



TeLeS

ISSN 2348-8409

VOLUME. : 20 NUMBER : 01 MARCH - 2020

Journal of Teacher Learner and Society

Teacher Learner and Society (TeLeS)

Print ISSN 2348-8409 Volume 20, Number1, March 2020

MANAGING EDITOR

Mohamed Ali, Secretary, Muslim College of Education, Kanniyakumari District, Tamil Nadu -INDIA

EXECUTIVE EDITORS

Radharamanan Pillai, The Addis Ababa University, Ethiopia

Pramod. V. S. Muslim College of Education, Kanniyakumari District, Tamil Nadu -INDIA, *The TNTEU University*

EDITORIAL BOARD

Dr. Yechale Kebede Bizuneh

Vice -President, Arbaminch University, Ethiopia, AFRICA

Dr. Emerson Cabudol

Faculty Member, Business Department, Higher College of Technology, Women's College, Al Ain, UAE

Dr. Zaheer Abbas

Faculty of Management Sciences, International Islamic University, PAKISTAN

Dr.N.Janardhanan

Head, Centre for Post Graduate Studies and Research in English, Muslim Arts College, Tamil Nadu, INDIA

Prof. Jayaraman

Professor, Centre for Post Graduate Studies and Research in English, Muslim Arts College, Tamil Nadu, INDIA

Dr R. Ramesh Reddy

Professor, Department of Civil Engineer, Arba Minch University, ETHIOPIA

Dr. Ahmed Mahmud

Lecturer, Department of English Language and Literature, Madda Walabu University, ETHIOPIA

Dr. Mohammed Kawo

Lecturer, Department of English Language and Literature, Madda Walabu University, ETHIOPIA

Dr. Tesfaye Alemu

Professor, Department of English, Arba Minch University, ETHIOPIA

Dr. Reji. D. Nair Faculty Member, Business Department,
Higher College of Technology, Women's
College, Al Ain, UAE

EDITORIAL ADVISORY BOARD

Dr. A. Sukumaran Nair Formerly Vice-Chancellor, M.G. University,
Kottayam, Kerala, INDIA

Dr. R. Sukumaran Nair Formerly Faculty & Deann Sree
Sankaracharya University of Sanskrit
Kerala, INDIA

**Dr. C. P. Sreekandan
Nair** Faculty & Deann Sree Sankaracharya
University of Sanskrit Kerala, INDIA

Dr. S. Mani Professor & Head, Dept. of Educational
Planning and Administration, Tamil Nadu
Teachers Education University, Chennai,
Tamil Nadu, INDIA

Dr.N.Ramakrishnan, Professor & Head Dept. of Educational
Technology, Tamil Nadu Teachers Education
University, Chennai, Tamil Nadu, INDIA

Dr. P. Ganesan Professor and Head, Department of
Pedagogical Sciences, Tamil Nadu Teachers
Education University, Chennai, Tamil Nadu,
INDIA

Dr.Albukak University of Dublin, IRELAND

Dr. Madhavan Professor of English and Foreign Languages
University Hyderabad, INDIA

Dr. M. Soundararajan Professor and Head, Department of Value
Education, Tamil Nadu Teachers Education
University, Chennai, Tamil Nadu, INDIA

Dr. G. Baskaran, Professor & Dean Faculty of English &
Foreign Languages, Gandhigram Rural
Institute Deemed University, INDIA

Dr. Balasubramanyam, Formerly Vice-Chancellor, Bharatiyar
University, Coimbatore, Tamil Nadu, INDIA

Dr. K.A. Janardhanan	Human Resource Manager, Noorul Islam University, Nagercoil, Tamil Nadu, INDIA
Dr. Omer Al-Buk	Dean of Humanities and Social Science, 7th October University, LIBYA
Dr. Selvinkumar	Vice Chancellor International Tamil University, USA
Dr. S. Pakiam	Formerly Registrar of Manonmaniam Sundaranar University. Tamil Nadu, INDIA
Dr. James R. Daniel	Formerly Principal, Scott Christian College, Nagercoil. Tamil Nadu, INDIA
Dr. B. Sobhanan	Formerly Professor and Head in History, Kariavottom Campus, University of Kerala, INDIA
Dr. Taregn Tedesse	President, Science and Technology, University of Addis Ababa, ETHIOPIA
Dr. Prem Khattry	Formerly Professor , Tribhuvan University, Federal Democratic Republic of NEPAL
Dr. K.Y.Benedict,	Principal, Martheophilus Training College, Trivandrum, Kerala, INDIA

Teacher, Learner and Society (TeLeS) is a peer reviewed National Journal is an innovative venture of the Muslim Educational Society (MES), No 1 New Street, Thiruvithancode, Kanniyakumari District, Tamil Nadu, INDIA. The TeLeS is published two times a year, i.e. in March and September. Special volume is published every year in connection with the international conference.

Subscription rates

Institutional: Indian 1500 INR; Foreign 23 US \$ for single copy.
Individual: Indian 1000 INR; Foreign 15 US \$ for single copy.

Ordering Information:

Subscription amount to be sent through Bank Draft drawn in favour of Mrs. S. Anitha Mary, (+917402735588) payable at IDBI, Thuckalay, Account Number 157910 400 00 30773 and IFS code- IBKL 0001579. Subscriptions purchased at the personal rate are strictly for personal, non-commercial use only. The reselling of personal subscriptions is prohibited. Personal subscriptions must be purchased with a personal cheque or credit card. Proof of personal status may be requested. For more information on our sales packages please visit <http://www.muslimcollegeofeducation.com> Older volumes are held by our official stockists to whom all orders and enquiries should be addressed: Email : muslimcollegeofeducation@gmail.com or Tel: +91 7402735588 , +91 7402735503.

Copyright 2013 Dr. H. Mohamed Ali, General Secretary, Muslim Educational Society, Kanniyakumari District, Tamil Nadu -INDIA. All rights reserved. No part of this publication may be reproduced, stored, transmitted, or disseminated, in any form, or by any means, without prior written permission from Dr. H. Mohamed Ali, to whom all requests to reproduce copyright material should be directed, in writing.

Disclaimer: Muslim College of Education and our publisher Dr. H. Mohamed Ali, make every effort to ensure the accuracy of all the information (the "Content") contained in our publications. However, Muslim College of Education and our publisher Dr. H. Mohamed Ali, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. **Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Muslim College of Education and our publisher Dr. H. Mohamed Ali.** The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Muslim College of Education and our publisher Dr. H. Mohamed Ali, shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content. Terms & Conditions of access and use can be found at [http:// www.Muslimcollegeofeducation.com](http://www.Muslimcollegeofeducation.com) (under the title - Journals). We grant authorization for individuals to photocopy copyright material for private research use, on the sole basis that requests for

such use are referred directly to the requestor's local Reproduction Rights Organization (RRO).

Subscription records are maintained at Muslim College of Education (MCE), No 1 New Street, Thiruvithancode, Kanniyakumari District, Tamil Nadu INDIA.

For further information about our journals please visit <http://www.muslimcollegeofeducation.com> or Email: muslim.college.of.education@gmail.com (muslim + college of education + @ gamil.com).

Official Publisher

Teacher, Learner and Society (TeLeS) is published Biannually in March, and September by The Kumari Press and Publication Division, Monday market, Thuckalay, Kanniyakumari District Tamil Nadu, INDIA. Please note: There is no other Teacher, Learner and Society (TeLeS) issues with this ISSN 2348-8409.

Guidelines for contributors

Teacher, Learner and Society (TeLeS) is a peer reviewed journal, which is designed to publish research articles in, Education, Mathematics, Management, Medical Sciences, Medicine, Social Science, Agriculture, Geography, Advertising, Accounting & Finance, Botany, Business Research, Chemistry, Commerce, Computer Application, Consumer Behaviour & Relationship Management, Corporate Governance, Earth Sciences, Economics, E-commerce, Bioscience, Entrepreneurship, Fisheries, History, Human Resources Management, Information Technology, Library Science, International Business, Law / Criminology, Life Sciences, Logistics and Supply Chain Management, Performing Arts, Physics, Psychology, Health Care, Fine Art, Industrial Relations, Architecture, Marketing communication, Marketing Management, Microbiology, Nursing / Pharmacy, Nutraceuticals, Physical Education, Philosophy, Political Sciences, Psychology, Population Studies, Selling and Marketing techniques, Strategic Management, Total Quality Management Training and Development, Sociology, English, Veterinary Sciences, Apiology, Arachnology, Arthropodology, Cetology, Conchology, Mosquito Taxonomical Studies, Vector (Mosquito) Biology, Vector Ecology, Prevention and Control of Mosquito/Vector-Borne Diseases, Vector Competence of Vector-Borne Diseases, Renewable Energy, Biopesticides/Botanical Insecticides in Vector Control and Management, Biological Control of Vector Mosquitoes, Vectors "Parasite Interaction, Epidemiology, Parasitology, Surveillance and Control Technology of Vectors, Applied Fields of Mosquito Research, Entomology, Helminthology, Herpetology, Ichthyology, Malacology, Myrmecology, Nematology, Neuroethology, Ornithology, Paleozoology, Planktology, Primatology, Zooarchaeology, Zoosemiotics, Engineering & Technology Vector Molecular Biology, Molecular Endocrinology, Parasitology and Immunobiology. The Editorial Board invites articles, research papers, book reviews and commentaries on contemporary issues in a variety of areas. Any local contextualization must be explained and defined so that an international readership can clearly follow the argument. Please ensure to avoid all stereotypes with regard to class, gender, caste, race, among others.

Peer Review:

All contributions submitted for publication are subject to peer review. To enable anonymous refereeing, authors are requested to submit their personal details like: name, e-mail ID, institution address, contact mobile number etc. on a separate sheet, and certainly not on the text of the paper submitted for publication.

Acceptable Formats

Bookman Old Style(.doc) (any recent version). Word documents should be submitted as a single file. Authors should submit figures as separate files, in TIFF (.tif) or EPS (.eps) (not GIF [.gif] or JPEG [.jpg]) format. Please note that authors of accepted manuscripts may be required to submit high-resolution hard copies of all figures during production, as not all digital art files are usable. For information about writing an article, preparing your manuscript and general guidance for authors, please visit our website [http:// www.muslimcollegeofeducation.com](http://www.muslimcollegeofeducation.com) (muslim + college+ of + education + @ + gamil + .com)

Copyright and authors' rights

To assure the integrity, dissemination, and protection against copyright infringement of published articles, you will be asked to assign to Dr.H.Mohamed Ali. General Secretary, Muslim Educational Society, Kanniyakumari District, Tamil Nadu -INDIA., via a Publishing Agreement, the copyright in your article. Your Article is defined as the final, definitive, and citable Version of Record, and includes: (a) the accepted manuscript in its final form, including the abstract, text, bibliography, and all accompanying tables, illustrations, data; and (b) any supplemental material hosted by Dr.H.Mohamed Ali. General Secretary, Muslim Educational Society, Kanniyakumari District, Tamil Nadu -INDIA. Our Publishing Agreement with you will constitute the entire agreement and the sole understanding between Dr.H.Mohamed Ali. General Secretary, Muslim Educational Society, Kanniyakumari District, Tamil Nadu -INDIA. and you; no amendment, addendum, or other communication will be taken into account when interpreting your and Dr.H.Mohamed Ali. General Secretary, Muslim Educational Society, Kanniyakumari District, Tamil Nadu -INDIA. Copyright policy is explained in detail in our website [http:// www.muslimcollegeofeducation.com](http://www.muslimcollegeofeducation.com) (muslim + college+ of + education + @ + gamil + .com)

Reprints

Corresponding authors can receive a complimentary copy of the issue containing their article. For enquiries regarding reprints, please contact us. For further information about our journals please visit our website [http:// www.muslimcollegeofeducation.com](http://www.muslimcollegeofeducation.com) (muslim + college+ of + education + @ + gamil + .com)

If you are unable to access our websites, please write to: Dr. H. Mohamed Ali.
Muslim College of Education (MCE), No 1 New Street, Thiruvithancode,
Kanniyakumari District, Tamil Nadu INDIA.

Teacher, Learner and Society (TeLeS) is published by The Kumari Press and
Publication Division, Monday market, Thuckalay, Kanniyakumari District,
Tamil Nadu, INDIA.

Total Pages 60

Table of Contents

SL. No	Contents	Pages
1	Voices of the Dead: Spectacle of War and Trauma in Tribal Literature Dr. M. V PREMAKALA Dr. D. RADHARAMANAN PILLAI	1-7
2	Multimedia Elements of E-Content Mr. P. SUBRAMANIAN Dr. N. RAMAKRISHNAN	8-11
3	Stress and Job Satisfaction Among Primary School Teachers After Implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme Dr D. PACKIALAKSHMI S. ANITHAMARY	12-23
4	Social Discrimination of C.M.S. Mission in Travancore and Cochin Dr. M. MALKIA	24-27
5	Role of Integrated Child Development Services (ICDS) Scheme in India KRISHNA PRIYA. K	28-33
6	The Social Background of the Depressed Classes in Kerala in the 19 th Century Dr. S. AMBILI	34-40
7	Teaching Through Media and Technology Dr. S. THANGARAJATHI MERCY E.S	41-47

8	Attitude Towards Individualization is Behind the Success in Learning Science Through Computer Technology Dr. R. DAPHINE A.G.K. DANIEL	48-54
9.	Effective Speaking and Effective Listening Dr. M. Ilankumaran	55-60

Multimedia Elements of E-Content

Mr.P.SUBRAMANIAN

*Ph.D. (Education) Part-time Scholar, Department of Educational Technology,
Tamil Nadu Teachers Education University, Chennai, INDIA*

Dr.N.RAMAKRISHNAN

*Professor and Head Department of Educational Technology Tamil Nadu
Teachers Education University, Chennai, INDIA*

Most of the e-content were predominantly text and graphic based as the delivery media and platform did not support deployment of large content files. Text is the most common format of e-content. When using numerical information, users should be able to have some elements of control in the same way as they would expect with textual information. In addition, new or unfamiliar mathematical symbols should be explained fully in a textual way. Images have the ability to greatly enhance the learning experience either in providing additional content or by enhancing the appearance of content. Diagrams and graphs have the capability of providing a good alternative to difficult to understand textual or numerical information, sometimes providing an accessibility solution. Audio information can provide a rich media for learning and provide a powerful accessibility solution. Video is both a rich media and powerful accessibility solution. Animation can enrich learning content by providing vibrancy and clarity to still diagrams, images or other visual information. The design of content structure and navigation is fundamental to the accessibility of information. Teachers can design their lesson plans to supplement classroom lectures with multimedia presentations either on small computer screens or on large class room screens.

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

Most of the e-content were predominantly text and graphic based as the delivery media and platform did not support deployment of large content files. With advancement of technology, 2D and 3D animation have enhanced the presentation of the e-content.

Now video and interactive applets backed by synchronous and asynchronous communications between the learners and teacher have raised the qualitative level of learning process to a new high. The media blow in order to provide the relevant pedagogical interactions.

Text -Text is the most common format of e-content. When using text, it is important that users have some elements of control in how they use it, such as

1. Change the font
2. Change the size
3. Change the colour of both the text and the background
4. Access meaning of text when formatting, such as bold or italics
5. Access the meaning of text transmitted in another format, such as the image Access the data contained in table in the way in which it was meant to be interpreted.

Numerical information

Numerical information can in some circumstances provide significant barriers to a range of users. When using numerical information, users should be able to have some elements of control in the same way as they would expect with textual information. In addition new or unfamiliar mathematical symbols should be explained fully in a textual way. This will ensure that users who change the font or use different ways of interpreting text will be able to access the information.

Images

Images have the ability to greatly enhance the learning experience either in providing additional content or by enhancing the appearance of content. When using images as content it is important that learners are able to access the learning intended.

Diagrams/ graphs

Diagrams and graphs have the capability of providing a good alternative to difficult to understand textual or numerical

information, sometimes providing an accessibility solution. However, anyone using them within the context of e-learning content should be aware that they may be difficult to interpret for some disable learners. When using diagrams or graphs it is important that learners are able to access the information intended.

Audio

Audio information can provide a rich media for learning and provide a powerful accessibility solution. When using it as learning material accessibility barriers should be removed as far as possible. Audio content should have an alternative provided such as a transcript.

Video

As with audio, video is both a rich media and powerful accessibility solution. When using it as learning material accessibility barriers should be removed as far as possible. Video should have a description of the content and the sense of any commentary should be provided in captions.

Animation

Animation can enrich learning content by providing vibrancy and clarity to still diagrams, images or other visual information. This can be very powerful as a learning tool and an accessibility solution for some group of user. Animation should always have the information being delivered available in alternative format.

Content navigation - The design of content structure and navigation is fundamental to the accessibility of information. Users may access content in a number of ways including through access keys, tabbing through links or listening to the link being read out by a text to speech device. Navigation system must account for the variety of ways in which users access the content structure.

Conclusion

E-content in education is a powerful tool that may be used effectively and efficiently within the classroom to create more exciting learning environment and deliver a higher level of educational expertise to students. Teacher can design their lesson plans to supplement classroom lectures with multimedia presentations either on small computer screens or on large classroom screens. This would help teacher to explain difficult concepts through graphics, live examples and experiments.

References

- Deepak, K. and Srivastava., (2005). "E-learning: A new way of education". *University News*.
- Mohanty,J. (1992)."Educational Technology and Communication Media, Nalanda, Cuttack".

Stress and Job Satisfaction Among Primary School Teachers After Implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme

Dr D. PACKIALAKSHMI

*Principal, Sri Saradha College of Education for women, Tirunelveli.
Tamil Nadu, INDIA*

S. ANITHAMARY

*Research Scholar, Research and Development Centre, Bharathiyar University,
Coimbatore. Tamil Nadu, INDIA*

The present study aims at investigating the stress and job satisfaction among primary school teachers after implementation of Trimester system and Continuous and Comprehensive Evaluation scheme. The sample consists of 100 primary school teachers of Kanyakumari District. A self-prepared and standardized Stress Questionnaire and Job Satisfaction Scale were used for data collection. The data was analysed by using mean, standard deviation, 't' test and F-test. The results of this study revealed that there is significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled. Also there is significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age. There is significant difference between the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house and marital status. There is significant difference

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

among the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

Key words: stress, job satisfaction, primary school teachers, trimester system, continuous and comprehensive evaluation scheme etc.

Education aims at making children capable of becoming responsible, productive and useful members of the society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. An understanding of learners, educational aims, the nature of knowledge and the nature of the school as a social organization can help us arrive at principles to guide classroom practices.

The School Education department says that “As per the existing system, students are forced to carry books which have portions meant for the whole year. Children are literally burdened with books. The enrichment of knowledge along with syllabus revision has resulted in increased volume and size of the books and the physical strain the children undergo”. In a Government Order the department said a solution for the problem was to introduce trimester pattern. In a bid to bring relief to school children from carrying an overload of books, the Tamil Nadu government introduced trimester system in schools for classes I-VIII from the academic year, 2012-13.

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of student development. It is a developmental process of a student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other.

The term ‘continuous’ is meant to emphasize that evaluation of identified aspects of students ‘growth and development’ is continuous process rather than an event, built into the total teaching – learning process and spread over the entire span of the academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self - evaluation.

The second term ‘comprehensive’ means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students’ growth and development. Since abilities, attitudes

and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (testing and non – testing) and aims at assessing a learner's development in areas of learning like:

1. Knowledge
2. Understanding
3. Application
4. Analysis
5. Evaluation
6. Creation etc.

Stress is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. Stress up to moderate level is inevitable and leads to motivation but prolonged stress will result in both physiological and psychological ailments.

Job satisfaction is defined as the degree to which employees have a positive affective orientation towards the employment. It is also the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement demands and expectations of employees. Teaching is a human service; in order to teach effectively the teachers must possess around mental health, enthusiasm and satisfaction in the job.

Need and Significance of the study

In the Indian Educational System to reduce the burden of the learners many new practices are followed. Among them the Trimester scheme and Continuous and Comprehensive Evaluation (CCE) are important practices followed at present. According to the Trimester system, the academic year would be divided into three terms between June and April and existing books suitably divided into three parts. The rationale for introducing the trimester system is to create a school where teaching and learning is valued with an emphasis on learning outcomes demonstrated in students' performance. A well-designed curriculum through thinner books along with creative instructional practices will form the key to success. A trimester pattern would allow for more interactive and collaborative experiences and included provisions for immediate feedback and helping those students who lagged catch up with others, it said. Large time and the smallness of the term books motivate students to work together in a sportive and friendly manner avoiding cut-throat sense of unhealthy competition among peers and

balancing the core classes over three terms allows for less stress on students. The teachers, for their part, need not rush to cover lessons. The trimester system coupled with comprehensive and continuous evaluation method will certainly mark a qualitative leap as far as the education of children is concerned. Also these would reduce the “physical strain” on students and rote memorization among the learners. In CCE method of evaluation the role of teachers is very important.

Stress is a feeling of tension, which is both physical and emotional. It is caused by physiological, psychological and environmental demands. The main source of stress is the occupation of a person undoubtedly; teaching has become a stressful profession in the present times. The sources of stress for the school teachers are heavy workload, delayed salaries, duties other than teaching, lack of co-operation from head and colleagues, political interference, students behaviour, negative community attitude etc.,

Due to the implementation of the Trimester scheme and continuous and comprehensive evaluation, their workload has increased as CCE involves formative and summative evaluation, grading system, frequently freedom to students etc. Hence the teachers are stressed and it is an established fact that the performance of a teacher mainly depends upon his/her psychological state of mind. Stress can definitely affect their efficiency and performance. The effect of growing stress and teachers' life and requires carefully monitoring and it directly affects their job satisfaction. Thus investigator wants to study the stress and job satisfaction among primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme.

Background of the Study

Satwindpal Kaur (2003) conducted a study on “Occupational stress in relation to Teacher Effectiveness among Secondary School Teachers”. The sample comprised of 1000 government secondary school teachers from four districts of Punjab. Teacher Effective Scale by Kumar and Muthu was used for data collection. This investigation revealed that the less effective teachers are under a higher level of occupational stress than the highly effective teachers, while the female secondary school teachers are significantly under more occupational stress than their male counter parts.

Suvitha et al. (2012) investigated “Stress among Secondary School Teachers” The sample of this study included 156 secondary school teachers of Acharapakkam and Madurantakam educational blocks of Kancheepuram district, TamilNadu. Stress Scale

constructed and standardized by Dr. Tejinder Kaur was used to measure the level of stress. The major findings of the study showed that there is a significant difference in the level of stress with respect to age, educational qualification and experience of the teachers.

Tirath Singh et al. (2012) conducted a study on "Attitude of School teachers towards Continuous and Comprehensive Evaluation: Role of Gender". The sample consisted of 243 teachers teaching in schools affiliated to CBSE in Punjab. An Attitude Scale developed by the investigators was used to measure the Attitude of teachers towards CCE. Results showed that male teachers had favorable attitude towards CCE. Vandana Mehra and Harpreet Kaur (2011) conducted a study on "Job Satisfaction among Government and Private Secondary School Teachers of various Academic streams". The sample of this study was 600 secondary school teachers selected randomly from Chandigarh. The tool used for this study was Job Satisfaction Scale by Singh and Sharma (1999). The findings of this study showed that government school teachers exhibited better job satisfaction than private school teachers.

Statement of the Problem

The present study is entitled as "Stress and Job Satisfaction among primary School teachers after implementation of Trimester system and Continuous and Comprehensive Evaluation".

Objectives of the study

To find out whether there is any significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.

1. To find out whether there is any significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.
2. To find out whether there is any significant difference between the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.
3. To find out whether there is any significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

Hypotheses

1. There is no significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.
2. There is no significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.
3. There is no significant difference between the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.
4. There is no significant difference among the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

Methodology

The investigator employed normative survey method to study the stress and job satisfaction among primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme. The tools used for data collection were -A Stress Questionnaire and a Job Satisfaction Scale developed and standardized by the investigator. The sample was 100 primary school teachers from schools of Kanyakumari District. analysis

Table – 1 Difference between stress of primary teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

Variable	Category	Number	Mean	Standard Deviation	t - value	Result
Gender	Male	39	24.89	9.23	3.74	Significant
	Female	61	18.32	7.35		
Locality of the School	Rural	61	22.96	8.22	3.08	Significant
	Urban	39	17.64	8.55		

Locality of the house	Rural	72	22.34	8.39	2.74	Significant
	Urban	28	17.14	8.54		
Marital Status	Married	64	22.51	8.85	2.65	Significant
	Unmarried	36	18	7.76		
Type of family	Nuclear family	61	19.08	8.04	2.60	Significant
	Joint family	39	23.71	9.066		
Type of class Handling	Single Class	64	22.06	9.38	1.96	Significant
	Combined Class	36	18.80	7.02		

(At 5 % level of significance the table value of 't' is 1.96)

The above table shows that the calculated 't' values are greater than the table value of 't' (1.96). Hence there is significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.

Table – 2

Difference among stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

Variable	Category	Number	Variance	df	F' value	'F' critical value	Result
Type of School	Government	30	59.84	2	25.37	3.09	Significant
	Aided	40	35.01				
	Private	30	55.99	97			
Age	Below 35 yrs	41	58.53	2	9.58	3.09	Significant

	Between 35-45 yrs	38	67.28				
	Above 45 yrs	21	72.24	97			

The above table shows that the calculated F- values are greater than the critical value of 'F'. Hence there is significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

Table – 3

Difference between job satisfaction of primary teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

Variable	Category	Number	Mean	Standard Deviation	t value	Result
Gender	Male	39	216.46	19.62	3.55	Significant
	Female	61	230.16	17.49		
Locality of the School	Rural	61	221.01	19.98	2.59	Significant
	Urban	39	230.76	17.18		
Locality of the house	Rural	72	220.98	19.59	3.68	Significant
	Urban	28	234.67	15.40		
Marital Status	Married	64	220.46	18.31	3.06	Significant
	Unmarried	36	232.55	19.22		

Type of family	Nuclear family	61	225.60	19.36	0.50	Not Significant
	Joint family	39	223.58	19.76		
Type of class Handling	Single Class	64	224.21	22.05	0.46	Not Significant
	Combined Class	36	225.88	13.872		

(At 5 % level of significance the table value of 't' is 1.96)

The above table shows that the calculated 't' values for Gender, Locality of the school, Locality of the house and marital status are greater than the table value of 't' (1.96). Hence there is significant difference between the job satisfaction of primary school teachers after implementation of Trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house and marital status.

Table – 4

Difference among job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

Variable	Category	Number	Variance	df	'F' value	'F' critical value	Result
Type of School	Government	30	346.74	2	16.13	3.09	Significant
	Aided	30	314.79				
	Private	40	198.68	97			
Age	Below 35 yrs	41	352.59	2	2.49	3.09	Significant
	Between 35-45 yrs	38	295.43				
	Above 45 yrs	21	535.62	97			

The above table shows that the calculated F- values are greater than the critical value of F. Hence there is significant difference among the job satisfaction of primary school teachers after implementation of Trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

Discussion

This study indicates that there is significant difference between the stress of male and female primary school teachers. On comparing the mean scores it can be interpreted that the male primary school teachers experience more stress. This is because male teachers have sources of work stress like pursuing further education, implementation of language proficiency requirement, getting along and working relationships with colleagues and salary.

This study indicates that there is significant difference between the stress of primary school teachers based on their locality of the school. On comparing the mean scores, it can be interpreted that the primary school teachers whose locality of school is rural experience more stress. This is because these teachers may experience significantly more stress due poor working conditions and remoteness of the school.

This study indicates that there is significant difference between the stress of primary school teachers based on their locality of the house. On comparing the mean scores it can be interpreted that the primary school teachers whose locality of house is rural experience more stress. It may be due to the lack of proper transport facilities.

This study indicates that there is significant difference between the stress primary school teachers based on their marital status. On comparing the mean scores it can be interpreted that the married primary school teachers experience more stress. This is because they have more family burden.

This study indicates that there is significant difference between the stress of primary school teachers based on their type of family. On comparing the mean scores, it can be interpreted that the primary school teachers from joint families experience more stress. This may be due to more responsibilities of the school, workload and also responsibilities due to their joint family.

This study indicates that there is significant difference between the stress of primary school teachers based on the type of class handled. On comparing the mean scores it can be interpreted that the primary school teachers who handle single class experience more stress. This is because that primary school teachers stay with one class every day for a whole year. They're not only responsible for

their education activities; they're also responsible for the social and moral development of the students.

This study indicates that there is significant difference among the stress of primary school teachers based on their type of school. On comparing the mean scores, it can be interpreted that the primary school teachers from aided schools experience more stress. This is because that the aided schools may follow strict rules and regulations to maintain discipline, stress for good results of the students etc.

This study indicates that there is significant difference among the stress of primary school teachers based on their age. On comparing the mean scores it can be interpreted that the primary school teachers of the age group below 35 years' experience more stress. This may be due to their lack of experience.

This study indicates that there is significant difference between the job satisfaction of male and female primary school teachers. On comparing the mean scores, it can be interpreted that the female primary school teachers have more job satisfaction. This is because of the fact that female teachers think it is the most suitable job for them. The female teacher feels satisfaction in teaching profession only because they think the profession suitable for them.

This study indicates that there is significant difference between the job satisfaction of primary school teachers based on their locality of the school. On comparing the mean scores, it can be interpreted that the primary school teachers whose locality of school is urban have more job satisfaction. This is because that the urban schools have good infrastructural facilities than the rural schools.

This study indicates that there is significant difference between the job satisfaction of primary school teachers based on their locality of the house. On comparing the mean scores, it can be interpreted that the primary school teachers whose locality of house is urban have more job satisfaction. This is because all the facilities available in urban areas are better developed than rural areas.

This study indicates that there is significant difference between the job satisfaction primary school teachers based on their marital status. On comparing the mean scores, it can be interpreted that the unmarried primary school teachers have more job satisfaction. This is because they have less responsibilities and problems towards their family.

This study indicates that there is significant difference among the job satisfaction of primary school teachers based on their type of school. On comparing the mean scores, it can be interpreted that the government primary school teachers have more job satisfaction. This is because that the government teachers have more job security than others.

This study indicates that there is significant difference among the job satisfaction of primary school teachers based on their age. On comparing the mean scores it can be interpreted that the primary school teachers of the age group above 45 years have more job satisfaction. This is because they have more experience in teaching and are more matured. It might be in terms of that with increasing of age, the skills in teaching and communicating coping strategies develop and reach the saturation point resulting in more satisfaction.

Conclusion

Primary School teachers play an important role in our educational system and this role could be played with some pressures. Pressures or stress can be advantageous to some extent but, excessive job stress can lead to negative consequences. The present study indicates that the implementation of Trimester system and continuous and comprehensive evaluation scheme affects the stress and job satisfaction of primary school teachers.

Therefore the authorities should establish and regularly use recognized means of consultation with teachers organizations on educational policy and school organization, upon new developments in the education service and upon the effects of administrative requirements on the word of teachers. Teachers organizations should be entitled to participate in making policy and in developing standards relating to teaching and to enter into the profession. Better promotional venues and incentives may be provided at all levels to all the teachers without any prejudice. Teachers need proper rest room and other physical facilities, up-to-date teaching equipments and instructional materialism the schools in which they serve. Salary of the school teachers need to be increased keeping in view the rise in price index.

Reference

- CBSE, (2010) "Continuous and comprehensive Evaluation manual for Teachers." NewDelhi: *Central Board of Secondary Education*.
 Mangal. S.K. (2013). "Advanced Educational Psychology, New Delhi: Phi learning Private Limited."
 Satwinderpal Kaur, (2008) "Occupational Stress in Relation to Teacher Effectiveness among Secondary School Teachers." EDUTRACKS vol.7, No.10, June2008.

Voices of the Dead: Spectacle of War and Trauma in Tribal Literature

Dr. M. V PREMAKALA

Research Scholar, Bharatiyar University Coimbatore, Tamil Nadu, INDIA

Dr. D. RADHARAMANAN PILLAI

*Research Supervisor and Co-Ordinator IQAC Muslim College of Education,
Tamil Nadu, INDIA*

Literature is documented war, violence information of life, and culture of man. Among many assumptions of the basic features of literature, the one most prominent is that it gives a spectacle of war and a chronicle of war experiences through the ages. It is a reservoir of documented experiences of chivalry, bloodshed and inhuman actions on fellow beings. A sweeping survey of literature through the ages from the periods of unrecorded history to the present gives the picture of treasured archives of atrocities, violence, genocide and massacre. Such activities of human beings are reflected in literature for generating aesthetic sensibility and rhetorical appreciation. Is it that one loves the tragic or that literature aims at a cathartic effect in reading or rereading of a text? Is it that literature is simply fact and fiction mixed or remixed in human imagination?

Most of the literariness of war literature is in a way maladjustment to satisfy the ingenious and inherent war-mongering instinct of human kind. History has documented killings through literature from times immemorial and the animalistic bend of mind of man is commemorated. This generalization is applicable only to a reading of a group of literature called the war literature in any language.

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

War literature

Any kind of research on the subject of war and literature from early times to the present would demand a lengthy study. It may require a thesis to discuss the nature of national literature of historical and social contexts dealing with the theme of violence, trauma and the related psychological, political and philosophical situations. A concise study of the subject can be listed based on literary texts of the past hundred years or so comprising of English literature and South East Asian English literary writings. War as a literary topic has found its way in many forms and modes in text writings. Many may be literary or partially literary or marginally literary, for example, chronicles, histories, military, philosophical treatises and other records. Literary writings of war often reflect the experiential dimension of human beings. (ref) [Johns Hopkins, the content of the form, Baltimore UP, 1987] Literary expressions devote space to recall the manner and motives of war and how people are used and transformed by war. So, there is often a felt experience and a subjective component that readers quite often expect in an imaginative and creative literary construction. It is not simply 'knowing' the facts of a text but to imprint a mark of authenticity and truth that is demanded of in a creative work. A literary piece may appeal the readers' imagination if only it can bring about some sort of authenticity and identification with characters and emotions through a literary language. War literature has also to represent such aspects as moral, philosophical, psychological, political and social that affects a society in general. A literary work with sublime themes in grand style can be grouped as in the heroic mode. Such types of literature necessarily deal with heroic themes with war heroes and heroines. The old chants and war narratives has a primary purpose of recollecting great military actions in history. The heroic poems and the classics are expected to set the standards of military conduct and war like spirit. So the structure of ancient narratives, plot and its varied elements are rooted in war, hero and hero worship. Ancient war and war fare are basically implanted in the social collective conscience that led to the creation of sublime poems, epics and grand narratives. Modern war literatures act upon the imagination of the young people creating and recreating the spirit of nationalism, war mongering and terrorism as well.

Literature has also set forth certain creative ideologies to demystify war and its heroic ambience. Modern writers impart a mode of narrative style which is detached, objective and anti-conventional to collapse the patriotic traditions of the past.

Examples are many, but to cite a few we may refer to Hemingway as he tries to debunk the glories of war in *A Farewell to Arms*, *For Whom the Bell Tolls* etc. Such writers never believe in valorization of individual bravery for the benefit of a cause. To many of the modern writers' literature is a mode of resolving or attempting to resolve war experiences and war trauma. Such writers James Dickey, Randall Jarrel etc. are making art from life and rewriting their own experiences and culling out demons of fear and guilt from human life. Modern writers are reconstructing the experiences of battle. "War writers write for their comrades, dead and alive, and for those of similar minds or experience who come after them, but they also write for a larger, anonymous audience for whom the values supported or rejected in their writing must have significance. [Jules Roy, *Servitude et grandeur militaires* (1835) quoted in *The Functions of War Literature* jstor.org, Sat,21Nov2015]

There are many traditional and contemporary thoughts about the origin and nature of war. In almost communities and groups war and violence existed. In the Neolithic cultures approximately thirteen thousand years ago, evidences of warfare among various groups were recorded. Philosophers and social thinkers come up with different thoughts about war. Many could not answer whether war is a product of nature or nurture. Ethnologists and sociobiologists speak of the innate human urges and collective behaviour. According to them, war motif is innate and inherent in human beings. Certain philosophers who are in the line of Rousseau think that war is some social artifacts. There are many scholars who work upon human cultures opine that war is a product of destructive or anti- progressive thoughts, called 'negative creativity'. The impact of war on culture and society has been much debated upon. War may not be simply a military mobilization and strategic manipulation of troops. It may be rooted in human nature and is a key factor in the cultural relations and institutionalized relationships of all societies.

War Narratives

War and culture are related and determining factors of social life and it is within the frame of reference that we have to address the role of state of war narratives [(ref.jstor.or 21.Nov.2015) Kathe Callahan, *War Narratives : Framing Our Understanding of the War On Terror*"]. War narratives may be discussed in terms of the major elements of grand narratives. The major literary elements of narratives called

plot, setting, character, theme, motive may be considered in any basic epistemological study related to literature. So keeping cue with Aristotelian standards the study of the basic literary elements is to be supportive and in war narratives the 'settings' claim prominence in the name of 'landscape or battlefield'. In most of the war narratives the battlefield will be depicted as the setting. War occurs in a landscape called the battlefield and the purpose of the war is to conquer the landscape. In a narrative the actions of the war will comprise of the plot and the landscape will necessitate its happenings. Often in fiction the relationship between the landscape and the war is narrated and established. In mythology and ancient literature, we find many promised lands as the battlefield such as Babylon, Troy, Kurukshethra etc. Such places always play a collective role and keep an identity of its own in the narratives. Often landscape develops as collective symbols as in Waterloo or Kurukshethra.

In effect, literature has a relation between war and landscape and the landscape creates a cultural space in the history of war and its people. There are two types of Maori Literature –the traditional and the modern. The traditional comprises of tribals' songs and chants and most of them are not preserved in writing. Like the ancient Vedas they are passed over from generation to generation orally. The traditional literature mostly developed out of the rich source of war experience, chivalry and violence. However, the contemporary Maori literature developed out of the pressures of Europeanization, urbanization and accompanying social problems. Hence, the modern Maori writers struggle to survive amidst their European counterparts provide a rich source of literary material. The modern writers of Maori include Hone Tuwhare, Witi Ihimaera, Patricia Grace and Keri Hulme. Their works occupy the period of published writing by Maori in English from the early 1960s to the present day. Mostly, these writers are occupied on topics of political struggle, spiritual survival and on efforts of recovering and sustaining Maori traditions.

These are kernel themes not addressed by the indigenous Maoris before. Like the traditional Maori writers, occasionally the modern writers also experiment with the themes of blood and violence. The Matriarch, a novel by Ihimaera and the poems "Skulls & Cannibals" exploit the theme of Maori political thought from warrior passions to dispassionate observations of human life. Alan Duff, the author of *Once Were Warriors* exhibits the spectacle of poverty and violence. Duff's characters often use the jargon of the prisons and the vocabulary of the prisoners.

Maori Tribal Literature

Maori literature may be selected as a case in point. Maori is a tribal group and forms a mindscape sharing a single culture, tradition and rituals and is distributed in the landscape of the Pacific in New Zealand, Indonesia, Fiji and some other smaller islands that bridge the people with its literature. Maori literature is mainly the product of a multicultural group of people in the countries in South East Asia and is now literarily termed as Oceania literature. New Zealand is the central nation in which the tribes thrive.

Maori literature constitutes an oral tradition of formal speeches, songs chants and a variety of long and short narratives. A flux of language occurred under the influence of European music, religion and material culture.

The written literature originated in the Maori language in the early part of the 19th century. Maori literature thrives mainly in translations in English in and outside New Zealand in the countries of the Pacific Ocean. As a result, Maori literature has become an important third world literature highlighting Maori authors using English as their main vehicle.

Most of the Maori literature reflects domestic life and domestic conflicts. Mostly, Maori literature is filled with the themes of war, violence and group conflicts. During the 18th and 19th centuries the Maori literature was filled with an insatiable thirst for the representation of violence. Almost all violence revolved round a warrior figure as the protagonist. To be specific, one may say that Maori literature of the period was a true reflection of the ordinary violence of Maori life. There were two parallel cultures in the land of the Maories. One is Maori culture and the other is Pakeha culture. Both cultures accepted aggressiveness as a way of life.

As a result of this attitude of aggressiveness the aboriginals of the land was subjected to fear and anxiety of aggression from a colonial population. So most often their literatures reflected descriptive imageries of violence and displacement. It is during the wake of the threat of foreign invasion that the conflict existed between Maori and Pakeha. The cultural staunch stands of the Maori can be detected in their attitudes and behavior and it is bluntly reflected in their literature. Maoris were not willing to shed their customs and traditions and warfare or anything related to their way of life. This has become symptomatic of their literature and the brand name of Maori was established in the world map of language and literature and human culture.

Maoris are the most war like people on earth is a report found from Captain Cook. Charles Darwin quotes from Cook the phrase “come on shore and we will kill you all with our patoo- patoos” is said to be a phrase used by the Maoris when they greeted the British ships. A ‘patu’ is a short, flat hand club made of wood. It was worn in a Maori warrior’s belt. “According to cook war was the Maoris’ principle profession” (112). Colonel James Alexander reported that war was the “daily amusement of many of the tribes” (11). The whole soul of the Maori is absorbed in thoughts of war; every action of his life is influenced by it. As a result of this attitude and behaviour, the songs and dances of the Maoris exhibited their passion and emotion that is war and love. The vocabulary of their language is enriched with terms of war and warfare. Cook praised the good workmanship of the canoes. Even the vernacular architecture and the design of the villages were structured for war and not for comfort. The Maories practiced martial arts and their cosmology was focused on war. During a particular hour of the night they used to meditate and pray, muttering various words such as Mathe, etc.

The ethos of war is most often applied to the Maori people by social scientists to claim that they are warlike. Maori war likeness is often equated with heroic barbarism found in Homer’s Iliad or in some historical epics of Walter Scott in the modern times. The Europeans often associated the war likeness of the Maori in their texts. At a time of the defeat of the Maori rebels, the warriors were recreated as heroic for the portraiture of characters in poetry and song. The Maori warrior protagonist has attained much currency in European literature. In the novels of Alan Duff often we come across the Maori warrior and the Pakeha warrior. In the literary documents of the Europeans the Maoris are often represented as war like people. In many of the writings in the mid 19th century the Europeans labeled the Maories as bloody and barbarous. Some of the Maori historians like Pat, Hohepa objected to these types of epithets in historical records. However, the Maori exploited the Europeans’ love for awe and horror and admiration for their own ends. The Maorians wanted them to be considered a group of dangerous people and this image is set in the example of the symbol rangatira. Rangatira is a recreated image of European military culture. Rangatira is a legend in the eyes of Maori and Pakeha tribes alike.

When tracing the war tradition of the Maories, we come across many exciting and terrible war stories. Rev. Samuel Marsden came to New Zealand in the year 1814. He established a Christian mission in the country. Many local chief tons established cordial links with

Rev. Samuel. Hongy Hika was described by the Europeans as a great warrior. Within a short period Hongy engaged in gun trade with the Europeans. Hongy visited Europe and on his way back he collected guns and ammunition. Hongy could establish his supremacy over his longstanding rivals by the show of his newly acquired weapons. On his return to New Zealand, his attitude towards the Christian mission changed. He believed the people who preached the gospel of peace were unfit to become warriors. After his return from England in 1821, Hongy set out on an expedition of war with two thousand warriors, thousand guns and a fleet of more than fifty canoes. This opened the Musket wars which lasted for a ten year period. More than forty thousand Maori deaths were reported and there was a structural reorganization in the tribal society. Hongy's expeditions were called as 'arms race' between tribe and tribe. The Musket wars and Hongy's involvement were stated as evidence of innate war likeness of the Maoris. The history of colonialism and experiences of local chief tons contributed to tribal literature especially poetry.

All the features and characteristics of the indigenous writings of the Maoris are encapsulated in by Chadwick Allen in his book *Blood Narrative: Indigenous Identity in American Indian and Maori Literary and Activist Texts*. This is really epoch making writing on the history of the indigenous people. His effort is to confer identity to the

indigenous community all the world wide over. He holds a global perspective and his point of reference is WCIP (World Council of Indigenous People) held in October 1975 at British Columbia.

In this book he speaks about blood, land and memory complex. To him, blood stands for identity and narrative means memory. He speaks about those contemporary indigenous minority writers and activists who developed in the post World War II era. The Maori writers under reference come under the group of the resistance writers of settler discourses mentioned by Chadwick Allen.

Reference

Johns Hopkins, "The content of the form" *Baltimore UP*, 1987

Norman Simms, "Maori Literature in English: An Introduction".
World Literature Today, Vol.52, No.2 (spring, 1978) pp. 223-228

Social Discrimination of C.M.S. Mission in Travancore And Cochin

Dr. M. MALKIA

Assistant Professor in History, N.M.C.College, Marthandam.

The study deals with social discrimination of C.M.S Mission in Travancore-Cochin. The C.M.S. became an open Mission in 1938. The original aim the missionaries was confined to the spiritual, social, educational, political and economic uplift of the Syrian Christians. Even after the break with the missionaries following the synod of Mavelikara, there were several Syrians who still remained attached to the Anglican Mission. This was clearly an indication of the impact which the Mission was able to create in the native Christians. Now, the C.M.S. Mission whose aim included not only conversion but also the education and social uplift of all non-Christians or at least of those who were willing at pay heed to the missionaries. Thus, the break with the traditional Church became a challenge and opportunity for the older church, it could diversity its work and give its adherents those standards and values that it represented.

The policy that the Open Mission tried to pursue was centering round conversation so that it could come into intimate contact with Hinduism. This was no easy task as the caste Hindus stood firm in opposing, intercepting and even threatening the work of conversion. But the poor, down-trodden and neglected sections of the society welcomed the move as conversion would mean liberation from evils

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA.*

that sprang from it. Right from the beginning the missionaries tried their best to expose the social evils and superstitions rampant in the society and the meaningless social and religious superiority of the upper classes. It was no wonder that the Mission work was considered by the high castes as a challenge to Hinduism. Naturally the missionaries turned to the outcastes like the pulayas, Kuravas and also low castes like the Ezhavas and the hill tribes like the Arayans, Muthuvans and Nayadies. Their response was encouraging. Along with the preaching of the Gospel they were also assured of a reasonable share of good life unknown earlier. Many were given education and gradually they began to aspire for social justice and equality that go along with education. Slowly the downtrodden and despised lower classes became aware of human dignity and equality.

Social Discrimination

Castes system which existed in Travancore-Cochin was irrational and abominable to the extreme. Under the weight of the caste system low castes found themselves condemned to lead a sub-human existence. At all levels of Hinduism, the evils of untouchables, unapproachability and untouchability were observed by the people. The concept of pollution assumed such dimensions that it had come to be applied not only in the relations between different castes in the Hindu society but also in the relations between Hindus and non-Hindus. Caste superiority in fact was a sort of self delusion which has no foundation in reason. This delusion shut their eyes to the realities of the situation. Thus they regarded themselves as a specially favoured class. They looked down upon those less fortunate in social hierarchy while claiming superior origin for themselves which itself was their invention. They debarred and degraded those who were below them in social estimation. Not only their feudal overlords, but also the government itself exacted from these unfortunates, gratuitous services of various kinds. They had to guard sircar properties in many places. They were compelled to work in sircar forests in felling trees and transporting timber. They were even attached to charitable institutions which extracted from them

whatever work there was to be done. At the same time they were the victims of several restrictions which laid the axe on their personal liberty. In fact they were like slaves free to be bought and sold. The social discrimination about which reference was already made, was extended to other fields also. Thus for example they were denied fair and impartial Justice. Likewise they had no right to learn in a school. Government employment was never open to them. They were similarly denied entry into temples but were not even allowed to walk along the approach roads to temples, a right which was enjoyed by members of other religions.

All these restrictions were an insult to human dignity and caste Hindus for all their pretension to culture never realized the inhumanity involved in the discriminatory treatment meted out to their fellow beings. At the same time the low-castes were too weak, ignorant and ill-organized to protest. They bore all the shame with calm resignation. What is strange about the caste system in Kerala is that it had struck deep roots in the social fabric that it had from top to bottom. Over and above the multiplicity of castes, there were bewildering varieties of sub-castes. Even among the latter there were different ranks in the social scale. The restrictions on inter-marriage and inter-dining were not confined to the upper castes but also to the lower classes. In other words the higher-subdivisions among the low castes imposed on those immediately below them all the disabilities which they suffered at the hands of their caste superiors. This process of transferring disabilities of caste from one to another by means of devolutions perhaps the strangest sociological phenomenon that the missionaries confronted in Kerala. There was therefore absolutely no social mobility which one would naturally expect in a civilized society. Before the arrival of the C.M.S. Missionaries the Syrian Christians of Travancore and Cochin had adopted the norms of the Hindus regarded them as a caste just like any other caste with certain definite caste obligations and privilege. Several factors contributed to the privileged position they enjoyed. There was first of all their antiquity as a religious group. Socially and politically they enjoyed certain privileges by virtue of the proficiency of their ancestors in the use of arms and in the conduct of the commercial affairs. The Rajas who ruled over them gave them a respectable place in the society. Finally their adherence to

monogamy was praised everywhere when polygamy was common. All these and other factors gave them caste superiority. Contented with the social privileges and perquisites they enjoyed, they became lethargic and remained indifferent to the spread of the Gospel. The result was that their spiritual life remained almost stagnant. The early British Government was nearly ineffective to missionary zeal. Their sole aim was to hold the reins of power while guarding against any revolt from the natives. They were afraid to do anything that might prove detrimental to their political interest. Zealous conversion of natives made the high caste Hindus hostile to their rule and sow the seeds of dissension in the political atmosphere. The casteism prevalent in Travancore-Cochin was a kind of blessing to them and they sought to exploit this blessing, the existing caste culture. No wonder even a C.M.S. Missionary like Richard Collins made this remark. "It is the caste that makes our own rule so easy". He meant that the British rulers were making capital out of the divisive tendencies in the society. The missionaries in the mean while sought to exploit the caste system for a different purpose, namely for making available to the downtrodden, the message of Christianity.

References:

- Durate Barbosa, "A Description of the Coasts of East Africa and Malabar, London, (n.d)," p.143
- Joseph,P.C., "Research Students in the Economic and Social Environment of the Indian Church," p.10
- Mathew,C.P., and Thomas, M.M., "The Indian Churches of St.Thomas", p.71
- Sreedhara Menon,S., "Social and Cultural History of Kerala," pp.322-323
- Will Durant, "The story of Civilization, Part.I, Our Oriental Heritage, (n.d)", p.19

Role of Integrated Child Development Services (ICDS) Scheme in India

KRISHNA PRIYA. K

*Department of Economics, St Thomas College, Ranny, Pathanamthitta, Kerala
INDIA*

Investing in children is a decision a nation makes for improving the quality of life of its future citizens, and embarking on a path of planned development. Keeping this in view, the Government of India launched ICDS (Integrated Child Development Services) in 33 projects on 2nd October 1975. ICDS has expanded over the years and now is one of the world's largest programmes working for the holistic development of young children. It is instrumental in enabling mothers to care for their young children, by providing those services and appropriate information support and guidance. The services provided under ICDS have had a positive impact on the health and nutritional status of children, helped in reducing infant mortality, and created awareness in the community on many issues.

Keywords: Integrated Child Development Services, children, women, Anganwadi, Malnutrition

The first six years of a child's life are most crucial as the foundations for cognitive, social, emotional, physical, motor and psychological development are laid at this stage. As per Census of India 2001, there are 157.86 million children below six years of age, and many of them have inadequate access to health care, nutrition, sanitation, child care, early stimulation, etc. To ensure that all young children, even those from vulnerable sections of society have access to their basic rights, ICDS was launched in 1975 to provide a package of services to ensure their holistic development.

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA*

ICDS provides health, nutrition, immunization, preschool education, health and nutrition education, and referral services to young children and their mothers. ICDS also empowers mothers to take better care of their children. Children below the age of 18 years' account for nearly 40 per cent of India's population. This gives India a comparative advantage of a younger workforce compared with countries with ageing populations. But with the largest number of malnourished children in the world - over half the children in the country are moderately or severely malnourished and 30 per cent of new-borns are underweight - India faces a challenge in terms of investing in its large and growing young population. While infant mortality rates have declined to 50 deaths per 1000 live births, those who survive have nearly a 1 in 10 odds of dying before they reach their fifth birthday.

Effectiveness ICDS scheme in India

The ICDS is the largest programme of its kind in the world, with over 1.2 million centres nationwide – Launched in 1975, the Integrated Child Development Services (ICDS) is the only major national programme that addresses the needs of children under the age of six years. The main objectives of the programme are to improve the health, nutrition and development of children. It offers health, nutrition and hygiene education to mothers, non-formal pre-school education to children aged 3 to 6, supplementary feeding for all children and pregnant and nursing mothers, growth monitoring and promotion services, and links to primary healthcare services such as immunisation and vitamin A supplementation. These services are delivered in an integrated manner at an Anganwadi or childcare centre.

Each centre is run by an Anganwadi Worker and a helper. The Anganwadi Worker undergoes a one-time induction training of 8 days, job orientation training of 32 days and refresher training of 7 days, while the Helpers undergo a one-time job orientation training of 8 days and a refresher training that lasts 5 days. Three of these services, namely, immunisation, health check-up and referral services, are delivered through the public health infrastructure i.e. the Health Sub Centre and Primary and Community Health Centre under the Department of Health and Family Welfare. The remaining three services are delivered through the Anganwadi Centres (AWCs). According to this report the ICDS which was launched in 1975 has been working diligently to eliminate hazards to child health and development.

Objectives of ICDS

1. To advance the nutritional and health standing of children in the age-group 0-6 years.
2. To create a system that tackles the proper psychological, physical and social development of the child.
3. To fight the rate of mortality, morbidity, malnutrition and school dropout.
4. To have all the various ministries and departments work in a coordinated fashion to achieve policy implementation and create an effective ECCE system.
5. To support the mother and help her become capable of providing of the necessary nutritional and development needs of the child and aware of her own needs during pregnancy.

The scheme aims at providing an integrated package of services. These services include supplementary nutrition, immunization, medical check-ups, recommendation services, pre-school non-formal education and nutrition & health awareness. The purpose of providing these services as a package is because each of these issues is dependent on the other. By providing supplementary feeding, the Anganwadi attempts to bridge the protein energy gap between the recommended dietary allowance and average dietary intake of children and women. Children below the age of three are weighed once a month and children in the age group of 3 to 6 are weighed every quarter. Weight-for-age growth cards are maintained for all children below six years. This helps to detect growth faltering and helps in assessing nutritional status. Besides, severely malnourished children are given special supplementary feeding and referred to health sub-centres, primary health centres as and when required.

Pre-school Education

Under ICDS scheme, children are provided pre-school education, besides supplementary nutrition, health-checkup and immunization. Around 3.39 crore children are at Anganwadis. Innovative methods are used to provide pre school education to the children in the age group of 3 to 6 at Anganwadis. Moreover, children feel comfortable as their mothers accompany them. This component for the children is directed towards providing and ensuring a natural joyful and stimulating environment with the emphasis on necessary inputs for optimal growth and development. The early learning component of the ICDS is a significant input for providing a sound foundation for cumulative lifelong learning and development. It also contributes to the universalization of primary education by providing to the child

the necessary preparation for primary schooling and offering substitute care to younger siblings, thus freeing the older ones, especially girls to attend school.

Social Security

The government has introduced Anganwadi Kayakers Bima Yojana to Anganwadi workers and Anganwadi helpers with effect from April 2004 under the Life Insurance Corporation's Social Security Scheme. In order to motivate Anganwadi workers and give recognition to good voluntary work, a scheme of award has been introduced both at the national and state levels. The award comprises of Rs 25,000 cash and a Citation at Central level and Rs 5,000 cash and a Citation at state level. The remuneration of Anganwadi workers has been increased to Rs 1500/- from the existing Rs 700/- and that of the Anganwadi workers to Rs 750 from the existing Rs 500/- with effect from April 2008. The government has also decided to provide uniform to the Anganwadi staff. This will benefit over 18 lakh staff.

ICDS Services

Services Target Group Provided in AWC through Supplementary Nutrition Children below 6 years; pregnant and lactating mothers, Adolescent girls Anganwadi Workers (AWW) & Helpers Immunization Children below 6 years; pregnant women ANM Health Check-up Children below 6 years; pregnant and lactating mothers Doctors/ANM/ AWW

1. Referral Children below 6 years; pregnant and lactating mothers, adolescent girls Doctors/ANM/ AWW
2. Pre-School Education Children 3-6 years AWW
3. Nutrition & Health Education Women (15-45yrs), adolescent girls AWW/ Health / FNB personnel

Challenges:

- 1) The reduction in the proportion of undernourished children in India over the past decade has been modest and slower than what has been achieved in other countries with comparable socioeconomic indicators.
- 2) While aggregate levels of under nutrition are shockingly high, the picture is further exacerbated by the significant inequalities across states and socioeconomic groups – girls, rural areas, the

poorest and scheduled tribes and castes are the worst affected - and these inequalities appear to be increasing.

- 3) Child malnutrition is mostly the result of high levels of exposure to infection and inappropriate infant and young child feeding and caring practices, and has its origins almost entirely during the first two to three years of life.
- 4) The ICDS program, while successful in many ways, has not made a significant dent in child malnutrition. This is mostly due to the priority that the program has placed on food supplementation, targeting mostly children after the age of three when malnutrition has already set in.

Way forward:

- (1) The ICDS program should be redirected towards the younger children (0-3 years) and the most vulnerable population segments in those states and districts where the prevalence of under nutrition is higher.

The ICDS program should aim at:

- (1) Improving mothers' feeding and caring behaviour with emphasis on infant and young child feeding and maternal nutrition during pregnancy and lactation.
- (2) Improving household water and sanitation. Strengthening the referral to the health system with emphasis on prevention and control of common child diseases including acute malnutrition.
- (3) Providing micronutrients.
- (4) Urgent changes are needed to bridge the gap between the policy intentions of ICDS and its actual implementation.

ICDS is a Unique Public Health Program in India. ICDS is currently the most significant government intervention program for reducing the maternal and childhood nutrition. Despite the considerable expansion and additional investment made after 2005.

Children are the first call on agenda of development – not only because young children are the most vulnerable, but because the foundation for lifelong learning and human development is laid in the crucial early years. It is now globally acknowledged that investment in human resources development is a per-requisite for economic development of any nation

References

Three Decades of ICDS – “An Appraisal. National Institute of Public Cooperation and Child Development (NIPCCD), 2006”. Available

- from: <http://nipccd.nic.in/reports/icdsvol3.pdf>. Accessed January 15, 2014.
- Agarwal KN, Agarwal DK, Agarwal A, Rai S, Prasad R, Agarwal S, et al. Impact of integrated child development services (ICDS) on internal nutrition & birth weight in rural Varanasi. *Indian Pediatr.* 2000; 37:1321
- Saiyed F, Seshadri S. Impact of the integrated package nutrition & health services. *Indian J Pediatr.* 2000; 67:322-8.
- Bhasin S K, Bhatia V, Kumar P, Aggarwal OP. Long term nutritional effects of ICDS. *Indian J Pediatr.* 2001; 63:211-6.
- Michael Lokshin; Monica Das Gupta; Michele Gagnolati and Oleksiy Ivaschenko (2005). "Improving Child Nutrition? The Integrated Child Development Services in India" (PDF). *Development and Change.* 36 (4): 613–640. Retrieved 11 February 2015.
- "India's infant mortality rate drops". *The Times of India*.
- "UNICEF - Respecting the rights of the Indian child". UNICEF. Retrieved 22 March 2011.
- Kapil, U. (July 2002). "Integrated Child Development Services (ICDS) scheme: a program for holistic development of children in India". *Indian J Pediatr. Indian Journal of Pediatrics.* 69 (7): 597–601. doi:10.1007/bf02722688. PMID 12173700.
- "Infant mortality rate shows decline". *The Hindu*.

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

Dr. S. AMBILI

*Assistant Professor, Department of History, N.S.S Hindu College,
Changanassery, Kottayam, Kerala, INDIA*

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 unseeability of the exterior castes which were practiced with fanatical rigour unknown in other parts of India"¹.

The society was segregated into different classes based on caste and a sort of ranking was also existed. Brahmins were at the top and agrestic slaves were at the bottom. The Brahmins were materially superior to all and have the powers to manage temples.

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA*

Among them, Nambudiris occupied the highest rank. The Kshatriyas who constituted the ruling class were under the effective control of the Namboothiris. The Nairs and Tiyyas (Ezhavas) constituted powerful sections of the Hindu community.² The Nairs being the class having non financial and educational position, they became the more influential among others. They moved about the land with sword in hand. The main occupation of the Tiyyas were toddy tapping and weaving. Like the Nairs, Tiyyas too received military training. Several other castes like the pulayas, the parayas and the kuravas occupied low positions in the ranking and were subjected to all kinds of social disabilities.

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. 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.³ 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 Nairs 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 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 untid 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 Malaba 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 unseeability.

In Kerala the pulayas were mortgaged. The word pulaya is 'polluted men' and expresses the idea of caste impurity⁵. 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 swamps⁶. 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.⁹ 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 the so 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, Vedaas etc. But slavery as a social institution still continued. The Travancore Maharaja Uttram Tirunal was forced to issue a proclamation, abolishing slavery in 1853.¹⁰ 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 happen to throw a stone at them after sunset".¹¹ 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 a synonym 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 bath that was all that he could do. In the relation 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 renounced 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 dozes of social reforms, 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”.¹⁴ 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 off 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”.

References

- Dr. T.K. Ravindran, "Vaikom Satyagraha and Gandhi, Sree Narayana Oustitute of social and cultural Development." Trichur,.1975. p. 8
- A.Sreedhara Menon, "The cultural Heritage of Kerala, East-West Publication Private Ltd." *Cochin, Kerala State India*.1977 p 209
- A. Sreedhara Menon, "The cultural Heritage of Kerala, East-West Publication Private Ltd." Cochin, Kerala State, India.1977, p. 210
- Dr. T.K. Ravindran, "Asan and Social Revolution in Kerala, Kerala" *Historical society*, Trivandrum, 1979, p. 51
- ¹Dr. S. Ambili L.A. "Krishna Iyer, Tribes and Castes in Travancore, Vol II, Government Press," Trivandrum, 1939, p. 45
- Deihl, Anita, "E.V. Ramasamy Naicker-Periyar", pp. 22-24
- Kent, David. "Periyar". ACA. Retrieved 2007-06-21.

Teaching Through Media and Technology

Dr. S. THANGARAJATHI

*Assistant. Professor, Dept. of Educational Technology, Bharathiar University,
Coimbatore-46 Tamil Nadu, INDIA*

MERCY E.S

*Research Scholar, Dept. of Educational Technology, Bharathiar University,
Coimbatore-46 Tamil Nadu, INDIA*

Teaching includes all the activities of providing education to others. Teaching is an art and science. It is a process of imparting knowledge and skills. To teach is to touch a life forever. A teacher takes a hand, opens a mind, and touches a heart. Teaching through media provides a useful platform for teaching. Media can be a component of active learning strategies, media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper. Teaching with technology can deepen student learning by supporting instructional objectives. In the classroom, technology can encompass all kinds of tools from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration and conferencing tools. Online collaboration tools, such as those in Google Apps, Presentation software, Course management tools such as Canvas, Lecture-capture tools, such as Panopto etc. are few examples of technology used in the class room.

Key words: Google Apps, Presentation software, Canvas, Panopto.

The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand students. Teaching means

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA*

interaction of teacher and students, they participate for their mutual benefits. Many great teachers of world define teaching in different way and we can say that teaching is just to train the students so that they can stand on their own foot in society. Abbatt and McMahon say: 'Teaching is helping other people to learn and has four main functions. The teacher has to decide what students should learn, the teacher has to help the learners to learn, the teacher has to make sure that the students have learnt, and the teacher has to look after the welfare of her/ his students. As we list out in order of importance the three most important abilities that teacher impart to students are cultivate thinking skills, stimulate interest in the subject, and motivate students to learn. Of course, credentials, knowledge, critical thinking, and all other faculties of intelligence are important. However, a great teacher should be much more than credentials, experience and intelligence. She/he should be kind, compassionate empathetic, positive, a builder, bridges gaps and builds relationships, friendships with community. You inspire and uncover hidden treasures, possibilities, talents and magic right before everyone's eyes. In the era of knowledge explosion the two important tools that a teacher can make use in the class room activities are teaching through media and technology. According to Kothari commission (1964-66) "the destiny of India is being shaped in the four walls of her class room". The ICT integrated teaching learning can bring tremendous changes in the field of education.

Teaching through media

Media can be a component of active learning strategies in a group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Media – like all other teaching techniques – should be used judiciously in the learning process. The dramatic growth of social media creates new opportunities for engaging students. These include social networking sites such as Facebook, Myspace, LinkedIn, and Twitter along with blogs and wikis. The term media was first used to describe newspapers more than two centuries ago. Today media has many different connotations. For instance, there are mass media, print media, visual media and social media. While

media can take on many different forms, the purpose of all media is universally the same – media is a channel of communication.

Media can be used in direct instruction, active learning teaching strategies and student projects. Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge. Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. Media provides a useful platform for teaching, cooperative learning and problem solving and for giving more interactive mode of demonstrations. Student-created media involves a high degree of engagement, promotes individual learning, social interaction and immersion, and is highly customizable and collaborative (Yowell and Rhoten, 2009). Student-created media provide an alternative or a complement to traditional method, by doing a digital storytelling, project, personal reflection and communication by students, teaching can be promoted.

Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he point out that students remember everything that's on television and forget the lectures – because visual media helps students retain concepts and ideas. Bransford, Browning and Cocking (1999) also note the crucial role that media plays for creating learning environment. Media, such as movies, documentaries, television shows and music brings interactive learning like visualizations and student-enriched activities.

Advantages of Using Media:

Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of showcasing complex ideas in a short period of time. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content. The uses of media sources

help connect learners with events that are culturally relevant. News, stories can be used to connect theories taught in the classroom with real world events and policies. Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can hone their analytical skills by analyzing media using the theories and concepts they are studying. The use of media in the classroom enables students to see concepts and new examples. Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.

How to introduce media: Before learning the concept. Showing media before the discussion gives students an image to which they can compare the topics under discussion. This approach allows quick reference to easily recalled examples. Schwartz and Bransford (1998) show that demonstrations focused on contrasting cases help students achieve expert-like differentiation. In addition, Schwartz and Martin (2004) found that carefully-prepared demonstrations "help students generate the types of knowledge that are likely to help them learn" from subsequent lectures. After a brief introduction but before learning the concept. This method provides students with a brief capsule of what the media is about and what to look for – helping to focus attention while watching the media. After learning the concept. Showing media after describing a theory or concept allows the instructor to use the scenes as a particular study. This approach helps students develop their analytical skills in applying what they are learning. Before and after. Repeating the media is especially helpful when trying to develop student understanding of complex topics.

Tips to use media:

Start small- Find one movie, song, or news source and incorporate it into your class. Provide a clear link between what you want your students to learn and the media. Care must be taken provide the proper learning context. It takes time to integrate media effectively into a course. Use the subtitles feature for visual media. This is especially useful in focusing student attention on the words being said. **Be prepared-** Technology does not work hundred per cent of the time so have a backup plan. If the media equipment does not work, go to plan next and continue on with your class without missing a beat. **Evaluate student understanding-**you ask them to write a reaction in paper, take a quiz, or place questions on your exams that relate to the media content they will pay more attention and learn more in the process. **Stay legal-** View the copyright

information on the cautions page. In addition to numerous advantages, there are also a number of cautions that faculty should keep in mind in utilizing media.

Using media requires a complete understanding of copyright law, an appreciation of the workload involved, and some skill in recognizing content that will enhance learning, instead of becoming a distraction. The instructor takes on the role of a facilitator who helps students interpret what they are listening to, reading or seeing. Media can also be pupil created. This approach help the student to step into the role of the teacher and create content that will engage learners and help them to master concepts.

Teaching with technology

Teaching with technology can deepen student learning by supporting instructional objectives. In the classroom, technology can encompass all kinds of tools from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration and conferencing tools, and more. The newest technologies allow us to try things in physical and virtual classrooms that were not possible before. What you use depends fundamentally on what you are trying to accomplish.

Few examples of Technology: Online collaboration tools, such as those in Google Apps, allows students and instructors to share documents online, edit them in real time and project them on a screen. Tablets can be linked to computers, projectors and the cloud so that students and instructors can communicate through text, drawings and diagrams. Course management tools such as Canvas allow instructors to organize all the resources students need for a class (e.g. syllabi, assignments, readings, online quizzes), provide valuable grading tools, and create spaces for discussion, document sharing, and video and audio commentary. Clickers and smartphones are a quick and easy way to survey students during class. This is great for instant polling, which can quickly assess students' understanding and help instructors adjust pace and content. Lecture-capture tools, such as Panopto, allow instructors to record lectures directly from their computer, without elaborate or additional classroom equipment, as educators we strive for students to engage with our subject beyond a superficial level. There are many ways in which technology can be used in the classroom to engage students and facilitate exciting, engaging and interesting lessons. Allowing the use of technology in the classroom has freed from the lesson-plan shackles. However, allowing the freedom to search and discover the subject through technology has fostered a love for the subject. Filming a peer assessment or recording a group discussions

and uploading to Audio Book is yet another way of engaging students.

Use technology as a topic for a writing assignment: Create a class webpage: class webpage can be anything from a basic site where you post announcements (think “online bulletin board”) to a much more elaborate one that includes class photos, a class blog, downloadable materials, and your own domain name. Enjoy Webs.com (<http://www.webs.com/>), which offers both free and premium service packages. Use an online grading system: Sites like MyGradebook.com ([http:// www. mygrade book.com](http://www.mygradebook.com)) offer the opportunity to track grades, record attendance and seating charts, and compile reports on student progress, do an email exchange: Have your students exchange emails with students in another school, city, state, or country – especially valuable if both sets of students are studying the same material. Give multimedia presentations: Given up a traditional lecture by using a PowerPoint presentation that incorporates photographs, diagrams, sound effects, music, or video clips. Have your students work together to create a wiki on a topic they are studying. They will need to correct each other’s work and collaborate in order to make it a success. Create a Podcast. There are thousands of podcasts available on the Web. Search for ones that meet your students’ needs Have students create their own podcasts to document their progress through the year or discuss their ideas on a variety of issues pertaining to the course. According to your skill level, integrating technology in the classroom offers the chance to increase student interest and teach valuable professional skills – and have some fun.

Conclusion: Teaching with media and technology enhances the transfer of learning. Media can be used in direct instruction, active learning teaching strategies and student projects. Existing media resources can be used within lectures to stimulate interest in and develop knowledge of the material being taught.

The phrase “teaching with technology” may conjure up a variety of different images depending on our own experiences as instructors, students, or even conference attendees. It might be using PowerPoint, podcasting lectures, web designing, Web-based interactive learning modules and simulations to teach skills and concepts. The tool itself is a starting point to make the teaching more likely to be effective and appropriate. If it is integrated into a careful planning process that make magic in teaching and learning.

References

- Stones E. London: Methuen; 1966. "An introduction to educational psychology" pp. 50-1.
- Harris D, Bell C. London: Kogan Page; 1986. "Evaluating and assessing for learning" pp. 118-26.
- Pedler M. "Learning in management education" *Journal of European Training*. 1974; 3(3):182-95.
- Handy C.B. Harmondsworth: Penguin; 1976. *Understanding organizations*; pp. 31-47.
- Lewin, T. (May 2, 2012). "Harvard and M.I.T. Team Up to Offer Free Online Courses". *New York Times*. p. A18. Retrieved November 26, 2012.
- Courts, B., & Tucker, J. (2012). Using Technology To Create A Dynamic Classroom Experience. *Journal of College Teaching & Learning (TLC)*, 9(2), 121-128.

Attitude Towards Individualization is Behind the Success in Learning Science Through Computer Technology

Dr. R. DAPHINE

Lecturer, The American College, Madurai, Tamil Nadu, INDIA.

A.G.K. DANIEL

Scientist, Central Silk Board, Madurai, Tamil Nadu INDIA.

Attitude is the dimension of the affective domain and also one aspect of an individual's personality. Attitude is reflected in reactions to events, other individuals, objects, or instruction. Technology has become an integral part of higher education instruction. Those who advocate technology integration in the learning process believe it will improve learning and better prepare students to effectively participate in the 21st century workplace. The paper deals with the importance of attitude in learning and also the importance of learning Science through Technology.

Key Words: Attitude towards Individualization, Technologically rich environments, Computer technology, Positive attitudes.

Computer technologies in education have had a profound effect on the system of education worldwide. Technology allows student to become much more engaged in constructing their own knowledge.

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA*

Cognitive studies show that attitude and ability are the key factors for successful learning. Technology caters the need of millions of people around the world. It improves the ways of learning and improvised the dissemination of knowledge. It enables learners to sit in a comfort zone and learn when they are mentally ready to learn. This individualization in learning makes individuals, lifelong learners and prepares them for the 21st century.

Importance of learning Science through Technology

It allows student to learn at any time any place, any path and any pace. This flexibility is often found to be most successful in independent, motivated learners. Science is a subject in which; sequential content builds upon previously acquired information. So science learning must motivate interest, be meaningful as well as possess purpose (Ediger & Roa, 2012). Interest too is a powerful factor in learning, which might wane if content becomes senseless. Gaps in achievement hinder possibilities of continuous grow in academic discipline of science. As seamlessly as possible pupils must perceive order in learning science. Though the computer learning platform loses the social component; learners gain considerable flexibility in how to meet their learning goals individually and/or collaborate. Learners need to be involved in ongoing activities and experience successful due to interest factor. Many research studies proved that the computer technology is the only remedy which has to be emphasized for in depth learning.

Need for the study

The implementation of technology seems to be very significant for the developmental process in the educational sector. Though ICTs are potentially powerful tool for extending educational opportunities, meeting learners esteem needs is the salient and a quality reward system is poignant. In this system of learning, learners need to learn upon themselves and trust their own thinking in a collaborative setting. It has to promote quality feelings, attitudes as well as facilitate the acquisition of basic skills. Hence it is very much necessary to measure the attitude of students towards such individualized system of learning through computer technology.

In this study; the researcher has used a tool called Attitude towards Individualization in a classroom, where the entire pupil in the classroom has access to the computer for learning science through online.

Attitude towards Individualization - Description of the Tool

The prejudices against the use of computers for education need to be identified among learners; because the internal environment of the learner may influence, when opportunity to use computers for learning science was provided to them. An inventory was specially prepared to know about the preference of the learner to have individualization of instruction in varying learning situations. The behaviour comprises of co-operative learning, peer tutorial behaviour, social adjustability and concern for other classmates while learning through computer mediated packages. The inventory developed identifies whether the learner is positive or negative in their attitude towards individualized learning. This tool has two dimensions as; positive attitude towards Individualized Instruction negative attitude towards Individualized Instruction

This tool consisted of 27 statements, out of which 21 statements are positive and the rest of the statements are negative, for identifying the student's Attitude towards Individualized Instruction.

Table 1. Distribution of Items under Individualized Instruction

No .	Category	Item Numbers	Total
1	Positive attitude towards Individualized Instruction	1,2,3,4,5,6,7,9,10,11,12,14,15,16,18,19,20,21,25,26,27	21
2	Negative attitude towards Individualized Instruction	8,13,17,22,23,24	6

Scoring

The scoring for the tool was evolved after discussions with the educational experts. A three-point measurement scale was developed and the respondent had to select and put a tick mark in any one of

the column from 1 to 3 (agree, neutral & disagree) as per his Attitude towards Individualized Instruction.

For example, if the student selected first column for a positive item, one mark would be awarded, if he chooses column no.2, two marks would be given for the same item. If column no.3 was selected, 3 marks would be awarded. For the negative statements, the marks were provided in the reverse order as 3, 2 and 1 for the column no. 1, 2 and 3 respectively. The maximum score possible for the tool Attitude towards Individualized Instruction is 81.

Hypothesis

When the learners are tested for their Attitude towards individualization, there is no significant difference between the external independent variables with respect to their mean attitude scores.

The External variables selected:

Level of education, Gender, Computer knowledge, Locality of the institution, Educational Environment. To find out whether there is any significant difference between mean scores of different categories of learners in terms of Attitude Towards Individualization, the 't' / F-test is applied and results are presented in the Table: 2

Table: 2.

Significance of difference between Mean scores of different categories of learners in terms of Attitude towards Individualization (AT I)

Variables		ATI score			Test	'p'	Significance
		Range	Mean	SD			
Level of education	School	45-79	64.0	10.0	t- value 1.917	0.0598	NS
	College	51-79	69.1	08.0			
Locality of the institution	Rural	45-78	64.5	10.2	t- value 0.896	0.3735	NS
	Urban	51-79	66.6	09.0			
Gender	Male	51-79	72.8	05.5	t- value 10.598	0.0001	S
	Female	45-70	57.3	06.2			
Computer knowledge	Nil	45-78	62.7	09.7	F- value 2.090	0.1323	NS
	Basic	51-79	66.0	09.5			
	Done a course	51-79	69.2	09.4			
Educational Environment	State Board	45-78	63.5	09.6	F- value 3.475	0.0371	S
	Matric	51-79	63.8	10.3			
	CBSE	54-79	70.8	07.3			

Table 3: ANOVA

Variables	ATI score	Sum of Squares	Df	Mean Square	F-value	Significance
Computer knowledge and ATI score	Between	381.289	2	190.645	2.090	0.132 (NS)
	Groups					
	Within	5654.311	62	901.199		
	Groups Total	6035.600	64			
Educational environment and ATI score	Between	608.398	2	304.199	3.475	0.037 (NS)
	Groups					
	Within	5427.202	62	87.536		
	Groups Total	6035.600	64			

The above table shows that the differences between mean individualized scores of different categories of learners in terms of Attitude towards Individualization do not attain the level of significance in the categories such as Level of education, Locality of the institution and Computer knowledge. In Gender category, the mean scores for male and female differ significantly at 1% level. The mean individualized scores of students based from different school environment differ significantly at 5% level of significance.

Findings

When the learners are tested for their Attitude towards individualization, the mean individualized scores will not be significantly different, for the following external independent variables such as, Level of education of the learner, Locality of the institution and computer knowledge and there is significant difference in the cases like Educational environment and Gender of the learner. The performance of students who use computer technology for learning mostly depends on the internal factors like

Aptitude and Attitude as proved by the earlier research (Liu and Che-Hao, 2008; Seery, Michael. 2009). Aptitude is the cognitive factor for readiness in learning and for integration of knowledge. In this study, most of the learners' attitude towards the internal factor individualization is positive, and they prefer individualization and hence, there exists no significance among the various group of learners' in terms of their mean score. It is inferred that the male and female learners are significantly different in their Attitude towards individualization, The learners from different school environment also differ in their Attitude towards Individualization

Conclusion

The implementation of technology seems to be very significant for the developmental process in the educational sector. In this system of learning, learners need to learn upon themselves and trust their own thinking in a collaborative setting. This system of learning has promoted quality feelings, attitudes as well as facilitate the acquisition of basic skills in learning science. Hence it is concluded that, those who advocate technology integration in the learning process believe it will improve learning and better prepare students to effectively participate in the 21st century workplace

Reference

- Shih, S.C., Kuo, B.C., & Liu, Y.L. (2012). "Adaptively ubiquitous learning in campus math path." 15 (2), 298-308.
- Sathish Keethinedi & Nihar Pradhan (2012). "Creating a Digital Campus." Teacher, 6(3), 38-39

Effective Speaking and Effective Listening

Dr. M. Ilankumaran

Asst. Professor & Coordinator – First Year BE/B.Tech Programmes
Noorul Islam UniversityKumaracoil 629 180

Listening, speaking, reading and writing are the four skills in learning a language. Speaking is considered by learners as the most desirable skill for communication in the globalization era. However, it is high time the learners realized what the answer to the questions is such as what do the aspirants of the language have to do before they speak? What does a child learn before he talks? What do the speakers do before chatting? Etc. The most essential thing is listening. Children, naturally, begin listening to their parents when they are babies. They are often greeted, spoken to and admired without expecting any response. Nobody knows if the baby understands the spoken words yet the process continues. Children automatically acquire such language over some time, and later on gradually produce it through actual experience. The production of the words, sentences may be incomplete at first, but successful at last. That leads to speaking skill which is quite applicable to daily conversation. In learning English, listening can help improve speaking considerably. Although it is the first of all skills, it is neither the easiest nor the most meaningless. One has to hear various types of English repeatedly and continuously if he wants to communicate properly, meaningfully and naturally. This paper deals with the effect of listening to speak English as a language unconsciously.

TeLeS, ISSN 2348-8409, Vol. 20, No 1. March 2020

*A publication of Muslim College of Education,
No. 1 New Street, Thiruvithancode,
Kanyakumari District, Tamil Nadu, INDIA*

Introduction

It is a wish of everyone to speak English fluently with great foreign accent but not everyone knows the easiest and simplest way to do so. English skills can be acquired by using different methods. For example, reading newspapers and magazines, listening to English music and news channels, watching English movies and dramas, and for some with vigor getting admission in an English language centre. Of all, the most important thing needed for one aspiring to improve his English speaking skills is being in an English speaking environment. If an English speaking environment is created, communication will take place effectively. Continuous hearing and speaking helps to improve the language skills unconsciously. New idioms, structures, phrases can be learnt if an interaction with people is done in an English speaking environment. The learners get more confidence and gradually become less hesitant in such kind of environment. Discussion of ideas with the people having same interests is possible which motivates making friends. The practice becomes far easier and fun to improve the speaking skills.

Making an English speaking environment

The best way to have an English speaking environment is to create an environment so that one will be bound to speak only in English. Hours and hours of speaking and listening to English will have a great impact on the English skills and the mind of the learner will automatically set itself to this new environment. For learners of English as a second language complaining about not grasping the language as expected or targeted, they can make friends with other learners or aspirants as a group with willingness to improve their English speaking skills. This method will not only improve the English speaking skills but also the knowledge of the learners. The conversation may be on different topics to discuss. The place of meeting can be anywhere like parks, restaurants, movies, dinner, picnics etc. It is not necessary to have a particular place for this group but needs to be the one making you have a relaxed environment. When a learner plunges himself in English speaking environment, he will find that he is learning English easily and quickly with a lot of fun which also makes him become more confident in speaking English and interacting with people.

The real problem with everyone aspiring to speak English as a second language is the practice of old conscious way of learning English. They use their conscious brain to analyze English grammar, memorize English vocabulary, and translate English messages. This is the method they used and were taught in

school. They consciously studied the mechanics of English, as if it was a car.

Learning the language unconsciously

Languages should be learned unconsciously, not consciously. This paper reveals that unconscious learning of English is much better than consciously “studying” the language. Students who learn English unconsciously learn faster and better than students who use traditional, conscious, analytical study methods and it is proved in countless studies. The result of conscious study of a language is that the learner knows a lot about English grammar rules and translations but he can neither speak well nor understand native speakers.

Unconscious methods are more effective. These methods provide understandable English input to the brain of the learners and then the unconscious brain does all the rest of the work. English stories, articles, conversations, movies, and novels can be enjoyed consciously without thinking about grammar rules and hence the need of attempting to memorize words does not arise. Basically, the brainy system leads to “subconscious” learning method. Grammar is learnt by listening to many crazy Mini-Stories and grammar patterns are repeated during the story not bothering about any rules. The brain learns English grammar unconsciously when the story is just listened and enjoyed consciously. In this way, the grammar is actually used and the spoken and written English grammar is also improved tremendously without any stress. It is like an automatic process—just saying and writing things better and with the effortless feeling. The learners never think about rules at all.

The most important thing is that the learner has to trust himself. Generally many learners are afraid to use unconscious methods because they do not trust their own brains. They are afraid to relax and enjoy English learning and so they do not let the learning happen naturally and effortlessly. Unfortunately, these students almost never learn to speak English well because of their fear. It is good not to be one of those students. By changing the way of learning, the language can be acquired unconsciously and spoken excellently.

The unconscious mind is a powerful tool, though the system of education rarely gives it sufficient attention. The subconscious mind has not been well understood even though its creative potential is much greater than the conscious mind. Many psychologists have started to study the unconscious state of mind to understand its importance in human life and they have found that the unconscious mind contributes greatly for learning anything, including language. It is a vast reserve of energy and creative power.

Numerous scientists, scholars, writers and artists all use their unconscious mind to understand and create which is the matter of a subject for learning. The final thoughts are brought into unity and clarity through a sudden insight, unexpected inspiration or daydream realization. The learners can remember stories, visual images, and emotional phrases more easily than grammar patterns and dry explanations because they speak to the whole brain, not one limited part of the brain. An overly logical approach to language structures keeps English from soaking into the unconscious brain where it can be converted into a larger whole.

Educational psychologists and neurological researchers know that different brain functions occur on different sides of the brain. The left side of the brain is used for logical, sequential, rational, analytic, and objective matters or thoughts. That is not a bad place to start for learning, but the other side is equally important because it is where another aspect of learning takes root. The right side of the brain is in charge of the larger whole, the big picture. It works in a more random and chaotic fashion, remaining intuitive, holistic, synthesizing and subjective. It is where the pieces of information, image are brought together into a whole. When these two sides of the brain are considered, it is easy to understand that the system for studying English in the present system of Indian education is almost entirely left brain oriented. The learners need to work on grammar for tests under pressure as they are all with left-brain concerns that emphasize logical thinking, analysis and accuracy. Most learners in India do not think in English because the right brain's processes are not sufficiently enacted. The learners have to dream in English as it is a sign that a larger unity is being established in their minds which rarely happens when cramming for a test, though students might dream about their test anxiety.

Listening is an essential exercise for developing the speaking skills that too in a subconscious way. Teaching the techniques of listening is not an easy task and it is the most challenging skill for many second language learners to obtain. Listening is the principal means by which learners expand their knowledge of spoken forms of the second or target language provided the listening activities should be monitored by conducting class discussions on their comprehension and on the recordings of the spoken texts they have listened previously.

Active Listening Skills

Active listening is an essential skill. One of the most common mistakes the learners make is getting confused between 'hearing' and 'listening'. Hearing is merely noting that someone is speaking whereas listening is making sense of what is heard which requires the individual to pay constant attention, interpret, and remember what is heard. Hearing is passive; listening is active and so a passive listener is considered to be a tape recorder. If the speaker gives a

clear message, the listener will probably get most of what is said. For learners of English for communicative purposes, this is not enough. They must be active listeners. Active listening requires the listener to hear the words and identify the feelings associated with the words.

Learning individual words is not a prescribed way of language acquisition. The system of learning phrases encourages the language learners to master the language more quickly and has much better grammar. The system of effective listening implies the fact that speaking has closer relationship to listening than reading. The learners have to listen much to the speech of others or reading of a text. Listening should be slow and deep during initial period of learning a language as it helps the learners to get deeper into their brain. The real conversations of native speakers and materials can be taken for practice as they serve the purpose of improving grammar. For learners, listening should be done repeatedly and intervention is not at all appreciated.

Retaining what observed is an important step in the listening process. Memory is considered to be essential factor to the listening process because the information the listeners retain when they involve in the listening process is how they create meaning from words. Every one depends on the memory to fill in the blanks when the process of listening is done. Everyone has different memories and so the speaker and the listener may attach different meanings to the same statement. However, the memories are fallible and the people cannot remember everything that they have ever listened to. There are many reasons for everyone to forget some information that one has received. The first is cramming. When one crams there is a lot of information entered into his short term memory. Shortly after cramming, when the information is not needed anymore, it is purged from the brain before it can be transferred into the long term memory. Yet another reason is that proper attention is not paid when the information is received. Alternatively, when the information is received, importance may not be attached to it, so it loses its meaning. At the time the information was received, motivation might be lacked to listen carefully to better remember it. Using information immediately after receiving it enhances information retention and lessens the forgetting aspects. Retention is lessened when one engages in mindless listening, where little effort is made to listen to a speaker's message. Mindful listening is active listening.

Conclusion

The four interconnected activities are essential to the process of listening. They are *sensing*, which is the actual reception of verbal and nonverbal messages. ***Interpreting*** which is the practice of understanding the message. ***Evaluating which*** refers to the process of sorting facts, information that can be verified, from opinion. *Evaluating* which also involves concurring or rejecting the speaker's message and ***Responding*** which is the process of reacting with

verbal and nonverbal cues to the message. While hearing can be measured with audiometric instruments, listening is a largely subjective experience. Thus, the first three steps of the listening activities cannot be directly evaluated or examined, as they are hidden from our view. Because most listening behaviors cannot be measured, the last, responding, becomes essential for the speaker to determine if he or she has been successful in getting his or her point across.

References

- Brooks, N. (1964). *Language and Language Learning: Theory and Practice*. 2nd ed. New York: Harcourt Brace.
- Dale CareGie. (2003). *How to Develop Self Confidence & Influence People by Public Speaking*. Sultan Publications, Agra, India
- Langacker, Ronald W. *Languages and its Structures*. 2nd ed. New York: Harcourt Brace.
- Osborn, Alex Faickney. (1953). *Applied Imagination: Principles and Procedures of Creative Thinking*. Newyork: Scribner.
- <http://ci484-learning-technologies.wikispaces.com/>