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EDITORIAL

Dear Readers,

Research is defined as systematic investigation including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Many of today's modern conveniences and advances, as well as a true understanding of the world we live in, began with research. As the world's vital issues become increasingly complex, we cross disciplinary boundaries to address them in innovative, collaborative ways. The advantage of many qualitative studies is that they permit an in-depth investigation into a particular aspect of human experience. They give people the opportunity to explain in their own words how they feel, what they think and how they make sense of the world they live in. Researches in the field of education carry out for innovations and development. **Researchers conduct educational research in order to come up with new findings that help educators become better informed about teaching practices, learning, motivation, classroom management and human development, as these can help teachers more effectively educate their students.** Administrators and counsellors also benefit from these findings as they learn to better understand how students learn and develop. This issue brings many ideas and experience for the reader from areas such as stress and job satisfaction among primary school teachers during tri-semester pattern, environmental pollution, innovative strategies as remedial measures for mathematical learning difficulties, social media and interpersonal relationship of college students, HR practices in hospital and difficulties faced by higher secondary Tamil medium students in learning English language. Enjoy reading the articles.

Dr.S.Francisca,
Chief Editor

STRESS AND JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS AFTER IMPLEMENTATION OF TRISEMESTER SYSTEM AND CONTINUOUS AND COMPREHENSIVE EVALUATION SCHEME

Dr D.Packialakshmi

S.Anithamary

ABSTRACT

The present study aims at investigating the Stress and Job Satisfaction among primary school teachers after implementation of Trisemester system and Continuous and Comprehensive Evaluation scheme. The sample consists of 200 primary school teachers from Kanyakumari District. A self- prepared Stress Questionnaire and Job Satisfaction Scale were used for data collection. The data was analyzed by using mean, standard deviation, percentage analysis and correlation. The result revealed that the Stress of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme is average. Also the Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme is average. There is significant relationship between Stress and Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.

Key Words: Stress, Job Satisfaction, Primary School Teachers, Tri semester

INTRODUCTION

Education in the ordinary sense of the term means enlightenment. To educate means to enlighten, to make one aware of what one is ignorant of. Ever since the inception or rise of intellect in human beings, they awoke with certain cardinal questions related seeking the truth about oneself and one's life, truth about one's surroundings, truth about the world and truth about the ultimate goal of one's life.

Stress is an inherent factor in any of vocation or career. At its best, the presence of stress can be a motivator that urges the individual to strive for excellence. But excess amount of stress can lead to lack of productivity, a loss of confidence and the inability to perform routine tasks. As a result quality employees lose their enthusiasm for their work and feel anxiety about their future.

Job satisfaction is in regard to one's feelings or state of mind regarding the nature of their work. It can be influenced by a variety of factors .For example the quality of one's relationship with their supervisors, the quality of the

physical environment in which they work, degree of fulfillment in their work etc. Job satisfaction varies .But many workers are satisfied in even the least prestigious jobs.

The Trisemester system, and Continuous and Comprehensive Evaluation scheme is creating opportunities for children to learn with conceptual understanding rather than rote learning. After the implementation of these there is a relationship between the amount of time invested and the quantity and quality of learning that occurs for any given group of students. Every teacher and educationist knows that even a balanced curriculum remains dead, unless quickened into life by the right kind of teacher and suitable method of teaching. Therefore, all the factors which influence excellence in the field of education are the quality, competence and character of teacher apart from the infrastructure, cognitive and non-cognitive qualities of students and parental support. So, nothing is more important than attracting caliber pupil to the teaching profession and providing them with the best possible professional training and

creating congenial environment of work, in which they can be fully effective and satisfied.

BACKGROUND OF THE STUDY

Avtar Singh, Jayesh Patel and Roshni Desai conducted a study on the “Attitude of Student Teachers towards Continuous and Comprehensive Evaluation with reference to Gender, Caste and Habitat” (2013). The population of the study constituted of all students in the B.Ed. programme offered by Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, India. The sample of the study was 180 students of B.Ed. course. Tools used for the present study was a five-point Likert type attitude scale to measure the attitude of the B.Ed. students toward Continuous Internal Assessment constructed by the investigators. The findings of the study show that the attitude of student teachers towards continuous and comprehensive evaluation in high.

Amaladoss Xavier S.J conducted a study on “Relationship between Job Satisfaction and Teaching Competency” (2009). The post-graduate chemistry teachers working in kanyakumari district forms the population out of which the investigator choose 96 PG chemistry teachers. The major findings were level of teaching competency and its dimensions of post-graduate chemistry teachers teaching chemistry in kanyakumari district is found to the average, there is no significant relationship between the different levels of competent post graduate chemistry teachers and job satisfaction, there is significant relationship between high level competent post –graduate chemistry teachers and their job satisfaction and there is no significant relationship between teaching competency and its dimensions of post-graduate chemistry teachers and their job satisfaction.

Sabu.S and Jagadish. C. (2005) conducted a study on “Stress and Teaching Competence of secondary school teachers”. The study was carried out on a sample of secondary district of kerala. Random sampling method was used. The major findings were, there is a negative correlation between stress and teaching competence of secondary school teachers, teacher with high stress and have low teaching competence and teaching with high teaching competence have low stress, thus is significant difference between male and female secondary school teachers in their teaching competence.

S. Suryalatha and M. Indhumathi conducted a study on “Stress among School Teachers” (2012). The area selected for the study was Tirupattu in Vellore District of Tamil Nadu. The sample of the present study consists of 360 school teachers in Tirupattu. Random sampling technique was used. Stress Inventory prepared by Natesan and Menon (2004) was used to assess the stress level of the sample. The findings of the study were there is no significant difference between level of stress and gender, there is significant difference between level of stress and types of school, there is significant difference between the level of stress and level of teaching and there is no significant difference between level of stress and teaching experience.

OBJECTIVES

1. To find out the level of Stress of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.
2. To find out the level of Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.
3. To find out the significant relationship between Stress and Job Satisfaction of primary school teachers after implementation of Trisemester System and

Continuous and Comprehensive Evaluation Scheme.

METHODOLOGY

In this study Normative survey method was used to collect the data. The investigator used the tools – Stress Questionnaire and Job Satisfaction Scale constructed and standardized by the investigator. The primary school teachers working in Kanyakumari district forms the population, out of which the investigator choose 200 primary school teachers as the sample. Random sampling technique was used. Mean, Standard deviation, Correlation and Percentage analysis were used to analyse the data.

FINDINGS AND INTERPRETATION

1. Level of Stress of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.

**TABLE-1
LEVEL OF STRESS OF PRIMARY SCHOOL TEACHERS**

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Stress	68	34	94	47	38	19

FINDING

The level of Stress of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme is average (47%).

2. Level of Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.

**TABLE- 2
LEVEL OF JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS**

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Job Satisfaction	17	8.5	99	49.5	84	42

FINDING

The level of Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme is average (49.5%).

implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme is average (49.5%).

3. There is no significant relationship between the Stress and Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.

**TABLE -3
CORRELATION BETWEEN STRESS AND JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS**

Variable	Calculated 'r' value	Remark at 5% level
Stress vs. Job Satisfaction	0.142	S

FINDING

It is inferred from the above table that the calculated 'r' value (0.142) is greater than table value (0.139) for df= 198 at 5% level of significance. Hence there is significant relationship between Stress and Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme.

INTERPRETATION

The present study reveals that the Stress of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme is average. Also the Job Satisfaction of primary school teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme is average. There is significant relationship between Stress and Job satisfaction of primary secondary teachers after implementation of Trisemester System and Continuous and Comprehensive Evaluation Scheme. From this investigation it can be concluded that if the teachers are less stressed then they have more job satisfaction and vice versa.

RECOMMENDATIONS

The role of a teacher is of great importance as she deals with the upcoming

students of the future generation. She helps them imbibe the right values, skills and attitudes necessary to cope with the every changing environment and unpredictable future. For the progress of the country, the educational system must progress which is in the hand of the teachers. So the government should provide desired facilities to them, make their pay as fair, provide promotional opportunities etc. Besides this the management and the Headmaster should be supportive to them. Steps should be taken to reduce the overwork load of teachers. All these reduce their Stress and improve their Job satisfaction.

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Dr D.Packialakshmi,

Principal,
Sri Saradha College of Education for Women,
Tirunelveli.

S.Anithamary,

Research Scholar,
Research and Development Centre,
Bharathiyar University, Coimbatore.

SENSITIZING STUDENTS ABOUT ENVIRONMENTAL POLLUTION – TEACHERS' DEVOIR

Dr. R. Indra Mary Ezhilselvi

Dr. A. Nirmala Devi

ABSTRACT

The role of a teacher is to shape the minds of the younger generation. Apart from cognition students have to be sensitized with ethical principles and social issues in accordance with the present scenario. Teachers must instil into the students the spirit of tolerance of different opinions and viewpoints and acquaint them with growing wisdom. TamilNadu, the land of opulent culture is now in an ecological crisis which is hidden under the veil of progress. Among the various unfair events of social concern like the Sagarmala project, Sterlite copper plant, Neduvasal Hydrocarbon extraction, Kudankulam nuclear power plant, Neutrino Observatory near Theni and many more, we have dealt with two sample issues to ascertain that it is the prior responsibility of a teacher to sensitize the students about the destruction of the entire ecological system. A teacher must constantly renew one's stock of knowledge. It is not enough for a teacher to be aware of social justice issues, but also should discuss these issues with the students. Timely domestic and international topics should be discussed in a safe and open-minded environment. These discussions will promote unbiased thinking in students. This is the far reaching goal of education.

Key Words : Environmental Pollution

Introduction

“Human existence is based upon two pillars: Compassion and Knowledge. Compassion without knowledge is ineffective; knowledge without compassion is inhuman”, says Victor Frederick Weisskopf (1998). In the name of growth, the present world is facing invasion of industrialization and privatization to build up a society of economic prosperity. Every aspect of development is planned to outweigh others. Projects of this size and nature should have four distinct feasibilities – Technical, Financial, Environmental and Social. While more concern is on the first two, the last two are almost ignored. As Educationists, it is the responsibility of teachers to enrich the cognitive domain of their students without neglecting the affective domain. Every teacher must realise their social responsibility in bringing out the truth to the vision of the future citizens. Now our nation is in want of such responsible teachers who have to sensitize the realities of the society to the younger generation.

Devoir of teachers

Corporate hit-men and spin-masters and its backers have deployed an age-old tactic used by those who generate, handle and emit toxic pollutants – namely, put the burden of proof on those harmed by the pollutants. Dow Chemical and Union Carbide continue to deny that Methyl Isocyanate, the Bhopal gas, has anything to do with the lasting effects on the health of those exposed to the disastrous gas leak in 1984. Unilever wishes us to believe that mercury is not the cause of the high incidence of nervous disorders, memory loss, dental disorders and kidney failures among the workers at its thermometer factory in Kodaikanal, arguing that the science was not conclusive.

Since the ages of industrial and technological revolutions, economic growth has been regarded as the major fundamental factor of the world's growth. The pollution of water, soil and air, are defined as the by-product of economical development in industry and city life. The degradation of the entire environment and ecological system is

inclined to become permanent and tends to cause several negative effects on the society. The impact of industrialization on the environment needs to be emphasized with more intensity and feeling as the world is quietly but surely facing destruction from man-made follies.

Teachers motivate students to do community service projects and be contributing members of their community and their larger world. In order to do that effectively, teachers need to make the learners understand the world they are walking into. Teaching social issues happens through the books and media and also through discussions, debates in class and the research that our students choose. But the true situation may not be brought out to their consciousness due to bias or unethical constraints elsewhere.

Teachers open the eye and mind of the students to the vast world of knowledge, with social responsibility. Social responsibility is a personal investment in the well-being of others and of the planet. Social responsibility of education is a process whereby the whole community transmits to the next generation appropriate values, traditions, skills and cultural norms with self less service to humanity.

Sagarmala project

Recently Government of India came out with a gigantic and consolidated Sagarmala (sea garland) project to execute nearly 400 different projects along the coastline at a whopping cost of nearly 8 lakh crores in the next two decades. These include constructing massive ports and augmenting coastal infrastructure. Objective is to facilitate Multi-National-Companies to indulge in 'ocean grabbing' similar to what was done during the last decade for 'land grabbing' through Special Economic Zones. Coastal ecology as well as the life and livelihood of the coastal population (fishers and non-fishers) would be the first to be sacrificed for this extremely ambitious corporate agenda.

Enayam International Container Transshipment Terminal (EICTT) was part of this agenda.

Due to persistent public protest this dangerous, devastating and destructive project has been abandoned and shifted to the coast between Kanniyakumari/Kovalam and Manakudy. This is a direct assault on the life, livelihood and existence of the huge population in the non-fishing/farming villages of Muhilankudiyiruppu, Koilvillai, Kinnikannanvillai, Kombanvillai, Ilanthiadvilai, and Narianvillai and major fishing villages of Kovalam and Manakudy.

Immediately impacted would be the world-famous tourist cum pilgrimage centre of Kanniyakumari and adjacent towns/villages of North and South Thamaraiikulam, Swamithope, Suchindram, Agasteeswaram, Anjukootuvilai and Kottaram. In case of Enayam Port, Project Impact Area was 15 km radius from the edges of the port and the same could be applicable here also. In that case many more villages on the coast (eastern and western) as well as inland including vast paddy fields, water bodies, marshes, mangroves, estuary, mountains and coconut groves would be affected. Urban and rural areas affected could include parts of Nagercoil.

Government of India Expert Appraisal Committee mentions this Port as “Development of New Major Port in Kanniyakumari / Kovalam and Thamaraiikulam (North) Kanniyakumari District, Tamil Nadu by M/s V.O.C Port Trust” whereas in the published documents it is referred to as “Development of New Major Port at Kanyakumari”. This is deceitful and misleading aimed at concealing the real agenda of acquiring/requisitioning the vast areas of the agricultural lands, water bodies, mudflats and salt marshes between Kanniyakumari / Kovalam and Thamaraiikulam (North) falling in the

villages listed above for the purpose of the Port 'Development' in future years. The proposed Port envisages construction of breakwaters, dredging-reclamation, container berths, with provision for addition of multi-purpose/dry bulk berth, Container Terminal; Solid & Liquid Bulk Terminals; an ancillary berth of 200 meters. There would be other berths also.

Port affects aquatic fauna and flora through direct impact on sea bottom habitats due to land reclamation, breakwaters and changes in water quality and sea-bottom contamination inside the port area and surroundings. Land reclamation from the sea destroys bottom habitat and displaces fishery resources. Dredging removes bottom biota and dumping of dredged material covers bottom habitat, both of which may reduce fishery resources. Deterioration of water quality usually gives rise to changes in aquatic biota: a decrease in the number of species and its abundance. Piles, concrete surfaces, rubble mounds and other similar structures in water could form new habitats, which may introduce undesirable species. Toxic substances and other contaminants re-suspended through dredging or dumping, lead to contamination of fishery and shellfishery resources.

Investment of Rs. 28,000 crores in Enayam port was to generate just 4000 jobs that too mostly for outsiders. This works out to investment of Rs. 7 crore per job which is simply bizarre. It is estimated that millions of metric tons of granite stones would be required for the construction of the berths and other infrastructure in the Port. This entire quantity would be taken from the Western Ghats spelling monumental ecological disaster which cannot be mitigated. It is believed that Cyclone Ockhi was due to the damage already done to the Western Ghats. Port will virtually destroy the Ghats and could lead to more violent cyclones

and hurricanes. Moreover, construction of such a massive port will cause,

- ❖ High sea erosion/accretion
- ❖ Prone to Tsunami
- ❖ Marine biological diversity
- ❖ More violent cyclones and hurricanes
- ❖ Acute shortage of drinking water

Sterlite industries

Sterlite Industries (India) Limited, a subsidiary of Vedanta Resources, the London - based metals and mining group, announces a 400 ktpa brown field copper smelter expansion project at Tuticorin in India, together with an associated 160 MW (2x 80 MW) captive power plant. Post this expansion, the Company will be one of the largest single location custom copper smelters in the world with a total smelting capacity of 800 ktpa. The new smelter will utilize the ISA Smelt technology currently used in the existing smelter at Tuticorin.

Environmental activist Nityanand Jayaraman notes: "In September 2004, when the Supreme Court monitoring committee visited Thoothukudi, it found that Sterlite had constructed a 900 tonne per day copper smelter complex without obtaining an environmental clearance from the Ministry of environment and forests. Neither did the plant have the mandatory consents to establish under Air and Water Acts. The plant has since continued, expanded and thrived, capitalizing on inaction by Tamil Nadu monitoring agencies, among others."

Madras High Court ordered closure of the plant for the period 2010-11. The Supreme Court superseded this judgment, finally deciding on the matter on 2nd April. The Supreme Court would fine Sterlite, a Rs.100 crore slap on the wrist for 'such damages caused to the environment from 1997 to 2012 and for operating the plant without a valid renewal for a fairly long period, the appellant company obviously is liable to compensate by paying damages.'

In 2008, the Department of Community Medicine, Tirunelveli Medical College submitted a report titled “Health Status and Epidemiological Study around 5 km Radius of Sterlite Industries (India) Limited, Thoothukudi.” The study covered a population of 80,725 people and compared the health status in villages around Sterlite with the average health status prevailing in the state and two other locations that did not have any major industries. The findings of the study are revealing:

1. Iron content in the groundwater in Kumareddiapuram and Therku Veerapandiapuram, the site of the ongoing protests, were 17 and 20 times higher than permissible levels prescribed by the Bureau of Indian Standards for drinking water.

Chronic exposure to iron through drinking water could result in chronic fatigue, joint pain, and abdominal pain.

2. At 13.9%, respiratory diseases were significantly more prevalent in the areas surrounding the factory than in areas without industry and this was much higher compared to the state average. The incidence of asthmatic bronchitis is 2.8%, more than double the state average of 1.29%.

Bronchitis is an inflammation of the airways lining caused by long-term exposure to environmental irritants such as tobacco smoke, dust or chemicals. Asthma is a condition where the muscles around the airways get tight resulting in the narrowing of the airways. Asthmatic bronchitis is a condition where asthma and bronchitis occur together.

The report finds that “The increased prevalence rate of asthma and respiratory infections are due to the air pollution caused by industries and automobiles in the area.”

3. The study also found that there were more people suffering from Ear, Nose, Throat (ENT) disorders near the factory. Among the ENT diseases, pharyngitis and

sinusitis were very high. “Climatic conditions and atmospheric pollution could be the cause for the prevalence of ENT morbidity,” the report concluded.

4. Myalgia, or general body pain, was another widely reported symptom in the study area closer to the factory.

5. “Women in the [study] area had more menstrual disorders, like menorrhagiae and dysmenorrhagiae. . .it needs an in-depth study,” the report stated.

This study has disturbing findings, since the high incidence of respiratory diseases found in 2007 was at a time when Sterlite was running at less than half its current production levels. Respiratory diseases are an indicator of air pollution which has been identified as the “world's largest single environmental health risk” by the World Health Organisation. WHO reports that in 2012, around 7 million people died, i.e. one in eight global deaths, as a result of air pollution exposure.

Conclusion

A teacher can influence what her students talk about, how they think and what they become. So to prepare students to be responsible citizens, it is inevitable that the teachers must sensitize their students in the substantial contemporary issues of greater impact. They must be taught to incorporate environmental literacy into all of the content areas of education. We have to teach students about the interdependence of life forms and that humans have an effect on environmental systems. A teacher has not only to instruct but also to inspire the students. He or she has to influence the life and character of his or her students, and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens.

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Dr. R. Indra Mary Ezhilselvi
 Assistant Professor of Psychology
 St. Ignatius College of Education (Autonomous)
 Palayamkottai

Rev. Sr. Dr. A. Nirmala Devi
 Principal
 St. Ignatius College of Education (Autonomous)
 Palayamkottai

“We don’t have a society if we destroy the Environment”

- Margaret Mead

EVALUATION OF APPLICABILITY OF INNOVATIVE STRATEGIES AS REMEDIAL MEASURES FOR MATHEMATICAL LEARNING DIFFICULTIES OF V STANDARD STUDENTS IN SALEM DISTRICT

Dr. T.Nagavalli,

ABSTRACT

Mathematics is an universal language which comprises of numbers, measurement, form, probability, algorithm. It is meaningful and purposeful to all people as quantitative information. Concrete skills viz understanding and using numerical expression, counting objects, identifying shapes, abstract algebraic operation, geometry, table lay the foundation for the learners of mathematics. All have the ability to “respond to the numerical properties of their visual world, without benefit of language, abstract reasoning, or much opportunity to manipulate their world” (Butterworth, 2005a, p. 5). Approximately 6% of school going children has math deficits. These math deficits were wide spread and required equivalent attention and concern. Effect of math failure with math illiteracy seriously handicap both daily living and career. For the current study seven types of math difficulties viz, Numeracy, Addition and subtraction, Motor difficulty, Language difficulty, Cognition, Organizational difficulty and multiple tasks were taken. 50 students were identified who had felt difficulty in all the above mentioned areas. Then remedial intervention was given for 150 days. By interview and ranking the applicability of the intervention strategies were found.

Key Words: Innovative Strategies, Mathematical learning Difficulties, V Standard Students

Introduction

Mathematics learning difficulties manifest in a variety of ways. Math learning difficulties can arise at any stage of a learner's scholastic development. Mathematics learning difficulties occur due to lack in clarity and simplicity. Math learning difficulty hinders the child's potential to succeed. Early recognition of a math learning difficulty is the best step in helping a child overcome it. There may be combinations of difficulties that may include language processing problems, visual spatial confusion, memory and sequence difficulties, and anxiety. Researches have reported that students with math learning difficulties lack acquiring and retaining skills. Difficulties in recall of basic arithmetic facts and reliability in written computation lead to math learning difficulty. (Garnett)

Arithmetic create more learning difficulties for children. These difficulties may be due to memory, cumbersome counting strategies, word problem solving, representation of place value and in

solving multi-step arithmetic problems. (Susan Peterson Miller)

As math understanding is actively constructed by each learner, interventions that provide experience with manipulative, time for exploration, discussions, using simple and accurate language, access to technologies may be given.

Need and Significance of the Study

Schools play a crucial and formative role in the cognitive, language, emotional, social and moral development of a learner. A student's performance at school is assessed on academic skills such as reading, writing and mathematics which form the foundation. Any learning problem may engender feelings of anxiety, inadequacy and shame, leading to behavioural disturbances in learners of school age and negative feedback has an impact on the emotional, social and family functioning of a child

School children with mathematical learning difficulties have problems in solving basic mathematical problems.

They find it difficult to remember and retain basic mathematical facts and have trouble in figuring out their knowledge and skills to solve mathematical problems. If basic mathematical skills are not mastered, learners may have difficulty in doing advanced mathematical applications. A teacher might suspect that he/she has a pupil in his/her class who is otherwise a competent student has difficulty with ordinary numeric operations and relies on finger-counting for all four arithmetic operations, while his peers have progressed to more efficient strategies. The teacher may wonder how to help the child. Very few researches have been done in mathematical difficulties compared to other learning difficulties. The current study may come out with remedial measures to tackle the problems faced by the learners who have math learning difficulty.

Statement of the Problem

The present investigation is mainly aimed at dyscalculia. The problem under investigation is stated as “**EVALUATION OF APPLICABILITY OF INNOVATIVE STRATEGIES AS REMEDIAL MEASURES FOR MATHEMATICAL LEARNING DIFFICULTIES OF V STANDARD STUDENTS IN SALEM DISTRICT**”

Objectives of the Study

To find the impact of the remedial measures and intervention for students with mathematics learning difficulty to improve their mathematical Skills

Methodology

Sample of the Study

Purposive sampling was done. Students who were found to be dyscalculic after screening tests and psychological and intelligence tests results by the survey conducted by the government of TamilNadu in Salem formed the sample. The study was restricted to 20 schools only. 18 students from Government

schools, 20 students from Government Aided Schools, 12 students from Private schools formed the sample that included 32 boys and 18 girls of V standard from Salem District only.

Tools used for the study

To achieve the framed objectives, the investigator used Remediation Strategies to suit to the Indian students in the present investigation. Interview was conducted to teachers who handle mathematics to the select sample.

Design of the study

The remedial intervention was given for 150 days from July 2013 to January 2014. The intervention for Numeracy, Addition and subtraction, Motor difficulty, Language difficulty, Cognition, Organizational difficulty and multiple tasks were given to selected children. The intervention included the numeracy recovery activities, Fact strategies for addition and subtraction, Motor skill activities; activities based teaching, visual, graphics, teaching aids, involving students to do on their own and drill, practice to do on their own. The various interventions gave the students self-confidence to do mathematics on their own. The remediations were given by the investigator, the project fellow and the teachers. Either the investigator or the fellow first oriented the teachers in one block. Then the teachers took care of the work whenever they get time during the stipulated period. The special teachers also extended help. After the intervention programme the 15 teachers who taught mathematics to the select sample were conducted a semi structured interview to find the applicability of the intervention adapted.

Findings from the Rank Score on Intervention Strategies

The fifty students and thirty teachers ranked the strategies given for numerical difficulties according to their priority.

For numerical difficulty, counting using fingers was ranked as 'one' by 30 students and 27 teachers. Cuisenaire rods and pattern, dot images were rated as 'second and third', respectively by teachers and students.

Using materials Strategy for sequential difficulty were assigned rank 'one' by teachers and students. The second and third rank were given for the strategies number strip with two colours and number bonds by teachers and students.

For Language difficulty, the students assigned first rank to different colour, images, objects and visual display, while second and third ranks were given to Graphic Organizers and teaching aids. The teachers also rated as first rank to different colors, images, objects and visual display, whereas strategies teaching aids and RIDGES to solve were ranked as second and third respectively.

For Cognition difficulty, drawing shapes, centipede activities, building blocks and manipulative were assessed as rank 'One, two and three" by both students and teachers

For the strategies of visual-spatial difficulty, one big picture, concrete pictorial imagery, and visual blank organizers were rated as first, second and third by students. The preference of the teachers were one big picture, give one diagram at a time and concrete pictorial imagery, were rated as 'first, second and third 'ranks

For Motor difficulty, the strategies ranked as one, two and three by students were using manipulative to connect symbols to concrete objects, simpler patterns for students and mnemonic devices, visualization by students. The teachers preferred manipulatives to

connect symbols to concrete objects as first, while wall charts / resource sheets with symbols and meanings and multiple representations of concepts were preferred as second and third.

For Multiple task, use of play dough, collage and use of play dough were ranked as first, second and third by students. Teachers rated collage, providing clarity of symbols and operations by visual, objects, patterns and cutting activities as first, second and third rank

Findings from the interview of teachers

Ten teachers said that the intervention for numeracy, counting, visual, cognition and multiple tasks were energetic and impressive to the students. Because it involved various activities for self- study. It imprints in the minds of the learner. Five teachers replied that the intervention for counting, visual and multiple task were efficient, since it incorporated different activities based intervention. All the teachers responded that to identify and to give remedial for dyscalculic students is a difficult task.

Applicability of Strategies to Overcome Math Learning Difficulty

Strategies applicable to overcome Numerical Difficulty

For counting, counting using fingers, Cuisenaire rods were found to be more applicable to the sample of this study. The learners felt that to learn Place value Place Value Ten Frame Cards were most useful. To master arithmetic symbols and calculation, it was felt that Breaking apart and finding ten was quite easier.

Strategies Identified as effective to remove Organizational /Sequential Difficulty

To master addition and subtraction, number tiles, number bonds were very feasible. To learn computation, finger patterns for the numbers one to ten, Subtraction by counting back were found to be more user friendly. To make

comparisons, Cuisenaire rods were very useful.

Strategies found suitable to eradicate Language Difficulty

The select sample felt that to solve word problems Graphic Organizers and RIDGES were easier. The students felt that math vocabulary was best learnt through visual displays and teaching aids

Strategies found appropriate to minimize Motor Difficulty

Working in pairs and cooperative groups ,finger grip and nonskid rulers . graph. Manipulatives and Nonskid matting

Strategies Identified as better to root out Visual-Spatial Difficulty

3-D models, colour codes, one big picture, templates, templates, recognizing and cardinal number by sight.

Strategies found as most appealing and suitable to clear Cognition Difficulty

Manipulative to connect symbols to concrete objects, to build and extend patterns. concept maps. mnemonic devices. Citing examples and non-examples of a concept

Strategies applicable to reduce Multiple Task Difficulty

Clarity of symbols and operations by visual, objects. Cutting activities, use of play dough, tearing paper, drawing

Implications of the Study

The study has identified several educational implications.

Boys were better in cognition, visual-spatial, motor abilities than girls. Visual-spatial-motor disorganization leads to math disability. The foundation of math concepts is impaired in these students. These problems also cause conceptual grasp of mathematical and spatial relations. This could be overcome by

constructing verbal versions of math ideas, and using concrete materials.

Girls were better in sequential and language skills than boys. Language disabilities do cause math learning difficulties. These students avoid verbalizing in math activities, a tendency often exacerbated by the way math is taught. Developing their habits of verbalizing math examples and procedures can greatly help in removing obstacles to success in mainstream math settings.

Boys and girls have got similar type of numerical and multiple task skills. This result indicated that gender has got no influence on numerical and multiple task dimensions.

The special needs of a student with learning disabilities make that student unique. Meeting those needs the student will best learn, by enhancing strengths and minimizing deficits will increase his or her ability to learn. With some additional planning, the rewards of such accommodations will be shared by the student and the teacher

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T.Nagavalli

Associate Professor of Mathematics
Sri Sarada College of Education
Salem – 16
Tamilnadu

INFLUENCE OF SOCIAL MEDIA ON INTERPERSONAL RELATIONSHIP OF COLLEGE STUDENTS WITH REFERENCE TO RESIDENCE

**V.Lavanya
Dr.S.Francisca**

ABSTRACT

The present study was conducted to investigate the influence of social media on Interpersonal Relationship of college students with reference to Residence. To solve the present problems the investigator employed descriptive method using survey as a technique. A sample of 934 college students was randomly selected from the colleges of southern districts of Tamil Nadu. Social media questionnaire and interpersonal relationship inventory were used for collecting data. For the analysis of data 't' –test and correlation analysis was used. Results indicated that the students come from home have more conflict and emotional experience and expression than the hostel students. There is no significant difference between college students in their influence of social media with reference to residence. There is significant positive correlation exists between influence of social media and interpersonal relationship of college students with reference to residence.

Key words: Social Media, Interpersonal Relationship, College Students

Introduction

The present age is featured as the era of information and communication revolution. The entire globe becomes a single electronic village as a result to the World Wide Web, which effectively contributed with the interaction between people of different cultures. In addition, it is noticeable that the community group that uses the social networking more than others is the college going students. However, it seems striking that the extensive use of the social networks reduces their personal interaction with other members of the community. As part of global village and in the age of internet, mostly young educated people are maintaining their inter-personal relationships through Social Networking Sites (SNSs) which are regarded as popular ways of CMC (Computer Mediated Communication). Numerous studies outline the significant relationship between SNSs and its influence on college student's interpersonal relationship patterns. Some believe that motivations that determine how young people use online social networks are psychological and it is strongly related to the human needs of communication, socialization, being an active part of a group, or

maintaining long-distance friendships (Baltaretu and Balaban 2010).

Significant of Study

The study looks at the influence of social media on interpersonal relationship among college students, its findings will be relevant because they will inform parents, teachers, students and all the relevant stake holders on the influence of social media on the interpersonal relationship among college students. In line with this, teachers, as student's second parents, will know a way how to help the students if they will be encountering problems regarding the relationship of their students with other people. The parents will be helped to understand their ward's purpose of using social networking sites and for them to be aware of the influence from social networking sites that might affect their ward's. With enough knowledge, parents can think of possible preventive ways if their ward is prone to develop a weak interpersonal relationship with other people because of too much usage and dependence of social networking sites. Finally this study will help the further studies of future researchers regarding the influence of social networking sites on the interpersonal relationship of students.

Background of the Study

John Drussell (2012) The findings of this research suggested that individuals consider face-to-face interaction is the most effective and preferred means to communicate and resolve conflict with others than online communication.

Johnston (2013) The result revealed that social networks enable people to express themselves, develop social network ties, as well as to create and maintain social relationships.

Shih-Hsiung Liu (2015) The result revealed that students use verbal actions for non-self-disclosure more frequently than for self-disclosure when using Facebook to contact friends.

Ho yin Ha and Yiu Tsz Wing Joanne (2014) results indicate that the online communication is a positive indicator of relationship closeness.

Objectives

1. To find out whether there is any significant difference between the mean scores of influence of social media and its dimensions of college students with reference to Residence.
2. To find out whether there is any significant difference between the mean scores of interpersonal relationship and its dimensions of college students with reference to Residence.
3. To find out whether there is any significant correlation between the influence of social media and interpersonal relationship of college students with reference to Residence.

Null Hypotheses

1. There is no significant difference between the mean scores of influence of social media and its dimensions of college students with reference to Residence.
2. There is no significant difference between the mean scores of social cognition and its dimensions of college students with reference to Residence.

3. There is no significant correlation between social cognition and influence of social media with reference to residence.

Methodology

The investigator had employed descriptive method using survey as technique to study the influence of social media on interpersonal relationship among college students. The population of the study consisted of college students from southern districts Tamil nadu. The investigator had randomly selected 934 students from Arts, science and professional colleges. The sample consisted of 229 and 705 students come from hostel and home respectively. Social media questionnaire and interpersonal relationship inventory were used for collecting data. The statistical techniques used to analyze the data were mean, standard deviation, 't' – test and correlation analysis.

Null Hypothesis – I

There is no significant difference between college students in the influence of social media and its dimensions with reference to residence.

TABLE 1.01
SIGNIFICANT DIFFERENCE BETWEEN
THE MEAN SCORES OF INFLUENCE OF
SOCIAL MEDIA OF COLLEGE STUDENTS
WITH REFERENCE TO RESIDENCE

Dimensions	Residence	Count	Mean	SD	Calculated 't' value	R
Use	Hostel	229	35.15	6.285	0.625	NS
	Home	705	35.45	6.243		
Behaviour	Hostel	229	30.81	4.279	1.194	NS
	Home	705	30.42	4.377		
Attitude	Hostel	229	32.64	4.210	0.903	NS
	Home	705	32.34	4.425		
Change	Hostel	229	34.30	6.873	1.738	NS
	Home	705	35.19	6.477		
Development	Hostel	229	34.81	6.564	0.481	NS
	Home	705	35.05	6.552		
Influence of Social media in total	Hostel	229	167.70	17.017	0.581	NS
	Home	705	168.45	16.882		

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

It is inferred from the above table that the calculated 't' values are lesser than the table value, therefore there is no

significant difference between college students in the influence of social media and its dimensions with respect to residence.

Null Hypothesis - 2

There is no significant difference between college students in their interpersonal relationship and its dimensions with reference to residence.

**TABLE 1.02
SIGNIFICANT DIFFERENCE BETWEEN THE MEAN SCORES OF INTERPERSONAL RELATIONSHIP OF COLLEGE STUDENTS WITH REFERENCE TO RESIDENCE**

Dimensions	Residence	Count	Mean	SD	Calculated 't' value	R
Assertion of needs	Hostel	229	23.85	3.828	0.224	NS
	Home	705	23.79	3.934		
Bidirectional Communication	Hostel	229	21.67	5.609	1.304	NS
	Home	705	22.23	5.584		
Conflict	Hostel	229	22.82	4.175	2.312	S
	Home	705	23.56	4.392		
Disclosure and Interpersonal closeness	Hostel	229	25.34	3.521	1.036	NS
	Home	705	25.06	3.695		
Emotional Experience and Expression	Hostel	229	22.30	4.924	2.568	S
	Home	705	23.28	5.169		
Interpersonal Relationship in total	Hostel	229	115.98	14.206	1.778	NS
	Home	705	117.90	14.373		

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

It is inferred from the above table that the calculated 't' values are greater than the table value therefore, there is significant difference between students reside at hostel and students come from home in the dimensions Conflict and Emotional Experience and Expression. Comparing the mean scores students come from home suffer from more conflict and they have greater Emotional Experience and Expression than the hostel students. But there is no significant difference between college students in the dimensions such as Assertion of needs, Bidirectional Communication, Disclosure and Interpersonal closeness and interpersonal relationship in total with respect to their residence.

Null Hypothesis- 3

There is no significant correlation between influence of social media and

interpersonal relationship of college students with reference to residence.

**TABLE 1.03
CORRELATION BETWEEN INFLUENCE OF SOCIAL MEDIA AND INTERPERSONAL RELATIONSHIP OF COLLEGE STUDENTS WITH REFERENCE TO RESIDENCE**

Residence	Count	Calculated 'r' value	Table value at 5% level	R
Hostel	229	-0.200	0.139	S
Home	705	-0.153	0.088	S

The calculated 'r' values are greater than the table value at 5% level of significance. Therefore, there exists significant positive correlation between influence of social media and interpersonal relationship of college students with reference to residence.

Interpretation and Discussion

The present study revealed that there is significant difference between college students in their interpersonal relationship and its dimensions conflict and emotional experience and expression with reference to residence. Students come from home suffer from internal and external conflict and greater emotional disturbance than the hostel students because, students come from home have more inferiority complex such students may not see themselves as worthy as loving behavior from others and they don't tolerate criticism from others. But there is no significant difference between influence of social media and its dimensions with reference to residence. There is significant positive correlation between influence of social media and interpersonal relationship of college students with reference to residence. The findings of **Mwangi Agnes Waigumo (2013)** contradict from the present study. It states that SNSs have helped to improve relationships among close teenagers as friends. The findings of **Purinat Yamakanith and Gurusamy.P (2014)** support the present study, as it states that the usage of SNS has effect on interpersonal relationships of college students, particularly with their members of family, friends and teachers. It was also found that due to the availability of SNS

the communication between college students and their members of family, between college students and their friends has increased.

Conclusion

The present study has acknowledged that at least to an extent, social media is surely successful at its basic purpose of enhancing relationships. The present study has also made some important points, however, that this benefit may well be counterbalanced by the negative effects that social media has on interpersonal relationship. In general, these negative effects emerge from the fact that social media can easily cause people to become absent from themselves, and to take images of the world more seriously than their own experiences of the world. This can catalyze a profound sense of alienation and depression that is clearly not compatible with the cultivation of healthy relationships. Social media thus has potentials for good, but only if it is used in a careful, intentional, and morally grounded fashion.

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V.Lavanya

Research Scholar
St.Ignatius College of Education
Palayamkottai

Dr.S.Francisca

Research Director
St.Ignatius College of Education
Palayamkottai

AN OVERVIEW OF CHENNAI HOSPITALS AND NORMS & PRACTICES OF HR MANAGERS

C R Nagendran

Dr.K.Parthasarathy,

ABSTRACT

Chennai is the fifth largest city and the fourth most populous area in India (Census 2011). The medical facilities in Chennai are world-class. These include both government-run and private hospitals. Chennai attracts about 45 percent of health tourists from abroad and 30 percent to 40 percent of domestic health tourists. It is no wonder that the city has been termed India's health capital, (Hamid, 2012). The Government Hospitals, at present, do not have a separate department for Human Resources Management nor are there specific persons appointed as HR Managers. The Privately owned and managed hospitals are more given in implementing the HR principles and practices through a separate department as also have a HR Manager to coordinate the HR functions. The field of HR has norms and practices galore spread over different continents and also within parts of a single country. India, termed as a sub continent has its own range of norms and practices and for the sake of analyses the present article will deal with t an overview of Chennai Hospitals and their specialty as well as some important norms & practice of HR Manager on the following: **Motivation, Training and development, Compensation and Work Environment**. Chennai has tremendous scope for HR Management and its implementation at various levels and area.

Key Words: Hospitals, HR Managers, Human Resources Managers

Introduction

The word 'Manager' is a contribution of the immortal Bard, Shakespeare and is found in the plays Love's Labours Lost and A Midsummer Night's Dream. This term has found multi-various uses in different contexts and in the last couple of decades before the dawn of the millennium has come to be closely associated with the field of Human Resources Development (HRD) and Human Resources Management (HRM). Human resources, with regard to health care industry can be defined as the jobs carried out by different kinds of clinical and non-clinical staff responsible for public and individual health intervention. The most important argument that can be extended as that which pertains to the health system inputs is the performance and the benefits the system is capable of delivering and this depends largely upon the knowledge and skills as also the motivation of such individuals responsible for serving the health care sector.

Issues that are of greatest relevance in the health care industry as in any other

sector, include the size, composition and distribution of the workforce, and the matters concerning the workforce training. The migration of health workers, the level of economic development in a particular country and socio demographic, geographical and cultural factors should also be held in view when discussing HRM factors of a particular field.

The variation of size, distribution and composition within a county's health care workforce is of great concern, because the number of health workers available in a country is a key indicator of that country's capacity to provide delivery and interventions, (World Health Organization: World Health Report 2003). The Report also holds that the areas that need to be concentrated on, while looking at the demand for health services in a particular country, should include the migration of health care workers which is a vital issue that springs into focus, when examining health care systems from a global angle. Research suggests that the movement of health care professionals closely follows the migration pattern of all

professionals in that the internal movement of the workforce to urban areas is common to all countries. This workforce turnover creates more imbalances, which in turn, requires better planning of personnel, attention to issues of proper compensation packages and improved overall management.

The developing countries use alternate strategies such as housing, infrastructure and opportunities for job rotation while recruiting and for retaining healthcare professionals. It is a widely acknowledged fact that health workers in developing countries are mostly underpaid, poorly motivated and very dissatisfied (Zurn et al., 2004)

The Chennai Scenario

The metropolitan city of Chennai, is a fast expanding entity in all aspects, especially in the healthcare sector. Located on the Coromandel Coast off the Bay of Bengal, Chennai is the capital of Tamil Nadu. As one of the biggest cultural, economic and educational centres in South India, Chennai, formerly known as Madras, according to the **2011 Census**, is the fifth-largest city and fourth-most populous urban area in India. The city, together with the adjoining regions constitutes the Chennai Metropolitan Area, and is ranked as the 36th-largest urban area by population in the world. (Lakshmi, 2016). Chennai is among the most visited Indian cities by foreign tourists. It has been ranked the 43rd most visited city in the world for year 2015. The Quality of Living Survey has rated Chennai as the safest city in India. As such, it is termed “India’s health capital”. But there is also the other viewpoint that the quality of air you breathe in Chennai is worse than in Delhi, (The Hindu July 15, 2015).

As a growing metropolitan city in a developing country, Chennai confronts substantial pollution and other logistical and socio-economic problems. Chennai has had the third largest expatriate population in India at

35,000 in 2009, 82,790 in 2011 and estimated at over 100,000 by 2016. (The Economic Times. 15 January 2009)

In January 2015, Chennai was ranked third in terms of per capita GDP and Chennai has also been selected as one of the 100 Indian cities to be developed as a smart city under PM Narendra Modi’s flagship Smart Cities Mission. (Wikipedia)

Healthcare in Chennai

The medical facilities in Chennai are world-class. These include both government-run and private hospitals. The government-aided hospitals are Rajiv Gandhi General Hospital, Royapettah Government Hospital, Stanley Government Hospital, Kilpauk Government Hospital, Adyar Cancer Institute, TB Sanatorium, and National Institute of Siddha. The National Institute of Siddha is one of the seven apex national-level educational institutions that promote excellence in Indian system of medicine and Ayurveda. The Government hospitals in Chennai also include the Maternity Hospital, the Government Eye Hospital and Infectious Diseases Hospital. The main private hospitals are Apollo Hospitals, Apollo Specialty Hospital, SRM Medical College Hospital and Research Centre, Chettinad Health City, MIOT Hospitals, Sri Ramachandra Medical College and Research Institute, Fortis Malar Hospital, Lifeline Hospitals, Vasan Healthcare, Dr Mehta Hospitals, Global Hospitals and Health City, Sankara Nethralaya and Vijaya Medical and Educational Trust etc. Chennai attracts about 45 percent of health tourists from abroad and 30 percent to 40 percent of domestic health tourists. It is no wonder that the city has been termed India’s health capital, (Hamid, 2012)

The city has more than 12,500 beds in its hospitals, including about 5,000 in multi-specialty hospitals in the private sector and over 6,000 beds in the public sector. This works to 2.1 beds per 1,000 population against the national average of less than 1

bed per 1,000 population and the World Health Organisation's norms of 3 beds per 1,000 persons, but this is higher than any other city in the country, (**Wikipedia**)

HRM in Chennai Hospitals

Chennai has a variety of both Government managed and private management Hospitals. The Government Hospitals, at present, do not have a separate department for Human Resources Management nor are there specific persons appointed as HR Managers. The Privately owned and managed hospitals such as those mentioned earlier are more given to implementing the HR principles and practices through a separate department as also have a HR Manager to coordinate the HR functions.

Select City Hospitals

The flagship hospital of the Apollo Group in Chennai, was established in 1983. With undaunted spirit and overcoming every obstacle in an unfazed manner the Apollo Hospitals has ever since nurtured a goal which translates as "Our mission is to bring healthcare of international standards within the reach of every individual. We are committed to the achievement and maintenance of excellence in education, research and healthcare for the benefit of humanity". Ever since its inception, the hospital has scripted one of the most magnificent stories of success that India has seen. Today it is one of the most respected hospitals in the world and is also amongst the most preferred destinations for patients from several parts of India, as well as, for medical tourism and medical value travel.

Creating a name for itself in the healthcare sector through very many cutting-edge innovations in medical procedures and technological advancements, the hospital has over 60 departments, spearheaded by internationally trained and skill centred medical experts who are supported by dedicated patient care personnel. The hospital also has state-of-the-art facilities

for various health ailments and disorders. The Apollo Hospitals, unite exceptional success rates in medicine and superior technology coupled with centuries old traditions of heart – warming care.

Contacting Administration at Gleneagles Global Hospitals reveals that the Department of Human Resources undertakes all procedures and processes related to the employees, be it their welfare, emoluments or perks. The department is the primary point of contact for employee information and assistance. This department of human resources takes a lead in ensuring the implementation of various Human Resource practices and norms.

The Chettinad Health City is yet another hospital promoted by the Chettinad Group and located in Kelambakkam, a suburb of Chennai. There is also a college offering graduate and post graduate studies connected to this hospital that has 600 beds with more than 50 general and speciality units. It was opened in 2007 and this campus also houses the Chettinad University.

Lifeline Rigid Hospitals is a Multi Specialty clinic in Kilpauk, Chennai. The timings of Lifeline Rigid Hospitals is 24/7 i.e., from: Mon to Sun: 12:00 AM-11:59 PM. Some of the services provided by the clinic are: Robotic Surgery, Fistula Treatment, Operation Theater, Joint and Muscle Problems and Joint Replacement Surgery. The Hospital has a Newsletter published regularly.

Sri Ramachandra Medical College and Research Institute came into existence in 1985 at Chennai. This institution has attained the Deemed university status since 1994. The university's medical centre has the largest ICU in the region, providing trainees with the opportunity to acquire knowledge and skills from the finest doctors.

The MIOT International is a multi-specialty hospital in Manapakkam,

Chennai, India. It is a specialty hospital in the field of joint replacement surgeries, Interventional Cardiology, orthopedic and trauma. The hospital was founded by Dr. P. V. A. Mohandas, in February 1999 on a vast 14-acre (5.7 ha) plot of land with German collaboration, putting in an initial investment of Rs.500,000. The hospital has 1000 beds and employs 170 physicians. The hospital receives nearly 3,500 foreign patients every year, contributing to 25 % of the hospital's patients. Fortis Malar Hospital, earlier known as Malar Hospital, is one of the most eminent multi super-specialty corporate hospitals in Chennai providing comprehensive medical care in areas of cardiology, cardio-thoracic surgery, neurology, neurosurgery, orthopedics, nephrology, gynecology, gastroenterology, urology, pediatrics, diabetics etc. Established in 1992, Malar Hospital is well known for tertiary care hospital services in Chennai over the years. In 2007, Fortis Healthcare – India's fastest growing hospital network, led by the vision of late Dr. Parvinder Singh for creating an integrated healthcare delivery system in India acquired stakes in Malar Hospital Limited.

Thus came into being Fortis Malar Hospital with their vast pool of talented and experienced team of doctors, who are further supported by a team of highly qualified, experienced and dedicated support staff, The hospital also has cutting edge technology for rendering service to patients with the help of more than 160 consultants and 650 employees who work together to manage over 11000 inpatients. The hospital today has an infrastructure comprising of around 180 beds including about 60 ICU beds, 4 Operation theaters, state-of-the-art digital flat panel Cath lab, an ultra-modern dialysis unit besides a host of other world-class facilities.

With unparalleled medical expertise supported by state-of-the-art

infrastructure, Fortis Malar today is undoubtedly the most preferred healthcare destinations in Chennai catering to healthcare needs of people across the world. Conveniently located in South Chennai, approximately 12 kilometers away from Chennai Central Railway Station and Egmore Railway Station and 13 kilometers away from the Domestic and International Airport, it gives an excellent accessibility to both domestic and international patients.

The various hospitals that have affiliation with educational institutes and universities have given an impetus to formulation of courses in HRM, especially for the healthcare sector. There are various courses in HRM which are available even to graduates from the non medical streams. For a fresher HRM graduate, the pay can vary from 30k-40k and with experience, an HR manager can earn up to 70k depending upon the company and candidate's caliber. HRM can be pursued after graduation in any stream (science /arts/ engineering / nursing). Even hospitals and nursing homes have their own HR certification programmes.

Relevant HR Norm and Practices

The field of HR has norms and practices galore spread over different continents and also within parts of a single country. India, termed as a sub continent has its own range of norms and practices and for the sake of analyses the present article will deal with the following:

Motivation

This is the starting point for all HR success. Unless one is motivated through internal and external endeavours, holding one's job or rendering appreciable service will be a myth.

Training and Development

The next most important component of HRM is the training and development that one is exposed to before, during and even on completion of one's tenure that would ensure the quality of service. Training can be in house or

outsourced. This area is very pertinent to HR Managers for these personnel are the bridge between the management and the workforce.

Compensation

Compensation which includes wages, salary, rewards, incentives etc., etc., is the forte of the competent helm of affairs in an organization. Though assisted by the finance department, the vital pulse of the workforce can be accurately gauged by the HR Department. Monetary compensation is not the be all and end all of an individual's existence. Therefore the HR managers need to carry out periodic reviews to gauge the special needs of every individual in the employ of the organization.

Work Environment

Not much emphasis is laid normally to this aspect of HR norms and practices. Especially in Government run institutions, paucity as also wrong allocation of funds lead to sub standard work conditions. Poorly ventilated work area, improper lighting facilities, unhygienic toilet conditions, coupled with unfilled vacancies of several vital positions, all contribute to the miserable state of work environment. Not much attention is paid to assess the long term damages that such conditions of the work environment will bring forth. Here again the remedy lies in a proper HR Management system with a well trained HR Manager.

Conclusion

The city of Chennai, as the city of health, has immense scope for Human Resource Development and Management. Though the private sector has understood the viability and need for HR Management and well trained HR Managers, the Government run health care facilities are yet to catch up with the advantages of HR Managers. 'Better late than never' and 'it is never too late' are adages that the policy makers will do well to bear in mind.

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C R Nagendran

Research Scholar,
 Dept. of Life Long Learning,
 Bharathidasan University, Khanjamalai Campus
 Tiruchirapalli

Dr.K.Parthasarathy,

Senior Professor & Head, Dept. of Life Long Learning (Rtd),
 Bharathidasan University,
 Khanjamalai Campus, Tiruchirapalli

"You can't teach employees to smile, they have to smile before you hire them".

-Arte Nathan

**DIFFICULTIES FACED BY THE HIGHER SECONDARY SCHOOL TAMIL
MEDIUM STUDENTS IN LEARNING ENGLISH LANGUAGE.**

D.Grace Hepsiba

Dr.A.Faritha Begam

ABSTRACT

The study was intended to find out the Difficulties faced by the Higher Secondary School Tamil Medium Students in Learning English Language. survey method was adopted. The sample consist of 300 higher secondary school Tamil medium students in Tirunelveli educational district from 10 schools is selected using stratified random sampling technique with adequate representation given to the categories the gender and type of school. The data were analysed using mean, SD, t-test and ANOVA. The findings revealed that there is significant differences in the difficulties faced by the Higher Secondary School Tamil Medium Students in Learning English Language with respect to gender and Type of Schools. Key words : **Difficulties, Higher Secondary Students, Learning English language.**

Introduction:

Language is called the garment of thoughts; however it should rather be, language is the flesh garment, the body of thought.

Samuel Caryle.

Language is the most outstanding product of the human mind. It is not only the code of but also the highway to all explicit thought. Even when thinking of an idea of ourselves we are using the language. Language enables people to express their feelings, ideas and wishes and so on. It is a tool of knowledge through which the worldly knowledge is acquired and preserved, and language is one of the indicators of cultural identity of a linguistic community as well as individual personality. Each language contains its own people's culture and customs. The degree of cultural similarities varies from language to language. Thus the cultural gap may not be much wider between the languages of a family, but may be much wider between the languages of different families. There exists not only the cultural gap but also variation of linguistic system. Therefore the process of

acquiring / learning a language belonging to another linguistic family includes internalization of culture in addition to the linguistic features of that languages

Language is the medium through which the child acquires the cultural, moral religious and other values of society (Klein, 1986:6)

Language is central to the whole process of education and is the principle means of cultural transmission. It is also a very explosive tool and hence needs to be handled with care and understanding. Further every language plays a crucial role in maintaining social relationship between and among the people of the same linguistic community and of the various cultures customs and beliefs.

English Language

We in our anger and the hatred against the British People should not throw away the baby (English) with the bath water (English People) – Rajagopalacharya

English is the language not only of England but of the extensive dominions and colonies associated in the British Empire. It is also the language of the United States America, Australia,

Newzealand and Canada. With the advent of the British the teaching of English came to India

Significance of English Language

- English is not really a subject at all. It is a condition of existence rather than a subject of instruction. It is an incapable circumstance of life and concerns every English speaking person from the cradle to the grave. The stories in English are not merely an occasion for the inculcation of knowledge It is part of the child's initiating into the life of man
- There are many languages and among those languages English is the common and popular language which people are quite familiar with in all walks of life English occupies today the pride of place as a universal language It is means of international communication.

Need and Significance of the study:

From the Educational point of view, English played a dominant role in the past. Even now advanced studies are not possible without the knowledge of English. Efficiency and success in any fields depend upon an adequate knowledge of English. The knowledge of English provides a privileged position to a person. There has been a growing need and demand for English. The mushroom growth of 'institutions for spoken English' everywhere in our state emphasizes the above mentioned fact. This also clearly indicates that our students are not confident enough to use the English language properly even after spending more than ten years in studying English in schools.

In India English is the second language in schools and colleges. A language is for communication. A person has learnt language means, he must communicate with others easily in that language. Only a few students are able to communicate orally in good English. It is said that there is also a marginal rise in the

spoken English. So in order to know the present status of the students competence in English language both spoken and written competence, the investigator has taken up this present study. The findings of this research may help the text book writers, English language teachers and the researcher herself to understand the difficulties faced by the students in learning English and to adopt varied methods in teaching English language.

Statement of the Problem

"Difficulties faced by the Higher Secondary School Tamil Medium Students in Learning English Language".

Objective of the study

1. To find out the level of difficulties in learning English language among higher secondary school Tamil medium Students with respect to their gender
2. To find out the level of difficulties in learning English language among higher secondary school Tamil medium students with respect to their Type of School.

Hypothesis

1. There is no significant difference in the difficulties faced by the higher secondary school Tamil medium male and female students in learning English language with respect to their gender
2. There is no significant difference in the difficulties faced by the higher secondary school Tamil medium male and female students in learning English language with respect to the type of school.

Research Methodology: The researcher has selected the survey method to suit the requirements of the present study. The Population for the present study is the Higher Secondary School Tamil Medium students in Govt, Private, Aided schools in Tirunelveli District of Tamilnadu State, the schools situated in both rural and urban areas, comprising of male

and female students. The sample consist of 300 higher secondary school Tamil medium students in Tirunelveli educational district from 10 schools is selected using stratified random sampling technique with adequate representation given to the categories the gender and type of school. The tools used for the present study were (i) Personal data schedule (II) A Questionnaire to find out the Difficulties faced by Higher secondary Tamil Medium Students in Learning English Language prepared by the investigator with the guidance of the guide.

Analysis

Table 1
Test of significance in the Difficulties faced by higher secondary school Tamil Medium Students in Learning English Language with respect to their gender

Dimensions	Variables	Count	Mean	SD	Calculated t value	R
Attitude	Male	150	7.18	0.99	1.77	NS
	Female	150	6.98	0.97		
Teachers Performance	Male	150	8.16	1.22	1.43	NS
	Female	150	8.41	1.20		
Family background	Male	150	6.07	1.04	1.69	NS
	Female	150	5.87	1.02		
School Atmosphere	Male	150	4.59	0.85	2.07	S
	Female	150	4.39	0.82		
Peer Group influence	Male	1560	2.94	0.63	2.84	S
	Female	150	2.74	0.59		
Difficulties in Prose	Male	150	4.05	0.93	1.88	NS
	Female	150	3.85	0.91		
Difficulties in Poetry	Male	150	4.41	0.82	2.14	S
	Female	150	4.21	0.80		
Difficulties Grammar	Male	150	8.19	1.39	1.25	NS
	Female	150	7.99	1.37		
Difficulties in Composition	Male	150	3.07	0.71	2.49	S
	Female	150	2.87	0.68		
Test	Male	150	11.75	1.88	0.92	NS
	Female	150	11.55	1.87		
Total	Male	150	60.87	6.22	2.86	S
	Female	150	58.87	5.89		

(t-value at 5% level of Significance is 1.96)

Hypothesis 2

There is no significant difference in the difficulties faced by the higher secondary School Tamil medium students in learning English language with respect to their Type of School

Table 2
Test of significance in the Difficulties faced by higher secondary school Tamil Medium Students in Learning English Language with respect to their gender

Dimensions	Variables	Count	Mean	SD	Calculated t value	R
Attitude	Between Groups	5.09	2	2.54	5.52	S
	Within Groups	136.85	297	0.46		
Teachers Performance	Between Groups	4.46	2	2.23	2.55	NS
	Within Groups	259.44	297	0.87		
Family background	Between Groups	14.06	2	7.03	11.67	S
	Within Groups	178.93	297	0.60		
School Atmosphere	Between Groups	4.81	2	2.40	6.46	S
	Within Groups	110.58	297	0.37		
Peer Group influence	Between Groups	5.55	2	2.27	18.29	S
	Within Groups	45.04	297	0.15		
Difficulties in Prose	Between Groups	21.61	2	10.80	21.31	S
	Within Groups	150.54	297	0.51		
Difficulties in Poetry	Between Groups	11.39	2	5.69	17.92	S
	Within Groups	94.36	297	0.32		
Difficulties Grammar	Between Groups	16.99	2	8.49	6.49	S
	Within Groups	388.78	297	1.31		
Difficulties in Composition	Between Groups	5.18	2	2.59	10.15	S
	Within Groups	75.82	297	0.26		
Test	Between Groups	18.43	2	9.21	3.44	S
	Within Groups	796.29	297	2.68		
Total	Between Groups	321.38	2	160.69	8.90	S
	Within Groups	5362.38	297	18.06		

(t-value at 5% level of Significance is 1.96)

Findings

1. There is significant difference in the difficulties faced by the higher secondary school Tamil medium male and female students in learning English language with respect to their gender
2. There is significant difference in the difficulties faced by the higher secondary school Tamil medium male students in learning English language with respect to the type of school.

Conclusion: Language is the divine gift of God. It is a boon for human Being English language plays a predominant role since it is the library language and it is said to be the window of the world. Only when individuals are equipped with skills of English learning, they acquaint themselves with the newer developments in all the fields Since English is the only language through which we have distilled essence of modern knowledge in all fields of human activity. Efforts must be taken by the stakeholders in the field of education to develop the English language skill in the students. English language ,in India enjoys greater status than any other Indian languages. Students are aware that without having English knowledge they are not able to attain their higher education. The findings revealed that the students of the sample do not have a strongly negative attitude towards learning English language. But as foreign language they feel a moderate level of difficulty. If students are properly oriented and encouraged to learn a language they can accomplish the goal of mastering the four skills of English language easily.

“The language we use influences the way we think”.

- Steven Pinker

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4	Dr.E.C.Punitha Associate Professor of English 9443583079 elcpunitha@gmail.com	English Language Education
5	Dr.A.Faritha Begam Associate Professor of Education 9443156228 faridharahman@gmail.com	Educational Management Guidance and counseling Curriculum Planning & Evaluation
7	Sr.L.Vasanthi Medona Assistant Professor in Mathematics 9442075912 vasanthimedona@gmail.com	Mathematics Education Educational Statistics Educational Administration Special Education
6	Dr.N.Theresita Shanthi Assistant Professor of Physical Science 9486225033 navisk506@gmail.com	Physical Science Education Advanced Educational Psychology Special Education
7	Dr.R.Indira Mary Ezhil Selvi Assistant Professor of Psychology 9442394778 indraezhilselvi@yahoo.com	Educational Psychology

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D.Grace Hepsiba

M.Phil Scholar
St.Ignatius College of Education
Palayamkottai

Dr.A.Faritha Begam

Associate Professor of Education
St.Ignatius College of Education
Palayamkottai

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Palayamkottai, Tirunelveli - 627002. India.
Office : 0462 -2560558, Cell : +91 9443450651
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