Potential of IEC Tools For Effective Development Communication

A number of definitions are used in the communication for development field to describe the three basic components of communication: advocacy, social mobilization and behaviour change communication. Although listed separately, “effective communication relies on the synergistic use of three strategic components”. (UNICEF, 1999) Advocacy : informs and motivates leadership to create a supportive environment to achieve programme objectives and development goals. Social mobilization : engages and supports participation of institutions, community networks, social/civic and religious groups to raise demand for or sustain progress toward a development objective. Behaviour change : communication involves face-to-face dialogue with individuals or groups to form, motivate, problem-solve or plan, with the objective to promote and sustain behaviour change. Information, education and communication (IEC) combines strategies, approaches and methods that enable individuals, families, groups, organizations to play active roles in achieving health seeking behaviour to improve the quality of life of the communities. This paper shares experience of the usage of different IEC methods and materials used by the department of Extension and Communication for communicating with rural and urban communities successfully over the past 4-5 decades in disseminating socially relevant messages greatly needed to be passed to respective social groups in the society.

PROF. ANJALI PAHAD* & MS. KRUTIKA BHATE**

C ommunication is about exchanging information, sharing ideas and knowledge. It is a two way process in which information, thoughts, ideas, feelings or opinions are shared through words, actions or signs, in order to reach a mutual understanding. Good communication means that people are actively involved. This helps them to experience a new way of doing or thinking about things and is sometimes called participatory learning. One of the way of communication is through the IEC.

Countries often develop posters, flyers, leaflets, brochures, booklets, messages for health education sessions, radio broadcast or TV spots, etc. as a means of promoting desired, positive behaviours in the community. In some cases, these activities are part of a communication plan within a comprehensive strategy, while in many others they are isolated actions. These initiatives are commonly referred to broadly as “Information, education and communication (IEC)” activities.

Information, Education and Communication (IEC) aims to increase, awareness, change attitudes and bring about a change in specific behavior. IEC means sharing information and ideas in a way that is culturally sensitive and acceptable to the community, using appropriate channels, messages and methods. It includes the process of communication and building social networks for communicating information. Information, education and communication (IEC) combines strategies, approaches and methods that enable individuals, families, groups, organizations to play active roles in achieving health seeking behaviour to improve the quality of life of the communities. There are many types of IEC tools and few examples are as follows:

(a) Posters & Pamphlets (b) Flash cards (c) Folk songs (d) Street plays (e) Puppetry etc.

The above mentioned tools are the common source of IEC materials which are used for effective communication for social change. Among all the above, posters and pamphlets are very cost effective ways of reaching the masses. This is the best possible method to be adopted by any service delivery institution mainly for two reasons:

(1) It is self explanatory and easy to distribute
(2) To make the patient waiting time spent useful and informative.

Posters and pamphlets should convey the meaning to the readers exactly for which it has been developed. But there is always some gap between the providers and readers

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perspective. In order to bridge the gap between the two, development of such materials should undergo a logical process and the main objective of this article is to discuss the process of developing such posters and pamphlet through an example.

IEC interventions should involve the active participation of the target audience and adopt channels, methods and techniques that are familiar to their world view. IEC is an important tool in creating supportive environments and strengthening community action, in addition to playing an important role in changing behavior.

IEC activities can provide people with the opportunity to develop their personal knowledge, skills and confidence and to reconsider their attitudes, beliefs and behavior.

Department of Extension and Communication has been working for the urban development and rural development. Many programmes and projects have been taken up by the department for the development of the society. Department has a wide experience in conducting the development programmes for the different groups of the society such as children, adolescents, youth, women, adults and elderly. Different programmes have been carried out by the department such as computer literacy programme, income generation for women and adolescents, vocational training programme, awareness generation on environment, water, women rights, consumer awareness, health and hygiene, sanitation, cancer etc.

The programmes were supported and conducted with the help of different IEC materials. Department has the experience in preparing different IEC materials. It includes charts, posters, flex, flash cards, booklets; flip books etc. department has been using all these material for conducting the development programmes. The department has very good experience and got the successful result of these programme because the use of IEC materials. IEC materials always played a role of supplement in achieving the goals of the development programme. It is an effective material for conducting the development programmes. IEC materials are the best tool for the effective communication.

To achieve the goal we need effective communication. However, communication is just not an isolated tool but is a process which originates and converges with the programme with the posters, leaflets, wall writing, videos, lectures, street plays, exhibitions, folders or booklets. We need to get into the habit of listening to the people involved be it the head of the household, health workers, village leaders, teachers, grassroots communicators or folk artists, but most importantly women and children. Their needs, priorities, wisdom, realities, aspirations, plan, designs need to be shared and the strategies should be worked out together.

The strategies should help influence attitude and behavior of stakeholders through dialogue, consultations, training, workshops, posters, leaflets, wall writings, lectures, videos, exhibitions by bringing all the stakeholders together, by facilitating and expanding the network and alliances with partners by strengthening and expanding the network and alliances, by constant review, monitoring and feedback, by using the feedback for further design.

Another thing which should be kept in mind is that we will find that the most effective materials are those that are created in collaboration with target populations. The material development process may see complex, programme coordinators have time and again found the benefits of the entire process justify the efforts spent working through each steps.

If time and budget do not allow developing materials locally, a second best strategy is to identify effective materials already being produced. Range of materials should be used in the development programmes. It is important that individuals have some materials which they can refer privately. Social awareness and community change can be brought by putting posters and other visuals in public places. Another strategy is using printed materials to post information in public places, as teaching aids, or to provide information to individuals these materials includes brochures, posters, wall calendars, billboards, advertisements, murals etc. text messaging/short message service is an inexpensive and quick way to reach a target population that uses mobile phones. Planner and manager need to decide on what changes will be measured and how these will be measured. Indications are ways of measuring progress or change. They are yardsticks which we use to check whether we have achieved our objectives against targets. To be able to measure change, it is necessary to have collected baseline information to start with against which to measure progress.

Conclusion:

For sustainable development and holistic development, communication planning is an integral part of planning for sustained development. Human society has developed largely due to its ability to communicate information and ideas and to use them for progress. The success of the any programme is critically depending on the participation of the people, particularly target groups. To enable people to participate in the development process, it is necessary that people have adequate knowledge about the government's policies and schemes. Information, education and communication, therefore, assume added significance in the context of development. IEC plays a pivotal role in creating awareness, mobilizing people and making development participatory through advocacy and by transferring knowledge, skills and techniques to the people. It is also critical for bringing about transparency in implementation of the programmes at the field level and for promoting the concept of accountability and social audit.

References:

A Comparative Study of Household Waste Disposal Practices Among Selected Women of Low Income Group

Solid waste disposal is a major threat to environment of developing countries since most of the household waste generated ends up directly in open dumpy. The wastes have to be disposed off in an accurate manner so that environment remains healthy to live in. This study was done with the aim to compare the household waste disposal practices of the women among low income group of Anand and Vidyanagar in Gujarat. The investigator had chosen interview method where total 120 women were selected, 60 from Anand and 60 from Vidyanagar. To know the awareness of the respondents structured questionnaire method was implemented. Paired test was carried out to check the difference in awareness regarding appropriate waste disposal practices among women of Anand and Vidyanagar. The results of the study showed highly significant difference between the awareness of women among Anand and Vidyanagar. Keywords: Solid Waste, House Hold Waste, Practices, Disposal.

Introduction:
Each day it is becoming more and more apparent that man is his own enemy. Every day we subject ourselves to pollution. Most of us now realize that careless management of environment is going to plague us tomorrow. Man has exceeded the degree of environmental tolerance. Study of environment and its related aspects have now become an essential part because it poses serious challenges particularly due to population pressures and rapid industrialization. Solid waste has become a crucial problem for many urban cities and an actual circle for some. Each household puts out several bags of waste every week for pick up. The city then begins the thrash to the dump and has to determine what to do with it. The word “Waste” refers to useless, unwanted or discarded materials which are no longer considered of sufficient value and are thrown away by the possesscer. Waste includes solids, liquids, and gases. The waste in the solid or semi solid farms are called “Solid wastes”. (Bhatia, 2003). Studies in Pakistan, Bangladesh and found women were more involved in source separation than men of the household. (www.yorku.ca/turedy)

The experiences and practices of household waste management of people in a barangay (village) in Manila, Philippines showed that the households generated an average of 3.2 kg of solid waste per day, or 0.50 kg/capita/day. The types of wastes commonly generated are food/kitchen wastes, papers, PET bottles, metals, and cans, boxes/cartons, glass bottles, cellophane/plastics, and yard/garden wastes. The respondents segregate their wastes into PET bottles, glass bottles, and other waste (mixed wastes). No respondents perform composting. It is worth noting, however, that burning of waste is not done by the respondents. The households rely on garbage collection by the government. Collection is done twice daily, except Sundays, and household members bring their garbage when the garbage truck arrives. (Bernardo, 2008).

According to a study on “Solid Waste Disposal Practices of homemakers from selected housing societies of Vallabhb Vidyanaagar” and it had been discovered that most of the homemakers from the societies, where solid wastes collection and cleaning facilities were provided by Municipal Board, follow good practices regarding solid waste disposal. (Patel, 2001)

Solid wastes are generated due to human as well as industrial activities. These wastes are to be collected transported to the site and treated properly. This is very essential as the environments are to be kept clean. Human and animal activities generate different kinds of waste. These wastes are generally in solid form, and may course pollution of land water and air unless treated and disposed off. The process of collection transportation, treatment, and disposal can be grouped under solid waste management. (Ramchandran, 2010).

A waste management practice differs from nation to
nation, urban to rural and house to house because every family differs from one another. Although, it is the responsibility of authorities to take care of generated waste, but, as we all know that house is the important unit of society it becomes responsibility of the family to see how efficiently they can manage their waste. Women play an important role in the families. They are the heart of any household. They have to manage different activities in their house like cleaning, cooking, washing, and along with them take care of children, parents and husbands too. As it is said “When you educate a man you educate an individual but when you educate a woman you educate a family” by Johnetta Cole, so, if housewives are aware of proper waste management, they will pass on good practices to their family which will help in creating a healthy safe environment and thus will help in reduction of solid waste at level by their good household practices of waste disposal. Therefore, the present study had been undertaken to discover the waste disposal practices used by the women of Anand and Vallabh Vidyanagar. The city of Anand of Gujarat is famous for being the Milk Capital of India. The milk revolution and establishment of Amul Dairy have brought the city to the limelight. Anand is home to Anand Agricultural University and the National Dairy Development Board (NDDB) of India. The city is also renowned for Karamsad and Vallabh Vidhyanagar, which is an academic community in the city.

Vallabh Vidyanagar is a town and a municipality in Anand district. V.V.Nagar is known as educational hub of Gujarat. This town has been given the name “Vallabh Vidyanagar” so that memory of Sardar Vallabhbhai Patel, the modern statesman of Charotar, Sculptor of United India and the Iron man, always remain intact in the minds of people. Here, various educational institutes imparting pre-primary to higher education have been established.

Objectives of the Study:

1. To know the awareness regarding waste disposal practices of women in Anand and Vallabh Vidyanagar.
2. To compare the awareness regarding the waste disposal practices among housewives of Anand and Vallabh Vidyanagar.
3. To find out the modes of disposal followed by the women of Anand and Vallabh Vidyanagar.
4. To recognize the pattern of following the practice of 3R (Reduce, Reuse, Recycle)

Hypothesis:

H1: There is no significant difference between their age and awareness regarding appropriate waste disposal practices of respondents of Anand and Vallab Vidyanagar.

H2: There is no significant difference between their education level and awareness regarding appropriate waste disposal practices of respondents of Anand and Vallab Vidyanagar.

H3: There is no significant difference between their monthly family income and the awareness regarding appropriate waste disposal practices of the respondents of Anand and Vallab Vidyanagar.

H4: There is no significant difference between the awareness regarding appropriate waste disposal practices among the respondents of Anand and Vallab Vidyanagar.

Methodology:

i) Tool for data collection: A structured questionnaire was used as tool for data collection.

ii) Tool included following information:

(a) Background information of the respondents.

(b) Awareness regarding waste disposal practices and 3R techniques.

(iii) Sample: sample were the housewives of low income group from Anand and Vallab Vidyanagar.

(iv) The Sampling Method: Simple random sampling technique was used for the study.

(v) Sample size and unit: Total 120 Women were selected as sample for the study. 60 women were from Anand and 60 women from Vallabh Vidyanagar.

(vi) Analysis of data: Procedures used for data analysis were: (a) Categorization (b) Coding and tabulation of raw data (c) Statistical test.

Results:

Background Information:
It had been found that majority of the total respondents were in the age group of 28 to 38 years. Almost 50 percent of the respondents were illiterate. Most of the respondents were from labor class and their monthly income was Rs.2000-3000.

Table No. 1: Monthly Income of the respondent’s family

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Monthly Income of the family (Rs.)</th>
<th>Frequency Distribution n = 120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anand n = 60</td>
<td>Vidyanagar n = 60</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>A</td>
<td>1000 – 2000</td>
<td>26 43.3</td>
</tr>
<tr>
<td>B</td>
<td>2001 – 3000</td>
<td>26 43.3</td>
</tr>
<tr>
<td>C</td>
<td>3001 – 4000</td>
<td>7 11.7</td>
</tr>
<tr>
<td>D</td>
<td>4001 – above</td>
<td>1 1.7</td>
</tr>
<tr>
<td>Total</td>
<td>60 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

FIGURE No. 1: Awareness of Waste Disposal Practices of the Anand and Vidyanagar

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Anand</td>
</tr>
<tr>
<td>Vidyanagar</td>
</tr>
</tbody>
</table>
was decided as good awareness regarding appropriate waste disposal practices and 3R's technique.

**Hypothesis - H1:** There is no significant difference between age group and awareness regarding appropriate waste disposal practices of respondents of Vallabh Vidyanagar and Anand.

**From Table 2,** Result of test of significance revealed that there was no significant difference between age group of the respondent and awareness regarding appropriate waste disposal practices.

**H2:** There is no significance difference between education level and awareness regarding appropriate waste disposal practices of respondents of Vallabh Vidyanagar and Anand.

**From Table 3,** Results of the Chi-test indicate that there was no relationship between educational level and awareness regarding appropriate waste disposal practice.

**H3:** There is no significant difference between monthly family income and awareness regarding appropriate waste disposal practices of respondents of Vallabh Vidyanagar and Anand.

**From Table 4,** Result of this chi square test indicates that there was no relationship between monthly family income of and awareness regarding appropriate waste disposal practices.

**H4:** There is no significant difference between the awareness regarding appropriate waste disposal practices among the respondents of Vallabh Vidyanagar and Anand.

**Conclusion:**

The study revealed that respondents of Anand had more awareness regarding appropriate waste disposal practices and 3 R's techniques compared to respondents of Vallabh Vidyanagar. It had been exposed that the women of Anand and Vallabh Vidyanagar use to dispose the wastes in a plastic bags and chuck them in dustbins or dumped outside the house. The present study also discovered that the most of the respondents were following “Recycle” and “Reuse”, not many of them were aware of “Reduce” i.e., reducing the waste.
Table No. 4: Comparison of monthly family income and awareness regarding appropriate waste disposal practices of respondents

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Monthly Family Income (Rs.)</th>
<th>Mean Scores</th>
<th>Chi square</th>
<th>Chi square tabulated</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vallabh Vidyanagar</td>
<td>Anand</td>
<td>F</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1</td>
<td>1000-2000</td>
<td>48</td>
<td>52</td>
<td>0.52</td>
<td>0.999962</td>
</tr>
<tr>
<td>2</td>
<td>2001-3000</td>
<td>50</td>
<td>52</td>
<td>3</td>
<td>0.999962</td>
</tr>
<tr>
<td>3</td>
<td>3001-4000</td>
<td>51</td>
<td>49</td>
<td>3</td>
<td>0.999962</td>
</tr>
<tr>
<td>4</td>
<td>4001 above</td>
<td>50</td>
<td>49</td>
<td>3</td>
<td>0.999962</td>
</tr>
</tbody>
</table>

Table No. 5: Awareness regarding appropriate waste disposal practices among the respondents of Vallabh Vidyanagar and Anand

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Awareness of the respondents</th>
<th>N</th>
<th>Mean (Scores)</th>
<th>Sd</th>
<th>Df</th>
<th>Calculated ‘t’ value</th>
<th>Tabulated ‘t’ values</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vallabh Vidyanagar</td>
<td>60</td>
<td>49.31</td>
<td>7048</td>
<td>59</td>
<td>23.2032</td>
<td>2.0010</td>
<td>Highly Significant</td>
</tr>
<tr>
<td>2</td>
<td>Anand</td>
<td>60</td>
<td>51.71</td>
<td>3.88</td>
<td>58</td>
<td>23.2032</td>
<td>2.0010</td>
<td>Highly Significant</td>
</tr>
</tbody>
</table>

Recommendation for further studies:

(i) Same study can be carried out in larger samples.
(ii) Identical study can be carried out for middle income and high income group.
(iii) Similar study can be carried out after doing an intervention program to check their awareness level regarding solid waste disposal practices.
(iv) Comparative study can be done an awareness of solid waste disposal practices among rural and urban areas.

References:

(1) Bernardo EC., Solid-waste management practices households in Manila, (2008) Philippines Department of Environmental Science and Management, Isabela State University, Cabagan, Isabela, Philippines. eileen_elap@yahoo.com pages 420-424, October


(5) www.Edugreen.teri.res.in/explore/solwaste/health.htm
(6) www.nswai.com June 2008
(7) www.yorku.ca/furedy
Scope and Need of New Innovative E-Learning Education for Home Science Graduate Students

The goal of the e-learning in Home Science education in college is to help each student lead a more satisfying personal, family and community life. It means that, through the study of home science, students should get knowledge, skill, understandings and appreciation of cultural and spiritual values, which will enable them to live more joyfully and effective in their families and in their “would-be” homes after marriage. In present era self employment is necessary for all the students regarding this e-learning education is providing students to preparing for careers and obtaining graduate and postgraduate training in home science to meet the need for computer education as well as ICT demanding by present era.

Mita R. Rajpura

Preface:

Education systems to different degrees worldwide, are struggling to afford educational opportunities for all, to provide their graduates with the necessary knowledge and skills for evolving mark places and to prepare their citizens for lifelong learning, growing information societies and emerging knowledge societies. No country can afford to ignore the ongoing information and communication technologies (ICTs) innovations in the field of education today. Minister of educations on educational objectives, equitable distribution of funds, equipment, equipment, teacher training activities, legal framework, curriculum and educational software development, integration of ICT in teaching and learning etc.

Impressive advances in technology and their application in education systems over the past few years show that it is possible to concurrently expand success improve internal efficiency, promote the quality of teaching and learning and improve system management.

Role of teacher in college is to make knowledge full student not information full student. In every developed nation educational system and teachers had played significant role. In present era of information and communication technology (ICT) educational institutes and system is forced to accept new innovative trends of ICT practice in home science faculty education also.

Why students are not in Classroom?:

Now a days knowledge is not bound in four wall of classroom. Students get information from different sources and this have made college less important to obtain knowledge with help of information technology, various media had proved that always college lecture method education is not of importance to acquire knowledge by some one. E-learning concept is reformed pattern and combination of different mode of ICT.

In the process of education either it may in classroom or it may out classroom, main process taking place is the transfer of information by various means of communication and communicate with each other or developed as a information communication technology.

Information and communication technology:

1) Information technology (IT) or information and communication technology (ICT) is the technology required for information processing in particular the use of electronic computers and computer software to convert, store, protect, process, transmit and retrieve information from any where, any time.

2) The application of computer, audio, visual and telecommunications technology to the acquisition, storage, manipulation, analysis and display of information.

The role of information and communication technology can be simplified as under.

(i) Large scale mobility application in working methods.
(ii) Personalized information & knowledge. (iii) Use of ICT in content production. (iv) Iteration of individuals, organizations & interest. (v) New work culture. (vi) Understanding a widening concept of all over areas of home science and its relevant subject.

The key to success in the future will continue to lie in new knowledge-based products and services. Information technology and knowledge must be used to modernize traditional materiel production and also to the methods of

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working. e.g. to create a puppet show script on “girl child education”, & also plan, prepare & organizing a puppet show by the help of ICT.

**What is E-Learning :**

Matt Comerchero-introduces e-learning as a “Means of education that incorporates self-motivation, communication, efficiency and technology.”

Because there is limited social interaction, students must keep themselves motivated. The isolation intrinsic to e-learning required students to communicate with each other and the instructor frequently to accomplish their assigned task.

**Why of E-Learning :**

“E-learning is a flexible term used to describing a means of teaching through technology.”

<table>
<thead>
<tr>
<th>E-learning</th>
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<tbody>
<tr>
<td>Means of Communication</td>
</tr>
<tr>
<td>E-learning Technologies</td>
</tr>
<tr>
<td>Structure</td>
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</table>

(1) Means of communication E-learning can be conducted solely through on line applications.

(2) Schedule E-learning can either be synchronous or asynchronous. Synchronous means that real time communications implemented such as video conferencing and online chat programs. Asynchronous indicates that other means of communication are utilized that do not require real time response e.g. e-mail.

(3) **E-learning Class Structure :** Addresses how the instruction is administered. E-learning can be paced, self study with an expert self paced instruction is administered by giving the learner the material that needed to complete the training.

(4) **Technology :** E-learning can be achieved by utilizing any form of technology that sustains information yielding media. e.g. Audio-Video tape aside from being an absolute technology is a viable means to implement any matter of home science subject also e.g. preparing a CD or “Balanced diet”, “Dietary requirement of pregnant women”, “What is malnutrition ? How to cure it ?” etc.

**Technology is the most variable element in E-learning.**

**Role of Home Science education is to enable students :**

Home Science education is that part of graduation programme which prepare youth and adults for the greatest of all vocations home making.

(i) It helps in the development of right values and appreciations.

(ii) It makes contribution towards increasing health, happiness and fulfillment in the homes.

(iii) Home Science education enables pupils to understand the functions of parenthood, responsibilities of family membership and management of one’s resources.

(iv) It helps them to develop a sound philosophy of personal and home living.

(v) Education for home and family living teachers people how to live happily together.

(vi) I helps in careful weighing of competing demands and making intelligent selections and decisions.

(vii) To prepare for careers outside the home.

(viii) To solve present problems in one’s own personality development, participation in family activities and adjusting to members of the family and the community.

(ix) To develop an empowerment of student at the level of self confidence, self esteem, self reliance & self employed through the help of ICT.

What should be taught in Home Science classed to help students develop their personalities and prepare for their future homes ? A good home science programme should be built around their needs and interests. The major phases of Home Science are :

(1) Food, Nutrition and Cookery.
(2) Home Management.
(3) Textile, clothing and laundry.
(4) Health, First Aid and Home Nursing.
(5) Child Development and mother craft.
(6) Human Relationship.
(7) Extension & Communication.

All of these education in the graduate level to provide students guidance and opportunities to grow in social graces, managerial ability and competence in homemaking skills with the help of electronic media education. Planned units and sequences help students to aware in activities related to the home and also guide them in personal and family relations.

**How we use E-learning in Home Science :**

**Basic of E-learning :**

- **Computer Based Learning (CBL) :** By P.P.P. e.g. slides show on sources of vita
- **Online learning :** By Internet e.g. Researches of nutrition. E-learning using both

**How e-learning experiences can be provided in the class ? :**

Following Examples :

<table>
<thead>
<tr>
<th>Goal</th>
<th>Possible E-learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) To learn to choose color combination for use in dress.</td>
<td>Prepare a soft CD on of matching color chart combinations.</td>
</tr>
<tr>
<td>(2) To learn how to plan and prepare a series of types of menu &amp; its related table setting.</td>
<td>Prepare a PPP on different menu card &amp; its table setting e.g. buffet style, western style Table setting, A-/a cart menu type table setting etc</td>
</tr>
</tbody>
</table>

**Characteristics of E-learning :**

- **Synchronous** online lectures. e.g. Nutritional e.g. of pregnant women.
- **Asynchronous** stored audio/video presentation of CD. e.g. Aids awareness.
Communication: one to one/ many to one / Many to many e.g. pre recorded group discussion of vocational area of home science.

Multimedia: Text audio-video of an Interior designing format. Type of Neck pattern of Blouse & Dresses create with coral draw.

That’s why E-learning is:
1. Scenario based learning.
2. Problem based and goal based learning.
3. Case based learning.
4. Role play based learning.

Advantages and Disadvantages of e-learning:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beneficial to all types of Home Science students.</td>
<td>Need computer skills.</td>
</tr>
<tr>
<td>Any picture or design, location, Diagram, graphical presentation is possible.</td>
<td>Slow internet connection.</td>
</tr>
<tr>
<td>Flexibility in PPP.</td>
<td></td>
</tr>
<tr>
<td>Fit in to busy schedule. Relevant to all types of students.</td>
<td>older computer Feel isolated.</td>
</tr>
<tr>
<td>Personal responsibility for their own learning.</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion:

The goal of the e-learning in Home Science education in college is to help each student lead a more satisfying personal, family and community life. It means that, through the study of home science, students should get knowledge, skill, understandings and appreciation of cultural and spiritual values, which will enable them to live more joyfully and effectively in their families and in their “would-be” homes after marriage.

In present era self employment is necessary for all the students regarding this e-learning education is providing students to preparing for careers and obtaining graduate and postgraduate training in home science to meet the need for computer education as well as ICT demanding by present era.

In present world of information explosion and use of technology, education technology had developed it’s various means to serve the society. On line education method e-learning is a gift of education technology for students and teachers. Teacher should be trained to over come coming challenge of education patterns. Journey of teaching started from ‘chalk & talk’ not now ended to use of computers in education but has no end in sight because of e-learning.

References:

Emotional Quotient and Achievement Motivation among Engineering and Nursing Student

The main purpose of this research was to find out Emotional Quotient and Achievement Motivation among Engineering and Nursing Student. A sample of 200 student, 100 engineering student and 100 nursing student (home and hostel). The obtained data were analyzed using mean, standard deviation and ’t’ test. The Emotional Quotient test constructed by Prof. Roquiyaa Zainuddin and Anjum Ahmed (2005) and Achievement Motivation test constructed by Dr. G. Gopal Rao was used. The result shows that there is no significant difference found between stream (engineering and nursing) and residence area (home and hostel) student in relation to their Emotional Quotient and Achievement Motivation. And there is a positive co-relation between Emotional Quotient and Achievement Motivation of engineering and nursing student. Keywords: emotional quotient, achievement motivation, engineering, nursing, home, hostel.

Introduction:

Present education world is making all efforts to provide quality education for the students in today’s school and colleges. For that we can teach and improve some crucial emotional competencies among student such as emotional intelligence, intelligence quotient, before going in the depth of emotional quotient and achievement motivation it is important to understand the meaning and concept of emotional intelligence and achievement motivation.

“Emotional intelligence it is being able to monitor our own and other’s feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions” (salovey & Mayer, 1990). According to Goleman (1995) “Emotional intelligence consist of five components: knowing our emotions, managing them, motivating ourselves, recognizing emotions in others, and handling relationship.” Bigge and Hunt (1980) defined “Achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result.” The original definition of “Achievement motivation was from Atkinson (1964), who defined it, as the comparison of performances with others and against certain standard activities”.

According to the literature, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

The purpose of the present investigation was to find out the difference between engineering and nursing student as regards the emotional quotient and achievement motivation.

Problem of the Study:

The problem of the present study is to find out emotional quotient and achievement among engineering and nursing student.

Objective of the Study:

(1) To find out the significant differences of emotional quotient among engineering and nursing student.

(2) To find out the significant differences of achievement motivation among engineering and nursing student.

(3) To find out correlation between emotional quotient and achievement motivation among engineering and nursing student in relation to their residence (home and hostel).

Hypothesis:

(1) There is no significant difference in emotional quotient among engineering and nursing student.

(2) There is no significant difference in achievement motivation among engineering and nursing student.

(3) There is no significant difference in emotional quotient among home and hostel student.

(4) There is no significant difference in achievement motivation among home and hostel student.

(5) There is no significant correlation between
emotional quotient and achievement motivation among engineering student.

(6) There is no significant correlation between emotional quotient and achievement motivation among nursing student.

**Method:**

**Sample:**

Researcher has purposefully selected 200 students as sample from Bharuch and Bilimora city of Gujarat. Out of 200 students 100 students are selected from engineering and 100 students are selected from nursing student. Again out of 100, 50% are home student and 50% are hostel student have been selected for both category.

**Tool:**

For this purpose the following test tools were considered.

(1) **Emotional Intelligence Test:** Emotional Intelligence Test developed by prof. Roquiyah Zainuddin and Anjum Ahmed (Aligarh) was used to measure emotional quotient. The test consists of 30 item with sentence completion based, the test reliability find out the Cronbach’s alpha Coefficient on the sample of 300 subject, the Cronbach’s alpha Coefficient is computed is 0.7, which according to the Cronbach’s alpha Coefficient is fairly high and acceptable. And correlation between the scores of Emotional Intelligence Scale and present test was found, the validity of this test was seen to be 0.83 which is significant at 0.05 levels.

(2) **Rao Achievement Motivation Test:** Rao Achievement Motivation Test developed by Dr. D. Gopal Rao was used to measure Achievement Motivation. The test consists of 20 items with optional based; the test reliability find out the test retest on the sample of 550 subjects, the test retest reliability score of this test is 0.79, and correlation between the score of achievement motivation and teachers judgement was found to be 0.01 level, which mean that there is agreement between the judgement of the teachers and the score on the achievement motivation test.

**Procedure:**

The collection of data was spread over a period of 25 days. The researcher personally visited the selected engineering and nursing colleges and hostel, the researcher took the permission of the head of the college and hostel for administering the scales and fixed dates. On the schedule date the researcher met the student and made clear to them the purpose of administration. The researcher sought their cooperation.

The instructions were explained by the researcher and the doubts were clarified. They were assured that their response will be used for research purpose only and will be kept confidential. They were suggested to give free frank and honest responses without any hesitation. The scales were administered to the teachers. The scales were collected only after they were responded by the subject. After the completion of the administration the investigator conveyed her gratitude and thanks to the student and heads of the colleges and hostel for their kind cooperation.

The raw scores were statistically analyzed in terms of means; standard deviation and t-test were used to compare emotional quotient and achievement motivation of the engineering and nursing student in relation to their residence (home and hostel). To find out the relationship between the two variables Pearson’s Product Moment Coefficient of correlation was also applied.

**Result and Discussion:**

The main objective of present study was to find out the emotional quotient and achievement motivation among engineering and nursing student. And it statistical ‘t’ method was used and their correlation was measured. Results discussions of present study are as under:

**Table No 1 : Showing the Mean, SD and ‘t’ value of Emotional Quotient among Engineering and Nursing Student**

<table>
<thead>
<tr>
<th>Stream</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>Mean diff</th>
<th>SED</th>
<th>‘t’</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>100</td>
<td>69.22</td>
<td>3.77</td>
<td>0.14</td>
<td>0.272213</td>
<td>0.514303</td>
<td>non</td>
</tr>
<tr>
<td>Nursing</td>
<td>100</td>
<td>69.08</td>
<td>3.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non significant at 0.05 level of significant

The above result table No. 1 we can see that ‘t’ test was used to know the emotional quotient among engineering and nursing student. Where mean emotional quotient of 100 engineering student was 69.22 & SD was 3.77 similarly mean emotional quotient of 100 nursing student was 69.08 & SD was 3.64 and difference between their ‘t’ values was 0.514. It was no significant with 0.05 level. Here null hypothesis was accepted and result shows that the indicating that the type of stream does not play a defining role in the emotional quotient of engineering and nursing student toward their stream.

Thus the null hypothesis 1 which sates “There is no significant difference in emotional quotient among engineering and nursing student”

**Table No 2 : Showing the Mean, SD and ‘t’ value of Achievement Motivation among Engineering and Nursing Student**

<table>
<thead>
<tr>
<th>Stream</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>Mean diff</th>
<th>SED</th>
<th>‘t’</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>100</td>
<td>39.78</td>
<td>7.84</td>
<td>0.43</td>
<td>0.376962</td>
<td>1.1407</td>
<td>non</td>
</tr>
<tr>
<td>Nursing</td>
<td>100</td>
<td>39.35</td>
<td>6.37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non significant at 0.05 level of significant

The above result table No. 2 we can see that ‘t’ test was used to know the achievement motivation among engineering and nursing student. Where mean achievement motivation of 100 engineering student was 39.78 & SD was 7.84 similarly mean achievement motivation of 100 nursing student was 39.35 & SD was 6.37 and difference between their ‘t’ values was 1.140. It was no significant with 0.05 level. Here null hypothesis was accepted and result shows that the indicating that the type of stream
does not play a defining role in the achievement motivation of engineering and nursing student toward their stream.

Thus the null hypothesis 2 which states “There is no significant difference in achievement motivation among engineering and nursing student.”

Table No 3: Showing the Mean, SD and t’ value of Emotional Quotient among home and hostel student

<table>
<thead>
<tr>
<th>Residence</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>Mean diff</th>
<th>SED</th>
<th>t’</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>100</td>
<td>69.01</td>
<td>3.77</td>
<td>0.28</td>
<td>0.272</td>
<td>1.028</td>
<td>non</td>
</tr>
<tr>
<td>Hostel</td>
<td>100</td>
<td>69.29</td>
<td>3.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non significant at 0.05 level of significant

The above result table No. 3 we can see that t’ test was used to know the emotional quotient among home and hostel student, here mean emotional quotient of 100 home student was 69.01 & SD was 3.77 similarly mean emotional quotient of 100 hostel student was 69.29 & SD was 3.64 and difference between their t’ values was 1.028 It was no significant with 0.05 level. Here null hypothesis was accepted and result shows that the indicating that the type of residence does not play a defining role in the emotional quotient of home and hostel student toward their residence.

Thus the null hypothesis 3 which states “There is no significant difference in emotional quotient among home and hostel student.”

The above result we can see that t’ test was used to know the achievement motivation among home and hostel student, here mean achievement motivation of 100 home student was 39.32 & SD was 3.77 similarly mean emotional quotient of 100 hostel student was 39.81 & SD was 3.64 and difference between their t’ values was 1.800 It was no significant with 0.05 level. Here null hypothesis was accepted and result shows that the indicating that the type of residence does not play a defining role in the achievement motivation of home and hostel student toward their residence.

Thus the null hypothesis 3 which states “There is no significant difference in achievement motivation among home and hostel student”

The above result we can see that value of co-efficient of correlation between emotional quotient and achievement motivation is 0.31, which is positive in nature that indicates a positive correlation. Hence, the null hypothesis of no significant correlation between emotional quotient and achievement motivation of engineering student is not accepted. shows that the indicating there is significant correlation between emotional quotient and achievement motivation of nursing student.

Conclusion:

1. There is no significant difference in emotional quotient among engineering and nursing student.
2. There is no significant difference in achievement motivation among engineering and nursing student.
3. There is no significant difference in emotional quotient among home and hostel student.
4. There is no significant difference in achievement motivation among home and hostel student.
5. There is significant correlation between emotional quotient and achievement motivation among engineering student.
6. There is significant correlation between emotional quotient and achievement motivation among nursing student.

References:

Introduction:

As the term “adolescence” is used today, it has a broader meaning and includes mental, emotional and social as well as physical maturity. Adolescence is a time when the individual is expected to prepare for adulthood by replacing childish attitudes and behavior patterns with those of an adult type. The mission of the adult world is to help the teenager become adults by raising their standards and values to maturity rather than by lowering adulthood to their insecure maturity. The task for the adult world is to make adolescence a step towards growing up, not a privilege to be exploited.

Adolescent is divided into two periods: early and late adolescence. Early adolescent begins when the individual becomes sexually mature. For the average girl of today, early adolescence begins at 13 years and for a boy it is a year later. The dividing line between early and late adolescence is placed around 17 years. He then is recognized by his parents to be grown up, on the verge of entering the adult world of work or ready to go away to college or some professional training school. His status in the school likewise makes him feel responsible he never before was expected to assume. As a result of this new and formally recognized status, both at
school and at home, he has an incentive to behave in a more mature manner.

**In Early Adolescence Period:**

The young adolescents' status in our modern society is vague and confused. At one time, he is treated as a child, and when the child acts like a child he is reproved and told to “act his age.” When attempt to act like an adult, he is often accused of begin “too big for his britches.” This ambiguous status presents a dilemma for the teenager. The teen years represents a fundamental dilemma of life-to grow and mature, or to stay and be secure. The young person takes two steps ahead and one back through the teen years.....

In early adolescence physical changes are inevitably followed by psychological changes.

Attitudes of parents and teachers. They not only expect but demand a release from such inconveniences as noise, untidiness, shrinking of duties, teasing younger child and general nuisance behavior motivates the adolescent to replace child behavior with more mature behavior.

Early adolescence is the period of heightened emotionally marked by extremes in behavior marked by emotional “storm and stress.”

At this age instability is extreme from tears to laughter, from self-confidence to self-depreciation, from selfishness to altruism and from enthusiasm to indifference all are common reaction of young adolescents. One minute the young adolescent is up in the cloud and the next he is in the depths of despair.

Instability is very apparent in his social relationship. There are marked fluctuations in his friendship, especially with members of the opposite sex, and in the qualities he likes or dislikes among others.

The instability is largely the result of feelings of insecurity. The physiological and psychological changes which accompany sexual maturity come so quickly that the individual is unsure of himself, of his capacities and of his interest. The greater demands placed on him by home and schools add to his feeling of insecurity and intensify his instability.

Studies of the problem of young adolescents have revealed that the problems are numerous and for the most center around physical appearance and health social relationship in the home and with outsiders relationship with members of opposite sex school work plan for the future including education, choice of vacation and selection of a life mate-sex and moral behavior and finances.

Decision power is less during adolescence period thus they do not over certain responsibilities. They face difficulty even in choosing any field. They pull themselves in odd situation in front of parents and elders. They want something and demand something. This sometimes even creates misunderstanding among friends.

Young adolescents realizes that they are subjected as a group to condemnation critics and general devolution by adults. They are aware of the stereotype of a teenager as a sloppy, irresponsible, unreliable individual who is inclined towards destructiveness and antisocial behavior.

Early adolescence is the time when the individual shattered and protected throughout childhood, “breaks the cocoon” and reaches the “border of the unknown external world”. Normally adolescent begins to feel more adequate to cope with his problems, adulthood seem more attractive.

The developmental task of early adolescence are all focused on putting away childish attitude and behavior patterns and learning to be an adult. There is a major change in the child's habitual attitudes and patterns of behavior.

**Conclusion:**

In childhood parents or teachers helped him with his problems. He feels that his parents and teachers are “too old” to understand and to help him. Many problems that confront a young adolescence relate to areas of life such as heterosexual relationship in which he has had no previous experience. All problems of adolescence must face are increased when the home is broken by death or divorce. This is especially true of finical, personal, and family relationship problems. In general, bright adolescents have fewer problems and concern than adolescents of average intelligence suggesting that bright children make better adjustment to adolescence than to those of average intelligence.

School and colleges put emphasis on developing intellectual skills and concepts necessary for civic competence. However few adolescents are able to use these skills and concepts in practical affairs. Those who are active in the extracurricular affairs of their school and colleges get such practice but those who are prevented from active participation because of pressure of after-school jobs or lack of acceptance their peers, are deprived of this practice. School and colleges likewise try to build conscious values in harmony with those held in adult life; parents contribute to this development. When however the adult-fostered values clash with peers value, the adolescent must make the choice of accepting peer values which are not in harmony with those of the adult world he is preparing to enter.

**References:**

(1) *Developmental Psychology 3rd edition- Elizabeth. B.Harlock.*

(2) *Human Development- Grace.J.Craig.*

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