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Teaching Research Methods in the Humanities and Social Sciences -How to do Case Study Research

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There are multiple definitions and understandings of the case study. According to Bromley (1990), it is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (p. 302). The unit of analysis can vary from an individual to a corporation. While there is utility in applying this method retrospectively, it is most often used prospectively. Data come largely from documentation, archival records, interviews, direct observations, participant observation and physical artifacts (Yin, 1994). The terms "case study", "case review" and "case report" are used loosely in the scientific and professional literature. The key features of a "case study" are its scientific credentials and its evidence base for professional applications. A "case review" might emphasize a critical reappraisal of a case. A "case report" might refer to a summary of a case or to the document reporting a case, as in case law or medicine. Case studies of individuals in health care research (to take one example) often involve in-depth interviews with participants and key informants, review of the medical records, observation, and excerpts from patients' personal writings and diaries.

Keywords: Case Study, Data Collection, Field Methods.

Case studies in nursing, for example, have a practical function in that they can be immediately applicable to the participant's diagnosis or treatment. Case study as a research method is often indexed in most undergraduate research textbooks as neither quantitative nor qualitative. Little attention is

paid to the usefulness of this method, with an average of two pages devoted to this research approach (Burns & Grove, 1999). This chapter will provide a step-by-step guide to this research method. The goal of this chapter is to translate this step-wise approach into a "curriculum" for teaching case study method.

In Preparation

Case study method is indexed in many introductory research textbooks and is often taught in qualitative research methods courses that discuss a variety of methods. These may include grounded theory, phenomenology, discourse analysis and case study, for example. Reasonable goals for the learner would be to explore and understand the philosophical and aesthetic paradigms that are foundational to qualitative research methods, compare and contrast the distinctions among selected methods, evaluate traditional and emerging qualitative designs within their disciplinary area, and to apply methods and techniques. Using a step-wise approach students will learn how to design studies, generate data, analyze and interpret the data and disseminate findings.

The teacher creates a teaching and learning environment to meet those outcomes. Pedagogical approaches commonly blend learning and doing: these include seminar participation wherein students are responsible for researching and presenting a didactic lesson, discussing and critiquing qualitative research reports, engaging in field work activities, presenting findings to their class and writing a report.
In most cases generating a proposal for the review of human subjects and obtaining university approval for the field experience is required.

Prior to Beginning

Students should form a list of possible methods in their mind when reviewing their research question, and ask how can I get the information I am looking for? There are many considerations prior to embarking on case study method but at the onset it should be clear that no other descriptive method is possible or will get the level of description the researcher is looking for, except case study method. Time in the field, lengthy interviews and transcription and analysis are all factors that should be thought out well in advance of engaging with participants. In teaching case study method a primary aim is to define what case study is and what it is not. Various authors of case study methods discuss and demonstrate a variety of paradigmatic perspectives. I will discuss the most commonly cited perspectives.

According to Yin (1994) the case study design must have five components: the research question(s), its propositions, its unit(s) of analysis, a determination of how the data are linked to the propositions and criteria to interpret the findings. Yin concluded that operationally defining the unit of analysis assists with replication and efforts at case comparison.

Stake (1995) emphasized that the number and type of case studies depends upon the purpose of the inquiry: an instrumental case study is used to provide insight into an issue; an intrinsic case study is undertaken to gain a deeper understanding of the case; and the collective case study is the study of a number of cases in order to inquire into a particular phenomenon. Stake recognizes that there are many other types of case studies based on their specific purpose, such as the teaching case study or the biography.

Feigin, Orum and Sjoberg (1991) state that irrespective of the purpose, unit of analysis, or design, rigour is a central concern. They suggest that, while proponents of multiple case studies may argue for replication, using more than one case may dilute the importance and meaning of the single case. Yin (1994) points out that case studies are the preferred strategy when "how" and "why" questions are posed. Guba and Lincoln (1981) describe case study "types". These types are factual, interpretative and evaluative.

Each case study must outline the purpose, then depending on the type of case study and the actions proposed by the researcher, the researcher could determine the possible products of the study. For example, research undertaken to describe men's experience in living with chronic coronary heart disease (CHD) could be placed in both factual and interpretative categories (Zucker, 2001). The researcher's actions include recording, constructing and presenting, and producing a chronicle, a profile or facts. Additionally, the researcher is construing, synthesizing and clarifying, and producing a history, meanings and understandings. A student's understanding of such activities helps him/her form the stages of the case study method. In summary the purposes of case study research may be exploratory, descriptive, interpretive and explanatory (Mariano, 1993). Articulating the purpose of the research will inform the remainder of the case study design.

Strategies

In order for students to develop some confidence and competence in learning case study method a variety of tools are made available for student examination, use and critique. Yin (1994) offers a very straightforward protocol approach for case study emphasizing field procedures, case study questions,

and a guide for the final write up. This "tool" is intended to 1) assist the researcher carry out the case study and 2) increase reliability of the research. Similarly Stake (1995) has proposed a series of necessary steps for completing the case method, including posing research questions, gathering data, data analysis and interpretation.

A remarkable distinction is Stakes' emphasis on a more naturalistic approach, the importance of the philosophical underpinnings of case method, and the importance of the description of contexts. Developing a protocol will serve as a frame of operation and include all the necessary elements in the proper conduct of students' research. The following list illustrates a common case study protocol that guides the researcher's methodology:

- Purpose and rationale for case study
- Significance of the phenomena of interest
- Research questions
- Design based on the unit of analysis and research purpose
- Data collection and management techniques
- Field methods
- Transcribed notes and interviews
- Mapping of major concepts
- Building typologies
- Member checking
- Describe the full case
- Focus the analysis built on themes linked to purpose and unit of analysis
- Case perspective
- Disciplinary perspective
- Cross-case comparison
- Write up the case from an emic perspective
- Biography, autobiography, narratives
- Establishing rigor
- Credibility
- Transferability
- Dependability
- Confirmability

Developing a protocol will serve as a frame of operation and include all the necessary elements in the proper conduct of students' research.

Sample

Another important component in teaching case study method is to emphasize unit of analysis and description of the sample. When the unit of analysis is an individual, for example, an important concept to consider is life history. Bromley states, "The case study emphasizes the proximal causes of the behaviour and circumstances, whereas life history emphasizes the remote origins, and the continuities and discontinuities in the organization of behaviour over a relatively long period of time" (1991, p. 86). According to Stake (1995) the case study researcher may be somewhat of a biographer focused on a phase or segment of the life of an individual. Various reports in psychology (Bromley, 1986), sociology (Creswell, 1997;

Yin, 1984, 1994), and education (Stake, 1978, 1995) have studied the individual as the unit of analysis, and have used the case study method to develop rich and comprehensive understandings about people. Yin (1994) describes single and multiple case designs. One rationale for these designs is to identify an extreme or unique case.

The single case may focus on/employ a single unit of analysis or multiple units of analysis. This contrasts to multiple (comparative) case studies, which Yin describes as analogous to multiple experiments; they follow a "replication logic." The "logic" underlying the use of multiple-case studies is: each case must be selected so that it either 1) predicts similar results (a literal replication) or 2) produces contrasting results but for predictable reasons (a theoretical replication) (Lee, 2006).

Methods and Analysis: Iterative Processes

An important component of teaching case method is to allow students an opportunity to move in and out of the literature before, during and after the case study has begun. It is important for students to understand that method and analysis occur simultaneously in case study research. For the remainder of this discussion this example will focus the reader on the following three stages to illustrate this process:

- Stage 1 - Describing Experience
- Stage 2 - Describing Meaning
- Stage 3 - Focus of the Analysis

Stage 1 - Describing Experience

In this stage the researcher creates interview questions prior to the first interview, which serve as a script for moving the interviewer closer to eliciting experience and meaning from participants in each succeeding interview. The questions should be broad and loosely structured, following the intent of the research questions. Using techniques suggested by Schatzman and Strauss (1973) journals and logs are kept to track methodological, observational and theoretical field notes during data collection.

Next, the interview questions are accompanied by a list of possible sources of data. Using the example of describing the experience of living with chronic CHD across 10 to 15 years, a list of potential sources was made that included the participant, his spouse, physicians, and nurses and other possible significant key informants. The medical records in at least three settings had to be located; hospital archives, doctors' offices and outpatient rehabilitation centers and clinics. The medical and nursing literature can be a rich source of information on patient experiences in the form of standards of practice, most of them in classic texts that are updated every one to three years. Additional standards were found in published discipline-specific guidelines. Because experience across time was an important feature of this study, the researcher had to be mindful of advances in cardiac interventions after 1985.

Experts were consulted from nursing and medicine to validate the current standard of care. Finally, the literature was reviewed for definitions of experience, particularly as they related to chronic CHD. For example, Strauss and colleagues (1984) and Miller (1992) referred to patients' illness experiences as their illness trajectory. Literature from the disciplines of nursing and medicine revealed a common trajectory for patients with CHD. The literature was revisited between interviews to gain a better understanding of new data. Clear conceptualizations assisted in taking definitions into the study, and combined with the other sources of data, comprised the mass of data available to study the phenomenon of interest. Thinking in metaphors, and creating simplistic models and thematic maps were essential activities in data management.

Mapping the data from multiple data sources is an important task. In this study, principal data were derived from two to three lengthy interviews lasting from two to two and one half hours. Assembling tables, charts and grids assisted with clustering of concepts. For example, after the first two interviews it became clear that acute cardiac experiences did not occur in isolation, rather three large dimensions of experience emerged.

Experience was coded by colour in the transcripts; for example, red for cardiac experiences, green for health and illness experiences, and blue for life experiences. Various perspectives were bolded (spouse) or underlined (nurse or doctor) to distinguish them from the patients' (normal typeface). Finally, all of these data sources were read, summarized and organized. Interviews were transcribed by a professional transcriptionist. Early models such as the one seen in Figure 2 were constructed to assist in conceptualizing dimensions and ideas that clustered together.

Mapping Experience

Experiences were further categorized as physiological, sociological and psychological within each dimension. Colour codes, taxonomies and chronological ordering was used to manage the data that were assembled in large tables first on newsprint, then in the word processor.

Describing Meaning

In this stage the researcher consults the literature and links the research questions and methods to the philosophical framework. Because the meaning of experience was also central to this study, the literature on meaning that had the most relevance for this population was reviewed. Multiple perspectives were reviewed from social constructionism, medical sociology, existential analysis and symbolic interactionism. Processes similar to those used to explore and describe experience were used to study the importance of the concept of meaning. Burbank (1988) studied the meaning in life of older adults from a symbolic interaction perspective, and described a hierarchical model of meaning.

The first level is labelled "meaning of signs and symbols" and represents a micro-level perspective on meaning. This level is considered a foundation or beginning of creating meaning. For patients with CHD this may refer to what they see and read in print or in the visual inspection of persons with known heart disease. Powerful words such as “CPR”, “Chest pain” or “MI” are a few that convey meanings about absolute life and death.

The second level is "meaning of people, things and events in a person's life." This "mid-level" of meaning builds on the first and assumes that '"a variety of things may be meaningful in varying degrees to different people'" (Burbank, 1988, p. 13). Meaning in life for patients with CHD may correspond to the crises or episodes of illness, significant others before, during or after the illness, and quality of life issues which include work, intimacy and freedom to

live according to one's own desires. Examples of events or treatments include angioplasty, stents and heart surgery. The final level of meaning is an abstract, macro-level, labelled "the meaning of life as a whole."

Individuals may have no conscious awareness of this level of meaning, but rather function within a set of values and beliefs about life's meaning. This existential or cosmic meaning differs from the query, "what is the meaning of my own life" which reflects one's need to have purpose in living. The latter may assist the patient with CHD to plan for the future given his current physical and psychological circumstances. Burbank equates "meaning of life" as a whole, as interrelated to the other two levels and is seen as one's worldview. In conclusion these levels of meaning may encompass humankind's capacity to find importance in the experiences of living.

In the study of CHD patients' experiences, the midlevel of meaning was most helpful due to the preponderance of participants' events and situations noted in the transcripts, archives and medical records, as well as interactions with others and self. Burbank's model was not fully supported in this study, as there were periods when no meaning could be found in either of the cases. Again the use of a simple model assists in pulling together data from the case study and tying it to meaning making. In this instance support from existential analysis was helpful. See Figure 3 for a basic model of meaning based on Burbank's work. Mapping Meaning (Based on Burbank, 1988). Interestingly, in the case study of the experience and meaning of men living with chronic CHD, two cases emerged that differed widely, one being the more "textbook" case, the other the more idiosyncratic.

Rather than following a traditional approach to case analysis using replication logic (Yin, 1994), efforts were focused on drawing comparisons between the two cases. Prior to analyzing instances of meaning from these cases, the original transcripts were once again reviewed and marked with a small "m" for each instance of meaning. Particular words, sentences, and passages were noted in a separate journal. Interpretations of what patients were thinking, doing and feeling added to an understanding of the meaning of their experiences. This experience of reading and rereading, refining the methodology as data is received as an important set of activities in case study research.

Focus of the Analysis

Generalization of case study findings is limited to the case itself or types of cases. However, attention to selected details enhances the analysis and

increases clarity of reasoning. Some general techniques are mentioned that have been useful in focusing the analysis of the example used here. According to Yin (1994) analysis hinges on linking the data to the propositions and explicating the criteria by which findings are to be interpreted. While generalization limits the use of case study method by some social scientists, Yin (1984) argues that theoretical generalization is to the domain of case study what statistical generalization is to the true experiment. An important technique used to incorporate rigor into the study design is the use of the negative case to serve as a study "control". The use of the extreme case, the deviant case, and the normal case are helpful for making points of comparison.

The stand taken by Stake (1978) focuses on context-specific or "naturalistic" generalization. Such an approach resonates with readers' tacit knowledge, which helps people make connections and associations without the benefit of words. It is believed that people have the capacity for this kind of knowledge, and from it they build understandings.

In the example of the experience and meaning of men with chronic CHD, major themes identified with the use of maps and typologies emerged as focal areas of the analysis. The metaphor "journey" became a central organizing concept, and was linked to a variety of sub-concepts, and relationships among them were sought. Two complete cases were reviewed. Each case was analyzed separately with an eye toward describing experience and meaning. According to Feigin, Orum and Sjoberg's (1991) description, one appeared as a "normal" case and one an "extreme" case. The strategy was to focus the analysis on the journey, by concentrating on how it: 1) was tied to a physiologic state, 2) carried consequences and 3) compared with the typical health/illness trajectory.

Examining Rigour

It is the role of the case study researcher to test and confirm his/her findings in order to indicate the findings are valid and the procedures are rigorous. Rigour is built into this process by focusing the strategies used to generate meaning from the qualitative data. See Table 2 for these strategies. Those strategies in italics were selected for the example case study.

Investigators within a constructivist paradigm, such as that used by case study research, attempt to reconstruct participants' understanding of the social world (Denzin& Lincoln, 2000). Thus, traditional criteria of internal and external validity are replaced by such terms as trustworthiness and

authenticity. Guba and Lincoln (1981) suggest an alternate view of establishing rigour based on a critical realist
Paradigm that is juxtaposed to a more traditional view. In this case reliability is contrasted with dependability or auditability.

In this sense we are asking if the researcher's processes were consistent and reasonably stable over time and across researchers and methods. Internal validity can be contrasted with credibility or authenticity. Here we aim to answer the questions, do the findings of the study make sense? Are they credible to the people we study themselves or others? Finally, we want to know if our conclusions are transferable to other contexts? How far can they be generalized? Here we contrast external validity to transferability or fittingness (Miles & Huberman, 1994).

Quality standards for case studies in psychology, for example, have been developed emphasizing the scientific and professional benefits to other disciplines. Fishman (1999) describes such standards, outlining quality of knowledge issues across three paradigms: the positivist model, the pragmatic model and the hermeneutic model. Procedural guidelines for fulfilling these criteria rely heavily on methodological arguments and techniques - sampling diversity, triangulation or agreement, and monitoring bias. Lincoln (1995) argues that quality also involves ethics. The researcher's decision whether to embark upon the research must be considered in relation to the risk of harm to participants or their families. Using an outside auditor is required to check each step as the case study is developing. Thus attention to quality control must be incorporated into the case study protocol.

Writing up the Case

There are some suggestions new case study researchers may find useful prior to writing up their findings. The first is to spend some time at the outset reading "good" case studies. Course assignments should include adequate time and support for students to complete pilot studies and practice writing, both excellent ways to develop the "artistic" expertise required of such writing. Other strategies include joining a writing group, participating in writing retreats and soliciting English or literature experts to begin reading one's writing.

Decisions about writing style will become clearer as the intent of one's audience is determined. For example a narrative, biographical or autobiographical approach may be useful for dramatic effect, while a full description may be well suited to an organization. In any event, the goal is to

tell the story and its findings clearly separated from conclusions or interpretations.

In the example of the experience and meaning of men living with chronic CHD, the writing began with a review of the stages of analysis. The first stage defined the typical trajectory and mapped the cases' experiences. Definitions came from the literature, experience, and nursing practice. Patient interviews and other sources of information revealed three phases of experiences common to patients with CHD.
Exploration of interview data and medical records uncovered three dimensions of experience and three categories of experience that could be viewed within each dimension. This analytic stage also ordered the data chronologically and placed them within the frame of reference of the data source.

The second stage of analysis focused on mapping meaning. Here theoretical support came from a model based on the symbolic interaction perspective. This model assisted in mapping the meaning demonstrated in the transcripts across the three phases of the trajectory and across the levels of meaning. The third stage focused the analysis on three important notions: how experience was tied to a physiologic state, how it carried consequences, and how it compared with the typical illness trajectory. Both case studies included in-depth descriptions of individuals whose adult lives had been significantly impacted by CHD.

Physiological processes, while central to experience, were only a portion of that experience. This level of analysis assisted in bringing together the notions of experience and meaning as seen within the context of life. Putting all the pieces together helped create a beginning model that informed the trajectory of living with chronic CHD. This process assisted in developing a logical chain of factors contributing to the understanding of the data.

The result was a series of maps and typologies representing perspectives about the meaning of experience, from all data sources. A beginning model emerged describing the trajectory of chronic coronary heart disease. The “style” of the manuscript in this case was biographical using a chronological flow. Participants’ own language was used whenever possible throughout the manuscript in an effort to retain the integrity of their stories and meanings.

Conclusion

Case study method can be a creative alternative to traditional approaches to description (quantitative descriptive and descriptive

correlational descriptive designs) emphasizing the participant's perspective as central to the process. In the example used here the value of the case study was the findings.

Theoretical implications informed nursing practice directly. Case study conclusions created opportunities for nurses to adapt their model of care to incorporate all three phases of the chronic illness trajectory. For example, changes in history taking and follow up as well as ongoing provision of support to the patient and family were emphasized.

At the organizational level such findings require resources and administrative action for implementing a transitional model of care. Other implications, no less important, include the impact of the method itself on moving description of a phenomenon to intervention. Finally, the utility of a case study is that it encourages educators to consider additional steps in a caring educational curriculum that emphasizes communication and relationships between human beings (Scott, 2005).

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For Whom and How Should the Bell Toll? The Role of The Teacher Training Institutions in Revamping Primary Education in Schools

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It is not often accepted that the most important segment of our educational structure, the primary education, has slowly become a crumbling edifice. The bell has begun to toll and it seems to herald the death- knell of primary education. A great majority of our children enter the portals of their first learning in government – run schools. In spite of boasting fully-qualified teachers in their rolls, these schools have failed miserably to imbibe the right enthusiasm and consequently knowledge into the little, young learners. It is a given fact that the teachers trained in diverse new theories and techniques by various Teacher Training Institutions (TTIs) could not make these theories work for the benefit of their wards. Now, the only way to save and revamp primary education lies in the TTIs rising to the challenge to devise new, pragmatic solutions and retrieve the situation. They should rope in the local Primary Schools, co – opt them in this venture, send their students, the teacher aspirants, to these schools with the new tools they have devised and save the situation from its current ruinous downslide.

Keywords: Education, Prussian Schools, and Flipped Classroom.

Introduction

It was on May 21, 2017, Prof. J.S. Rajput, former Director of the NCERT wrote, "No nation can afford to ignore school education, and expect to move ahead on the path of progress in the 21st century" (Rajput 4). This opinion of Prof. J.S. Rajput, an anguished one at that, should be taken along with the

warning bell struck by Justice Chandru, the Retired Judge of the High court of Madras.

Justice Chandru wrote in a column in the Tamil newspaper திஇந்து (The Indhu), way back on May26, 2014, that if we persist with the same cleft system of education wherein one segment of children is getting the so—called quality 'education of sorts' that has no claim on merit, and the other section is left behind to mend for itself, there would persist an unjustified inequality. He also went on to quote one of the most far—reaching judgements delivered on 17.5.1954 by the Supreme Court of America under that versatile genius of a judge Justice Earl Warren. Under Justice Earl Warren, the 9 member Bench averred that, in Justice Chandru's translation in Tamil, "தனித்தனியான ஆனால், சமத்துவமான கல்வி என்ற தத்துவத்துக்கே இடமில்லை. தனித்தனியான கல்வி வாய்ப்பென்பது சமமற்ற நிலையை உள்ளடக்கியே இருக்கும்"(Chandru 6). (When translated into English it roughly reads: There can be no philosophy as separate but an equitable educational opportunity. Separate educational opportunity could only be inclusive of an unequal state of opportunity). Justice Chandru stands for an equitable educational opportunity to all.

Of course, this paper does not claim to go into the merits or demerits of the prevailing system of school education in India. Instead, it only tries to find out how to retrieve the crumbling, but the most vital base of the entire educational structure, the 'Primary Education', and suggest ways as to how the Teacher Training Institutions (TTIs) can step in to save this crumbling edifice.

Imparting knowledge starts at the primary level. If so, the question arises as to how good the school education is now at the primary level. Since the majority of the little learners go to government schools, it is these schools that are of main concern of this paper. This paper also avoids revisiting the oft - repeated statistical data that are often culled from many sources and thrown in to impress even a casual reader. Instead, the effort is directed to find any new ways that could be implemented at the ground level.

There are four major segments in any learning process. One, the learner, second, the teacher, third, the content, and fourth, the methodology

employed in the teaching—learning process. The premises and arguments put forward in this paper may be against the grain of the standard text—books that are prescribed in Teacher Training Institutions (TTIs). Still, from my observation of these elements from close quarters, I have surmised the following.

At the primary level, every learner who enters the portals of education is a reluctant entrant. Snatched away from his normal domestic ambience, the young learner is to be at first coaxed into a new environment. To his bewilderment, he is asked to obey a system of learning in which his teacher becomes everything to him. Here, I wish to leave out the content part, the subject that is brought before the young learner, for him to somehow learn it. For, the educators who formulate and design the course—content for these young minds do not seem to relate it to the real needs of the learner. The young learner is not asked what he wants to learn. Nor is there any sincere attempt at finding what should be imparted to him to make his learning meaningful as well as conductive to his personal and societal environment. Hence, it is not going to be gainful in any way to discuss this in a short paper like this.

In practical terms, neither the learner nor the teacher is directly involved in drawing the course - content and hence any discussion of it, here, would not serve the aim of this paper. Hence, I would like to confine myself to the most important element here, the teaching—learning process and how far the teacher, as the most significant kingpin of the whole exercise, can be of use to his wards and how the TTIs can help the teacher to reinvent himself for the benefit of his young learners at this level. It is Salman Khan's ' You Tube Academy ' and his book The One World School House that have opened the floodgates of rethinking in the learning process. In this connection, Prof. Vamsee Juluri has rightly spoken of the despicable "Prussian model", the one roundly denounced by Salman Khan. Prof. Vamsee Juluri too is not proud of the "Prussian model" we follow today, thinking of it as modernity and "progress". Under this model, we break up children unnaturally into age cohorts, fragment and compartmentalize their learning experience into subjects and periods, and of course, we also test them not for "mastery learning" but for a mere pass mark that lets them move into the next year. He calls this a "broken model". Prussian schools, whether in America or India, are aimed at producing obedience, workers and soldiers in the old days and employees and consumers now (Juluri 8).

Let us accept this. This has become the 'fait accompli' of the Indian education system. We might have produced great scholars, scientists or

successful entrepreneurs here and there. But we have failed to give a mass lift to the learners' needs and aspirations for which the keel, the real foundation, must be laid at the primary school level. We must recognize, as Vamsee Juluri says, "What is important is not "What they learn" but "how they learn to teach themselves" in a future that is not yet clear to us beyond signs that the air, water, lands and trees will be in far worse shape than even what they are now" (8).Here, how and what the young children learn depends mostly upon the teachers concerned. As long as the teachers are conscious that what have been left under their care are not any inanimate things, like the files in an office, but very vibrant, living beings who are at first mostly confused and bewildered, but later on 'waiting to go'.

A young child - learner is anxiously waiting for a teacher who would successfully relate him to the three Qs, namely EQ, (emotional quotient), IQ (intelligence Quotient) and SQ (Spiritual Quotient). He is not even conscious or aware of the existence of these three Qs or any other technical contraptions that are waiting to surprise him. But his inner—self has the potential to connect him to all the three Qs and awaken in him the innate reality of his self.

Writing on "Goal: Get your QS RIGHT", Mansie Dewan points out that, "EQ identifies with the will to do things.IQ relates to our ability to solve rational problems and achieve defined tasks, and is indicative of our potential to achieve goals. So or the spiritual quotient defines our very purpose—the WHY behind what we do" (Dewan 1).Let us honestly accept that this is common to the learners as well as the teachers. At the primary level, the intent must be to provide the young learners with the necessary tools to achieve a smooth synchronization of these three Qs so as to prepare them for the future challenges. This necessitates a new discourse.

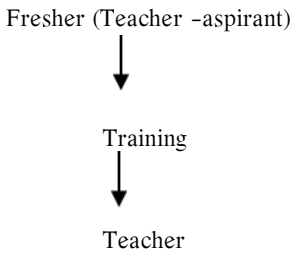
Now, let us come to the most essential operative part of this exercise. If this dream of making it a reality is to be realized, then the teacher, an innovative, sympathetic and considerate one and not the one who forces himself into this noble profession to make money or to make his own living alone, should be trained to be teacher-innovators and not merely as teacher - trainees. This responsibility rests squarely on the shoulders of the Teacher - Training Institutions, in short for this paper the TTIs, that include Teacher—training colleges that presently train the teacher - trainees.

Instead of making it their aim to produce large number of Teacher—education—trained certificate - holders, graduates and postgraduates, the TTIs must be clear in their intent to send out real teacher - innovators from their portals of learning. For this to happen, these institutions, apart from their traditional method of covering the syllabus and following the dictum of the

University concerned alone, must open up to the primary schools in their vicinity, co - opt them in their endeavour and jointly work for the common goal. It is not a tough calling. The only requirement is for these TTIs to come down to the ground - reality and also convince the Primary School Managements, whether private or public, of the urgency and necessity of such an exercise.

It is a vain process to recount the usual grind. Instead, I would like to present a model different from the usual one for the consideration of the TTIs. It should be a different scenario where the bell of innovation and implementation should toll for the benefit of the little learners at first, which would eventually benefit the society at large.

Every fresher enters the TTI as a teacher—aspirant. Here is given a simple model of progression, as it is now, for the teacher—aspirant.



Instead of training a fresher to emerge, with his bonafide diploma, to work merely as a teacher, my suggestion is to make every teacher—aspirant, a teacher—innovator. It is indeed a challenging task, but not unattainable. It is here the TTIs can play their constructive, innovative roles.

It is also a fact that, of late, the Primary schools of little villages like Thiruvithancode and Azhagiamandapam have been mentioned and laudatory articles have been written on them in newspapers such as the தமிழ்இந்து (Thamizh Indhu) for their innovative ideas and their acumen in implementing them. Hence, if the TTIs are willing to go half way to meet such of these institutions, they would surely and enthusiastically respond to this kind of calling.]

The TTIs should devise suitable plans to rope—in the near-by schools. Here, the emphasis is on primary schools. They must take, at the maximum, 2or3 such schools. After extensive consultations and open—dialogues with the

teachers of the schools about the difficulties, challenges as well as the successes in their endeavour in imparting knowledge to the little wards under their charge, they can form a JOINT WORKING GROUP (JWG) in order to exchange ideas and information and devise methods suitable for that particular school and its environment. Instead of forcing down the throats of the young learners the methodology devised elsewhere, the teacher—aspirants, who are deputed to the schools for their hand - on training purpose, should be encouraged to work with the learners under the guidance of the JWG and find new ways of imparting knowledge that are friendly and suitable to these young learners.

The classroom, instead of remaining as a forum of a teaching process, which is at present mostly one of a one—way traffic, should be made an arena of learning. It should be transformed into an arena where the teacher—aspirant is able to gain not only experience but also enhances his ability and reputation as the one who encourages speaking—process among the learners.

Only by speaking and listening one could learn is a universally acknowledged but never implemented method in our classrooms. We are grown in a 'Don't talk' and 'Keep quiet' classroom - environment. This is what the teachers of today usually do in their class—rooms. This kind of 'hoodoo' must be broken first at the ground level. The teacher—aspirant must be allowed to freely innovate, solely for the benefit of the child—learner. The TTIs' role in this exercise is the most important and enduring one. Only they can instill in their trainees the imperativeness of this reality.

The teacher—aspirant must be made aware of the fact that the young child—learner feels more comfortable in his natural environment outside the classroom. So, the child—learner must be encouraged to speak. They should be encouraged to sit together and talk to each other freely. We have already given it a fanciful name, Peer Group Learning, and learn of it theoretically, but in practice taking care not to allow it to take roots.

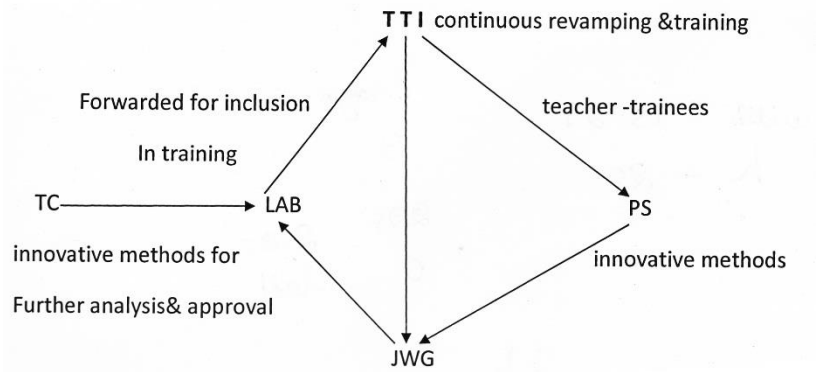
The "Peer Group Learning" is one of the few learning methods available to break the ice of fear, resistance and adamancy in the young child--learner and make way naturally and automatically to what is called "Flipped Classroom". It was devised first by the two American teachers of innovation, Jonathan Berkman and Aaron Sam's, for their Colorado Classrooms. My intention is not to ape their model. They did it roping in emerging technology in 2004, in America. But here, we should fashion a totally new model, different from what we are doing today, that is conducive and friendly to our child - learners.

Here, I would call upon the teacher—aspirants as well as the teachers of the child—learners to use their ingenuity to fashion the most—friendly approach to make the children open—up with their peers first. Allow them to speak freely, first among themselves and then with their teachers. Encourage them to bring in the fascinating stories of their games, quarrels, relationships that include friendships, joys and sorrows, and in short, an entire world of excitement in which they live outside their schools. Listen to them, share with them, learn from them and lastly devise a friendly way to teach them what they are required to be taught.

In a county like India and in a so—called educationally advanced state like Tamil Nadu too, James Billon's invention of 1801, the black board, is still the most potent device in a primary school classroom. The teacher - aspirant should be made aware of its importance and trained to make use of it fully. All the same, he should observe and record the progress made in that sphere of activity and bring it to the JWG.

The TTI that deputes its teacher—aspirant for such a venture must get ready a working mechanism, an analytical one at that, to welcome the new efforts and analyses and take the right steps to incorporate them in their teaching methodology. It may even be called simply the 'LAB'. Thus, the 'LAB' should become the fulcrum to receive new initiatives, and after due process of discussion and analysis, must contribute to the building up of innovative, practically useful teaching methods for the TTIs to train its teacher - trainees and convert them into teacher-innovators. Once again, the LAB must also be a receptacle to the initiatives brought in through the JWG. The momentum must be taken forward is the most vital requirement here.

Another important initiative is to create a permanent body in the TTIs. One may call it THE CLUB OF IDEAS, or simply THE CLUB (TC). This is apart from the largely ceremonial 'Alumni clubs' we usually have in the TTIs. Those of the students of the TTIs who are employed as teachers in different schools should be encouraged to become members of The TC and share any successful methods they have developed and used in the course of their teaching career. The new initiatives brought through the TC also should be thoroughly discussed and analyses in the LAB and made a part of the institution's new teaching methodology. Thus, a multiple —channel information - flow could be made available and sustained throughout the year. By painstaking discussion and analysis, suitable teaching - methodologies could be devised and implemented to make the teacher—training more meaningful and result—oriented, as shown in the illustration below:



TTI - Teacher Training Institution; PS – Primary School ; JWG – Joint Working Group ; TC - The Club; LAB .

For instance, a TTI such as the Muslim College of Education could become the hub for the immediate educational ambience of its vicinity to successfully experiment and implement the appropriate innovative methods it could fashion, as suggested in this paper. In short, a whole gamut of real—time innovative teaching/learning activities can be initiated by the TTIs with a strong commitment of application to make the learning process a pleasurable one for the child—learners at the primary level.

To make it a success, the golden rules beg reiteration. They are:

- The TTIs must imbibe in the teacher—aspirants the strong dictum that they are always learners and teacher—innovators, and they should never hesitate to learn from even the little toddlers as well as from the other teachers.

- They must commit themselves to learn and improvise.

- Whatever new ideas the employed teachers innovate and implement, they should always come back to "The Club" (TC) in their respective TTIs, and discuss, analyses and help in enriching the training methodology of the TTIs with their new formulations.

- The teacher – innovators and the employed teachers as well should convert their classrooms into "Flipped Classrooms"

and allow the little learners to talk, share, innovate and learn in their own ways.

- They must always recognize that a talkative class, at this level, is the most productive class.
- They should also be enthusiastic participants and encourage the young learners to learn from their own experiences.
- If the TTIs can do this, they can very well stop the crumbling edifice called the Primary education in this country and rebuild it to toll the bell for the poor, innocent children.

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Privatization in Teacher Education

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Privatization has entered in 1990s in India in a big way during late Prime Minister P. V. Narsimha Rao era. It is the process of transferring the ownership of an organization from the public sector to the private sector. It refers, the control and administer of education is managed by an individual institution and the state is completely independent from the responsibilities of education. It is intended to improve the efficiency of an educational institution. The main objective is to reduce government control over education.

Keywords: Privatization, Government, Competent, Teacher and Economic.

Introduction

Privatization is, "The general process of involving the private sector in the ownership or operation of a state owned enterprise. Thus, the term refers to private purchase of all or part of a company. It covers 'contracting out' and the privatization of management through management contracts, leases or franchisee arrangement".

- The *extreme* version of privatization that implies total privatization, private colleges and universities being managed and funded by the private sector.
- The *strong* form of privatization where higher education is publicly provided but costs are fully recovered from the students.

- The *moderate* form of privatization where higher education is with a reasonable level of inances mobilized from non-governmental sources and
- The *pseudo* privatization where higher education is privately provided at public expense.

Versions of privatization

To provide as distinct from state control or ownership, there are four versions of privatization. They are the following:

Factors Responsible for Privatization of Teacher Education

After independence there has been tremendous expansion of higher education including teacher education programme in our country. But they could not meet the need of society. Indian society is a developing society so education is considered as a tool for social change. During the recent past, a demand for primary and secondary teacher has increased due to quantitative growth of primary and secondary schools. Government finds himself unable to meet the demand of teachers for primary and secondary schools. So, the Government of India started to encourage privatization and globalization of teacher education. The other factors responsible for privatization are as follows: -

Need for Competitive Efficiency

Main justification for privatization rests heavily on the grounds of efficiency to promote a more competitive economic environment. Operation of public sector enterprises is considered inefficient. It is believed that private ownership and control are more efficient in terms of resource allocation and work.

Growth in Population

India has a population of nearly 1.22 billion. In order to provide to a large number of people more private institutions are needed. To fulfill the demand for higher education of young people in the country privatization of higher education is needed.

Financial Burden on Government

Higher education in India is in financial stress. The state/central government can no longer bear the financial burden of public enterprises. Current spending on education in India is not more than 3.5% of GDP. The center itself concedes that the minimum should be 6%. Very little is being spent on higher education. This compares unfavorably with the international level, especially when compared with countries such as South Africa, which invests eight per cent of GNP on education. Therefore, there is a need to evolve policy through which private resources are mobilized.

Quest for Quality

Private institutions do not require long procedures for procurement of human as well as material resources. In order to purchase and maintain good qualitative infrastructure and equipment like furniture, buildings, different types of laboratories and qualified and competent academic staff, who can be paid as per the demand, there is a need for privatization.

Rapid Growth of School Education

Growing number of schools naturally pushed the demand higher education which the government is not able to provide, therefore demand for privatization of higher education is the need of the hour.

Fulfilling the Need for Skilled Manpower

There is very little initiative from the public sector due to limited freedom. Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation. The demands of the market and the times can be fulfilled. For this privatization is needed.

Curtailment of Corruption

In order to control the corruption in the government sector, private sector is much needed. Privatization stops the corruption to some extent and brings about some discipline. As a result, there will be capacity utilization.

Desire for More Autonomy

Privatization of higher education will provide autonomy to institutions and there will be less dependency on the government. This will remove political interference in areas of administration, management and finance.

Synergy for Information-Based Economy

In the present times there is a need for interaction between University Grants Commission, academic institutions of higher learning, industry and funding agencies. This could be achieved by a synergy process wherein they will be partners in various activities, complementing each other in reaching their visions, objectives and goals. This can be achieved through private participation.

Greater Responsibility with the Recipients of Education

Over the year's education has been considered as a free public good thereby devaluing education. Privatization of education where the recipient will bear the full cost will help bring greater responsibility in them. As a consequence, students are likely to demand greater efficiency and quality in teaching.

Challenges of Privatization to Teacher Education

The private institutions are the central feature of higher education especially for professional courses. It will certainly continue to grow and expand in the present higher education market-place. No doubt private institution makes many important contributions. The most important one is providing study opportunities for many students who would not able to find a

place at a public institution. However, the growth of private higher education poses many challenges to higher education system. Few are as follows:

a) Public Welfare

Most private higher education institutions especially new professional colleges set their rights mainly on their own success and market position rather than their role in a higher education system. They ignore sometimes public needs. Whereas public institutions are regulated by state under strict control and they function as part of a coordinated public system of higher education. How to ensure private institutions to work for public good is a major challenge.

b) Quality Assurance

Private academic institutions focus on market forces to shape their student's degree programs and curriculum. To maintain standard of teaching, admission and infrastructure are some aspects which needs the quality assurance. How to maintain these standards is a central issue.

c) Qualified Staff

Many new private colleges depend on part-time teachers with little commitment to the institutions and sometimes with scant qualifications. Teachers are forced to develop market value rather than academics. The future of teachers, the role of research and the terms and conditions of academic appointments have all been brought into question by the new private teacher education College.

Funding

With few exceptions, private higher education funding depends largely on tuition fee, the financial arrangements of private higher education institutions often lack transparency. Collection of funds from right way would be a major challenge in front of higher education system.

Judicial views and directives regarding privatization

According to Article 19(1)(g): "All citizens shall have the right to practice any profession, or carry on any occupation, trade or business".

Based on the interpretation of this Article, the Supreme Court of India in the case of T.M.A. Pai foundation and others vis State of Karnataka and others (W.P.(C) No. 317 of 1993 dated on 31.10.2002) pronounced the following.

"The private un-aided educational institutions impart education and that cannot be reason to take away their choice in matters inter alia of selection of students and fixation of fees. Affiliation and recognition has to be available to every institution that fulfills the conditions for grant of such affiliation and recognition. The private institutions are right in submitting that it is not open to the court to assist that statutory authorities should impose the terms of the scheme as a condition for grant of affiliation or recognition, this completely destroys the institutional autonomy and the very objective of establishment of the institutions" (para.36).

Role of Regulatory Bodies

In order to check the quality of teacher education NCTE and NAAC provide norms and standards for private institutions.

Role of National Assessment and Accreditation Council (NAAC)

Under section 12cc of the UGC Act, the NAAC has been established recently in order to assess and accredit higher educational institutions. Accreditation is the certificate given by NAAC which is valid for a period of five years. The NCTE and the NAAC have also recently signed MOU for executing the process of assessment and accreditation of all teacher education institutions in the under the provision of NCTE Act.

Role of National Council for Teacher Education (NCTE)

NCTE is a statutory body by an Act of parliament in 1993. It has developed norms and standards for teacher education institutions of pre-primary, elementary and secondary teacher education courses. The norms

include time, duration of courses, availability of basic infrastructural facilities, number of seats, number and qualification of teaching and non-teaching staff, etc. In nut-shell, NCTE has total power regarding to teacher training institutions. NCTE gives recognition to teacher education institution offering M.Ed, B.Ed, Diploma and Certificate courses for teacher training.

Reduce the workload on state

Due to the privatization state become free from the educational responsibilities which lighten its workload.

Reduce the Financial Burden on State

The recovery of total cost per student of education from student would facilitate withdrawal of state subsidies and light the burden on the state.

Reduce the Crowed in the Higher Education

Because of the expensive education only those students who takes the future in higher education would like to go in this field which check the crowed in higher education.

Improve the Quality of Education

In privatization, institutions would be favoured with greater freedom they would be able to hire talented staff and paying them better salaries, these helps to improve the quality of education.

Strengthen the Mutual Relationship Between Corporate Sector and Higher Education

Privatization will also urge the beneficiaries of the output of educational establishments mainly the corporate sector provide the fund while institution produce the student according to their needs. This reduces the problem of educated unemployment.

Facilitate the globalization and foreign currency

Privatization ensures the quality of education and qualitative education attract the foreign students in our institution which facilitate the globalization and it also helps to gain the foreign currency.

Disadvantages of privatization of teacher education

Expensive education:

The institution run by the private management make a fast back by marketing
there courses and collecting huge sums of money by way of donation and capitation fees and at the same time charging hefty fees.

High recovery cost of education:

In an ideal government conditions, the recovery cost in higher education should be 20 percent but in privatization 100 percent is recovered from the student.

Education as Profit Making

Privatization in higher education makes the education as profit-making rather to human making, nourishment of creativity, inculcation of human values, character-building all this aim of education is adversely affected.

Conclusion

Education is one of the most powerful instruments to enlighten the lives of human beings. Just like technical education, teacher education also plays a very important role in the enhancement of prosperity of the society but unfortunately, it is left neglected. Though it is the Government's responsibility but due to unlimited population growth and limited means, Government finds it difficult to fulfill the requirements of the society. At the moment privatization appeals as an ideal substitute.

"The destiny of India is now being shaped in the classroom". This is the opening sentence of the Kothari Education Commission Report (1964-66). Teacher Education has the power to produce change agents for moving the

country on the continuing of development. Teaching has been regarded as a noble profession since the advent of civilization. Majority of teacher educational institutions are under the control of private sector.

The main aim of private organizations is to get profit. It is not only students but also teachers who are at the receiving end of the ongoing transformation in higher and professional education. The nation today witnesses the declining popularity of teaching as a profession, not only among the students that we produce, but also among parents, scientists, society and the government. The teaching profession today attracts only those who have missed all other "better" opportunities in life and is increasingly mired in bureaucratic controls and anti-education concepts with privatization reducing education to a commodity, teachers are reduced to tutors and teaching is reduced to coaching. Yet, the society expects teachers not only to be inspired but also to do an inspiring job.

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Relationship of Emotional Intelligence, Mental Health and Adjustment

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Education is a dynamic process, by which an individual is encouraged and enabled to develop his or her full potential. Education helps the person to adjust in the environment. Because of individual differences, different individuals show different levels of adjustment is also affected by mental status of the person, that is mental health of the person and also, the way the person manages his Emotions. Thus, the present study aimed to find out the correlation between emotional intelligence, mental Health and adjustment of class X students. The study was carried out on a sample of 100 secondary school students, (50 male and 50 female), belonging to Gulbarga district. Students from each school were selected randomly. The data collected using appropriate tools was statistically analyzed and compared. Correlation and the t-test were employed to test the hypotheses. The results of the study indicated that there is a significant positive correlation between emotional intelligence and mental health, between emotional intelligence and adjustment of class X students, female students of class X showed higher emotional intelligence value than male students.

Keywords*:* Emotional Intelligence, Mental Health, Adjustment and Schools.

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Introduction

Education is an important aspect of life which develops the harmonious personality of the Child. Education starts from home, develops in the school and matures in the society. Education does not simply mean acquiring the knowledge of any academic content. Education deals with behavioral changes. It deals with increasing ability to adjust in varying situations thrown open by the environment. There are certain important ingredients in the personality of the child which determines the level of education he gets. Emotional intelligence, mental health and adjustment are few of them.

Emotional Intelligence

Emotional intelligence is the ability of a person to understand and manage his emotions. The purpose of intelligently managing the emotions is to bring effectiveness in working without coming in conflict with him, with environment and with the fellow colleagues. This keeps the person away from stress and meets the challenges effortlessly.

Mayer and Salovey (1990) defined emotional intelligence as, 'the subset of social intelligence that involves the ability to monitor one's own and other's feeling and emotions, to discriminate among them and to use this information to guide one's thinking and action's. Goleman (1996) defined emotional Intelligence 'as ability to manage emotions (Self and others) so that it is beneficial to them and their environment'.

Mental Health

John and Webmaster (1979) defined mental health as a positive but relative quality of life. It is a condition which is characteristics of the average person who meet the demands of life on the basis of his own capacities and limitations'. The World Book Encyclopedia (1994) writes that physical and mental health is closely related. Mental health plays an important role in both the ways. 'How the people behave and the way they feel'.

Adjustment

Adjustment is a process of altering the behavior of oneself so as to be in a harmonious relationship with the environment. Srivastava (1996) defined

adjustment as 'the harmonious relationship with the environment in which most of the individual needs are satisfied in socially acceptable ways and resulting in forms of behavior which may range from passive conformity to vigorous action'.

Rationale of the Study

There are individual differences prevailing among the individuals. Due to this, different individuals show different types of emotions, adjust to different ways in the environment and the status of their health also varies. The person's ability to manage his or her emotions, his/her health status and adjustment in the environment seem to be closely related. Gujjar (2010), Tannous and Matar (2010), Faghirpour (2009), Hadadi Kohsari (2009) found a significant positive correlation between emotional intelligence and mental health. As the researcher was not able to find interrelationship studies among emotional intelligence, mental health and adjustment, therefore, undertook the present study.

Objectives of the Study

- To study the correlation of emotional intelligence with mental health of class X students.
- To study the correlation of emotional intelligence with adjustment of class X students.
- To study the significant difference between the emotional intelligence of male and female students of class X.
- To study the significant difference between the mental health of male and female students of Class X.
- To study the significant difference between the adjustment of male and female students of Class X.

Hypotheses of the Study

- There exists no significant correlation of emotional intelligence with mental health of class X students.
- There exists no significant correlation of emotional intelligence with adjustment of class X students.
- There exists no significant difference between the emotional intelligence of male and female Students of class X.
- There exists no significant difference between the mental health of male and female students of class X.
- There exists no significant difference between the adjustment of male and female students of class X.

Sample of the Study

The population of the study were all the class X students studying in secondary schools of Gulbarga district in Karnataka state. A sample of 100 students of class X was taken from four secondary schools of Gulbarga district in Karnataka state. Out of 100 students 50 were girls and 50 were boys. There schools were selected randomly.

Tools Used

- Emotional Intelligence scale by Anukool Hyde, Sanjyot pethe and Upendra Dhar (2001).
- Mental Health Inventory by Srivastava and Jagdish.
- Adjustment Inventory prepared by researcher.

Design of the Study

Survey method of research was used to study the present problem.

Statistical Techniques Used:

The data were analyzed using descriptive and inferential statistics. Mean, median, standard deviation, Pearson correlation and t-test were computed to test the hypotheses.

Analysis and Interpretation of the Data

Table 1. Coefficient of Correlation value between Emotional Intelligence and Mental Health

Variable	*N*	*Df*	*Coefficient of Correlation*	*Level of Significance*
Emotional Intelligence	100	99	0.315	0.01
Mental Health	100			

Table 1 shows the correlation between emotional intelligence and mental health of class X students. The coefficient of correlation value has been found to be 0.315, which is significant at 0.01 level. Hence the hypotheses, "There exists no significant correlation of emotional intelligence with mental health of class X students', stand rejected. The positive value of coefficient of correlation indicates that there is a direct correlation between emotional intelligence and mental health. Better the mental health more will be the emotional intelligence of the students.

Table 2. Coefficient of Correlation Value between Emotional Intelligence and Adjustment

Variable	N	Df	Coefficient of correlation	Level of Significance
Emotional Intelligence	100	97	-0.239	0.05
Mental Health	100			

Table 2 shows the correlation between emotional intelligence and adjustment of class X students. The coefficient of correlation value has been found to be -0.239, which is significant at 0.05 level. Hence the hypotheses, 'There exists no significant correlation of emotional intelligence with adjustment of class X students', stand rejected. The negative value of coefficient of correlation indicates that there is an inverse correlation between emotional intelligence and adjustment. The higher value of adjustment in Adjustment Inventory by researcher indicates maladjustment. This means that inverse relationship between these two variables shows that the students with high emotional intelligence are better adjusted.

Table 3 t-ratio value of mean emotional intelligence scores between male and female students

Variable	Gender	N	Mean	SD	Df	t-ratio	Level of significance
Emotional Intelligence	Male	50	120.89	14.30	99	2.535	0.05
	Female	50	127.79	12.90			

Table 3 shows that the t-ratio value of mean emotional intelligence scores between male and female students is 2.535 at 99 degree of freedom. The value is significant at 0.05 level. The difference between the mean values of emotional intelligence scores of male and female students is not due to the sampling error. Hence the hypothesis, 'There exists no significant difference between emotional intelligence of male and female students of class X,' stand rejected. The mean emotional intelligence score of female students is 127.79 which is higher than that male students, that is, 120.89. Thus female students showed higher emotional intelligence than male students.

Table 4. T-ratio Value of Mean Mental Health Scores between Male and Female Students

Variable	*Gender*	*N*	*Mean*	*SD*	*Df*	*t-ratio*	*Level of significance*
Mental Health	Male	50	145	15.2	97	2.62	0.05
	Female	50	152	14.3			

Table 4 shows that the t-ratio value of mean mental health scores between male and female students is 2.62 at 97 degree of freedom. The value is significant at 0.05 level. The difference between the mean values of mental health scores of male and female students is not due to the sampling error. Hence the hypothesis, 'There exists no significant difference between the mental health of male and female students of class X,' stand rejected. The mean mental health score of female students is 152 which is higher than that of male students, that is, 145. Thus female students showed better mental health than male students.

Table 5. T-ratio Value of Mean Adjustment Scores between Male and Female Students

Variable	*Gender*	*N*	*Mean*	*SD*	*Df*	*t-ratio*	*Level of significance*
Adjustment	Male	50	146	27.6	99	0.9	NS
	Female	50	151	23.8			

Table 5 shows that the t-ratio value of mean adjustment scores between male and female students is 0.9 at 99 degree of freedom. The value is not significant. The difference between the mean values of adjustment scores of male and female students may be due to the sampling error. Hence the hypothesis, 'There exists no significant difference between the adjustment of male and female students of class X,' is accepted.

Conclusion

- There is a significant positive correlation between emotional intelligence and mental health of class X students.
- There is a significant negative correlation between emotional intelligence and adjustment of class X students.
- Female students of class X showed higher emotional intelligence value than male students.
- Both male and female students did not show any significant difference in their level of Adjustment.
- Female students of class X showed better mental health than male students.

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Innovative Teaching Methods in Science

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The basic aim of teaching any subject is to bring about desired change in behavior. The change in behavior of child will be indicated through children's capacity to learn effectively. This is only possible by adopting various methods of teaching. Innovative ideas of teaching science are: Hands on Learning, Role Play, Instructional Conversations, Graphic Organizers, Virtual science labs, Thinking Maps, Argue with Science, Computational thinking, Science museums, Multimedia Approach, Video clips, Power Point Presentation, Science Fair, Peer-to-Peer Teaching, Science Exhibition, Field trips, Science clubs, Interactive science journals, Flipped Classroom, Guided Discovery Problems and Science Quiz. We are living in a scientific world and the advanced teaching strategies are helping students to discover and explore science every day. Teachers looking for advanced techniques to help students to experience the beauty of science.

Keywords: Innovative, Teaching, Problems, Methods, Science and Behavior.

Introduction

The basic aim of teaching any subject is to bring about a desired change in behavior. The change in behavior of child will be indicated

through children's capacity to learn effectively. This is only possible by adopting various methods of teaching. The teacher cannot utilize any method to any type of students in any type of environment. He / She have to choose and adopt the right method of teaching keeping in mind the capability of the students and the curriculum. The Student engagement and understanding of materials is given more emphasis in today's education over spoon feeding the facts. Therefore, using black-boards or the typical lecture methods are not adequate to teach science and other related subjects. Many scholars and researchers have proposed advanced ideas and they claim that virtual teaching scenarios or simulations can help to build better understanding of subjects among students. More than just conveying the facts or findings in science, students will love to explore the world of science. These innovative teaching methods in science can substitute the typical teaching techniques to achieve the goal.

Hands on Learning

This is the best teaching method invented so far that involves the active participation of students to experience scientific concepts than to just have an audience view. Schools are promoting the use of low cost apparatus in classrooms to helps students to have hands on learning experience.

Role Play

This innovative method is becoming an integral part of science education as students can intellectually and physically involve through activities while learning a new concept. Activities can be organized in classroom sessions where a group of students can take the role of atoms or molecules to study a chemical reaction or they can represent a scientist group to demonstrate the particular scientist's laws.

Instructional Conversations

Building instructional conversations is a key method to teach science vocabulary. Let them talk in between the lectures about the experience they had with an application related to the topic of discussion. This promotes their

dialogue construction in science as they communicate using scientific and technical terms.

Graphic Organizers

This teaching approach is helpful for students to interact with science in a more organized and structured way. Teachers can use different types of templates to represent the data according to the topic that is being handled. A typical format for graphic organizer contains a central point from which different branches are formed and there may be sub-branches in certain cases. Arrows are used to point the direction or sequence of a process.

Virtual science labs

There are many virtual science labs available online for free and therefore, this approach almost gives hands on experience of learning the subject without much expense. Detailed diagrams, illustrations or close up pictures allow students to virtually get inside a plant or animal part without actually doing it.

Thinking Maps

This is an ideal way to visually represent different thought processes which help to organize the science education with a better flow. There are different types of thinking maps available which can be chosen wisely to represent the particular topic. This includes bridge maps to teach relation between ideas, brace maps to break larger objects into smaller parts, flow maps to show sequence of events, multi-flow maps to show effects or causes of an event, tree maps to classify objects or ideas and more.

Argue with Science

Learning through argumentation gives students a widened thinking to contrasting ideas which in turn deepen their understanding. They can refine ideas with others and engage with open-ended questions, and re-state observations or remarks in a more scientific language. Teachers can also guide them in their approach and share the intellectual expertise with them.

Computational thinking

This is an advanced technique to improve thinking and problem solving skills. The method comprises decomposition i.e. breaking large problems into

small units and pattern recognition-related problems to the ones which were already solved successfully in the past. Computational thinking skills also cover algorithms-step by step approach to reach a solution; abstraction-neglecting unimportant details and debugging-refining these steps.

Science museums

Give opportunity to students to visit a science museum as part of the learning process. This gives them access to innovative resources and they can visualize data they learnt in class. They can have a look at the real work of scientists which improves their urge to learn about it further. Regular visits to museums make learning science more engaging and interesting.

Multimedia Approach

This method is a blend of text, audio, animation, video, still images or interactivity content forms to teach diverse difficult to understand concepts in science. The educator can convey vast information using advanced media, devices and techniques, and involve a wide range of activities to provide a meaningful learning experience.

Video clips

This teaching technique makes use of instructional video clips available online or in libraries to show and teach a new concept. The animation of a process or evolution can be conveyed better with videos. It can also be videos of demonstration of an idea or an application side of a theory or an interview with a scientist, tutorial by a subject expert and more.

Power Point Presentation

Instead of the conventional talk and chalk methods, teachers now include power point presentations in their classroom sessions to make it more interesting. They connect the computers to projectors to address a larger classroom and include interesting slides with diagrams and flow charts to make the teaching more interactive.

Science Fair

Schools should conduct science fairs as part of their teaching strategy to promote students interest in the subject as well as to evaluate their level of

understanding. In this competition, students are given a time frame to answer a question or perform a task through a range of experiments and research. They showcase the output in the form of reports, display board, or as models.

Peer-to-Peer Teaching

Students take the role of teaching each other that promotes excitement learning science. In Peer-to-peer teaching approach, they are really engaged in the content by discussing scientific topics, generating questions and working in teams to explore new information. Some of the activities involved in this approach include buzz groups, solution groups and critic groups.

Science Exhibition

Encourage your students to take part in science exhibitions as part of school level or inter-school level competitions. This is a great opportunity to bring out their creativity in science and design an application based on a scientific concept.

Field trips

In the middle of boring classroom sessions, take your students out for field trips to experience science while learning. Go to an aquarium, a nature center, a scientist's home or visit a pet store. You can also spend some time with the students in the bird park or simply go on a nature walk to experience the science around while learning new concepts.

Science Clubs

Set up science clubs in your schools or community, which is an ideal approach to STEM education that assimilates high quality hands-on instruction. This is the right place for science enthusiasts to share and discuss new happenings in science world and to connect innovative ideas to what they actually learnt.

Interactive science journals

This is an advanced version of lecture notes in which students express the information they learnt into different templates and elicit their own responses. Students can use this technique effectively to have a deeper connection to their learning and this activity promotes their higher level

thinking. They can be creative with their notebooks using pictures, charts and comments, thus, building an encompassing resource for future reference.

Flipped Classroom

In this innovative teaching technique, students are asked to go through video instructions or tutorials in the initial stage, i.e. digital learning. The second stage will be in classrooms where they involve in challenging tasks and assignments based on the information gathered through video assets. This flipped learning frees up class time for activities such as hands-on labs, guided practice or online simulations.

Guided Discovery Problems

Understanding science is more than just knowing some facts and the guided discovery problems method makes it possible. This technique can be integrated into lecture, lab and field courses. It refers to understanding science step-by-step through the discovery process and involves collection and processing of data, debugging and explaining it through intriguing puzzles, structured hands-on activities and right presentation of information. The conceptually difficult or counter-intuitive topics are better handled with this approach.

Science Quiz

Include quiz as a part of your classroom sessions when teaching science. This can be done as a whole class activity by splitting the group into 4 or more sets. The questions can include the application of the theory taught in class. Students can discuss and share ideas to find the solution within the stipulated time frame. This teaching approach helps students to think from different angles and sometimes, to think out of the box.

Conclusion

We are living in a scientific world and the advanced teaching strategies are helping students to discover and explore science every day. Teachers looking for advanced techniques can also try for group discussion, case studies, laboratory experiments, seminar, outdoor teaching, creative illustrations, crafts, dramatization, and interactive lecture demonstrations to help students to experience the beauty of science.

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The Social Background of the Depressed Classes in Kerala in the 19th Century

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In the early decades of the 20th century, Kerala was under the grip of feudalism and various social evils. The caste - ridden Hindu society was broadly divided into two- the Savarnas who enjoyed all privileges and the Avarnas who were denied all privileges. The Avarnas were treated as untouchables. The Avarnas were subjected to all sorts of social discriminations and humiliations. The restrictions imposed and the segregation maintained for the Avarnas were so odious that Swami Vivekananda was prompted to comment upon Kerala as 'lunatic asylum'. As Prof. T. K. Ravindran put it "The whole of the 19th century and the first quarter of the 20th centuries were marked by a series of relentless social contests, sometime peaceful at times violent against a long array of social disabilities which beset the like of the lower castes in this tiny state. The most degrading of this disability sprang from the evils of untouchability, un approachability and unsuitability of the exterior castes which were practiced with fanatical rigour unknown in other parts of India. "The pulayas, parayas and kuravas were considered as the most backward classes in the community whose touch and physical presence had been considered to carry pollution (Thindal- the colloquial word used widely at that time) both to the caste Hindus as well as the deities in the temples.

Keywords: Avarnas,Upper Castes,Lower Castes and Pulayas.

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Their presence within a prescribed distance caused pollution to a caste Hindu. The prescribed limit also varies in accordance with the ranking of castes on pollution. The pulaya had to keep a distance of 60 feet from the Nair while the Namboothiri would consider himself polluted even if he is seen by a pulaya or Nayadi. The failure on the part of the members of the lower castes to make way for those of the higher would have invited even the death penalty. The upper castes (Savarnas) like the Brahmins, the Nair's etc. enjoyed several immunities and privileges which were denied to the lower castes. Consequently, the non-caste Hindus had not been allowed to use the roads within a certain distance from the temples and houses of caste-Hindus. Tindal was observed even among the lower castes. There was gradation among them too and higher among them observed pollution at the approach of lower ones.

The pulayas suffered much from the community. The conditions of the pulayas in the 19th century continued to be very miserable. The pulayas and other scheduled castes who observed pula or pollution formed 10.1% of the Hindu population of Travancore as per 1910 census. They were farmers from time immemorial and they are not addicted to any of the untidy habit attributed to the chandalas by the Dharmasastras. As early as the 11th century they were engaged in agricultural labour as testified to by an inscription in the Parthivasekharapuram Temple in South Travancore.

While British Malabar they are more generally known as cherumar meaning a short- sized people. Despite the numerical strength of the pulayas or cherumars, the caste Hindus denied many of the basic social rights like freedom to enter roads, schools, offices, temples and other public places until recently.4 In some parts of Kerala, the term cheruman was applied to slaves in general but in some other parts it was a synonym for pulaya. According to Buchanan, the pulayas were divided into different clans, but all these could eat together and intermarry. According to William Logan, the divisions among them were of a basic nature and the pollution rules which related to them also were different.

The social reformer Ayyankali found that his community was in the lower rank of the social order in name of religion and caste and receiving much humiliation in the social, educational, economic and religious life of the country. They had no right for going education and right to enter in the public roads. They were also disallowed to possess and, wear gold and silver ornaments and construct houses with bricks and tiles. They had to keep prescribed distances from the higher castes. They also had to observe

untouchability and unapproachability, may even unsuitability. In Kerala the pulayas were mortgaged. The word pulaya is 'polluted men' and expresses the idea of caste impurity. The Pulayas were considered as slaves in the community.

The pulayas are small and short in stature, and dark in complexion due to much exposure in field work. Their women are smaller still mostly quite diminutive and very plain looking but a few of them are passable looking when young Bunches and strings of beads being worn around. Their dwellings were in small huts, stick woods, reels of bamboo, mud, grass or coco-leaf were the raw materials used for the construction of huts. Most of their huts were found by the sides of the rice swamps. The pulaya women were forbidden to wear the gold or silver ornaments. They also had no right to cover their breast. To cover their bosom with cloth is forbidden, in order to the easy recognition and avoidance of the lower castes by their masters. This rule of going uncovered above the waist as a mark of respect to superiors is carried thought all grades of society, except the Brahmans.

Each caste and class had its own-ornaments and style of dress, differing in the upper part of the body only and silver, as being less honorable on the lower members. Pulayas could only wear brass, and Hill people, Vedas, Kuravars etc. and a large number of strings of glass beads around the neck and hanging on the breast. The low caste people who wished to present petitions were thus kept away from the court and were made to stand day after day in the hot sun, their beads not being permitted to be covered, or they were exposed to merciless rain until by some chance they come to be discovered, or the Thahasildar was pleased to call for the petition.

Slavery was another evil which prevailed in Kerala. Slavery as a universal social evil had its origin in time immemorial and it had its proponents and defendants throughout the world7. There were several factors contributing to the emergence of this vile system. In the early stages of human life, slavery might have had its crude inception owing to the unconscious application of the rule of the State of Nature where might alone was right.

In India the origin of slavery was closely associated with the inception of the caste-system which in turn was based on hierarchical social order. The terms Jati (caste) and Varna (Colour) were used as synonyms. The whole structure was given a religious background and holy grab mainly there were two varnams viz, Mukhyavarnam and Avantaravarnam. According to Indian tradition there were four castes viz, Brahman, Kshatriya, Vaisya and Sudra.

The first three constituted the Mukhyavarnam and the last group was included in the Avantharavarnam.8

A notable feature of caste system was the legal sanction given to the men of 'superior' castes for intermingling with the low castes women. For instance, a Brahman could approach Kshatriya women and the Kshatriya likewise could go to a vaisya woman and the Vaisya, again, to a sudra women. In Travancore there were several slave classes like the Pulayas, Parayas, Vettuvons etc.; but the first constituted the bulk of the total slave population. In Kerala a curious system prevailed which endangered very theso-called highest castes and reduced them to slavery.

The first step towards the emancipation of the lot of the slave castes was adopted by Rani Lakshmi Bai, the Ruler of Travancore in 1812 A.D. By issuing a proclamation she abolished transaction on slave castes like the Pulayas, Parayas, Kuravas, Malayars, and Vedas etc. But slavery as a social institution still continued. The Travancore Maharaja Uttram Tirunal was forced to issue a proclamation, abolishing slavery in 1853. Subsequently in 1855 another proclamation was issued rectifying the deficiencies and loopholes that had crept into the previous proclamation.

But abolition of slavery by a proclamation alone could not bring any security to the slave castes. Their disabilities, in almost all walks of life, continued unabated. For, instance, they were disallowed entry in public market, public roads, judicial courts etc. It was under this backs that Divan Ramiengar issued a circular in 1884 for entering the lower caste people in all public places. But proclamations and circular of this kind could not bring any substantial change in the plight of the aggrieved communities.

Pulapedi was another feature found in the Kerala society in the 19th centuries. Pulapedi kalam (the period of the pulaya terror) was a nightmare to the high caste ladies. During this period (February and March) if a pulaya met a sudra woman, he might seize her and she would lose her caste as well as the connections with her relatives. This kind of terror was in "the month of Karkadakam (15th July to 15th August) during which high caste women may lose caste if a slave happens to throw a stone at them after sunset". Mateer has recorded the practice of high caste women, being taken away by the low caste men, by which action the women forfeited their caste.

In some parts of Kerala, the term cheruman was applied to slaves in general but in some other parts it was asynonym for pulaya. According to Buchanan, the pulayas were divided into different clans, but all these could

eat together and intermarry. According to Logan, the divisions among them were of a basic nature and the pollution rules which related to them also were different.

If a pulaya wanted to marry, he had to convey his desire to his master, who, however, was bound to meet the expenses connected with the marriage. A pulaya could not view the paraya on an equal footing but the latter thought that he was superior to the pulaya. The Nayadis who were the lowest of the castes would not partake of the food prepared by the pulaya and paraya. A noticeable feature of the pollution rules of slave classes was their inability to take revenge on or punish those who transgressed the established boundaries of such customs. If a slave had any grievance, he might purify himself by taking a book that was all that he could do. In the reliable with the castes, the violation of such rules by slaves was always followed by severe punishments.

The traditional socio-economic life was seriously affected by the arrival of European Trading Companies and the Missionaries were interested primarily in protecting their trade interests their work indirectly gave encouragement to the resistance movement of the lower castes. The conversion of lower castes to Christianity was the first challenge that the Hindu society had faced after the arrival of the Europeans. T.K. Velu Pillai wrote, "The first step at ameliorating their condition was due to the spread of Christianity was the first challenge that the Hindu society had faced after the arrival of the Europeans."12

Once the members of the lower caste renowned their religion, the disabilities attached to their former status vanished. The missionaries were always to their side to espouse their cause and it was chiefly through their instrumentality that they secured many of the concessions. Which were denied to their Hindu brethren of the same caste.13 More over they were keen on providing the necessary educational facilities to the backward classes as a first step towards their social uplift.

The caste Hindus, however, viewed with considerable suspicion the social reformatory measures of the missionaries. Christianity made rapid progress with the socially backward classes. The caste Hindus especially the Nairs feared that the spread of Christianity would destroy the caste system and along with it their political power and influence.

In other words, they were unable to tolerate the social changes and the progress of the suppressed people. Hence even to enjoy the small dosesof socialreforms, the depressed classes had to face the challenges posed by the

caste Hindus. "Monstrous in equalities and unjust laws and hampering practices had to be attacked and removed from the path of life". The missionaries attacked caste system and agrestic slavery which restricted the socio-economic mobility of the lower castes. The lower castes who were anxious to get rid of caste rules with the encouragement of missionaries violated the caste rules."15

The Government of Travancore prohibited the sale and purchase of slaves abolished poll tax from different castes and removed restrictions imposed on wearing dress, ornaments and construction of houses. The converts were also exempted from doing compulsory labour. The non- caste Hindus except the agrestic slaves were to any kind of work they liked. The lower-class people were very highly suffered from the higher caste Hindu. The Avarnas could not enter into the temples of the Savarnas. The Avarnas could not reach the temple roads. This was the condition of the Avarnas during the 19th century. It was this historic mission that was silently fulfilled by the saint and social reformer of Kerala Sree Narayana Guru (1856-1928). Born in an avarna caste, the Guru by virtue of his learning and peace had philosophical and logical solution to all social problems of his time. Drew inspiration from the works of Sree Narayana Guru, Ayyankali, born in an avarna caste, made his efforts for the uplift of the down trodden people of Kerala. His works were for the uplift of the pulayas. The leadership that was filled by Ayyankali whom Gandhiji delineated as the "Raja of the Pulayas".

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Parental Encouragement and Academic Achievement of Commerce Group Students at Higher Secondary Stage

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The present study was conducted to investigate the relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage. In order to study the problem, the survey method was used to collect the data. The sample of the present study was 400 commerce group students at higher secondary stage were randomly selected from the schools of Kanyakumari District. The data were analyzed by using percentage, mean, standard deviation, t-test, and correlation analysis. The findings of the study revealed that significant difference between parental encouragement received by commerce group students at higher secondary stage in Rural and Urban Locality Institutions. The home is truly the greatest socialization agency in all contemporary. Family is the first and the most immediate social environment to which a child is exposed. Parents play a key role in shaping students aspiration and achievement. Parental encouragement is one of the aspects of parent treatment patterns.

Keywords: Parental Encouragement, Academic Achievement and Children.

Introduction

Das (1971) pointed out that Parental encouragement and expectations of a child's school achievement provide the single major factor which contributes to a child's academic performance. Loving parents play a critical role in the development of the young. When parents take a genuine interest in the discovery process, the bond between parents and children can be gently strengthened.

Significance of the study

The period of adolescence is very important to a development of an individual. Any laxity on the part of the parents and guiding the adolescents may result in academic backwardness and development of an unwholesome behaviours, the foundation of what a person becomes in the society is laid in the home and at the initial stage of life. The child as a result acquires initial education and socialization from patterns. When parents are involved in education of their children, they tend to mode their parent's attitudes and actions. So parents participate in their children's schooling, students may experience more academic and social success.

Background of the study

Vasanthi Medona, L. (2015), conducted a study on "Parental Encouragement and Academic Achievement of Differently Abled Visually Impaired Students in Special Schools". The result shows that the level of Parental Encouragement and Academic Achievement of Differently Abled Visually Impaired Students in Special Schools was moderate. There is significant relationship between Parental Encouragement and Academic Achievement of Differently Abled Visually Impaired Students in Special Schools.

Dr. P. Sekar and Dr. S. Mani (2014), has conducted a study on "Parental Encouragement and Academic success of higher secondary students". Results of the study reported that significant association is found between the levels of Parental Encouragement and the levels of Academic success in biological science of higher secondary students.

Hedlund and Tara, L. (2010) conducted a study on" Parental Involvement in secondary education: Perception of parental involvement and academic outcomes". The result indicated that positive parent involvement was viewed extremely valuable by students, parents and teachers and in it's mainly forms, seen as a positive force in encouraging students to work harder in schools.

Bitsoi and Regina (2009) examined "the relationship between Navajo family structure and student achievement, student self- esteem and parental involvement". The study showed that no significant statistical differences found between family structure and student z

- To find out the level of parental encouragement received by commerce group students at higher secondary stage.
- To find out whether there is any significant difference between parental encouragement received by male and female commerce group students at higher secondary stage.
- To find out whether there is any significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.
- To find out whether there is any significant relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage.

Hypotheses

- There is no significant difference between parental encouragement received by male and female commerce group students at higher secondary stage.
- There is no significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.
- There is no significant relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage.

Research Methodology

The survey method was used to the present study. A sample of 400 Commerce Group Students was drawn adopting Random Sampling Technique from 10 Higher Secondary Schools of Kanyakumari District. The tools used for the present study were

- Personal Data Schedule
- Parental Encouragement Scale (developed by the investigator).

In the study Academic Achievement was taken as the total marks obtained by students in half- yearly examination. Percentage analysis, mean, standard deviation, t-test, and correlation analysis were the statistical techniques used to analyze the data that was collected.

Analysis of the study

Table - 1

Level of Parental Encouragement received by higher secondary commerce group students

Category	*Sub Category*	*Level*	*Count*	*Percentage (%)*
Parental Encouragement	Total Students (400)	Low	40	10.00
		Average	273	68.25
		High	87	21.75

It is understood from the above table that 10% of higher secondary commerce group students received low level of Parental Encouragement, 68.25% of higher secondary commerce group students received moderate level of Parental Encouragement and 21.75% of higher secondary commerce group students received high level of Parental Encouragement.

Table - 2

Difference between parental encouragement received by male and female commerce group students at higher secondary Stage

Category	*Number*	*Mean*	*S.D*	*Calculated 't' value*	*Table value*	*Result*
Male	180	268.36	105.38	0.36	1.96	Not
Female	220	272.26	108.02			Significant

From table 2, it is evident that the calculated 't' value was less than the table value 1.96. This means that there is no significant difference between parental encouragement received by male and female commerce group students at higher secondary stage.

Table - 3

Difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.

Category	*Number*	*Mean*	*S.D*	*Calculated 't' value*	*Table value*	*Result*
Rural	172	255.85	99.55	2.44	1.96	Significant
Urban	228	281.57	110.77			

From table 3, it is evident that the calculated 't' value was greater than the table value 1.96. This means that there is significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.

Table – 4
Correlation between parental encouragement and academic achievement of commerce group students at higher secondary stage

Category	*Number*	*d.f (N-2)*	*Calculated 't' value*	*Table 'r' value*	*Result*
Commerce group students	400	398	0.033	0.098	Not Significant

It is very clear from the above table that the calculated 'r' value was less than the table value 0.098. This means that there is no significant relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage.

Discussion

This study indicates that majority of the higher secondary commerce group students receive moderate level of parental encouragement. The present study reveals that there is significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions. So, it can be interpreted that urban locality commerce group students receive more parental encouragement. It may be due to the fact that their parents are highly educated and they know about the gains of commerce world. So they provide the necessary facility for their child's education.

Conclusion

Parental encouragement is an important factor in promoting the academic achievement of students. It helps the students to internalize the educational values. When parents communicate their values about education and learning, students school performance were more enhanced and had higher perceived academic competence. Suitable programs can be arranged to make the parents aware of the need and significance of giving encouragement and motivation.

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E-Learning Creates a Painless Environment to the 21st Century Learners

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The development of technology is placing new demands on expertise and it is also leading to the increasing use of information technology in teaching and learning. Wireless connectivity, notebooks, PDAs and their design and use, a transition from e learning to m learning is one of the challenges being faced by educational institutions. The world is going through a phase of globalization and the success of an organization depends on how quickly its workers are able to learn and transmit various skills required today. Education via the Internet, network, or standalone computer. Network-enabled transfer of skills and knowledge e-learning refers to use of electronic applications and processes to learn. e-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or videotape, satellite TV, and CD-ROM. This article explores the definition, types, needs and advantages of e-learning.

Keywords: Internet, Education, Learner, Collaboration and Classrooms.

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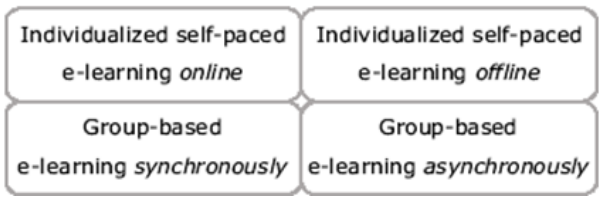
Definition of e-learning

E-learning refers to the use of information and communications technology (ICT) to enhance and/or support learning in tertiary education. It covers a wide range of systems, from students using e-mail and accessing course work on line while following a course on campus to programmes offered entirely online. E-learning can be divided into several types. In all cases, a campus-based institution is offering the courses, but using e-learning tied to the Internet or other online network to a different extent. Web-supplemented courses focus on classroom-based teaching but include elements such as putting a course outline and lecture notes on line, use of e-mail and links to online resources.

Web-dependent courses require students to use the Internet for key elements of the programme such as online discussions, assessment, or online project/collaborative work, but without significant reduction in classroom time. In mixed mode courses, the e-learning element begins to replace classroom time. Online discussions, assessment, or project/collaborative work replace some face-to-face teaching and learning. But significant campus attendance remains part of the mix. And when courses are offered fully online, students can follow courses offered by a university in one city from another town, country or time zone.

Scopes of e-learning

The term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. As the letter "e" in e-learning stands for the word "electronic", e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices. These various types or modalities of e-learning activity are represented in the following Table



Individualized self-paced e-learning online refers to situations where an individual learner is accessing learning resources such as a database or course content online via an Intranet or the Internet. A typical example of this is a learner studying alone or conducting some research on the Internet or a local network.

Individualized self-paced e-learning offline refers to situations where an individual learner is using learning resources such as a database or a computer-assisted learning package offline (i.e., while not connected to an Intranet or the Internet). An example of this is a learner working alone off a hard drive, a CD or DVD. Group-based e-learning synchronously refers to situations where groups of learners are working together in real time via an Intranet or the Internet. It may include text-based conferencing, and one or two-way audio and videoconferencing. Examples of this include learners engaged in a real-time chat or an audio-videoconference.

Group-based e-learning asynchronously

Refers to situations where groups of learners are working over an Intranet or the Internet where exchanges among participants occur with a time delay (i.e., not in real time). Typical examples of this kind of activity include on-line discussions via electronic mailing lists and text-based conferencing within learning managements systems.

Types of E- Learning

There are a few of the most common types of e-Learning. They are as given below

- Technology Based Learning (TBL)
- Web Based Training (WBT)
- Computer Based Training (CBT)
- Synchronous and Asynchronous e-learning
- These are
- a few of the most common types of e-learning.

Technology-Based Learning (TBL)

The phrase, interchangeable with e-learning, technology-based learning includes deployment of methods that use recent technological developments

such as computer-mediated communication, videoconferencing, multimedia, groupware, video on demand, desktop publishing, intelligent tutoring system, virtual reality just to name a few.

Web-Based Training (WBT)

Generally, web-based learning, e-learning uses streaming media, text, and graphics to develop exciting learning environment that is deployed right on the user via the internet. It is a great way to e learning for the large group of people scattered across the globe, but it can present the same deployment challenge that the audience encounters in dial-up connecting.

Computer-Based Training (CBT)

This is great alternative to WBT for graphic or audio rich e-learning, computer e-learning, deployed via CD-ROM, which elements the streaming issues that can be associated with WBT.

Synchronous and Asynchronous e-learning

With synchronous e-learning, learning and teaching takes place at the same time while the trainer and learners are physically separated from each other. Examples of synchronous learning are as follows:

- Internet telephony
- Web conferencing
- Online lectures
- Distance learning via-interactive satellite

Audio/Video Conferencing

Asynchronous e-learning means that the user can take the training indent of any schedule. At Resource Bridge it refers to this as "wherever they are whenever they need it," asynchronous e-learning does not need a facilitator or instructor, and is one of the more popular e learning deployment methods. Examples of asynchronous e learning are the following:

- Self-paced courses taken via internet on CD-ROM.
- Stored audio/video level presentations or seminars.

Advantages of e-learning

There are a number of benefits to tertiary learning online that are unique to the medium. Some of which are extracted here.

Anytime

A participant can access the learning programme at any time that is convenient - not just during the specific 1-3-hour period that is set for a conventional course. The episodes can be quick snatches at odd times or long late-night sessions. Cross-time-zone communication, difficult to arrange in real time, is as easy as talking to someone across town when using the Internet.

Any place

The participants do not have to meet. That means they can be anywhere. International sharing is feasible. Individuals can log on at work, home, the library, in a community learning center or from their hotel when traveling.

Asynchronous interaction

Unlike face-to-face or telephone conversations, electronic mail does not require participants to respond immediately. As a result, interactions can be more succinct and to-the-point, discussion can stay more on-track, and people can get a chance to craft their responses. This can lead to more thoughtful and creative conversations.

Group collaboration

Electronic messaging creates new opportunities for groups to work together; creating shared electronic conversations that can be thoughtful and more permanent than voice conversations. Sometimes aided by on-line moderators, these net seminars can be powerful for learning and problem solving.

Advantages to the Learner

Along with the increased retention, reduced learning time, and other aforementioned benefits to students, particular advantages of e-learning include:

- On-demand availability enables students to complete training conveniently at off-hours or from home.
- Self-pacing for slow or quick learners reduces stress and increases satisfaction.
- Interactivity engages users, pushing them rather than pulling them through training.
- Confidence that refresher or quick reference materials are available reduces burden of responsibility of mastery.

Disadvantages to the Learner

The ways in which e-learning may not excel over other training include:

- Technology issues of the learners are most commonly techno phobia and unavailability of required technologies.
- Portability of training has become strength of e-learning with the proliferation of network linking points, notebook computers, PDAs, and mobile phones, but still it does not rival that of printed workbooks or reference material.
- Reduced social and cultural interaction can be a drawback. The impersonality, suppression of communication mechanisms such as body language, and elimination of peer-to-peer learning that are part of this potential disadvantage are lessening with advances in communications technologies.

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