most of the work like reading and research are all done outside of class. This goes in contrast to the traditional approach where most of the class time is used for lectures, and activities are assigned as homework. Flipping a classroom leaves more time for the facilitator to implement active learning methods during class time. This concept works on making efficient use of class time with less (or no) lectures, and more time for activities.

## Game-based Learning

GBL is, arguably, the most fun among all the active learning methods. Game-based learning, or gamification, is turning a certain aspect of learning (or business) into a game. There are available learning apps that let you do this, but you can also create your own! Just don't forget to apply the three elements of gamification - achievement, competition, and fun - into the endeavor.

The ever-evolving relationship between tech and learning methods. There are still multitudes of activities for active learning methods out there. With the help of technology, learning managers and professionals have been presented more options on how to better engage today's tech-dependent audience. Nevertheless, it will now only be a matter of time before tech advances again and learning methodologies evolve with it. Learning professionals just have to either keep up and adapt or get disconnected from their learners.

## Conclusion

The consequence of the ever more important role of knowledge for the economic and social prosperity and of the focus on the active role of individuals in the building of his knowledge is the tendency to implement the new guidelines in the organization of the teaching process where the teaching - learning relationship is more flexible, students are encouraged to take an active role in instruction processes and the teaching outcomes must include the acquisition of knowledge but also the gaining of competences.

The goals of education defined through the learning outcomes or development of competences cannot be realized by sheer usage of traditional didactic strategies, approaches and methods, and more efficient form of teaching and learning are required. The goal of this paper is to direct the attention to strategies of teaching at the higher educational level, in particular the strategies which foster active learning and acquisition not only of new knowledge but also skills and attitudes in answer to the requirements of the rapid technological development and contemporary labour market.



## Activity Based Learning Strategies in Higher Education

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## Contributions of Missionaries to Malayalam Language and Literature

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*The C.M.S. Missionaries who came and worked in Travancore and Cochin were evangelists. But they rendered signal services in other fields as well. Their contributions to the development of Malayalam language and literature are recognized even today; for evangelism, knowledge of the vernacular, the language of the common man was absolutely necessary. So, they learned the language and popularized its study on scientific lines by providing the necessary study aids in the form of lexicons and books on grammar.*

**Keywords:** Missionaries, Malayalam Language, and Literature and Verse Literature.

### Malayalam Grammar

In the similar way the C.M.S. Missionaries were also interested in preparing Malayalam Grammar Books. It was in 1799 that the first Malayalam Grammar by an Englishman was published. The author was Robert Drummond. Another Englishman F. Spring also compiled a Malayalam grammar book. Both these were intended for the use of the officials of the English East India Company. There is clear evidence to show that Drummond based his work on the materials collected by Carmelite Missionaries of Verapoly near Cochin. The first C.M.S. Missionary to write a grammar book of Malayalam was Thomas Dawson. It was written in 1818 and was called “English-Portuguese and Malayalam. But it was not printed and published Joseph Peet also compiled a

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### *Contributions of Missionaries*

Malayalam Grammar. It was published in 1841 and was widely accepted as standard work. Its claim to distinction rests on the fact that it contains samples of Malayalam correspondence from 1789 onwards.

In 1864 Collins published “A short Grammar and Analysis of Malayalam language. This was intended for the use of Kottayam College and higher classes of Schools. It considered of four parts. First part was an introduction as it traced the history of the language. It also provided a discussion on the letters and their sounds. Part II provided a classification of words and paradigms. Malayalam syntax was explained in part three, and the last part familiarized the readers with analysis of sentences and principles of punctuation. Collins however acknowledged his indebtedness to Caldwell’s comparative Grammar of the Dravidian or South Indian Family of languages. The work was a source of great help in the early days. Another significant work that emerged in the latter half of the 19<sup>th</sup> century was Malayazhmayude Vyakaranam, by George Matthan. Though the work was completed by 1851, it could be published only in 1863. In fact it has to be admitted that George Matthan’s meritorious piece of work was published even before the publication of Gundert’s Grammar.

The difference between Gundart’s Grammar and that of George Matthan is that while the former gives only the fundamental principles of grammatical structures, the latter interprets the fundamental principles with illustrative details. In a sense it was the first of its kind. It sought to bring out the intricacies of Malayalam Grammar and make them simple and accessible to speech sounds of the vernacular. Not only did the work classify Malayalam speech sounds in a systematic manner but also dealt with the parts of speech and the rules of declensions and conjugation.

Running to 214 pages the book illustrates the author’s dedication to the task of language research. Thus, in the field of Malayalam Grammar, George Matthan was one of the pioneers. From the above account it is very clear that the contribution of the missionaries to the development of Malayalam was no small one. Study of the vernacular was designed on a scientific basis with the complication of suitable grammar books and lexicons. In this way they laid a secure foundation to the language and opened it to the influence of other languages and also to the literary forms other than those prevalent then. Thus, the language grew abundantly producing magnificent prose and verse literature.

## Malayalam Literature

It must be remembered that early Malayalam was a colloquial tongue and it emerged as a literary language distinct from Tamil only in the 19<sup>th</sup> century A.D. It was called Manipravalam, as it was a curious mixture of Sanskrit and Tamil. After the 11<sup>th</sup> century this language developed its verse form. The 15<sup>th</sup> and 16<sup>th</sup> centuries witnesses the total liberation of Malayalam from Tamil. At the same time it imbibed fully the influence of Sanskrit poetry. Many such poetic works emerged and won great popularity.

But the literary form of prose did not emerge till the 18<sup>th</sup> century, except some old documents, treaties on traditional sciences and some puranas. By the beginning of the century some Christian writers started producing prose works. The Varthamana Pusthakam by Paramakkal Thomas Kathanar a Catholic priest was the first example. In 1718 appeared another called Veda Tharakam by Rev. Joseph Kariyattil. These literary compositions did not have any literary importance. Yet they served as a model for the C.M.S. Missionaries to contribute their might.

The first C.M.S. Missionary Thomas Norton started the work of translating portions of the Bible for the benefit of converts. Norton also produced a large number of hymns and tracts. Bailey continued the work of Norton. His contribution to Malayalam prose came in the form of translations from such languages as Sanskrit, Hebrew, Syriac and English. In this work he was considerably helped by one scholar Chanthu Menon. During the years 1824-1825 Bailey published two books in Malayalam, the Gospel of St. Mathew and a set of short stories for little children, translated from English.

The latter was eight short stories and has 197 pages. Bailey also translated and published such works as Homily on the Right use of the Church. Watt's Two Catechisms and Murray's A bridged Grammar. Besides he translated several tracts and books for daily use in the college. Bailey's translations had one distinct quality. As against the prevailing long unwieldy and clumsily constructed sentences crammed Sanskrit words, Bailey's style was direct, simple and lucid. This was found to be of immense use by latter writers. The contributions of later missionaries though little, still played their due part in the development of Malayalam literature.

Henry Baker (Sr.) translated into Malayalam Watt's scripture History. Besides he contributed several hymns and tracts. Joseph Peet, did not undertake any translation work as his predecessors. Still he published a book Malayalam Grammar, a Geography book in Malayalam and various tracts.

### *Contributions of Missionaries*

Henry Baker (Jr.) was the author of a Malayalam Commentary on St. Mathew. His pamphlet on the Arayan Mission is also noteworthy.

Richard Collins was a devoted literary figure among the C.M.S. Missionaries. He was a scholar in both English and Malayalam. His momentous works of the Malayalam dictionary and grammar book bear out his linguistic talents. Though he was not directly involved in the development of Malayalam prose, his first wife Francis wrote an English novel called *Slayer Slain*. The theme centers round the change effected by Missionary enterprise in the caste ridden society of Travancore and the services that the mission rendered for the uplift of the slave community. Mrs. Collins herself began to translate it into Malayalam. But before completing it she breathed it in 1878 under the title *Khasthakaradham*. It was printed at the C.M.S. Press and only 800 copies were printed in the first issue. Modern critics in Malayalam are unanimous in their opinion that his novel was published nine years before the appearance of Appu Nedungadi's *Kundaletha* has the status of being the first work of prose fiction in Malayalam.

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