



*SRI SARADA COLLEGE OF EDUCATION
(AUTONOMOUS), SALEM - 16*

CRITERIA III : Research and Outreach Activities

KEY INDICATOR 3.1 Resource Mobilisation for Research

*Metric No : 3.1.1 Average Number of research projects
funded by government and / or non - government
agencies*

3.1.1 (C) Any other relevant information



**SRI SARADA COLLEGE OF EDUCATION
(AUTONOMOUS), SALEM -16**

***SSCOE RESEARCH
POLICY***

Research Policy

Establishment of Promotion of Research

The institution recognizes the significance of research in advancing knowledge and contributing to society's development. As such, the institution is committed to fostering a culture of research that promotes academic excellence, innovation, and ethical practices. The institution's policy aims to support and encourage research in all areas of study and to provide a supportive environment for researchers to thrive.

The following are the milestones in the promotion of research at the institution:

- Publication of a national ISSN peer-reviewed quarterly research journal titled "Sri Sarada Journal of Frontiers of Knowledge."
- Dissemination of abstracts of the tutorial group projects of B.Ed trainees in "Frontiers of Knowledge."
- Documentation of research abstracts of M.Ed scholars in the college research journal "Researchers Digest."
- Compilation of research abstracts of M.Phil and Ph.D. scholars in the college research journal "Research Chronicle."
- Periodic supervision and assessment of the research work of M.Ed, M.Phil, and Ph.D. scholars.
- Organization of research colloquia and doctoral committee to observe the research work taken up by research scholars.
- Encouragement of B.Ed trainees to take up a group project in the IV semester under the guidance of allotted mentors.
- B.Ed students are given guidance to carry out Action Researches during their intensive teaching practice

Constitution of Research Committee

The research committee of the institution composed of four members, including the Chairperson, the Principal of the college. The three other members shall be faculty members appointed by the Principal based on their expertise and experience in research. The committee shall be responsible for overseeing the research activities of the institution and ensuring that they are in line with the institution's research policies and guidelines. The committee shall meet at least once in a year to review and evaluate ongoing research projects, propose new research


PRINCIPAL
Sri Sarada College of Education
(Autonomous)
SALEM-636 016

initiatives, and provide support and guidance to researchers. The committee may also make recommendations to the institution's administration regarding the allocation of research funds and resources.

Policy on Promotion of Academic Research

The institution is committed to promoting academic research and encouraging faculty, staff, and students to engage in research activities. To support this goal, The Institution will:

- Encourage faculty, staff, and students to conduct research in their respective fields of study.
- Provide resources and support for research activities, including research grants, access to research facilities, and technical assistance.
- Encourage collaboration among researchers from different disciplines, institutions, and organizations.
- Recognize and reward academic research achievements through awards, grants, and promotions.
- Encourage the dissemination of research findings through publication in peer-reviewed journals, presentations at conferences, and other public platforms.

Policy on Promotion for Seed Money Research

- The institution recognizes the importance of seed money research in supporting innovative research projects. To promote seed money research, The Institution will:
- Provide seed money research grants to support innovative research projects.
- Encourage researchers to apply for seed money research grants.
- Provide resources and support for seed money research activities, including access to research facilities, technical assistance, and mentoring.
- Recognize and reward seed money research achievements through awards, grants, and promotions.
- Encourage the dissemination of seed money research findings through publication in peer-reviewed journals, presentations at conferences, and other public platforms.

S. S. Srinivasan
PRINCIPAL
Sri Sarada College of Education
(Autonomous)
SALEM-636 016

Policy on Ethical Research:

The institution recognizes the importance of ethical research practices in ensuring the safety, dignity, and rights of research participants. To promote ethical research practices, The Institution will:

- Ensure that all research activities are conducted in compliance with ethical principles and guidelines.
- Provide training and support for researchers to ensure that they are aware of ethical principles and guidelines.
- Require researchers to obtain informed consent from research participants before commencing research activities.
- Ensure that research data is stored securely and that confidentiality is maintained.
- Provide resources and support for ethical research activities

Consultancy Policy for Educational Research

The institution recognizes the value of consulting with experts in the field to ensure that research activities are conducted with rigor and relevance. To promote consultation for educational research, The institution will:

- Encourage faculty members to engage in consultancy activities related to their areas of expertise.
- Provide support and resources for faculty consultancy activities, including access to relevant information and networks.
- Ensure that consultancy activities are conducted in compliance with ethical principles and guidelines.
- Encourage faculty members to disseminate the results of their consultancy activities through publication in peer-reviewed journals, presentations at conferences, and other public platforms.
- Require faculty members to include a section on consultancy in their research proposals, outlining how they plan to engage in consultancy activities and how these activities will enhance the quality and impact of their research.

By promoting faculty consultancy for educational research, we aim to strengthen the institution's research capacity, enhance the quality and relevance of our research, and contribute to the development of the wider community.

S. S. Srinivasan
PRINCIPAL
Sri Sarada College of Education
(Autonomous)
SALEM-636 016

UNEARTHING THE TRANSACTIONAL STYLES OF STUDENT TEACHERS

Dr. Shanmugavadivu K. P* and Janani Selvaraj**

ABSTRACT

The habitual way of a person's interaction with others can be called his/her transactional style. A useful conceptual framework to explain an individual's style is Transactional Analysis (TA). Exchange of words, ideas, viewpoints, commands, comments etc., all need is the communication in organizations. Transactional style is nothing but interpersonal style. The consistent way of a person's dealings with others can be known as interpersonal style. The theory of transactional analysis originated in the psychotherapeutic practice and theoretical works of the Canadian psychiatrist, Eric Bernstein (Berne, 1961, 1963, 1966a, 1966b, 1972) and his collaborators and followers. Literally, the process of education is a triangular process, in which there are three junctures. They are the teacher, the student and the subject of education. In order to teach, the teacher must establish some sturdy relationship with the student, based on his knowledge and sense of interest. For this relationship to be meaningful it is essential that the teacher himself should be conversant with both indeed the subject he is teaching and the psychology of the student. An Effective transactional style should be trained and acquired in pre service itself. Accordingly, an empirical study was conducted to find the Transactional style of student teachers and to determine the significant differences between the transactional styles of student teachers in relation to different categorical variables and hence the present article discusses the important generalisations achieved through the study.

INTRODUCTION

Education has always been accorded an honored place in our Indian society. At the rim of this 21st century, our nation is in the position to patronize the challenges present in the society and mold the eminent citizens for both the development of nation and also the life of individual. So education is considered to be the most valuable tool to meet the challenges. It is universally accepted that 'the development of any nation depends on the quality of its citizens'. The quality of citizens depends on the quality of education they receive whereas the quality of education depends on the excellence of teachers. Hence the teachers are indeed considered as the real architects of a nation and the importance of teachers in nation is crucial like the presence of the sun in the sky.

Hence from the teacher's role mentioned above we come to know that teachers work either sole or in teams. In this situation they may face criticism from colleagues, higher authorities, parents, students, head masters. The teacher may sometimes accept those criticisms in a positive way and sometimes they may not. Apart from these issues they may feel difficult to handle problematic students, futile teaching learning process, ineffective rapport with colleagues and students, frequent imbalance between personal and work life situations, hectic work schedules. Hence transactional style is very essential for student teachers. In simple transactional style is nothing but interpersonal relationship with others. Interpersonal relationship is the most fundamental and vital aspect of human relationship. An Effective transactional style should be trained and acquired in pre service itself. Consequently, the present study has been proposed to

Assistant Professor*, Sri Sarada College for Education, Salem, Tamil Nadu

Senior Research & Analytics Consultant**, Learning Center, Trichy, Tamil Nadu

discover the Transactional style of student teachers and to determine the significant differences between the transactional styles of student teachers in relation to different categorical variables.

Transactional Styles

The theory of transactional analysis originated in the psychotherapeutic practice and theoretical works of the Canadian psychiatrist, Eric Bernstein (Berne, 1961, 1963, 1966a, 1966b, 1972) and his collaborators and followers (for instance, Steiner, 1974; Dusay, 1972; English, 1971, 1972; Goulding and Goulding, 1976, 1979; Crossman, 1966; Klein, 1980; Clarkson, 1992; James et. al 1974; Stewart, 1996, 2000). Even if transactional analysis is mostly about the cure of psychopathological behavior, its theoretical framework is appropriate for analyzing well-functioning behavior and communication. Some of its results have contributed to further development of the principles of transactional or interactional styles.

Berne also used simple day-to-day language to clarify the dynamics of personality and its application for human development. The habitual way of a person's interaction with others can be called his/her transactional style. A useful conceptual framework to explain an individual's style is Transactional Analysis (TA). Exchange of words, ideas, viewpoints, commands, comments etc., all need is the communication in organizations. Transactional style is nothing but interpersonal style. The consistent way of a person's dealings with others can be known as interpersonal style. The transactional style of an individual depends on the person's combination of ego states with life positions. Combining the six ego states (two parent, one adult and three child) with the two life positions (OK and not OK), we acquire 12 styles.

Prominence of Transactional Analysis to Student Teachers

- Transactional analysis helps the student teachers to know a way of understanding what is happening on a social level within the classroom and within themselves.
- It offers a map, a framework to start hanging experiences on.
- If the student teachers are familiar with their ego states they can easily figure out their thinking, feeling and behaviour in the class room and choose to respond rather than react.
- By understanding the transactional style teacher can gain more insight about interpersonal style
- It provides the teachers to devise the classroom management strategies and interpersonal communication strategies with students, colleagues and higher authorities.

REVIEW OF RELATED LITERATURE

Dr. Arindam Chatterjee's (2012) '*An Empirical Analysis of Interpersonal Styles with Special Reference to Employees in Public Sector Banks*' was aimed to analyze the difference in transactional styles between male and female officers. The study comprised of factors like Transactional analysis, Ego states and the 12 different Interpersonal Styles. It is used to enhance the organizational effectiveness by improving o.k. style and reducing not o.k. style. The study revealed that there is a significant difference between transactional styles of males and females officers. Thus the study was intended to address a gap existing in the literature today in providing a more informed link between the theory and practice of the differences in transactional styles of males and females officers.

Dr. Surabhi Purohit (2013) studied '*Relationship between Principals' Leadership Style and Teaching Style of Teachers*' with the aim to find out the effect of Principals'

Leadership Effectiveness on Teaching Styles of Teachers. The sample comprised of 68 subjects – 8 principals and 60 female teachers from public and private schools of Jaipur city and it is drawn by Purposive sampling technique. The instruments used were Leadership Profile Indicator (LPI-M) by Pareek and Transactional Style Inventory (TSI-Te) by Pareek. Findings revealed that there was a significant impact of leadership effectiveness of Principals on regulating and adaptability function of teachers' teaching styles.

Dr. Poonam Khurana (2018) examined whether there is any difference between the Transactional Analysis Styles of faculty teaching in higher education Institutes in relation to various demographical factors. The sample size for the study was 150 faculty members. The inventory which has been used for the research is Transactional Styles Inventory- Teachers (TSI- Te). It had been developed by Udai Pareek (2003). The results of the study reveals that male faculty members are more creative in teaching than female faculty members and teachers in the age group (45 years and above) are significantly higher on 'Adaptive' style as compared to Teachers in the age group (25-35 yrs). The study also inferred that Teachers with doctorate seem to be more nurturing as compared to teachers with only PG qualification. And the faculty at the level of Assistant professors are more confronting as compared to professors in their transactional styles.

RESEARCH METHODOLOGY

Objectives

- To identify the type of transactional style of student teachers
- To find the significant differences between the transactional styles of student teachers based on their select sub samples.

Hypothesis

- There is no significant difference between the transactional styles of student teachers with its dimensions based on their select sub samples.

Units of the Study

In the present study a total of 50 second year student teachers from Sri Sarada College of Education, Salem were selected as sample by using convenience sampling technique. Survey method was adopted for the study. On collecting the responses from the student teachers the total sample size was restricted to 47 as three in the selected did not respond properly.

Tool Used & Method of Analysis

To measure transactional style of teachers the tool used was Teacher styles: Transactional inventory – Teachers (TSI- Te). The inventory was developed by Udai Pareek (2003). It consisted of 12 dimensions and composed of 48 statements and each dimension has 4 statements. All the items were tested with the small group of sample and by applying content and face validity and hence the validity of the inventory was established. Test and retest method was carried out to establishing reliability of the inventory. The reliability value was 0.81, and thus the inventory was finalized. Statistical tests including t-test and ANOVA were performed to quantify the association between the demographic characteristics and the transactional styles. R software was used to make the visualizations and Excel was used to compute the statistical tests.

RESULTS AND FINDINGS

As a first step, the demographic information of the student teachers was collected and a contingency table was prepared (Table 1). A majority of the student teachers belonged to the Maths stream (32%) followed by Biological Science and Physical Sciences (18%). The student teachers predominantly belonged to the urban area (58%).

Nearly half of the student teachers (52%) had Tamil as their medium of instruction. The monthly income of the parents of the student teachers were mostly in the Rs.10,000 to Rs.20,000 category(56%). More than half of the parents of the student teachers were observed to have completed school level education (62%).

Table 1: Demographic Characteristics		
Qualification	No.	Percent
UG	36	72
PG	11	22
Major Subject		
Bio Science	9	18
English	7	14
History	3	6
Maths	16	32
Phy.Sci	9	18
Tamil	3	6
Locality		
Rural	18	36
Urban	29	58
Medium		
English	21	42
Tamil	26	52
Monthly Income (Rs.)		
10,000-20,000	28	56
20,000-30,000	16	32
Above 30,000	3	6
Birth Order		
1	21	42
2	17	24
3	5	10
Above	4	8
Parents Educational Status		
College level	9	18
School level	31	62
Uneducated	8	16
Parent's Occupation		
Government	12	24
Private	14	28
Other	21	42

From Figure 2, we could observe that both Tamil and English medium student teachers have outperformed among all transactional styles. Transactional styles including Nurturing, Creativity and Adaptive were found to have very high scores (marked in red) among the Tamil medium student teachers while the English had shown higher scores of Reactive and Regulating transactional styles.

Box plots were prepared to visualize the distribution of the transactional style scores with respect to the locality (Figure 1) and medium of instruction (Figure 2). It could be observed that variation exists in the median scores of the transactional styles among the student teachers who belong to the two localities (Figure 1). The scores show some outliers (marked in red-higher scores) among all styles for those belonging to the urban locality except for the 'Adaptive style' which is seen predominant among the rural student teachers.

Figure 1: Boxplot of the distribution of the transactional style score with respect to locality

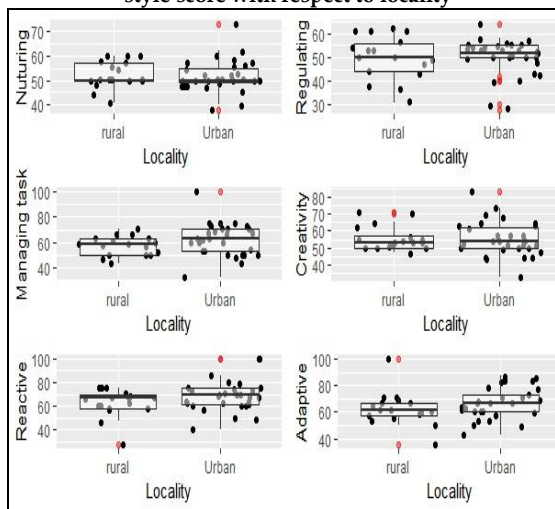
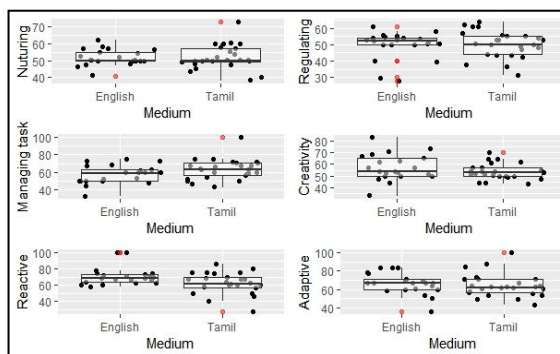


Figure 2: Boxplot of the distribution of the transactional style score with respect to medium of instruction



Paired t-test was used to test the association of the transactional styles scores with respect to their locality (Table 2) and medium of instruction (Table 3). Significant difference of the mean scores of the 'Managing Task' transactional style was observed among the student teachers of the two localities (Table 2) which implies that location could be an influential factor for this specific transactional style. On the other hand, there was no evidence of any significant difference of the mean scores of the other transactional style functions with respect to the location. There was no significant difference observed among all transactional style functions with respect to the medium of instruction (Table 3).

Table 2: Transactional analysis of the student teachers in comparison with their locality	
Variables	t test Sig
Nurturing	0.116
Regulating	0.463
Managing task	0.04
Creativity	0.146
Reactive	0.05
Adaptive	0.365

Table 3: Transactional analysis of the student teachers in comparison with their medium of instruction	
Variables	t test Sig
Nurturing	0.07
Regulating	0.07
Managing task	0.41
Creativity	0.42
Reactive	0.29
Adaptive	0.27

Analysis of Variance (ANOVA) was performed to assess the variation among the transactional styles with respect to the different specialization and a significant variation was observed.

Source of Variation	SS	df	MS	F	P-value	F crit
Within groups	1272.346	5	254.4693	47.99755	0.00	2.602987

CONCLUSION

The major findings of the study were shown that there was no significant difference between the mean scores of the transactional style functions with respect to the location except adaptive style. It indicates that the adaptive function teachers are highly influenced by drivers. (Prescriptions for living). These drivers mean that everything has to be right and motivate others to be perfect and strong and hence the teachers with higher adaptive function create enthusiasm and interest and to remove any fear and inhibition that a student may have towards subject. and it indicated that there was no significant difference observed among all transactional style functions with respect to the medium of instruction.

REFERENCES:

- Atri Sengupta, Vijai, N.& Giri ,(2009), Alexithymia and Managerial Styles: Implications in Indian Organizations. Journal of the Indian Academy of Applied Psychology, 35, 71-77.
- Chirayath, (2008), Transactional Styles and Gender a Co-relational Study, Management and Labour Studies, 33(2), 175-193
- Dr. Arindam Chatterjee, (2012), An Empirical Analysis of Interpersonal Styles with Special Reference to Employees in Public Sector Banks. International Journal of Applied Research & Studies, 1(3), 1-13
- Dr. Navpreet Singh Sidhu, (2012), A Study of the Managerial Styles of Executives in the Manufacturing Companies of Punjab. International Journal of Research in Commerce, IT & Management, 2(11), 105- 111

- Dr. Sanjeev Kumar, (2013), Principals' Managerial Styles & Their Effect on Institutional Effectiveness, *International Research Mirror*, 31-33
- Dr. Surabhi Purohit, (2013), Relationship between Principals' Leadership Style and Teaching Style of Teachers, *International Journal of Research in Commerce, Economics & Management*, 3(9), 48- 52
- Indu Khetarpal & Srivastava, R.C, (2000), Management styles grounded in interpersonal roles: focus on heads of school in India, *International Journal of Educational Management. International Journal of Educational Management*, 14 (2), 74 - 83
- Jyotika Gupta & Sukjinder Ram, (2006), Transactional styles among prospective teachers, the Role of sex differences and Emotional Intelligence, *Edu Tracks*, 6(2)
- Kamal Jeet Sandhu & Nidhi Gurbaxani, (2013), Life Satisfaction and Role Efficacy as Predictors of Transactional Styles. *Psychological Thought*, 6(2), 326-338
- Panigrahy Abani Kumar & Mangaraj Sujata, (2011), Transactional styles inventory: a behavioral instrument for training need assessment of B-school teachers, *A Journal of Decision Making*, 11 (2), 105-115

OPEN ACCESS

Manuscript ID:
ASH-2023-10035295

Volume: 10

Issue: 3

Month: January

Year: 2023

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Received: 15.10.2022

Accepted: 05.12.2022

Published: 01.01.2023

Citation:

Arulselvi, V., and N. Geetha. "Preventive Strategies of Child Sexual Abuse in School Settings: A Meta - Analysis." *Shanlax International Journal of Arts, Science and Humanities*, vol. 10, no. 3, 2023, pp. 6–11.

DOI:

<https://doi.org/10.34293/sijash.v10i3.5295>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Preventive Strategies of Child Sexual Abuse in School Settings: A Meta - Analysis

V. Arulselvi

Project Director, ICSSR Minor Project

Assistant Professor of Education

Sri Sarada College of Education(Autonomous), Salem, Tamil Nadu, India

 <https://orcid.org/0000-0002-9252-376X>

N. Geetha

Research Assistant, ICSSR Minor Project

Sri Sarada College of Education (Autonomous), Salem, Tamil Nadu, India

Abstract

Most likely, child sexual abuse is a health issue that affects children and has the wide-ranging negative effects. The prevention of child sexual abuse in school settings is examined in this paper, along with a number of other factors that may affect the lives of victims. An electronic database search has been conducted to identify literature related to (child sexual) abuse preventive strategies given at schools in English. Investigators reviewed 62 studies out of which 13 studies illustrated the outcomes of the child sexual abuse preventive strategies followed in schools were successful. It was found that very few research had been conducted to prevent child sexual abuse in school settings, and additional intervention techniques were required globally.

Keywords: Child Sexual Abuse, Preventive Strategies, School-Settings, Consequences, Meta-Analysis.

Introduction

Child sexual abuse is a worldwide problem which adversely affects physical, cognitive, emotional, social, behavioral, and neurobiological aspects throughout life time. Meta-analysis of Paolucci, Genuis, and Violato (2001) confirmed the link between child sexual abuse and its subsequent negative short and long-term effects on children's development. Child sexual abuse includes all types of sexual victimisation of children-penetrative or non-penetrative sexual intercourse, pornography, sexual harassment, commercial sexual exploitation, sex tourism, and online exploitation. Andrews, Corry, Slade, Issakidis, and Swanston (2004) analysed various anecdotal and experimental evidences and suggested that child sexual abuse causes negative psychological outcomes such as poor self-esteem, lack of a sense of control, difficulties with intimacy and continuing sexual difficulties in the victim's life. The meta-analysis of 55 studies from 24 countries showed that the prevalence of CSA (non-contact abuse, contact abuse, and mixed sexual abuse) ranged from 31% for girls and 7% for boys (Barth, Bermetz, Heim, Trelle, & Tonia, 2013). Child Sexual Abuse is very difficult to notice unless the victim discloses it. Due to rigid cultural beliefs, negative stigma, and threats from the offender, children do not report and disclose the abuse (UP Manila, UoE, CPNF, & UNICEF, 2016). As National Crime Records Bureau (2020) indicated that rape cases of children increasing ever year, preventive strategies must be developed to protect children.

Child sexual abuse among school children is linked with high levels of post-traumatic stress symptoms (Yancey, Hansen, & Naufel, 2011). Since the child sexual abuse phenomenon has been reported in higher rates nowadays in several countries, it is imperative to highlight the social importance of apprehending the nature and scope of this problem. Because child victims manifest many social and academic problems (Blanchard Dallaire & Hebert, 2014; Daignault & Hebert, 2009) which, in turn, represent a substantial economic burden for society (Letourneau, Brown, Fang, Hassan, & Mercy, 2018). Children's rights must be at the vanguard of government laws and priorities.

Objective of the Study

The objective of this paper is to critically review the available studies on the effectiveness of child sexual abuse (CSA) prevention programs.

Need for the Study

Many aspects of the CSA make it difficult to identify the true magnitude of the problem. To estimate the scope of the problem, one method is to count the instances of sexual assault that are reported to professionals. Epidemiological studies have had a major role in identifying the consequences of sexual abuse of children which shows that children who experienced sexual abuse may have several mental health outcomes such as depression, suicide, multiple personality disorders, post-traumatic stress disorder, eating disorders, and substance abuse, sexual problems of promiscuity, prostitution, teenage pregnancy, and criminality. With the response of the growing knowledge of consequences of child sexual abuse, researchers will be able to evolve preventive strategies that stop the phenomena from increasing globally.

Methodology

Researchers reviewed totally 62 studies from various databases from 2000 to 2022 out of which 13 studies highlighted about prevention of child sexual abuse in schools and its outcomes. Electronic database searches were carried out to find out literature related to child sexual abuse prevention education given at schools in English language. The

databases searched were; ERIC, JSTOR; Research Gate, ProQuest; PubMed, Zlibrary, PsychInfo and Science Direct. The search word child sexual abuse in combination preventive strategies, school settings, impact, causes and victims, school-based prevention program, sexual abuse prevention education and role of school were given. The number of papers identified in the searches was 62, and they were screened by the title and skim-reading abstracts. Abstracts deemed relevant in this process were read more thoroughly. Studies were considered eligible for inclusion criteria in the review if they were: i) published in a peer-reviewed journal, ii) reporting on causes and impact of child sexual abuse on children aged between 0–17 years and iii) school-based child sexual abuse prevention program. The results of the meta-analyses were also examined.

Definition of Child Sexual Abuse

Several studies show that child sexual abuse covers the entire spectrum of sexual offenses committed against children up to the age of seventeen. A child sexual abuse offense includes a wide variety of non-contact offenses such as exhibitionism and the use of children to create pornography, sexual fondling, and penetrating acts committed by a child sexual offender who may be an adult as well as a child or youth themselves.

Impacts of Child Sexual Abuse

Sexually abused children suffer more psychological consequences than children affected by other forms of abuse. Langev in, Cossette, and Hebert (2016) found that sexually abused pre-school children displayed greater emotion regulation difficulties than non-abused children. Daignault and Hebert(2009) showed in his study that girl victims aged between 7 to 12 years displayed withdrawal symptoms and social problems. Early abuse may lead to developmental issues for children. As Finkelhor (2009) indicated in his research that Parents, teacher, and educator concerns about the safety of their children should extend to society as a whole in order to prevent spectacles of child sexual abuse. A stranger, a member of the school staff, a neighbour, a friend, or a neighbour may sexually abuse a victim. (Butler 2013; Snyder, 2000). Arulselvi and Geetha

(2022) revealed from their survey that 58% (N-66) of the girl children believed that children are never sexually abused by their family members which exposed the fact that children especially girls are not aware of the perpetrators. Amedee, Perreault, Hebert, and Cyr (2019) reported that 72.8% of the children experienced sexual abuse by their family members. It is the well-known fact that when children abused by trusted person or a family member, it will cause serious behavioural outcomes such as withdrawal, isolation, and difficulties in social relationships. As such, it seems relevant to investigate consequences of child sexual abuse and its preventives strategies in school settings.

A child may experience a variety of emotions, such as dread, unloved, unsafety, or embarrassment, depending on whether the abuse occurs at home, school, or in the community (Putnam, F. W. 2003). In a study conducted by Lansford, Dodge, Pettit, & Bates (2010) whose participants demonstrated substance use to deal with their early trauma of child sexual abuse. Since elementary school children spend their most time, it is vital to talk about child sexual abuse and its prevention in educational systems (Wurtele, Moreno, & Kenny, 2008). School based programs may serve as prevention which help children to identify dangerous situations. According to Wurtele, Moreno, and Kenny (2008) the main objective of the school-based child sexual abuse prevention programs includes teach children how to say “No,” teach children to report dangerous situations (feeling hurt or unsafe) and recognize unsafe situations (Wurtele, Moreno, & Kenny, 2008). Preventive measures seem to be the most effective way to diminish harmful effects of child sexual abuse (Guterman, 2001; Renk, Liljequist, Steinberg, Bosco, & Phares, 2002). A central objective has been to teach children how to recognize dangerous situations and avoid abuse by identifying boundary violations, unwanted forms of contact, and other ways in which offenders groom or desensitize victims. Moreover, it is important to teach them how to refuse approaches and invitations, how to end interactions, and how to seek help.

Prevention Strategies of Child Sexual Abuse

Teaching and non-teaching staff are in an ideal position to identify, prevent, and support victims

of child abuse because of their regular contact with students. The majority of research on the primary prevention of child sexual abuse examined child-targeted personal safety education programmes which these programmes teach of child sexual abuse awareness and personal safety strategies to potential victims using the specified curriculum followed in schools (Finkelhor, 2009). For children to be protected from sexual abuse, protective behaviors must be taught. As Zwi, Woolfenden, Wheeler, O’Brien, Tait, and Williams (2007) mentioned in his meta-analysis, children of all ages who have participated in an education program are six to seven times more likely to demonstrate protective behaviour in simulated situations. David and Gidyez (2000) and Topping and Barron (2009) found from their meta-analysis of child sexual abuse prevention programs indicated that effective prevention programs such as active participation and behaviour skills training, such as modelling, rehearsal and reinforcement resulted in higher knowledge and skill outcome measurements. Guterman (2001) indicated that adopting particular best practise standards can help child abuse prevention programmes increase the success of their efforts.

Children can be protected from sexual abuse by creating awareness about child sexual abuse among teachers, doctors, social workers, policymakers, communities, and families of those who have the greatest responsibility for them. The eight-week Psycho-educational School-based Child Sexual Abuse Prevention Training Program implemented by Eroguland Hasirci (2013) on Turkish Elementary Students which includes personal rights, my body belongs to me, good touch-bad touch discrimination, breaking promise, body safety rules, say “No”, and bad secrets, talking with a grown-up who believes the child, sexual abuse is never a child’s fault, etc. has been successful. Leclerc, Wortley, & Smallbone (2011) showed that self-protective measures that were taught in child abuse prevention programs (telling offenders NO for touch) was at 89% effective in real life situation. It has been shown that age-appropriate curricular inputs such as body appreciation, boundary setting, appropriate and inappropriate touching, appropriate care taking roles, gender roles, and body anatomy are effective

in preventing child sexual abuse in elementary schools (Gibson & Leitenberg, 2000). Based on their observations, Macintyre and Carr (2000) concluded that nine different concepts in school-based programs, such as (1) Body ownership (2) touch (3) say no (4) escape strategy (5) secrecy; 6) intuition (7) support system (8) blame 9) bullying, were taught through a broad structured curriculum that increased participants' safety skills and knowledge.

Tobin and Kessner (2002) developed 'The Keeping Kids Safe: Child Protection Curriculum' mandated in all public schools and pre-schools in Australia, taught four main areas such as relationships, recognizing and reporting abuse, protective strategies and the right to be safe to keep young children safe and well-informed. Children who have experienced sexual abuse are at risk for a variety of physical, mental, behavioural, and social issues that can lead to academic failure, drug and alcohol abuse, and legal issues (Fry, McCoy, Swales, 2012; Fry, & Blight, 2016). The Safe Schools for Teens intervention raise awareness of child sexual abuse and encourages reporting of it. The intervention also lessens dating violence, demonstrating the value of a systems-strengthening and mindfulness-focused strategy in reducing adolescent violence. Child Sexual Abuse education in schools has shown that children gain knowledge and may be able to better identify inappropriate touch scenarios after such a program (Walsh, Zwi, Woolfenden, & Shlonsky, 2018).

Bernadette, Madrid, Gilda, Lopez, Leonila, Dans, Deborah, Fry, Francis, Pante, Alberto (2020) proclaimed in his study that The Safe Schools for Teens intervention significantly enhanced self-reported knowledge of children on abuse, dating violence and adolescent's impulse control and emotional clarity. The mindfulness focused approach followed in Safe Schools for Teens intervention also resulted in reducing dating violence. The findings of research performed by Chen and Chen (2005) in China demonstrate that parents should be aware of in terms of knowledge, attitudes, and skills in order to educate and protect their children. Due to the sensitive nature of the topic, parental and educational collaboration is necessary in order to develop a Child Sexual Abuse prevention programme that meets the

needs of the children. We reviewed the literature on school-based child sexual abuse prevention. Based on findings in these studies, all of the concepts and skills addressed in a school-based child sexual abuse prevention program can be applied toward Child Sexual Abuse prevention. All these prevention interventions provide a comprehensive understanding about how to convey a message to students, which is key for enduring change. The outcome studies are promising, highlighting the potential of therapeutic intervention with adolescents as a means of preventing sexual abuse (O'Reilly, Carr, Marshall, & Beckett, 2004).

Conclusion

More study is obviously required to discover and create such preventative techniques in India. Because, as of yet, there is no one prevention strategy identified in India that support success in outcomes of child sexual abuse prevention. This paper concludes that preventive interventions in schools are beneficial in boosting children's learning, according to the literature on school-based sexual abuse prevention. Research on the evidence of enhanced protective behaviours in children exposed to school-based programmes to stop sexual abuse is necessary. According to the reviewed researches, victims of child sex abuse are particularly susceptible to becoming sexually victimised again in the future. hence, there is an urgent need for research into school-based preventative strategies and therapies for child sexual abuse.

Referencess

- Amedee, Laetitia Melissande, et al. "Child Victims of Sexual Abuse: Teachers' Evaluation of Emotion Regulation and Social Adaptation in School." *Psychology in the Schools*, vol. 56, no. 7, 2019, pp. 1077-88.
- Andrews, Gavin, et al. "Child Sexual Abuse." *Comparative Quantification of Health Risks: Global and Regional Burden of Disease Attributable to Selected Major Risk Factors*, edited by Ezzati, Majid, et al., World Health Organization, 2004.
- Arulselvi, V., and N. Geetha. "Assessment of Protective Behaviour Skills against Child

- Sexual Abuse Prevention among Girl Children)." *Women Empowerment in a Time of Covid-19 Crisis*, 2022.
- Barth, J., et al. "The Current Prevalence of Child Sexual Abuse Worldwide: A Systematic Review and Meta-Analysis." *International Journal of Public Health*, vol. 58, no. 3, 2013, pp. 469-83.
- Bhave, Swati Y., and Anjali Saxena. "Child Sexual Abuse in India." *Child Abuse and Neglect: Challenges and Opportunities*, edited by Srivastava, R.N., et al., Jaypee Brothers Medical Publishers, 2013, pp. 51-61.
- Blanchard-Dallaire, Claudia, and Martine Hébert. "Social Relationships in Sexually Abused Children: Self-Reports and Teachers' Evaluation." *Journal of Child Sexual Abuse*, vol. 23, no. 3, 2014, pp. 326-44.
- Butler, Amy C. "Child Sexual Assault: Risk Factors for Girls." *Child Abuse & Neglect*, vol. 37, no. 9, 2013, pp. 643-52.
- Cecen-Erogul, Ayse Rezan, and Ozlem Kaf Hasirci. "The Effectiveness of Psycho-Educational School-Based Child Sexual Abuse Prevention Training Program on Turkish Elementary Students." *Educational Sciences in Theory and Practice*, vol. 13, no. 2, 2013, pp. 725-29.
- Chen, Jing Qi, and Da Guang Chen. "Awareness of Child Sexual Abuse Prevention Education Among Parents of Grade 3 Elementary School Pupils in Fuxin City, China." *Health Education Research*, vol. 20, no. 5, 2005, pp. 540-47.
- Daignault, Isabelle V., and Martine Hébert. "Profiles of School Adaptation: Social, Behavioural and Academic Functioning in Sexually Abused Girls." *Child Abuse & Neglect*, vol. 33, no. 2, 2009, pp. 102-15.
- Davis, Katherine M., and Christine A. Gidycz. "Child Sexual Abuse Prevention Programs: A Meta-Analysis." *Journal of Clinical Child Psychology*, vol. 29, no. 2, 2000, pp. 257-65.
- Edgardh, K., and K. Ormstad, "Prevalence and Characteristics of Sexual Abuse in a National Sample of Swedish Seventeen-Year-Old Boys and Girls." *Acta Paediatrica*, vol. 89, no. 3, 2000, pp. 310-19.
- Finkel, Martin A. "The Evaluation." *Medical Evaluation of Child Sexual Abuse: A Practical Guide*, edited by Finkel, Martin A., and Angelo P. Giardino, Sage Publications, 2009.
- Fry, Deborah, and Stephen Blight. "How Prevention of Violence in Childhood Builds Healthier Economies and Smarter Children in the Asia and Pacific Region." *BMJ Glob Health*, vol. 1, no. 2, 2016.
- Fry, Deborah, et al. *A Systematic Literature Review of the Drivers of Violence Affecting Children: The Philippines*. UNICEF, 2016.
- Fry, Deborah, et al. "The Consequences of Maltreatment on Children's Lives: A Systematic Review of Data From the East Asia and Pacific Region." *Trauma Violence Abuse*, vol. 13, no. 4, 2012, pp. 209-33.
- Gibson, L. E., and H. Leitenberg. "Child Sexual Abuse Prevention Programs: Do they Decrease the Occurrence of Child Sexual Abuse?." *Child Abuse & Neglect*, vol. 24, no. 9, 2000.
- Guterman, Neli B. *Stopping Child Maltreatment Before it Starts: Emerging Horizons in Early Home Visitation Services*. Sage Book, 2001.
- Lansford, Jennifer E., et al. "Does Physical Abuse in Early Childhood Predict Substance use in Adolescence and Early Adulthood?." *Child Maltreatment*, vol. 15, no. 2, 2010, pp. 190-94.
- Leclerc, Benoit, et al. "Victim Resistance in Child Sexual Abuse: A Look into the Efficacy of Self-Protection Strategies Based on the Offender's Experience." *Journal of Interpersonal Violence*, vol. 26, no. 9, 2011.
- Lewis, Terri, et al. "Does the Impact of Child Sexual Abuse Differ from Maltreated but Non-Sexually Abused Children? A Prospective Examination of the Impact of Child Sexual Abuse on Internalizing and Externalizing Behavior Problems." *Child Abuse and Neglect*, vol. 51, 2016, pp. 31-40.
- MacIntyre, Deirdre, and Alan Carr. "Prevention of Child Sexual Abuse: Implications of Programme Evaluation Research." *Child Abuse Review*, vol. 9, no. 3, 2000, pp. 183-99.
- Madrid, Bernadette, et al. "Safe Schools for Teens: Preventing Sexual Abuse of Upoor

- Teens, Proof-of-Concept Study - Improving Teachers' and Students' Knowledge, Skills and Attitudes." *Heliyon*, vol. 6, no. 6, 2020.
- O'Reilly, Gary, et al. *Handbook of Clinical Interventions with Young People who Sexually Abuse*. Psychology Press, 2004.
- Paolucci, E.O. et al. "Meta-Analysis of the Published Research on the Effects of Child Sexual Abuse." *The Journal of Psychology*, vol. 135, no. 1, 2001, pp. 17-36.
- Putnam, Frank W. "Ten-Year Research Update Review: Child Sexual Abuse." *Journal of the American Academy of Child and Adolescent Psychiatry*, vol. 42, no. 3, 2003, pp. 269-78.
- Renk, Kimberly, et al. "Prevention of Child Sexual Abuse: Are we doing Enough." *Trauma, Violence & Abuse*, vol. 3, no. 1, 2002, pp. 57-73.
- Snyder, Howard N. *Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics*. U.S. Department of Justice, Bureau of Justice Statistics, 2000.
- Tobin, Pnina, and Sue Levinson Kessner. *Keeping Kids Safe: A Child Sexual Abuse Prevention Manual*. Hunter House, 2002.
- Walsh, Kerryann, et al. "School-Based Education Programs for the Prevention of Child Sexual Abuse: A Cochrane Systematic Review and Meta-Analysis." *Research on Social Work Practice*, vol. 28, no. 1, 2018, pp. 33-55.
- Wurtele, Sandy K., et al. "Evaluation of a Sexual Abuse Prevention Workshop for Parents of Young Children." *Journal of Child & Adolescent Trauma*, vol. 1, no. 4, 2008, pp. 331-40.
- Yancey, C. Thresa, et al. "Heterogeneity of Individuals with a History of Child Sexual Abuse: An Examination of Children Presenting to Treatment." *Journal of Child Sexual Abuse*, vol. 20, no. 2, 2011, pp. 111-27.
- Zwi, K. J., et al. "School-based Education Programmes for the Prevention of Child Sexual Abuse." *Cochrane Database of Systematic Reviews*, vol. 18, no. 3, 2007.

Author Details

Dr. V. Arulselvi, Project Director, ICSSR Minor Project, Assistant Professor of Education, Sri Sarada College of Education (Autonomous), Salem, Tamil Nadu, India **Email ID:** arulminorproject495@gmail.com

N. Geetha, Research Assistant, ICSSR Minor Project, Sri Sarada College of Education (Autonomous), Salem, Tamil Nadu, India.



Revathy Vishwanath
Assistant Director, RP Incharge
☎ **26716690**

Indian Council of Social Science Research
(Ministry of Human Resource Development)
Post Box No. 10528, Aruna Asaf Ali Marg
New Delhi - 110067
EPABX: 26741849-51 Fax: 91-11-26741836
E-mail: rpr@icssr.org **Website:** www.icssr.org

F. No. 02/422/2016-17/RP

Date: 24.05.2017

The Principal
Sri Sarada College of Education
Fairlands, Salem-636016
Tamilnadu.

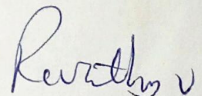
Subject: Research Project entitled "Devising Integrated Instructional Strategy to Enhance the Ability of Student Teachers in English Prose Teaching".

Sir,

Please find attached herewith a cheque bearing No.035019 dated 31.03.2017 amounting to Rs.80,000/- (Rupees Eighty Thousand only) drawn on Canara Bank, Jit Singh Marg, New Delhi towards the release of the **first** installment of the above noted research project.

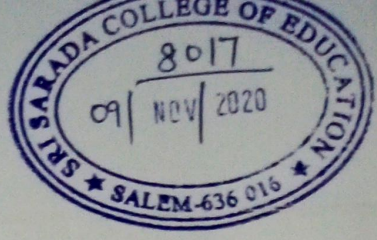
Kindly acknowledge the receipt of the same.

Yours sincerely,


(Revathy Vishwanath)

Copy for information to:

Dr. K. Kamala Devi
Assistant Professor
Department of English
Sri Sarada College of Education
Fairlands, Salem-636016
Tamilnadu.



Revathy Vishwanath
Deputy Director
Tel # 011-26716690
EPABX: 26741849-51
E-mail: mmp2016rpr@gmail.com,

Indian Council of Social Science Research
Ministry of Human Resource Development)
Post Box No. 10528, Aruna Asaf Ali Marg
New Delhi - 110067
Fax: 91-11-26741836
Website: www.icssr.org

F.No. 02/422/2016-17/RP

Dated: 12.10.2020

✓ **The Principal,**
Sri Sarada College of Education,
Fairlands, Salem-636016,
Tamil Nadu

SANCTION ORDER

Subject: Sanction of Minor Research Project entitled " **Devising Integrated Instructional strategy to Enhance the Ability of Student Teachers in English Prose Teaching** to Dr. Kamala Devi"

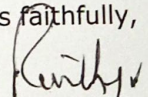
Dear Sir,

In continuation of the Council's letter of even number dated **23.12.2017** on the above subject, I am directed to convey the sanction of the ICSSR, to the payment of **Rs. 40,000/-** as the **Final** installment for the research project mentioned above. This brings to the total amount released so far to **Rs. 2,00,000/-** against the total sanctioned grant of **Rs. 2,00,000/-**.

A copy of the grant-in-aid bill for release of **Rs. 40,000/-** as the **Final** installment is enclosed. It is requested that the bill may be filled in and returned to the Council to enable us to release the grant.

The grant-in-aid is subject to all the conditions laid down in our letter referred above. The expenditure on this account is debitable to the Budget Head B Programmes-Research Grants-**Plan Gen** (10) grant-in-aid for research project.

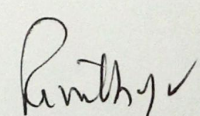
Yours faithfully,


(Revathy Vishwanath)
For Member Secretary

Copy to:

Dr. K Kamala Devi, Assistant Professor,
Sri Sarada College of Educaiton ,
Fairlands, Salem -636016, Tamil Nadu

FA&CAO, ICSSR, New Delhi


(Revathy Vishwanath)
FOR Member Secretary

**INTERNATIONAL JOURNAL OF ENGLISH:
LITERATURE, LANGUAGE & SKILLS**



Volume 7 Issue 1, April 2018

ISSN 2278-0742, www.ijells.com



Founding & Chief Editor

Dr. Mrudula Lakkaraju, Department of English, Osmania University is trained from EFLU and a Doctorate from Osmania University. She prefers the designation of a trainer and a writer. She has presented several academic articles to international and national seminars, conferences, journals, and magazines. Casual and creative writing is also her forte. She is a prolific reader and writer. Her areas of interest are Post colonial Literature, Gender Studies, Film Studies, English Language Teaching, Contemporary Literature and Communication Skills.

Board of Editors

Dr. Thirunavukkarasu Karunakaran
English Language Teaching Centre,
University of Jaffna, Sri Lanka.

Dr. George Kolanchery
Bayan University College
Oman

Dr. Isam M Shihada
Al Aqsa University,
Gaza strip

Dr. Hareshwar Roy
Govt. Autonomous P.G. College Satna
Satna, Madhya Pradesh

Dr. Ravi Bhushan
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonapat, Haryana

Dr. G. Venkata Ramana,
BVRIT, Narsapur



Dear Readers & Contributors,

Welcome to the seventh year of publishing! What happened in the last six years and how we reached the seventh is surprising to all of us at IJELLS. The Journey had been so exciting that the time line never registered with us.

Like always we got to work on some well researched article, some newline thoughts and new texts introduced to the field of research.

Some worthy recommendations amongst other equally worthy contributions are 'The Arrested Life', 'Diasporic Literature: Indenture Deaths in Fiji', 'LOTS & HOTS- The Gym in English Language Classrooms' and 'Demographic Analysis of Students and Inclination to Reading Skills'.

Congratulations to teachers, students and parents who are encouraging their wards and students to write from a very young age.

A 'Literature and Film' special issue is planned to be released in August 2018.

Happy Reading and Sharing!

Dr. Mrudula Lakkaraju
Founding & Chief Editor



Contents

Editorial Board	02
Editor's Note	03
Contents	04

English Creative/Casual Section

Loss of Teenage	
Asha Verma	06
'Sat Chit Anand'	
Kumkum Ray	08
The Arrested Life	
Praveen Kumar Chinta	09
John Maxwell Coetzee's The Childhood of Jesus - A Book Review	
Archana Singh	13
Soul Rendering Musical Evening with NBCAF	
Rimni Chakravarty	15

English Literature

Rejection of Blackness in Toni Morrison's The Bluest Eye	
Abdulwahab Mohammed Saeed Mohammed & Mohammed Alamrani	18
Search for Illusory Happiness in Badal Sircar's <i>Evam Indrajit</i>	
Aditee Ranjan.....	22
The Financial Human Relationships in Sudha Murthy's <i>Dollar Bahu</i>	
Alapati Purnachandra Rao.....	26
Demythologization in 21st Century Indian English Fiction	
Anupriya Patra	30
Suffer to Survive and Succeed - A Study of Buchi Emecheta's <i>Destination Biafra</i>	
Chander Mohan	34
Gurcharan Das' <i>Mira</i>: Re-appropriating Gender	
Dashrath Gatt	42
Identity Crisis in Bharathi Mukherjee's <i>Leave It to Me</i>	
K. S. Dhivya & K. Ravindran	47
Imagination as a Vehicle to Reality	
P. Hiltrud Dave Eve	51
Ethnicity in Toni Morrison's <i>Jazz</i>	
B. Lakshmi	56
Comparison of the Theme of Social Justice in the Writings of Tagore and the Prophet Amos	
S. Mary Immaculate	62
Social Spirit and the Pursuit of Selfishness –a Study of <i>The Guide</i>	
K. Mathuramani	69
Ecological Concerns in the Poetry of Carol Ann Duffy	
Mouli Chowdhury	76
Public and Private Spheres in the Short Stories of Volga	
Raghu. T	82
The Tragic Irony and Dilemma in Christopher Marlowe's <i>Doctor Faustus</i>	
I. Suresh, Rajeswari Surisetty, T. Jyothi & B.R. Srinivas	86
The relationship of Sin, Death and Satan in John Donne's Holy Sonnets: the Influence of Theology on His Spiritual Outlook of His Life	
Recho Benjamin Teron	91
<i>Yorick</i>: Rushdie's treatment of Shakespeare	
Rhitabrata Chatterjee	96
Classism and Social Marginalization in Globalization: Desai's <i>The Inheritance of Loss</i>	
Serwani V. Swamy	105
Social Classes and Ideologies: A Marxist Reading of Tendulkar's <i>Silence: The Court Is In Session</i>	
Sreeja Konar	111
Diasporic Literature: Indenture Deaths in Fiji	
Bitla Srinivasulu & Sridhar Maddi	117
Narbheshankar Pranjivan Dave - the First Gujarati Translator of Shakespeare's Plays	
Sunil Sagar	125
Cultural, Linguistic and Diasporic Identity Crises in Jhumpa Lahiri's <i>The Namesake</i>	
Swagat Patel	134
Fantastic Elements in Paulo Coelho's Novels - A Select Study	
D. Vijaya Lakshmi & K. Ratna Shiela Mani	139



English Language Teaching

Integrated Instructional Strategy to Enhance the Ability of Student Teachers in English Prose Teaching Kamala Devi K	145
English outside the Classroom Meena Malik	155
Quality Education Problems in Rural Institutions: An Overview Mohd Muzamil Sohil	159
Note Giving versus Elaborated Explanation in two EFL/ESL Classrooms: A Study Parmeshor Baral	163
Low Achievers in English at Secondary Level in the State Of Odisha Rajendra Rana	169
The Cognitive Colour theory and the Art of Language Learning Sreeja Balakrishnan	174
LOTS & HOTS- The Gym in English Language Classrooms Sumanjari S	177
Developing Language Learning Abilities through Story Telling Sushma Brahmadevara	182

English & Communication Skills

Role of Functional Communication Activities in Developing Language Competence S. Mukherjee	186
Soft skills: A key to Professionalism Prithwiraj Sarkar & Rimni Chakravarty	193
Demographic Analysis of Students and Inclination to Reading Skills S. Sreejana, Arokiya Lawrence Vijay & S. G. Mohanraj	198
Author Profiles.....	212

Images Courtesy:

<http://7-themes.com/6770339-amazing-spring-meadow-wallpaper.html>
http://www.clipartpanda.com/clipart_images/sun-1588913
<http://www.webdesignhot.com/free-vector-graphics/abstract-colorful-rainbow-wave-vector-background/>
<https://pixabay.com/en/lotus-blue-lotus-blossom-graphic-1889805/>
<http://www.transparentpng.com/cats/wind-1755.html>
<https://purepng.com/photo/746/Nature-cloud>
<http://www.pngmart.com/image/tag/fireddmj007>
<https://technologytimes.pk/post.php?title=Biochar+and+soil+health+relations+and+benefits>
<https://pixabay.com/en/water-stream-river-creek-flow-wet-908813/>



Integrated Instructional Strategy to Enhance the Ability of Student Teachers in English Prose Teaching

Kamala Devi K

Introduction

Problems in teaching second language i.e. English is still in acute stage in India, since the policy of teaching methodology across the state, the qualification of teachers who teach English, teaching-learning conditions and learners' personal background have a multitude of variations. Though it is impossible to follow a unique method of teaching English, the teacher educators of teacher education institutes can mould their student teachers so as to tune them as able instructors in second language teaching. The general learning objective of a student on the completion of higher secondary level is to have a reasonable proficiency in the basic language skills such as listening, speaking, reading and writing in English.

Report of the Study Group (1967:36) observed "The one important factor which influences the standard in teaching of English is the preparation of competent teachers of English at all stages in adequate numbers. The teaching of a second language is both a complicated art and science today... that is why the preparation of teachers of English has to be provided for in the most careful manner". Hence, the researcher focused on the prospective teachers of English for her study. Through this study the researcher intended an instructional strategy for training the student-teachers (B.Ed. trainees) who opt for English education as one of their optional subjects. If at the pre-service level itself the student teachers are trained in this model, it would bring a drastic positive change in the teaching-learning process of English in school classrooms.

Statement of the Problem

The curriculum of teacher education comprises the theoretical courses like Psychology of learners, Education in Indian Society, Teaching Learning Process along with the elective papers like Value Education, Human Rights Education, Peace Education, Pre-Primary Education, Physical and Health Education, Guidance and Counselling, and the like. It also has methodology papers (Pedagogy of Tamil, Pedagogy of English, Pedagogy of Mathematics, Pedagogy of Physical Science, Pedagogy of Biological Science, Pedagogy of other subjects offered in schools) as the student teachers' optional subjects. The students can select two methodology papers which are relevant to their undergraduate course. In total, they would study not less than three core papers, an elective and two optional papers in a semester. Apart from these theoretical inputs, practical aspects would also be given on the areas like developing teaching skills and maintenance of records and registers. The predominant teaching learning transaction style of the teacher educators is lecture method. This may be effective for the theoretical papers but will not be suitable to hone up the student teachers' skills in practical aspects. There is a need for devising a suitable strategy to enhance the



teaching skills of B.Ed. students. Hence, the following problem was taken for the study 'Integrated Instructional Strategy in Enhancing the Ability of student Teachers in prose Teaching'.

Epitome of Literary Scanning

The principle aim of reviewing the related literature is to identify the research gap. From the review of the related literature, the researcher could consolidate the problems in English Pre-Service Teacher Education programme.

They were

1. Difficulty in specifying the educational objectives for teaching English realized by the student teachers (Gafoor K. Abdul and Umer Farooque, 2010),
2. Inadequate preparation in pre-service teacher education programs (Lewis, Cindy R, 2010),
3. Being unaware of how to use the drama activities, limited resources, time constraints,
4. A fear of looking and feeling foolish (Umadevi C and Ayyanathan R, 2010),
5. Controlling three fixed parameters viz. Syllabus, fixed time frame and the fixed physical space (Lakkaraju, Mrudula 2011) ,
6. Lack of following modern trends (Mathuramani. K and Ganesan. S, 2011),
7. Inability in being well versed in the content as well as methodology of teaching (Menon, Sudha M 2011),
8. Theory dominated course (Yadav, S. K. 2011),
9. Impracticable theoretical methods in a given context or situation (Rajamouly, Katta 2012)
10. Absence of refurbishment of existing syllabi of pre-service teacher-training courses to equip the prospective facilitators of English to deal with the diverse Indian ELT scenario. (Tasildar, Ravindra 2013)
11. Lack of opportunities for the prospective teachers to apply theory and connect to best practices as they teach in classroom settings (Whitacre, Michael, Zulmaris Diaz and Joy Esquierdo, 2013).

Moreover, the researcher was benefitted with the suggestions of the reviewed studies later for devising the Integrated Instructional Strategy. They were; teaching using drama brings emotion and teaches together (Moore, 2004), interactive teaching is essential with the introduction of multimedia technology and other new trends such as mind map, role play and basic skills like listening, speaking, reading and writing can be mastered well with the introduction of modern trends in teaching (Mathuramani. K and Ganesan. S, 2011), frequent use of variety of teaching techniques in their English language lessons (Aduwa-Ogiegbaen, S. E. Iyamu, E. O. S., 2006), effectiveness of drama method over traditional methods with respect to strategy use (Güngör, Arzu, 2008, Nazeryan, Seyedeh Zahra et al, 2013), minimising the complete dependency of course books (Arda Arikan, 2009), use of reflective tools for the student teachers to learn more about themselves (Karwan, Vanessa Ann, 2009), "group structuring" and "class structuring" techniques, experiential learning and Co-operative Learning, requirement of skilful and informed instruction (Evie Tindall, 2010), the use of



video lesson modules in a teaching methodology course (Liu, Ping 2011), the importance of teacher behaviors and characteristics, as well as specific teaching strategies for the student teachers (Lunenburg C. Frederick and Beverly J. Irby, 2011), need of building pleasant and supportive classroom atmosphere by adopting different strategies and maintaining good rapport with the students (Mouda, Asra Sultana and Sharma, Rajkumar, 2011), interactive read-alouds to model fluent reading and engage learners, the integration of comprehension strategies to break down the process of reading, and vocabulary strategies that allow students to build schema and make connections, (Bolos, Nicole, 2012), integrating meta-cognitive reading strategy instruction, (Huang, Jiuhan and Deanna Nisbet, 2012), ensuring the democratic and interactive process of a classroom (Raghavan, Prema 2012) and modelling the task at hand with step-by-step instructions the students had a clear vision (Diaz-Zamora, Jennifer, 2014).

Significance of the study

Prospective English language teachers need to equip themselves with English – a fairly high standard of language competence. Secondly they need what has been called “grass root training”. This kind of training, however, has to be modified operationally in order to meet the specific demands made by the Indian situation in general and the individual teacher in particular. Besides, this training will have to be viable on the psycho social front too – it must turn a trainee into a conscious personality and equip him with such techniques of teaching as are most appealing to both the teacher and the taught.

The prospective teachers are trained or educated about the language and the various methods and approaches of teaching English. They are informed about the technology and innovations in the field of language teaching. But they are not given any chance to use them in the field. Moreover lecture method alone is followed in many of the teacher education institutions today. The integrated instructional strategy devised through this study will be more useful for the teacher educators to equip the student teachers to teach English prose lessons effectively. The other beneficiaries are the student teachers themselves, who can develop their teaching skills.

Objectives of the Study

The objectives of the study were

1. To devise the Integrated Instructional Strategy to train the B.Ed. English Optional student teachers for teaching prose
2. to standardize the developed Strategy in three stages (Individual Try out, Group Try out and Field Try out)
3. To train the student teachers following the developed strategy to teach prose lessons
4. To assess the teaching efficiency of student teachers in their respective practice teaching schools



Research Questions

1. Which strategies are proven more successful for teaching a second language?
2. Which language skills will be focused on teaching prose lessons?
3. How can student teachers be given training in teaching the various elements of prose, attaining the objectives of prose teaching?
4. Which aspects can be included in the intervention session meant for student teachers?
5. How will the teacher educator observe the student teachers while the latter teach in schools? Which aspects will be focussed on?
6. What are the assessment criteria for assessing the student teachers in their Intensive Teaching Practice?
7. How will the efficiency of the Integrated Instructional Strategy be established?

Research Methodology

The researcher conducted this study as a Qualitative Research. Non-Participant Observation method was followed. It was a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations. The study was divided into three phases;

Phase 1: In the first phase, the Integrated Instructional Strategy was designed and validated. Following this strategy an individual student teacher was trained for teaching a prose lesson prescribed for school students (Individual Try out). The student teacher's performance is observed in the college itself while she takes classes for her own peer group. Techniques used in the strategy were revisited and modifications were carried out.

Phase 2: The modified strategy was followed for training four students (Group Try out). Their teaching performances were observed in school situations where they had undergone Intensive Teaching Practice in the first cycle. In this phase, the Strategy was still in need of further modifications.

Phase 3: The finalized Strategy will be adopted for training the entire student teachers (Field Try out) while they come back after the first cycle. The success of the Integrated Instructional Strategy was proven after the observation of the student teachers' teaching performance in their respective schools.

The researcher chose Qualitative research as through observation alone the efficiency of the strategy can be found out to varying degrees, in the study community's daily activities. "The observation process is a three-stage funnel, according to James Spradley, beginning with descriptive observation, in which researchers carry out broad scope observation to get an overview of the setting, moving to focused observation, in which they start to pay attention to a narrower portion of the activities that most interest them, and then selected observation, in which they investigate relations among the elements they have selected as being of greatest interest. Observation should end when theoretical saturation is reached, which occurs when further observations begin to add little or nothing to researchers' understanding. This usually takes a period of days or months." (Liu & Maitlis 2010).



Sampling Technique

Convenient sampling method was followed and the student teachers of Sri Sarada College of Education (Autonomous), Salem, Tamil Nadu who opted English as their optional subject formed the sample, as it was the working place of the researcher. Hence, she herself could train the student teachers following the Strategy.

Sample of the Study

All student teachers who opted English as their optional subject will be the sample of the study. In the academic year 2016-18, 13 student teachers selected English as their optional subject. As the thrust of the study is Designing the Integrated Instructional Strategy, the sample size may not directly affect the purpose of the study. But to prove the efficiency of the Strategy, these student teachers will be of more useful.

Definitions of Key Terms

Integrated Instructional Strategy: Integrated Instructional Strategy denotes the strategy followed by the teacher educator to train the student teachers (B.Ed. trainees) especially for teaching English prose lesson to school students.

Student Teachers: Student teachers are the graduates who pursue the degree of Bachelor of Education (B.Ed.) which is mandatory for becoming a trained teacher.

Design of the Study

- Development of Integrated Instructional Strategy
- Individual Try out
- Modification in the Strategy
- Group Try out
- Finalizing the Strategy
- Field Try out
- Analysing the success of the Strategy.

Tool Used

Second Language Classroom Observation Checklist

The Checklist prepared by University of Pennsylvania was used to observe the student teachers teaching performance. The checklist has 20 items in six dimensions. It is in four point rating scale format with the options 'Outstanding, Good, Fair and Poor'. The maximum score is 80 and the minimum 20.

**Table 1: Dimensions of the Second Language Classroom Observation Checklist**

Dimension	No. of Items
Preparation	4
Language Use	1
Lesson Presentation	7
Classroom Management	4
Classroom Atmosphere	3
Use of Technology	1

Development of the Strategy for Individual Try Out

The particulars of the content or the areas in which the student teachers need to be taught and trained were outlined in the beginning and suitable techniques were selected accordingly. It was detailed in the Table 1.

Table 2: Training Aspects and the Techniques adopted for the Individual Try Out of the Strategy

S.No.	Training Aspects	Techniques adopted
1.	Orientation about the objectives of teaching English with special reference to a prose lesson	Reciprocal Teaching and Lecturing
2.	Improving the Reading skill of the student teachers (to enable them for Good Model reading before students)	Practice with tape recorders / mobile phones
3.	Vocabulary teaching (one of the objectives of teaching prose)	Visual Scaffolding and Computer Assisted Instruction
4.	Construction of Mind Map (to assure better comprehension of the prose lesson)	Cognitive Strategy and demonstration
5.	Preparation of teaching aids and optimum use of blackboard	Demonstration and Workshop
6.	Conducting Language Activities	Cooperative Learning and Workshop
7.	Nuances of Dramatization (prose lessons can be dramatized for better assimilation)	Lecturing and Demonstration
8.	Following Learner centred approach	Group Discussion and Demonstration
9.	Integration of Technology (to show relevant images, animation and videos)	Multimedia Presentations
10.	Preparing Lesson Plan	Lecturing and Demonstration

Analysis of Individual Try out

Simple Random selection was followed to select an individual among the twelve student teachers. Following Second Language Classroom Observation Checklist, the student teacher was observed for four classes in the college itself while her peer team members acted as students. The scores, she got for the four classes were '48, 53, 52, and 52' and the average was 51.25. During which the researcher observed lacuna in the area of some essential teaching skills like paralinguistic aspects, establishing rapport with students and effectively utilizing the entire class room. Hence Phase 2 teaching started for the group.

Table 3: Added Training Aspects and the Techniques adopted for the Group Try Out of the Strategy

S.No.	Training Aspects	Techniques adopted
1.	Soft Skills and Essential Teaching Skills	Peer tutoring and lecturing
2.	Performing Thinking Aloud (expressing how one understands the passage after reading it)	Modelled Talk



Analysis of Group Try out

Three students were selected for Group Try out along with the one in the Individual Try out. Group try out was tried in schools where the student teachers had Intensive Teaching Practice for four months. The rationale for selecting the first three students was all of them were practicing in the same school which eased the researcher to observe their teaching in a single.

In this try out also, the researcher found that the student teachers were unable to make the school students to discuss among themselves in order to ensure better comprehension and to develop speaking skill. Moreover they could not equally concentrate on appropriate evaluative techniques to be adopted. The researcher also felt the importance of Reflection by the student teachers themselves after their each teaching performance which might help them to plan better for the next class. Hence, the final phase of teaching which was planned in the weekends took place.

Student	Average Score in the Individual Try Out	Average Score in the Group Try Out
1	51.25	56.75
2	-	57.25
3	-	58.5
4	-	60

Table 4: Added Training Aspects and the Techniques adopted for the Field Try Out of the Strategy

S.No.	Training Aspects	Techniques adopted
1.	Organizing Group Discussion	Group discussion and Workshop
2.	Appropriate Evaluative Techniques	e-learning and Group Discussion
3.	Following Reflective Teaching	Demonstration and Hands-on practice

Analysis of Field Try out

Table 5: Average scores of students in the three Try Outs

S.No.	Name of the student	Average Score in the Individual Try Out		Average Score in the Group Try Out		Average Score in the Field Try Out	
		Mean	SD	Mean	SD	Mean	SD
1	Ezhilmathi K	51.25	2.21	56.75	0.95	68.25	1.5
2	Priyanka S	-		57.25	2.06	68.75	2.62
3	Sharmili A	-		58.50	1.29	67.50	1.29
4	Sowmiya M	-		60.00	1.41	69.50	3.10
5	Aishwarya S	-		-		67.75	1.50
6	Karthika T	-		-		69.50	1.73
7	ManjuVidya M	-		-		66.50	1.29
8	Meena S	-		-		70.50	2.64
9	Nandhini N	-		-		69.25	1.89
10	Poornima R	-		-		68.25	0.50
11	Santhiya S	-		-		66.50	2.51
12	Shanthi S	-		-		69.00	1.15

In order to test whether the students had shown significant difference between the Try Outs, 't' test was conducted.



Table 6: Mean, SD and 't' values of student teachers of Individual and Group Try Outs

Name of the Student	Try Out	Mean	Standard Deviation	't' value (at 0.05 level)
Ezhilmathi K	Individual Try Out	51.25	2.21	2.286
	Group Try Out	56.75	0.95	
Ezhilmathi K	Group Try Out	56.75	0.95	6.476
	Field Try Out	68.25	1.50	
Priyanka S	Group Try Out	57.25	2.06	3.450
	Field Try Out	68.75	2.62	
Sharmili A	Group Try Out	58.50	1.29	4.933
	Field Try Out	67.50	1.29	
Sowmiya M	Group Try Out	60.00	1.41	2.789
	Field Try Out	69.50	3.10	

In all cases, the obtained values were higher than the table values. Hence, it was concluded that there was difference between two Try Outs among the four students which ensured the improvement in each student teacher. They were quite confident in the classroom transaction and they performed to a satisfactory level which was evidenced through the observation of the researcher.

Brief Description about the Techniques used for the Integrated Instructional Strategy

1. *Reciprocal Teaching* - A group work in which the reading content was divided among the students. Explanation was given and comprehension questions were asked by each to others
2. *Lecturing* - The theory or the content was delivered orally with or without the help of PowerPoint
3. *Visual Scaffolding* - The visuals in the form of pictures or drawings or photographs are set in an order to support the introduction of new vocabulary.
4. *Computer Assisted Instruction* - Assistance to browse the internet to collect the relevant content or images or videos and the procedure to prepare PowerPoint
5. *Cognitive Strategy* - Usage of techniques like repetition, organizing in a new language, summarising meaning, guessing meaning from context, using imagery for memorization for successful learning. Activities like drawing mind maps, visualization, association, mnemonics, using clues in reading comprehension, identifying key words, scanning and self-testing and monitoring were included.
6. *Demonstration* - The activity or the performance was actually taken place
7. *Workshop* - Along with brainstorming session, the student teachers prepared the needed materials (teaching aids / worksheets)
8. *Cooperative Learning* - A team work for the accomplishment of a common goal
9. *Group Discussion* - A common discussion among the participants themselves with the guidance of some specific rules like communication skills, group behavior, organization
10. *Multimedia Presentations* - The concurrent usage of animations, videos, audios, text materials and other teaching aids like dioramas.
11. *Peer tutoring* - The fast learners help their peers by simplifying the techniques of learning and help them to acquire the skills
12. *Modeled Talk* - Concurrent verbal explanation and physical demonstration with appropriate gestures, visuals and demonstration



13. *e-learning* - Appropriate selection of worksheets or other evaluative tools which are relevant to the content taken from the reliable web sources
14. *Hands-on practice* - Needed materials were procured and either the teaching aids or worksheets were prepared under the direction and supervision of the teacher educator.

Findings of the Study

1. Instead of single mode of teaching, it is always better to integrate various teaching techniques. The above mentioned fourteen techniques worked very well when they were tailored to achieve the common objective which is teaching a prose lesson successfully.
2. The elements in teaching a prose lesson prescribed for school students, were split up into teaching the new words in that lesson, focussing on the underlying grammatical items, helping them in learning the varied structures of sentences, guiding them in comprehending the information and assisting them in their own interpretation and appreciation of the passages or the content. While achieving all these objectives, the student teacher should consciously give equal consideration to the development of the basic four skills of the language also. Attaining this was possible for all the student teachers, as they could design their instructional plan to achieve all these elements in a coherent way.
3. The student teachers were highly positive towards the techniques like CAI, e-learning and Multimedia presentation. Because of the positive influence of computer and internet, it was quite comfortable to train them using computer. They did also evince keen interest while the activities were given in computer. But in their practice teaching schools, they were not able to be supported with the projector. Hence, they used their own laptops to play any relevant animation or to show the pictures for explaining the new words.
4. The techniques followed in the strategy such as 'Group Discussion, Modelled Talk, Peer Tutoring, Cooperative learning, Cognitive Strategy and Visual Scaffolding' were originally followed to train the student teachers. But they, in turn adopt these techniques while they teach their lesson to school students. The Cognitive Strategy and Visual Scaffolding were highly useful for the learners to comprehend the given passages, while Group Discussion allowed the young learners including the isolates to come up with their interpretation and to speak English naturally. Peer Tutoring and Cooperative learning were found extremely helpful to break the barriers among the children and they found language learning as a fun and happy experience.
5. The researcher could notice the enjoying faces of school students in the classes of the trained student teachers. The student teachers got great accolades from the school students for their humanistic approach of teaching and making their learning a happier one. The school students were able to use the new words learnt to relate their own situation and many of them felt quite comfortable in understanding the content. Dramatization was the crowning technique for them. Almost all the students identified themselves with any one of the characters of the prose lesson and they enjoyed that activity to the most.
6. The confidence of the student teachers in creating English atmosphere was boosted up by this strategy. It was instructed to avoid mother tongue as much as possible. Hence, the student teachers made the entire classroom transaction in English itself. All the eight



schools where they went for practice teaching were Tamil medium schools as they were government schools. In the beginning it was challenging for the student teachers to interact with the school students in English. But in due course, the students were in line with the trainees and they made it mandatory to converse in English.

7. The ultimate aim of teaching a second language ie. developing the four basic communicative skills was successful to the core. It was noticed that the entire class room transaction was in English which was the evidence for the improvement of listening and speaking skills. There was good rapport between the student teachers and school students in all classes. In every class, specific time was allotted for reading aloud and silent reading followed by proper comprehension questions. The students were able to come out with their own mind maps and they were asked to write their views, comments apart from the book back questions. In all aspects oral teaching preceded to written language.

Implications of the Study

It was implied that the teacher education programmes should have equal elements of training aspects. Mere lecture or lec-dem sessions will not cater to the needs of the student teachers. Hands on practices and other techniques in proper instructional order would have its own impact on the teaching performance of prospective teachers. Time constrain was a major hindrance to be mentioned here, as individual attention was highly warranted.

References

- Fink, D. L. (2005). Integrated course design. Manhattan, KS: The IDEA Center. Retrieved from http://ideaedu.org/wp-content/uploads/2014/11/Idea_Paper_42.pdf
- <http://feterkl.blogspot.in/2012/12/teaching-prose.html>
- <http://tll.mit.edu/help/teaching-materials-0>
- <http://crlte.engin.umich.edu/practiceteaching/>

Acknowledgment

This research as a Minor Project was conducted under the Financial Support of Indian Council of Social Science Research (ICSSR), New Delhi, India.

Project Proposal Submitted by Dr.V.Priya to UGC - 2022

UNIVERSITY GRANTS COMMISSION
NEW DELHI-110 002

Research grant for in-service faculty members

Auto Generated Verification Form

1. Personal Details :

- | | |
|---|----------------------------|
| (i) Registration ID : | UGCES-22-GE-TAM-F-ISF-5448 |
| (ii) Name of the Candidate: | PRIYA |
| (iii) Gender: | Female |
| (iv) Date of Birth: | 17/06/1977 |
| (v) Age as on last date of application: | 45 Years,3 Months,24 Days |
| (vi) Category: | General |
| (vii) Whether Person with disability: | No |
| (viii) Aadhaar Number: | 244796552798 |

2. Contact Information :

- | | |
|--------------------------|---|
| (i) Residential Address: | Dr.V.PRIYA Assistant Professor of Physical Science Sri Sarada College of Education(Autonomous) Salem,SALEM,Tamil Nadu ,636016 |
| (ii) Mobile Number: | 9443987065 |
| (iii) Email ID: | vasupriyaviji@gmail.com |

3. Professional Details :

- | | |
|--|---|
| (i) Name of University/HEI where candidate presently employed on permanent/ regular basis: | Sri Sarada College of Education, Hairlands, Alagapuram,Tamil Nadu |
| (ii) Present Designation of the candidate: | Assistant Professor |
| (iii) Date of appointment on the present designation: | 2007-02-23 |
| (iv) Date of superannuation: | 2037-06-17 |
| (v) Number of years left for superannuation: | 14 |
| (vi) Total teaching experience at UG/PG level in University/HEI (years and months): | 15 Years-7 Months |
| (vii) Number of full time Ph.Ds awarded under the supervision of candidate: | 5 |
| (vii) Number of research projects successfully completed with the funds of Central Government/State Government/other country/private bodies: | 2 |
| (ix) Number of publications published in refereed journals: | 5 |

Declaration by the Candidate :

This is to certify that:-

I hereby declare that the complete information provided by me in the online application, for Research grant for in-service faculty members scheme is true to the best of my knowledge. In case of any information being found to be

- The Sri Sarada College of Education, Hairlands, Alagapuram,Tamil Nadu has no objection in allowing PRIYA to pursue his/her proposed research in the Department Education

irect/incomplete at any stage, I am liable for qualification for this scheme.

Signature of the Candidate: V. Priya

Date : 10.10.2022

- as per UGC scheme guidelines, research Grant for In-service Faculty Members.
- 2. General physical facilities, such as laboratory infrastructure, furniture, space etc. are available in the related research department and shall be provided to the candidate for his/her proposed research work.
- 3. The University/HEI shall abide by the rules governing the scheme for matters relating to the Research work of the candidate mentioned above.
- 4. It is certified that the above information provided by the candidate is correct.

Signature of Head of the Department: S. S. Senthil

Signature of Registrar/Principal/Director: S. S. Senthil

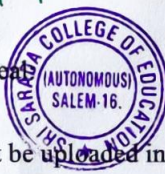
Name : S. SANTHI

Name : S. SANTHI

Date: 10/10/2022

Date: 10/10/2022

Official Seal:



Official Seal:



Note: Each confirmation page after signature of the certifier must be uploaded in the online application form, failing which your application will be rejected.

Print Application