

AYYANKALI - A BIOGRAPHICAL SKETCH

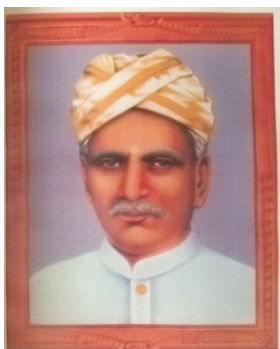
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Ayyankali was the first leader among the Harijans who challenged the out date customs and conventions made by caste Hindus which made the lives of the socially backward classes deplorable. It was he who went deep into the sufferings and miseries of depressed classes and analyzed their disabilities and needs, and united them under his leadership. He activated these indolent and lethargic people and made them conscious and rallied against the onslaught of the caste Hindus. Closely following the path shown by SreeNarayana Guru, Ayyankali led the Pulaya community, to which he belonged from social backwardness and superstitions practices. Actually he was the need of the hour, ie, the last quarter of the 19th Century and the first half of the 20th Century.

Ayyankali was born at Vengannore, 13 Kilometers away from Thiruvananthapuram on 28th August 1863. His parents were Ayyan and Mala who belonged to Pulaya family. The baby was named 'Kali' by his parents. Later on he was called Ayyankali by adding his father's name Ayyan to his real name Kali. He had four brothers and three sisters to look after, because he was the eldest son of his parents. His brothers are Chathan, Gopalan, Velayudhan and Velukutty. His sisters are Kanna, Chinna and Kunhi.

Ayyan, though a good labourer, had no landed property, for its was not customary from the depressed classes to own land cultivate for themselves¹. He was in the habit of working for his land lord GovindaPillai. Ayyan's job was expanding land for his master by destroying forest. The landlord took pity on him and gave five acres of land. Thus Ayyan was the owner of five acres of land.

Ayyankali got no opportunity of acquiring formal education². The existing customs and rules did not allow the untouchables to enter into schools. The caste Hindus as well as the government were very particular to deny such facilities and privileges to the low castes. Even in younger days he had to get long with the contemptuous treatment of the caste Hindus. He often fell victims to the boys of high castes. Retaliations from the side of the untouchables were never heard till he was seven years old.

When he was seven years old, one day he happened to beat a boy of the superior caste for beating him first. It was the first incident that an untouchable boy retaliated in the same coin to a boy of a caste Hindu³. All the pulayas including his parents were afraid that they would be vehemently punished by the caste superiors. But a few of the caste Hindus stood in favour of the small boy Ayyankali. His parents were very much afraid they would be troubled while the boy came out of the house with unusual courage to face any consequence. He boldly told his rivals that they could not do anything to him. It was the first sound of the Pulayas against the superiors. His parents punished him severely. But his courage did not perish, it was growing day by day. He could not understand, why the caste Hindus were rebuking him. No one was there to clear his doubt on this issue. Hence he took an oath that he would not either go or make friendship with the caste Hindu boys⁴. He was in the habit of making friendship with the boys of his own community which helped him to organize his fellowmen together.

A peculiar feeling was gaining strength in his mind, i.e., to resist anything what he disliked⁵. He became unusually fearless. He mastered wrestling to face possible dangers. A group of young men under his leadership began to question the old customs. When he was 25 years old, he married Chellamma. Ayyankali started his career as a social worker when he was 30 years old. He led the life of a revolutionary till his death unassisted by the press and any organization. No organization extended its flag's shadow to render him any relief of ease in his work⁶.

The depressed classes had no right to wear the dresses they preferred. The females were not allowed to cover their bosoms. Ayyankali felt that it was the time to put an end to these barbarous customs and rules made by the caste Hindus. He believed that all human beings had equal rights and as such some people should not be discriminated and treated as social inferiors⁷.

To savarnas Ayyankali was a flippant. But he was determined to break up all fetters which turned against the depressed classes. He had robust body and mind to put into practice the ideas and ideals he cherished. He succeeded in getting a group of young men of his community who prepared to do anything he wanted. Their first target was to gain the right to walk along the highway and roads. Ayyankali threw away his hereditary dress and dressed neatly and fashionably and travelled by bullock carts along the roads. The revolution which he started with the bullock carts,

spread length and breadth of Travancore for it was not customary for the pulaya to travel in a bullock cart⁸. He got strength in his campaign from every nook and corner. Danger was hiding on his path and he was not unaware of its. But he was firm and fearless. He collected more and more supporters and began to walk along high ways by groups. The year 1889 witnessed several evil events. A small group under the leadership of Ayyankali had to face an attack at Balaramapuram near Neyyattinkara in Thiruvananthapuram District. The caste Hindus gathered round them with arms and attacked them. The blood of the victims flowed on the public highways⁹. Their crime was that they claimed the right to walk along highways. There were several such instances in places like Manakkadu, Kazhakuttom, Kaniyapuram etc.

Ayyankali had certain concrete ideas and programme for the uplift of his community. The proper panacea for removing the social backwardness of his community, he thought, was to give them proper education. His predecessors lacked it but his successors should not suffer due to its absence. With this end in view he started the Herculean task of bringing up his community. On a par with the socially and educationally advanced communities. The year 1904 is memorable in the social progress of the low castes. In that year he built up a private primary school at Vengannore for the untouchables. But it did not live long for the persistent attacks from the side of the Hindus. In 1912 Ayyankali demanded in the 8th session of the SriMulam Popular Assembly in the desirability of throwing open the Sircar School (Government School) in the state to his people¹⁰.

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INTERPERSONAL COMMUNICATION SKILLS IN TEACHING- LEARNING PROCESS

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Introduction

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. It is not just about what is actually said - the language used - but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

Interpersonal communication is a transactional process that occurs when two people use verbal and non-verbal messages to create understanding and to influence each other to manage the relationship. Although there are a number of different terms in this definition that are important and need clarifying, creating understanding and influencing each other are two concepts that set interpersonal communication apart from other forms of communication

Uses of Interpersonal Communication

Most of us engage in some form of interpersonal communication on a regular basis, how well we communicate with others are a measure of our interpersonal skills. Interpersonal communication is a key life skill and can be used to:

- Give and collect information.
- Influence the attitudes and behaviour of others.
- Form contacts and maintain relationships.
- Make sense of the world and our experiences in it.
- Express personal needs and understand the needs of others.
- Give and receive emotional support.
- Make decisions and solve problems.
- Anticipate and predict behaviour.
- Regulate power.

Communication in Teaching-Learning process

Communication plays an important and essential role in any formal or informal teaching-learning process. In many ways, teaching is communication and in this sense, all good teachers are good communicators. It is also equally applicable for the learners. One who learns well must participate in the communication process. In the way communication is regarded as a road for running the show of teaching-learning, where the source of teaching (the teacher) and the learner's

interact i.e. communicates. Hence, for proper instruction the teachers must know the techniques of good communication.

Effective classroom communication

“Teaching is essentially an interactive process, primarily involving classroom talk which takes place between teacher and pupils”. Communication in the class is mostly carried on through language. Language is a system of signs or symbols designed to convey and receive man's ideas and thoughts. Good teaching is more than communicating. True learning takes place when the process of communication aids the learner to make permanent addition to his previous knowledge. Classroom communication is not one-sided presentation of facts. It requires inter-communication between the teacher and the pupils.

How to Develop Interpersonal Communication Skills

Smile and Be Appreciative

Many people would love to associate with a happy person. To boost your interpersonal skills, it is advisable to smile every once in a while. Additionally, be cheerful about your work and life which also helps to appreciate your colleagues and fellow mates. You may do this by identifying a positive attribute about them and positively commenting on it. Thank your colleagues when they assist you with anything and let your colleagues feel welcome when they seek assistance from you.

Listen Actively and Pay Attention to Others

When other people are talking to you, make them feel like you're interested through active listening. For instance, you can demonstrate active listening by restating what the person has said in your own words to show that you understand what they are saying. Your colleagues will be happy to know that you are listening. Regarding attention, acknowledge other peoples' achievements and sympathize with them when they face difficulties like death or illness.

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EDUCATIONAL POLICY OF KAMARAJ

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Abstract

Kamaraj a practical man strove for the education of the masses by introducing many educational reforms. He advocated economic progress based on the promotion of technical education. He introduced the scheme of compulsory education for children upto the age of eleven. The novel method of fee concession and midday meal scheme attracted a good number of children to schools. This paper “Educational Policy of Kamaraj” was intended to express the silent revolution of Kamaraj by enrolling, more number of pupils and led the community to progress in education.

Introduction

The top most priority was given by Kamaraj was education. It was the controversial Educational policy with was introduced by Rajaji.¹The Madras Government headed by Kamaraj proposed to open schools in all villages with a population of 500 and above. The Government set up more schools after five years. By the year 1961-62 another 12, 267 centres with a population of 500 and more were provided with one or more schools.

In 1962-1963 Kamaraj Ministry took steps to provide schools in villages with a population of 300 and above.²The number of school-going children enrolled in the schools got almost doubled within a period of 8 years. In 1956-56 enrollment in Elementary schools were about 1,924,874 whereas the figure almost doubled in 1962-63.³Kamaraj Ministry made considerable progress in promoting primary education by creating more single teacher schools in school less centres.⁴To meet the demand for Secondary education, consequent on the opening of more number of primary schools it became necessary to open secondary schools are over the state by the Madras Government headed by Kamaraj. A notable feature in this expansion of secondary education was that majority of the new schools were located in rural areas.

In Kamaraj Ministry another achievement was the reorganization of Secondary education. The new Scheme provided opportunity for a student to learn English to learn English. In the secondary school diversified courses was introduced with the object of providing technical education at the secondary level. This made secondary education not merely academic but also technically oriented. Under the scheme Engineering, Textile Technology, Agriculture, Secretarial Course, Home Science were included.⁶

The Government of Madras also implemented the proposals made by the state Secondary Education Implementation committee headed by Dr. A. Lakshmanaswamy-Mudaliar, the then Vice-Chancellor of the University of Madras.⁷The new scheme provided for a new pattern for the secondary education which name to consist of 11 years, of which 7 years were spent at the primary level followed by 4 years of higher secondary stage. This new pattern provided for subjects like Mathematics, General Science and Social studies under Compulsory subjects.⁸

The Government of Madras realized the need to provide for more trained teachers to meet the demand in primary and secondary education. It came forward to open more number of training schools both for men and women. In 1953-54 there were 140 training schools of which 76 were for men and 64 for women with a total intake of 19,250 scholars of both sexes.⁹

Though there was no marked rise in the number of Teacher Training Institutes by the years 1962-63 there was a steady rise in the intake of scholars showing a rise of nearly 4,000 in number. The expenditure also rose from 19 lakhs per year in 1954-55 to 38 lakhs in 1962-63.¹⁰

In July 1956 the mid-day meal scheme was launched unofficially on voluntary basis under the guidance of the Director of Public Instructions, which later became a good incentive for the promotion of education in the State. It was another noteworthy change brought about by the Government of Madras under the leadership of Kamaraj.¹¹ The mid-day meal scheme in school was approved in November 1957 as a Voluntary movement eligible for Government assistance and was also included in the State's Second Five Year Plan with a total provision of Rs. 164.77 lakhs. The scheme was also eligible for Central assistance up to 50% of the cost.¹²

In November 1957 financial assistance was extended 60% of the total expenditure while the remaining 40% was expected to be borne by the local public.¹³ The benefit of the scheme were felt very early in the State. This increased the number of school going children in the rural areas and they enjoyed the privilege of attending schools for want of one meal in the afternoon.¹⁴

The supply of uniforms, free of cost to school children also formed a part of the policy of Kamaraj. The education department provided necessary funds to supply free uniform to school children in 1960.¹⁵ Hence, the number of children receiving free uniform rose three fold within five years.¹⁶ The Government of Madras also initiated the school improvement movement.¹⁷ The local population took part in the movement by contributing money, clothes, materials for mid-day meal, gift of lands, buildings, construction of quarters for teachers, provision of furniture'equipments for schools and supply of books to the library.

The Government of Madras implemented the triple benefit schemes of pension, provident fund and insurance for teachers from 11.04.1955.¹⁹ Fee concession was also granted to the school teachers working in secondary and primary schools.²⁰ Another concession given to teachers was the education advance to meet the expenses of higher studies of their wards.²¹

Besides primary education also made considerable progress during the time of Kamaraj's rule as Chief Minister. The total number of school children at secondary level was around 3.82 lakhs in 1954-1955. The number almost got doubled in 1962-1963 to 6.20 lakhs. This was due to the compulsory primary education introduced.

Due to the effective steps taken by the Government of Madras the college education improved. The total number of College in 1953-54 was only 53, with a total strength of 39 thousand inclusive of male and female scholars. After a period of 9 years. The number of colleges rose to 63 with a total strength of 49,000

scholars.²²The total expenditure for higher education rose from 82.80 lakhs to 1.74 crores. The technical education sector especially the professional colleges registered rapid growth. The Government of Madras also extended beneficiary measures to the teachers of higher education. Pension benefit with family pension was provided to the college teachers from 1962-63.²³

Conclusion:

Having been an ardent fighter for the betterment of the toiling millions he was a strong member in the Tamil Nadu Congress Party. He became the Chief Minister of Tamil Nadu. His keen intellect, organizing ability, modest living and his concern for the common man made him a prominent leader. He aimed at creating a stable administration promoting agriculture, maintaining peace of industry and solving the problem of ignorance and poverty. He gave equal chance and freedom to his ministers to carry on progressive measures, welfare scheme and public work. His constant contact with the masses gave him an opportunity to know their difficulties and set right their grievances. Under Congress Government in the sphere of primary education, Kamaraj brought a silent revolution in the State by enrolling more number of pupils in schools. Secondary education also received considerable progress. The mid-day meal scheme and the school improvement movement helped to extend education and lead the community to involve in the progress of education.

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PSYCHOLOGY OF THE FEMALE TEACHER EDUCATORS

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ABSTRACT

Psychology is a behavioural science, especially interested in the study of human behaviour. High school female students are under the period of Adolescent period. Adolescence is the period which begins with puberty and ends with the general recession of growth. It emerges from childhood and merges in to adulthood. This is also known as the “**Teenage Period**”. Adolescence is the period of transition from childhood to maturity. Its onset and termination are both gradual. The rapid growth of the body brings about Moodiness, irritability, Emotional tensions and Restlessness. During this period bodily growth in general is slowing down, but at the same time the maturation of the sex function is taking place. In this stage the endocrine glands function. The primary function is to develop the mental and physical growth of the individual. Their secondary function, that of reproduction, appears at the onset of puberty. The difference is due to race, sex, climate, individual constitution etc. Puberty occurs among boys between 13 and 18 and among girls between 12 and 16.

Meaning of Teacher Education

Teacher education as, “The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other-experiences offered by an educational institute for the announced purposes of preparing persons for teaching and competency for such service. Such teacher education programmes are offered in teacher colleges, normal schools and colleges and universities.”

Role of Teacher Education

- i. Better understanding of the student:** Teacher training is a must as it enables the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem children in the school.
- ii. Methodology of teaching:** Through training, the future teacher becomes familiar with the methodology of teaching. He also gets essential knowledge of methods required for a particular subject. He teaches with flair and not in a routine way.

- iii. **Building a favourable attitude:** A sort of brain wash is also done through training. It helps in building favourable attitudes towards the teaching profession. During the course of training, many doubts of the teacher trainee's stand removed. It results in creation of love and respect for the teaching profession.
- iv. **Familiarising with the latest in education:** Teacher training programmes familiarise the teacher trainees with organization and administration of the school. It is of immense use to them in later life.
- v. **Creating social insight:** Teacher training is a must. It is required to teach the teachers to live a community life. Training is essential to create a social insight in them.
- vi. **Improving standards:** We are interested in raising the standards or the quality of education. A trained teacher can be a great help in improving the quality of education and also in checking wastage.
- vii. **Training for democracy:** Lastly training is a must to produce teachers who can teach with zeal and zest and can strengthen the democratic set up in the country. Training is required not only with the sole aim of making one a good teacher but also making him a good citizen.

CHARACTERISTICS & QUALITIES OF SUCCESSFUL TEACHER

i. Teacher's character

If the teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop many qualities. They can be humanized and can live and act like good citizens.

ii. Teacher's personality

Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, pleasant manners, initiative, open-mindedness etc, are some of the essential traits of an ideal teacher. External appearance has a psychological effect upon the students. By attractive appearance he can win the love and affection of his students and can command respect. He should be frank, tolerant, kind, fair and straight forward so that he can stimulate learning.

iii. Teacher's physical health

A teacher should possess a sound body along with a sound mind. He should have a sound physical health, energy, vitality and be free from physical defects. This will make his students cheerful, happy, dynamic and enthusiastic.

iv. Teacher's social adjustment

Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. He should know how to adjust himself to the social surroundings in which he lives. He should not be quiet, retreating and introverted. He should mix freely in the society to have a large body of friends and take a helpful interest in his neighbours. Normal social life outside the school will go a long way to give him happy social adjustments.

v. Teacher's professional efficiency

The teacher must possess a strong sense of vocation and true devotion towards teaching. He should have a genuine love for his students. For sound professional efficiency, he should have the knowledge of psychology, educational philosophy, aims, contents, methods and materials of instruction, skill and interest in teaching.

vi. Teacher's academic achievements

A teacher should possess knowledge of the fundamentals of the subject he teaches. He should have a sound academic knowledge “No teacher who is not master of the field or who is not in touch with the latest developments in his subject and who does not bring to bear upon his duties a free and open mind will ever succeed in inspiring youth with love of truth which is the principle object of education”

COMPETENCIES OF EFFECTIVE TEACHER

Modern thought and scientific technological advancements have given an orientation to teacher competence.

Meaning of Teacher Competence:

- i. He should be educated in the liberal spirit of learning so that he may make his contribution as an individual and a citizen
- ii. He should be competent to represent the education profession and his subject-matter field in the school and in the community.
- iii. He should be thoroughly grounded in the theory and practice of his subject-matter and have knowledge and skills necessary for teaching theory and practice in an integrated manner.
- iv. He should be able to contrive and use a variety of effective teaching learning procedures.
- v. He should be able to develop and use instructional materials including audio-visual aids.
- vi. He should be able to select and organize subject-matter for instructional purposes.
- vii. He should be able to use a variety of methods to evaluate pupil progress and the effectiveness of his own teaching.

- viii. He should be capable of organizing, supervising and participating in co-curricular activities.
- ix. He should be able to select and use appropriate equipment and determine supply needs.
- x. He should be able to function effectively in the guidance programme of the school.
- xi. He should be capable of functioning effectively as a teacher as evidenced by actual classroom performance.
- xii. He should be interested in continued growth through participation in professional associations, community activities in-service education, research and experiment.

FACTORS OF PHYSICAL HEALTH

The important factors related to physical health are:

- i) Hereditary Factors
- ii) Physical Factors
- iii) Social Factors
- iv) Physical Health and Exercises
- v) Physical Health and Ethics
- vi) Physical Health and Spirit and
- vii) Physical Health and Nutrition

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**MENTAL HEALTH TO THE PARENTS OF MENTALLY RETARDED CHILDRENS IN
THE TRIBAL REGIONS AND RURAL REGIONS OF SOUTHERN DISTRICTS OF
TAMIL NADU.**

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Introduction

Exceptional children refers to those children who differ from the average to an extent that their differences warrant some type of special school adjustment, either within the regular classroom or in special classes. According to psychologists all children are exceptional because they are unique in themselves and are different from one another. The term "mental retardation" is used to indicate a person's intelligence and daily functioning, which are expected to be lower than other people of the same age. The diagnosis also reflects how a child interacts with his or her environment, and how much social and other supports are needed. Children with mental retardation are important and endearing youngsters with a special style of learning. Most are happy and healthy. Children with mental retardation learn and show progress, although at a rate slower than others. They may take longer to learn to speak, walk, dress, or eat by themselves. With ongoing support to meet each individual's needs, the functioning of a person with mental retardation can be expected to improve over time.

How is the diagnosis made

The diagnosis is made based on the results of testing cognitive abilities (intelligence) and adaptive skills (how a child functions in everyday activities). A psychologist generally administers the cognitive testing. The psychologist or developmental pediatrician may also use a test to determine adaptive skills. Consideration also needs to be given to the environment in which a person lives, and the manner in which he or she interacts with others on a daily basis.

When is the diagnosis made

The onset of mental retardation is in childhood, before 18 years of age. The diagnosis is generally made after infancy, between the preschool and school-age periods. Sometimes the diagnosis may be made later, at the time when a thorough assessment is performed.

What causes mental retardation

Mental retardation has many different causes, and sometimes biological, social, behavioral, and educational factors interact to affect how a person functions. Events that may be associated with the diagnosis of mental retardation may occur before, during, or after birth. There may be genetic (inherited) conditions, serious infections, vascular (blood vessel) problems, trauma (injury) to the brain, metabolic (body chemistry) conditions, or exposure to toxins (like lead or alcohol) that can all cause or contribute to mental retardation. It also may be difficult or not possible to identify a specific cause.

Can a child with MR have other disabilities

A child with mental retardation may or may not have other disabilities. Some common developmental disabilities associated with mental retardation are autism, cerebral palsy, epilepsy, and vision or hearing impairments.

Will my child need medical tests

A number of things are considered when making the decision to perform medical tests. Not all children require that many tests be done. Your child's presenting concerns, past medical history, family history, physical exam, and results of our evaluation or others will determine which tests, if any, are recommended. Some tests may affect the treatment of your child, while others may help in identifying a specific medical condition related to the diagnosis of mental retardation. In those instances, information may be available regarding future progress, the need for other medical monitoring, and the chance that family members may inherit a certain trait.

Is mental retardation the same as mental illness

No. Mental illness, or psychiatric disability, has to do with emotional or behavioral problems. While children with mental retardation can have a psychiatric disability, the two conditions are separate and require different types of intervention.

Will medication help my child

There is no medication to treat mental retardation. It is considered a disability, not a disease. Sometimes medication is used for other associated conditions or behavioral problems, such as difficulties with attention or mood.

Are there different types of mental retardation?

Yes. In general, a person with MR has an IQ lower than 70 (approximately two standard deviations below the mean), although this number may change based on how a person functions in his or her environment. A person with mental retardation functions below age expectation in his or her daily activities, and requires additional support by others compared to most children of the same age. There are different classifications of mental retardation.

- 1. Mild retardation:** About 85% of children with mental retardation. Children with mild retardation can generally learn reading, writing, and math skills between the third- and sixth-grade levels. In adulthood, they may have jobs and live independently.
- 2. Moderate mental retardation:** About 10% of children with mental retardation. Children with moderate mental retardation may be able to learn some basic reading and writing. They are able to learn functional skills, such as safety and self-help. Adults with moderate mental retardation usually require some type of oversight or supervision.
- 3. Severe mental retardation:** About 5% of children with mental retardation. Children with severe retardation probably will not be able to read or write, although they may learn self-help skills and routines. They will require supervision in their daily activities and living environment.

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PARENTAL INVOLVEMENT IN AN ACADEMIC ACHIEVEMENT OF STUDENTS

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Abstract

Education has a significant role in developing identity in society, with schools places of student identity formation and cultural development. It is widely perceived that Muslims in non-Muslim majority countries have a strong engagement with their own school for ideological and cultural reasons, such as sharing and preserving the Islamic ideology and home cultures, yet there are few studies exploring this phenomenon. This paper presents findings of the strategies in involving parents in their child's education process. This exploratory research is focused on parent and teacher beliefs and understanding about parental involvement, strategies implemented to promote involvement, parents responses to such strategies, and factors influencing parental involvement. This paper contributes to the discussion of minority cultures in regards to parent-school relations.

Parent Involvement

The influence of parental involvement on a student's academic success should not be underestimated. While brain power, work ethic, and even genetics all play important roles in student achievement, the determining factor comes down to what kind of support system the mother has at home.

- **Parenting** means that the school facilitates and encourages parents to have good parenting skills through seminars and workshops. It also means that parents should provide basic needs for their children to make them able to learn both at school and at home.
- **Communicating** means that school should establish patterns and channels of communication with parent or community by which it can share information and concerns with them.
- **Volunteering** refers to activities of the parent or community in school Programs such as helping teachers in classroom activities.

- **Learning at home** means that school should encourage parents to help their children learn at home, do homework, monitor children behavior and so forth.
- **Decision making** in which parents are encouraged to be involved in School decision-making processes so that they have a strong sense of belonging to the school.
- **Collaborating with the community** refers to the school initiating and maintaining strong partnership with the wider community or stakeholders of the school. Each of these six types of involvement can be used as well by schools as strategies to increase community involvement.

Rational for Parents Involvement

Parents play a vital role in the education of their children. Early childhood education program emphasizes the role of parents. It declares that learning begins in the first days of life and continues for long. Parents should develop a habit to read with their children every night. Parents should provide an Islamic environment, an Islamic culture. It is hypocritical to do things differently and expect the child to have Islamic values.

Parents set the best examples for their children to imbibe. Like parents the role of family has also been considered important in learning and upbringing the children. As the children grow the teachers, community elders, their friends exert deep influence on the character of the child. The parents should choose the right schools for their children. Audio-Visual media such as TV, Video, video games, Movies, peer pressure could play an effective role in erasing the Islamic personality the parents are building and deeply influence the behavior of the children for years. It takes constant and continuous effort on the part of the parents and others to keep our youth on the path of Islamic values

ated to Western countries became aware of their religious identity and wanted to impart both Islamic and Secular education, what is now known as “Integrated Education”. When they lacked the numbers and resources, they sent their children to public schools during the week and to the Islamic schools in the Mosque or Islamic Center during the weekends. As their numbers grew and acquired sufficient resources, they have opened full-time Islamic Schools from kindergarten to 12th grade in High School.

Advantages of Parental involvement

Parental involvement has benefited early child education programmes. Experts such as Decker and Decker, Evens, Brophy, Honig and others have talked highly of this approach the interest of a child's learning. Some of its advantages are listed here:

- A home visitor needs to acquire some skills to develop rapport with parents and implement of programme. Some of the important functions of the home visitor are to:
- Help the mother with some household chores it parents feel that such help is not an intrusion on their privacy.
- Talk with the mother about the child and the things she is going to further her development.
- Suggest ways to turn everyday events such as going to the general store, to the vegetable market etc. into learning experiences.
- Give an opportunity to the mother to talk about her own concerns, achievements, needs and problems.
- Demonstrate hoe the activities that normally make up the fabric of each day can be used as constructive learning experiences.

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ECO TOURISM FOR SUSTAINABLE DEVELOPMENT

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INTRODUCTION

Ecotourism is a sub-component of the field of sustainable tourism. Ecotourism's perceived potential as an effective tool for sustainable development is the main reason why developing countries are now embracing it and including it in their economic development and conservation strategies. Ecotourism, as an alternative tourism, involves visiting natural areas in order to learn, to study, or to carry out activities environmentally friendly, that is, a tourism based on the nature experience, which enables the economic and social development of local communities. It focuses primarily on experiencing and learning about nature, its landscape, flora, fauna and their habitats, as well as cultural artifacts from the locality.

A symbiotic and complex relationship between the environment and tourist activities is possible when this philosophy can be translated into appropriate policy, careful planning and tactful practicum. Carefully planned and operated ecotourism sites, especially if it is village-based and includes local participation, is able to provide direct benefits that might offset pressure from other less sustainable activities that make use of natural and cultural resources. Eco tourism, natural resources, cultural heritage, rural lifestyle and an integrated tourism is a type of local economic activities. Therefore, ecotourism in natural and cultural areas was carried out with a number of elements in their natural landscape and cultural landscape (water, vista, topography, vegetation, clean air), as well as in the variety of recreational activities suitable for all kinds of environments. Therefore, ecotourism and its natural assets and raw materials to create, as well as directing people to travel is an attractive force.

Ecotourism and environmental, social and economic impacts

Eco tourism can be sustainable if development meets the needs of tourists and local residents while protecting future opportunities. Ecotourism offers benefits for local residents, conservation,

development and educational experiences. Ecotourism is a sustainable form of natural resource-based tourism. It focuses primarily on experiencing and learning about nature, its landscape, flora, fauna and their habitats, as well as cultural artifacts from the locality. Ecotourism entails a combination of conservation and tourism (the economics related with it) to benefit local communities, especially focusing on sustainability. Natural and cultural landscape values form a basis for ecotourism. These values are geographical position, microclimatic conditions, existence of water, natural beauties, existence of natural vegetation, existence of wildlife, surface features, geomorphologic structure, local food, festivals and pageants, traditional agricultural structure, local handicrafts, regional dress culture, historical events and people, heritage appeals, architectural variety, traditional music and folk dance, artistic activities and so on..

Ecotourism operates for one or more of the eco-friendly alternatives for the economic use of natural resources compared with mining, hunting, farming and so on (. Ecotourism promotes an enhanced appreciation of natural environments and environmental education by exposing visitors and locals to nature and conservation.

Ecotourism is largely perceived to safeguard natural areas and thereby to contribute to the conservation of biodiversity. It focuses primarily on experiencing and learning about nature, its landscape, flora, fauna and their habitats, as well as cultural artefacts from the locality. In ecotourism planning the first issue that emerges is the environment and its conservation. An ecotourism destination must in no way be developed without planning in terms of environmental concern.

Ecotourism destinations are always environmentally sensitive because ecotourism activities directly involve various environmental phenomena including bird watching, trekking, mountaineering, horse riding and elephant riding within the forest wilderness trail, staying in natural caves, studying about flora and fauna, simple bush walking, fishing, animal behavior study, ecological studies .

Ecotourism and sustainable development relationship

Tourism is a highly complex activity and thus requires tools to assist in effective decision making to come to terms with the competing economic, social, and environmental demands of sustainable development. The general trend in ecotourism is to increase experiences by encouraging activities such as long-distance walking, camping, boating, hunting, sight-seeing, swimming, cultural activities, bicycling, observing wildlife and nature, skiing, visiting historical places, and horse riding among others. Generally, instructive activities, for example, wildlife observation,

participation in festivals, cultural activities and nature landscapes, attract most attention. Activities like hiking, outdoor sports, picnic, paragliding arranged according to different areas of interest influence the preferences of many visitors.

In the eco-tourism plans, diversifying economic and ecologic activities by starting and developing organized eco-tourism practice, enhancing the life quality of the locals with the economic gains provided by eco-tourism, increasing the participation of habitat conservation, improving environmental conscious, conserving natural, cultural and historical landscape values and passing them onto the next generation and popularizing ecotourism planning with the support and participation of responsible and related organizations should be aimed.

Ecotourism should be seen in direct relation to nature conservation (protected areas), with preservation of the authentic and involving local communities in all stages of the process. Development process is a lengthy process, which requires a sustained effort from all those involved but can bring major benefits in the long term; contribute directly to the creation of "sustainable existing 'target area .Basic purposes of ecotourism are to preserve and utilize natural and cultural resources in a sustainable way and to enable economic development of local people. However, achieving the aims in ecotourism depends on whether they are environmentally and ecologically sustainable and economically applicable.

Eco-tourism contributes to conservation of biodiversity; sustains the well-being of local people; involves responsible action on the part of tourist and the tourism industry; promotes small and medium tourism enterprises; requires lowest possible consumption of natural resources; stresses local participation, ownership, and business opportunities, particularly for rural people; and above all includes the learning experiences.

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ARCHITECTURE OF CATHEDRALS AND GREAT CHURCHES

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The **architecture of cathedrals, basilicas and abbey churches** is characterised by the buildings' large scale and follows one of several branching traditions of form, function and style that all ultimately derive from the Early Christian architectural traditions established in the Constantinian period. Cathedrals in particular, as well as many abbey churches and basilicas, have certain complex structural forms that are found less often in parish churches. They also tend to display a higher level of contemporary architectural style and the work of accomplished craftsmen, and occupy a status both ecclesiastical and social that an ordinary parish church does not have. Such a cathedral or great church is generally one of the finest buildings within its region and is a focus of local pride. Many cathedrals and basilicas, and a number of abbey churches are among the world's most renowned works of architecture. These include St. Peter's Basilica, Notre Dame de Paris, Cologne Cathedral, Salisbury Cathedral, Prague Cathedral, Lincoln Cathedral, the Basilica of St Denis, the Basilica of Santa Maria Maggiore, the Basilica of San Vitale, St Mark's Basilica, Westminster Abbey, Saint Basil's Cathedral, Gaudí's incomplete Sagrada Familia and the ancient church of Hagia Sophia, now a museum.

As Christianity and the construction of churches and cathedrals spread throughout the world, their manner of building was dependent upon local materials and local techniques. Different styles of architecture developed and their fashion spread. The styles of the great church buildings are successively known as Early Christian, Byzantine, Romanesque, Gothic, Renaissance, Baroque, various Revival styles of the late 18th to early 20th centuries and Modern. Overlaid on each of the academic styles are the regional characteristics. Some of these characteristics are so typical of a particular country or region that they appear, regardless of style, in the architecture of churches designed many centuries apart.

Cathedral

Among these types of buildings the cathedral is probably the best known, A cathedral does not have to be large or imposing, although many cathedrals are. The cathedral takes its name from the word cathedra, or "bishop's throne" in Latin: ecclesia cathedralis. A cathedral has a specific

ecclesiastical role and administrative purpose as the seat of a bishop. With the legalising of Christianity in 313 by the Emperor Constantine I, churches were built rapidly. Five very large churches were founded in Rome and, though much altered or rebuilt, still exist today, including the Cathedral of Rome which is San Giovanni in Laterano and also the better-known St. Peter's Basilica in the Vatican.

Basilica

The term basilica, when applied to a church, may be used in two ways. In architectural parlance, it signifies a building that has similarities to the basilica structures of Ancient Rome, being of longitudinal rather than central plan, having a central **nave** with an **aisle** on either side separated by a **colonnade**, and an **apse** at one end. In the ecclesiastical sense, a basilica is a church that has been designated as such by the pope, and has accordingly received certain privileges. A building that is designated as a basilica might be a cathedral, an abbey, a shrine or a parish church. The four so-called "Major Basilicas" are four churches of Rome of 4th century foundation, St. Peter's Basilica, the Basilica of St. John Lateran, the Basilica of Santa Maria Maggiore and the Basilica of Saint Paul Outside the Walls. There are more than 1,500 churches in the world which are designated as "Minor Basilicas". The reason for such a designation is often that the church is a pilgrimage site. These churches are often large and of considerable architectural significance. They include the Basilica of St. Francis, Assisi; the Church of the Nativity, Bethlehem; the Basilica of Our Lady of Fátima, Portugal; the Basilica of Our Lady of Sheshan, Shanghai, the Basilica of the Immaculate Conception in Manila, and the Basilica of Our Lady of Guadalupe in Mexico City.

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NATURALISTIC INTELLIGENCE

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Abstract

Intelligence is the ability to adjust, to learn and ability of abstract thinking. According to David Wechsler, "intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment." Gardner is not expanding the definition of the word "intelligence"; rather, he denies the existence of intelligence as traditionally understood and instead uses the word "intelligence" whenever other people have traditionally used words like "ability". Multiple intelligences theory proposed by Gardner. Gardner (1983) defines "intelligence as the ability to solve problems or to create fashion products that are valued within one or more cultural settings".

NATURE OF INTELLIGENCE

Psychologists have suggested various points of view regarding the nature of intelligence. All the definitions can be classified under the following three groups;

i) Ability for adjustment or adaptation

Intelligence is the general mental adaptability for new problems and new situations of life. Thus more intelligent person is one who can more easily and more extensively vary his behavior as changing conditions demand.

ii) Ability to learn

This view point emphasizes the ability to learn, that is one's intelligence is a matter of the extent to which is educable. The more intelligent a person, the more readily and extensively one's able to learn and enlarge one's field of activities and experiences.

iii) Ability to carry on abstract thinking

The effective use of concepts and symbols in dealing with situations, especially presenting a problem to be solved through the use of verbal and numerical symbols.

Multiple Intelligences Domain

Multiple intelligences consist of three domains: the analytical, introspective and interactive domains. These three domains serve as an organizer for understanding the fluid relationship of the intelligences and how the intelligences work with one another.

The Analytical Domain

According to McKenzie (2002), the analytic domain consists of the logical, musical and naturalist intelligences. These are the intelligences that promote analysis of knowledge that is presented to the learner. These three intelligences are considered analytic because they promote the processes of analyzing and incorporating data into existing schema, even though they may have other components. The analytical intelligences are by their nature heuristic processes.

The Interactive Domain

McKenzie (2002) indicates that the interactive domain consists of the linguistic, interpersonal and kinesthetic intelligences. These are the intelligences that learners typically employ to express themselves and explore their environment. These three intelligences are regarded as interactive because they typically invite and encourage interaction to achieve understanding. Even if a student completes a task individually, s/he must consider others through the way s/he writes, creates, constructs and makes conclusion. The interactive intelligences are by their nature social processes (McKenzie, 2002).

The Introspective Domain

The introspective domain consists of existential, intrapersonal, and visual intelligences. These are the intelligences that have a distinctly affective component to them. These intelligences are characterized as introspective because they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning. The introspective intelligences are by their nature affective processes (McKenzie, 2002).

1.7.2 Categories of Intelligence Types

Gardner (1983) suggested that all individuals have personal intelligence profiles that consist of combinations of seven different intelligence types. In 1999, Gardner added an eighth intelligence type to the list; that is, natural intelligence. Moreover, two years later a ninth type, namely existential intelligence, was added to the list (Gardner, 1999). In the following sections, the nine “intelligences” as conceptualized by Gardner (1993& 1999) are described in detail, with the aim of identifying the range of abilities subsumed by each domain and of examining the cognitive demands of tasks assessing these abilities. The nine types of intelligences proposed by Howard Gardner.

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CURRENT USES OF NEURAL COMPUTERS

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In information technology, a neural network is a system of programs and data structures that approximates the operation of the human brain. A neural network usually involves a large number of processors operating in parallel, each with its own small sphere of knowledge and access to data in its local memory. Typically, a neural network is initially "trained" or fed large amounts of data and rules about data relationships (for example, "A grandfather is older than a person's father"). A program can then tell the network how to behave in response to an external stimulus (for example, to input from a computer user who is interacting with the network) or can initiate activity on its own.

Uses of neural networks

Neural networks, with their remarkable ability to derive meaning from complicated or imprecise data, can be used to extract patterns and detect trends that are too complex to be noticed by either humans or other computer techniques. A trained neural network can be thought of as an "expert" in the category of information it has been given to analyse. This expert can then be used to provide projections given new situations of interest and answer "what if" questions. Other advantages include:

1. Adaptive learning: An ability to learn how to do tasks based on the data given for training or initial experience.
2. Self-Organisation: An ANN can create its own organisation or representation of the information it receives during learning time.
3. Real Time Operation: ANN computations may be carried out in parallel, and special hardware devices are being designed and manufactured which take advantage of this capability.
4. Fault Tolerance via Redundant Information Coding: Partial destruction of a network leads to the corresponding degradation of performance. However, some network capabilities may be retained even with major network damage.

Applications of neural networks

Neural Networks in Practice

Given this description of neural networks and how they work, what real world applications are they suited for? Neural networks have broad applicability to real world business problems. In fact, they have already been successfully applied in many industries. Since neural networks are best at identifying patterns or trends in data, they are well suited for prediction or forecasting needs including:

- ❖ sales forecasting
- ❖ industrial process control
- ❖ customer research
- ❖ data validation

- ❖ risk management
- ❖ target marketing

But to give you some more specific examples; ANN are also used in the following specific paradigms: recognition of speakers in communications; diagnosis of hepatitis; recovery of telecommunications from faulty software; interpretation of multi meaning Chinese words; undersea mine detection; texture analysis; three-dimensional object recognition; hand-written word recognition; and facial recognition.

Neural networks in medicine

Artificial Neural Networks (ANN) is currently a 'hot' research area in medicine and it is believed that they will receive extensive application to biomedical systems in the next few years. At the moment, the research is mostly on modelling parts of the human body and recognising diseases from various scans (e.g. cardiograms, CAT scans, ultrasonic scans, etc.). Neural networks are ideal in recognising diseases using scans since there is no need to provide a specific algorithm on how to identify the disease. Neural networks learn by example so the details of how to recognise the disease are not needed. What is needed is a set of examples that are representative of all the variations of the disease. The quantity of examples is not as important as the 'quality'. The examples need to be selected very carefully if the system is to perform reliably and efficiently.

Modelling and Diagnosing the Cardiovascular System

Neural Networks are used experimentally to model the human cardiovascular system. Diagnosis can be achieved by building a model of the cardiovascular system of an individual and comparing it with the real time physiological measurements taken from the patient. If this routine is carried out regularly, potential harmful medical conditions can be detected at an early stage and thus make the process of combating the disease much easier. A model of an individual's cardiovascular system must mimic the relationship among physiological variables (i.e., heart rate, systolic and diastolic blood pressures, and breathing rate) at different physical activity levels. If a model is adapted to an individual, then it becomes a model of the physical condition of that individual. The simulator will have to be able to adapt to the features of any individual without the supervision of an expert. This calls for a neural network.

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CONTRIBUTION TO THE GROWTH OF EDUCATION AROUND NAGERCOIL BY JAMES DUTHIE

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Duthie was associated with the Seminary for a long period of nearly 33 years, with only very short intervals. During his period, the Nagercoil Seminary was raised to the standard of a Second Grade College. Moreover, he supervised the schools for Hindus at Kottar and Vadaseri, the nearby villages of Nagercoil. The schools sprang up mainly due to the preaching and tract distribution of the Missionaries. Three reading rooms functioned under his management. By his effort, the Hindus became more enlightened and were able to get jobs in the Travancore Government.

School at Kottar

The school at Kottar was intended specially for girls but the number of girls was 12. So boys were admitted in greater numbers. Most of the students belonged to the silk weavers caste. Mohammadans and Roman Catholics also attended the school. A new and comfortable building was constructed at Kottar at the expense of Rs. 700/- by Nathaniel, a deacon from Home Church. On Sundays, they used the school as the place of worship. The students attended the Sunday service with the small church congregation.

At Kottar, a night school also functioned. It was a remarkable fact that, after their working hours, the young men chose to spend their evenings in learning to read and write and in acquiring useful knowledge.

Vadaseri School

The school room at Vadaseri was built on a site granted by the people. The people also met the construction expenses. The school was filled with children. It was a mixed school for boys and girls. The school master was assisted two days a week by Seminary students. The school was managed by the Camberwell Green Sunday School, London. In 1884, the school was enlarged and functioned in a very commodious building on a good site. The attendance in the school was affected

after the establishment of the Sircar Malayalam school. Many students left the school for the sake of the language. The Sircar school teacher, influenced the students to increase the strength of the students. Moreover, the students attended numerous anniversary feasts. A school was established by the Hindus to teach them the art of singing and acting. All these things distracted the students from the tedious work of learning.

After opening the day school, the grown up men of Vadaseri requested that classes might be formed specially for them. The Seminary teachers volunteered to undertake the management of the school. So a night school at Vadaseri was started and it was a successful one. The majority of the scholars were young men from 16 to 30 years of age, most of them could read but they had a great desire to improve their knowledge. They belonged to weavers' caste. In 1875, there were 21 young men in the night school.

A STUDY ON WASTE MANAGEMENT IN NAGERCOIL TOWN.

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Abstract:

Waste management is the collection transport, processing or disposal, managing and monitoring of waste materials. The term usually relates to materials produced by human activity and the process is generally undertaken to reduce their effect on health, the environment or aesthetics waste management is a district practice from resource recovery focuses on delaying the rate of consumption of natural resources. All waste materials, whether they are solid, liquid gaseous or radioactive fall with in the remit of waste management. Waste disposal in India simply involves rounding up the waste from different parts of the city and dumping everything a land fill Hazardous toxic wates in the Landrieu the waste disposal the government limited by this, the municipalities are ill – equipped to deal with the massive amount of waste they collected everyday. Hence waste management is entire need of the tune. This paper aims to analyze the problem and methods of waste management and to suggest remedial measures.

INTRODUCTION

Waste management practices can differ from developed and developing nations, for urban and rural areas, and for residential and industrial producers. Management for non-hazardous waste residential and institutional waste in metropolitan areas is usually the responsibility of local government authorities, while management for non – hazardous commercial and industrial waste is usually the responsibility of the generator subject to local, national or international controls.

INCINERATION,RECYCLING

Incineration is a disposal method in which solid organic wastes are subjected to combustion so as to convert them into residue and gaseous products. Recycling is a resource recovery practice that refers to the collection and reuse of waste materials such as empty beverage containers. The materials from which the items are made can be reprocessed into new products material for recycling may be collected separately from general waste using dedicated bins and collection vehicles are sorted directly from mixed waste streams and are known as kerb-side recycling, it requires the owner of the waste to separate it into various different bins prior to its collection.

OBJECTIVES

To know the type of waste disposed by household institutions and hospitals .To study the methods of waste disposal implemented in the town. To analyse the prevention of environmental pollution .To identify the problems encountered in waste management and to suggest suitable solutions.

Review of literature is an important part of the study and this serves as a backgrounds for the research to have knowledge about facts in the previous studies. S.K. Sharma (1992) has discussed the conceptualization of the relationship of man and nature, concept of development, evaluation of the development concept, traditional meaning of development, new economic view of development contemporary meaning of development, factors of development, impact of environment on economic development, impact of development on environment vital linkage, demographic aspects of the enviormental impacts, technological aspects of the environmental impact. KARISH KUMAR” in his book, “Environmental health Hazardous” points out that many hazardous waste problems can be avoided at early stage by waste reduction and waste ministry. As these terms are most commonly source reduction – less waste – producing materials in less waste out. Waste Minimization can include

treatment processes, such as incineration, which reduce the quantities of wastes for which ultimate disposal is required.

FINDINGS

Twenty percentage of the respondents are use of each waste .Eight percentage of the respondents throw the animal waste to drainages .Eight percentage of the respondents use the vegetables and to the vegetable waste throw the drainages. Fourteen percentage of the respondents are throwing the hospital waste to municipality servant will collect and dump the particular place .Ten percentage of the respondents throw the household waste in waste boxes. Thirty six percentage of the respondents are cleaning the area twice week. Forty percentage of the respondents transport from the waste. Sixty percentage of the respondents collect the waste from daily morning or evening. Forty percentage of the respondents dump the waste from the municipality Eighty percentage of the respondents remove the waste from used to material for drum, can and dustbin. Forty percentage of the respondents aware of waste managements. Seventy percentage of the respondents collect the waste from the municipality boxes. Thirty percentage of the respondents aware for prevents to environmental pollution. Eighty six percentage of the respondents are said that government will prevent the pollution. Ninety percentage of the respondents said that slaughter house will pollute the atmosphere. Seventy percentage of the respondents are segregate the waste for musicality. Forty percentage of the respondents accept the government took the waste and do the proper cleaning. Fifty five percentage of the respondents throw the plastic waste in municipality dustbin. Sixty percentage of the respondents said that butchers throw the waste on common place .Eighty six percentage of the respondents are will pollute the atmosphere. Seventy six percentage of the respondents aware are of waste management programme. Forty four percentage of the respondent's source of awareness through TV programme.

SUGGESTIONS

The government should give good methods to dispose and separate waste to the people. The municipality can be create awareness programs to the people. The government should avoid illegal utilization of natural resources. The government should give education on environment in the university level. Burning of plastics and other house hold waste can be reduced by providing awareness regarding the recycling and other composed preparation. This will increase the income to the poor families. The government can give periodical awareness to reduce the use of plastic carry bags and burning the household wastes. Metals plastics and other usable wastes shall be separated when they are collecting the household waste.

CONCLUSION

The household wastes of Nageroil has been increased from year to year. Due to the limited awareness absence of government measures the waste disposal have been increasing the possibilities of the climatic change. The study made clear that due to the non-availability of proper methods to reduce the household wastes the accumulation of inserts has been increasing with in the households and with in the street and public places. Effective economic and management policies are needed to prevent the environmental problems that threatens the life of the people.

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RAJAGOPALACHARIAR – AN OPEN MINDED POLITICIAN

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Introduction

Rajagopalachari was born on Dec 10, 1878 to Chakravarti Iyengar and Singamma in a devout vaishnavite Brahmin family of Thorapalli in Krishnagiri District of Tamilnadu state. Chakravarti Rajagopalachari informally called as Rajaji or C.R. was an Indian lawyer, freedom fighter, writer and leader of the Indian National Congress and served as the last Governor-General of India.

He served as the Chief Minister of the Madras presidency, Governor of West Bengal. He was the founder of the swatantra party and the first recipient of Indias highest civilian award, the Bharatratna. He vehemently opposed the use of nuclear weapons and was a proponent of world peace and disarmament. He was also nicknamed the “mango of krishnagiri”.

(i) Indian Independence Movement

In the early 1900's he was inspired by Indian nationalist Bal Gangadhar Tilak and through his inspiration, he joined the Indian National Congress and participated in the agitations against the Rowlatt Act in 1919. Rajaji was a close friend of Indian freedom fighters V. O. Chidambaram Pillai, Annie Besant and C. Vijayaraghavachariar. When Mahatma Gandhi entered the movement for Indian Independence in 1919, Rajaji also followed him. After that he entered and participated in the Non-cooperation movement and in 1921 he was elected the General Secretary of the Congress Working Committee. Rajaji was one of Gandhi's chief lieutenants during the Vaikom Satyagraha, against Hindu untouchables.

In the early 1930 s, Rajaji emerged as one of the foremost leaders of the Tamil Nadu Congress and led the Vedaranyam Salt Satyagraha organized by Gandhiji in response to the Dandhi March and courted imprisonment. In 1937, Rajaji was elected Chief Minister and served till 1940. At that time, he passed an act of prohibition. In 1946, he was appointed Minister of Industry, Supply, Education and Finance in the interim Government.

(ii) Governor of West Bengal

India attained Independence on August 15, 1947 Jawaharlal Nehru was the 1st Prime Minister

of free India. With the support of Jawaharlal Nehru, Rajaji was appointed the first Governor of West Bengal. Rajaji was also strongly opposed to proposals to include areas from Bihar and Orissa in the province of West Bengal. Rajaji was highly regarded and respected by Chief Minister Prafulla Chandra Ghosh and the state cabinet. Rajaji served as the Union Home Minister from 1951 to 1952 and the Chief Minister of Madras state from 1952 to 1954.

Rajaji was invited to the White House by President Kennedy; perhaps the only civilian, not in power ever to be accorded formal state reception. Despite the fact that Rajaji was considered to be one of the most able statesman in the national arena, his provincial and then, state administrations are believed to have fared badly. Critics opine that he completely failed to gauge the thoughts and feelings of the masses. His introduction of Hindi and Hereditary Education Policy have been the target of extensive criticism. His anti- reactionary stance during Quit Indian Movement and his "C.R. Formula" angered most of his colleagues in the Indian National Congress.

(vi) Later Years and death

In the 1971, Lok Sabha elections, Rajaji organized a united right — wing opposition to Indira Gandhi. In his later years, Rajaji was opposed to the repeal of prohibition in Tamil Nadu by the Karunanidhi government. In 1972, the Swatantra party withdraw its support and strongly opposed some of the government's policies. On 25th December 1972 at the age of 94 Rajaji died.

(vii) Conclusion

Mr. Rajagopalachari was one of the makers of new India, a sincere patriot, a man whose penetrating intellect and moral sense added depth to national affairs. His analysis, his anticipation, his administrative acumen and his courage to steer an unpopular course if he felt the need, marked him as a statesman and made an impact on the national history at several crucial junctures. He had held the highest positions and lent distinction to every office. Rajaji was also an active member of the All India Spinners Association. Rajaji is also remembered for his literary contributions, some of which are considered modern day classics. He also frequently wrote articles for Kalki and his own journal Swarajya. Rajaji was a leader unique and unequalled, who lives and worked for high ideals.

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ECONOMIC GROWTH AND SUSTAINABLE DEVELOPMENT

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ABSTRACT

The strategy for sustainable development aims to promote harmony among human beings. Sustainable development involves more than growth. It requires a change in the content of growth, to make it less Material- and energy-intensive and more equitable in its impact. These changes are required in all countries as part of a package of measures to maintain the stock of ecological capital, to improve the distribution of income, and to reduce the degree of vulnerability to economic crises there by to attain economic development of a nation. Sustainable development has continued to evolve as that of protecting the world's resources while it's true agenda is to control the world's resources. Environmentally sustainable economic growth refers to economic development that meets the needs of all without leaving future generations with fewer natural resources than those we enjoy today.

INTRODUCTION

The satisfaction of human needs and aspirations in the major objective of development. The essential needs of vast numbers of people in developing countries for food, clothing, shelter jobs are not being met, and beyond their basic needs these people have legitimate aspirations for an improved quality of life. A world in which poverty and inequity are endemic will always be prone to ecological and other crises. Sustainable development requires meeting the basic needs of all and extending to all the opportunity to satisfy their aspirations for a better life. Thus the goals of economic and social development must be defined in terms of sustainability in all countries - developed or developing, market-oriented or centrally planned, certain general features and must flow from a consensus on the basic concept of sustainable development and on a broad strategic framework for achieving it. Development involves a progressive transformation of economy and society.

A development path that is sustainable in a physical sense could theoretically be pursued even in a rigid social and political setting. But physical sustainability cannot be secured unless development policies pay attention to such considerations as changes in access to resources and in the distribution of costs and benefits. Even the narrow notion of physical sustainability implies a concern for social equity between generations, a concern that must logically be extended to equity within each generation.

The Three Pillars of Sustainability

In 2005, the World Summit on Social Development identified three core areas that contribute to the philosophy and social science of sustainable development. These “pillars” in many national standards and certification schemes, form the backbone of tackling the core areas that the world now faces. The Brundtland Commission described it as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. We must consider the future then, in making our decisions about the present.

Economic Development

This is the issue that proves the most problematic as most people disagree on political ideology what is and is not economically sound, and how it will affect businesses and by extension, jobs and employability .It is also about providing incentives for businesses and other organizations to adhere to sustainability guidelines beyond their normal legislative requirements. Also, to encourage and foster incentives for the average person to do their bit where and when they can; one person can rarely achieve much, but taken as a group, effects in some areas are cumulative.

The supply and demand market is consumerist in nature and modern life requires a lot of resources every single day; for the sake of the environment, getting what we consume under control is the paramount issue. Economic development is about giving people what they want without compromising quality of life, especially in the developing world, and reducing the financial burden and “red tape” of doing the right thing.

By 2050 the world's population will reach nine billion. It is therefore necessary for the developed and developing countries to act together to meet the challenge of sustainable development. If we do not meet this challenge, we will need the equivalent of two planets to sustain us. Sustainability for us is not a choice to be made but is a precondition for development.

Our planet needs a green growth and gainful employment opportunities for millions of the people who currently live in poverty but whom rightly aspire to a better and prosperous future and also to ensure decent standards of living for the generations to come. There are many challenges that pose a serious threat to sustainable development from climate change and increasing water scarcity to low resilience to natural disaster and biodiversity and ecosystem loss.

Moreover, the effort has been to ensure equitable access to environmental resources and quality for all sections of society, in particular to ensure that poor communities which are most dependent on environmental resources for their livelihoods are assured secure access to these resources.

CONCLUSION

Economic Development without environmental considerations can cause serious environmental damage, in turn impairing the quality of life of present and future generations. Such environmental degradation imposes a cost on the society and needs to be explicitly factored into economic planning, with necessary remedial measures incorporated. The challenge of sustainable development thus requires integration of the country's quest for economic development with its environmental concerns. Environment management in India has, over the years, recognized these sustainable development concerns.

Specifically, India has been following a development path that takes into consideration the needs of the present generation without compromising the ability of future generations to meet their needs. Suitable attention has been given to protecting and conserving critical ecological systems and resources and invaluable natural and man-made heritage, which are essential for life-support, livelihoods, economic growth, and a broad conception of human well-being.

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MANIPULATED DOGMAS AND MALTREATED WOMEN: A STUDY OF SARA ABOOBACKER'S BREAKING TIES

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Religion has been one of the most powerful weapons ever used against women for subjugation. Religion is considered as a patriarchal construct from the feminist perspective. Almost all the religions are inherently patriarchy and the religion as practiced and preached was not made by God but by men to suppress women. Moreover religious instructions that are common to both men and women or supportive to women's rights are mostly ignored or misinterpreted. This has led to the numerous practices and customs that stifle women in all spheres of their lives.

Gender issues have been a source of argument for several centuries throughout the world. But recent years have brought in appreciable changes in the lot of women. But these changes have failed to make an impact on the masses. Society, religion, institutions, and systems have all been male friendly and are bent on suppressing women. Women are expected to accept the oppressive structures and customs cooked up by the patriarchal forces. These forces hinder women from realising their own status, dignity and rights. Women are expected to be self-effacing, self-negating, sacrificing, waiting upon, humble and subservient to any of the male member of the family. All Holy Scriptures to a large extent attest to this. This 'expected' behaviour crushes women physically and mentally. Men adopt different methods to get the 'desired' behaviour from women. He enforces his expectations upon women in the name of religion, custom, culture and social mores.

Religion happens to be a powerful tool in the hands of men to subjugate women. Religious principles and precepts are mostly not favourable to women. Even those that are favourable to women are often misinterpreted and misused especially in India where women already are marginalised. Religion doubly marginalises Indian women. Every religion has its own perceptions against women.

Hinduism considers woman only in relation to a man. Woman is honoured when in union with the male. If alone or separated she is considered demonic or destructive. There are verses in Rig Veda, which demean women. Indira herself hath said, "The mind of woman brooks not discipline. Her intellect hath little weight" (Rig Veda Book 8: XXXIII. Verse: 17). Manusmriti degrades women to the lowest extent. Manu considers women unfit for independence:

A girl, a young woman or even an old woman should not do anything independently, even in house. In childhood a woman should be under her father's control, in youth under her husband's and when her husband is dead under her son's. She should not have independence. . . . A virtuous wife should constantly serve her husband like a God even if he behaves badly, freely indulges his lust and

is devoid of any good qualities. . . . When her husband is dead . . . she should not even mention the name of another man. A woman who is unfaithful to her husband is an object of reproach in this world, [then] she is reborn in the womb of a jackal and is tormented by the diseases born of her evil. (Manusmriti 5:147-164)

Vishnu Smriti tightens its noose on women's life: 'To remain subject in her infancy to her father, in her youth to her husband, and in her old age to her sons. After the death of her husband . . . preserve her chastity, or to ascend the pile after' (The Institute of Vishnu: Vishnu Smriti 25:1-17). In **Bhagavad - Gita** too there are verses that deny woman her free existence. It considers women to possess tendencies to do evil or to commit fornication:

As children are very prone to be misled, women are similarly very prone to degradation. Therefore, both children and women require protection by the elder members of the family. Being engaged in various religious practices, women will not be misled into adultery. (**Bhagavad - Gita** 66-67)

Christianity from the perspective of the Old Testament has narratives that show women's inferiority to men. The Christian creative theory tells about the derivative status of women. The first woman Eve is told to be the source of all sins and sorrows. Thereby it associates women with disobedience, vaulting ambition, temptation, jealousy, fall, greed, credulity, betrayal, etc. According to the Bible a woman is expected to submit herself to her husband as to the Lord. She is not to teach or to have authority over a man. Men are permitted even to cancel or execute the vows to God made by their dependant female member. A father can even nullify a vow his daughter has made to God. Similarly husbands possess such power to nullify the vows made by their wives. It will not be considered a sin. Of course the New Testament shows women in a better light compared to the Old Testament. It has so many verses that stress the equality of men and women.

Islam is one of the most misinterpreted religions. Islam is popularly shown as a religion that is totally misogynist. Like other religions Islam too has many rules and restrictions that restrict a woman. But it is also true that Islam holds woman in high respect. Women have civil rights, social rights, political rights, and economic rights on par with men in Islam. **William Montgomery Watt**, a Scottish historian and an Emeritus Professor in Arabic and Islamic Studies at the University of Edinburgh, states that Muhammad, in the historical context of his time, can be seen as a figure who promoted women's rights and improved things considerably. At the time Islam began, the conditions of women were terrible – they had no right to own property, were supposed to be the property of the man, and if the man died everything went to his sons. Muhammad, however, by instituting rights of property ownership, inheritance, education and divorce, gave women certain basic safeguards.

Historically, women had an important role in the founding of many Islamic educational institutions, such as Fatima al-Fihri's founding of the University of Al Karaouine. According to the Sunni scholar Ibn Asakir in the twelfth century, there were various opportunities for female education in

what is known as the medieval Islamic world. He writes that women could study, earn academic [degrees](#), and qualify as [scholars](#) and . Ibn Asakir had himself studied under eighty different female teachers in his time. Female education in the Islamic world was inspired by [Muhammad's wives: Khadijah](#), a successful businesswoman, and [Aisha](#), a renowned [scholar](#) and [military leader](#).

Islam encourages the husband to treat his wife well. A Muslim must not hate his wife and if he is displeased with one bad quality in her, then he should be pleased with another that is good. Muhammad insisted his followers, “The best among you is the one who is best toward his wife” (A brief Illustrated Guide to Understanding Islam: Al-Tirmizi 3895). Once a man came to Prophet Muhammad and asked:

“O messenger of God! Who among the people is the most worthy of good companionship?” The Prophet said: Your mother. The man asked, “Then who?” The Prophet said: Then your mother. The man further asked, “Then who?” The Prophet said: Then your mother. The man asked again, “Then who?” The Prophet said: Then your father. (A brief Illustrated Guide to Understanding Islam: Al-Bukhari 5971)

All the sacred texts prescribe unequal gender codes. It is heartening that not all religious texts of any religion are wholesome in its recommendation of suppressing women. There are codes that expect women to be treated on par with men. But the fact is that those codes are often purposely left alone and those codes that limit women are propagated, insisted and flashed by the patriarchal society. In the name of God and religion a woman is denied her equal rights. Men quote verses from religious texts to extract servile obedience from women. H. Stocker, the author of *Die Liebe Und die Frauen*, is of the strong conviction that woman should enjoy mutual respect:

A woman's dignity is not restored by giving herself only to a 'single man'. Her honor is not restored by becoming a mother. In both cases, she has only been a means to an end. Her honor is restored through the joy of mutual respect. (*Women's Rights - Human Rights* 213)

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RELATIONSHIP BETWEEN SCIENTIFIC INTEREST AND SCIENTIFIC ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS IN THUCKALAY EDUCATIONAL DISTRICT

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INTRODUCTION

Science is one of the human activities that man has created to gratify certain human needs and desires. The search for truth became the dominant motive in the prosecution of science. It has been pursued for so many centuries and attracted ever-wider extent of attention of a much-persisted group of people. Science is valued mostly for its practical advantages though it is also valued for gratifying disinterested curiosity and as an object of great aesthetic charm. It is obvious that the bulk of mankind value science chiefly for the practical advantages it brings with it.

SCIENTIFIC INTEREST

Learning by doing is the essentials of learning Science. Children are interested in making things, breaking things and handling things. But the curriculum does not satisfy this natural urge. In the class room everything is done in a formal, artificial and controlled atmosphere. This will never give the child an opportunity for his free fights in the world of science.

Extracurricular activities play a vital role in the identification and development of science talents. Pupils interest in science, their aptitude and abilities in science, their attitudes towards science can be identified and developed through extracurricular activities along with other academic programmes. Some of the extracurricular activities are provided in the school. They are

Science club, Science fairs and exhibitions, Science Museum, Field trip, Excursions and visits to places to create scientific Interest, Scientific Hobbies
How to develop scientific interest in students

Here are some of the methods that can be followed by teachers.

Experiments:

Teaching any scientific concept through simple experiments is considered more effective than book-based teaching. Teachers can conduct various experiments in the classroom to provide more insights into a concept. For instance, while teaching magnets, a teacher can conduct simple experiments on magnetic reaction. Likewise, various experiments can be conducted on static electricity in the classroom.

Projects and science fairs:

Hands-on learning is another interesting way to generate students' interest in science education. To get students actively involved in the learning process, teachers can assign students science projects based on various scientific phenomena. Some science projects can be like creating the solar system, show casing greenhouse effects and so on. Similarly, teachers can organize science fairs in the school campus at regular intervals or take students to various science fairs in order to boost their interest in science.

Outdoor learning:

There is lots of science in nature and teachers should take an initiative for outdoor learning. It will help them teach scientific phenomena in the natural world. Especially when it comes to teaching plants and animals, the natural world is the best book. Step out with your students and allow them to explore various types of plants, leaves and other scientific phenomena in the nature. This way, you will not only involve your students in the learning process but also arouse their inquisitiveness.

SCIENTIFIC ATTITUDE

Scientific attitude is very significant concern of the process of science education. In this connection the rethinking science education mentioned the characteristics of scientific attitude as 'open mindedness, desire for accurate knowledge and the expectation that the solution of the problem will come through the use of vertical knowledge.

Nature of Scientific Attitude in Science education

For more than years science educators have included the development of scientific attitude among the general aims of science education some writers label this attitude as "scientific mindedness" 'The habit of Scientific thinking' 'The Sprit of Science' and it is most often characterized by a list of component attitude.

A single new Scientific fact disagreeing with the theory completely invalidates the theory. The willingness to give up an old established theory as soon it is proved to be definitely inconsistent with a single fact is the attitude of science no branch of knowledge without this attitude can be called a science.

RECCOMENDATIONS

Depending on the results of the present study following suggestions are given for the improvement of Teaching Science.

- For the improvement of Scientific Interest and Scientific Attitude Teacher adopt some teaching methods. Such as
 - i.** Project Method
 - ii.** Experimental Method
 - iii.** Demonstration Method
- While Teaching Teacher should use science related animations for better understanding in students. This may create interest in science.
- Teachers of higher secondary schools should be made to attend in-service courses and to practice different methods of teaching. This may tend the students to participate more interest in learning science.
- Science is a practical oriented subject, so in higher secondary schools, the laboratory facilities should be increased and provisions should be made for individual experimentation.
- Science fairs and science exhibitions are conducted in school and encourage the students to participate. This lead to learning science.
- Government should allot fund to organize science club, field trip, in a government schools. So that may create learning science.
- Schools provide leisure activity such as Gardening, collection of science related matters, tissue culture technique, hybridization technique(cutting, crafting, layering), are taught to student during a leisure time. This may create interest in science.

- Institution organize to celebrate science day at that day give the talk by resource person to the students. This may create learning science.
- Curriculum should be based on promoting scientific interest and scientific attitude.

CONCLUSIONS

The findings of the present study reveals that maximum number of students have scientific interest and scientific attitude. Most of the students have average level of scientific interest and scientific attitude. The findings of the differential analysis of the student based on the background variables. The findings of the correlation analysis between scientific interest and scientific attitude scores shows significant relationship between two variables.

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POLITICAL RIOTS AT TINNEVELLY

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South India is distinct from the rest of India by the importance of pre Aryan elements attached in its social structure. The Muslim invasion came much later than in the North. The Muslim invasion did not leave so deep an impact. The region was considered to be a quiet province where the moderate had a commanding influence. Nevertheless the Madras Presidency could not remain calm or indifferent to the National Movement. The extremist leaders too were fully aware of the trend in the Madras Presidency and planned to send its leaders to carry the propaganda machinery.

However, they have not been proper studies or sufficient efforts in connecting the national movement of the Madras Presidency with that in the rest of India. The Indian national movement has often been studied without due recognition of the contributions of the Madras Presidency. The feeling of nationalism in South India manifested itself as late as the middle of the 19th century owing to the works of some individuals and organizations who evinced an ardent desire for administrative and political reforms. The political agitation in the Madras Presidency has actually begun with the foundation of the Indian National Congress in 1885. By this time several newspapers especially, the Hindu in English and others in Indian languages had come into existence both in the city and in the districts, and these became no mean instrument in the hands of the nationalists. Coupled with this, the propaganda machinery of the Indian National Congress succeeded in promoting the strengthening political education among the people and in making them more patriotic and more critical towards the British. Consequently, there arose a change in the attitude of South India towards the British. Consequently, there arose a change in the attitude of South India towards the British, which ultimately contributed to violent outbursts.

Tinnevelly Riots:

When V.O.Chidambaram Pillai, Subramania Siva and Pdmnanabha Iyengar were arrested on 12th March 1908, riots broke out on 13th March at Tinnevelly and Tuticorin. On 13th morning the shops and schools were closed, the Principal of the M.D.T.Hindu College and the Agent of Messrs. Parry&Co., were stoned. There was public parading of the mob in the streets. Municipal lights were broken. Even the jutka drivers refused to work. Municipal lights were broken. Even the jutka drivers refused to work. In addition to this there was great law and order problem.

The crowd set fire to the Municipal Office and the Kerosene oil stores and attacked the Post and Telegraph Office. They also entered the police station, destroyed the weapons kept there and then set fire to the police station. The police could not resist the mob. So the District Magistrate, the Superintendent of Police and the Reserve police Inspector came to Tinnevelly to disperse and to arrest the mob. The police resorted to firing. Consequently a settlement office peon, a bazaar boy and a bricklayer died instantaneously and one admitted in the hospital.

On 13th March at about 12 noon a disorderly mob consisting of more than 200 people entered the court house in Tinnevelly. They broke the screens of the court and damaged the walls and the pandal there with sticks and commenced to cry out that no court should conduct trial. The advocates and the parties presented in the court were very much afraid of this mob and left the court. Thereon, the crowd proceeded eastwards. Again in about five minutes the crowd proceeded eastwards. Again in about five minutes the crowd proceeded eastwards. Again in about five minutes the crowd returned to the court house and the police station. Stones were being freely thrown.

Then the mob forced open the doors of the court house, broke the padlocks, threw away the chains and table clothes. They also set fire to the library books in current use and some file books. In

its fury the mob set the pandals on fire and went away on the arrival of the Reserve Police. They set fire to a Cutcherry at Thatchanallur near Tinnevelly.

The mob also entered into the old C.M.College and compelled the principal to pronounce the word 'Bande Mataram'. The Principal obeyed the orders of the mob and pronounced 'Bonde Mataram' three times. Then the mob threw away the college properties into the street resulting considerable damage and loss. The students also took part in the agitation, demanded for the release of leaders in jail and cried for the quitting of the British from India.

In the meantime the people of Tuticorin were very much enraged. They attacked and set fire to the government buildings. On 13th night a meeting at Tuticorin was dispersed. The police and the Sub-Magistrate were beaten. The District Magistrate had passed orders under section 144 Criminal Procedure Code, according to that more than five people should not assemble within Tinnevelly, Palayamkottai and Tuticorin Municipal limits. Great excitement prevailed against this order.

In spite of the prohibitory order about 4,000 people assembled in the Tinnevelly Pettai to attend a meeting. Hearing of this assemblage, Mr.Ashe, the District Magistrate proceeded to the scene anticipating disturbances. The Deputy Superintendent of Police ordered the meeting to disperse. The crowd responded to the request by pelting stones at the police. To defend the pelting of the stones police fired one round of buckshot at the mob. It resulted in the unlawful ending of the meeting. Subsequently the mob assembled in the Great Cotton Road and in the houses adjoining it. The object of the mob was to assault the police and the Magistrate. Thus the police and the Magistrate found it very difficult when they tried to make their way out of the Pettai by the main entrance. Stones continued to be hurled at them.

The Deputy Superintendent of Police ordered the mob in Tamil to disperse. But the mob refused to obey the order. Immediately the police had to fire some more shots. The riot was a very serious one but no lives were lost. Those who threw stones were considered as guilty of rioting under section 147. Many were sentenced to one year rigorous imprisonment and some others with three months rigorous imprisonment.

The excitement of the people was great till 15th March. Thirty persons were arrested at Tuticorin and twenty in Tinnevelly town. Gurunatha Iyer, a head constable was arrested and remanded. Apart from this Kanagasabapathi Pillai of Tinnevelly was arrested during these riots. The riots resulted in wholesale and deliberate destruction of government properties and in open defiance of the constituted authority. About twenty seven were convicted and sentenced for participation in the riots.

The District Magistrate had to encounter so many difficulties as to suppress the riot. At last peace was restored with the arrival of the Reserve Police. Troops were stationed at Tuticorin, Thatchanallur and Tinnevelly. The Government ordered that the expenses of the troops should be met out by the people. The European merchants in Tuticorin were afraid of the riots and spent their night in the ship which was stationed in seven miles away from the harbor. The people of Tinnevelly district were very much angered with the arrest of the patriots. The unjust convictions and unjust laws of the Europeans wounded their feelings.

There is no doubt that the outbreak in Tinnevelly was due almost solely to political causes. The keen commercial rivalry between the Swadeshi Steam Navigation Company and the British Indian Steam Navigation Company estranged the feelings between the natives and the Europeans. The riot was due to the determination of the authorities to strangle and Swadeshi Navigation Company and thwart swadeshi spirit in the region. Added to this, the successful strike of the operators of the Coral Mills and the grand preparation made to celebrate the release of B.C.Pal from jail, further embittered the feelings of the English towards the natives. It is admitted by everybody that but for the

unlawful imprisonment of Chidambaram Pillai the disturbance in Tinnevely would have broken out. When popular leaders were arrested and remanded, the infuriated mob got provoked and committed excesses. The riot accompanied by loss of life could have been averted, had the authorities met the situation, with some patience and restraint or with a spirit of broad-minded sympathy and firmness or by some conciliatory measures. The two great patriots were strong advocates of swadeshi and highly esteemed by the people, and sedition had not taken so deep a root in the Madras Presidency as in other Presidencies. The trial was a farce. During the conduct of the case, Pinhey, the Session Judge, completely relied on the evidence of the police, who shaped their reports in accordance with the views of the higher officials and the Magistrates, while he totally disbelieved that of many witnesses for the defense. The disturbance, it is fairly clear was an premeditated sudden and spontaneous owing to the state of mass feeling in respect of the action against Chidambaram Pillai and others. The riot did not stop with the Tamil speaking area but it spread to the adjoining Andhra Pradesh too.

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THE COCANADA RIOT OF 1907

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The political riot did not end with the Tamil speaking area of the Madras Presidency. The neighbouring Andhra Pradesh of the presidency too was facing problems similar to that of the Tamil speaking area but with a different magnitude. The Swadeshi Movement and the shouting of Bande Mataram spread there. The people were well aware of the visit of Lala Lajpat Ray and his aim of spreading the Swadeshi and Boycott Movement. In an attempt to spread the movement they formed Bala Bharati samiti.

The Cocanada riot of 31st May 1907 was a typical outburst of the extremist movement in the Madras Presidency. It gives a fine example of the Indian temperament in moments of political unrest. “A highly religious and God-fearing people, who shuddered even at the thought of killing a fly or hurting an ant, had suddenly swung to the other extreme, when seized by a blinding fury, to kill men and pillage. The seeds of the riot were sown by a series of events that preceded it, particularly the Swadeshi movement.

On 11th February 1907, a procession of students and teachers and some prominent public men paraded the town of Rajahmundry headed by S. Bhimasankaran Rao and D. Rama Rao, pleaders, carrying 'Bande Mataram' flags and shouting swadeshi slogans. Leaflets were circulated and placards were carried advocating swadeshi and boycott of foreign goods. On the same day they founded in Rajahmundry, an association called “Bala Bharat Samiti”, for promoting swadeshi with G. Lakshmanan as President. Its objects were:

- (1) To cultivate a profound love for the mother country.
- (2) To cultivate self-help and self-reliance and to co-operate in the spread of Swadeshi Movement.
- (3) To encourage physical culture and to receive and popularize national sports.
- (4) To impart useful knowledge to the masses by opening night schools.
- (5) To establish a reading room and library to promote the study of history, Political science, and political economy with special reference to India.

The Samiti was founded with the object of enlisting the support of the Rajahmundry students to the cause of swadeshi and boycott movements. Many students joined in it. The participation of the students in the procession marked the beginnings of the 'Bande Mataram' movement in the Godavari district. Very soon, the students and others began to shout 'Bande Mataram' at European officials in the streets. The Europeans were greatly enraged and annoyed at these shoutings. On 19th March, the Principal of the Rajahmundry College advised the students to desist from the shouting of 'Bande Mataram' and prohibited them from associating themselves with the Bala Bharat Samiti, and participating in public processions and from wearing 'Bande Mataram' lockets. But, one of the

students, J. Ramachandra Rao, a senior B.A. student, turned up at the college the next day wearing a Bande Mataram medal. He was suspended for impertinence and insubordination. Later, the Principal readmitted him to the college on 26th March on unconditional submission.

The firebrand of Bengal politics, Bipin Chandra Pal, reached Cocanada on 17th April and delivered two lectures on religion, swadeshi, swaraj and national education. He reached Rajahmundry on the 19th and gave several lectures on Brahmoism, swadeshi, Boycott, Swaraj and national education before he left Rajahmundry on the 24th. The very day he left Rajahmundry, the students defied the Principal of the college by wearing Bande Mataram medals and leaving the college when the principal directed to remove them. Those who left the college took an oath not to return to the college until the Principal made unconditional apology to them. When the college was closed for vacation on 26th April the student returned home. Matters did not end with Rajahmundry but spread to the other parts of Andhra.

The patriotic fervour that was inspired by 'Bande Mataram' was left in Cocanada otherwise called Kakinada. After the visit of Pal, little school boys began to shout Bande Mataram at Europeans. Quickly it spread among the older boys. Meanwhile the students of the Rajahmundry college formed a society called "Bande Mataram Protection league" with the object of protection their rights of Bande Matarampropaganda. Subsequently, they cry of Bande Mataram became very popular in Cocanada, and even coolies began to shout Bande Mataram ostensibly instigated by students. There can be no doubt that it was shouted with the intention of provoking the victims, and it did provoke several. The Municipal Chairman who attempted to stamp it out in the municipal schools as a result became very unpopular with the students. Students began to shout Bande Mataram at him wherever he went. One day when a school boy of 14 yelled Bande Mataram at him. This irritated him. The enraged Municipal Chairman slapped the boy. Immediately a complaint was filed against the Municipal Chairman. However, the case was compromised due to the mediation of certain prominent men of the town. Similarly a European assistant in a local firm punched a coolly when the shouted Bande Mataram at him.

The Cocanada riot is a concrete instance of mob outburst in a climate charged with political fervour. The immediate cause though not the sole cause of the riot was the chastisement administered by captain Kemp on a school boy who had provoked him on the 31st May 1907. That evening Captain Kemp, the District Medical and Sanitary officer was returning home. Koppalle Krishna Rao, a Brahmin boy of 16, shouted Bande Mataram at him. This enraged Capt. Kemp. He slapped the boy on his face. He further kicked the boy with his boots, and caused serious injuries in the thigh and the back. The boy was taken to the police station in a senseless condition. The distressed father of the brutally attacked boy applied for medical help, but it was not offered till the following morning.

Conclusion

The inhuman act of Captain Kemp roused the people for resorting unconstitutional methods to take vengeance. Soon a mob with sticks and stones broke into the club house. They threw stones and bricks at the club and damaged two bicycles. The District Magistrate with a posse of constables, immediately arrived there and dispersed the rioters. A party of the Reserve Police Rajahmundry was brought into Cocanada with commendable

HISTORICAL MONUMENTS AND SPECIAL REFERENCE WITH FORTS IN INDIA

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A Historical monument is a structure either explicitly created to commemorate a person or important event or which has become important to a social group as a part of their remembrance of past evidence of past events. They are frequently used to improve the appearance of a city of location. In English word “Monumental” is often used in reference to something of extraordinary size and power. The word comes from the Latin word “Monore” which means “to remind” or “to warn.”

The historical monuments in Kanyakumari exhibit a rich blend of ethnic and modern architectural style. They are also heritage properties of India and are eloquently bedecked with intricate carvings. People visit to Kanyakumari and spend a nice time at historical monuments in Kanyakumari. South India is one of the rare palaces in India which stands for its unique ancient culture and traditions and traces in different parts of India. Monuments in Kanyakumari are the living examples which would take us back to thousands of years and help us in exploring the history of India.

These monuments also attract a large number of tourists from all over the world. The monuments in Kanyakumari comprises of some of the famous monuments in India. The monuments in Kanyakumari consist of forts, palaces caves, ancient temples, churches and other cultural monuments. Some of these monuments still remain their ancient glory while some are in complete ruin. The monuments are built for the future generations to let the coming world know about their fore fathers. Monuments in Kanyakumari form a great heritage of India and they are evidence of India's historical past. These monuments reflect the culture and heritage of olden days.

Some of the monuments in India are:

Taj Mahal

It is one of the Seven Wonders of the World built by Emperor Shajahan. The TajMahal is also a symbol of enduring love, the grave of his beloved wife, Queen Mumtaz Mahal, who died following the birth of their 14th child.

Qutub Minar

Qutab-ud-din Aibak, the first Muslim ruler of Delhi, commenced the construction of the QutubMinar in 1200 AD, but could only finish the basement.

Forts and palaces

During the early period of history man lived in caves. Then civilization advanced, he advanced to live in caves. When more traits came to the plains there were competitions for supremacy. This headed a device for protection of the culture and the civilization. Hence they felt that there was strong need for forts. These forts were symbol of their architecture and culture. Thus man began to build forts. The early Tamil kings attached great importance to forts for they served as the base for their offensive and defensive operations. In Thirukkural, Thiruvalluvar describes the necessity and requirements of an ideal fort in a chapter entitled 'Aran' fortification. The forts can be classified as follows:

Classification of forts

The forts that were constructed for various purposes can be divided as Sthaladurga, Vanadurga, GiridurgaandJaladurga. Sthaladurga forts were constructed on the land. Normally they were mud forts. Sometimes granite blocks were used for building such type of forts. In case of

attack by enemies, these forts were easily damaged or could be destroyed. The Vanadurga forts were built in the midst of thick forest. Normally, since the forts had been built in the dense forest, it is difficult for the enemies to pass through the forest. Hence during those days these types of forts were built. In these forts training in the use of offensive and defensive weapons was given.

The third type of forts is called the Giridurga fort. These forts were built on the top of hills so that the enemies could not enter into the forts easily because surrounding the rugged hills was difficult. From there they could very well see the on rushing enemies and easily prevent them from entering into the fort. The Jaladurga forts are the common type of forts that were built by all the kings. Normally a moat was made around the fort for protection and defense. Sometimes they kept crocodiles inside the moats so that the enemies could easily be attacked by these reptiles. According to Prof. T.V. Mahalingam, generally forts were constructed and used by troops. Hence they were known as Kadakams or Padaiparrus. The forts were mainly used as cantonment. Forts formed one of the six auxiliaries of royal paraphernalia. kottai, aran, inchi, ahappa and aruppam are words commonly used in ancient literature of the Tamils to denote a fort. The Sangam literature names the forts as eyil, mail or purasai in Tamil. It was constructed to its greatest possible height. Groud clay caraiman was used to achieve firmness and durability to the fort. Generally forts were of three categories. They were forts with a single row of wall and such were known as oreyl, forts with two rows of walls, the inner wall, akamatil and the outer wall puarmatil and forts with more than two rows of walls. The open place between the two walls called senduveli was guarded by the mulaippadi, a section of the standing army, Small battlements called 'nayil' were provided on the walls of the fort, pulai, archet holes were attached to the nayil which served as the hiding place of the archers to hide in and discharge arrows on attacking enemies. Bunches of arrows were kept in every nayil.

Vayil was the main entrance to the fort. It was closed by a double door one large and another small. The secret passages within the fort enabled the people living inside to get out it in times of emergency. The moat another constituent element of fortification was known by the name akali and kidangu. Deep and wide ditches surrounded every fort. The space between the moat and the wall was known as idainilaivaraippu. Kanyakumari district is rich in historical background. Hence in most of the important places, there were many forts. They are having rich historical background.

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**PHYSICAL, CHEMICAL ANALYSIS OF MUKKADAL WATER QUALITY,
KANYAKUMARI DISTRICT, TAMILNADU, INDIA.**

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ABSTRACT:

Water is essential to health. However its purity, portability and the mineral content are important for consumption. The present study was carried out to determine the physico chemical quality of Mukkadal dam water in Kanyakumari District, and compare it with drinking water standards as given by BIS. The waters were collected monthly from three different stations for a period of five months from December 2014 to April 2015. Sampling was carried out using one litre plastic bottles. Sample collection was done during morning hours. Some of the results were recorded at the sampling stations, whereas the others were recorded in the laboratory. Hence our results suggest that, the water of Mukkadal Dam may require proper treatment before use for drinking purpose.

Keywords: Physicochemical parameters, BIS (Beurau of Indian Standard).

INTRODUCTION:

Water is one of the abundantly available substances in nature, which has been exploited more than any other resources for the sustenance of life. Water is the most valuable resource to man and other living organisms. About 70% of the human body weight is water and many body function depend on it. Water plays a key role in different vital activities. Water is inevitable for all living organisms as it has a great social and economical value ultimately affecting human health. One of the main functions of dam reservoirs is the accumulation of water in overflow periods and its release in water – deficient seasons.

Dams are the most important water resource. Unfortunately, the dams are being polluted by indiscriminate disposal of sewage, industrial wastes and human activities. The dams are always the victims of the negative impacts of urbanization. Most water bodies become contaminated due to incorporation of untreated solid and liquid waste. Large towns in India are situated near the dams, their run off and those from agricultural lands find their way to the river and add in dam water which make unfit for human use. Nowadays due to increased human population and man - made conditions, the water quality is deteriorating everywhere

MATERIALS AND METHODS:

In order to determine the water quality parameter, water samples of Mukkadal Dam were collected monthly from three different stations. Three samples of water were analysed for physicochemical parameters like temperature, Turbidity, Total dissolved solids (TDS), Electrical conductivity (EC), pH, Dissolved Oxygen, CO_2 , Salinity, Alkalinity, Total hardness, BOD, calcium, Magnesium, Sodium, Potassium, Iron, Manganese, Chloride, Fluoride, Nitrite, Nitrate, Sulphate, and Phosphate by standard methods.

RESULT AND DISCUSSION:

The results of various physico - chemical and biological parameters of the dams revealed that there were considerable variations in the examined samples. Temperature is one of the most important factor in the aquatic environment that regulates various physico - chemical activities. Temperature also affects the solubility of oxygen in water. At Mukkadal dam, the average temperature values ranged between $22.67 \pm 0.62^\circ\text{C}$ (January) to $29.17 \pm 1.31^\circ\text{C}$ (March).

Turbidity is caused by a wide variety of suspended matter that range in size from colloidal to coarse dispersion depending on the degree of turbulence and may include organic and inorganic substances. The turbidity of Mukkadal dam water fluctuated between 1.0 ± 1.41 NTU to 2.33 ± 0.47 NTU. Total Dissolved Solids (TDS) indicates the general nature of the salinity in water. It signifies the inorganic pollution load of water system. At Mukkadal dam, the average range of TDS was recorded between 56.33 ± 1.88 mg/l to 60.67 ± 0.47 mg/l.

The ability of water to transmit electric current is known as the Electrical Conductivity (EC) of that particular water. Electrical Conductivity usually depends on the presence of inorganic dissolved solids such as chloride, phosphate, sodium, magnesium, calcium, nitrate, sulphate etc. In the Mukkadal dam, the average values of EC ranged between 85.67 ± 2.36 μ S/cm to 91.67 ± 0.94 μ S/cm. The pH values ranged between 7.29 ± 0.009 to 7.59 ± 0.06 . So the dam waters were slightly alkaline in nature. The pH values were, within the tolerance limit of BIS (6.5 to 8.5).

Dissolved oxygen value is remarkable in determining the water quality criteria of an aquatic system. In the present study, the average values of dissolved oxygen ranged between 3.01 ± 2.26 mg/l to 3.76 ± 1.3 mg/l. The value of carbon dioxide ranged between 2.33 ± 0.47 mg/l to 6.33 ± 1.25 mg/l in the dam water samples. The high value of CO₂ could be related to the high rate of decomposition in water. The alkalinity of the studied dam water samples were found within the BIS limit of 200mg/l. The low values of alkalinity shows the absence of weak and strong bases such as carbonate, bicarbonate and hydroxides.

The water containing excess hardness is not desirable for potable water as it forms scales on water heater and utensils. When used for cooking and consumes more soap during washing of cloths. At Mukkadal dam the average range of hardness was recorded between 17.33 ± 0.94 mg/l to 26.67 ± 1.88 mg/l. The BOD of water samples collected from Mukkadal dam ranged between 1.29 ± 0.24 mg/l to 1.64 ± 0.02 mg/l. BOD is the measure of the extent of pollutant in the water body.

The present study provides information regarding the pollution status of the selected dam. The study findings indicates that the water quality of the dam with respect to physico - chemical parameters is good and well within the water quality standards recommended by BIS except for Iron and phosphate, which are higher than the prescribed limit. Thus, by detailed analysis of data it can be concluded that the quality of water samples under study was acceptable for majority of physico – chemical parameters and as per the bacteriological standards concerned the water needs to be treated before using it for drinking purpose.

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A NOVEL ANALYSIS TO DETECT OVERLAY TEXT USING OCR PROCESS

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1. INTRODUCTION

Most broadcasting videos tend to increase the use of overlay text to convey more direct summary of semantics and deliver better viewing experience. With the development of video editing technology, there are growing uses of overlay text inserted into video contents to provide viewers with better visual understanding. For example, headlines summarize the reports in news videos and subtitles in the documentary drama help viewers understand the content. Sports videos also contain text describing the scores and team or player names. In general, text displayed in the videos can be classified into scene text and overlay text. Scene text occurs naturally in the background as a part of the scene, such as the advertising boards, banners, and so on. In contrast to that, overlay text is superimposed on the video scene and used to help viewers understanding. As a preliminary preparation, data will be collected as part of this research. The main aim of the research is to propose a novel framework to detect the Overlay text information in video frames.

2. IMPLEMENTATION

Most of existing video text detection methods has been proposed on the basis of color, edge, and texture-based feature. The method proposed by Agnihotri [13], concentrates on the red color component, instead of all the 3 color components. Some methods used the high contrast video frames to extract the texts. Kim et al. [14] uses RGB color space and clustering concept. But no methods are fully efficient for clustering. The next coming methods used interpolation filter, wavelet coefficients, etc... In the method proposed by Wonjun Kim [5] the transition map model is proposed. But it didn't support OCR process. Also his method takes more time because frame updation is done after text detection. Thus existing methods experience difficulties in handling texts with various contrasts or inserted in a complex background. This research work proposes a novel framework to detect, extract the overlay text from the video scene, ASCII text conversion and Video restoration. Based on this observation that there exist transient colors between inserted text and its adjacent background, a transition map is first generated. Then the overlay text regions are determined based on the occurrence of overlay text in each candidate. The detected overlay text regions are localized accurately using the projection of overlay text pixels in the transition map and the text extraction is finally conducted. A video OCR method is adopted to convert the ASCII text form. The steps of the working methodology of the proposed system are described

2.1 TRANSITION MAP GENERATION

As a rule of thumb, if the background of overlay text is dark, then the overlay text tends to be bright. On the contrary, the overlay text tends to be dark if the background of overlay text is bright. Therefore, there exists transient colors between overlay text and its adjacent background due to color bleeding, the intensities at the boundary of overlay text are observed to have the logarithmical change. The intensities of three consecutive pixels are decreasing logarithmically at the boundary of bright overlay text due to color bleeding by the lossy video compression. It is also observed that the intensities of three consecutive pixels increases exponentially at the boundary of dark overlay text. To find the intensity change in the transition region three steps are adopted. They are as follows:

1. Saturation calculation
2. Modified Saturation calculation
3. Transition map generation

If a pixel satisfies the logarithmical change constraint, three consecutive pixels centered by the current pixel are detected as the transition pixels and the transition map is generated.

3. VIDEO FRAMES

The difference of the previous frame's Transition map and current frame's transition map, decides whether to process the current frame or neglect the current frame. A threshold is used here for decision making.

5. CANDIDATE MAP REGION DETECTION

To generate the connected components, first generate a linked map [5]. If a gap of consecutive pixels between two nonzero points in the same row is shorter than 7% of the image width, they are filled with 1s. Next the Hole filling algorithm is used to fill the small gaps and to maintain the connectivity. Then each connected component is reshaped to have smooth boundaries. Since it is reasonable to assume that the overlay text regions are generally in rectangular shapes, a rectangular bounding box is generated by linking four points, which correspond to (\min_x, \min_y) , (\max_x, \min_y) , (\min_x, \max_y) , (\max_x, \max_y) taken from the link map and candidate regions.

8. RESULTS AND DISCUSSIONS

The previous methods are not robust to different character size. But the proposed method is robust to different character size because this is working based on transition map concept. Another advantage is the position of the text can be placed anywhere, the transition map can indicate it successfully. The proposed system is also robust to color and contrast variance. In the previous method [5] they use the frame-update after the Overlay text detection. It will take more time. To avoid this over time taken problem, this system uses the frame-update at the time calculation of transition map. This will reduce the execution time and speed up the process. The previous methods are not combined with OCR process. This system also processed a better OCR process which is adopted in Video scenes. No methods are coming with Overlay text removal facility. Here we adopted a better inpainting methodology in the extracted overlay image output. Hybrid inpaint method is used to restore the video by removing the overlay text. This hybrid method is the combination of sub-patch filling and weighted interpolation. Because of weighted interpolation the inpaint speedup. The restoration is also very accurate one.

9. CONCLUSION

The various processes on overlay text detection from complex videos are proposed in this paper. The main concept of the work is based on the observation that there exist transient colors between inserted text and its adjacent background. We compute the density of transition pixels and the consistency of texture around the transition pixels to distinguish the overlay text regions from other candidate regions. The local binary pattern is used for the intensity variation around the transition pixel in the proposed method. The boundaries of the detected overlay text regions are localized accurately using the projection of overlay text pixels in the transition map. This research is well adopted in video data processing. The boundaries of the detected overlay text regions are localized accurately using the projection of overlay text pixels in the transition map. Next Overlay text data are converted into ASCII text form. This research is well adopted in video data processing.

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EFFECTIVENESS OF CONSTRUCTIVIST APPROACH IN LEARNING

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Abstract

In this article the effectiveness of constructivist approach in learning a particular topic is discussed. Constructivist approach got importance in classrooms as an effective teaching and learning strategy from the second half of the 20th century. The primary importance on direct experiences and learners' active construction of mental structures and that de-emphasizes lecturing and telling as instructional tools is important in constructivism.

Key words: Instructional Scaffolding, , mentoring, facilitator, scaffolder, friend, environmental engineer, content expert, counsellor, democratic leader, content expert, social psychologist, researcher, co-learner and task manager

The Secondary Education Commission Report (1952) comments, "A serious defect which vitiates present day teaching is its excessive domination by verbalism i.e. the tendency to identify knowledge with words, the delusion that if a student is able to memorize or repeat certain words or phrases he had grasped the facts or ideas that they are meant to convey." The Kothari Commission Report (1964) says that-"The average school today instructs still confined to a mechanical routine continues to be dominated by the old besetting evil of verbalism remains as dull and uninspiring as before."

It points out that India's education is through ears and not through eyes. It has some defects such as --

- Students are more passive spectators or viewers.
- There is no chance for participation and contribution.
- This method of teaching is against the principle of "Learning by doing".
- There is no chance for divergent and reflective thinking on the part of the students.
- Teaching becomes a spoon-feeding process.
- Learning is individual based.
- There is no span for inquiry, exploration, questioning, debate, application and reflection leading to theory building and the creation of ideas.
- The duty of the teacher is only to transmit knowledge.
- All the facts and concepts are imposed on children in a mechanical way.
- The classrooms are teacher dominated.
- For majority students, learning is like eating a green chilly and then gulping down, a glass of boiling water.

Why constructivism so important?

Constructivism is a mounting movement in education that places primary importance on direct experiences and learners' active construction of mental structures and that de-emphasizes

lecturing and telling as instructional tools. "In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them. (National Curriculum Framework." National Curriculum Framework, 2005.

Focal point of constructivism

The focal point in constructivism is child-centred learning. The learner, not passively received from the environment, actively constructs knowledge. This is possible only when he is motivated to learn. The educational activities pose the potential of imparting this motivation through a change in the routine activities of the school and by offering free learning situations. Learning by doing is the basis of constructivist perspective. Students should discover every thing (discover every thing here means to find out / to learn himself/learn with the help of teacher etc) and learn from their own observation and experience. Lev Semenovich Vygotsky's Social Constructivism is considered as one of the signposts in the progression of modern curriculum.

In the constructivist approach the teacher has to do an important role. He/she should select an activity with the learners for the effective transaction of curriculum objective/objectives. A good activity is a part of well planned series of experiences identified for particular area/areas. The activity should be sufficient for involving the participation of every learner. The teacher assures that the activity should be challenging for the learner and will enable the learner to apply his skills and knowledge in a variety of way across many situations. It also ensures that learning take place in a joyful and interesting way. "The classroom is a place of energy. It can be a place of 'excitement and wonderment and it have been a place where lives are formed, reflective thinking developed, and excitement occurred. But classrooms with such energy, excitement and impact don't just happen. They are the creation of skillful teachers and the reflective decisions those teachers make." (Educational Psychology - A Practitioner-Researcher Model of Teaching)

Role of teacher in the constructivist approach

In the constructivist approach the teacher can do a lot. Though the central theme of constructivist approach is child - centred learning, that child - centered learning itself depends upon the attitude of the teacher. He is the sole authority to decide whether the child should follow learner - centred approach or teacher dominated approach. Teaching is a complex process. The teacher must play multiple roles. He should make an attempt to induce or facilitate learning. Vygotsky also believed that in order to understand how a child views the world, a teacher must first understand something about the culture, the child's home and peer group. Included in this cultural knowledge are language shared beliefs and ways of interacting with people. The role of the teacher is designated differently on the basis of the nature of the role such as facilitator, scaffolder, environmental engineer, Content expert, counsellor, democratic leader, social psychologist, content expert, friend, researcher, co-learner and task manager

Teacher as facilitator

A teacher as facilitator should pay more attention to "how' students learn and `what' they learn and promote learners `learning to learn'. It is his/her duty to plan and provides challenging situations. In this approach the teacher accepts the individuality of each learner. The teacher offers challenging situations for his betterment.

Teacher as Scaffolder

A teacher as Scaffolder should sympathetically solve the problems of learner and recognizes the mental ability and learning pace of each learner. He/she offers scaffolding/support wherever necessary and nurture problem solving.

Scaffolding?

It means support for learning and problem solving. The support could be clues, questions, prompts, breaking a problem down into steps and anything else that helps a learner become more successful. "The scaffolds provided are activities and tasks that motivate or enlist the child's interest related to a particular task, simplify the task to make it more manageable and achievable for a child, provide some direction in order to help the child focus on achieving the goal, clearly indicate differences between the child's work and the standard or desired solution, reduce frustration and risk and model and clearly define the expectations of the activity to be performed" (Bransford, Brown, and Cocking, 2000).

Vygotsky defined scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level (Raymond. 2000. p. 176). An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally the learner is able to complete the task or master the concepts independently". (Chang, Sung, & Chen, 2002, p. 7). Therefore the goal of the **educator when using the scaffolding** teaching strategy is **for the student** to become an **independent and self-regulating learner and problem solver (Hartman- 2002).**

Effective implementation of constructivist approach in our schools and colleges will make classrooms lively and interesting. It will encourage the curiosity of the child and stimulus his / her interest in learning. In constructivist approach the role of the teacher is important. This approach enhances students' logical and conceptual growth.

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EFFICIENT EDUCATIONAL ENVIRONMENTS FOR DIGITAL NATIVES THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY

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Abstract

Introduction of technology based education in schools is a major step in the direction of employing ICT in preparing the next generation workforce. The practical implementation of ICT is the most significant challenge now confronting teacher, schools and teacher education. A teacher is pivotal to the process of teaching and learning knowledge of ICT and skills to use ICT in teaching learning has gained immense importance for today's teacher. With the advent and popularization of the internet the world has become highly cohesive and inter connected in nature. In the technological era the information and knowledge revolution takes place at tremendous speed. There is a shift in knowledge acquisition from classroom learning to other modes of knowledge acquisition. In the digital technology era the role of classroom teaching is directed toward technology linked instruction. For the effective use of the internet the teachers should have a positive attitude towards technology and also be aware of information overload on the internet.

Educators around the globe recognize that teaching and learning needs to be transformed to align with the realities of life and work in the 21st century. Today's learners need to develop higher order skills and know how to create and collaborate. At the same time, school leaders need to build their teachers' capacity to develop these skills in students. Digital Campus is a one-stop-solution for an educational institution for all its needs, assuring a clean admission processes, timely collection of fees, disciplined scheduling of classes, accurate processing of results, ensuring financial position, updating parents of the child's progress, empowering teachers with digital tools and much more. Digital Campus is available in several formats to meet specific needs of Institutions such as Schools & Colleges and hosted services such as Administrative Portal and Knowledge Portal. Digital Campus helps reduce 'papered' operations of administration and schooling. This reduced effort in repetitive and administrative tasks helps teachers focus on teaching, creation of notes and guiding students at a personalized level. With the ability to interface with e-learning tools such as Knowledge Repository, Virtual Classroom and Content Management Systems, Digital Campus enhances the creative output of a teacher. Stager explains that the most traditional school is one that

is deemed as fixed and not prone to change because people look at from the narrow perspective of what policies or guidelines that it has to enact.

Technology always changes and so should schools. Just as any technological tool consists of bits and pieces, of routers or cables or batteries, schools consist of educational cues, teaching mechanisms and people who together form a "school technology". Over time, new technologies emerge and replace older ones, so schools also need to change how they reach out to their students who now have many other alternative sources for learning than just the school.

The School education systems of the world evolved through significant contributions of different technologies and its role continues to provide positive impact on schools in the digital era too. Technology has become an indispensable tool in the teaching-learning processes and allied areas of school education system. The students of the post 1990s —“digital natives”, as they can be termed, who grew up in the digital environment of computers and web technology are at ease with internet, mobiles and the online environment. Use of Technology for teaching in schools is increasingly becoming a necessity as the students are exposed to a large pool of devices and gadgets – hand held, lap tops, desk tops, wearable mobile gadgets - before they reach their play school stage. The digital natives come to their classes equipped with smart phones, laptops, tablets, e-glasses and e-watches and other gadgets. They are comfortable with the online culture as they grew up in an immersive computing environment facilitated by collaborative technologies. They are familiar to the web world and a host of 'internet things'. These devices and a large pool of applications are changing the traditional teaching and learning in schools. Teachers in schools – elementary, secondary or higher secondary – have the added responsibility of assessing the technology background of their students before choosing the appropriate teaching-learning methods and strategies for the knowledge dissemination and fruitful engagement of their students inside and outside class rooms.

Technology supported Learning Management Systems and appropriate infrastructure and equipments provide immense opportunities for the teacher and the taught to make the teaching-learning interesting and learner-centred. Educators admit that technology has been contributing to newer methods of teaching and learning and perceive that technology and technological innovations will have a major influence on teaching methodologies of the future. It is to be accepted that technology is becoming a core differentiator in attracting students to educational institutions. Use of online resources for teaching and learning is increasingly becoming popular among students in particular. The concept of blended learning is a practical approach to address many of the challenges for technology implementation in school education. Advanced learners will get opportunities for

pursuing their desire for explorative studies and slow learners can have the provision to learn at their own pace with any number of repetitions. Technology is bound to bring positive impact in school education. The institutions have to be geared to develop organisational practices for encouraging teachers to adopt new technologies for teaching. The 'digital natives' who have grown up in an immersive computing environment are at ease with online and collaborative technologies. Notebook and pen used to be the tool kit of prior generations and the 'digital natives' use smart phones, laptops, iPad , and iPod. They are also connected with social-networking tools.

There may be operational challenges hindering the realization of all the benefits. A cautious approach is necessary in introducing new initiatives for teaching-learning in the technology application implemented environment as there are number of concerns and challenges to be addressed and resolved.

Incorporation

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SOCIAL MOBILITY AND SOCIAL REVOLUTIONS OF THE EZHAVAS OF TRAVANCORE

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Introduction

In Travancore the essence of social revolution was a crusade against caste's and the allied evils. The processes of education that the British initiated have brought new and entirely revolutionary elements into the life of Travancore. The spread of Western education and the work of Christian Missionaries brought about a radical social change. The reforms, social as well as political, introduced by the British in Travancore also opened the way for the growth of social consciousness among the people against the evil practices in the society. Most of all the low caste people got certain social as well as civil rights as a means of these social movements.

Shannar Agitation

The Shannar agitation or *Melmundu Kalapam* was the first among the social movements to get the civic rights of the low class people of Travancore. It was started by the Nadars, known as Shannars at the time of the revolt, against the prohibition of wearing upper clothes by the women of the community. Though it was started by the Shannars of Travancore, the Ezhavas and other low castes got the result of this agitation. When the Shannars began to wear dresses like the Nairs the Ruler of Travancore issued an order prohibiting them from wearing upper clothes like Nairs. The Shannars had no way other than to start rebellion. In all respects it was a struggle between the privileged and unprivileged. The revolt marked the first real victory against the rigors of caste in Travancore. As a result the Maharaja Uthram Thirunal issued a Royal proclamation in 1859, allowing Shannar women to cover the upper parts of their body with jackets like the converted Shannars. This proclamation gave the Shannars, the right to wear upper cloth, but the Ezhavas did not get the right. So riots broke out among the members of the caste at various places like *Paravur*, *Mayyanad*, *Kollam etc*, and came to be known as Ezhava riots, As a result, during the year 1865 that the Maharaja Ayilyam Thirunal issued the proclamation giving rights to wear upper cloth to the Ezhavas and other low castes. Thus the Ezhavas got the privilege to wear upper cloth.

Malayali Memorial and Ezhava Memorial

Getting inspired by the victory of the Shannar agitation as well as the Sree Narayana movement the newly emerged more social reforms to get rid of all their disabilities and get political rights. For that venture they even joined hands with the Nairs, who treated the Ezhavas mercilessly even in the recent past. For getting civic rights, to get chance in government employment, the Ezhavas signed the Malayali Memorial along with Nairs, Christians and Muslims. The memorial made a joint venture to cast off the influence of Tamil-Telugu Brahmins in civil service of the state, by touching the feelings of regionalism of these communities. It constituted the first spark of political consciousness among the people of the state and a bold attempt by the educated middle class at exposing public policies prejudicial to its interest. This memorial was signed by 10038 people belonging to Nair, Ezhava, Christian and Muslim communities and the petition was submitted to the Maharaja Sree Mulam Thirunal on 11 January 1891.

The first attempt of the Yogam in this field was to remove the obstacle for admitting the Ezhavas to Government and Government aided schools. Later it concentrated its attention on establishing its own educational institutions. A number of primary as well as secondary schools were started under its management. Later it started several colleges for giving higher education to the community. Jobs in Government Services were not available to Ezhavas. Against this injustice, the Yogam not only turned the attention of the community but also gave a lead to the fight for securing their rights. The fight succeeded by 1935, when the Government of Travancore appointed a Public Service Commission and framed rules reserving nearly forty percent of jobs for the backward communities.

The Abstention Movement

The middle class of the Ezhava Community now turned towards the political rights of the Ezhavas. They questioned the Nair Monopoly in the administrative sphere even in the Ezhava Memorial. Another significant movement of the Ezhavas to get more privileges was the Abstention Movement. A Legislative Council was formed in Travancore in 1888. But, for thirty one years there was no Ezhava in the council. It was only after 1919 that an Ezhavas had voting rights, no Ezhava candidate could win in the elections. The Ezhavas had the largest population but had no representation in the council. The Ezhavas under SNDP Yogam urged the government several times for reservation of seats in Legislature. They, in 1928, submitted a memorandum to the Simon Commission requesting for adult franchise and communal representation. The Muslims and Latin Catholics also stood for adult franchise or a reduction in property qualification for voters.

The government continued to be adamant and remained unaffected by the memorandums and consequent boycotts. Dissatisfied with the unhelpful attitude of the Government the representatives of Ezhava, Christian, Muslim organization met together and gave shape to the All Travancore Joint Political Congress (ATJPC) in December 1932. Though struggles and sufferings the memorials became victorious. At the end of a show down, the government of Travancore on 17 August 1936 issued a press communique conceding the demand of memorializes and they got the franchise and communal representations. Ezhavas, Christians and Muslims got their share in the Legislative Council and well as representation in various government departments. Their complaint over political injustice and inequality was to certain extent satisfactory remedied. Ezhavas got a reservation of eight seats in the lower house and two seats in the upper house. Thus the Ezhavas won in their attempt and long struggle for securing political rights.

Temple entry proclamation of 12th November 1936 was the greatest landmark in the history of the struggle of the Ezhavas for worship in the temples owned by caste Hindus. Though they had their own temples mainly consecrated by Sree Narayana Guru, and their earlier family temples they denied the worship in those caste Hindu temples. Maharaja Chithira Thirunal of Travancore issued the Temple Entry Proclamation and thus all the temples thrown open to all the Hindus. Thus the Ezhavas and all other low caste people got the privilege to worship in temples and their age long struggle and sufferings were remedied.

Conclusion

Though all their efforts, the Ezhavas gained most of all their privileges and socio economic and political rights in the first half of the 20th Century. The main contributing factor which enabled the downtrodden Ezhava caste to fight for equality and civic rights and social mobility was the emergence of a healthy economic middle class within the community. Along with that social reformer, saint, Sree Narayana Guru and SNDP Yogam contributed a lot and led to the socio

economic elevation of the community. Educated Ezhavas like Dr. Palpu, C. Krishnan, C.V. Kunjuraman, Sahodaran K. Ayyappan etc., were the leaders who took guidance from the guru and led the Ezhavas towards their political rights and social equality. In the long run the Ezhavas, through different ways acquired social mobility, economic advancement, political as well as religious rights and privileges and became developed in to the greatest determining factor in the socio economic and political spheres of Travancore.

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CHALLENGES FACED BY WOMEN ENTREPRENEURS

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Introduction:

Historically, an entrepreneur has been a male dominated pursuit, but many of today's memorable and inspirational entrepreneurs are women. Several women entrepreneurs are working hard to prove that, when it comes to starting and sustaining a business, they are second to none. It is all about breaking tradition and overcoming mindsets. Despite all social hurdles, many women have been successful in their works as the real drivers of global economy. They need both psychological and practical support for starting up their business. Today India's economy is poised for a flourishing entrepreneurial activity. It is also known that a healthy business environment is an essential requirement of entrepreneurial growth. Since a high quality entrepreneurial skill trends to attain industrial growth, talent must come from within the environment for rapid and sustained growth of the economy.

Problems of Women Entrepreneurs :

There are many problems faced by women at various stages beginning from their initial commencement of enterprise, in running their enterprise. Their various problems are as follows:

1. Patriarchal Society:

Entrepreneurship has been traditionally seen a male preserve and idea of women taking up entrepreneurial activities considered as a distant dream. Any deviation from the norm is frowned and if possible, immediately curbed. Women also have to face role conflict as soon as they initiate any entrepreneurial activity. It is an uphill task for women to face such conflicts and cope with the twin role.

2. Absence of Entrepreneurial Aptitude:

Many women take the training by attending the Entrepreneurship Development Programmes without entrepreneurial bent of mind. As per a study, involvement of women in small scale sector as owners stands at mere 7 percent. Women who are imparted training by various institutes must be verified on account of aptitude through the tests, interviews etc.

3. Quality of EDPs:

All women entrepreneurs are given the same training through EDPs. Second-generation women entrepreneurs don't need such training as they already have the previous exposure to business.

4. Marketing Problems:

Women entrepreneurs continuously face the problems in marketing their products. It is one of the core problems as this area is mainly dominated by males and even women with adequate experience fail to make a dent.

For marketing the products women entrepreneurs have to be at the mercy of middlemen who pocket the chunk of profit. Although the middlemen exploit the women entrepreneurs, the elimination of middlemen is difficult, because it involves a lot of running about. Women entrepreneurs also find it difficult to capture the market and make their products popular.

5. Financial Problems:

Obtaining the support of bankers, managing the working capital, lack of credit resources are the problems which still remain in the males domain. Women are yet to make significant mark in quantitative terms. Marketing and financial problems are such obstacles where even training doesn't significantly help the women. Some problems are structural in nature and beyond the control of entrepreneurs.

6. Family Conflicts:

Women also face the conflict of performing of home role as they are not available to spend enough time with their families. They spend long hours in business and as a result, they find it difficult to meet the demands of their family members and society as well. Their inability to attend to domestic work, time for education of children, personal hobbies, and entertainment adds to their conflicts.

7. Credit Facilities:

Though women constitute about 50 per cent of population, the percentage of small scale enterprise where women own 51 percent of share capital is less than 5 percent. Women are often denied credit by bankers on the ground of lack of collateral security. Therefore, women's access to risk capital is limited.

The complicated procedure of bank loans, the inordinate delay in obtaining the loans and running about involved do deter many women from venturing out. At the same time, a good deal of self-employment programme has been promoted by the govt. and commercial banks.

8. Shortage of raw-materials:

Women entrepreneurs encounter the problems of shortage of raw-materials. The failure of many women co-operations in 1971 such as these engaged in basket making were mainly because of the inadequate availability of forest-based raw materials.

9. Heavy Competition:

Many of the women enterprises have imperfect organizational set up. But they have to face severe competition from organized industries.

10. High cost of production:

High cost of production undermines the efficiency and stands in the way of development and expansion of women's enterprises, government assistance in the form of grant and subsidies to some extent enables them to tide over the difficult situations. However, in the long run, it would be necessary to increase efficiency and expand productive capacity and thereby reduce cost to make their ultimate survival possible, other than these, women entrepreneurs so face the problems of labour, human resources, infrastructure, legal formalities, overload of work, lack of family support, mistrust etc.

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TRIBAL WELFARE AND DEVELOPMENT IN INDIA

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Introduction

The Scheduled Tribes (STs) according to the 1991 Census account for 67.76 millions representing 8.08 per cent of the country's population. They are spread across the country mainly in the forest and hilly regions. More than 70 per cent of the ST population is concentrated in Madhya Pradesh, Maharashtra, Orissa, Bihar, Andhra Pradesh, West Bengal and Gujarat. The essential characteristics of these communities are primitive traits, geographical isolation, distinctive culture, shyness of contact with communities at large and backwardness.

The constitution protects the general rights of all Indian citizens to move freely, settle anywhere and acquire property. It also permits the States to make reservation in public services in case of inadequate representation and requiring them to consider their claims in appointments to public services. The constitution provides special representation for the STs in the Lok Sabha and State legislative assemblies till 25th January, 2010. Later on with a view to effectively deal with the crimes against the Scheduled Tribes two special laws, viz., Protection of Civil Rights Act, 1955 and the Scheduled Castes, Scheduled Tribes (Prevention of Atrocities) Act 1989 were enacted.

Tribal Sub-Plan

The Fifth Five Year Plan marked a shift in the approach when the Tribal Sub Plan (TSP) for direct benefit of the STs was launched. The Tribal Sub-Plan for the Scheduled Tribes was designed to channelise the flow of outlays and benefits from the general sectors in the plans of the States and Union Territories (UTs) and Central Ministries in proportion to their population both in physical and financial terms. It is an umbrella under which all schemes implemented by the States and Central Governments are dovetailed for addressing different needs of the Scheduled Tribes.

It is basically an area development programme with focus on tribals under which infrastructural development and family-oriented programmes are undertaken. The strategy has been successful in garnering larger flow of funds for the development of Scheduled Tribes from Rs. 759 crore during the Fifth Five Year Plan to about Rs. 16902.66 crore by the end of the Eighth Five Year Plan (1992-97).

The Ministry of Tribal Affairs, besides providing Special Central Assistance, which is an additive to the Tribal Sub Plan of the States and UTs and grants under Article 275 (1) of the Constitution for raising the level of infrastructure in the Scheduled Areas and economic development of the Scheduled Tribes to the level of general population, is also implementing various Centrally-sponsored and Central sector schemes under which financial assistance ranging from 50 per cent to 100 per cent is given to the States and UTs for construction of hostels and coaching of ST students for competitive examinations, upgradation of their merit, research and training, setting up of *ashram* schools, vocational training centres, village grain banks, educational complexes for ST girls in low literacy pockets and development of primitive tribal groups. Besides, non-governmental organisations (NGOs) have also been involved in the development of STs. Their

developmental and financial needs are being taken care of over and above the credit available through priority sector lending of banks and other institutions by the NSFDC.

Tribal Welfare:

The strategies adopted by the British administrators for solving the problems of the tribals included acquiring tribal land and forests and declaring certain tribal areas as excluded or partially excluded. But, the British government had also established a number of schools and hospitals in the tribal areas with the help of Christian missionaries who converted many tribals to Christianity. Thus, by and large, during the British period, the tribals remained victims of colonial-feudal domination, ethnic prejudices, illiteracy, poverty, and isolation.

After Independence, provisions were made in the Constitution to safeguard tribal interests and promote their developmental and welfare activities. Gandhiji and Thakkar Bapa also did some pioneering work among the tribes.

Nehru enunciated the policy of Panchseel for tribal transformation, which rested on following five principles:

- Avoiding imposing the culture of the majority people on them and encouraging in every way their (tribal) own traditional arts and culture.
- Respecting tribal rights on land and forest.
- Training tribal leaders for administrative and developmental activities with the help of some technical personnel from outside.
- Avoiding over-administering of the tribal areas.
- Judging results not on the basis of money spent but the quality of human character evolved.

In 1960, the Scheduled Tribe Commission was set up under the chairmanship of U.N. Dhebar to work for the advancement of the tribals.

After the Fifth Five Year Plan, the Tribal Sub-Plan (TSP) strategy was designed in 1980 which consisted of two things:

- Socio-economic development of the STs, and
- Protection of tribals against exploitation. The funds for TSPs are provided by state governments and the central ministries.

However, TSP results have not been commensurate with the expectations and the investments made so far as heavy emphasis is laid in several states on infrastructural development without corresponding emphasis on the development of the STs. The TSP schemes are supposed to lay emphasis on family-oriented income-generating schemes in sectors like agriculture, animal husbandry, cooperatives, tribal crafts and skills, etc., besides laying emphasis on education, health, and housing.

In the Five Year Plans, the programmes for the welfare of the STs aim at:

- Raising the productivity levels in agriculture, animal husbandry, forestry, cottage and small-scale industries, etc., to improve the economic conditions,

- Rehabilitation of the bonded labour
- Education and training programmes, and
- Special development programmes for women and children. But various evaluation studies on all these programmes for the integrated development of the tribals have brought out the inadequacies of these programmes.

Administration of Scheduled and Tribal Areas:

Scheduled Areas' have been declared in the States of Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Orissa, Himachal Pradesh and Rajasthan. The scheme of administration of Scheduled Areas under the Fifth Schedule visualises a division of responsibility between the State and Union Governments. The State Governments have been given the responsibility of screening the legislations which are unsuitable for extension to the tribal areas. They are also responsible for framing rules for the prevention of exploitation of the tribals by the money-lenders. They implement schemes for the welfare of the tribals living within its boundary.

The Union Government provides guidelines in regard to the administration of Scheduled Areas. It also provides necessary funds that are required to raise the standard of administration and for the improvement in the quality of life of the tribal communities. The Union Government also has the power to give directions to the State Governments about matters relating to the welfare of the Scheduled Tribes.

Programmes for Tribal Welfare

A number of employment oriented and developmental programmes for tribals have been introduced by the government of India. The major programmes are Integrated Rural Development Programme (IRDP), Jawahar Rosgar Yojana (JRY), Prime Ministers Rosgar Yojana(PMRY) and Training For Self Employment For Rural youth (TRYSEM). IRDP scheme is absolutely for rural people those belong to below poverty line and others are for both rural as well as urban youth. All these schemes are implemented in the state by District Rural Development Agencies (DRDA's) in collaboration with Commercial and Cooperative Banks. PMRY was initiated in October 1993 to tackle the burning problem of educated unemployment. PMRY relates to setting up of selfemployment ventures through industries and services. Any unemployed youth who is metric failed/passed or above or IT1 passed, is eligible for the benefits of the scheme subject to the condition that if he is between the age group of 18 to 35 years and his family income does not exceed Rs 24,000 per annum The youth should also be the permanent resident of the areas for at least three years and he should not be defaulter to any bank or financial institution. The scheme envisages 22.5% reservation for Scheduled Caste Scheduled Tribe and 27% for OBC. A maximum loan of Rs 1 lakh per candidate is provided under this scheme, at an interest rate of 12.5% to 15.5%. The entrepreneur has to contribute 5% of project cost as margin money. No collateral security guarantee is asked on such loans. Period of repayment starts after a moratorium of six to eighteen months and range over 3 to 7 years. The government provides subsidy to the extent of 15% of the total loan imbrused with a ceiling of Rs 7,500 per entrepreneur. In case of joint venture each partner may be provided a loan of Rs 1 lakh subsidy. In such cases the interest is calculated for each partner separately at a rate of 15% of his share in the project cost limited to Rs 7,500 for each partner.

Conclusion

The diverse programmes the authority has undertaken to reflect that it is mostly needed to achieve the objective for which it was established. Its efforts are laudable and need to be appreciated and rewarded. But viewed in the context of population explosion, the objective of establishment of ITDA is not only to meet the present needs of the growing tribal problems but to visualize the needs that would crop up in another decade. All the efforts of the authority put together are not even adequate to meet the present needs. Therefore, it is imperative on the part of the authority to revolutionize its efforts to meet the present and the future challenges of the tribes. Such an endeavor is possible when men, money and material are made available to the authority and hurdles in the acquisition of land can be overcome. The foremost administrative acts of expenditure and income which all depend upon the finance allotted. The attention has to be paid to the fund to lead the authority for implementation of developmental activities in the ITDA Jurisdiction. The main source of the finance of ITDA is only grants from the governments of state and central.

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TAMIL MUSLIMS – A STUDY

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Abstract

The present study is an attempt to analyse the history of the Muslims' settlement in different parts of Tamilnadu. There are about 3 to 4 million Tamil Muslims in India mostly in Tamil Nadu state and also in neighbouring Kerala. Tamil Muslims are largely urban traders rather than farmers. The Muslims living in Tamil Nadu are classified into many categories on the basis of their origin, language and the like. Majorities of the Muslims of Tamil Nadu are Tamil speaking. The Muslims enjoyed the patronage of the Hindu rulers. As horse traders, the former had commercial contact with all the Hindu rulers of the Tamil country. Some of the Muslims were appointed to top positions in the Cavalry of the Hindu rulers. The Muslims who had settled in Tamil Nadu identified themselves with the native population. Their constant and continuous contact with the locals enabled them to adopt and follow several Tamil customs. This helped to create an atmosphere of harmony and amity in the Tamil Country.

Tamil Muslims – A Study

Tamil Muslims are Tamil-speaking people with Islam as their faith. There are 3 – 4 million Tamil Muslims in India mostly in Tamil Nadu and also in neighbouring Kerala and Karnataka. A significant Tamil-speaking Muslim population numbering 1.8 million https://en.wikipedia.org/wiki/Tamil_Muslim_-_cite_note-2 or more live in the Northern and Eastern provinces and Colombo in Sri Lanka and many other pockets across central and southwest provinces, There are around 500,000 in Malaysia and 20,000 in Singapore. Tamil Muslims are largely urban traders rather than farmers. There is a substantial diaspora of Tamil Muslims, particularly in South East Asia, which has seen their presence as early as the 13th century. In the late 20th century, the diaspora expanded to North America and Western Europe. They are called Cholias in Myanmar, Mamak in Malaysia and Rathas in South Africa. https://en.wikipedia.org/wiki/Tamil_Muslim_-_cite_note-6

Ethnic identity

Labbai are one of the four Muslim groups in Tamil Nadu. The Ravuttan, Marakkayar, and Kayalan form the rest of the Islamic community. According to tradition, the name "Labbai" was given to them by the Arabs. They were few in number and were under the control of other Muslims and Hindus. In order to get their attention and be recognized, the Labbais traditionally would cry loudly, "Labbek," meaning "We are your servants."

Tamil is their main language, mostly spoken in the household. People living in the cities do speak Urdu, but they do not recognize it as their main language. In some Arab-influenced towns such as Nagapattinam and Kayalpatnam, Labbai Muslims write Tamil using Arabic script, the only people to do so.

The origin of the Labbais is not clear, but a few speculations have been recorded. The historian Mark Wilks suggests that in the early eighth century A.D. the governor of Iraq, Hijaj Ben Gusaff, drove a number of people, including fellow Muslim citizens, into exile by his barbaric actions. Some migrated to the western coast of India and others east of Cape Comorin. The Labbais are descended from the latter group. Another version says that the Labbais are descendants of Arabs who came to India in the eleventh and twelfth centuries for trade. But these Arabs were persecuted by the Moguls and were forced to flee the country, leaving behind their belongings and children born to Indian mothers.

Labbais are known as traders, although residents of different areas have different occupations. In the Mysore region, they are vendors of hardware, merchants, coffee traders, and owners of other profitable businesses. In the South Arcot District of Tamil Nadu, they grow betel nuts, manage a skin trade, are small shopkeepers, and trade at the seaports. The women of this district are expert at weaving mats, which are considered a valuable source of income. The Labbais of the Madurai District seem to have chosen a quite different means of subsistence: many are well known as smiths and others are boat workers and fishers. In general, they are recognized as skilled and expert traders.

The Labbais worship as Muslims do. About 80 percent of the Muslims in Tamil Nadu are Tamils and the remaining 20 percent include the Mapillas and Urdu speakers such as Sheikh, Sayyid, Sharif, Pathan, Ismaili, Navayat, Daudi Bohra, and Wahabi. Labbais and Ravuttans follow the Hanafi school, a branch of the Sunni sect. Their Religious practices demonstrate an orthodox way of living Religious books are in Arabic and hold a sacred position. The Muslims do not recognize the caste system of Hindus. Girls do not marry before puberty. Family gatherings and visits are used by the older family members to find mates for their young ones.

Culture

There are two main holidays in Islam: Eid Al-Fitr, (Ramadan) and Eid Al-Adha. Eid Al-Fitr is celebrated at the end of Ramadan (a month of fasting), and Muslims usually give zakat (charity) on the occasion. Eid Al-Adha is celebrated at the end of Hajj (annual pilgrimage to Mecca), which is one of the five pillars, and Muslims usually sacrifice an animal and distribute its meat among family, friends and the poor.

Economy

Tamil Muslims have historically been money changers¹ (not money lenders) throughout South and South East Asia especially in Malaysia, Singapore, Indonesia and Hong Kong. Generally Tamil Muslims are involved in various trades like retail, mutton shops, shops in foreign bazaar. They are also involved in pearl/gem trade and leather industry. The

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GUIDANCE FOR THE PROBLEM CHILDREN

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INTRODUCTION:

The first and foremost step in any attempt at helping students to overcome their problems is to be aware of the actual problems. It is often noticed that administrators, principals, teachers and others concerned have a tendency to wait for problems to occur instead of predicting the possibility of the occurrence of the problem. Only when they become aware of the problems they attempt to take the steps to solve them. Problems do not erupt all of a sudden. Careful observation will enable teachers to notice their signs and symbols. Great care must be exercised in identifying problems by using the most appropriate tools and techniques.

Causes of problematic behavior:

There are two kinds of causes for the problematic behavior namely a. hereditary and b. environmental . Hereditary causes include physical, nervous and or emotional defects, but sometimes these may also be the result of weakness. The environmental factors are the following:

- a. Atmosphere of home
- b. Bad Company
- c. Atmosphere in school

CURE OF PROBLEMATIC CHILDREN:

The main facts are the following:

- a. measures concerning the family
- b. good company
- c. methods adopted by school

Methods adopted by the school:

schools can adopt the following measures for the prevention or cure of problematic behavior in his students-

1. presentation of high ideals by teachers
2. interesting method of education
3. proper use of educational apparatus
4. balanced curriculum
5. arrangement of extra curricular programmes
6. means of healthy recreation
7. self-discipline
8. harmony between family and school
9. guidance

BACKWARD CHILDREN:

Cyrill Burt says, "A backward child is one, who, in the middle of the school career, is unable to do the work of the class that below that which is normal for his age". Generally, no mother or

father is easily prepared to accept that their child is mentally backward. A backward child is one, who has an I.Q. lower than the average child.

PROBLEMS OF BACKWARD CHILDREN:

Children who are backward have certain problems that are peculiar their own: having a very low I.Q., they required to be taught many things by others. Emotional adjustment of the child is completely disintegrated if he fails in the same class time after time. Failure in school leads to the assumption that he will also be failure in life. His ambitions are destroyed and he becomes hopeless. Backward children also faces difficulties in social adjustment. In the group he does not easily grasp even the smallest thing, and rules of play have to be repeated, for his benefit. His colleagues naturally heckle him. It is possible that a spark of leadership may be ignited in him if he communicates with persons younger than himself but on the same intelligence level. But there is unwelcome since other children steer clear of him because of his superiority. Adults pay him little or no attention, instead he is scolded from time to time. In adolescence and adulthood, too, the situation of this child does not improve. He is made the butt of every joke. Activities of the group are usually on a higher level, so that he does not fit in them either.

CONCLUSION:

The class of problem children includes all those juvenile whose character or personality shows some signs of abnormality. Some behavioural abnormalities that seem to indicate this condition are –stealing, lying, annoying children, weaker and younger than themselves, not doing home assignments, running away from school, or arriving late at school. The basic responsibility of a good teacher is the identification and guidance of problem children in the class.

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AWARENESS OF ICT AMONG B.Ed STUDENTS

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Abstract

ICT can play an important role in motivating pupils and encouraging them to engage in learning, within and beyond the classroom. They also provide insights into uses of ICT which are particularly motivating for young people. Motivation was commonly cited, often linked to shift in pupils' attitude to and involvement in learning activities. Some teachers saw ICT as having enhanced the performance and cognitive functioning of pupils who previously had been the margins of classroom activity or performed poorly. While working with ICT pupils were generally motivated to learn something. Many of the motivational impacts of using ICT in schools are dependent on the decisions and guidance of the teacher (Passey et al 2003).

Introduction

ICT has the potential to deliver new forms of teaching and learning in schools and to revolutionize pupils approaches to learning. The teachers think about using ICT in class and there by offers capacity to change the nature of pupil learning. Sometimes the use of ICT can have an impact on pupil's control of learning and on conceptual understanding.

ICT has the capacity to enhance the process of learning as well as the products. Through the use of ICT, learners were able to concentrate on higher order skills. The pupils were working in class with ICT, the level of peer interaction had increased, with pupils advising and assigning a kind of peer tutoring. ICT was held to support meaning making amongst learners and helped to improve their performance.

1. Impact of ICT on how students learn

Just as technology ICT is influencing and supporting what is being learned in schools and universities, so too is it supporting changes to the way students we learn. Moves away from content centered – curricula to competency – based curricula are associated which moves away from teacher – centered types of delivery to student – centered types. Through technology – facilitated approaches, contemporary learning settings now encourage students to take the responsibility for their own learning. technology has the capacity to promote and encourage the transformation of

education from teacher directed enterprises to one which supports more student-centered models. The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs by their very nature are tools that encourage and support independent learning.

(11) Impact of ICT on student achievement

ICT can empower teachers and learners, transforming teaching and learning processes from being highly teacher dominated to student-centered, and that this transformation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem solving abilities, informal reasoning skills, communication skills and other higher-order thinking skills. It is believed that specific uses of ICT can have positive effects on students achievement when ICTs are used appropriately to complement a teacher's existing pedagogical philosophies. Computer Aided Instruction have been seen to slightly improve students performance in all the fields. Most of the educators believe that ICT motivates the pupil to become more effective learners.

1.2. STATEMENT OF THE PROBLEM

The problem selected for the present study is entitled as, “AWARENESS OF ICT AMONG B.Ed STUDENTS.”

1.3. OPERATIONAL DEFINITIONS

a. INTERNET AWARENESS

Internet is the “network of networks” that links computer around the world. Internet Awareness refers to the aware of internet like e-mail, search engine, website, web browser, browsing, chatting, video-conferencing, E-library, E-learning, E-commerce in their higher secondary students

b. B.ED COLLEGE STUDENTS

According to the investigator, it refers to the students those who are studying in the college of Education under Mother Teresa women's University, Kodaikanal.

1.4. OBJECTIVE OF THE STUDY

1 To find out the difference between Tamil and English medium students in their ICT awareness. 2. To find out the difference between rural and urban students in their ICT awareness.

1.5. NULL HYPOTHESES

- 1) There is no significant difference between Tamil and English medium students in their ICT awareness.
- 2) There is no significant difference between rural and urban students in their ICT awareness

1.6. DELIMITATIONS OF THE STUDY

Delimitations are those conditions that can be controlled by the investigator during the research.

- i) The study deals with B.Ed students only.
- ii) This study is limited to students studying in colleges of education under Mother Teresa women's University, Kodaikanal.

1.7. METHOD OF THE STUDY

The investigator applied survey method for this present study. She has selected students those who are studying in the college of Education under Mother Teresa women's University, Kodaikanal

1.8. SAMPLE FOR THE STUDY

The sample should be selected to enable one to draw meaningful conclusion and generalizations. The sample should represent the target population and should be adequate enough to achieve the ultimate objectives. To realize this purpose, the researcher adopted the following procedure. The sample was selected according to the principle of Stratified Random Sampling. The study was confined to 100 B.Ed students studying in Mother Teresa women's University, Kodaikanal.

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TRANSLATION AS A CREATIVE WRITING

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Definition of Translation:

TRANSLATION may be defined as process of finding a TL equivalent for an SI utterance. As noted in the last chapter, this cannot be merely an equivalence of words - a matter which will duly become clearer - and to speak of conceptual equivalence alone would be to ignore important stages and part of the process. In seeking to determine the elusive notion of 'equivalence' in translation/ the guiding principle that suggests itself is to find the smallest identifiable unit that can be matched in two languages.

There are many ways of setting about this. One is to compare translated texts with the originals and attempt to retrace the translator has followed. In the normal course of events the translator himself will not be aware of what he is doing. He works intuitively until he encounters difficulties. The analytic method followed here is the reverse of the recommended practice of translation. Normally the translator should always study the text as a whole before he begins to translate any work of art. After obtaining a picture of the whole, he can break it up into its parts - the size and type of the units will depend on the nature of the text - its length, its difficulty, and not least on the temperament and ability of the translator himself. Instead the analysis will move in the opposite direction from the fragments to the whole from the simple to the more complex. This is incidentally, analogous to the fascinating history of trial and error which marked research in MT. But it also accords with the principle stated above - that the smallest unit of equivalence is to be determined - and this means testing the smallest units available and working upwards until we arrive at our 'atom' or 'molecule' of translation, if there is such a thing.

The smallest unit of grammatical analysis is a morpheme, which is sometimes identical with the word, as in *der* and in *Mann* or the *and* in *man*. But morphemes may be items that cannot exist independently as words do but only as part of a word, as *with-ung* in *Herstellung* or *-ing* in *talking*.

Translation Progress:

Consider the expression *die Geräuschemfindlichkeit*. This is taken from a German Bureau of Standards (Deutscher Normenausschuss) specification (DIN 4109) on noise control in building. Only the noun in the phrase will be examined. It can be broken down into the following elements:

Ge+rausch+emp+find+lich+keit

In practice, the translator may seize on the word as a whole. But if he has never seen the word before, and is required to translate it without any help in terms of what he already knows, he will need to

proceed on the line given below. It supplies the patterns for a procedure used when one is confronted by a difficult expression one has never seen before. Of course, to have arrived at the elements shown above it is necessary to have some familiarity with the structure of German words. But even the most optimistic would-be translator of the easiest text on C=C lines must have some elementary knowledge of SL forms.

Looking more closely at the morphemes in the expression, we see the following.

Ge-

A prefix that converts Verbs into the past participle form, e.g. sehen (to see) into gesehen (seen). This will not apply here/ since the element which follows, rausch, does not have the form of a verb (if it doesn't terminate in -en). The prefix also converts verbs into nouns that signify continued action. The use with adjectives is less common. It is evident that the prefix has meaning depending on further information (i.e., the nature of the element that follows it and it modifies).

rausch

This element derives either from a noun with a range of meanings similar to intoxication, frenzy and so on, or from a verb, rauschen, which has among its meanings those of 'rustle' or 'roar'. The second is more likely in the present circumstances and if we take the two elements together as one, we will have the noun, Gerausche, of the type derived from verbs and signifying continued action. This gives us a noun meaning 'noise' in English.

-emp-

A prefix that suggests 'opposed, against, in the face of, towards, contrary to'. Since it is a prefix which by definition modifies a following element, we require further information before we can decide on its function.

-find-

A stem occurring in the verb finden ('find, meet with....') Again, we take the two elements together and derive -empfind-, which is the stem, for example, of the verb empfinden ('to feel, perceive, experience...') Note that I have taken a short cut here in order not to complicate matters too much. Strictly speaking, the meaning of -empfind- should be derived inductively by testing combinations of meanings of -emp- and -find- but there are inherent limits to what can be done in this manner. The description of these limits is one of the themes of this book.

We now have the combination Gerausche ('noise') + empfind- (which has something to do with perceiving/ feeling, experiencing).

-lich-

This is an adjective or adverbial suffix designating an essential property. It also converts verbal derivations and nouns into adjectives. Since we are dealing with suffixes, modifiers that follow the element modified, we have the necessary information to judge which modification is necessary. In this case we have a verbal stem, -empfind- and assume that a conversion into an adjective has taken place.

We now have the combination *gerauschempfindlich* (the property or quality of perceiving, feeling, experiencing noise)

-keit

A suffix that converts adjectives into nouns. It should indicate the state of having a certain quality. We have now arrived at the full expression: *Gerauschempfindlichkeit*, which should yield literally; the state of having the quality of *noise in the face of (or: against) find. Or if you like; *noise + in the face of + find (ing) + ly +ness. This is nonsensical. Yet by adopting a method of building up identifiable words where possible, we have arrived at a basic combination: *Geraus* + *Empfindlichkeit* (noise + the state of having the quality of perceiving). The relation of this combination to an expression like 'noise' + perceptiveness' should be clear without our stating any effect. Once we achieve this, it should not be difficult to arrive at the better English form 'noise sensitivity'.

In the second word, we recognize that the morpheme -keit finds a ready English counterpart in -ness, which also serves to convert adjectives into nouns. For -lich, the English counterpart is the suffix -ive, which also converts other in-forms for adjectives.

It will be noticed that there is a certain hierarchy in the forms we have examined. The word is always on a higher rung of the ladder than the morpheme; where the morpheme has a range of possible functions and meanings the word is the main element that decides which of these is to be selected. In the German noun, the two main components, where are themselves nouns, are determined by the total compound. Similarly, the components of the phrase (*die Gerauschempfindlichkeit*), article + noun, are determined by the total phrase. The higher rank always determines the elements. The sentence determines the meaning of the phrase. The whole text determines the meaning of the sentence. The situation in which the text occurs determines the meaning of the text.

By this method of passing from the smaller to the higher unit we would arrive in this instance at nonsense, or best at a very clumsy expression - something like *noise experiencingness. Taking that compound as two words, we would have the result suggested, noise sensitivity, which is not

apt since ‘Sensitiveness’ is usually attributed to human being and indicates an emotional state. But sensitivity can be used not only for inanimate objects, and nose sensitivity is therefore the better translation. The preferred equivalent, however, is that accepted by the experts in the field: noisiness. This is quite a big leap and suggests a higher level of transfer than morphemes. In fact the only equivalence at morphemic level is that between -keit and -ness. These two will generally match up but this is not true of -lich and -ive since the latter has a much more restricted use than the former

SL		TL	
1.	article (definite) indicating: feminine gender, singular, nominative or accusative case	1.	absence of article
2.	noun abstract, singular, composed of adjunct(N Anschluss)	2.	noun phrase comprising; adjunct (N functioning as adjective: service) adjunct (N pipe)
	+		+
3.	main noun (N Leitung) singular	3.	head noun (N lines) plural

The previous example displayed a condensation of the structure of the head work in the phrase die Gerausechempfindlichkeit (analyzable into two words), whereas the second shows an expansion. Note too that the English counterpart of the first phrase is a single word, but the English counterpart of the second phrase (two word) is three words. In addition, the SL expression provides information that is absent in the TL (gender, case). It is constructed differently in terms of grammar and also as an item of vocabulary. The unit of equivalence here is undoubtedly not the morpheme, nor is it the word. The elements of Anschlussleitung immediately demonstrate this: An (preposition with a wide range of meanings) Schluss (noun with a wide range of meanings, including: ‘closing, conclusion...’, related to verb: schliessen, which with preposition an in a phrase like schliessen and can have the sense of ‘join, connect’) Anschluss (connection); leit- (stem of verb leiten: ‘lead, conduct...’). This would yield something like ‘connection + ‘conduction’, and again there is a leap to the preferred equivalent. In other words, equivalence here is neither morphemic nor on the word or phrase level, but involves some unit higher up in the hierarchy.

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