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As Per the new two year B.ED  
2 Semester Syllabus of  
Various Universities of the State  
Created

# KNOWLEDGE AND CURRICULUM

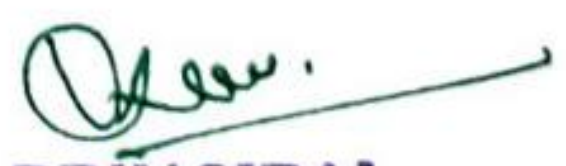


- Dr.S.B. Yadawada
- Dr.B.V. Halemani

Vidyanidhi Publication

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According to new syllabus of all universities of the State,  
B.ED Created for 2<sup>nd</sup> semester.

# KNOWLEDGE AND CURRICULUM (Course-2)

Authors

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Principal

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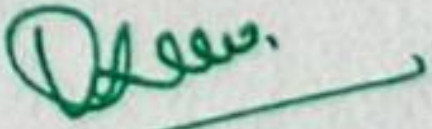
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**Vidyanidhi Publication**

Nanasu J.T . Mata Road Gadag- 582101

**ISBN : 978-81-910857-7-6**

  
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## Syllabus

Course 2 :

### Knowledge and Curriculum

Hours : 60

Marks : 100

#### Unit - 1 : Epistemological Basis of Education 15 hrs :

- 1.1 Knowledge, Information and Skill : Concept and Differences, Facets of Knowledge; local and universal concrete and abstract, theoretical and practical.
- 1.2 Teaching and Training : Concept and Differences
- 1.3 Activity based learning - according to primary, secondary
- 1.4 Modern child centred education with following References-
  - A) Activity - Concept and Importance with references to Gandhi and Rabindranath Tagore.
  - B) Discovery - Concept and Importance with reference to Dewey.
  - C) Dialogue - Concept and Importance with reference to Plato.

#### Unit - 2 : Social Basis of Education 15 hrs :

- 2.1 Educational change because of industrialization Democracy, idea of individual autonomy in the context of society, culture and modernization.
- 2.2 Education in relation to modern values (Equity, Equality Individual Opportunity, and Social Justice); with special reference to Ambedkar
- 2.3 Conventional school activities and daily routine of school class room with reference to multiculturalism.
- 2.4 Concept of Nationalism, Universalism, Secularism and their interrelation with Education.

#### Unit - 3 : Process of Curriculum Development 15 hrs :

- 3.1 Curriculum; Concept and Importance, Basis of Curriculum
- 3.2 Principles of Curriculum Construction
- 3.3 Role of Curriculum in Effective Teaching
- 3.4 Relationships between Aims of Education and Curriculum
- 3.5 Teacher's role in curriculum construction.

#### Unit - 4 : Vision, Mission in Relation to curriculum and reconstruction of society 15 hrs :

- 4.1 Various co-curricular activities and its impact on reconstruction of society
- 4.2 Relationship between syllabus and textbook
- 4.3 Criteria of selection and critical analyses of textbooks, children literature, hand books and other TLM
- 4.4 Evaluation of curriculum
- 4.5 Broad determinants of curriculum making : At the national and state level, national priorities; economic necessities. Technological possibilities; cultural orientations and international contexts.

#### Assignment :

1. Seminar on Dewey's concept of discovery
2. Teacher's role in reconstruction of curriculum.

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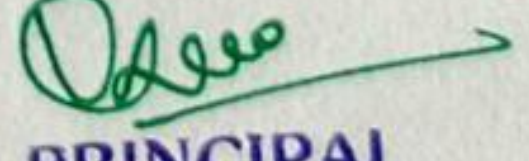
# Educational Administration And Management

( Two year B.Ed Course IV Semester)  
(Useful For all Universities Of Karnataka for 4<sup>th</sup> Semester  
According to two year New Syllabus)

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# Educational Administration And Management

(Two year B.ED Course IV Semester)

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**Assistant Professor**

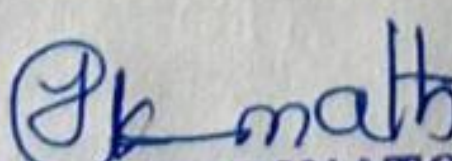
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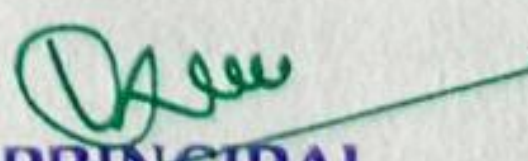
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Mob: 9008798406

**ISBN : 9789382877851**

  
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# Educational Administration And Management

(Two year B.Ed Course IV Semester)

(For IV<sup>th</sup> Semester as per new curriculum Useful for all Universities of  
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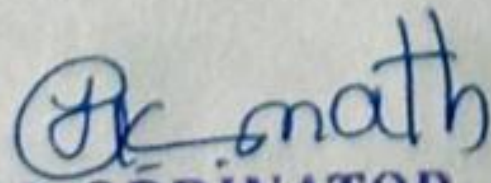
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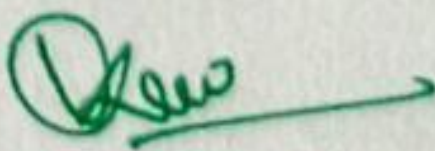
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# CONTENTS

## Educational Administration And Management

### Unit -1

#### **Educational Administration And Management:**

#### **Conceptual Framework./01**

- 1.1 The Concept and importance of educational Organisation, Administration And Management.
- 1.2 Distinction Between Educational Administration And Management.
- 1.3 The Objectives and nature of Educational Management.
- 1.4 Educational Management As a System: Concept Importance And Principles of System Management.

### Unit - 2

#### **Administration And Management Of Education At Centre And State/73**

- 2.1 Centre –State Relationship In Educational Administration And Management.

Administration And Management Of At Centre

Ministry of Human Resource Develeopment (MHRD)

Advisory Bodies To the Central Government on Education :

(UGC) (CABE) (NUEPA) (NCTE) (NCERT)

- 2.2 Administration And Management of Education In the State.

The Administrative Structure Of Education In The State:

DSERT Management Of Primary ,Secondary And Higher Education And Grant –In – Aid Policy. Type Of Leaves ,Charge Taking ,Handing Over Charge.

The Development And Monitoring Committee (SDMC) And Management Committee



## Unit - 3

### **Management Of School And Supervision /173**

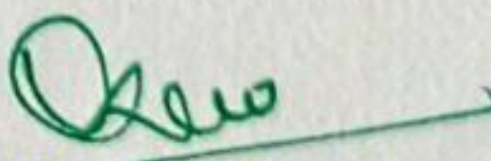
- 3.1 Basic Components Of The Management – Planning ,Organising,Directing , Controlling ,Decision Making,Communication And Resource Management.
  - 3.2 Supervision And Monitoring (Inspection ) : Concept ,Objectives ,Scope, Types,Functions,Challenges And Suggestions For The Improvement Of Supervision
  - 3.3 Institutional Planning : Concept ,Importance And Stages Of Institutional Planning.
  - 3.4 Staff Meeting ,Time-Table And Management Of Resources : Human ,Finance And Other Infrastructures.
  - 3.5 Total Quality Management: Role Of The Headmaster And Teachers in Promoting The TQM In Teaching ,Examination ,Promotion.
- Karnataka State Quality Assessment Organisation :Nature ,Role And Function.

## Unit - 4

### **Maintaining Healthy Education Institutional Climate**

- 4.1 Institutional Organization Climate (School) –Human Resources And School Components .
- 4.2 The Institutional Plant : Physical Surrounding And Maintenance .
- 4.3 Creative Activities Of The School :School Exhibition ,Subject Clubs, Formal And Informal Events,Etc.
- 4.4 School Records :Types ,Need And Maintenance .E-records :Nature ,Need And Applications.

  
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(Two year B.Ed. Course IV Semester)

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Dr. Lingaraj C. Mullalli



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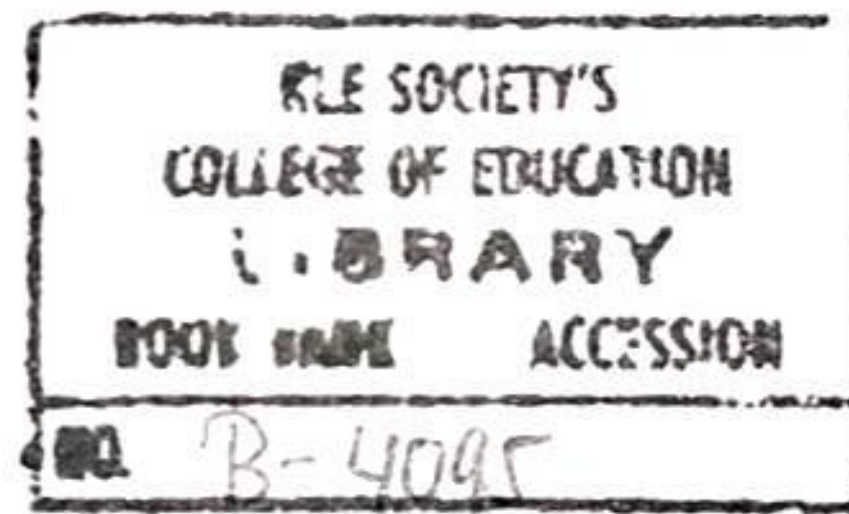
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# Educational Administration And Management

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Published by

**VISMAYA PRAKASHANA**


366, Navilu Road, Kuvempunagar

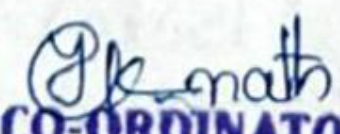
Mysore-570023, Mob: 9008798406

E-mail: vismayaprakashana@gmail.com

First Impression	:	2017
Pages	:	304
Paper	:	70 GSM. Maplitho
Price	:	220-00
Copy Right	:	Author
Copies	:	1000
DTP&Cover design	:	Halathi Lokesh
ISBN	:	9789382877868

ಪ್ರಕಾಶಕರು

 **ವಿಸ್ಮಯ**  
ಪ್ರಕಾಶನ  
VISMAYA PRAKASHANA  
"ವಿಸ್ಮಯ", 366, ನವಿಲು ರಸ್ತೆ, ಎ. ಕೆ. ಕುವೆಂಪು  
ಕುವೆಂಪು, ಮೈಸೂರು - 570023  
ದೂರವಾರ್ತೆ: 9008798406

  
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### Preface

We are Extremely pleased to bring out the book entitled **Educational Administration and Management** written as per NCTE New Delhi Karnataka state Higher Education Council and Various Universities two year B.Ed Course Syllabus This book deals with all the chapters Prescribed by the State government and Universities.

We hope our work will fulfill all the needs of the student-teachers and teaching community from the academic point of view. It is our duty to express our Profound gratitude to those who have inspired and guided us in writing and publishing this book.

We are thankful to the Management and Staff who have encouraged us. We are most thankful to various Authors and our friend and colleagues.

We would like to express our sincere gratitude to Shri Lokesh and his family the owner of **Vismaya Prakashana, Mysore** who has been kind enough to publish this book.

Inspite of our sincere efforts to avoid errors some might have been still remained there Kindly take them in good spirit and guide us in eliminating those errors and oblige.

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## Educational Administration and Management

### Unit I:

#### Educational Administration and Management: Conceptual Framework / 01

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 Distinction between Educational Administration and management.
- 1.3 The objectives, nature and scope of Educational management
- 1.4 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

### Unit II:

#### Administration and Management of Education at Centre and State / 80

- 2.1 Centre-State relationship in educational administration and management
  - 2.1.1 Administration and management of Education at Centre
  - 2.1.2 Ministry of Human Resource Development (MHRD)
  - 2.1.3 Advisory bodies to the Central Government on Education: UGC, CIBE, NUEPA, NCTE, NCERT
- 2.2 Administration and Management of Education at State.

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- 2.2.1 The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.
- 2.2.2 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.
- 2.2.3 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee

### Unit III:

#### Management of School and Supervision / 142

- 3.1 Basic components of the Management : Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.
- 3.2 Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision
- 3.3 Institutional Planning: Concept, objectives, importance, preparation and problems
- 3.4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.
- 3.5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.
  - 3.5.1 Karnataka State Quality Assessment Organization: Nature, Role and Function

### Unit IV:

#### Maintaining Healthy Education Institutional Climate / 245

- 4.1 Institutional organization climate (school): Human resources and school components.
- 4.2 The Institutional Plant: Physical Surrounding and maintenance

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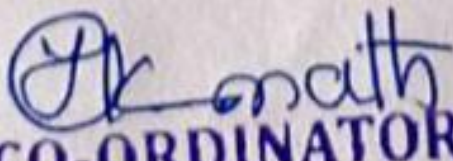


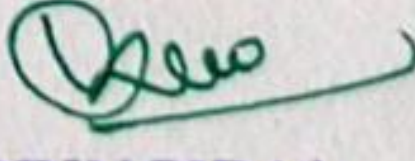
( As Per Two year B.ED Course for all Universities and other professional courses)

# PHILOSOPHY AND SOCIOLOGY OF EDUCATION

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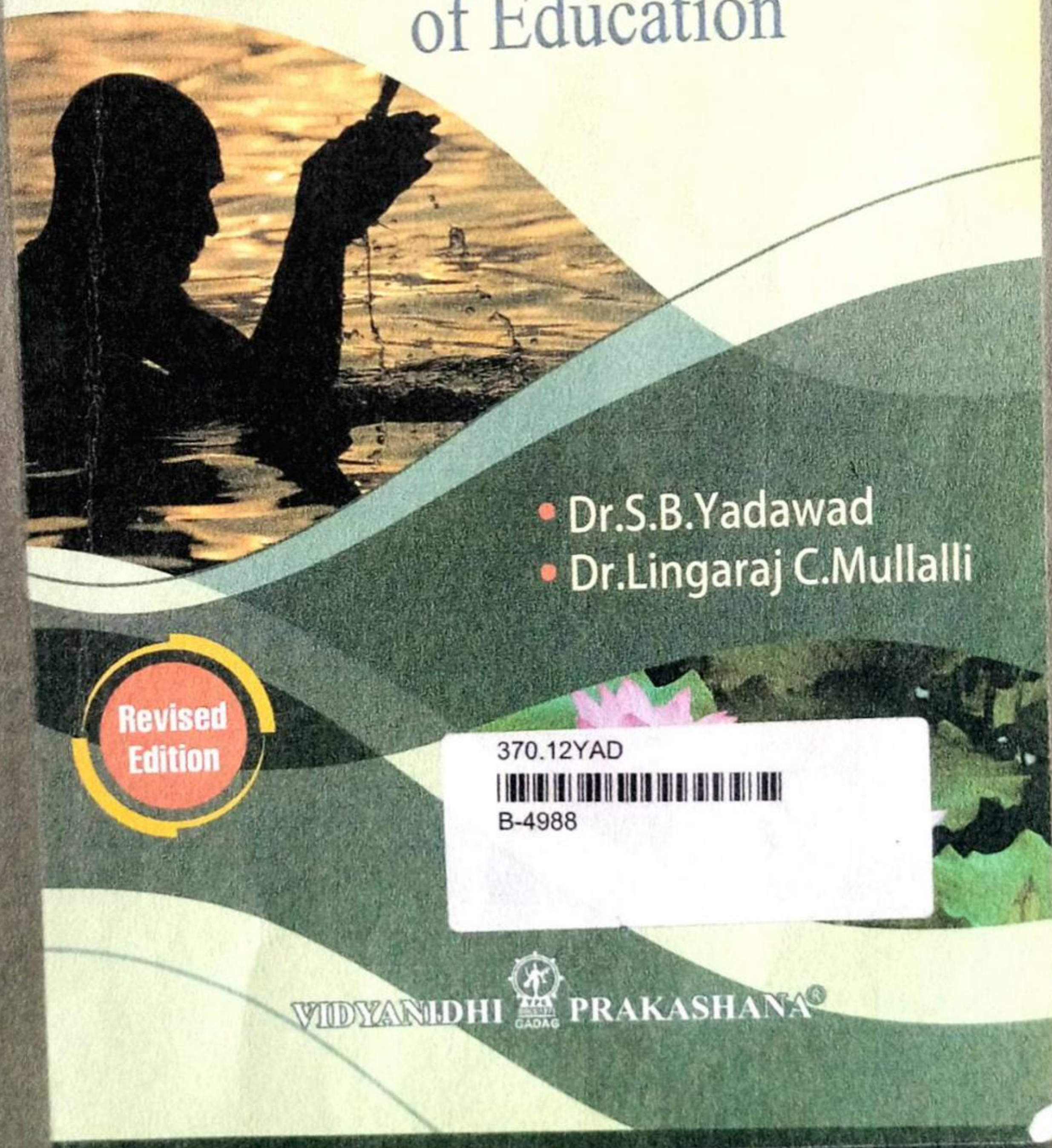
**ISBN : 978-81-910849-24-6**



As Per Two Year B.Ed. Course Syllabus

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# Philosophical and Sociological Bases of Education



- Dr.S.B.Yadawad
- Dr.Lingaraj C.Mullalli

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Published by Smt. Annapurna M. Menasagi on behalf of  
Vidyanidhi Prakashana, 'Nanasu', J.T. Math Road, Gadag-582101.

Dist : Gadag, Karnataka State, India.

email : vidyanidhiprakashana@gmail.com

www.vidyanidhionline.com. ①: vidyanidhi1973

08372-277527 / 237527

First Edition-2016-17

Second Edition-2018

Paper : 58 GSM    Copies : 500

Pages 5+396 = 401

Price : Rs. 250-00

Authorised Distributors :

**SRI SIVAKUMAR AGENCY®**

Station Road, Mahendrakar Circle,  
GADAG-582101, Karnataka State (India)  
08372-237527

ISBN: 978-81-910849-24-7

Cover Design : GURU ARTZ, HUBLI

Type Setting : UNIQUE GRAPHICS, GADAG.

*P. Kasinath*  
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Printed at MAHIMA AKSHARA MUDRANA,  
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**PREFACE**

The urgent need of students studying in two year B.Ed. course of Karnataka and M.Ed., M.Phil classes with continues persuasion of may worthy friends inspired us to write Philosophical and Sociological Bases of Education, according to the syllabus of two year B.Ed. course of all the university of Karnataka. We are confident that this book fulfill all the essential requirement.

We express our heartfelt gratitude to as the authors of books magazines and periodicals we consulted for completing this book. Those who helped us in the preparation of this book.

In the preparation of this book we have good fortune to be able to draw upon the devotion the devotion deep knowledge and mature experience of our colleagues of Dr. D. C. Pavate college of Education and K.L.E. Society College of Education Hubballi.

We also in debted to Dr. H.M. Kasinath Professor and Dean faculty of Education Karnataka University Dharwad. Last but not the least the Sri Jayadev M. Menasagi and Nagaraj M. Menasagi Managing Director of Vidyanidhi Prakashana, Gadag and Marali DTP works also a observe our sincere thanks to bringout this important work as early as possible.

05-07-2016

Dr. S. B. Yadawad  
Dr. Lingaraj C. Mullalli





## CONTENTS

Units	Pages
<b>1. Philosophical Basis of Education</b>	<b>1</b>
1.1 Meaning and Scope of Philosophy	
1.2 Need of Philosophy in Life	
1.3 Meaning and various Definitions of Education	
1.4 Interrelationship between Philosophy and Education.	
<b>2. School of Philosophy</b>	<b>67</b>
2.1 Indian Schools of Philosophy	
2.2 Western Schools of Philosophy	
2.2.1 Idealism - Aims and objectives, Curriculum, Methodology, Teachers Pupil Relationship and Discipline	
2.2.2 Naturalism - Aims and objectives, Curriculum, Methodology, Teachers Pupil Relationship and Discipline	
2.2.3 Pragmatism - Aims and objectives, Curriculum, Methodology, Teachers Pupil Relationship and Discipline	
2.3 Meaning of Values	
2.4 Contribution of selected philosophers	
2.4.1 Philosophers - Lord Basaveshwar, Swami Vivekananda, Mahatma Gandhi, Ziddu Krishnamurthy, Zakir Hussen, Dr. Radha Krishnan, Aurobindo Ghosh	
2.4.2 Western Philosophers - Plato, Rousseau, Frobel.	
2.5 Human Values and Education	
2.5.1 Types of various Spiritual, Moral, Social, Authentic Human Values	

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2.6 National Values as mentioned in The Indian Constitution

**3. Sociological Basis for Education** 274

3.1 Relationship of sociology and education, the concept and scope

3.2 Functions of educational sociology and sociology of education

3.3 Education as a social sub system

3.4 Specific characteristics which make for social harmony.

**4. State and Education** 305

4.1 Education For and the State Provisions in Indian Constitution

4.2 Educations and democracy, National Integration Through Education

4.3 Education for international Understanding.

4.4 Education in relation with human culture religious polices modernization

4.4.1 Education and Modernisation.

4.4.2 Education and Culture

4.4.3 Social Change, Social Stratification and Education

• References 396

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**Unit - 1**

**Philosophical Basis of Education**

- 1.1 Meaning and Scope of Philosophy
- 1.2 Need of Philosophy In Life and for Teaching Practical
- 1.3 Meaning and various Definitions of Education
- 1.4 Interrelationship between Philosophy and Education

**1.1 Meaning and Scope of Philosophy**

• **Meaning of Philosophy**

The word *philosophy* literally means *love of wisdom*; it is derived from two Greek words i.e. 'phileo' (love) and 'Sophia' (wisdom). This tells us something about the nature of philosophy, but not much, because many disciplines seek wisdom. Since times immemorial, there have been various pursuits for unfolding the mystery of the universe, birth and death, sorrow and joy. Various ages have produced different thoughts throwing light upon the mystic region. The ultimate truth is yet to be found out. This eternal quest for truth 'lends the origin of philosophy. A love of wisdom is the essence for any philosophy investigation.

On the standard way of telling the story, humanity's first systematic inquiries took place within a mythological or religious framework : wisdom ultimately was to be derived from sacred traditions and from individuals thought to possess privileged access to a supernatural realm, whose own access to wisdom, in turn, generally was not questioned. However, starting in the sixth

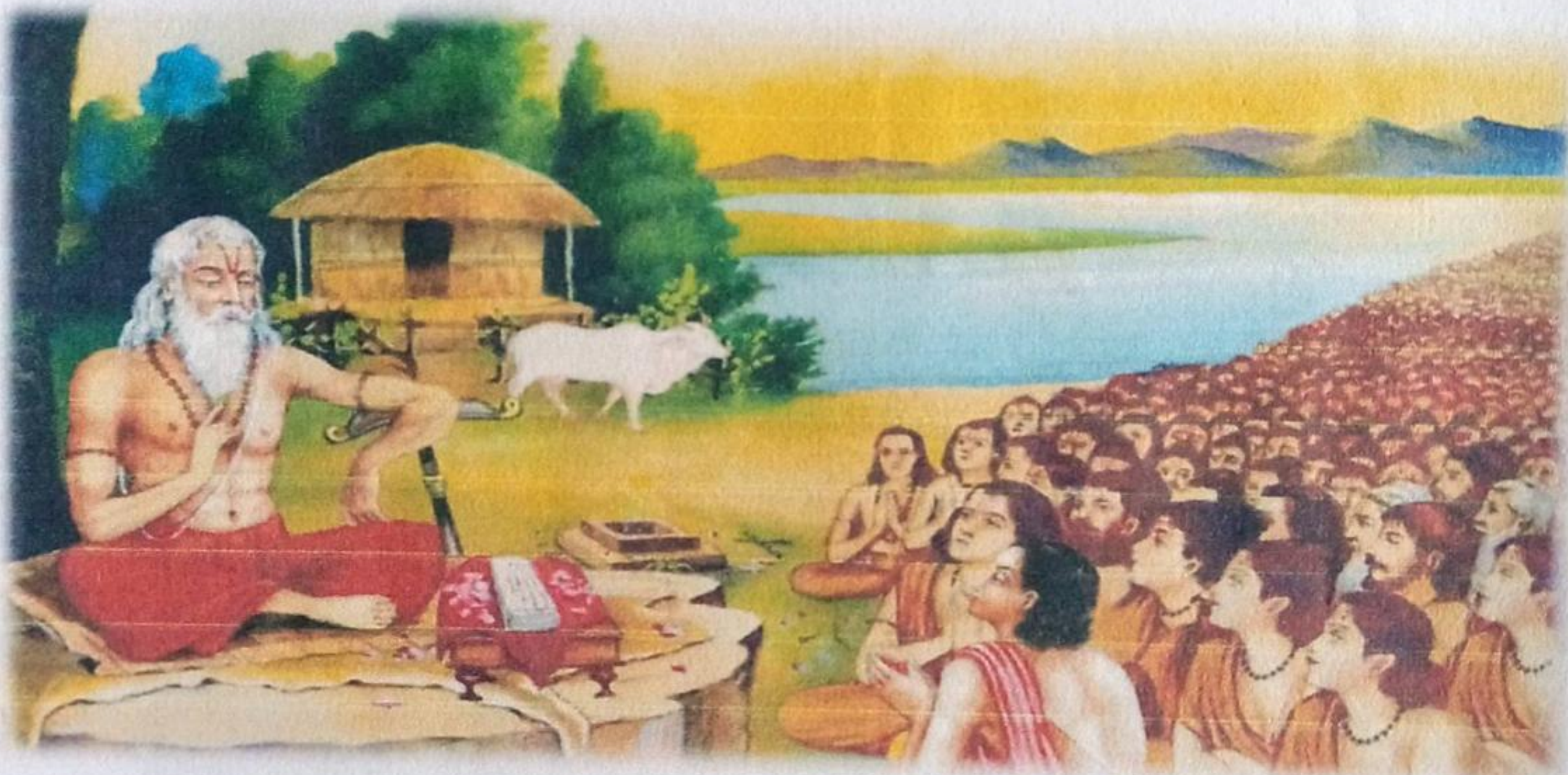


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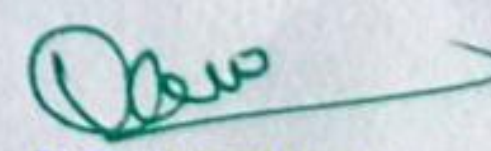
**(Paper Presented In State Level Conference)**



**Editor –In –Chief**  
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**ISBN Number:- 978-81-941451-0-3**



3.2.2 – BOOK COVER PAGE TRANSLATED TO ENGLISH VERSION

**K.L.E Of The Institution  
College Of Education And Department of Post Graduate  
Education**

**Vidyanagar ,Hubballi 580031**

**(Re –Accrediated At “ B “ Level By NAAC)**

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Level “Class Management”)**

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# INDEX

1. CONSTRUCTIVIST CLASSROOM: ROLE OF TECHNOLOGY  
PRIN.DR.M.G. SAJJANAR
2. CLASS MANAGEMENT AND DISCIPLINE  
.DR. LINGARAJ C. MULLALLI
3. EFFECTIVE TEACHING THROUGH CLASSROOM  
MANAGEMENT  
.PRIN.DR.DEVENDRA V. BADIGER
4. EFFECTIVE TEACHING STRATEGIES FOR THE CLASSROOM  
.PRIN.DR.VINAYAK G. HEGDE
5. CLASSROOM MANAGEMENT STRATEGIES AN ANALYSIS  
. D.P. MANAKATTI AND JAYANAND HATTI
6. CLASSROOM MANAGEMENT THROUGH TEACHING AND  
LEARNING PROCESS  
.DR. ARADHANA S. JAMBANAVAR
7. EFFECTIVE TEACHING THROUGH CLASSROOM  
MANAGEMENT  
.MS. PRAVEENA NARAYAN NAYAK
8. INFORMATION LITERACY PROGRAMMES AND SCHOOL  
LIBRARIAN IN CLASS ROOM ENVIRONMENT  
.V.B. VEERAGOUND\* AND DR.O.MARANNA
9. CLASSROOM MANAGEMENT SUCCESS FULL CLASSROOM  
MANAGEMENT  
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10. CLASSROOM MANAGEMENT THROUGH TEACHING AND  
LEARNING PROCESS  
.DR.N.S.JADHAV
11. CLASSROOM MANAGEMENT AS A SKILL  
.SMT.AMREENAZ SHAIKH



12. CLASSROOM MANAGEMENT THROUGH EFFECTIVE TEACHING

.SHRI KIRAN. N. THOTAGANTI AND  
SMT.R.R. KADLIMATTI

13. ELIMINATION OF CLASS THROUGH POWERFUL TEACHING AND LEARNING

PUSHPA. A. NAIK

14. LIBRARIANSHIP IN TEACHING AND LEARNING

.V.B.BABBALI, SMT. K.M. KALAKABANDI AND  
SHRI B.S. MALWAD

15. BETTER TEACHING THROUGH BETTER CLASSROOM MANAGEMENT

. DR.RADHIKA KULKARNI

16. MAINTAINING DISCIPLINE THROUGH CLASSROOM MANAGEMENT

.DR. LAXMIBAI B. JADHAV

17. SMART CLASSROOM MANAGEMENT STRATEGIES FOR TEACHERS

DR.(SMT). JAYASHREE KUNDGOLMATH

18. EFFECTIVE CLASSROOM MANAGEMENT :STRATERGIES TO CREATE AND CAPTURE A COOPERATIVE CLASSROOM

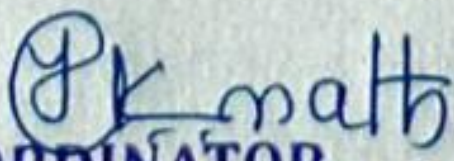
SHRI. PRADEEP A LAXETTI.

19. CLASSROOM MANAGEMENT THROUGH TEACHING AND LEARNING

. DR.B.V. HALEMANI

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3.2.2 – BOOK COVER PAGE TRANSLATED TO ENGLISH VERSION

A.G.M Graduate College , Navagraha

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And

Multilingual Sangam Institute, Hubli,

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# Advanced Educational Research And Statistics

- Dr.S.B. Yadawad
- Dr.Anil G.Gumgol
- Dr.Smt.Bharati Khasnis



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written by Dr. S. B. Yadawad, Dr. Anil G. Gungol, Dr. (Smt) Bharati Khasnis  
and Published by Smt. Annapurna M. Menasagi on behalf of  
Vidyanidhi Prakashana, J. T. Math Road Opp. Govt. Hospital,  
S. P. Gadag Compound and Station Road, Gadag-582101.

Dist : Gadag, Karnataka State, India.

email : vidyanidhiprakashana@gmail.com    📞: vidyanidhi1973

08372-277527 / 200527

*Publisher*

JAYADEV M. MENASAGI  
NAGARAJ M. MENASAGI

First Edition : 2022

Paper : 70 GSM

Page : 8+196 = 204

Copies : 500

**₹ 250=00**

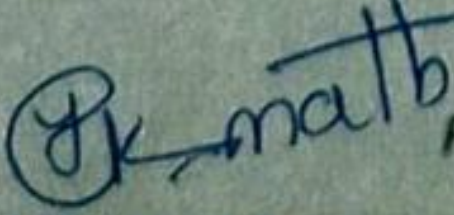
**ISBN : 978-81-910873-3-7**

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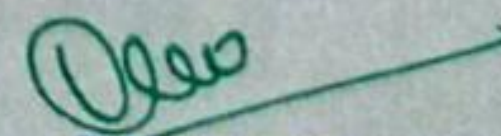
## ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

### CONTENTS

Unit-I : Quantitative and Qualitative Methods of Research .....	1-66
1.1 Experimental - Need and Significance, Nature, Validity - Internal and External, Controlling Variables, Designs - Single Group, Parallel Group and Rotation Group.	
1.2 Quasi - Experimental Designs: Non-equivalent Comparison Group Design and Time-Series Design, Ex Post, Facto Research.	
1.3 Phenomenological, Ethnography, Case Study, Grounded Theory, Historical - Need and Significance of Historical Research, Primary data and Secondary data, Sources and Collection of data - Internal Criticism and External Criticism and Interpretation of Data.	
Unit-II : Tools and Techniques of Data Collection .....	67-111
2.1 Characteristics of a good tool - concept and types of validity and reliability, usability, methods of establishing and validity and reliability of a tool.	
2.2 Test - concept and uses of norm-reference Test and criterion reference test, construction and validation of achievement test.	
2.3 Tools - rating scale, attitude scale, opinionaire, questionnaire, aptitude test, inventory-meaning, characteristics, construction, validity and reliability.	
Unit-III : Parametric and Non Parametric Testing .....	112-150
3.1 Measures of Relationship : Rank Difference, Product Moment (Direct and Scatter Diagram Methods) Biserial, Point Biserial, Tetrachoric and Phi-Computation and uses in measurement and research, concepts of Partial and Multiple Correlations and their uses in Education Research.	

  
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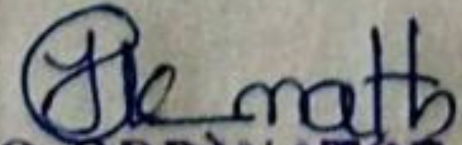


- 3.2 Concept of Parametric Test & Non Parametric test, Concept of Parameter and Statistics, Sampling distribution, sampling error and standard error of Mean ( large and small sample), Levels of significance, confidence limits and intervals, degree of freedom,
- 3.3 Parametric Test : Testing of Hypothesis-Null hypothesis, alternative hypothesis, one tailed test and two tailed test, Type I & Type II errors, steps in testing the Hypothesis, testing significance of Means. ANOVA- concept and uses, regression analysis concept and uses.
- 3.4 Non Parametric Tests-chi Square Test : concept, computation and uses of chi square as a test of Independence and contingency co-efficient.

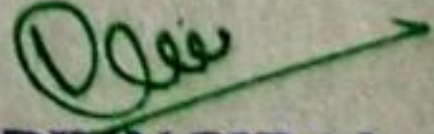
**Unit-IV Report Writing and Presentation of Results ..... 151-194**

- 4.1 Need for Effective Documentation: Importance of Report Writing Characteristics of Good report writing, Types of research Reports: Brief Reports, detailed reports, technical reports.
- 4.2 Report writing
- 4.3 Report Format: preliminary section, Main report, Interpretation of results and suggested recommendations, limitations of the study, references (APA Style)
- 4.4 Report of research findings and implications.

**References ..... 195-196**

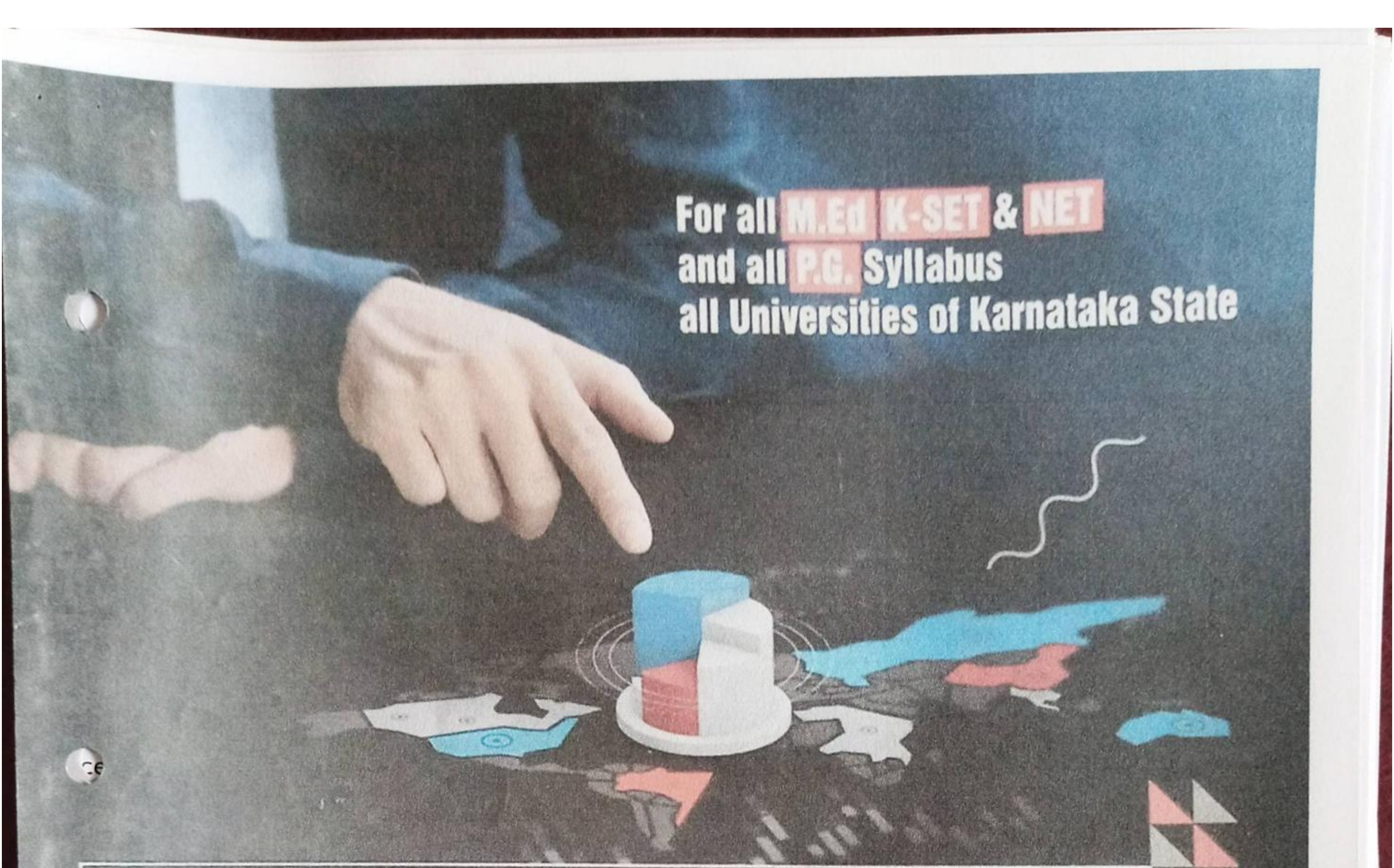
  
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# Introduction to Educational Research and **Statistics**

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Vidyanidhi Prakashana, J. T. Math Road Opp. Old Govt. Hospital,  
S. P. Gadag Compound and Station Road, Gadag-582101.

Dist : Gadag, Karnataka State, India.

email : vidyanidhiprakashana@gmail.com ☎: vidyanidhi1973

08372-277527 / 237527

*Publisher*

JAYADEV M. MENASAGI

NAGARAJ M. MENASAGI

Pages : x + 308 = 318

Copies : 500

Paper : 58 gsm

*First Edition 2022*

Price : ₹ **300=00**

**ISBN : 978-81-910873-3-0**

*Authorised Distributors :*

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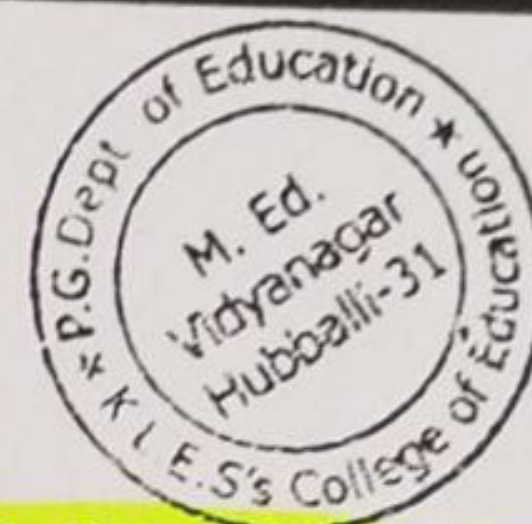
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## INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

### CONTENTS

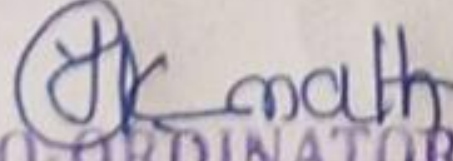
<b>1. Basic Educational Research</b>	.....	<b>1-16</b>
1.0 Introduction		
1.1 Different Sources of Acquiring Knowledge		
1.2 Scientific Method, Aims and Characteristics of Research as a Scientific Activity: Concept Scientific Inquiry		
1.3 Research in Education: Meaning, Purpose, Characteristics, Steps and Scope of Educational Research		
1.4 Types of Educational Research		
1.4.1 Types Based on Purpose		
• Fundamental or Basic Method		
• Applied Research and		
• Action research		
1.4.2 Types Based on Method		
• Historical		
• Descriptive and		
• Experimental		
1.5 Paradigms of Research		
• Quantitative Research		
• Qualitative Research and		
• Mixed Research		
<b>2. REVIEW OF RELATED LITERATURE AND FORMULATION OF RESEARCH PROBLEM</b>	.....	<b>17-37</b>
2.0 Introduction		
2.1 Purpose of the Review at Different Stages of Research		
2.2 Identification the Related Literature - source & types, On line & Off line References		
2.2.1 Organizing the Related Literature - recording of various references, notes taking.		

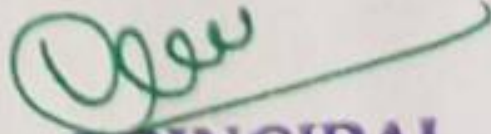
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2.3 Formulation of Research Problem - sources, characteristics of a good research problem, evaluation of research problem, criteria for selecting the research problem, Defining & stating the research problem, objectives & research question in quantitative & qualitative research.

**3. RESEARCH PROBLEM - VARIABLES, HYPOTHESES, SAMPLING AND RESEARCH PROPOSAL ..... 38-131**

3.0 Introduction

3.1 Steps of Educational Research, Research-Blueprint-its components

3.2 Meaning of variables

3.2.1 Types of variables (Independent, Dependent, Extraneous, Intervening and Moderator)

3.3 Concept of hypothesis and Sources of hypothesis

3.3.1 Types of hypothesis

3.3.1.1 Research hypothesis

3.3.1.2 Directional hypothesis

3.3.1.3 Non Directional hypothesis

3.3.1.4 Null hypothesis

3.3.1.5 Statistical hypothesis

3.3.1.6 Question form-Formulating hypothesis

3.4 Characteristics of a good hypothesis

3.5 Hypothesis testing and theory - Errors in testing of hypothesis

3.6 Sampling : Concept of population & sample - sampling unit, sample size, sampling frame, concept of representative and based sample.

3.6.1 Types of sampling

3.6.1.1 Probability sampling

I. Random sampling

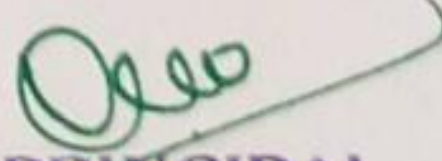
II. Stratified sampling

III. Stratified random sampling

IV. Systematic sampling

V. Cluster sampling

  
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## VI. Multi-stage sampling

## 3.6.1.2 Non Probability sampling

I. Judgment or Purposive sampling

II. Quota sampling

III. Snow ball sampling

IV. Incidental sampling (Convenient)

## 3.7 Format of a Research Proposal

**4. EDUCATIONAL STATISTICS AND  
COMPUTER APPLICATIONS**

..... 132-305

## 4.1 Nature of Data

## 4.2 Meaning and Definition of Statistics

## 4.2.1 Measurement Scales

## 4.2.2 Classification and Tabulation of Data

## 4.2.3 Graphical Representation of Data.

## 4.3 Descriptive Statistics

## 4.4 Measures of Central Tendency - (Mean, Median &amp; Mode)

## 4.5 Measures of Variabilities - (Range, QD, MD, SD)

## 4.6 Relative Position-Quartiles, Deciles, Percentiles and Percentile ranks

## 4.7 Normal Probability curve-Its properties and applications, Skewness and Kurtosis-their Computation and uses.

## 4.8 Standard Scores, T-Scores and Stanine-Computation and uses.

## 4.9 Criteria for selecting Software-SPSS, EXCEL and SYSTAT for data analysis in Educational Research work. Packages on Statistics (meaning and application).

**References**

..... 306-307

~ (3) 80 ~

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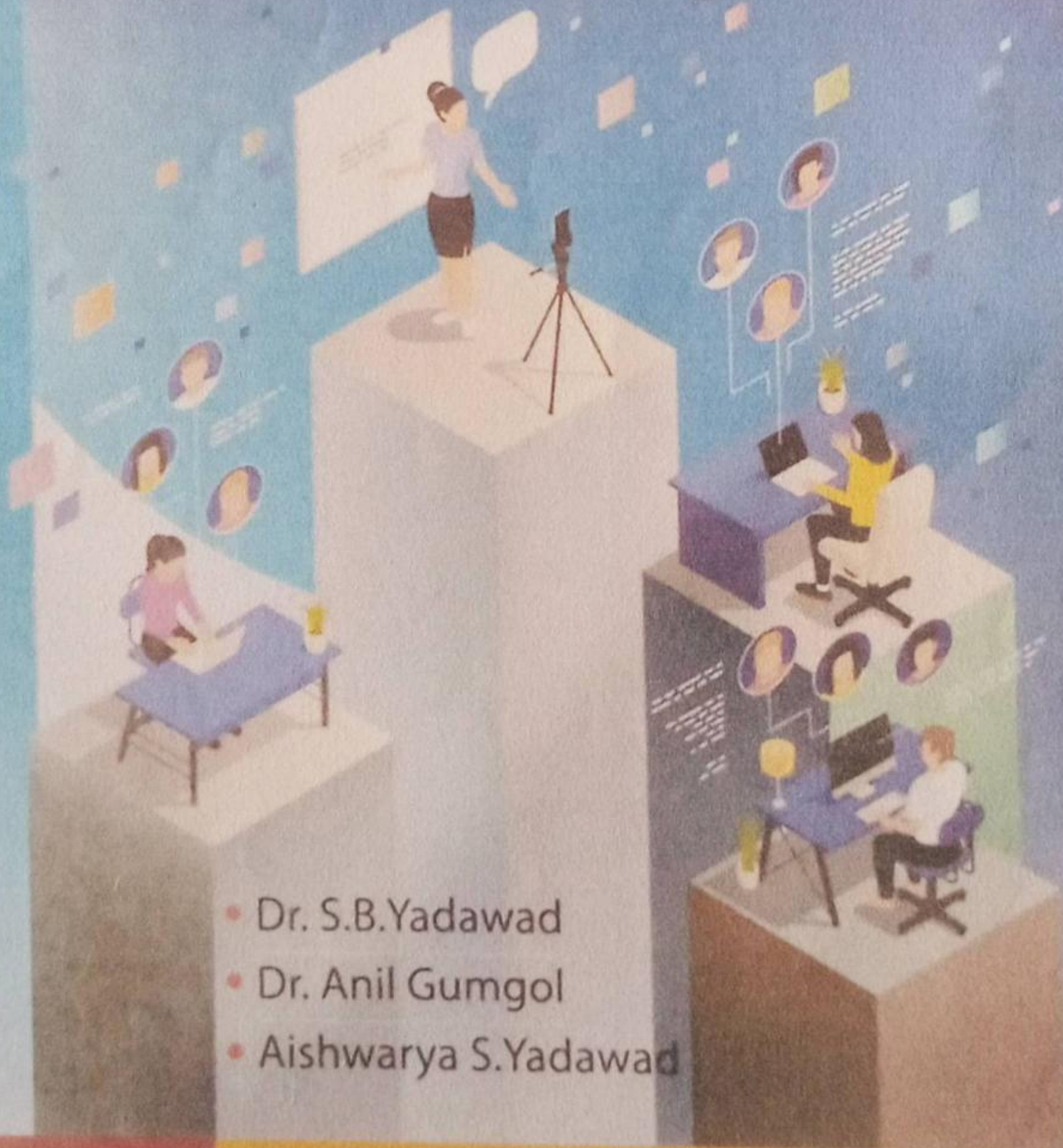


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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

written by Dr. S. B. Yadawad, Dr. Anil G. Gungol, Miss. Aishwarya S. Yadawad  
and Published by Smt. Annapurna M. Menasagi on behalf of  
Vidyanidhi Prakashana, J. T. Math Road Opp. Old Govt. Hospital,  
S. P. Gadag Compound and Station Road, Gadag-582101.

Dist : Gadag, Karnataka State, India.

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08372-277527 / 237527

*Publisher*

JAYADEV M. MENASAGI  
NAGARAJ M. MENASAGI

Pages : xii + 210 = 222

Copies : 500

Paper : 58 gsm

*First Edition 2022*

Price : ₹ 200-00

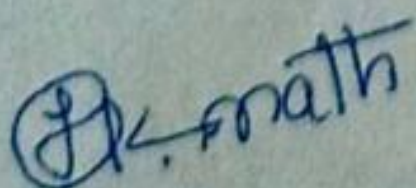
ISBN : 978-81-910872-2-0

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# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

## CONTENTS

<b>1. Introduction to Computer</b>	.....	<b>1</b>
1.0 Introduction		
1.1 What is a Computer?		
1.2 Characteristics and Capabilities of Computer		
1.3 History of Computers		
1.3.1 Early Computing Machine		
1.4 Generations of Computer		
1.4.1 First Generation of Computer (1946-1959)		
1.4.2 Second Generation of Computer (1959-1965)		
1.4.3 Third Generation of Computer (1965-1971)		
1.4.4 Fourth Generation of Computer (1971-1980)		
1.4.5 Fifth Generation of Computer (1980-till date)		
1.5 Applications of Computer		
1.6 Basic Computer Structure		
1.7 Types of Computers		
1.8 Parts of Computer System		
<b>2. Introduction to Windows</b>	.....	<b>17</b>
2.0 Introduction		
2.1 Basics of Operating System		
2.2.1 Operating System		
2.2.2 Basics of popular Operating System (LINUX, WINDOWS)		
2.3 Operating System		
2.3.1 Desktop Properties		
2.3.2 Task Bar Functions		
2.3.3 Program Bar Functions		
2.4 My Computer		
2.4.1 Master Folders		
2.4.2 Wall Papers and Screen Savers		

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- 2.4.3 Screen Saver Settings
- 2.4.4 Right Button Properties
- 2.4.5 How to Start the Computer?
- 2.4.6 How to Shutdown the Computer?
- 2.4.7 Calculator

..... 38

### 3. Computer Application in Learning

#### 3.1 Introduction to Ms-Word

- 3.1.1 Creating and Opening Document
- 3.1.2 Typing and Inserting Text
- 3.1.3 Formatting In Ms-Word
- 3.1.4 Paragraph
- 3.1.5 Borders and Shadings

#### 3.2 Introduction to Ms-Excel

- 3.2.1 Elements of Electronics Spread Sheet:
- 3.2.1 Opening of Spread Sheet
- 3.2.2 Addressing Of Cells
- 3.2.3 Printing of Spread Sheet:
- 3.2.4 Working with Sheets

#### 3.3 Insertion & Deletion In MS-Excel

#### 3.4 Introduction to Ms-PowerPoint

#### 3.5 MS-Paint

- 3.5.1 Functions of Tool Bar
- 3.5.2 Creating and Opening an Image
- 3.5.3 Using Cut, Copy and Paste
- 3.5.4 Rotating a Image
- 3.5.5 Stretch and Skew
- 3.5.6 Set as Background

#### 3.6 Understanding word processing

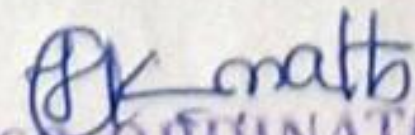
- 3.6.1 Word Processing basics:
- 3.6.2 Opening word processing package
- 3.6.3 Menu Bar:
- 3.6.4 Using the Help

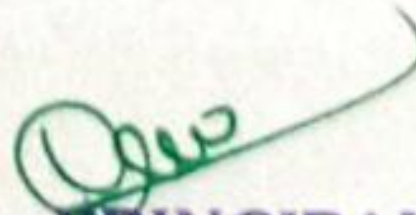
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- 3.6.5 Using the Icons below Menu Bar
- 3.6.6 Opening and Closing Documents
  - 3.6.6.1 Opening Documents
  - 3.6.6.2 Save & Save as
  - 3.6.6.3 Page Setup
  - 3.6.6.4 Print Preview
  - 3.6.6.5 Printing of Documents
- 3.7 Text Creation and Manipulation
  - 3.7.1 Document Creation
  - 3.7.2 Editing Text:
  - 3.7.3 Text Selection:
  - 3.7.4 Cut Copy and Paste:
  - 3.7.5 Spell Check
  - 3.7.6 Thesaurus
- 3.8 Formatting the Text
  - 3.8.1 Font & Size selection:
  - 3.8.2 Alignment of Text
  - 3.8.3 Paragraph Indenting:
  - 3.8.4 Bullets and Numbering:
  - 3.8.5 Changing Case:
- 3.9 Table Manipulation:
  - 3.9.1 Draw table
  - 3.9.2 Changing Cell width and Height:
  - 3.9.3 Alignment of Text in Cell:
  - 3.9.4 Delete/Insertion of Row & Column:
  - 3.9.5 Borders & Shading:
- 3.10 Presentations
  - 3.10.1 Introduction:
  - 3.10.2 Basics:
  - 3.10.3 Using Power Point:
  - 3.10.4 Opening a Power Point Presentation

  
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- 3.10.5 Saving a Presentation
- 3.10.6 Creation of Presentation:
- 3.10.7 Creating a Presentation Using a Template
- 3.10.8 Creating a Blank Presentation
- 3.10.9 Entering and Editing Text:
- 3.10.10 Inserting & Deleting Slides in A Presentation:
- 3.10.11 Preparation of Slides:
- 3.10.12 Inserting word Table and Excel Worksheet
- 3.10.13 Adding Clip Art Pictures
- 3.10.14 Inserting Other Objects
- 3.10.15 Resizing & Scaling an Object:
- 3.10.16 Presentation of Slides:
  - 3.10.16.1 Viewing a Presentation:
  - 3.10.16.2 Choosing a Set up for Presentation
  - 3.10.16.3 Printing Slides & Handouts
  - 3.10.16.4 Slide Show :
  - 3.10.16.5 Running A Slide Show
  - 3.10.16.6 Setting Transitions & Slide Timings
  - 3.10.16.7 Automating a Slide Show

#### 4. Application of ICT in Education

.....

132

- 4.1 Meaning of ICT
  - 4.1.1 Information and Communication Technology
- 4.2 Application of Computers and ICT in Education
  - 4.2.1 Application of Computers and ICT in Teaching-Learning Process
  - 4.2.2 ICT and Teaching of Environmental Studies (EVS)
- 4.3 ICT as A Learning Resource
- 4.4 ICT : It's integration in Teacher's Education
- 4.5 Affordable ICT Equipped Classroom
- 4.6 Changing Role of Teacher Educators:
- 4.7 Various ICT Resources

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4.8 Role of Information and Communication Technology in Personality Development		
4.8.1 Role of ICT in Career Development and Career Counseling		
4.9 Other Uses of Information and Communication Technology		
<b>5. Internet</b>	.....	<b>169</b>
<b>6. On-line Education - Basavaraj Topalakatti</b>	.....	<b>179</b>
<b>7. Virtual Classroom</b>	.....	<b>200</b>
<b>8. Multimedia</b>	.....	<b>206</b>
<b>References</b>		

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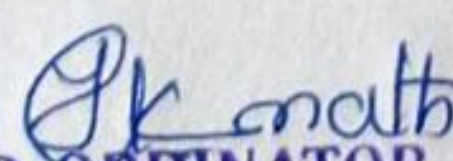
# MULTIDISCIPLINARY STUDIES: PROSPECTS AND PROBLEMS IN MODERN ERA

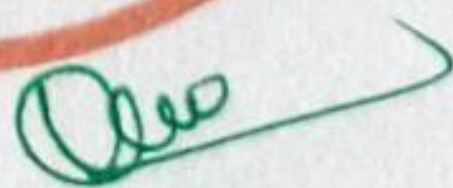
ISBN: 978-920-5-20223-5



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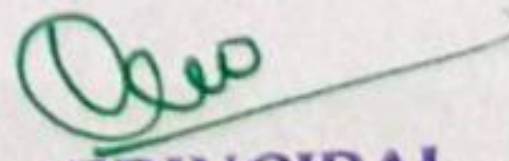
  
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## CONTENTS

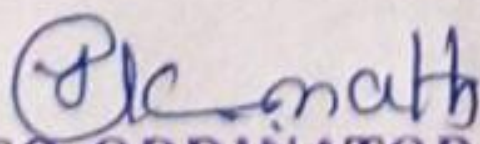
S. No.	Title	Page No.
1.	A STUDY ON FACTORS INFLUENCING CONSUMER PREFERENCES TOWARDS ORGANIC FOOD PRODUCTS <i>Dr. R.V. Suresh, Dr. B. Hannah &amp; Dr. Jitendra Chouhan</i>	1
2.	A DESCRIPTIVE STUDY ON SERVICE QUALITY AND CUSTOMER PERCEPTION TOWARDS DIGITAL MARKETING <i>Dr. M.J. Sathish Kumar, Dr. Rajendra Subhash Jarad &amp; Dr.S.Karthik</i>	9
3.	CUSTOMER PERCEPTION TOWARDS ROLE OF E- BANKING SERVICES IN CURRENT SCENARIO <i>Dr K Bhavana Raj, Dr. M. Anusuya &amp; Mr. Devanand Kashinath Mandavdhare</i>	16
4.	AN EMPIRICAL STUDY ON FACTORS AFFECTING INVESTMENT DECISION IN INDIAN CAPITAL MARKET <i>Dr. V.C. Shanker, Dr Sanjay Kumar &amp; Dr D Deepa</i>	24
5.	DIVIDEND POLICY AND ITS IMPACT ON PERFORMANCE OF INDIAN INFORMATION TECHNOLOGY COMPANIES <i>Dr. Sonia Kaushik, Dr. S. Umamaheswari &amp; P.T.J.K. Lilian</i>	32
6.	A STUDY ON WORK LIFE BALANCE OF WOMEN EMPLOYEES WITH REFERENCE TO TEACHING FACULTIES <i>Mrs. Licy Varghese, Dr. M. Durgarani &amp; Dr. Ajit Kumar</i>	39
7.	CONFLICTS OF ETHNICITY IN THE WORKS OF ARUDPRAGASAM'S THE STORY OF BRIEF MARRIAGE <i>Dr. Nancy Prasanna Joseph, Dr. V. Jagadeeswari &amp; Dr. Hemamalini</i>	47
8.	HISTORIOGRAPHIC PRESENTATION IN THE WORKS OF SALMAN RUSHDIE <i>Dr. C. Shanmuga Priya, Dr. M. Vijayalakshmi &amp; Aliya Parveen A Mulla</i>	51
9.	AN EMPIRICAL STUDY ON IMPACT OF EMPLOYEE RETENTION IN IT COMPANIES ON THE EMPLOYER BRANDING WITH REFERENCE TO CHENNAI CITY <i>Santosh Ram Pagare, Dr. Venkata Harshavardhan Reddy Dornadula &amp; Dr. S. Kavitha</i>	56
10.	A STUDY ON INVESTORS PERCEPTION TOWARDS ONLINE TRADING <i>Kumar. S &amp; Kiran. J</i>	64
11.	A STUDY ON PERCEPTION OF ENTREPRENEURS TOWARDS CHALLENGES IN TECHNOLOGY ADOPTION IN STARTUPS <i>Dr. Ganesh K Chavhan, Santosh Ram Pagare &amp; Shailendra Kashinath Bansode</i>	70
12.	A STUDY ON ADOPTION OF ICT TOOLS BY STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS <i>Dr. Ganesh K Chavhan, Kajal D. Jaisinghani &amp; Dr. M.A. Barote</i>	78
13.	A STUDY ON WORK LIFE BALANCE OF WOMEN EMPLOYEES WITH REFERENCE TO TEACHING FACULTIES DURING COVID 19 <i>Dr. R. Indumathy, Dr. M. Esther Kalyani Asirvadam &amp; Galiveeti Poornima</i>	86

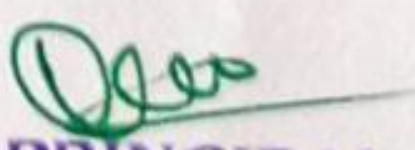
  
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14.	REVIEW ON BLENDED LEARNING: IDENTIFYING THE KEY TO THEMES	93
	<i>Dr. T. Manichander, Dr. Kanika Handa &amp; Dr. Dushyant Nimavat</i>	
15.	EFFECTS ON HRM PRACTICES ON LOGISTICS AND SUPPLY CHAIN MANAGEMENT	101
	<i>Dr. John E P, Dr. Kiruthiga V &amp; Dr. S. Mahalakshmi</i>	
16.	SOCIAL ENTREPRENEURIAL TRAITS AMONG YOUTH IN INDIA	108
	<i>S. Sam Santhose, Dr. Anviti Rawat &amp; Dr. M. Prakash</i>	
17.	AWARENESS TOWARDS GOVERNMENT INITIATIVE SCHEMES FOR FINANCIAL INCLUSION: WITH REFERENCE TO RURAL PEOPLE	116
	<i>Dr. Balaga Sahadevudu, Bharat Maurya &amp; Dr. Suman Roy Barman</i>	
18.	A STUDY ON FINANCIAL LITERACY AMONG THE COLLEGE STUDENT	125
	<i>Dr. C. Radha Priya, Dr. Anviti Rawat &amp; Dr. Nilesh Uke</i>	
19.	ROLE OF TECHNOLOGY IN PROMOTING DISTANCE ENGLISH LANGUAGE LEARNING PROGRAM	133
	<i>Indranee Borkar, Dr Shivani Vashist &amp; Dr. E.V. Ramkumar</i>	
20.	HRM PRACTICE IN BANKING SECTOR: AN ANALYSIS OF EMPLOYEE TRAINING IN PRIVATE BANKS	139
	<i>Neha Choudhary, B. Sakthimala &amp; Dr. D. Dhanalakshmi</i>	
21.	ANALYSIS OF INFLOWS OF FOREIGN DIRECT INVESTMENT IN INDIA PROBLEMS AND CHALLENGES	147
	<i>Dr. Ataur Rahman Farooqi, Samuel Lalthanliana &amp; Dr. M. Murali Krishnan</i>	
22.	FDI IN BANKING SECTOR: AN OVERVIEW	153
	<i>Lalita Babulal Malusare, Rakesh Bharat Ghode &amp; Jaywant Ramdas Bhadane</i>	
23.	A STUDY ON OCCUPATIONAL STRESS AMONG NURSES WORKING IN HOSPITAL	160
	<i>Dr. V. Gowrishankkar, Monika Devi NR &amp; Dr Deepu G P</i>	
24.	A STUDY ON SATISFACTION LEVEL OF POLICY HOLDERS TOWARDS THE SERVICES OF LIFE INSURANCE COMPANIES	166
	<i>Dr. Malleswara Rao, Dr Neeti Mathur &amp; C.R. Vijay</i>	
25.	MOTIVATION AMONG EMPLOYEES OF PUBLIC SECTOR CONCERN	172
	<i>Dr. Carolin Golda. P, B. Sakthimala &amp; Jugal Kishore</i>	
26.	A STUDY ON HRM PRACTICES IN HEALTH CARE SECTOR	178
	<i>Mrs. Licy Varghese, Dr. N. Rajesh &amp; Mr. Ashish Kumar Pandey</i>	
27.	A STUDY ON HEALTH CARE SYSTEM IN INDIA ISSUES AND CONCERNS	184
	<i>Dr. Sunil E. Tambvekar, Dr. Nitesh Pradhan &amp; Dr. Neha Dubey</i>	
28.	DIGITAL MARKETING AND ITS IMPACT ON THE CONSUMER BEHAVIOUR A STUDY WITH SPECIAL REFERENCE TO SELECT CITIES	191
	<i>Dr. Raghavendra, Dr. Varsha Agarwal &amp; Dr Priyanka Rawal</i>	
29.	A STUDY ON ONLINE MARKETING WITH SPECIAL REFERENCE TO HOME DELIVERY SYSTEM	198
	<i>Dr. L. Satheeskumar, S. Sekar &amp; T. Rajamanickam</i>	
30.	STUDENTS' PERCEPTIONS TOWARDS BLENDED LEARNING ENVIRONMENT	204
	<i>Mrs. Licy Varghese, Dr R. Portia &amp; Archana Pujar</i>	

  
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**Princeton Press**

Overland Park, Kansas - 66212, USA

Website : [www.princetonpress.us](http://www.princetonpress.us)

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Published in the year : **March 2022**

**Published By:**

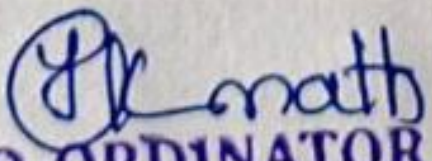
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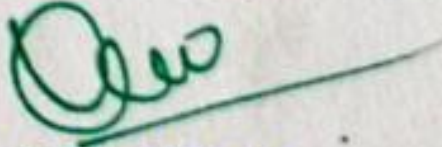
Overland Park, Kansas - 66212, USA

Website : [www.princetonpress.us](http://www.princetonpress.us)

**Title: Multidisciplinary Studies: Prospects and Problems in Modern Era**

**ISBN: 978-920-5-20223-5**

  
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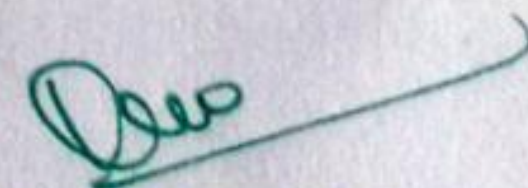
## CONTENTS

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2.	A DESCRIPTIVE STUDY ON SERVICE QUALITY AND CUSTOMER PERCEPTION TOWARDS DIGITAL MARKETING <i>Dr. M. J. Sathish Kumar, Dr. RajendraSubhashJarad &amp; P. T. J. K. Lilian</i>	8
3.	CUSTOMER PERCEPTION TOWARDS ROLE OF E- BANKING SERVICES IN CURRENT SCENARIO <i>Dr K Bhavana Raj, Dr. M. Anusuya &amp; Mr. Devanand Kashinath Mandavdhare</i>	15
4.	AN EMPIRICAL STUDY ON FACTORS AFFECTING INVESTMENT DECISION IN INDIAN CAPITAL MARKET <i>Dr. V. C. Shanker, Dr Sanjay Kumar &amp; Dr D Deepa</i>	22
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6.	A STUDY ON WORK LIFE BALANCE OF WOMEN EMPLOYEES WITH REFERENCE TO TEACHING FACULTIES <i>Mrs. Licy Varghese, Dr. M. Durgarani &amp; Dr. Ajit Kumar</i>	36
7.	CONFLICTS OF ETHNICITY IN THE WORKS OF ARUDPRAGASAM'S THE STORY OF BRIEF MARRIAGE <i>Dr. Nancy Prasanna Joseph, Dr. V. Jagadeeswari &amp; Dr. Hemamalini</i>	43
8.	HISTORIOGRAPHIC PRESENTATION IN THE WORKS OF SALMAN RUSHDIE <i>Dr. C. Shanmuga Priya, Dr. M. Vijayalakshmi &amp; AliyaParveen A Mulla</i>	47
9.	AN EMPIRICAL STUDY ON IMPACT OFEMPLOYEE RETENTION IN ITCOMPANIESON THE EMPLOYER BRANDING WITH REFERENCE TO CHENNAI CITY <i>Santosh Ram Pagare, Dr. Venkata Harshavardhan Reddy Dornadula &amp; Dr. S. Kavitha</i>	52
10.	A STUDY ON INVESTORS PERCEPTION TOWARDS ONLINE TRADING <i>Kumar. S &amp; Kiran. J</i>	59
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12.	A STUDY ON ADOPTION OF ICT TOOLS BY STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS <i>Dr. Ganesh K Chavhan, Kajal D. Jaisinghani &amp; Dr. M. A. Barote</i>	72
13.	A STUDY ON WORK LIFE BALANCE OF WOMEN EMPLOYEES WITH REFERENCE TO TEACHING FACULTIES DURING COVID 19 <i>Dr. R. Indumathy, Dr. M. Esther Kalyani Asirvadani &amp; Galiveeti Poornima</i>	80



14.	<b>REVIEW ON BLENDED LEARNING: IDENTIFYING THE KEY TO THEMES</b>	86
	<i>Dr. T. Manichander, Dr. Kanika Handa &amp; Dr. Dushyant Nimavat</i>	
15.	<b>EFFECTS ON HRM PRACTICES ON LOGISTICS AND SUPPLY CHAIN MANAGEMENT</b>	93
	<i>Dr. John E P, Dr. Kiruthiga V &amp; Dr. S. Mahalakshmi</i>	
16.	<b>SOCIAL ENTREPRENEURIAL TRAITS AMONG YOUTH IN INDIA</b>	98
	<i>S. SamSanthose, Dr. AnvitiRawat &amp; Dr. M. Prakash</i>	
17.	<b>AWARENESS TOWARDS GOVERNMENT INITIATIVE SCHEMES FOR FINANCIAL INCLUSION: WITH REFERENCE TO RURAL PEOPLE</b>	106
	<i>Dr. BalagaSahadevudu, Bharat Maurya &amp; Dr. Suman Roy Barman</i>	
18.	<b>A STUDY ON FINANCIAL LITERACY AMONG THE COLLEGE STUDENT</b>	113
	<i>Dr. C. Radha Priya, Dr. AnvitiRawat &amp; Dr. NileshUke</i>	
19.	<b>ROLE OF TECHNOLOGY IN PROMOTING DISTANCE ENGLISH LANGUAGE LEARNING PROGRAM</b>	117
	<i>Indranee Borkar, Dr Shivani Vashist &amp; Dr. E. V. Ramkumar</i>	
20.	<b>An empirical study on HRM practices and employee training in private banks</b>	123
	<b>HRM PRACTICE IN BANKING SECTOR; AN ANALYSIS OF EMPLOYEE TRAINING IN PRIVATE BANKS</b>	
	<i>NehaChoudhary, B. Sakthimala &amp; D. Dhanalakshmi</i>	
21.	<b>ANALYSIS OF INFLOWS OF FOREIGN DIRECT INVESTMENT IN INDIA PROBLEMS AND CHALLENGES</b>	128
	<i>Dr. Ataurrahmanfarooqi, Samuel Lalthanliana &amp; Dr. M. Murali Krishnan</i>	
22.	<b>FDI IN BANKING SECTOR: AN OVERVIEW</b>	134
	<i>LalitaBabulMalusare, Rakesh Bharat Ghode &amp; JaywantRamdasBhadane</i>	
23.	<b>A STUDY ON OCCUPATIONAL STRESS AMONG NURSES WORKING IN HOSPITAL</b>	140
	<i>Dr. Gowrishankkar, Monika Devi NR &amp; DrDeepu G P</i>	
24.	<b>A STUDY ON SATISFACTION LEVEL OF POLICY HOLDERS TOWARDS THE SERVICES OF LIFE INSURANCE COMPANIES</b>	146
	<i>Dr. A. Anandalakshmy, DrNeetiMathur &amp; C. R. Vijay</i>	
25.	<b>MOTIVATION AMONG EMPLOYEES OF PUBLIC SECTOR CONCERN</b>	151
	<i>Dr. CarolinGolda. P, B. Sakthimala &amp; Jugal Kishore</i>	
26.	<b>A STUDY ON HRM PRACTICES IN HEALTH CARE SECTOR</b>	157
	<i>Mrs. Licy Varghese, Dr. N. Rajesh &amp; Mr. Ashish Kumar Pandey</i>	
27.	<b>A STUDY ON HEALTH CARE SYSTEM IN INDIA ISSUES AND CONCERNS</b>	163
	<i>Dr. Sunil E. Tambvekar, Dr. Nitesh Pradhan &amp; Dr. NehaDubey</i>	
28.	<b>DIGITAL MARKETING AND ITS IMPACT ON THE CONSUMER BEHAVIOUR A STUDY WITH SPECIAL REFERENCE TO SELECT CITIES</b>	170
	<i>Dr. Raghavendra, Dr. Varsha Agarwal &amp; Dr Priyanka Rawal</i>	
29.	<b>A STUDY ON ONLINE MARKETING WITH SPECIAL REFERENCE TO HOME DELIVERY SYSTEM</b>	176
	<i>Dr. L. Satheeskumar, S. Sekar &amp; T. Rajamanickam</i>	
30.	<b>STUDENTS' PERCEPTIONS TOWARDS BLENDED LEARNING ENVIRONMENT</b>	181
	<i>Mrs. Licy Varghese, Dr R. Portia &amp; Archana Pujar</i>	

  
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# STUDENTS' PERCEPTIONS TOWARDS BLENDED LEARNING ENVIRONMENT

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## ABSTRACT

In recent years, blended learning has become more popular in training and education. This method of learning, which combines in-person instruction with certain technology assistance, has been utilised extensively in education, making it appropriate for use in the teaching and learning of mathematics. The subject of integration application is covered in a course. It is intended to support classroom lectures and let students learn the material at their own speed and leisure. The need to use this crucial instrument in education in developing nations has been sparked by the growing use of information and communications technology (ICT) to satisfy different social requirements, including the necessity to accommodate rising university enrolment. This research was carried out to see how students felt about the blended learning environment. In the current digital age, using technology and web-based communication tools has given educators across the globe the chance to research the best learning environment that may adapt to the requirements of varied learners. The need of the hour is for modified learning environments that combine the advantages of both conventional and contemporary learning.

## INTRODUCTION

Education systems have changed significantly throughout time, which has led to a wide range of learning methods being used by students. Modern technology makes it easier to update how individuals learn about and receive information. In the previous decade, instruction took place in a typical environment with an instructor-led method. Students participated in questions and discussions in the traditional classroom format, which gave them access to specialists. They are exposed to social contact, which gives them a chance to absorb other people's knowledge. In another instance, some students need self-paced learning materials and prefer a customised or less organised atmosphere. The largest issue for educators is finding a balance between the various learning preferences of their pupils. It is feasible for a teacher to handle new problems in education by combining old and contemporary educational methods. As it is crucial for them to comprehend, recall, memorize, and apply numerous ideas, principles, and procedures, there is always a learning curve for the pupils. Students may study more easily and develop a different attitude toward learning thanks to blended learning (BL). The subject is chosen by the researcher to provide an appropriate model to the educational institution so they may adopt blended learning in their institutions. One of the areas of education that has been impacted by the speed of technological progress is teaching and learning. It explains a mixed learning strategy for teaching integration application. Face-to-face teaching, exercises from textbooks, and produced courseware that was utilised in the tutorial class and also made accessible on the internet make up the blended learning strategy that is employed.

## BLENDED LEARNING ENVIRONMENT- AN OVERVIEW

The process of learning is incredibly complex and cannot possibly be contained in a traditional classroom. However, e-learning goes beyond the classroom and comprises of content and communication available directly from students' PCs over the internet (personal computers). As a result, e-learning has grown significantly in recent years (Water field, 2004)<sup>1</sup>, appealing to academics, employers, and learners alike. (Munro and Munro, 2004)<sup>2</sup> list several benefits of e-learning, including continual learning, time savings, and

<sup>1</sup> Waterfield, A. (2002). "Electronic cognition". Financial management. 18. May

<sup>2</sup> Munro, R. & Munro, E. (2004). "Learning styles. Teaching approaches and technology". The journal for quality and Participation. 27 (1). p.26