

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING
THIRUMURTHINAGAR, TIRUPPUR DISTRICT 642 112.**

RESEARCH PROPOSAL – 23-24

Name of the Investigator: C.VIMALA DEVI
Vice-Principal
DIET, Thirumurthinagar, Tiruppur District

TITLE : “A STUDY ON GIRLS EDUCATION IN THE UDUMALPET
EDUCATIONAL DISTRICT IN TIRUPPUR DISTRICT”.

1. INTRODUCTION

During Vedic period, women and men were treated equally. On arrival at her new home, the bride is welcomed with wishes of wealth and progeny, soliciting her watchful care of the house. Women whether she was daughter, wife or mother, had absolute supremacy during the time of the Vedas. The position of women slowly underwent changes as they started confining themselves to the household. In the later Vedic period, women become more bridal figure than a feminine figure. During this time women were considered submissive human beings and not equal partners.

2. NEED AND SIGNIFICANCE OF THE STUDY

During the school visit by the investigator, it is planned sequence of the entire process, strategies or method involved in conducting research study. The investigator realizes that the topic chosen was worthy of study. The topic needs, basic education is a pre-requisite for the sustainable development of societies and to reduce adult illiteracy and it is the very foundation of human development. Many students are drop out before completing their primary schooling; some others complete school but fail to acquire the necessary learning. The critical problem facing government and development agencies to day is how to specify and meet the basic learning needs of all. Education is one of greatest forces for the change in women’s lives.

Governments have made impressive investments in education over the last several decades. Education influences women's changes of paid employment, her earning power, her age at marriage, her control over child bearing, her exercise of legal and political rights and even her ability to care for herself and her children. Increased access to education is often the fore runner to a host of excluded opportunities for women. Since it is a study, survey method was selected as a suitable strategy to carry out this project. This study helps for intensive enrolment and necessary steps to eliminate the dropouts. So a normative study was adopted for this study.

3. OBJECTIVES OF THE STUDY

- To encourage the Girl's education and create the awareness of women's education in their society.
- To develop the importance of Girl's education and improvement of their life and change the lives.
- To create the curiosities to know the facts, women's era to learn further the life.
- To promote interest and involvement of education.

4. HYPOTHESIS

- There is a significant difference among Girls Education, while they have motivated to study in schools continuously.
- There is a significant difference among to suggest proper ways and means to promote girls education at Secondary level.
- There is no significant difference among Teachers, VEC, and Parents.

5. METHODOLOGY

The investigator has selected the single group with Questionnaire for all categories in the criterion measurements was adopted for this study.

a) METHOD

Survey Method is adopted. This investigator selected in random sampling method. 200 samples from the various schools in Rural and Urban schools from Govt, & Govt aided

schools in Udumalpet Educational district (Udumalpet, Madathukkukam, Gudimangalam) in Tiruppur District, priory, and the topic were explained about the investigation. The teaching procedures and the test procedures were explained briefly prior to the administration of test. The tool consisting of Questionnaire for HM's, Block Resource Teacher Educators was administered. Scoring marks are based only points.

b) SAMPLE OF THE STUDY

200 samples of from the various schools in Rural and Urban schools from Govt& Govt aided schools in Udumalpet educational district (Udumalpet, Madathukkukam, Gudimangalam) in Udumalpet (TK), Tiruppur for the research.

c) INTERVENTION

Baseline test related to impact of GIRLS EDUCATION among teachers was given, Tool preparation and validation, Tool adoption and interview schedule, Tool adaptation & Data collection

d) TOOL

- i) Questionnaire for HM's, Block Resource Teacher Educators
- ii) A Checklist for VEC.
- iii) An Interview schedule for Parents.

e) DATA ANALYSIS

1. Descriptive analysis (Mean & S.D)
2. Differential analysis (t' test).
3. Percentile analysis.

6. MAJOR FINDINGS

- Majority of girls learn more easily than boys.
- Girls show more interest in learning than boys.
- Enrolment of girl children is more than boys in Balwadi center's.

- Among the 50% HM's for samples say that, boys are the frequent absentees than girls and it shows that Girls attend the schools regularly.
- 90% of the Anganwadi centers are attached to Primary Schools and this Promotes the enrolment of Children in Primary Schools.

7. CONCLUSION

Education plays a vital role in the socio-economic and political aspects of women's development. Through the use of education, the world has become a better place to live in. There has been the formulation of several policies and plans to improve the literacy rate in the country. RTE has brought some positive changes in gender disparity in schooling. But it focuses more on Primary level that is the major reasons for dropping out drastically after ending their basic education. NEP is concerned to play a vital role to tackle. For the faster development of females, we all must recognize the signification of education for girls. It can be tackled by eradicating poverty, providing free and compulsory education to girls, proper counseling, parenting enlightenment, and enhancing their safety. To ensure the enrolment of girls in schools government should take proper measures to implement the policies on the ground level.

8. EDUCATIONAL IMPLICATIONS

- Efforts are already taken underway as pe the 1986 National Policy of Education to promote Girls Education.
- Motivating Young girls to read and write of course the objectives to be achieved even before planning for their school curricula.
- Motivating Parents is more need since economically deprived girls are difficult to be motivated for school work, because of Parental ignorance, indifference and lack of support and guidance.
- BRTEs could provide the girls with specific information and tips regarding the ways to complete their education.
- Guidance and Counseling should be given to parents of the dropped girls' thro BRTEs and VEC Members impart Positive attitudes of their future life.

- Orientation on Vocational Trainings like, Tailoring, Computer Education, Catering, and Typewriting may be intensively given in schools to remove the misconception of some of the parents that academic achievements could do little for the self-support.

RESEARCH PROJECT ABSTRACT 2023-24

Name of the DIET (பணிபுரியும் நிறுவனம்):

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்,
திருமூர்த்திநகர், திருப்பூர் மாவட்டம்.

Name and designation of the researcher (ஆய்வாளர் பெயர் மற்றும் பதவி):

முனைவர். ம. சரவணகுமார், முதுநிலை விரிவுரையாளர்

Title (ஆய்வுத் தலைப்பு) :

உயர்தொடக்கநிலை மாணவர்களின் படித்துப் புரிந்து கொள்ளும் திறன்
அடைவில் பயிற்சிப்புத்தகத்தின் தாக்கம்

1. Introduction (அறிமுகம்)

மொழிப்பாடம் திறன் வளர்க்கும் பாடம். மொழித்திறன்களை வளர்ப்பதே மொழிப்பாட நோக்கங்களுள் முதன்மையானது. படித்துப் புரிந்து கொள்ளும் திறன்சார்ந்த கற்றல் விளைவுகளை அடைவதில் மாணவர்களுக்கு உள்ள இடர்பாடுகளைக் கண்டறிந்து அதனைத் தீர்க்கவும் படித்துப் புரிந்துகொள்ளும் திறனை மேம்படுத்தவும் உறுதுணையாக அமையும் என்ற நோக்கில் இந்த ஆய்வானது மேற்கொள்ளப்பட்டது.

2. Need and significance(ஆய்வின் தேவையும் முக்கியத்துவமும்)

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனத்தைச் சார்ந்த கல்வியாளர்களால் பள்ளிப்பார்வையின்போதும் பயிற்சிகளின்போதும் மாணவர்களுக்குத் தமிழ்ப் பாடத்தில் அடிப்படைத் திறன்களில் இடர்பாடுகள் இருப்பது கண்டறியப்பட்டது. படித்துப் புரிந்துகொள்ளும் திறன் அடைவை மேம்படுத்த ஆய்வாளரால் ஒருங்கிணைந்த அணுகுமுறை மூலம் கற்றல் கற்பித்தலை மேம்படுத்துவதற்காக இந்த ஆய்வானது மேற்கொள்ளப்பட்டது.

3. Objectives (நோக்கங்கள்)

- தமிழ்மொழியில் படித்துப் பொருளறியும் திறன் அடைவைப் பெறுவதில் உயர்தொடக்கநிலை மாணவர்களுக்கு ஏற்படும் இடர்பாடுகளைக் கண்டறிதல்.

- படித்துப் பொருளறியும் திறன் அடைவைப் பெறுவதற்கான செயல்பாடுகளை வடிவமைப்பதில் ஆசிரியர்களின் தேவைகளை அறிந்து பயிற்சிப்புத்தகத்தை வடிவமைத்தல் .
- மாணவர்களின் பின்னணி வேறுபாடுகளின் அடிப்படையில் தமிழ்மொழியில் படித்துப் பொருளறியும் திறன் அடைவைப் பகுத்தாய்தல்

4. Hypothesis (கருதுகோள்கள்)

- படித்துப் புரிந்து கொள்ளும் திறன் அடைவைப்பெற பயிற்சிப் புத்தகத்தினைப் பயன்படுத்துவதில் முன்னறிச் சோதனை மற்றும் பின்னறிச் சோதனை சராசரி புள்ளிகளிடையே குறிப்பிடத்தக்க வேறுபாடு ஏதுமில்லை.
- மாணாக்கரின் பாலினம், பள்ளி அமைவிடம், பள்ளியின் வகையைப் பொருத்து படித்துப் புரிந்து கொள்ளும் திறன் அடைவைப்பெற பயிற்சிப் புத்தகத்தினைப் பயன்படுத்துவதில் குறிப்பிடத்தக்க வேறுபாடு ஏதுமில்லை.
- படித்துப் புரிந்து கொள்ளும் திறன் அடைவைப்பெற பயிற்சிப் புத்தகத்தினைப் பயன்படுத்துவதில் உடுமலைப்பேட்டை, மடத்துக்குளம் மற்றும் குடிமங்கலம் ஒன்றியங்களைச் சார்ந்த மாணவர்களின் முன்னறிச் சோதனை மற்றும் பின்னறிச் சோதனை சராசரி புள்ளிகளிடையே குறிப்பிடத்தக்க வேறுபாடு ஏதுமில்லை.

5. Methodology (ஆய்வுச் செய்முறை)

a) Method (ஆய்வு முறை): ஒரு குழு பரிசோதனை முறை

b) Sample (ஆய்வின் மாதிரி): ஏழாம் வகுப்பு மாணவர்கள் 150 பேர்

c) Intervention (இடையீட்டுச் செயல்பாடு): முன்தேர்வு-செயல்பாடுகள்-பின்தேர்வு

d) Tool (ஆய்வுக் கருவி):

முன்தேர்வு மற்றும் பின்தேர்வு வினாத்தாள், மாணவர் விவரக் குறிப்பு

e) Data analysis (புள்ளியியல் பகுப்பாய்வு) : சராசரி, திட்டவிலக்கம், t - சோதனை /

6. Major findings (ஆய்வின் முடிவுகள்)

1. படித்துப் புரிந்து கொள்ளும் திறன் அடைவைப்பெற பயிற்சிப் புத்தகத்தினைப் பயன்படுத்துதலில் உயர்தொடக்கநிலை மாணவர்களின் முன்தேர்வு மற்றும் பின்தேர்வு மதிப்பெண்களில் குறிப்பிடத்தக்க வேறுபாடு காணப்படுகிறது. முன்தேர்வில் 45.06 ஆக

இருந்த சராசரி இடையீட்டுச் செயல்பாடுகளுக்குப் பிறகு பின்தேர்வில் 81 ஆக அதிகரித்துள்ளது.

2. பாலின அடிப்படையில் முன்தேர்வு மற்றும் பின்தேர்வு மதிப்பெண்களில் குறிப்பிடத்தக்க வேறுபாடில்லை. மாணவர்களின் சராசரி 79.42 ஆகவும் மாணவிகளின் சராசரி 80.54 ஆகவும் காணப்பட்டது.
3. பள்ளியின் அமைவிட அடிப்படையில் முன்தேர்வு மற்றும் பின்தேர்வு மதிப்பெண்களில் குறிப்பிடத்தக்க வேறுபாடில்லை. பின்தேர்வில் கிராமப்புற மாணவர்களின் சராசரி 80.56 ஆகவும் நகர்ப்புற மாணவர்களின் சராசரி 78.56 ஆகவும் காணப்பட்டது.
4. பள்ளியின் வகை அடிப்படையில் முன்தேர்வு மற்றும் பின்தேர்வு மதிப்பெண்களில் குறிப்பிடத்தக்க வேறுபாடில்லை.

7. Conclusion (முடிவு)

இந்த ஆய்வின் மூலம் கண்டறியப்பட்ட உண்மைகளை அடிப்படையாகக் கொண்டு எதிர்காலத்தில் மொழி கற்பித்தலில் பல மாற்றங்களைச் செய்யும்போது மாணவர்களின் மொழித் திறன் வளர்ச்சி பெறும். அடிப்படைத் திறன்களில் நல்ல முன்னேற்றம் ஏற்படும் என்பது திண்ணம்.

8. Educational Implications (கல்வியில் ஆய்வின் தாக்கம்)

- படித்துப் புரிந்து கொள்ளும் திறன் அடைவைப்பெற கற்றல் விளைவுகள் அடிப்படையில் தேசிய மற்றும் மாநில அடைவு ஆய்வு வினாக்களை அணுகும் திறன்களை வளர்க்கப் பள்ளி அளவில் அதிக முக்கியத்துவம் அளிக்க வேண்டும்.
- படித்துப் புரிந்து கொள்ளும் திறன் அடைவைப்பெற கற்றல் விளைவுகளில் திறன் அடைவைப்பெற பயிற்சிப்புத்தகத்தினைப் பயன்படுத்துவதன் மூலம் மாணவர்களின் தமிழ் அடிப்படைத் திறன் அடைவில் அதிகத் தாக்கங்களை ஏற்படுத்த முடியும்.

RESEARCH PROJECT ABSTRACT (2023-2024)

Name of the DIET: DIET, Thirumoorthy Nagar, Tirupur District

Name and designation of the researcher: V.Suguna, Lecturer

Title : Impact of Career Guidance Programme for Teachers as well as Students in Higher Secondary Level in Tiruppur District.

1.Introduction:

Choosing one's career depends on what one wants to do. It is not an easy task due to the complex and fluid character of the world of work. The Nan mudhalvan scheme was primarily created for students in Tamilnadu. Through this initiative, the government would yearly develop the abilities of 10 lakhs young people. This programme will help students identify their skills and give them training that will eventually enable them to find a better career. On March 1, our honourable chief minister Stalin launched TN Skill Development for teenagers and young adults in high school and college. On August 29, 2022, Chief Minister M.K.Stalin launched a platform for specialised upskilling and the Tamilnadu government linked Memorandums of understanding with over 47 enterprises. With this specification the researcher induces this research topic for her studies.

2.Need and significance:

Life problems are becoming more and more complex. Many of these problems not only require remedial treatment but more importantly, preventive efforts of the guidance profession, if they are to reduce to any degree. Guidance helps an individual achieve well on various areas personal and social life, as well as in educational and career pursuits, which would ultimately help in proper utilization of manpower.

3.Objectives :

The main objective of the Tamilnadu Naan Mudhalvan scheme is to identify gifted students in state-run and government-run educational institutions and to offer them academic and career guidance. Students in Tamilnadu will get the chance to participate in this programme and obtain training that will help them reach their professional goals and how they achieve in their higher studies.

4.Hypothesis :

1. There is a significant difference in choosing career path among students.
2. There is a significant difference among teachers while they give guidance to the students .
3. There is no significant difference among the students.
4. There is no significant difference among the Teachers.

5.Methodology

a) Method : Survey method

b) Sample : P.G Teachers /B.T Career guidance – 30 ,Students -70

c)Intervention:

Baseline test related to impact of career guidance among teachers was given,Tool preparation and validation,Tool adaptation & Data collection

d)Tool : Questionnaire for PG Teachers, B.T.Teachers and students

e)Data analysis: Descriptive analysis (Mean & S.D) 2.Differential analysis (t' test).

6.Major Findings:

Career guidance programme helps the students to understand the different courses available for them related to their group. The HM/Carrier guidance Teacher guide and give

awareness to the parents about the importance of pursuing higher education and encourage, motivate the students to join the courses in higher studies. Based on this research guide teacher guide the students to watch the demo videos given by subject experts from the concerned subjects made the students to join the courses. Apart from that the students belong to Alumini Associations have come forward to the school to share their achievement in higher studies.

7.Conclusion:

This study aimed to add to the empirical literature on career development by exploring how these factors might influence the career decision-making process of higher secondary students.

8.Educational Implications:

Career maturity was found low among low achievers. The school HM should allow the students to watch the Alumini portal in EMIS and there should be a follow up. This study will be useful to the HM's, teachers and parents in providing guidance to improve the level of Career immaturity among these students. The role of family and parental influence on career decision making has been a significant finding in this research. If parents attend the meetings regularly conducted by the Guidance workers they can discuss the problems of their children in the meeting and get assistance to solve the problems.

RESEARCH PROJECT ABSTRACT(2023-2024)

Name of the DIET: Thirumoorthy Nagar, Tiruppur

Name and Designation of the Researcher: **Dr. V.KOWSALYA DEVI,**
LECTURER

TITLE: “ASSESSMENT OF SMC INVOLVEMENT IN SCHOOL LEVEL CAREER GUIDANCE CELL IN UDUMALPET EDUCATIONAL DISTRICT IN TIRUPPUR DISTRICT”

1. Introduction:

Education without the active participation of the community is considered a one-sided activity. It becomes an activity of supply model not that of the demand model. Education, through a social activity, has significant economic implications. Community has always been essential in giving significant education to children and members of a community have taken the liability of educating their children. Community–school relationship has been found as one of the serious factors to ensure enrolment of out-of-school children, especially girls, and to prevent children from leaving school before completing the elementary education. Strong and sustained community participation in the management of schools can not only enhance transparency and accountability in the education system but also promote a sense of ownership, agency and responsibility for positive change.

2. Need and significance:

The main focus in this research is to study the roles and involvement of SMC in school career guidance cell. It also become significant to study the functioning of SMCs in promoting Higher education among higher secondary students and identify the hindrances in mobilizing community for improving educational status in the school. It will help to know the awareness level of SMC members involving in the school and their roles and responsibilities towards the schools development.

4. Objectives:

- To know the active participation of SMC in school career guidance cell.
- To assess the role of SMC in promoting Higher education among higher secondary students.
- To find out the involvement of SMC in helping drop-out and failed students at school level.

5. Hypothesis:

There is a significant difference in the active participation of SMC in school career guidance cell among higher secondary schools

5. Methodology:

a) Method: Survey method with SMC members as well as with respective school teacher's counsellor and HMs.

b) Sample: GHSS school in Udulalpet Educational District

c) Intervention: 1. Baseline survey 2. Tool preparation and Tool validation 3. Tool adoption and interview schedule 4. Data collection and Intervention

d) Tool: Questionnaire for School HM, SMC members, Educational volunteers, Counselor PG Teacher

e) Data analysis: Percentile analysis, t- test, Standard deviation

6) Major findings:

SMC members were aware of the students who join the higher education courses and they sometimes provide financial support. SMC member/President, Vice-president be aware of the girl child and their parents regarding Pudhumaipen scheme and also for boys. SMC members are not aware of Government financial support of Rs 7500/ for students preparing for UPSC. Only some SMC members are in contact with the alumini of their area regarding higher education. SMC members along with the HM and CG teachers, educational volunteers even can

organize any awareness programme in their area specifically to support students for their future higher studies. HMs should discuss with the SMC members regarding regular absentees so that members in turn try to find the parents of regular absentees to reduce drop-outs. Not all the SMC members taken for study are in contact with the educational expertise of higher education. Since SMC members have no academic expertise hence they cannot help the teachers in improving teaching learning processes in the schools.

7) Conclusion:

Thus, School management Committee (SMC) is one of the various interventions introduced to promote effective community participation and involvement in the education system. SMCs may serve as the connecting link between the school and the community, and help schools to emerge as relevant and meaningful social institutions, and it should call for a conducive and supportive administrative environment and more coordination between different stakeholders should be exists.

8) Educational implications:

State level training should be given for SMC members biannually. Roles and responsibilities should be made clear to all the SMC members. Some incentives should be given to the committee members for encouraging their effective participation, first in the trainings of SMC and then in students higher education enrolment.