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PUBLISHER'S NOTE

The publisher of S.Preethi Educational Journal considers it a great pride, the endeavour of bringing out this Issue as a partial requirement for the award of M.Ed Degree of TNTEU.

He expresses his gratitude to the Patron Dr A Joseph Stalin who has been taking immense pains in running a renowned Institution for bringing out eminent Educational Scholars with special attention to the women personnel of the rural arena.

He acknowledges his unfailing gratitude to the Resource Persons for their invaluable suggestions in enlightening the students regarding the write up of the Articles.

He records his sense of thanks to the Chief Editor and Editorial Committee for their excellent cooperation and coordination in bringing out this Issue successfully.

It is really surprising to note the students have risen to the occasion by contributing articles covering the salient features of all branches of educational theories and perspectives.

The publisher extends his invitation to M.Ed Students who are yet to contribute their articles in the Issues to come after.

The Publisher considers it his bounden duty to thank the press for their elegant services in bringing out this Issue

**Dr.V. Antony Joe Raja
Publisher & Correspondent**

Dr.N.Vijayalakshmi, M.Sc (Che), M.Sc (Psy), M.Com, M.Ed, Ph.D.,
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FROM THE EDITOR'S DESK

The Editor is very much delighted in bringing out a Special Issue entitled S.Preethi Educational Journal (Vol.3, Issue 4). The purport of this Issue is to enhance the quality of education and encourage the budding scholars in writing research articles.

A good number of articles have been received for publication of which a selected few have been incorporated in the present Issue. The remaining unpublished articles are to be published in the forthcoming Issues.

The present Issue covers articles under several aspects of Social, Cultural, Psychological and Philosophical dimensions. The features satisfy the requirement of the instructions issued by Tamilnadu Teachers Education University.

The articles are suggestive in nature. Most of the articles are concept based. It would have been appreciable had the articles covered the experimental entity of pedagogical themes.

The Chief Editor owes her profound thanks to the Patron, Adviser, Resource Persons, Editorial Committee and the Contributors for the Journal would have been nowhere but for their moral support.

To conclude, the Chief Editor acknowledges her thanks to the Press personnel for their invaluable and timely services in bringing out this Issue

Dr.N.Vijayalakshmi
Chief Editor

CONTENTS

S. No.	Titles	Page. No.
1	Awareness on Global Warming among School Students B. Krishnaveni	01
2	Job Contentment S. Lisha Priyadharshini	08
3	Web Based Learning N. Mahalakshmi	14
4	Impact of Multimedia in Teaching S. Muthumani	22
5	Speaking Skills for Students K. Sathya	26
6	Basic Behaviour Modification Theory and Techniques G. Suganya	33
7	Understanding Emotional Intellignce A. Sulochana	39
8	Decision Making Psychology G. Susi	47
9	Extra Curricular Activities for Value Development I. Thamaraiselvi	53
10	Skill Development R. Vengadeshwari	58
11	Effects of Constructive Approach in Improving Science B. Vidhya	64

AWARENESS ON GLOBAL WARMING AMONG SCHOOL STUDENTS

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Introduction

Global warming is a phenomenon of increase in the earth's temperature by making the earth a much warmer place to live in which has brought a major climatic changes across the world and in India. Global warming is considered as a major health issue of 21st century. Green house gases such as water vapour, carbon dioxide, methane, etc. which exists in the atmosphere trap the rays of the sun and makes the earth temperature warmer. The concentration of greenhouse gases has increased extensively since the industrial revolution. According to Intergovernmental Panel on Climate Change (IPCC) report, global warming will have major impact on Asia in which India is at high risk among Asian countries. Unpredicted human activities are adding billions of tones of CO² to the atmosphere each year which is a major greenhouse gas. Climate change has important consequences for health such as re-emergence of malaria, vector borne diseases, food insecurity and malnutrition, heat stroke, water borne diseases, outbreak of diarrhea and disasters such as tsunamis, floods etc.

Global warming damages the natural ecological balance. Disruption of ecological balance, consuming fossil fuel, wasting non-renewable energy resources, destroying forests, etc. are included among these harmful human behaviors (IPCC, 2001). Correspondingly, due to global warming, such important climatic changes as increases in atmosphere temperatures, abnormal hurricanes, storms, floods and forest fires, etc. can occur (Boyes and Stanisstreet, 2000). As global warming goes on, the disorder of the ecological balance in the world deepens, and the world itself faces the dangers associated with this deterioration. One of the solutions to these problems lies in educating people who are unconscious of their actions,

making them aware of the dangers of the global warming, and getting them to change their minds (Boyes, et ai, 2008).

Impact of Global Warming

The major impacts and threats of global warming are widespread. Increasing ocean temperatures cause thermal expansion of the oceans and in combination with melting water from land-based ice is causing sea level rise (IPCC, 2007). As a result of global warming, the type, frequency and intensity of extreme events such as tropical cyclones (including hurricanes and typhoons), floods, droughts and heavy precipitation events are expected to rise even with relatively small average temperature increases (IPCC, 2007). Climate change will have wide-ranging effects on the environment, and on socioeconomic and related sectors, including water resources, agriculture and food security, human health, terrestrial ecosystems and biodiversity and coastal zones (FAO, 2003). Rising temperatures will cause shifts in crop growing seasons which affects food security and changes in the distribution of disease vectors putting more people at risk from diseases such as malaria and dengue fever (Stern, 2006).

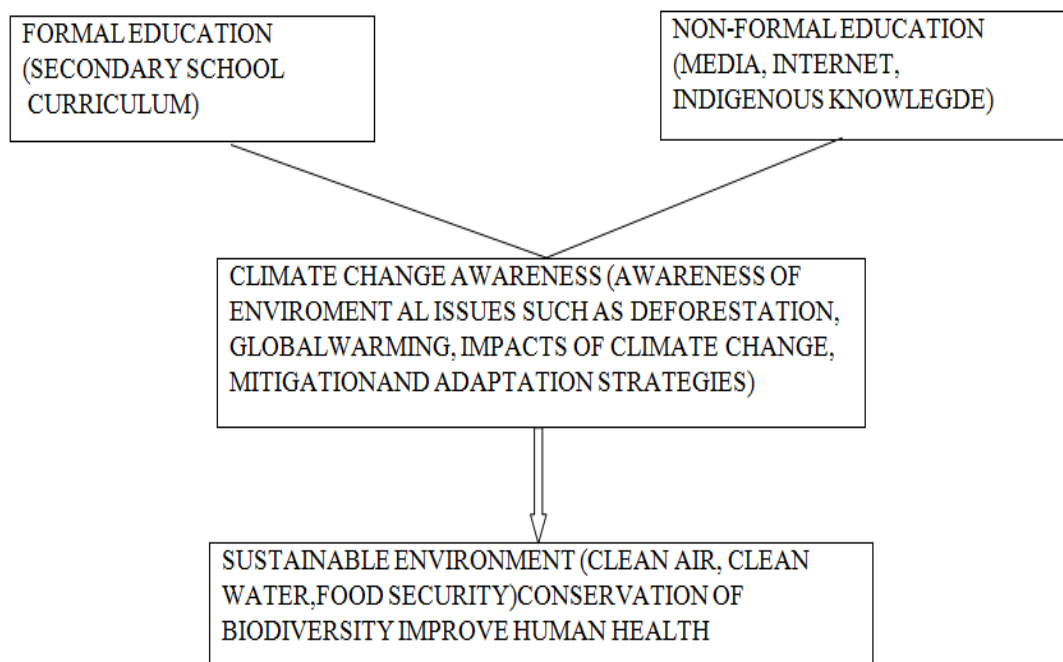
Frequent drought spells over the years have led to severe water shortages, increased risk of food shortage and expansion of aridity and desertification in marginal lands and changes in the planting dates of annual crops (FAO, 2003). There will be notable increase of fungal outbreaks and insect manifestations due to changes in temperature and humidity along with reduction in ecosystem integrity, its resilience and decline in biodiversity (Emerton and Muramira 1999). Other impacts include increase in human, crop and animal vector-borne diseases such as malaria, cholera and Rift Valley Fever; sea level rise resulting to inundation of low-lying areas along the coast (Githeko, *et al.*, 2000).

Science learning outcomes is known to be strongly related to the environmental education theme. The reason that all the environmental themes had been taught in Science might be based on the fact that

Environmental Education originated from Nature Study, Conservation Education and Outdoor Education (Dreyer, 1996). These subjects are closely related to Science, which suggests that EE should incorporate many aspects of the environment (natural and man-made), technological, social, economic, political, cultural and aesthetical aspects.

Conceptual Framework

Global warming awareness has an important role to play in effort to mitigate and adapt to climate change. Climate change awareness can be offered to the students through both school (formal) and out of school (informal) education programs. Such education would equip students with knowledge and skills that enable them to mitigate and adapt to changing climatic conditions. This awareness would help people in reducing threats to human survival as drought, flooding shift in seasons and global warming as illustrated by figure 1.



Role of Environmental Education

Recent scientific evidence showing that humans are strong contributors to a changing climate has been more unanimous than ever (IPCC, 2007). Using evidence including ice cores that record weather

patterns from the last several thousand years, it has been determined that concentrations of certain greenhouse gases (namely carbon dioxide, methane, and nitrous oxide) "have increased markedly as a result of human activities since 1750 and now far exceed preindustrial values" (IPCC, 2007). The IPCC report is a synthesis of thousands of other studies on weather and climate. Its report shows that greenhouse gas levels will continue to increase if the status quo continues. Extensive analysis of mitigation scenarios also set forth by the IPCC concluded that decisions to delay emission reductions seriously constrain opportunities to achieve low stabilization targets (e.g. stabilizing concentrations from 445-535 ppm CO₂-equivalent), and raise the risk of progressively more severe climate change impacts and key vulnerabilities occurring (Fisher, 1998). Scientists have come to a clear consensus that the time to lower greenhouse gas emissions has come. Computer models show unambiguously that a "critical threshold is approaching, crossing over it will be easy, crossing back likely impossible" (Stern, 2006).

Environmental Education (EE) is a process by which people develop awareness, concern and knowledge of the environment and learn to use this understanding to preserve, conserve and utilize the environment in a sustainable manner for the benefit of present and future generations. The goals of environmental education are;

- To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas;
- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect the environment;
- To create new patterns of behavior of individuals, groups and society as a whole towards the environment (UNESCO, 1978).

The responsibility of environmental education is to stimulate learning of conceptual knowledge, provide for the attainment of problem solving skills, allow for the modification of beliefs and values, and provide for training in and opportunities to apply appropriate citizenship behaviors which will

result in a population's lifestyle that balances the quality of life with the quality of the environment. Education can also fuel a change in attitudes that are fundamental for new policy success (Ramanathan, 2006). Changes in attitudes come from early education that builds awareness and empowerment. People are more likely to self identify as environmentalists if they are exposed to these ideas at an early age (Bord *et al.* 1999). Encouraging this kind of education and specifying it in governmental policies can lead to future orchestrated, collective public action to mitigate the effects of global climate change as well as other emerging but as yet little-known environmental threats (Bradley *et al.* 1999).

Awareness on Global Warming

Formal Global warming/Environmental Education

- Addition of topics related to Global warming awareness in curriculum. Distribution of study materials/handouts that create Global Warming awareness.
- To Conduction Quiz programmes, Lectures by experts in this field (viz. Central and State pollution control board and ministry of Environment and Forests, GOI).
- Provide information to students to join environmental appreciation courses launched by IGNOU.
- Celebration of World Earth Day (22nd April) and World Environment Day (5th June) every year by planting trees and taking constant care of them.

Non-formal Global warming/Environmental Education

Education on Global Warming awareness & training programme on pollution etc. will play a significant role in encouraging and enhancing students' participation in dealing with the Global Warming issues. So the following activities are suggested to University students.

- To take up online diploma programme on Sustainability Science and Post Graduate Certificate in Climate Change and Sustainable Development.
- To join IGNOU launched online Project "Leadership Programme on Himalayan Ecosystem" (LPHECO). And as a part of this campaign to

perform activities like seminars, workshops, training programmes, camps, rallies, public meetings, exhibitions, essay, debate, painting, poster competitions, folk dances, songs, street plays, puppet shows related to Global Warming.

- To perform activities at individual level like plantation of trees, using of bicycle, avoiding of air conditioner and refrigerators etc.
- To form Global Rescue Clubs and organize various activities that mentioned above at departmental / institutional level.
- To encourage individual efforts in arranging shows/films/documentaries on Global warming and its effects related themes.

Conclusion

Global Warming phenomena, 47% do not know the causes, 4% belief harmless in deforestation and favors use of wooden articles and cutting of trees, 5% of them belief global warming does not occur in cold hill station like Shimla, 29% do not know Ozone depletion, 18% do not know the effects of Global Warming, 53% do not know the possible lost of lowlands and loss of biodiversity, 33% were unaware of conferences and seminars on GW, 60% have no idea of carbon trade, 40% of them do not support Carbon tax, 61% of the respondents do not have individual participation in GW issues and while 49% of them do not involve in gathering or disseminating awareness on GW issues to others. Therefore, it can be concluded that even if the respondents have heard of Global warming, some of them are still unaware of the causes, effects and the consequences. Their direct or indirect participation were also very poor. When the students of the schools were at such a low level of awareness, one could imagine the condition of other literates and the illiterates where Indian effective literacy rates was estimated at age of 7yrs and above in 2011 where 82.14% for men and 65.46% for women are considered literate. Faculties have the highest responsibility in protecting the environment as they are the enlighten groups of the society who could help the students in understanding the phenomena and the students in turn could disseminate to the society. Following are the suggested activities that can be carried out in the schools to create more awareness among faculties and students.

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JOB CONTENTMENT

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Introduction

Job satisfaction is one of the major interests to the field of organizational behavior and the practice of HRM. It reflects employee's attitudes towards their job and commitment to an organization. Job satisfaction refers to one's feelings or state of mind regarding the nature of their work. It describes how content an individual is with his or her job. Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work.

Importance of Job Satisfaction

The job satisfaction is the condition of establishing an healthy organizational environment in an organization. Individuals want to maintain statute, high ranks and authority by giving their capabilities such as knowledge, ability education, health etc. The individuals who can't meet their expectations, with regard to their jobs become dissatisfied. Thus this dissatisfaction affects the organization for which she/ he works. Job satisfaction is very important for a person's motivation and contribution to production. It will promote employees organizational commitment when they feel that they are satisfied with their jobs.

Dimensions of Job Satisfaction

There are six dimensions that represent the most important characteristics of a job about which people have effective responses. The work itself: The content of the work itself is a major source of satisfaction. This means the extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility. Some of the most important ingredients of job satisfaction include interesting and challenging work and a job that provides status.

Career Growth: Promotional opportunities seem to have a varying effect on the job satisfaction. This is because promotions take different forms and include a variety of rewards. For example individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted based on their performance.

Supervision: Supervision is another moderately important source of job satisfaction. There are two dimensions of supervisory style that effect on job satisfaction. One is employee centeredness, which is measured by the degree of which a supervisor takes personal interest in the welfare of employees. The other dimension is participation or influence, illustrated by managers who allow their people to participate in decisions that affect their own jobs.

Coworkers: Friendly, cooperative coworkers are a modest source of job satisfaction the work group serves as a source of support, comfort, advice, and assistance to the individual. A good work makes the job more enjoyable. If this factor is not considered with care, then it may have reverse effects, meaning there by that the people are difficult to get along with. This will have a negative effect on job satisfaction. · Work Environment: Work environment and working conditions are factors that have a modest effect on job satisfaction. If working conditions are good clean, attractive surroundings, employee, find it easier to carryout their job.

Theories of Job Satisfaction

There are some theories to describe the job satisfaction.

Fulfillment theory: This theory measures satisfaction in terms of rewarded. A person receives or the extent to which his needs are satisfied. Further they thought that there is a direct relationship between job satisfaction and the actual satisfaction of the expected needs. The main difficult what he feels he should receive at there would be considerable difference in this approach is that job satisfaction as observed by willing is not only a function of what a person receives but also what he feels he

should receive at there would considerable difference in the accruals and expectations of persons.

Discrepancy theory: The proponents of this theory argues that satisfaction is the function of what a person actually receives from his job situation and he thinks he should receive or what expect to receive. When the actual satisfaction is derived less than expected satisfaction, it results dissatisfaction. **Equity theory:** The proponents of this theory are of the viewed that persons satisfaction is determined by this perceived equity which in turn is determined by his input output balance compared to his comparison of others input output balance. Input output balance is the perceived rate of what a person receives from his job relative to what he contributes to the job.

Factors Influencing Job Satisfaction

Job satisfaction is a bi-dimensional concept consisting of intrinsic & extrinsic dimensions. Intrinsic sources of satisfaction depend on the individual characteristics of the person such as the ability to use initiative relations with superiors or the work that the person actually performs. Extrinsic sources of satisfaction are situational & depend on the environment such as pay, promotion or job security. Further it consists of Personal Factors and Motivational Factors.

Personal Factors

These sources are include worker's age, sex, education, marital status and their personal characteristics, family background, socio economic background etc. **AGE:** The relationship between age and job satisfaction could be complex. Generally one would expect that as the person would grow order he would get greater satisfaction with his job particularly because of the experience and therefore the case with which he would be able to perform it.

Educational Level: There is a negative relationship between educational level & job satisfaction. Higher the education, higher the reference group which the individual looks to for guidance to evaluate his job rewards.

Marital Status: There is a relationship between marital status & job satisfaction. Generally one would assume that that with increasing responsibilities placed on an individual because of marriage he would value his job little more than an unmarried employee.

Motivational Factors

Motivation of employees is the most important aspect of managing an enterprise. The success or failure of an enterprise depends mostly on how best the employees working are the involved and motivated. Among the four essential & factors of production namely men, machine, material & money. The most important is men. Motivation of the employee can be sub divide into two groups 1. Extrinsic factors & 2. Intrinsic factors.

Salary: Wages and salaries are the multidimensional and complex factors in job satisfaction. Higher salary should lead to higher job satisfaction and lower salary should lead to lower job satisfaction.

Performance Appraisal: As the performance appraisal is linked to promotions, rewards, feedback it has its effect on the employee satisfaction. If the appraisal is not proper employee will be dissatisfied.

Intrinsic Factors: Intrinsic factors keeps the employees motivated and make them satisfied from work. The intrinsic factors are: Recognition and praise: Human beings are self centered and long for praise. They want to be recognized and praised for their work. They expect their superiors to recognize their efforts and praised rewarded. This will increase their satisfaction and make them more active. Autonomy or freedom: Employees desire certain amount of freedom to work.

Achievement: Employees have a need to achieve something worthy and have influence. If this need is not fulfilled, they will be dissatisfied. Job signification: It refers to the impact created on the others by one's contribution. A feeling of importance is perceived by the employee is the ultimate goal of doing his work in an excellent manner.

Job Satisfaction and Employee Turn Over: High employee turnover is of concern for employers because it disrupts normal operations, causes morale problems for those who stick on, and increases the cost involved in selecting and training replacement. The employer does whatever possible to minimize turnover, making the employees feel satisfied on their jobs, being one such.

Job satisfaction and Absenteeism: Job satisfaction will Correlation of satisfaction to absenteeism is also proved conclusively. Workers who are dissatisfied are more likely to take “mental health” days i.e. days off not due to illness or personal business. Simply stated, absenteeism is high when satisfaction is low.

Job Satisfaction and Unionization: It is proved that job satisfaction is a major cause for unionization. Dissatisfaction with wages, job security, fringe benefits, chances for promotion and treatment by supervisors are reasons make employees join unions. Another dimension is that dissatisfaction can have not impact on the tendency to take action with in the union, such filing grievances or striking.

Conclusion

Job satisfaction is a key aspect for success of every enterprise, when employees are satisfied work of performance will increase. Thus, the study concludes that organisational support towards teachers in enhancing job satisfaction is very important. All efforts should be taken to improve the job satisfaction of teachers. Having inferred from this study that freedom at workplace is the most sought after characteristic of job satisfaction, organisation should create self motivated teams at school.

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WEB BASED LEARNING

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Introduction

Many of us use the internet or the “web” (world wide web) as a source of information. In medical education, the web is increasingly used both as a learning tool to support formal programmes and as a means of delivering online learning programmes. What can educators do to ensure that the potential of the web is used effectively to support both their own learning and that of their students.

The technology

Much of the literature on web based learning shows that one of the main barriers to the effective use of teaching materials is the technology (for example, poor access, slow downloading) rather than the design of the learning materials themselves. Some of these issues are discussed later in the article, but it is vital that teachers take on expert help with technical issues in the planning, design, and delivery of web based learning programmes. Through programming and the use of “plug-ins” (programs that can be downloaded from the internet), designers can produce interactive course materials containing online activities (such as self assessments), animations, and simulations. These can improve learning and are often more enjoyable and meaningful for learners.

Need for Web Based Learning

E-conferencing-Use of online presentations and discussion forums (in real time or stored as downloadable files on a website) to avoid the need for participants to travel E-learning-learning through electronic means, such as via the web (see world wide web), an intranet, or other multimedia materials HTML (hypertext markup language)-The language used to create web pages. HTML files can also contain links to other types of files including word processed files, spreadsheets, presentation slides, and

other web pages Hyperlinks-Links in web pages that enable the user to access another web page (either on the same or a different site) with just one mouse click.

Internet-A global network of computers divided into subsets (for example, the web or email systems). Computers are linked to the internet via host computers, which link to other computers via dial up (for example, via a modem) and network connections.

Internet service provider (ISP)-Home users usually access the internet through an internet service provider (such as AOL), which maintains a network of PCs permanently connected to the internet. Intranet - A network of computers that share information, usually within an organization. Access normally requires a password and is limited to a defined range of users.

Managed learning environment (MLE)-Usually has an integrated function, providing administrative tools, such as student records, and linking with other management information systems (MLS) Search engines (such as Lycos, Google)-Can be used to help to find information.

Video streaming - The process by which video images are able to be stored and downloaded on the web. These might be in real time (such as a conference) or used asynchronously. Virtual learning environment (VLE) - A set of electronic teaching and learning tools. Principal components include systems that can map a curriculum, track student activity, and provide online student support and electronic communication.

World Wide Web (web)-Use of the internet to present various types of information. Websites or home pages may be accessed with the aid of a browser program (such as Netscape Communicator or Microsoft Explorer). All such programmes use HTML

Distance learning

Two of the main developments in web based learning have been the adaptation of communication technology to support learning and the changes in distance learning strategies necessary for delivering online courses. Both aspects should be considered when designing or delivering web based learning programmes. Lessons can be learned by considering how distance education evolved.

Distance and open learning began with correspondence courses. The Open University in Britain is one of the best known examples of how university level education became accessible, through effective distance learning, to people who had neither the traditional qualifications nor the time to enter full time higher education.

The secret of the Open University's success lies in clearly identifying students' needs; providing effective, local support; and combining conventionally taught components with the use of up to date multimedia resources, including books, course guides, videotapes, audiotapes, television, e-conferencing, and discussion groups.

What is web based learning?

Web based learning is often called online learning or e-learning because it includes online course content. Discussion forums via email, videoconferencing, and live lectures (video streaming) are all possible through the web. Web based courses may also provide static pages such as printed course materials.

One of the values of using the web to access course materials is that web pages may contain hyperlinks to other parts of the web, thus enabling access to a vast amount of web based information.

A “virtual” learning environment (VLE) or managed learning environment (MLE) is an all in one teaching and learning software package. A VLE typically combines functions such as discussion boards, chat rooms, online assessment, tracking of students' use of the web, and course

administration. VLEs act as any other learning environment in that they distribute information to learners. VLEs can, for example, enable learners to collaborate on projects and share information. However, the focus of web based courses must always be on the learner—technology is not the issue, nor necessarily the answer.

“Newer technologies such as computers and video conferencing are not necessarily better (or worse) for teaching or learning than older technologies . . . they are just different . . . The choice of technology should be driven by the needs of the learners and the context in which we are working, not by its novelty.”Bates AW. Technology, open learning and distance education. London: Routledge, 1995

Models of web based learning

Several approaches can be used to develop and deliver web based learning. These can be viewed as a continuum. At one end is “pure” distance learning (in which course material, assessment, and support is all delivered online, with no face to face contact between students and teachers). At the other end is an organizational intranet, which replicates printed course materials online to support what is essentially a traditional face to face course. However, websites that are just repositories of knowledge, without links to learning, communication, and assessment activities, are not learner centered and cannot be considered true web based learning courses.

In reality, most web based learning courses are a mixture of static and interactive materials, and most ensure that some individual face to face teaching for students is a key feature of the programme.

The individual learner

The first step in designing a web based course is to identify the learners' needs and whether the learners are to be considered as part of a group or as individual learners. The web can be a useful tool for bringing isolated learners together in “virtual” groups—for example, through a discussion

forum. There are several online resources on how to design web based learning programmes (for example, at www.ltsn.ac.uk).

Incorporating web based learning into conventional programmes

Web based learning in an institution is often integrated with conventional, face to face teaching. This is normally done via an intranet, which is usually “password protected” and accessible only to registered users. Thus it is possible to protect the intellectual property of online material and to support confidential exchange of communication between students.

Medicine has many examples of online learning, in both the basic sciences and clinical teaching. As students are usually in large groups for basic science teaching, web based learning can be used to provide learning materials to complement conventional programmes and to enable self assessment-for example, access to anatomical sites and image banks for the teaching of pathology courses. Web based learning can be useful to support clinical teaching when learners are geographically dispersed-for example, to learn clinical skills through video demonstrations.

With web based learning, the material can be linked to libraries (for example, for ordering books or journals), online databases, and electronic journals. These functions are particularly useful for research and clinical activities.

When planning online assessment it is important to determine what is to be assessed. If knowledge reproduction is being tested, objective questions (such as multiple choice or “true or false” questions) with instant or model answers can provide excellent feedback. Assessment of higher cognitive functions, such as analysis and synthesis, will require more complex tests. Automated marking may be difficult for such assessments, and the teacher is likely to have to do a substantial amount of work before he can add his or her comments to the student's record.

Advantages and Disadvantages of Web based Learning

Advantages

Ability to link resources in many different formats Can be an efficient way of delivering course materials Resources can be made available from any location and at any time Potential for widening access-for example, to part time, mature, or work based students Can encourage more independent and active learning Can provide a useful source of supplementary materials to conventional programmes.

Disadvantages

Access to appropriate computer equipment can be a problem for students. Learners find it frustrating if they cannot access graphics, images, and video clips because of poor equipment The necessary infrastructure must be available and affordable Information can vary in quality and accuracy, so guidance and signposting is needed Students can feel isolated.

For and against Web based Learning

When designing web based programmes (as with any learning programme), the learners' needs and experience must be taken into account. Appropriate technology and reasonable computer skills are needed to get the best out of web based or online learning. Programmes and web pages can be designed to accommodate different technical specifications and versions of software. It is frustrating for learners, however, if they are trying to work on the internet with slow access or cannot download images and videos they need. On the other hand, web based programmes may, for example, encourage more independent and active learning and are often an efficient means of delivering course materials.

Effective Web Teaching and Learning

Course designers need to remember that younger students are more likely to be familiar with using the internet than older learners, who may feel less comfortable with a web based course. To get the best out of their

learning experience, learners need basic computer skills, support, and guidance.

Teachers must design their courses to encourage effective web based learning rather than aimless “surfing.” Programme design should therefore filter out poor information as well as signpost key information sources.

Many clinicians are beginning to use electronic patient records. This change means that doctors are becoming more adept at using computers and online resources to support their daily work and continuing professional development. Electronic media can facilitate access to evidence based resources such as the Cochrane Library. These web based clinical support sites are excellent resources for postgraduate “on the job” learning.

Teachers should be encouraged, through training and support, to use the web and other information technology systems in their teaching. They need examples and awareness of good practice, and standards should be set in relation to how teachers present information and manage the learning environment.

Conclusion

Web based learning offers huge opportunities for learning and access to a vast amount of knowledge and information. The role of teachers is to ensure that the learning environment provided takes account of learners' needs and ensures that they are effectively prepared and supported. Online learning has advantages, but web based learning should not always be viewed as the method of choice because barriers (such as inadequate equipment) can easily detract from student learning. The technology must therefore be applied appropriately and not used simply because it is available and new or because students and teachers have particular expectations of this means of course delivery.

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IMPACT OF MULTIMEDIA IN TEACHING

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Introduction

Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material. Multimedia approach in terms of methods, techniques and materials bring life in the process of teaching –learning. It equips the teachers for better teaching and the learners for better learning. It provides training for the utilization of a number of senses – sight, touch and taste for gaining the direct and lively experiences.

Meaning of Multimedia

Multimedia is the field concerned with the computer controlled integration of text, graphics, drawings, still and moving images(video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally. Education encounters in modern times challenges in all aspects of social economic & cultural life; the most important of which are over-population, over-knowledge, education, philosophy development & the change of teacher's role, the spread of illiteracy, lack of the staff & the technological development & mass media.

One of the techniques to improving the students is using multimedia in the process of teaching and learning in the classrooms. Multimedia use in classroom will provide opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream college courses.

Purpose of Multimedia

The purpose of multimedia is to combine all of these so that the benefits of each can be used in a desktop environment. Hypermedia is software that follows the user to interactively manipulate information in a variety of formats – text, images animation, graphics, sounds, digitized voice & video.

Multimedia Application for Education Purposes

Multimedia combines two or more basic types of media into learning environment, text, video sound, graphics and animation. In education, multimedia applications are used as a source of information to deliver learning resources for students. Multimedia applications also used to improve the learning process and increase the interaction between students and teachers or lecturers.

Multimedia in Teaching and Learning

One of the techniques to improving the student's meets the academic needs and helps them developing English language skills providing multimedia during the process of teaching and learning in the classroom. The research uses a qualitative method giving a deeply description using multimedia in the classroom. Provide easy access and fast delivery of tutorial, course material, test, and quizzes to the users.

Advantages of Multimedia

- **This is a very user-friendly:** To increase student interest. It does not need the number of energy users, in the sense, you can sit down to watch the demo, and you can read the text and hear the sound.
- **It is a multi-sensory:** It uses the senses of many users .while the use of multimedia, such as hearings, see & talk.
- **It is a comprehensive & interactive:** Through different media in the process of digital integration. The possibility of interaction easy feedback is greatly increased.
- **It is flexible learning at anytime & anywhere:** Digitalization, this media can easily be changed to adapt to different situations and

audiences. It can be used for a variety of audiences, ranging from one person to the whole group.

- **Creative industries:** The creative industries, including advertising, media and news, they use multimedia fun and interactive way to express their thoughts, path information in a interactive visualization of these ideas, multimedia plays a vital role.
- **The latest multimedia in the enterprise:** Technology & multimedia environment has made it possible for entrepreneurs to come up with an attractive company website or presentation, including information about their products and services to the interpretation of text, audio & video.

Disadvantages

- **Information overload:** Because it is so easy to use, it can contain too much information only once.
- **It can be expensive:** As one of my previous post mentioned and multimedia using a wide range of resources, you can spend a lot of money.
- **Too unrealistic:** Large files such as video and audio effects the time it takes to load your presentation. By adding too much may mean that you must use a larger computer storage files. If you want to upload to the internet, there are several factors, such as bandwidth and the user's ability to keep in mind.
- **Compatibility:** Each browser can display at least some subset of html. The broad support of multimedia elements. The best example is the case of apple's mobile devices, flash multimedia.

Conclusion

Through the interaction with multimedia, the students become increasingly familiar with academic vocabulary and language structure. Connecting with the Internet will make the benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer lab, logging on the Internet and beginning research on their own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use English

because they need to interact with the Internet through reading and writing. Using multimedia provides the students to gather information through media that encourages their imaginations, interests. Multimedia approach calls for the use of a number of Medias, devices, and techniques for teaching-learning. The several Medias and techniques can be effectively used as appropriate vehicles for the needed communication of ideas in the process of teaching-learning.

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SPEAKING SKILLS FOR STUDENTS

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Introduction

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

Speaking skills

- Speaking skills are the skills that give us the ability to communicate effectively.
- These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner.
- Speaking skills also help to assure that one won't be misunderstood by those who are listening.

Description

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations in which we find ourselves:

1. Interactive 2. Partially Interactive 3. Non-Interactive.

- **Interactive speaking situations** include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.
- Some speaking situations are **partially interactive** such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the

audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

- Few speaking situations may be totally **non-interactive**, such as when recording a speech for a radio broadcast.

In all the above explained conditions speaking is always a headache for most of the people. Although the fear of speaking is common, studies show that ability to speaking can be enhanced by improving speaking skills.

What to do before speaking?

The First step to speaking is to think and the first step to perfect speaking is to think positive. Good speakers have the ability to quickly analyze and absorb the information given to them, assess it fast and to make a decision and communicate that decision to other. Keep in mind to:

1. Be an active listener

The key ingredient towards making you a person who can think on the spot and respond intelligently is to be an active listener. This means listening carefully and giving your full attention to the words_ tone, emotion and logic behind what the other one is saying.

2. Be a quick organiser of thoughts

All of us have the ability to think fast. The trick is to adopt some frameworks or models to structure new information into something coherent that we can respond with. One can break down issues or ideas into past, present and future.

3. Structure your speech in your mind

These are useful frameworks to organise ideas and thoughts quickly. The basic structure of any speech involves: Opening, Body and Conclusion.

It is very useful in delivering speeches and especially for speaking in situations such as table topics during meeting; or other times when called upon to "say some words". Thinking before speaking is important for us to add value in terms of communicating our thoughts, ideas and feelings. We can touch lives through deeds and we can touch lives through speech.

Speaking Skills

Some speaking skills are:

1. Be prepared and practice

The more you know what you want to say, the better you'll get at it. First, brainstorm the topic of your speech and research it, if you need to. Write down all the points you want to make and then organize them into an outline. Then, practice your speech out loud at least 3 to 5 times.

2. Know your audience

The better you know your audience or listeners, the easier it will be to connect to them as you speak. When you are able to make that connection, you'll hold their attention.

3. Pay attention to the old MSS principle i.e. Make it Short and Simple

When you are speaking don't beat around the bush or try to impress with complex metaphors. Stories, however, can be a powerful public speaking tool, especially when they contain at least a hint of humor. But again_ keep them short and on point. Shorter messages leave more impression. They are also easier for your audience to remember.

4. Interact with your audience

Lectures will rarely have the same impact on an audience that an open discussion will. Look for opportunities to involve your audience in what you are speaking about. Ask for validation of points you are making ("Arn [right?" Has that ever happened to you?") Or allow time for questions. Also, make sure to establish eye contact with your audience, and keep it throughout your speech.

5. Speak with sincerity and passion

When a. person wants to leave a Lasting impression with the audience about one's topic then be sure that you are true to yourself and your topic as you speak .Don't be afraid to inject enthusiasm and passion into the speech as well.

6. Close vow speech in a memorable way

Give your audience something to think about as you finish up your speech. Certainly, its a good idea to summarize your main points one more time, but then finish up with an inspiring story or quote, or leave them with a thought provoking question.

7. Fluency

The main goal is fluency. Remember that one don't have to knew many complex grammatical structures to achieve that goal! First of all try to speak as fluent as possible (even making some grammar mistakes.). Then, after making one's speaking fluent, one can focus on grammar aspects.

Speaking skills required in meetings

Speaking skills are very important in business. Those who are at ease conversationally have the ability to "connect" with others which builds rapport and, eventually, relationships. Effective business meeting communication is very much a learnable skill. Here are important tips on speaking well in a meeting

1. Talk to the entire group

When speaking in groups moves your eyes around and talk to anyone who's listening to what you have to say. When responding to a question, address the entire group, not just the person who asked the question,"

2. Reach out and encourage feedback

Actively encourage comment and feedback based on what you have to contribute.

3. Mirror the tenor of the meeting

Another business meeting basic is establishing a comfortable atmosphere where everyone feels at ease. One effective way to achieve that is to establish a consistency in communication. If, for instance, most participants are keeping their remarks short, do the same. If their tone is low and reserved, follow their lead.

4. Don't be a time hoe

Be thorough; but don't take much time to get your message across that you lose others' attention.

Here are some of the micro skills in speaking.

- The speaker has to Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the language that is appropriate to the situation and the relationship to the conversation part
- Make the main ideas stand out from supporting ideas or information.

Barriers while speaking

There are certain barriers to speaking:

1. Unclear messages.
2. Lack of consistency in the communication process.
3. Incomplete sentences.
4. Not understanding the receiver.
5. Words can have different meaning to different listener_
6. Use of negative words.

How to improve speaking skills

1. Practice where you can, when you can: Any practice is good whether you speak to someone who is a native English speaker or not.
2. It's important to build your confidence_ If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across.
3. Try to experiment with the English you know. Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong word than if you use the wrong

- grammar. Experimenting with vocabulary is a really good way of getting feedback.
4. Try to respond to what people say to you. You can often get clues to what people think by looking at their body language. Respond to them in a natural way.
 5. Try NOT to translate into and from your own language. This takes too much time and will make you more hesitant.
 6. If you forget a word do what native English speakers do all the time, and say thing; that till the conversation_ This is better than keeping completely silent. Try using urn, or err, if you forget the word.
 7. Don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.
 8. Try to relax when you speak you'll find your mouth does most of the pronunciation work for you. When you speak English at normal speed, you'll discover that many of the pronunciation skills_ such as linking between words, will happen automatically.
 9. Remember, when speaking English Try to become less hesitant and more confident. Don't be shy to speak the more you do it, the more confident you'll become. Remember to be polite use "please" and "thank you if you ask someone to do something for you.

Conclusion

Unlike a written text where we can re-read information, a speaker has to speak the word. The words can't be removed. There is no opportunity for listeners to recapture the words once they have been said. To maintain listener's attention, speech needs to be well planned.

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BASIC BEHAVIOUR MODIFICATION THEORY AND TECHNIQUES

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Introduction

Behaviour modification refers to the application of behaviour principles to variety of human situations, including child rearing, socializations, educations, therapy, vocation training and social movement. Behaviour principles are not something new; in fact they are common sense facts of life. The novel dictum unto the behavioral approach is that the psychologists have taken on record the day to day behaviour from the life situation in experimental paradigms, converted them into principles, have analyzed, systematized and persued their manifestation. The outcome of their efforts have merged as revolutionary and altogether new to the prospective of human behaviour bypassing the traditional approaches related to the inner states of mind. By means of a deceptively simple strategy of teaching new ways of behaviour and then changing how the social environment responds to what they do, long standing habits and patterns are being applied to almost every facet of human affairs. Psychologists using behavioural techniques are enabling normal as well as disturbed children and adults to lead a more fruitful, meaningful, effective ways of behaving and living. Behavioural psychologists are there at the disposal of educational institution to cater and impart constructive programmes in fulfillment of the requirements of students as related to variety of their performance on academic, social and emotional dimensions.

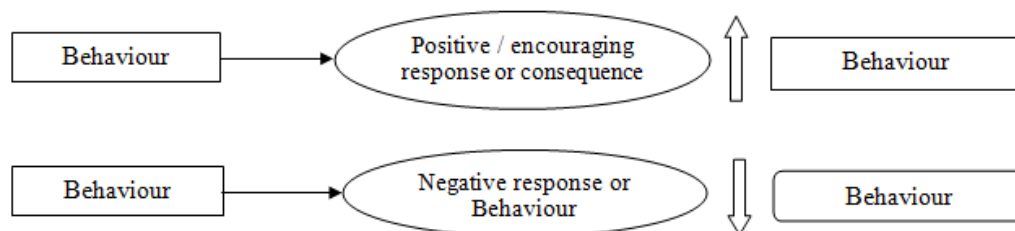
Behaviour modification principles are comparatively simple. In spite of wider perspectives and popular utility, the principles are based on empirical theorization and it is not easy to practice the methods and teachings without there they being adequate technical knowhow and practical orientation. Effective behaviour modification requires sensitivity to the most subtle ones. What is more is if not the all, many of the non

specific factors like, support, trust, empathy are associated with more traditional behaved methods chaceterzinc technique of behaviour modification. Effective behavioural intervention is indeed, a complex process requiring scientific rigour on the one hand and refined clinical as well as social sensitivity on the other.

Basic Behaviour Theory and Techniques

When teachers have children with special needs in class, early identification of their problems and arrangement for referral is only the first step. Teachers also need to manage the children's learning, emotional and behavioural problems in the classroom in order to help them adapt to school life and learn more easily. To handle these issues effectively, teachers must understand the basic behavioural principles and techniques. This chapter will introduce the basic behaviour theory, ways to analyze behaviour, and how to modify children's behaviour.

Although human behaviour is complex and varies greatly among individuals, certain behavioural patterns can be identified. Put it simply, when our behaviour (whether desirable or undesirable) is followed by a positive and encouraging response (such as praise or reward), the chance of us repeating this behaviour will increase. However, if our behaviour is followed by a negative response (such as criticism or reproach), or even no response, the chance of us repeating this behaviour in the future will be reduced.



For example, when a boy takes the initiative to answer a question, regardless of whether he is right or wrong, the teacher responds positively by praising his active attempt, the chance of the boy answering questions actively again will increase. On the other hand, if the teacher shows

disapproval publicly towards the boy's incorrect answer, the chance of the boy answering questions actively in the future will be reduced.

1. Understanding the Motivation and Functions behind Behaviour

The motivation behind children's behaviour is relatively simple. It is mainly: Being able to understand the motives behind children's behaviour helps teachers decide on the methods used to modify their behaviour. It will also allow teachers to predict which methods will be more effective and which will be futile.

2. Analyzing the Antecedents and Consequences of a Behaviour

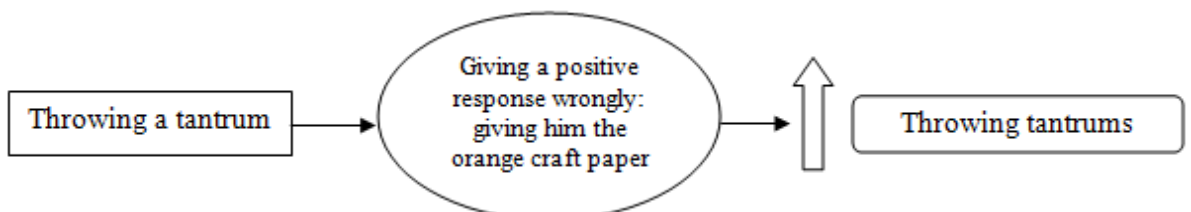
There are usually antecedents and consequences to behaviour. An antecedent refers to the event happened immediately before the occurrence of a behaviour. It (could be a person, a setting or an incident) may be the factor triggering the behaviour. A consequence refers to the event appears right after the occurrence of a behaviour, e.g., the child gets a reward or loses certain privileges. Antecedent and consequence are often crucial factors influencing whether behaviour will occur. If we can fully understand the antecedent and consequence of behaviour, we will have the essential clues to change the behaviour. This method of analyzing behaviour is termed ABC Behaviour Analysis.

Applying Behavioural Techniques

The abovementioned techniques do not sound difficult to apply. However, beware of the following common pitfalls:

Accidental Rewards

During art and crafts class, Mason did not get his favourite orange craft paper and threw a tantrum by lying on the floor. In order not to disrupt the class and to calm Mason down soon, the teacher asked another child to let him have the piece of orange paper.



The teacher's original intention was to calm Mason down. So she gave him the orange craft paper. Such handling yields an instant effect of stopping the child's misbehaviour. However, the fact that Mason could get what he wanted after throwing a tantrum only reinforced his tantrums in the long run.

Suggested management

1. Instant Controlling

The teacher's original intention was to calm Mason down. So she gave him the orange craft paper. Such handling yields an instant effect of stopping the child's misbehaviour. However, the fact that Mason could get what he wanted after throwing a tantrum only reinforced his tantrums in the long run.

- Calmly instruct the child to stop the tantrum, such as, "Please stop screaming and stamping your feet".
- If the child follows the instruction, praise him and show him what he should do, such as, "If you want the orange craft paper, you can ask Sarah politely, 'May I exchange the orange craft paper with you?' You must not throw a tantrum."
- If the child refuses to cooperate and continues to throw tantrums, use quiet time or time-out for his problem behaviour.

2. Ignoring Desirable Behaviour

When child A disciplines himself and does his class work but gets no attention from the teacher, whereas by contrast, child B refuses to do class work and the teacher spends a lot of time with that child; over time, child A will lose his motivation to behave well.

3. Reversing the Order of Behaviour and Reward/Consequence

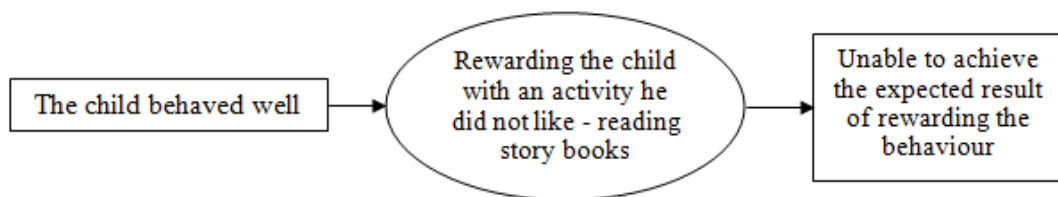
Always give reward/consequence after behaviour according to the behavioural principle. After children have performed certain behaviour, we can then give them a reward (such as their preferred things or activities). As in the above example, Sarah should be allowed snack time (reward) after she has finished class work (behaviour).

4. Long Time Lapse between the Behaviour and the Response/Consequence

Whether it is praise, reward, logical consequence or time-out, it must be given immediately after the behaviour to achieve the best effect. Do not delay in responding to the behaviour.

5. Giving Rewards Regardless of Children's Preferences

Every child varies in personality, interests and preferences. Teachers must first understand children's preferences to identify whether the reward/response given is reinforcing or negative. Be flexible in using rewards to reinforce desirable behaviour or applying strategies to reduce inappropriate behaviour.



Conclusion

One of the most important issues in behaviour modification is the long-term impact of intervention programmes. Behavioural psychologists have devised methods to foster the transfer of newly acquired behaviour so as to remain it effective in the course of functioning as well as the interactional process throughout. This is achieved by altering the process. The important facets of behavioural interaction are assessment and evaluation. The goal of assessment is to determine the variables that affect the behaviour of the client, involving a functional analysis of the effects of antecedent stimuli evoking behavior, the magnitude of the target behaviour, in terms of frequency, duration, intensity, latency etc. The interacting pattern, personal variables, social functioning. The assets and deficits are focused on programme and the behaviour modifier is deemed to restrict with specific action based strategies. It is apparent that the significant others in terms of parents, family members, teachers and promoters are involved in the strategies so as to implement the programme and make assessment of the effectiveness of the programme. Evaluation of

the effects of the intervention programme is a critical feature of the whole process. It is contingent upon the experimental designs, however, there are commonly practiced designs in terms of simple case study designs or the group experimental designs. In practice as well as in research, distinct contribution are to be adapted which is largely based upon target of the study: Individual analysis may be pooled for a group estimation, comparison and generalization.

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UNDERSTANDING EMOTIONAL INTELLIGENCE

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Introduction

The popularization of the concept of "Emotional Intelligence" (EI) has really given a new dimension and momentum to the research initiatives linking personality factors with the superior performance of the executives. The concept of cognitive intelligence, which is often referred to as intelligence or Intelligent Quotient (IQ), as the sole determinant of individual performance has been questioned with the emergence of the concept of "emotional intelligence". Consequent to the large number of research publications during the last two decades, EI has been identified as a critical factor in the performance and success of individuals in varying roles in their professional career and it has become an important consideration in human resource planning, job profiling, recruitment interviewing and selection, training and executive development.

Teachers do influence the personality of a student. The existing education system is a hybrid variety of conventional / traditional, and modern/new generation type. There is a serious need for standardization. The on-going pattern of management education is linear oriented or "left-brain" oriented. We seriously lack a holistic and integrated approach. The concepts of EI / EQ with their enhancements are the need of the hour. EI helps in changing the mind-set of an individual. Only when the teachers are emotionally intelligent, they can manage the emotional development of their students. The present research envisaged enhancement of emotional intelligence through the experiential learning process among sampled management teachers.

Emotional Intelligence

Intelligence comes as a result of two causes, viz., cognition and emotion. We, by and large, have been exposed to one dimension of personal

intelligence, i.e., cognition or traditional intelligence, and little has been explored with regard to the role of emotions towards the intelligence of a person. The conventional wisdom among the cognitive scientists held the view that intelligence is a mere processing of fact, and emotions have no role to play in intelligence. But, with the changing times, and progressing research in the field of psychology, the theory of conventional wisdom propounded by the cognitive scientists has been found to be a lopsided vision. The researchers have begun recognizing and realizing the significance of feeling while thinking. Thus emerged the domain of emotional intelligence.

Definitions on Emotional Intelligence

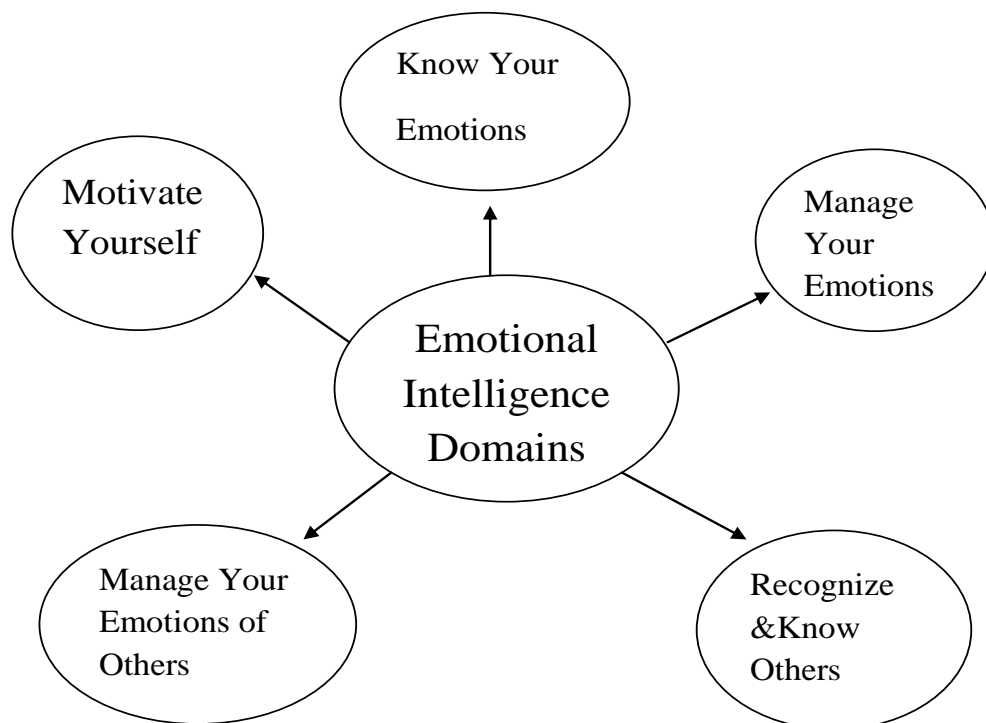
The concept of emotional intelligence brings new depth to the understanding of human intelligence; it expands the ability to evaluate one's general or overall intelligence. Like cognitive intelligence, emotional intelligence is difficult to define. Broadly speaking, emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence (Bar-On, 1997).

Bar-On's (1997) non-cognitive model defines emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures".

Goleman (1997) provides a very useful definition of the construct of emotional intelligence, which is about:

- Knowing what you are feeling and being able to handle those feelings without having them swamp you;
- Being able to motivate yourself to get jobs done, be creative and perform at your peak;
- Sensing what others are feeling, and handling relationship effectively.

In other words, Emotional Intelligence, as defined by Goleman, is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. His framework has five branches: self-awareness, self-regulation, motivation, empathy and social skills.



Importance of Emotional intelligence

When it comes to happiness and success in life, emotional intelligence(EQ) matters just as much as intellectual ability (IQ). Emotional intelligence helps you build stronger relationships, succeed at work, and achieve your career and personal goals. As we know, it is not the smartest people that are the most successful or the most fulfilled in life. We probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence (IQ) is not enough on its own to be successful in life. Yes, one's IQ can help him/her get into college, but it is one's EQ that will help him/her manage the stress and emotions when facing their final exams.

Emotional intelligence affects

- **Performance at Work**

Emotional intelligence can help us navigate the social complexities of the workplace, lead and motivate others, and excel in our career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.

- **Physical Health**

If we are unable to manage our stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.

- **Mental Health**

Uncontrolled stress can also impact our mental health, making us vulnerable to anxiety and depression. If we are unable to understand and manage our emotions, we will also be open to mood swings, while an inability to form strong relationships can leave us feeling lonely and isolated.

- **Relationships**

By understanding our emotions and how to control them, we are better able to express how we feel and understand how others are feeling. This allows us to communicate more effectively and forge stronger relationships, both at work and in our personal life.

Key Domains of Emotional Intelligence

The key domains of emotional intelligence, The key domains of emotional intelligence, according to Goleman(1995), are Self- Awareness, Self-Control, Motivation, Empathy and Social Skill. They are elucidated as given below:

	Self	Social
Recognition	<p>Self Awareness</p> <p><u>Self-Confidence</u></p> <p>Emotional Self Awareness</p> <p>Accurate Self Assessment</p>	<p>Social Awareness</p> <p><u>Empathy</u></p> <p>Organisational Awareness</p> <p>Understanding the environment</p>
Regulation	<p>Self Management</p> <p><u>Self-Control</u></p> <p>Trustworthiness</p> <p>Conscientiousness</p> <p>Adaptability</p> <p>Drive and motivation</p> <p>Initiative</p>	<p>Social Skills</p> <p><u>Influence</u></p> <p>Inspirational Leadership</p> <p>Developing others</p> <p>Influence</p> <p>Building bonds</p> <p>Team Work and Collaboration</p>

Self-Awareness (Knowing One’s Emotions)

The ability to “recognize a feeling as it happens and put it off if inconvenient” is the keystone to emotional intelligence. One has to be aware of his own and others’ feelings and emotions in order to have accurate data and information about the world around him. An individual’s ability to monitor feelings from moment to moment is crucial for his/her psychological insight and self-understanding. Being aware of other's emotions is essential for building a successful workplace environment and quality interpersonal relationships. One can respond appropriately to a situation only if he can read his emotions in that situation. The skill comes into play in most jobs, particularly those that involve dealing with people. People who are unable to know their feelings are at a tremendous disadvantage. In a sense, they are emotional illiterates.

Self-Control (Managing or Controlling one’s Emotions)

This domain of EI comprises the ability to regulate moods and emotions in one self and in other people. Emotionally intelligent people must be able to monitor, discriminate, and label their feelings accurately, believe that they can improve or otherwise modify these feelings, employ strategies that

will alter their feelings, and assess the effectiveness of these strategies. That is emotionally intelligent people will be able to handle uncomfortable emotions, once they have accepted that they are feeling them. At times, one can stay open to his feelings, learn from them, and use them to take appropriate action. Other times, however, it may be better to disengage from an emotion and return to it later. This work is mainly about developing an inner mothering mode and learning to soothe ourselves when Theoretical and Conceptual Orientation things seem difficult. The attitude one should have is 'whatever it takes, to make me feel', I care about myself and my value myself.

Motivating Oneself

Positive motivation – the marshalling of feelings of enthusiasm, zeal and confidence – is paramount for achievement. To motivate oneself for any achievement requires clear goals and an optimistic 'can-do' attitude. Emotions motivate us but also can disempower us if they are too strong and if we allow them to overwhelm us. It requires delaying gratification or stifling impulsiveness. People who have this skill tend to be more highly productive and effective in whatever task they undertake.

Empathy (Recognizing Emotions of Others)

The capacity to know how another person feels is important in any job and in the case of managers too. As one begins to recognize emotions in oneself and realizes her/his own emotional weather systems. This means one can feel with someone rather than feel about themselves. People, who are empathetic, are more attuned to the subtle social signals that others' need or want. Understanding emotions includes knowledge of the emotional lexicon, including simple and complex emotion terms, and the ways in which emotions combine (anger and disgust form contempt), progress (annoyance to anger to rage), and transition to one another, the capacity to analyze emotions and their causes, and the ability to predict how people will feel and react in different situations. This skill answers the reason for feeling anxious, the consequences of an action, etc. Empathy skills are most important in managing relationships. When a person is

empathetic, she/he has the ability to have strong bonds with other people, can communicate more clearly, can understand others' view points, have compassion and can forgive others for their transgression. Goleman has explained empathy as 'social radar'. He explains empathy as being able to pickup another's feeling without having a word uttered by them.

Social Skills (Handling Relationships)

The art of relationship is, in large part, skill in managing emotions in others. Understanding of other people's emotions gives us the ability to motivate them, be effective leaders, and to work in successful teams. People who excel in these skills do well at anything that relies in interacting smoothly with others. The old rigidities, born out of fear or anxiety, can dissolve into acceptance of others and ourselves. EI gives the ability to have 'grace under fire' and to act with integrity and courage. Describing other's behaviour and describing one's own feelings.

Conclusion

Management teaching is a creative profession where passion for gaining knowledge as well as imparting it, plays a vital role. Teachers with a passion for teaching are committed, zealous, intellectual, emotionally intelligent in their work with management students, as well as with their colleagues, parents and the members of the society. This positivity of passion is imperative to achieve high quality in education and teaching. As such teachers are the guide and mentors in creating and enhancing social cohesion, national integration, global understanding and producing ready managers. We all know that no educational reformation can be successful unless the quality of teaching is improved; but in turn the quality of teaching depends to a great extent, on the quality of the pre-service teacher education agenda. Educational reformation requires the teachers to implant the knowledge about management and industry relations to shape pre-prepared individuals fit as professionals. Students experiencing professional teacher education programme – i.e., student-teachers, should be encouraged, not only in their cognitive domains, but also in affective domains, particularly to take care of students' emotional developments.

Emotional intelligence is a competency that influences one's ability to succeed in coping with job demands and various pressures. Self-awareness is the necessity for the development of emotional intelligence. If teachers lack emotional intelligence there can be miscommunications and misunderstanding while expressing one's emotions. Emotional illiteracy can cause several harms to teachers as well as management officials and to the students with whom they interact. A person may possess the potential for increasing the quality of social interaction, but if that technique is not developed and nourished through practice, it will not be available to the person when it is needed. Emotionally intelligent teachers have a commitment to other people or cause, for accepting responsibility, and for having a good outlook; they are sympathetic, empathetic and caring in their relationships.

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DECISION MAKING PSYCHOLOGY

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Introduction

The school psychology program is designed to prepare school psychologists who have a strong and broad-based knowledge of psychology, educational psychology, and child development, and are prepared to apply that knowledge to school settings.

Decision Making

There is a well-confirmed knowledge base for the practice of psychology in the schools. This knowledge base is outlined in the document *School Psychology: A Blueprint for Training and Practice*. The 10 domains specified in the blueprint document, recognized nationally as domains for training and practice, are (with minor modifications) the foundation of the school psychology program. They are reproduced here:

Data based decision making and accountability: School psychologists must be able to define current problem areas, strengths, and needs (at the individual, group, and systems level) through assessment, and measure the effects of the decisions that result from the problem solving process.

Interpersonal communication, collaboration, and consultation: School psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level.

Effective instruction and development of cognitive/academic skills: School psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

Socialization and development of life competencies: School psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

Student diversity in development and learning: School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

School structure, organization, and climate: School psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the school community.

Prevention, wellness promotion, and crisis intervention: School psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

Home/school/community collaboration: School psychologists must have knowledge of family influences that affect students' wellness, learning, and achievement, and be able to form partnerships among parents, educators, and the community.

Research and program evaluation: School psychologists must know current literature on various aspects of education and child development, be able to translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their own work.

Legal, ethical practice and professional development: School psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

The Psychology of Decision Making

Did you know that your thinking is inherently biased? There could be surprises in the psychology of decision making.

A psychological perspective does not start from the assumption that people are fundamentally irrational. Rather, it emphasises a different logic: a logic that meets the challenges we have evolved to face. For much of our evolution we have faced an environment with major differences from the modern business world. We have developed a range of cognitive mechanisms to cope with adverse environments in which resources are scarce.

These mechanisms include a range of simplifying and confidence-sustaining mental short cuts (heuristics) that help us to make quick decisions when pausing to undertake a full analysis would be unwise. While these ways of thinking are not the same as rigorous logic or formally rational reasoning, they are well suited to fast-paced intuitive judgements and actions. However, these evolved modes of thinking also create some major traps.

The use of Heuristics

As decision makers, none of us has infinite resources or time to devote to gathering and analysing information. In addition, we all have significant limitations to the amount of complexity we can cope with. Thus, even where we make conscious efforts to make decisions according to a formally rational process, we often need to make simplifying assumptions and accept limits on the availability of information and the thoroughness of our analysis. As noted above, we constantly use heuristics as a way of reducing the complexity of decision making: for example, associating a particular

brand with quality rather than engaging in a detailed evaluation of the merits of different breakfast cereals or clothing stores.

Many of these are entirely unconscious. They are often useful, but also lead to some significant biases in our decision making. Some of the most important are:

- framing the problem
- using information
- problems of judgement
- post-decision evaluation

Framing the Problem

The way in which a problem is framed can have a significant effect on how you make decisions. Medical decisions can be affected by whether outcomes are framed as likelihood of deaths or of saving patients. Financial decisions can be affected by whether you see yourself in a position of loss or gain. In a position of gain we tend to become risk averse; in a position of loss we will tend to take risks to avoid or recover losses. You may know people who are good at using this to their advantage; they exert influence by framing choices so that others will choose the option they prefer.

Framing effects can be quite subtle and even affect our recall of events. For example, in one study, groups of students were shown a film of a car accident.

Using Information

Our use of information is often biased in important regards. First, we pay more attention to information that is easily available. Second, we overweight memories which are more easily retrievable – usually because they are emotionally vivid or have personal relevance. We pay selective attention to information, often in a self-serving way. We will often give greater weight to information which shows us in a favourable light (self-serving bias), or information that supports an already established point of view (confirmation bias).

Problems of Judgement

We are constantly bombarded by information. Simply walking through a room risks flooding us with more sensory information that we can possibly process. Stop for a moment and consider all the different things you can see, hear, smell, or feel.

Which of them do you usually tune out? From birth we start learning to filter information out and to prioritise, label and classify the phenomena we observe. This is a vital process. Without it we literally could not function in our day-to-day lives. In our work lives, if we did not filter information and discard options we would suffer from analysis paralysis: the inability to make any decision in the face of the complexity and the ambiguity of the real world.

However, this filtering comes at a cost and introduces some significant biases into the judgements we make. One is overconfidence: we tend to be unduly optimistic about estimates and judgements that we make and filter out of our awareness many of the sources of uncertainty.

Another problem is our tendency to be swayed by how a problem is framed. Many decisions need revisiting and updating as new information comes available. However most of us make insufficient anchoring adjustment: this is the tendency to fail to update one's targets as the environment changes. Once a manager has made an initial decision or judgement then this provides a mental anchor which acts as a source of resistance to reaching a significantly different conclusion as new information becomes available. It is what happens when one has made a snap judgement and then disregards feedback that is inconsistent with this position. This bias can affect judgements about people as well as technical judgements. Making early judgements about someone, for example in a job interview, may put you in an anchored position and later information may come too late to shift your opinion.

Post-decision evaluation

For most normally functioning people, maintaining self-esteem is an important internal goal. This can cause us to filter out or discount information that might show us in an unfavourable light. This is what lies behind the fundamental attribution bias. This is the tendency to attribute good outcomes to our own actions and bad outcomes to factors outside our control. While such defences against loss of self-esteem can be helpful to the extent that they help us persist in the face of adversity, they can reduce learning and reduce opportunities to take corrective action.

Another important internal goal is to maintain a sense of control over events and our environment. In consequence, a common way in which we distort our understanding of events is to assume we have greater control of events than we really do. When we suffer from this illusion of control, we are likely to underestimate the risks of our actions and decisions, and have problems in learning from experience, as we discount information that suggests we are not in control.

Conclusion

This psychological perspective sees people as driven to achieve cognitive mastery of their environment. It is essential to try and avoid the inherent bias involved in our coping mechanisms.

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EXTRA CURRICULAR ACTIVITIES FOR VALUE DEVELOPMENT

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Introduction

The main motto of extracurricular activities is personality development. These are the activities which promotes students to take up their study in a healthy manner. All-round development as well as intellectual development is not the domain of curriculum, these characteristics can be judiciously fulfilled by co-curricular activities. Extracurricular activities include bands, sports, student newspaper, literary, acting & drama, music, cultural activities.

Extracurricular Activities

Extracurricular activities are defined as those activities which are not the components of academic curriculum but an integral part of educational environment. Extra-curricular activities help to develop the whole student. We cannot just produce one-dimensional students in our schools. Many students use their skills in extra-curricular activities like athletics or sports and their academic ability to gain athletic or sports scholarships to various universities.

Researchers like Massoni, Erin (2011) and others have listed many benefits derived from participation in extra-curricular activities at school. Students who are involved in extra-curricular pursuits tend to improve their academic grades as well. This may be due to increased self-esteem, motivation and better time management. They become better organized in the classroom. They demonstrate a reduction of at-risk behavior and a heightened sense of belonging, resulting in better behaviour.

They learn useful new skills from their chosen activity, and in integrating these activities into their everyday school lives, they learn time management, critical thinking, teamwork and social skills. They develop

life-long relationships with their peers and learn how to lead others. These skills will be beneficial in later life and in the workplace.

Extra-curricular activities also foster a sense of commitment to a cause or purpose and they reduce selfish behaviour. Students become more marketable in the workplace. Through the avenue of extra-curricular activities students find it much easier to gain admission into universities. Modern universities are more interested in recruiting students who have something to offer besides academic qualifications. They seek out students who can make a contribution in other areas to the university and the society at large. Many universities and some schools make money and gain prestige through their extra-curricular engagement in various arenas. Hopefully, more parents and students will see the importance of extra-curricular activities and diversify and deepen their interests and hobbies. The whole society will benefit.

Types of Extracurricular Activities

Brainstorm

You want to see that you **are doing something that you are passionate about**. So make a list of all of your interests - both things that you are already interested in, and other areas that intrigue you that you would like to learn more about.

Match

Look through the list below and see if any of the activities match your interests. You may see some ways that you hadn't thought of before to pursue an interest! Keep in mind that there can be a lot of different outlets for each interest you have. For example, if you want to play an instrument, you can take private classes, play in your school's marching band, play in a community concert band, or work as part of the orchestra for your school's next musical.

Research

Research to see if these activities are available at your school or in your community. If there is something you are very passionate about

that's not already offered, consider starting up a group of your own. But if you aren't sure that the interest will stick and you only want to try it out, it's probably best to find a different outlet for your curiosity.

Take Action

The next step is to **start doing activities!** The idea at this stage is to **sample**. Once you start to get an idea of which activities are going to really help you, develop the interests you are most passionate about, you can dedicate more time to those and drop the others.

Narrow

Make a list of the top five activities that interest you.

Impact

Choose activities that will allow you to make a meaningful impact, either in your own development, or in the academics.

Benefits of Extracurricular Activities

Following are the importance of extracurricular activities:

- The classroom teaching-learning environment gets strengthened by extracurricular activities.
- No doubt, classroom teaching is utmost important, yet for aesthetic development, character enrichment, spiritual and physical growth, extracurricular activities are equally relevant.
- The features and traits like extempore expression, speech fluency, co-ordination & communication, adjustments, etc., get empowered with co-curricular activities.
- Extracurricular activities enable the students to express themselves freely and inculcate the values of co-operation.
- It is a means of developing skills and competence. Different extracurricular activities have their own significance i.e. Debate helps to generate ideas and giving reasons and counter-reasons.
- Sometimes, learning-teaching become monotonous; this can be changed into pleasant atmosphere by participating in extra-curricular activities.

- Co-curricular activities help to prepare you for your future challenge.
- Extracurricular activities enable to groom the students for future leadership.
- Students get inter-mingle with different peer groups during these activities which satisfy the needs of socialization, self-assessment and self-identification.
- Extra-curricular activities require sacrifice and control which ultimately help in grooming your balanced personality.
- Field trips, travelling, and tour help to know about other places, people, customs and cultures.
- These activities provide the opportunities to adjust themselves with other people.
- It helps in the proper channelization of physical health.
- Extra-curricular activities provide motivation for learning.

Value Development

Some values are derivatives of the natural developmental process and cannot be traced to specific elements or events that have occurred along the way. A multitude of satisfying and unsatisfying experiences, observations of the results of behaviour, learning about the effects of the activities of others, knowledge of the human organism and its animate and inanimate surroundings, and the adoption of concepts deemed worthwhile by others, all contribute to the formation of values.

Values that relate to the conservation of human life certainly belong in the educative process. Lives are sacrificed to individual whims when they should be preserved. All children, regardless of age, should be made aware of the value of a human life above all other concepts. It is assumed that children have such values, but frequent cases of negligent homicide indicate that values of this kind should be relegated to chance development. Conservation of life should begin with the self-preservative instinct and more outward to include all members of society regardless of station. Students should be kept aware of the dangers of impulsive action, carelessness, thrill-seeking, and other actions that destroy lives.

Conclusion

Schools can play a pivotal role by channelizing energy of both normal as well as physically challenged students into a fruitful direction of personality development through extra-curricular activities. To develop the various facets of personality of kids, children and students; curricula must be supplemented with extracurricular activities. Extracurricular activities help in the development of intellectual, emotional and moral development.

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SKILL DEVELOPMENT

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Introduction

As stated in the oxford English Dictionary, entrepreneur is "one who undertakes an enterprise, especially a contractor - acting as intermediary between capital and labour". The true entrepreneur is one who is endowed with more than average capacities in the task of organising and coordinating the factors of production. According to WHO, Life Skills refers to "abilities for adoptive and positive behavior that enables an individual to deal effectively with the demands and challenges of everyday life" (Chaudhary and Mehta 2012). Life Skills are the abilities that help in promotion of mental and social well being, and competence in young children to face the realities of life. The ten core (generic) Life Skills as listed by WHO are Self Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping with Stress and Managing Emotions. An individual should develop positive life skills to become a successful in life.

Skill Development

Based on the research findings obtained, seven Life skills that are to be developed by an individual have been identified. They are:

1. Communicative skills
2. Thinking skills and Problem solving skills
3. Team work force
4. Life-long learning and Information Management
5. Entrepreneur skill
6. Ethics, moral and professionalism
7. Leadership skills

The Core Dimensions of Life Skills

Life skill is composed of generic life skills. Generic life skills are required for holistic development of the personality. Generic life skills include ten core skills. WHO has also classified life skills into ten core dimensions. These ten dimensions are mentioned below:

Self Awareness

Self awareness means awareness about oneself (self consciousness). A self aware person knows about his strength, character, desires, likes, dislikes and weaknesses. It helps the students to comprehend his/her self worth and develop the confidence to face the challenges of life. The student will be able to identify the negative personality traits so as to improve them. Some synonym terms are self image, self concept and self esteem.

Empathy

It is the ability to understand and accept their problems and difficulties. Empathy is our mental ability to accept others without any prejudices and biasness. It enables a person to understand the feelings of others in distress and helps in providing emotional support to them. Empathy encourages nurturing behaviour for those who need care and assistance. It helps a student to know and accept persons from diverse culture and origin.

Effective Communication

Social relationship with peoples can be established and maintained with the help of effective communication. It is the technique of exchanging ideas, facts, feelings, thoughts, beliefs, emotions, attitudes and values through verbal or non-verbal ways. It enables a student to express his opinion, desires and fears clearly and train him to take advice and help from others in adverse conditions.

Interpersonal Relationship

Such relationship may be termed as survival skills also. They help in establishing and maintaining social relationship. It encourages initiating and maintaining positive relationship with other persons and avoiding

destructive relations with minimum disturbance. Interpersonal relationship is an important life skill. It is the most important dimension of human intelligence. It is also called people skill. It provides warmth, caring, support and collaboration which provide excitement and potential in life for joy and personal fulfillment. Interpersonal relations teach students to establish positive relationships with other people. It also enables the students to end relationships constructively.

Creative Thinking

Creativity is the act of generating new ideas, approaches or actions. Creativity is the ability of performing novel task (original and unexpected) which is useful and appropriate to achieve the goal. Creativity is the ability to produce innovative ideas and translate them into action. It involves original thinking. It helps a person to react in a flexible way to various challenges of life. It is the ability to explore available possible alternatives and evaluate them. Creative thinking assists in problem solving as well as decision making.

Critical Thinking

Critical thinking is self directed, self disciplined thinking based on logical reasoning and objectivity. Critical thinking may be referred to as logical thinking and reasoning. Critical thinking improves the quality of thinking by taking charge of the structures inherent in thinking and imposing intellectual standard upon them. Critical thinking enables a person to analyse information and experiences logically and objectively. Critical thinking helps to commit to lifelong practice towards self improvement.

Decision Making

Decision making enables a person to choose the best amongst the various alternatives. This is the ability to analyse and weigh the pros and cons of various alternatives. It also develops the courage to own responsibility of his decisions with confidence. It develops the ability in person to make constructive decisions in his/her life. The students learn

that decision should be made only after proper assessment of different options and their consequences.

Problem Solving

Problem solving ability helps in solving the problem constructively. This skill assists in resolving a conflict, reaching a solution and settles an issue. It develops the ability to get out of difficult situation and achieve the goal without using anger, coercion, defiance and aggressive behaviour. Problem solving is a process that provides an opportunity for a positive act. It enables a student to solve the problem by adopting creative and critical thinking.

Coping with Emotions

Coping with emotions assists a person to know the feelings of himself and others. This skill makes a person to understand that strong feelings are normal and that feelings are neutral. Acceptance of feelings is the first step to control them. This enables a person to learn healthy, positive and safe way to express their feelings. It increases the ability to identify his/her emotions and others. It helps the students to know the effect of emotions on behaviour and learn to react to emotion appropriately. Students learn the techniques to control the excessive emotions like anger and sorrow.

Coping with Stress

Coping with stress makes a person to identify the sources of stress. It also enables a person to understand the effects of stress and how to relax before worsening the situation. This skill helps in gaining the strength to cope with positive or negative stressful situation. It enables a person to deal with accompanying emotions and finding the most beneficial solutions. This skill enables the students to recognize the sources of stress, the effect of stress and technique to control stress and overcome it.

Managing Emotions

It means recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions

appropriately. Intense emotions like anger or sadness can have negative effects on our health if we don't respond to them appropriately.

Life Skills Development

Life Skills Development is a life-long process that helps individuals grow and mature; build confidence in one's decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside. It is not worthy that, from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives. For example, the '*Panchatantra*' stories from India have very important lessons in Life Skills enhancement that remain relevant to all generations. The Life Skills Program can be effectively provided to young adolescents by teachers, peer educators, parents, counselors, psychologists, health workers and social workers. All these program providers or facilitators of Life Skills Education should

- Be warm, caring, supportive and enthusiastic
- Be resourceful
- Be competent enough to guide and counsel students effectively
- Have adequate knowledge about adolescence
- Be positive role models for the students

Conclusion

Life skills help in creating an environment of peace. High level of life skill helps in becoming good citizen and productive worker. It helps in reducing the antisocial activities and suicidal attempts. Life skills reduce the stress, help in controlling the emotions and making the informed decisions. Thus life skill development is an important subject which must be taught in our educational institutions.

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EFFECTS OF CONSTRUCTIVE APPROACH IN IMPROVING SCIENCE

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Introduction

Science is a dynamic, expanding body of knowledge, covering ever-new domains of experience. In a progressive forward-looking society, science can play a truly liberating role, helping people escape from the vicious cycle of poverty, ignorance and superstition (National Curriculum Framework, 2005). In other words, society directly or indirectly depends on products and services that are developed with the help of science and technology. Innovations in Science and Technology have changed the way we live, move, communicate, work and play. Meanwhile, news headlines on global warming, environmental protection, cloning or genetically engineered food all deal with science-based issues that directly affect our lives (International Council for Science (ICSU), Paris (2011)). In the present scenario, people are faced with a rapidly changing world. To cope up with emerging challenges and for bringing up the standards of living, education of science and technology has become a matter of great concern internationally. Scientific and technological literacy for all citizens is a stated goal of most modern nations; the production of more and better scientists and technologists is seen as a way of competing in the economic arena and as primary means of human condition. One of the biggest tasks facing those addressing the challenge of sustainable development, both in developed and developing countries, is the need to generate the capacity to apply science and technology to this goal (ICSU, 2002). There is no doubt that effective science education can serve as a mean for solving existing as well as upcoming global problems. These different imperatives have to be kept in mind in shaping science education in order to be meaningful in school.

This requires teachers to develop a repertoire of instructional techniques, strategies and approaches that can foster productive learning communities as well as professional visions and dispositions effectively (Hofstein et al, 2005). They need to learn how to address problems of practice such as engaging students in science, organizing instruction and developing productive learning communities and in doing so they need to develop their knowledge, teaching practices and dispositions (Copeland, 2002). Despite of these, teachers need to engage students in interesting and real world science information and teach science in an exciting manner (Bagchi, 1997). This demands a paradigm shift in education system from knowledge transmission to knowledge construction. In this context Constructivist Approach viewed as a suitable pedagogy for today's classroom setting. Existing trend of imparting instruction should be changed and the Constructivist Approach should be followed which is moral and more focus on innovative activities and knowledge acquisition.

Constructivism and Science Teaching

Constructivism is not a new concept. It is learning or meaning making theory. It suggests that individuals create their own understanding, based upon the interaction of what they already know and believe and the phenomena or ideas with which they come into contact. According to Crowther (1997), constructivism means that, "as we experience something new we internalize it through our past experiences or knowledge constructs that we have previously established." Constructivism bristles with philosophical questions: it explicitly assumes positions in the philosophy of science, the philosophy of mind, and the philosophy of education. It is at once a theory of science, of human learning and of teaching. Constructivism according to Piaget (1971) is a system of explanations of how learners, as individuals adapt and refine knowledge. In this view learners actively restructure knowledge in highly individualized ways, basing fluid intellectual configurations on existing knowledge and formal instructional experiences. Piaget focused that the individual is the sole agent in the process of constructing and reconstructing meaning. Psychological constructivism is based on Jean Piaget's model of

development of the individual. The process focuses learning as a personal, individual, intellectual construction based on experiences of one in the world.

Learning by doing and forming ideas from exploration is the underlying theory behind psychological constructivism. The child is viewed like a scientist who possesses insights, questions, problem solving strategies and new ideas that will be used in experimentation. The scientific process of puzzling, probing, testing are incorporated into the approach. The child develops his picture or understanding of the physical world through manipulation and seeing relationships between objects and learning centrally determined names and labels for the ideas, items and activities involved through experience. Key to the theory is fostering independence in the child, not dependence on adults so that activities, curriculum, environment are based on risk-taking, self-direction, guided or totally free discovery type experimentation through social interaction and problem solving. The teacher acts as a facilitator of the educational context. The teacher provides opportunities for observation, interaction of students with each other and with the teacher through questioning techniques, modifying the environment, and support during conflicts and planning and creating curriculum.

Role of Constructivist Approach in Science Classroom

A constructivist learning setting differs from the one based on the traditional model. In a constructivist classroom, learning outcomes not only depend on the learning environment but also on the knowledge of the learner. Learning involving the construction of meanings by students from what they see or hear may or may not be those intended. It is a continuous and an active process, which is influenced to a large extent by existing knowledge. Firstly current ideas of pupils are elicited using several strategies. These include pupils writing, expressing orally, card-sorting exercises, presenting pupils with descriptions of events and asking them to decide whether they are true or false, and pupils producing posters on a

particular idea. In this regard Driver et al., (1994) identified five possible forms, depending on the outcome of the elicitation phase. These are:

- Developing existing ideas (if no misunderstandings are apparent);
- Differentiating between existing ideas (where two or more scientific ideas may be seen as one by pupils, e.g. dissolving and melting);
- Integrating existing ideas (where pupils may hold several ideas relating to one scientific ideas);
- Changing existing ideas (where pupils hold ideas which differ from the scientifically accepted ideas); and Introducing new ideas

Various educators and cognitive psychologists have applied constructivism to the development of learning environments. Brooks and Brooks (1993) offered an interesting comparison of the visible differences between "traditional" classroom and "constructivist" classrooms. Their comparison is as follows:

- Students primarily work in groups unlike individually as in traditional classroom.
- Curriculum is presented whole to part with emphasis on the big concept whereas in traditional classroom it is vice versa.
- Pursuit of student questions is highly valued whereas in traditional classroom strict adherence to a fixed curriculum is valued.
- Curricular activities rely heavily on primary resources unlike relying only on text books.
- Students are viewed as thinkers with emerging theories about the world (Cognitive apprentices) unlike its counterpart.
- Teachers are information dispensers and assess only to validate student lessons in traditional classroom where as a constructivist teacher generally behaves in an interactive manner mediating the environment for students and seeks student's point of view in order to understand student learning for use in subsequent conceptions.

Role of Teacher in Constructivist Classroom

In many teaching studies teachers were centrally involved in developing and implementing the teaching approach. It is therefore possible that

improvements in student learning arise as much from changes in the way teachers conceptualize teaching and learning and deal with classroom interactions, as the sequence of activities in the teaching. In constructivists' view teachers in science classrooms as authority figures play two essential roles. One is to introduce new ideas or cultural tools where necessary and to provide the support and guidance for students to make sense of these for themselves. The other is to listen and diagnose the ways in which the instructional activities are being interpreted to inform further action. (Driver et al, 1994) In Teachers are knowledgeable experts in their disciplines who introduce the scientific community's culture to students. They provide appropriate experimental evidence and make the cultural tools and conventions of the science community available to students. Teachers use specialized terms and concepts; they show specialized procedure and skills. Teachers are making and providing students with learning environments in which students construct their knowledge by using formal scientific discourses. Teachers guide classroom discourses with different kinds of pedagogical intervention. At different times the teacher might play diverse roles which are shown in the diagram as follows:

Diverse Roles of a Teacher in a Constructivist Classroom

Develop key ideas relating to the new Concepts being introduced.	Introduce points relating to epistemological features of the new way of knowing
Promote shared meaning amongst all of the students in the class, making key ideas available to all.	Check student understanding of newly introduced concepts.

Science teachers play crucial roles in science learning of students not only by making scientific culture tools available to students, but also by guiding and constructing the knowledge with their students through discourse about shared practices. Through dialogical interaction expert teachers can provide support or scaffolding for students' learning as they construct new meanings for themselves. Constructivism really has changed

science education to a great extent. It shows science educators how people learn science. Thus it can be concluded that constructivist class room environment has emerged as a very powerful model for explaining how knowledge is produced in the world as well as how students learn. Constructivism is presently the dominant way of thinking about learning. So this change from traditional approach to Constructivist Approach will help to overcome the traditional obstacles of the educational system. Teachers guide classroom discourses with different kinds of pedagogical intervention. At different times the teacher might play diverse roles which are shown in the diagram as follows:

Conclusion

In the ever-changing world, students having science knowledge can sustain long-run growth of the country. Whether it is a field of health, education or agriculture, students from science discipline are in great demand. There is a need to upgrade teachers' capabilities in most countries, especially with regard to content and pedagogy, and in facilitating hands-on activities for science lessons, as well as on the introduction of contemporary technologies to enhance students' interest, achievement and retention in science subject.

Performance of a teacher is a most crucial input in education field. Present work will help teachers to plan, develop and implement different student centered activities in order to promote interest in students towards science subject. This will encourage teachers to adapt new or innovative approaches of teaching science and they can help their students to be adventurous in their thinking. Teachers can also get insight to adapt innovative approaches of teaching for subjects other than science. Constructivist principles based teaching will develop independent thinking & creativity among students. It will facilitate higher order thinking among them. It will help students in developing their creativity and problem solving skills. Through the processes of constructivism the learners will integrate their new knowledge with the previous one, which in turn will assist them in building their current conceptions. Hence, it provides

academic freedom to students. Students use their own learning strategies by adapting different approaches of constructivism. Instructional material based on Constructivist Approach will also help students in developing deeper understanding as well as interest in science subject.

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